

**2019 Application Form for
ASC Grants for New Service-Learning Course Proposals
Application Deadline: April 8, 2019**

You MUST use this form to submit your proposal. Please send submission (form and supplementary materials) to Linda Hood (hood.82@osu.edu), Executive Assistant to Associate Executive Dean Steven Fink.

1. Working Title of Course Proposal

South Asian Identities in Central Ohio: Assimilation and Enculturation

2. Applicant Information

- Name: Ila Nagar
- Title: Assistant Professor
- Department: Near Eastern Languages and Cultures
- Address: 320 Hagerty Hall, 1775 College Road, Columbus OH, 43202
- Phone: 614-292-6995
- E-mail: nagar.5@osu.edu

3. Course Description

- Provide general description of course goals of proposed undergraduate course.

South Asia comprises of India, Pakistan, Sri Lanka, Nepal, Bangladesh, Afghanistan, and Bhutan. Over 5 million people in the United States trace their histories to South Asia. While this is a diverse group of people, they are mostly understood as a ‘model minority’ and are placed under a single umbrella of successful people from India who are either doctors or engineers in the United States. In reality, South Asian are a diverse group comprising several communities and identities who are part of various social structures spanning wealthy entrepreneurs to refugees from Nepal, Bhutan, and Bangladesh. The community defines itself in distinct ways. This course aims to introduce students to diversity of identities within the immigrant South Asian community in the United States. Students read about how people define, interpret, and understand identity, students learn about the different material, linguistic, and class elements that situate South Asians under the single umbrella. Students learn why such simplistic designations are complex albeit sometimes necessary.

This course will seek approval for a GE Diversity within the United States. The course material will help students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens. The service learning element of the course will require students to participate in activities supporting any one of three non-profit institutions and a narrative project. Student participation with the non-profits will help them reflect on the diversity of need and identity among South Asian Americans in the United States. In the process of developing an understanding of diversity in the South Asian community, students

will begin to understand systems such as class, education, race, and gender that define diversity in their own communities.

- Provide general description of content of proposed undergraduate course.

This will be a 3000 level GE course open to all majors and minors which will enroll no more than 35 students anytime that it is offered. The readings for this course will include identity theory (Kroger and Marcia 2011, Bamberg, De Fina and Schiffrin 2011) and literature on identity and migration (Hear 2010, Geis and Mescoli 2015). Since students will be working with non-profits directly, they will read basics of conducting ethnographic interviews and fieldwork (Banerjee 2014). Students will read about the history of South Asian immigration into the United States (Dingra 2012, Prashad 2001, Shankar 2008). Students will also read about the diverse ways in which South Asian communities thrive and struggle in the United States (Maira 2008, Shah 2013, Schildkraut 2011).

Assignments for this class will be a blend of assessing knowledge (three quizzes) and assessing student interactions with the service learning components of the class. Students will create a podcast, write a final report on their work in the community, and create an exhibit for the Global Gallery in Hagerty Hall.

Please see **Appendix A** for a tentative syllabus which contains more specific information about course content.

- Provide general description of service-learning component of the course.

Each student will work for at least sixteen hours in the course of a semester with either Community Refugee Immigration Services (CRIS), ASHA-Ray of Hope, or Association for India's Development (AID) Columbus chapter. During the second week of the semester, students will hear brief presentations from members of these organizations.

The service learning components of this course have four different goals. Each goal is described below with a discussion of what students will do to meet the goal. To ensure that no one non-profit is overwhelmed with students from an entire class, each student will participate in meeting either goal 1, 2, or 3. Students will pick goals with the instructor and their interest, major or minor goals, and any previous life or educational experiences will be considered in guiding them in their choices.

Every student will participate in meeting goal 4.

1. Work with a local population, learn and give back within the specific context of an immigrant community's need

CRIS serves many recent refugees with Nepali-Bhutani heritage. Students will work with CRIS to devise ways in which two different populations within the Nepali-Bhutani community can be served based on their specific needs. These populations are the elderly and young children. Students will participate in two activities over the course of the semester:

- a. The elderly in any immigrant community are often in need of some language training to make their lives in their new cultures more fulfilling. Students will hold three one hour English speaking classes for the elderly. Students will receive

lessons in basic language teaching pedagogy before they plan and teach these classes.

- b. Students will hold tutoring classes in local libraries for students who have recently become part of the Columbus city school system. The goal of these tutoring classes will be to help with homework and with practical advice about navigating a new community, language, and school.

2. Learn how to work within the framework of diverse needs of at-risk members of immigrant communities

Since 2017 I have served on the board of ASHA-Ray of Hope. This non-profit organization is currently led by Professor Shantha Balaswamy from the College of Social Work at The Ohio State University. The goal of the organization is to help victims of domestic abuse from South Asian countries who live in Central Ohio. While anyone can be a victim of domestic abuse, most often ASHA serves women and children. Domestic abuse is a global issue and the nature of abuse and experiences of survivors vary by culture. Immigrant women from South Asia face specific challenges when it comes to domestic violence. These challenges usually include seclusion, immigration related legal issues, and inability to work within the U.S. work force. Students will explore the following dimensions with ASHA:

- a. Understand the unique needs that immigrant women have
- b. Explain the unique needs and challenges in presentations organized by or for ASHA such as Chai Chat (a monthly effort for outreach by ASHA), community meet and greet, or presentation to student groups at The Ohio State University

3. Develop programs that meet needs of specific community in India that is tied to immigrants in Central Ohio

Association for India's Development (AID) Columbus Chapter identifies projects in India and helps materialize them. Students will work with the local chapter and identify projects in India that need monetary or other types of help. Projects that AID supports range from environmental justice to women's empowerment. While the exact project and needs of the project will be decided at the time, students will have an opportunity to work with partners in India and understand the intricacies of working with a diverse group of people in a different country.

4. Tell the story of a community. Create a resource with oral histories

Coming to a new country and society brings intense challenges and rewards. Along the lines of the [South Asian Americans Digital Archive's First Days Project](#), each student will talk to a person or two people from South Asia and find out their histories in this region. Since The Ohio State University supports many international students, many of these stories are tied to this campus. Students will highlight the achievements and struggles of Central Ohioans who once or still call South Asia home. These narratives will be posted on an open sources webpage and every new group will repeat this assignment. I envision that within a few years, the open source page will have many stories that will vary by age, class, gender, access to technology, and type of interaction with Central Ohio. This student supported open source page will provide narratives that will enrich the South Asian community. These narratives will also force students and

anyone who visits them to understand the kinds of experiences immigrants go through in their adopted countries. Students will be able to interact with immigration and immigrants first hand which will allow them to form more nuanced opinions about issues pertaining to immigration. The first time this course is offered, students will participate in creating an exhibit for the Global Gallery in Hagerty Hall where they will showcase portrait photographs of willing participants and short stories about these participants for the broader OSU and Central Ohio community to experience.

- Provide general explanation of how service-learning activities will contribute to the course goals.

The four service learning components of the course are below along with a brief description of how the components contributes to the course goals.

1. Work with a local population, learn and give back within the specific context of an immigrant community's need. Students work with CRIS.
2. Learn how to work within the framework of diverse needs of at-risk members of immigrant communities. Students work with ASHA-Ray of Hope
3. Develop programs that meet needs of specific community in India that is tied to immigrants in Central Ohio. Students work with AID Columbus
4. Tell the story of a community. Create a resource with oral histories

Each component requires students to interact with people from South Asia, understand their unique needs and perspectives, present their perspectives to each other or to the broader community, and work for the community in some capacity. Each component will help students understand the pluralistic nature of society and culture in the United States, the diversity of identities within the South Asian community in the United States, and the diversity of need in the community.

Students will have meaningful interactions in various capacities with members of an immigrant community and they will experience diversity in ways that they have probably not explored before. These experiences will help students understand the pluralistic nature of American society and reflect on the role of forms and systems of difference that they encounter in their own lives.

- Optional: Should you happen to already have a tentative syllabus (with course number), please provide it.

Please see **Appendix A** for a tentative syllabus.

4. Community Focus and Reciprocity

- Identify and provide a brief profile of the intended community partner(s). (If a specific partnership has not yet been confirmed at the time of the grant proposal, provide a clear explanation of the kind of community partner(s) being sought and provide some examples of appropriate candidates for

community partner(s).) *Community partners must be tax-exempt nonprofits or organizations with an easily identified public service component to their mission.*

Support from these organizations has not been sought yet. I have contacts in each of these organizations. The needs of each of these organizations change throughout the year. I will use the summer semester to develop service projects that are useful for the organizations as well as support the service learning objectives of the course. The community partners will be:

1. Community Refugee and Immigration Services (CRIS) of Ohio (<https://www.crisohio.org/>). CRIS works for the rehabilitation of refugees in Central Ohio.
2. ASHA-Ray of Hope (<http://asharayofhope.org/>). ASHA works for victims of domestic violence from South Asia who live in Central Ohio.
3. Association for India's Development (AID) Columbus chapter (<https://aid-columbus.weebly.com/>). AID works on projects in India from Central Ohio.

- Describe the community partners' participation in the development of the service project.

I will set up sessions with community outreach organizers and discuss ways in which student participation will be mutually beneficial. The organizations will be involved at every step of the planning and implementation process. Since ASHA and CRIS serve at-risk communities, their participation in the development of the service project is imperative. Since I have worked with non-profits in various capacities, I understand that many of them work with small budgets and are strained in terms of personnel as well. Involvement of community partners will ensure that the students fulfill actual needs and do not burden an overstretched organization.

- How does the service project reflect priorities and stated goals/needs of community partners and collaborative planning by all partners?

Below are parts of the mission or stated goals of each of the three organizations that students might work with along with a description of how the service projects will fulfill needs of the community. These are examples of ways in which students could benefit these organizations. The actual detail of how these goals will be met will be decided during the planning stages of this course.

CRIS. Part of stated goal: "CRIS is a refugee resettlement agency, meaning we have a contract with the Department of State to directly receive and place refugees in our community."

Students will directly work with CRIS to assist with "placing" Nepali-Bhutani refugees in the Central Ohio community. Placing refugees involves a variety of tasks and goals including language learning, cross-cultural knowledge, and workplace training. Depending on the needs of the agency at the time, students will participate in language teaching, tutoring children, or providing assistance to the elderly with navigating life in their new community.

ASHA-Ray of Hope. Part of stated goal: “Through advocacy, collaboration and awareness activities, ASHA will help educate the greater community and connect individuals and families with the resources they need to achieve self-reliance.”

Since ASHA works with an at-risk population, students will not be working with the population ASHA serves. Instead, students will work with the board members, lawyers, and staff at ASHA to understand the unique needs of the community. Students will take this knowledge and present it to students groups to help with ASHA’s mission to “help educate the greater community”.

AID Columbus. Part of stated goal: “AID supports grassroots organizations in India and initiates efforts in various interconnected spheres such as health, education, energy, agriculture, natural resources including land and water, women's empowerment and social justice.”

Students will directly work with an assigned leader from AID Columbus and assist with the needs of any ongoing projects in India.

- Describe the anticipated community benefit and impact of the service project.

The community benefit of student interactions with CRIS, ASHA, and AID Columbus will be accessed after the first time the course has been offered. The anticipated community benefit is assistance with tasks related to placing refugees, assistance with outreach and development of outreach material, help with fundraising and project development.

The oral histories project that students will create will be an audio-visual resource for the community for years to come. This will be an enriching and validating experience for members of the South Asian community.

5. Letter of Support from Department Chair

- Letter should provide departmental support for offering the service-learning course on a continuing basis once approved.
- Letter should also address how the course plays into the department’s curriculum. For example, will course be an elective that will count toward the minor? Will it request General Education status?

Please see **Appendix B**.

Appendix A

SOUTH ASIAN IDENTITIES IN THE UNITED STATES: ASSIMILATION AND ENCULTURATION

NELC 3630

Instructor: Ila Nagar

Instructor email: nagar.5@osu.edu

Instructor's office: Hagerty Hall 320

Office Hours: TBA

Course website: www.Canvas.osu.edu

Instructor's Mailbox: 300 Hagerty Hall Accessible 8am-5pm Monday-Friday

Course Description

South Asia comprises of India, Pakistan, Sri Lanka, Nepal, Bangladesh, Afghanistan, and Bhutan. Over 5-10 million people in the United States trace their histories to South Asia. While this is a diverse group of people, they are mostly understood as a 'model minority' and are placed under a single umbrella of successful people from India who are either doctors or engineers in the United States. In reality, South Asian are a diverse group comprising several communities and identities who are part of various social structures spanning wealthy entrepreneurs to recent immigrants from Nepal, Bhutan, and Bangladesh. The community defines itself in distinct ways.

The course aims to introduce students to diversity of identities within the immigrant South Asian community in the United States. Students read about how people define, interpret, and understand identity, students learn about the different material, linguistic, sartorial, and class elements that are used to situate South Asians under a single umbrella. This is a service learning course and students spend significant time getting to know the range of experiences of South Asians in Central Ohio. Students explore ways to understand the community through hands-on service learning projects.

Learning Objectives

General Education: Social Diversity in the United States

Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes

1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

Academic misconduct statement: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the [Code of Student Conduct](#).

Disability statement: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Required texts

Chapters from various books and journal articles will be made available on Canvas.

Assignment format and schedule

Quizzes 15%. Three quizzes in the course of the semester

Each quiz will contain ten short answer questions. Quizzes are meant to assess student engagement with the reading material and class discussions.

Journal entry and presentation 15%

Students write a short journal entry about any two interactions with their service learning projects. Students describe their interactions, their thoughts during it, and their thoughts about their preparedness to deal with their interaction. Students present their thoughts in an informal class presentation.

Due by week 13

Service learning project podcast 10%

Since the backbone of the course is the service learning element, students prepare a podcast during week 4 to discuss the material they have read and the non-profits they have decided to work with. By week 4 students will have decided which non-profit they will work with and what they need to do

to prepare for their assigned tasks. The podcast is a way for students to share what they know with the rest of the class.

Podcasts will be recorded using the Anchor app. The goal of the podcast is two-fold: it is meant to make sure that students are ready to delve into the service learning projects, and it is meant to serve as a 'place' students can go back to in the later weeks of the semester to reflect on how far they have come since they started the service learning projects.

Service learning project presentation 20%

During week 15 the organizations that students worked with join the class and students present information about their engagement with the organizations. The goal of this presentation is to evaluate the work students did but also to discuss how their contribution to the organizations were meaningful to both parties. The presentation will contain details of every project that students did with the organization and how the project enriched their experience in the class and the experience of people in the community that students worked with.

Narrative project curation 20%

In the course of the semester, students will identify one or two people from South Asia who currently live in Central Ohio. With permission from the community member(s), students record their oral histories about their early days in Central Ohio. Students also take a portrait picture or invite the participants to an ASC studio where their portrait picture can be taken. Each student designs a panel for the Global Gallery with the portrait of a community member and their history in Central Ohio.

Final panel due during week 13

Final paper project 20% of total grade

The final paper will be a two-part project involving an abstract submission and a final paper. The final paper should be 7-10 pages and should be a discussion of two-three themes from this class and how these themes connect to students' service learning projects.

Abstract for final paper 5% of total grade due during week 9

Final paper and presentation 15% of final grade due during finals week

Grading scale

Grading scale: A (93-100) A- (90-92) B+ (87-89) B (83-86) B- (80-82) C+ (77-79) C (73-76) C- (70-72) D+ (67-69) D (60-66) E (below 60)

Attendance policy

If you miss more than one in the course of the semester for any reasons other than medical or family emergencies (for which you can provide written proof), your grade will go down one letter.

Weekly schedule

History of South Asian Immigration

Students learn about the history of immigration from South Asia in the United States. While most students see immigration from South Asia as a post 1965 occurrence, the first two weeks will inform students about the nature of early immigration into the United States.

Week 1

Tuesday Introduction to the course and the syllabus
“Of India, Of the Mysterious East, Of the Oriental Menagerie” Prashad. 1-46

Thursday Dark Caucasians: “The Hindoo Question”. Takaki, 294-315

Week 2

Tuesday Service learning project orientation. Organization presentations.

Thursday “Intimate Dependency, Race and Trans-Imperial Migration”. Shah, 25-50
Hindus Too Brunette to Vote Here, available here:
<http://www.saadigitalarchive.org/item/20101210-148>

South Asians as a “model minority” in the United States. Setting up Service Learning projects

Historically different races have had different interactions with life in the United States. South Asia immigrants have often been categorized as a “model minority”. Students learn about the racial underpinnings of this designation and what this designation means for people in South Asian communities in the United States. Students learn about the complexities that the “model minority” label creates are South Asians who do not fit the mold and for other minorities who suffer the consequences of this label.

Week 3

Tuesday “California, here we come, right back where we started from” Shankar. 1-53

Thursday Students pick project and make detailed project plans from start to completion to materialize their projects

Week 4

Tuesday “Relating to the New Homeland” Brown. 124-137

Thursday “Building the diaspora” Dhingra. 25-87

Week 5

Tuesday “Business hardships and Immigrant Realities” Dhingra. 88-123

Thursday “The possibility of belonging” Dhingra. 161-203

Week 6

Tuesday Indian Americans: The New Model Minority, available here:
http://www.forbes.com/2009/02/24/bobby-jindal-indian-americans-opinions-contributors_immigrants_minority.html

Viewing of Hari Kondabolu clip on South Asian Spelling Bee, available here:
<http://www.youtube.com/watch?v=NZPZ-9qmZkk>

Thursday “Critical urban collaborative ethnographies: articulating community with Sappho for Equality in Kolkata, India”. Banerjea.

Students present their progress with service learning projects

Identity, Migration, and the South Asian experience

Weeks 1-6 familiarized students with certain facets of life in the United States for immigrants from South Asia. In weeks 7-13 students read and understand general theories of identity and migration and learn to put them in the context of South Asian immigrants.

Week 7

Tuesday “Theories of Migration and Social Change” Hear. 1531-1536

Thursday “American Karma: Race, Culture and Identity in the South Asian Diaspora” Bhatia. 12-42

Week 8

Tuesday “Maintaining national culture abroad: countries of origin, culture and diaspora”. Gsir & Mescoli.

Thursday “Citizenship and Dissent in Diaspora: Indian Immigrant Youth in the United States after 9/11” Maira.

Week 9

Tuesday “National Identity in the United States.” Schildkraut.

Thursday Students present their progress with service learning projects

Week 10 Spring Break

Week 11

Tuesday “Intimate Dependency, Race and Trans-Imperial Migration”. Shah.

Thursday “Relationships between Muslims and Hindus in the United States: *Mlecchas* vs. *Kafirs*.
Mohammad.

Week 12

Tuesday “Saris, Chutney Sandwiches, and “Thick Accents”: Constructing Difference”. Bhatia.
112-155

Thursday “Haunting Stories: Narrative Transmissions of South Asian Identities in Diaspora”.
Narayan. 415-434

Week 13

Tuesday “The Identity Statuses: Origins, Meanings, and Interpretations”. Kroger and Marica

Thursday “Discourse and Identity Construction”. Bamberg, De Fina, and Schiffrin

Wrap up, presentations, and reviewing material

Week 14

Tuesday Narrative project curation. Students bring images and narratives to class and prepare
panels for Global Gallery exhibit. Students comment on each other’s panels and
review panels with the instructor. At the end of the class, students submit panels to
Abhijit Varde.

Thursday “Imagining Homes: Identity in Transnational Diasporas”. Bhatia. 220-235

Week 15

Tuesday Organizations join students in class and students and organizations discuss their
projects and contributions

Thursday Students present their progress with service learning projects

Readings available on Carmen

Bamberg, M. De Fina, A. & Schiffrin, D. (2011). Discourse and Identity Construction. In *Handbook
of Identity Theory and Research*, eds. Seth J. Schwartz, Koen Luyckx, and Vivian L. Vignoles.
Springer, 177-201.

Banerjea, N. (2014). Critical urban collaborative ethnographies: articulating community with Sappho
for Equality in Kolkata, India. *Gender, Place, and Culture*. 22, 1058-1072.

Bhatia, S. (2007). *American Karma: Race, Culture and Identity in the South Asian Diaspora*. New York:
New York University Press. 12-42, 112-155, 220-235.

- Dhingra, P. (2012). *Life behind the Lobby: Indian American Motel Owners and the American Dream*. Stanford University Press.
- Gsir, S., & Mescoli, E. (2015). *Maintaining national culture abroad: countries of origin, culture and diaspora*. Migration Policy Centre; INTERACT Research Report
- Hear, N. (2010). Theories of Migration and Social Change. *Journal of Ethnic and Migration Studies*, 36:10, 1531-1536
- Kroger, J. and Marcia, J. (2011). The Identity Statuses: Origins, Meanings, and Interpretations. In *Handbook of Identity Theory and Research*, eds. Seth J. Schwartz, Koen Luyckx, and Vivian L. Vignoles. Springer, 31-55.
- Kurien, P. A. (1999) Gendered Ethnicity: Creating a Hindu Indian Identity in the United States. *American Behavioral Scientist* 42, 648-70.
- Maira, S. (2008). "Citizenship and Dissent in Diaspora: Indian Immigrant Youth in the United States after 9/11" in Parvati Raghuram et. al. (Eds.) *Tracing an Indian Diaspora: Contexts, Memories, Representations*. Los Angeles: Sage Publications.
- Mohammad, A. T. (2001). Relationships between Muslims and Hindus in the United States: Mlecchas vs. Kafirs? in Bates, Crispin (Eds). *Community, Empire and Migration: South Asians in Diaspora*. Houndmills, Basingstoke: Palgrave. 286-308.
- Narayan, K. (2004). Haunting Stories: Narrative Transmissions of South Asian Identities in Diaspora in Jacobsen, Knut A., and P. Pratap Kumar (Eds.) *South Asians in the Diaspora: Histories and Religious Traditions*. Leiden: Brill. 415-434.
- Shah, N. (2013). Intimate Dependency, Race and Trans-Imperial Migration. In Vivek Bald (Et.al. eds.) *The Sun Never Sets: South Asian Migrants in an Age of U.S. Power*. 25-49.
- Schildkraut, D. J. (2011). "National Identity in the United States." In *Handbook of Identity Theory and Research*, eds. Seth J. Schwartz, Koen Luyckx, and Vivian L. Vignoles. Springer, 845-65.
- Shankar, S. (2008). *Desi Land: Teen Culture, Class, and Success in Silicon Valley*. Duke University Press
- Prashad, V. (2000). *The Karma of Brown Folk*. University of Minnesota Press
- Takaki, R. (1989). *Strangers in a Different Shore: A History of Asian Americans*. New York: Penguin Books

Appendix B



6 April 2019

Associate Executive Dean Steven Fink
College of Arts and Sciences
186 University Hall
230 North Oval Mall
Columbus, OH 43210

Dear Steve,

I am writing today to express my strong support for Ila Nagar's service learning course with the working title "South Asian Identities in Central Ohio: Assimilation and Enculturation."

If approved the department would definitely seek to offer this course on a continuing basis. It would become part of Ila's regular course assignment.

Currently NELC offers only a minor in South Asian Studies. This course would be immediately integrated into that minor, most likely as one of the electives.

Let me add here that Ila is one of the most outstanding classroom instructors in our department. You can see from the syllabus she has presented that she puts a great deal of thought into the structure of her courses, and she has been successful in various modes of presentation, both in person courses and online offerings. This course will not only offer students an opportunity to connect with the South Asian populations in the state; it will also inaugurate an important archival source in oral history. It will be a wonderful service learning opportunity for the students who are fortunate enough to enroll.

Yours truly,

Robert C. Holub
Professor and Chair, Germanic Languages and Literatures
Ohio Eminent Scholar of German
Interim Chair, Near Eastern Languages and Cultures
Adjunct Professor, Teacher Educational Policy and Leadership