

## **Diversity by Design—a program for DEIJ in international schools**

Presented by the Advocacy Committee of the Diversity Collaborative

### **The Problem**

- Lack of faculty and admin diversity in international schools
- Lack of opportunities for local educators within international schools; lack of equity
- Disconnect between many international schools and the local host country communities in which they are located
- Teacher recruiting challenges

### **How Might We –**

- Increase diversity among international school faculty and leadership?
- Make international schools more socially equitable?
- Strengthen local community bonds and weaken the cultural bubbles in which so many international schools reside?
- Promote international mindedness?
- Increase the pool of available qualified teachers?
- Contribute to the development of human capital in international school host countries?

### **The Opportunity**

Design an intercultural recruitment and placement program focused on greater diversity, equity, inclusion and collaboration of local educators within international schools.

### **Summary of Idea:**

A training and internship program for aspiring local educators that places them in English-language medium international school settings and results in certification in international school principles and practices as well as employment support.

### **Description of how it could work:**

Promising English-proficient, new and veteran host country educators, both teachers and administrators, from countries under-represented on international school faculties, apply to receive training in international school principles and practices, followed by placement as interns in participating international schools. Successful interns receive a letter of recommendation, a certificate of completion, and job placement advice to support future employment.

### **Who is involved**

- Aspiring English proficient host country educators (accents welcome) with a minimum of a bachelor's degree
- Mentors from international schools who are DEIJ trained and serve as collaborative partners and support for interns
- A committee of international school educators to select the most promising applicants and pair them with participating international schools

- Experienced international school teachers and administrators to provide training in international school principles and practices (or could use an existing entity such as PTC/TTC)
- International school educators willing to mentor an intern for an academic year
- Operational support staff
- Funding entities

### **The value and benefit for those involved**

Successful interns will:

- Gain valuable experience in international education
- Earn a credential that will help them continue working in international school settings.

Participating international educators and their schools will:

- Enjoy greater diversity in their faculty/leadership ranks
- Develop stronger connections with local educators
- Enhance the international mindedness of their communities

Funding entities will:

- Know they have supported meaningful intercultural exchange while also promoting greater social equity and inclusion

### **IDEATION: What is needed, Conditions for Success, Questions and Challenges**

*Collaboratively generated on April 21, 2021.*

**SPECIFIC DESIRED RESULTS:** Based on feedback, the following desired results have been identified as necessary for achievement in order to implement this program. These goals are not presented in order of priority and are open to revision, as the committee feels necessary.

Desired Result #1: A research report on existing models and practices				
<i><b>Rationale:</b></i> Knowledge of existing models and practices should help prevent “reinventing the wheel” and enable the inclusion of existing best practices as well as the exclusion of mistakes made elsewhere.				
<b>Evidence of Success:</b> 1. Written research report				
Action	Person(s) Leading	Others actively involved	Timeline for Implementation	Key Reporting Dates
<i>List specific steps to be taken in order to achieve the desired result—create additional rows for additional actions</i>				

Desired Result #2: A plan for funding the program, including the living and educational costs of host country teachers during both their summer training and year-long internships				
<i><b>Rationale:</b></i> Without adequate funding, this program will not be sustainable. It also will be less likely to be able to attract quality applicants. We therefore need to figure out what all the various costs will be and how those costs will be covered.				
<b>Evidence of Success:</b> 1. An articulated plan that identifies various costs, potential sources for funding those costs, and the process by which those funds will be obtained.				
Action	Person(s) Leading	Others actively involved	Timeline for Implementation	Key Reporting Dates
<i>List specific steps to be taken in order to achieve the desired result</i>				

**Desired Result #3:** A communications plan to publicize the opportunity and to attract participants, both individuals and international schools.

**Rationale:** Clearly, for this program to develop, people need to be aware of its existence and how they may get involved. Including the means by which local communities may be involved in the design and implementation of the program will not only respect the perspectives found within those communities, it will also help make the program more collaborative and sustainable.

**Evidence of Success:**

1. A documented communications plan that identifies target audiences, vehicles for reaching them, and a timeline.

Action	Person(s) Leading	Others actively involved	Timeline for Implementation	Key Reporting Dates
<i>List specific steps to be taken in order to achieve the desired result</i>				

**Desired Result #4:** An articulated application process capable of distinguishing between applicants

**Rationale:** Especially during the program’s initial stages, it is important to identify applicants who can reasonably be expected to succeed in the program. The application process must be seen as fair, valid and transparent.

**Evidence of Success:**

1. An articulated overview of the application process
2. Accompanying forms, website, etc.

Action	Person(s) Leading	Others actively involved	Timeline for Implementation	Key Reporting Dates

<i>List specific steps to be taken in order to achieve the desired result</i>				
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**Desired Result #5: A curriculum for developing knowledge about the international context of education and the skills needed in delivering it**

**Rationale:** To succeed in the program, applicants need to have a clear understanding of the principles on which international schools operate. These principles include as intercultural competence, pedagogical principles such constructivist teaching, and operational principles such as a uniform salary schedule. Some understanding of the history of international education and of international schools would also be helpful. While there is certainly variance in how international schools function, their commonalities can and should be taught.

**Evidence of Success:**

1. An articulated and assessed curriculum using an agreed upon curricular framework such as Understanding by Design.

Action	Person(s) Leading	Others actively involved	Timeline for Implementation	Key Reporting Dates
<i>List specific steps to be taken in order to achieve the desired result</i>				

**Desired Result #6: A plan for providing participating educators with opportunities to share the cultural and educational beliefs and practices of their home cultures**

**Rationale:** To realize the maximum benefit of increased diversity within international schools, there needs to be a “two way street,” that is to say, in addition to those individuals selected to participate in the program, the international school faculties also need the opportunity to learn from local educators. We need to figure out the various ways in which this can happen.

<b>Evidence of Success:</b>				
1. An articulated plan that includes a list of various ways that participating local educators may share their beliefs and practices				
Action	Person(s) Leading	Others actively involved	Timeline for Implementation	Key Reporting Dates
<i>List specific steps to be taken in order to achieve the desired result</i>				

<b>Desired Result #7: Documentation of country-specific visa requirements so that it is known to which countries individual participating educators may or may not be placed</b>				
<b>Rationale:</b> Some countries may not be willing to issue work visas to educators from certain countries. Knowing which countries will and will not offer visas to particular nationalities will streamline the placement process. It should also address claims that schools are unable to offer positions to local educators.				
<b>Evidence of Success:</b>				
Action	Person(s) Leading	Others actively involved	Timeline for Implementation	Key Reporting Dates
<i>List specific steps to be taken in order to achieve the desired result</i>				

<b>Desired Result #8: An articulation of how certification for participating educators could work</b>				
<b>Rationale:</b> Recognition that an individual has received training will give international schools confidence that the individual can reasonably be expected to succeed in their school environment, thus making them more willing to offer positions to program participants. Recognition of a successful internship will				

likewise provide such confidence. As the degree of formality associated with the credential could influence its value, credential details should also be articulated.

**Evidence of Success:**

1. A position paper on international school teaching/administration credentialing

<b>Action</b>	<b>Person(s) Leading</b>	<b>Others actively involved</b>	<b>Timeline for Implementation</b>	<b>Key Reporting Dates</b>
<i>List specific steps to be taken in order to achieve the desired result</i>				