# From Resistance to Sustainability and Leadership
## *Cultivating Diverse Leaders in International Schools*
### Results of the 2019 Diversity Collaborative Survey (DCS)

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During the spring of 2019, the Diversity Collaborative, a voluntary group of international educators committed to diversifying the leadership of international schools, initiated a research study by partnering with the ISC Research and George Mason University's Center for International Education. Our goal was to survey the field of accredited international schools to establish a baseline of information in the international school sector about school leadership and diversity. We believe this information is crucial not only for the work of the Diversity Collaborative and the international school sector, but also to individual international schools as they seek to create more diverse, inclusive, equitable and just educational communities across the globe.

The importance of having diverse leadership teams in schools and other settings has been well documented. In his 2007 landmark study, *The Difference* (2007), University of Michigan Professor Scott Page shows mathematically, and explains in clear and compelling language, how diverse groups make better decisions than homogenous ones, because they benefit not only from divergent perspectives and information, but also from varied problem-solving heuristics, interpretations, predictive models and decision rules. Strikingly, the fact that it is typically harder for diverse groups to come to consensus or reach a decision often ultimately works to their advantage, as disagreements prevent premature, suboptimal decisions and solutions. Diverse school leadership teams not only have the potential to make better and more innovative decisions, but they also provide effective role models for all students, ensure broader access to talent, and enhance professional learning. We suspect too that when the board and leadership team of a school embrace an intercultural mindset, that perspective tends to affect all aspects of a school, from recruitment to student learning, from professional development and promotion to community and staff relations.

## Process
The Diversity Collaborative Survey (DCS) was created by George Mason University faculty (Drs. Shaklee and Daly) using Qualtrics. The survey was piloted three times with the Diversity Collaborative Committee, the International Schools Services (ISS) team, and Academy for International School Heads (AISH) members who attended the February 2019 OASIS workshop. At each iteration, adjustments were made based upon participant feedback to clarify definitions and language, simplify survey mechanics, and reduce the administration time.

The Diversity Collaborative Survey (DCS) was then distributed by the International School Consultancy (ISC) to approximately 2,676 accredited international schools who belong to at least

one of twenty identified associations (see Appendix A). The survey was sent directly to up to six school leaders at each school, who are typically engaged in recruitment and leadership development:

- Head of School/Director/Principal/Superintendent/Headmaster/Headmistress;
- Head of Kindergarten/Preschool/Infants;
- Head of Elementary/Primary/Juniors;
- Head of Middle School;
- Head of Seniors/Secondary;
- Head of Human Resources/Director of Human Resources.

The survey was distributed by ISC in March 2019 with a follow-up reminder in April 2019, as well as promotions on various social media platforms. The survey was open for approximately six weeks, closing in early May 2019. The survey was closed once 500 responses were received. However, since all responses were voluntary, not all respondents answered all questions, so the number of responses to each question varied. After the survey results were compiled and analyzed by the authors, the report was reviewed by the data subcommittee of the Diversity Collaborative (see Appendix B).

**Findings - Quantitative Results**

The purpose of the DCS was to gain representative results from an array of school leaders within international schools. Demographic information included in the survey helped establish the gender, current region working, current role, and educational experience of each participant. We did not ask for ethnicity because there is not a generally accepted method of collecting such data in the international school world. Nationalities/citizenship questions can also be complicated as many people have dual or more nationalities and/or citizenships, so we opted not to ask nationality or citizenship questions on this preliminary survey either. In order to encourage respondents to share honest feedback, responses to the questions were not required, so there was considerable variation in the response rates to individual questions. Where possible, we have juxtaposed our survey responses with similar data from the industry, including information we were generously provided by AISH and ISC.

As described in more detail below, overall, respondents to the Diversity Collaborative Survey were experienced in international school leadership, primarily male, and working in Asia, with Europe being the second highest regional response category. Those demographics are similar to the demographics of the broader pool of people whom we surveyed and/or related data sets, suggesting that the responses are representative.

*Demographics - Gender*

Demographic information based on gender was collected using three options: male, female, and prefer not to say. The total number of responses to this question was 252 out of the 500 surveys received. As Figure 1.1 indicates, 56% of the participants identified as male and 42% of the participants identified as female, with 2% preferring not to say. In 2018-2019, 67% of Academy for International School Heads (AISH) members (who are all heads of school or retired heads of school) were male and 33% were female. It is important to note that the head of school and

principal categories are conflated in the DCS survey. In contrast, the AISH data only includes heads of school, not principal-level positions, as the DCS survey does. While the majority of respondents were male, that is not surprising given that the majority of international school leaders are male for both sets of data.
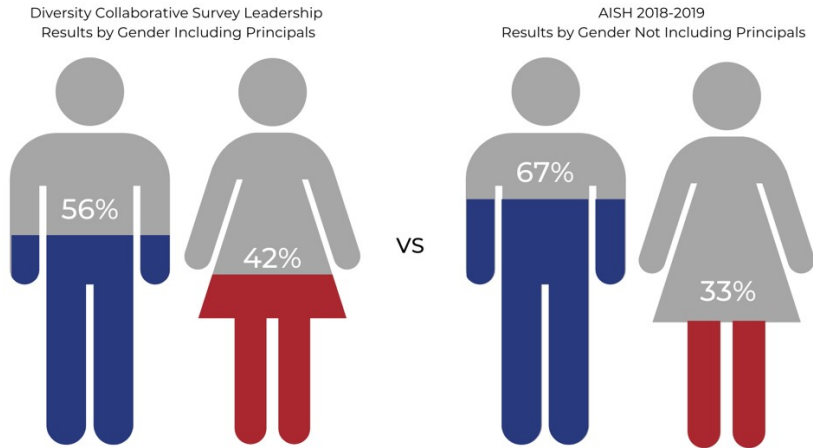


*Figure 1.1* Diversity collaborative survey results by gender vs AISH results by gender 20182019.

### *Demographics - Region*
Demographic information based on region was also collected with a total number of specific responses to this question of 252 out of the 500 responses. The table below illustrates the breakdown of international schools that responded to the survey by region with over 46% from Asia, 17% from Europe, 16% from Africa, 14% from South America, 6% from North America, and less than 4% from Australia, Oceania and Antarctica. These return rates for the survey are representative of the original distribution group the survey was distributed to internationally by ISC (see Figure 1.4) with 45% from Asia, 26% from Europe, 13% from Africa, 15% from the Americas, and less than 1% from Oceania (see Figure 1.2).
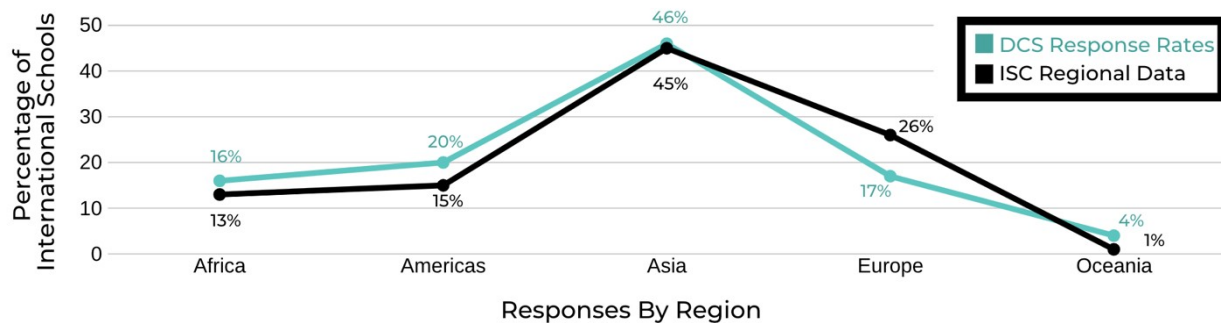


*Figure 1.2* Diversity collaborative survey (DCS) responses rates compared to ISC data from same demographic group

## *Demographics - Roles*

As shown in the figure below (Figure 1.3), the majority of respondents who answered this question were Heads/Principals of Schools.
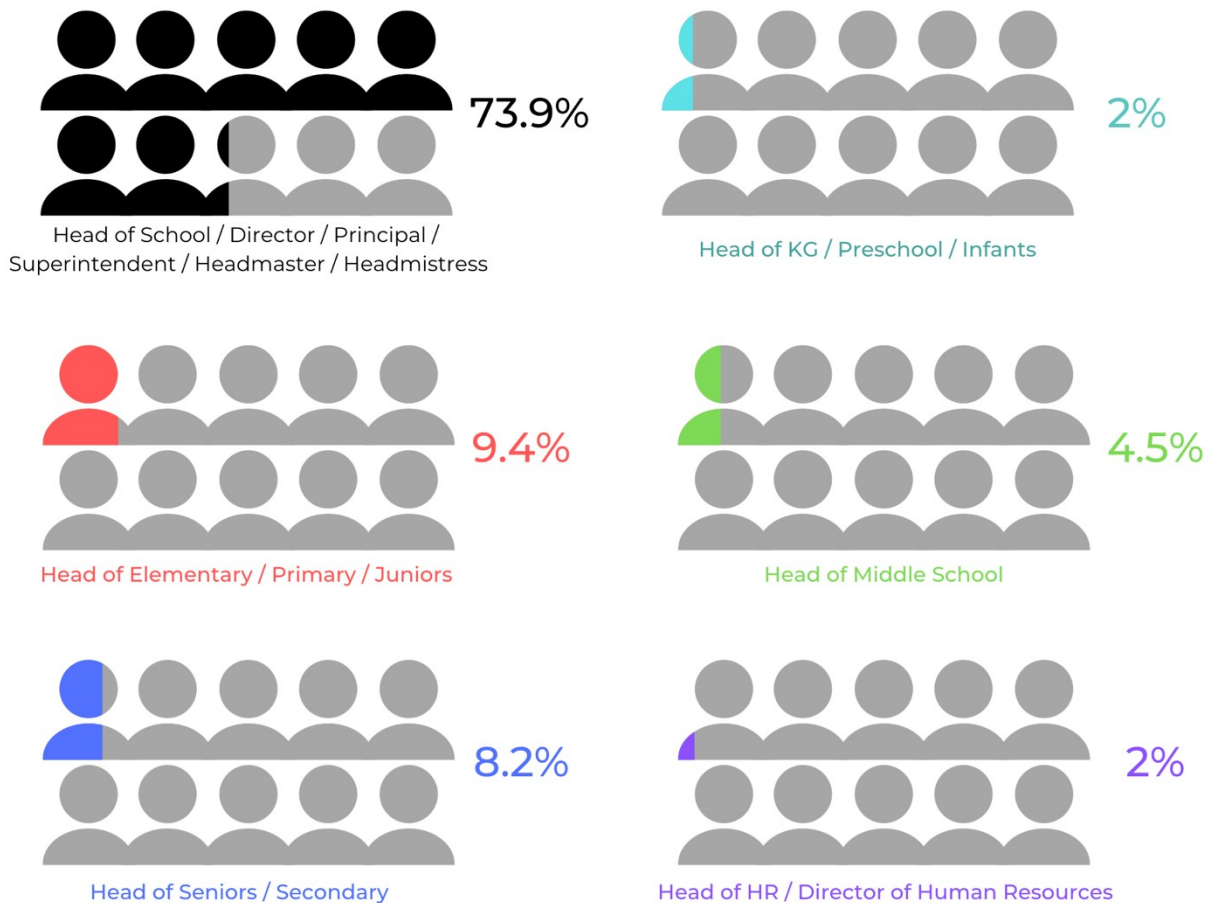


73.9%
Head of School / Director / Principal / Superintendent / Headmaster / Headmistress

2%
Head of KG / Preschool / Infants

9.4%
Head of Elementary / Primary / Juniors

4.5%
Head of Middle School

8.2%
Head of Seniors / Secondary

2%
Head of HR / Director of Human Resources

*Figure 1.3* Diversity collaborative survey results by role.

## *Demographics - Educational Experience*

According to the survey questions on educational experience (Figure 1.4), the survey respondents had considerable experience, with a mean of 31.9 years in international education, and 12.8 years as an international school leader.



31.9 mean years of teaching experience in international schools

12.8 mean years of leadership experience in international schools

*Figure 1.4* DCS responses to educational experience.

**Findings - Qualitative Results**
The qualitative data on practices of diversity, equity, and inclusion in international schools was collected through a series of open-ended questions focused on ***Successes Achieved, Challenges Confronted, and Stories & Reflections***. For the purposes of this survey, the following definitions were provided:
- *Diversity is the presence of difference*
- *Equity is ensuring that everyone has access to the same opportunities*
- *Inclusion is valuing that difference*

In most instances, *context* was noted and played a role in the responses. This should be carefully considered as the results are reviewed, because different cultural norms, laws, regulations, policies and even understandings of the definitions of diversity, equity, and inclusion influenced the responses. Nonetheless, despite such differences, several themes emerged under each category as described below.

***Successes Achieved***
Among the survey respondents, there were exemplary schools that have intentionally and strategically focused on issues around diversity, equity and inclusion. Those schools identified definitions used in their contexts and developed strategic plans for the recruitment, mentoring, development and retention of diverse leadership candidates. They had a clear purpose and specific examples of success to share.

*Comprehensive Strategic Focus* - Respondents noted the importance of moving beyond "passport diversity" or "nationality" as prime indicators of a diverse leadership team, citing the value of including faculty and governance in the development of definitions and strategies, the need to establish systems and protocols, and the significance of knowing the "value added" of having a diverse leadership team. Further strategies for cultivating diversity included policy changes, school improvement plans, accreditation self-studies, and the benefit of developing a reputation as an international school of acceptance and inclusion. One school, for example, reported: "We developed a survey of parents and staff around issues of equity and diversity, . . . developed four areas of focus…and continued to seek opportunities to diversify staff while maintaining our standards for exceptional educators." Another explained, "We have increased our diversity through an inclusion objective tied to our school improvement plan" and "we have pushed past passport thinking and have launched a major initiative beginning with two well attended World Café events …"

*Mentoring and Leadership Development Opportunities* - Respondents identified specific mentoring programs, leadership development opportunities, and ways in which they were reaching "into" their current pipeline to identify and promote diverse leaders. Encouragement, "paying it forward," and informal and formal discussions with potential leaders were identified as productive strategies for cultivating diverse leaders. Respondents noted regional workshops being conducted by organizations like Aspire as important to their efforts: "We are becoming much more aware of both the issues and the complexity…the student population is undoubtedly more diverse than the staff."

*Recruitment* - Hiring practices were influential in targeting a diverse staff (and future pipeline of leaders). One respondent noted, "we actually look for a balance of gender, local/expat, language, religion…we may not always achieve the perfect balance, but we do consider it when appointing leaders." Another noted, "We made a commitment to valuing diversity when we revisited our mission 6 years ago as part of our strategic plan…we have actively pursued efforts to be inclusive and support our faculty with robust training opportunities. We have actively recruited faculty and staff from a broader pool." Further, several schools stressed the importance of addressing pay scale differentiation between expats and local hires: "Local staff have the opportunity to be on the same pay scale as expats once they are trained and skilled to the equivalent level" and that school provides the training to do so.

Exemplar schools provided strong examples of successfully developing a diverse leadership team based on attributes such as gender, ethnicity, nationality, religion, and LGBTQ identification. "We have highlighted the need, hired a DEI Coordinator for our school, and intend to focus sharply on nurturing an environment that values and supports diversity, equity and inclusion." The critical factors that influence successful international schools on issues of diversity, equity and inclusion appear to be **intentionality and developing a comprehensive, long-term, strategic commitment.**

### Challenges Confronted
In this category, respondents provided a range of challenges related to definitions, perceptions, pathways, Board/governance, local culture, and what is known in the literature as "minimization bias." Respondents reported struggling with definitions – "what are `diversity, equity and inclusion' and more specifically what does it mean in my particular setting, school or country?" Along with seeking clearer definitions was the sense that in some schools, the questions of diversity, equity, and inclusion had not been addressed, because they didn't know it should be, "We didn't know what we didn't know," so the importance and influence of having a diverse leadership team was underestimated.

*Perceived Costs of Diversity* – Some respondents perceived that higher levels of "diversity in leadership equals lower quality schools." In other instances, although diverse leadership candidates were available, if they did not have experience or skills in *very* particular areas of curriculum it was deemed "too much trouble" to hire and bring them up to speed. Many respondents mentioned that school constituents, such as the community, families or Board, had a specific vision of what an international school leader should look like: "The white male seems to dominate…they are seen as a figurehead, the image which is wanted." Finally, the pros/cons of diversity were noted, "Diversity of ideas and perspectives is valuable when facing an issue and brainstorming solutions however, too much variety in outlook can lead to infighting and lack of shared vision…shared vision can be developed by looking closely at the content of a leader's character rather than at superficial indicators of diversity." The value of having a diverse leadership team was tempered by the notion of developing a shared vision or promoting a particular view of the school.

*Pool/Pathway/Pipeline* – Another identified challenge was the pool/pathway/pipeline for diverse candidates. In some instances, lack of qualified candidates was noted; in other instances, few to

nonexistent pathways were mentioned. In both cases, the result was that "The pipeline is a trickle by the time you get to the upper end." Issues of internal bias included lack of mentoring, teacher pushback, and leadership turnover. One school, for example, reported that there had been a focus on diversity until a recent transition to a new school head. Another respondent wrote, "competition is fierce" for diverse candidates. In addition, lack of strategic focus on finding, mentoring and promoting a diverse leadership team was cited. There were several troubling examples and instances of overt bias toward candidates shared primarily along the lines of a "deficit" which could not be corrected, e.g. gender, ethnicity or culture: "some cultural groups just don't work as hard as others" or "lighter skin is highly valued."

*Board/Governance Norms* were also described as problematic in some responses. In a few cases, recognizing that there was some Board resistance to hiring more diverse talent, the school included diversity in its strategic planning discussion. In some instances, addressing bias or resistance was explicit, e.g. training, speakers or workshops; in other instances, it was more covert, a commitment by leadership (school head/principal) to hire for diversity and "then their works speaks for itself and it is easier for difference to be accepted." In addition, respondents noted lack of diversity on the Board itself creating a self-perpetuating cycle. Some Boards had neither goals for increasing the diversity of school leadership nor any role models. The knowledge level of the Board was questioned by many respondents, as well as the dynamic between the Board and existing leadership, e.g. Management Boards or Governance Boards, with the latter seemingly having more success in diversification.

*Local Culture/Context* was noted often throughout the responses to challenges and barriers. The responses were on a continuum from "local culture does not support efforts to consider diverse leadership" to "there are challenges in my country that control our ability to be more inclusive…I believe we can make small steps toward success." to "it is slow but important work, essential for making the world a better place." Some challenges appear to be internal (including families of students) and others appear to be legal or logistical. A few suggested that using families or culture was simply an "excuse" for not diversifying. This included finding candidates, awarding work and housing papers, general community acceptance (racism) and the need to project a particular image, e.g. English medium with native speakers, American, British, French, IB.

*Misalignment with Educational Goals* - An additional area that was noted was the difference between what teachers were trying to accomplish with students, e.g. intercultural competence, that was being undermined by the "demonstrated personal bias and stereotyping of the senior staff." There were several examples of the dichotomy between being an inclusive, diverse school for students but having a more monocultural faculty, "Inclusion of students is a priority, staff are not considered." In some instances, there was simply no visible or tangible commitment to the diversification of the leadership/faculty/staff; in other instances, there were serious divisions in terms of who in leadership has access to information, as well as equal pay/benefits or job assignment decisions.

*Monocultural Mindsets* were apparent in some responses. Minimization means that while we see and acknowledge difference, we minimize or ignore the importance of those differences. For example, "What does diverse mean? Why does it matter? It seems to me hiring qualified,

experienced, effective leaders is what we should be worried about not hiring based on some nebulous, ill-defined concept such as diversity." While no one would argue with hiring qualified, experienced and effective leaders, there are indicators that minimization has the potential to create a monocultural view in an international school. That is always the purview of any international school, but it may not be best practice. Another is that "diversity of passports or nationality" automatically gives a school diverse practices (equity & inclusion) and potentially a diverse leadership team. Other respondents noted, "We've never had an Asian leader and we're housed in Asia; all of our leaders have been Western or Caucasian." That same respondent cited as a barrier "the continued belief that only a white Western male, native English speaker, is a school leader."

### Stories & Reflections

This was the broadest category of responses represented in the survey. Responses to reflections/examples were wide ranging from legal requirements by country ("we have a nondiscrimination policy in the handbook") to philosophical commitments ("we are a multi-ethnic international school - diversity is who we are"). A few respondents stressed the importance of discussion and education: "While there is sensitivity to the issue, there is no effective forum for discussion which leads to action," and "There is much unconscious bias; a first step would be to educate." Consistently, respondents noted the presence of in-country legal requirements, school policies and strategic plans that focused on non-discrimination practices, however, they also noted that non-discrimination policies alone are insufficient to move a school forward.

*A Call to Action* - Throughout this section there was a clear call to action, discussion and taking forward steps from the majority of respondents. As noted earlier there are strong commitments from some international schools around issues of diversity in leadership, equity and inclusion. In some examples there was a strong synergy – "we have a diverse student body therefore we model the diversity in our staff;" for a few there was a gap, "we have a diverse student body but our staff/leadership is far less diverse" including "our business director has refused to hire qualified diverse candidates." And, "it is interesting we go to such measures to ensure students enjoy full inclusion and equity but do little for teachers and less for leadership!"

*Implementation* - A call to action is insufficient without implementation, the continual messaging sent by senior leadership, faculty and school community reinforces the ideals noting "we enforce all the time to our community the importance of accepting others, the value they share and what we can learn by being diverse… the hard part of this is to have an open mind for everything and not just to the ideas or people that think as you do." Intentional international schools "make the road by walking" as noted authors Miles Horton and Paolo Freire have reminded us often. "The school is learning to walk the talk with its faculty and leadership" or "we created a space for collaborative work that is intended to bring together a diverse group of staff, students and leaders." And, "we have promoted the trading and employment of locally based staff; we have given opportunities for experienced local staff to gain the additional skills required to move into senior leadership positions in the school."

*Sustainability* – Another concept revealed in the responses was *sustainability.* Respondents noted the high mobility rates of teachers/leaders that influenced the ability to maintain and sustain the commitment to diversifying leadership, mentoring future leaders, and in recruitment. Transition of leadership often means starting over, new directions/vision for a school and in some instances, a loss of commitment to diversity, equity and inclusion. Even when this commitment has become part of the school culture, changes in Board governance or senior leadership can influence the momentum and the success of an international school's progress towards diversity, equity, and inclusion. "Building a diverse leadership team is one thing, supporting that diversity and understanding how the experience differs is another. This is the part that is missing for us. There's no use in bringing in young women if you're going to treat them like a child/less equal colleague."

*Definitions* - Respondents to this question also returned to the conversation of *definitions*. Clarity of terms and clarity within culture was also part of the responses. Additionally, the differentiation between **equity**, e.g. receiving what you need, and **equality**, e.g. everyone receiving the same, was at the forefront of the responses. The difference is important, "focusing on sameness is not especially helpful. Inclusion is a broader topic and is no doubt even more challenging to achieve" or in leadership, "treating people the same does not necessarily create equity so different strategies have to be encouraged to challenge internal bias or stereotyping." In some examples, traditional views of passport diversity have been replaced with definitions that are broadly inclusive: gender, religion, language, LGBTQ, ethnicity, or exceptionality/disability. These included international schools in countries that are less than accepting of the attributes of an inclusive diverse leadership team and faculty. "We are limited in the amount and type of diversity that is possible for a variety of legal and other reasons. That said, we capitalize on every opportunity for possible diversity." Many noted a series of small steps, "We have a responsibility to continue to develop" or "All three are central to our philosophy and we bang on them whenever possible."

### General Conclusions
From the 357 qualitative responses a few general conclusions can be drawn:

a) Definitions of diversity, equity and inclusion vary as well as the recognition of the value of these attributes in an international school.
b) Whatever their definition, international schools are more likely to be focused on students demonstrating these attributes than on faculty/leadership reflecting and modeling these attributes.
c) Awareness of the importance and positive contribution of having a diverse leadership team is not always clear or valued.
d) Intentionality followed by action/implementation across time makes a difference in the development of a diverse leadership team.
e) Recruiting/hiring for a diverse leadership team as well as creating pathways within a school are not always easy, but such objectives are doable.
f) Processes (e.g. policies, accreditation, strategic planning), followed by reflection and evaluation, support these efforts.

g) There were demonstrable differences in self-efficacy and power. In some instances, facing pushback respondents found a work-around and means to move issues forward; in other cases, they blamed 'others' (e.g. parents, Board, other teachers "won't let us.")

h) Strong models of diversity, equity, and inclusion exist among the international schools that responded. School leaders have enormous power in schools; those who prioritized diversity, equity and inclusion were able to make a difference regardless of their contexts.

**An Integrated Organizational Framework**

In reviewing and analyzing the survey findings, we were reminded of a couple of diversity frameworks, because the survey responses in many ways reflected those frameworks.

The *Intercultural Development Continuum (IDC_TM)* is a research-based framework adapted from the Developmental Model of Intercultural Sensitivity. There are five mindsets or perspectives along the continuum as described below:

- *Denial* -- People/organizations at the Denial stage do not believe that people from different backgrounds or cultures are fundamentally different.
- *Polarization* – People/organizations at the Polarization stage recognize difference and tend to believe that minority groups should confirm to majority norms and that groups different from their own are less worthy or deserving.
- *Minimization* – People/organizations at the Minimization stage recognize difference, but they downplay its importance, emphasizing instead the similarities or commonalities among different groups.
- *Acceptance* – People/organizations at the Acceptance stage recognize and embrace difference.
- *Adaptation* – People/organizations at the Adaptation stage not only embrace difference, but they're able to work effectively with people from different backgrounds by flexing their behaviors without losing the core of their identities.
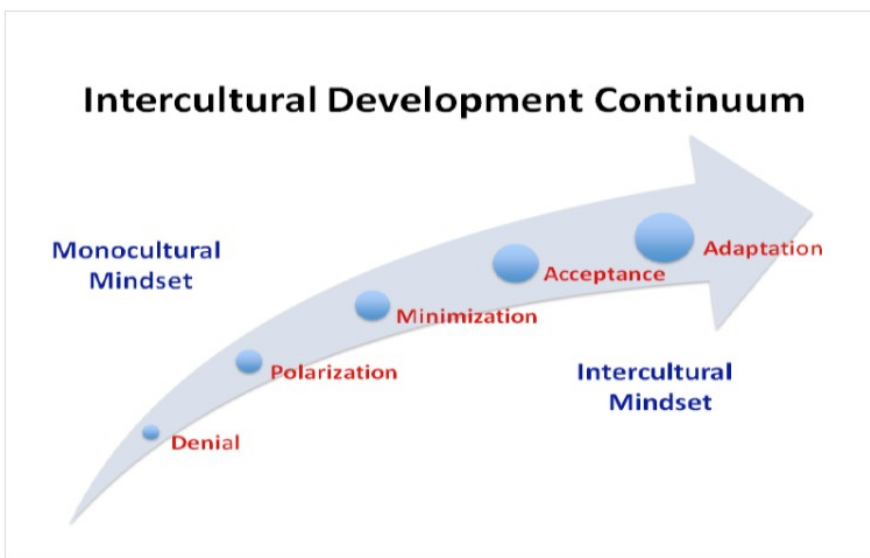


*Figure 1.7* The Intercultural Development Continuum (IDC_TM).

The IDC is a developmental continuum, so people/organizations are able to move up the continuum with experience and dedicated effort, though such progress is not always straightforward. The Minimization stage is a transition stage, as people/organizations move from having a monocultural to an intercultural/global mindset.

A related framework are the concepts of *Diversity, Equity, Inclusion, and Justice (DEI-J)* and the related distinction between *Equity and Equality.*

- *Diversity* is the presence of difference or "gateway" – "count the people".
- *Equity* is ensuring that everyone has what they need to fully participate, which differs from *Equality*, which is treating everyone the same. In order to achieve equity or equal outcomes, often different groups need to be treated differently.
- *Inclusion* is the embrace of difference or behaviors on the "pathway" leading to and from the gateway– "the people count".
- *Justice* requires focusing on institutional or societal systems, policies and practices to consistently achieve equitable outcomes.
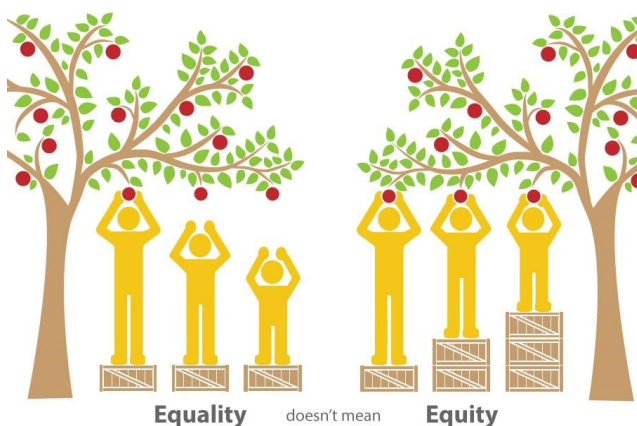


*Figure 1.8* Image from the Office of Health Equity.

In considering the survey data, we developed a related *Integrated Organizational Framework* to help international schools and organizations serving international schools become more intercultural, equitable and just (see Figure 1.9). This framework reflects the stages that were articulated by the DCS participants to all three qualitative prompts and may help schools diagnose the challenges they face and move forward given their specific contexts. Just as the journey up the IDC is often not linear, so too, international schools may find themselves at different points of the Integrated Organizational Framework, depending on the particular DEI-J issue (e.g. student inclusion, senior leadership diversity, local staff engagement) they are addressing and they may move back and forth among the stages as situations arise, contexts evolve, or leadership changes. Nevertheless, the overall trajectory describes how many international school leaders who responded to the Diversity Collaborative Survey seemed to have moved from monocultural mindsets to more intercultural ones and developed more diverse leadership teams.
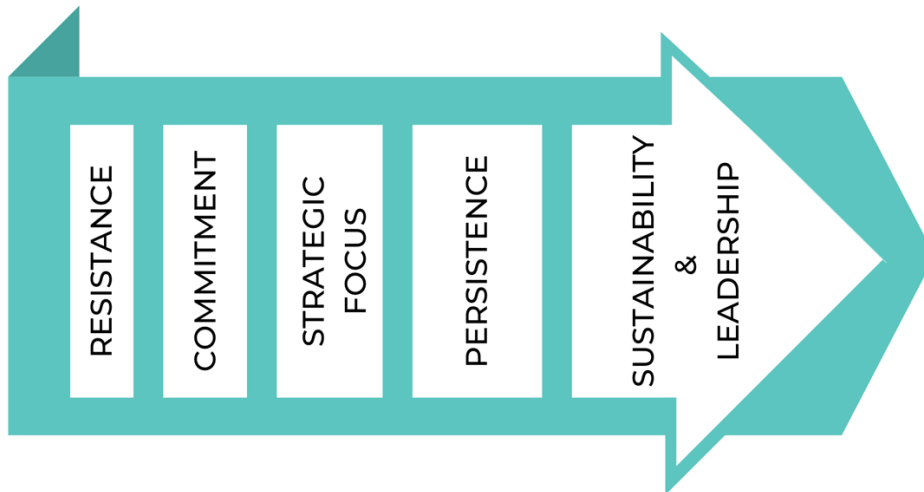
*Figure 1.9* Integrated Organizational Framework for increasing diversity, equity, inclusion and justice in international schools.

- *Resistance* – Often international schools initially face resistance from some stakeholders to focusing on DEI-J issues and/or deliberately developing a diverse leadership team. It's important to understand the source of that resistance and to learn from other schools in similar contexts that have become more intercultural.
- *Commitment* – Once they've overcome sufficient resistance, an international school's stakeholders should articulate a commitment to DEI-J and interculturalism that reflects their unique context.
- *Strategic Focus* – At this stage, international schools establish specific goals and long-term plans to ensure that their commitment to interculturalism and DEI-J practices become embedded in the school.
- *Persistence* – Even with the best laid plans, international schools inevitably hit barriers and challenges doing DEI-J/intercultural work. How a school's stakeholders respond to those challenges determines whether a school's DEI-J/intercultural commitment persists through the inevitable leadership, curricular and other transitions.
- *Sustainability/Leadership* – Schools with sustained commitments to DEI-J/intercultural issues can leverage that commitment to attract students and educators and serve as role models, mentors and leaders in the international school community.

The Integrated Organizational Framework suggests how both individual international schools, supporting organizations and the international school sector as a whole can cultivate more diverse leadership and ultimately become more intercultural.

**Recommendations**
Based on the findings of the DCS and using the Integrated Organizational Framework described above, we have developed a preliminary set of recommendations for both schools and the international school community. It is hoped that by working concurrently at both the school level and the sector level, we will significantly increase the diversity of international school leaders, so

the leadership teams of our schools better reflect the diversity of the students in our care and the world in which they will work and live. We posit too that having more diverse school leaders will ultimately increase the diversity, equity, inclusion and justice of international school communities for the students and families we serve.

**School-Level Recommendations to Increase Diversity, Equity, Inclusion and Justice in International Schools**

To address *Resistance:*
- Encourage key school constituents to attend local/regional trainings on diversity, equity, inclusion and justice.
- Connect with schools or other organizations in your city or region whose efforts in this area you admire to learn from their journeys.
- Articulate why having a diverse leadership team is important for your school.

To establish *Commitment:*
- Evaluate your leadership pipeline to understand the experience of different groups of educators at your school.
- Host courageous conversations about diversity, equity, inclusion, and justice among all your school stakeholders.
- Adapt and articulate definitions of diversity, equity, inclusion, and justice that make sense in your context.

To develop a *Strategic Focus:*
- Include a focus on diversity, equity, inclusion, and justice in your strategic plan and/or reaccreditation self-study.
- Establish priorities and goals around your DEI-J efforts.
- Actively recruit/promote diverse teachers, teacher leaders and leadership team members

To ensure *Persistence:*
- Celebrate your successes and expect and learn from your challenges and setbacks.
- Use a tool and associated training like the IDI to deepen your commitment and track your progress toward interculturalism.
- Share your journey through conference presentations/workshops.

To achieve *Sustainability/Leadership:*
- Use your DEI-J reputation to promote your school and recruit diverse educators.
- Help to lead the DEI-J efforts in your region and globally.
- Develop a case study or write a journal article about your DEI-J efforts to assist other schools.

**Regional/Global Recommendations to Increase Diversity, Equity, Inclusion, and Justice in International Schools**

The international school sector can help schools on their journeys by prioritizing the following initiatives:

1. Develop international school definitions of diversity, equity, inclusion, and justice that are not US or Eurocentric, because the issues in international schools are substantially different than in local US/European schools. Trying to transfer "diversity" from the US perspective around the world is likely to be unsuccessful.
2. Through ISC, AISH, AAIE and other global organizations continue to gather data from international schools and associations to better inform the international school community about existing inequities and track progress over time.
3. Include sessions about diversity, equity, inclusion, and justice at international school conferences and in association-sponsored professional development programs for aspiring, new and experienced school leaders and board members.
4. Work with international school search firms and other consultants to educate boards and search committees, about the value of diverse leadership teams and to connect to the growing networks of diverse international school educators.
5. Work with accreditation agencies to reinforce the value of diversity and encourage schools to include diversity, equity, inclusion, and justice goals in their school improvement plans.
6. Identify a "critical friends" group in each region with experience in DEI-J work. Create a series of traveling workshops for schools who are beginning this adventure. (Be sure to represent the broad definitions of diversity).
7. Identify a range of schools (e.g. by location, size, resources,) and create case studies – How did they create more diverse leadership teams? How have they sustained it? What advice do they have for others?
8. To maintain momentum, share and promote all of the work above, through international school conference workshops, publications and social media.

**Conclusions and How to Get Involved**

Much can be done to increase diversity, equity, inclusion, and justice at international schools, particularly with regards to the recruitment, mentoring and support of school leaders. Fortunately, there are many models of success and helpful frameworks to assist schools in all contexts become more intercultural in their approaches to leadership development. To effect the significant change envisioned, parallel efforts by supporting organizations, such as recruitment firms, reaccreditation agencies, regional associations and global organizations, are essential. Finally, sector-wide initiatives, such as the Diversity Collaborative, can reinforce, magnify and standardize best practices, ensuring that progress persists through the inevitable leadership transitions experienced by international schools. We invite and encourage all interested school constituents to become part of this important transformation at whatever level feels most appropriate to you. For those interested in joining the Diversity Collaborative, please contact infodiversitycollaborative@iss.edu.

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## APPENDIX A: DISTRIBUTED LIST OF ISC ASSOCIATIONS SURVEYED

| Name of Organization | Abbreviation | Schools |
|---|---|---|
| Association for the Advancement of International Education | AAIE | 179 |
| Association of American Schools in Central America | AASCA | 26 |
| Association of American Schools in Mexico | ASOMEX | 29 |
| Association of American Schools in South America | AASSA | 97 |
| Association of Bilingual Schools of Honduras | ABSH | 24 |
| Association of British Schools in Chile | ABSCH | 20 |
| Association of China and Mongolia International Schools | ACAMIS | 78 |
| Association of Christian Schools International | ACSI | 173 |
| Association of German International Schools | AGIS | 24 |
| Association of International Malaysian Schools | AIMS | 43 |
| Association of International School Educators of Nigeria | AISEN | 60 |
| Association of International Schools in Africa | AISA | 91 |
| Association pour le soutien de l'Education Internationale sur la Côte d'Azur | ASEICA | 6 |
| Australian International Schools Association | AUSISA | 15 |
| British Schools in the Middle East | BSME | 135 |
| Central and Eastern European Schools Association | CEESA | 57 |
| Council of British International Schools | COBIS | 309 |
| East Asia Regional Council of Schools | EARCOS | 197 |
| English Language Schools Association in France | ELSA | 43 |
| English Speaking Scholastic Association of the River Plate | ESSARP | 135 |
| European League for Middle Level Education | ELMLE | 39 |
| IB Schools Australasia | IBSA | 136 |
| International Schools Association | ISA | 42 |
| International Schools Association of Thailand | ISAT | 140 |
| Japan Council of International Schools | JCIS | 29 |
| Korea Council of Overseas Schools | KORCOS | 21 |
| Latin American Heads Conference | LAHC | 52 |
| Mediterranean Association of International Schools | MAIS | 48 |
| Members of International School Association | MISA | 64 |
| Middle East IB World Schools | MEIBA | 85 |
| National Association of British Schools in Spain | NABSS | 91 |
| Near East South Asia Council of Overseas Schools | NESA | 99 |
| Rome International Schools Association | RISA | 17 |
| Society of IB World Schools of Quebec and French Speaking World | SEBIQ | 176 |
| Swiss Group of International Schools | SGIS | 52 |
| The Association of International Schools of India | TAISI | 70 |
| The Association of National and Private Schools | ANPS | 1 |
| The Educational Collaborative for International Schools | ECIS | 397 |
| The Federation of British International Schools in Asia | FOBISIA | 70 |
| The IB Schools Association of Commonwealth of Independent States | IBSA | 17 |
| The International Schools of Sri Lanka | TISSL | 28 |
| Tri Association | TRI | 94 |
| | **TOTAL** | **3509** |
| | **TOTAL w/out Overlap** | **2676** |

APPENDIX B: DIVERSITY COLLABORATIVE MEMBERS

Kimberley Daly, Ph. D.; George Mason University
Liz Duffy, International Schools Services
Ty Frederickson, Ed.D.; Wilkes University
April Mattix, Ph.D.; George Mason University
Beverly D. Shaklee, Ph.D.; George Mason University
Dave Stanfield, Council of International Schools
Dana Specker Watts, Ph.D.; International Schools Services