DIVERSITY COLLABORATIVE

FROM RESISTANCE TO SUSTAINABILITY AND LEADERSHIP:

Cultivating Diverse Leaders in International Schools

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In the spring of 2019, three groups initiated a research study to survey international school leadership and diversity:

The Diversity Collaborative

ISC Research

George Mason University

The study was distributed to approximately 2,676 accredited international schools.

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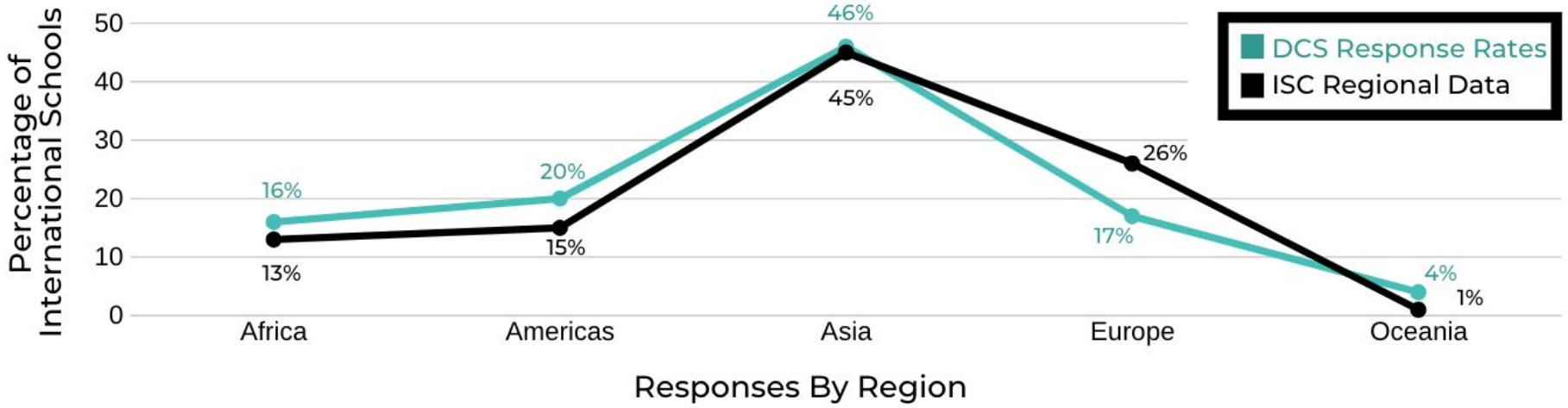
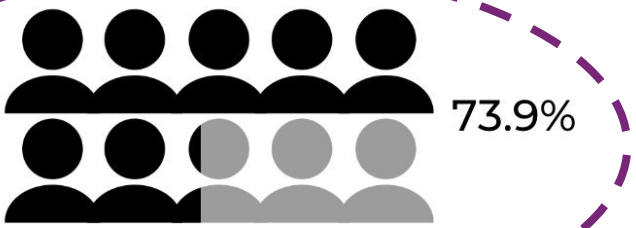
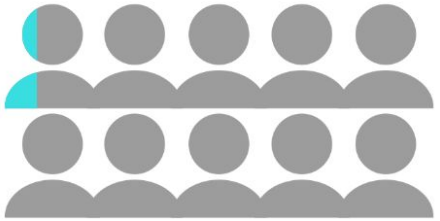
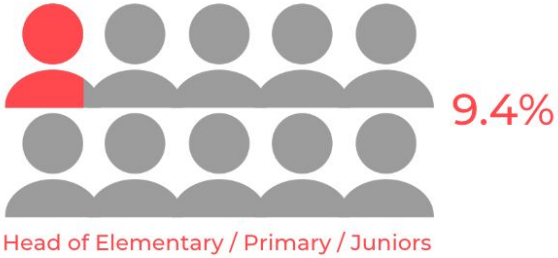
The return rates for the survey were representative of the regional distribution of international schools

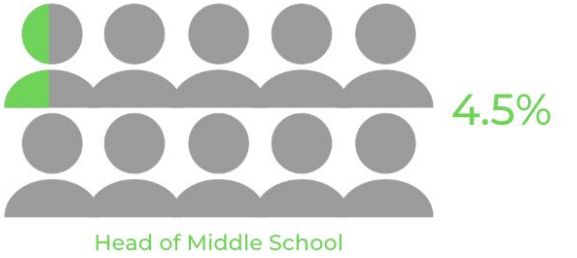


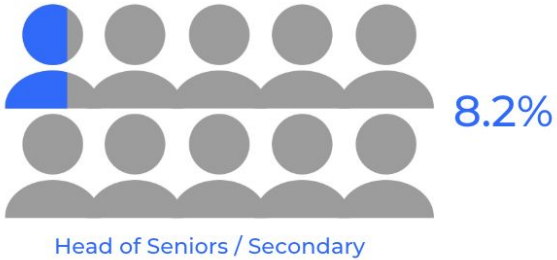
The majority of survey respondents identified as Head of School or Principal

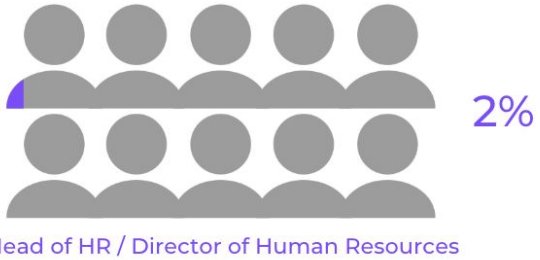




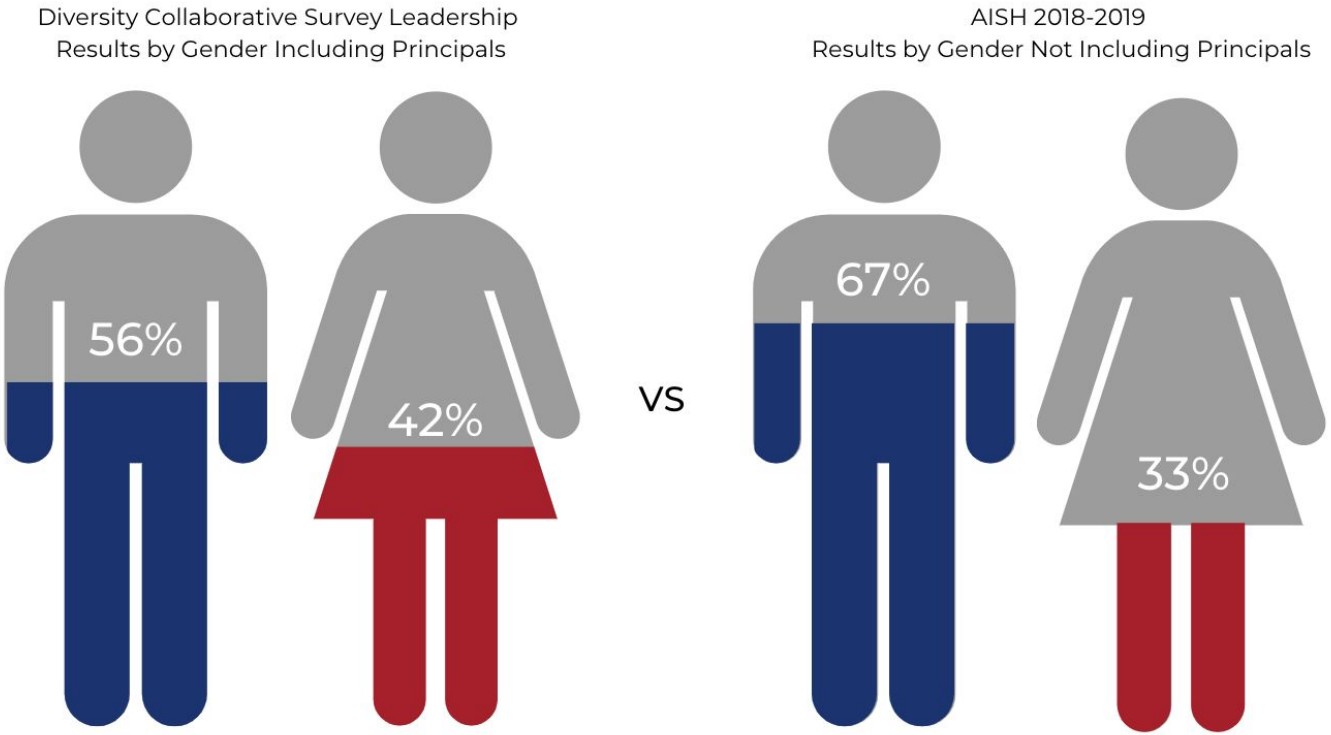








Responses reflected current demographics of international school leadership



We are passionate about creating more diverse, equitable, inclusive, and just educational communities across the globe.

But what does DEI-J mean?

DIVERSITY

The presence of difference.

EQUITY

Ensuring everyone has what they need to fully participate.

INCLUSION

Embracing differences.

JUSTICE

Systems, policies, & practices that ensure DEI.

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EIGHT KEY FINDINGS FROM THE REPORT

- **Definitions** of DEI-J vary amongst international schools.
- International schools are mostly focused on the **diversity of students**.

EIGHT KEY FINDINGS FROM THE REPORT

- **Awareness** of the importance of having a diverse leadership team varies.
- **Intentionality** followed by action/implementation matters.

EIGHT KEY FINDINGS FROM THE REPORT

- **Recruiting/hiring/promoting** a diverse leadership team can be difficult but it is doable.
- Support progress through **policies**, **accreditation**, and **strategic planning**.

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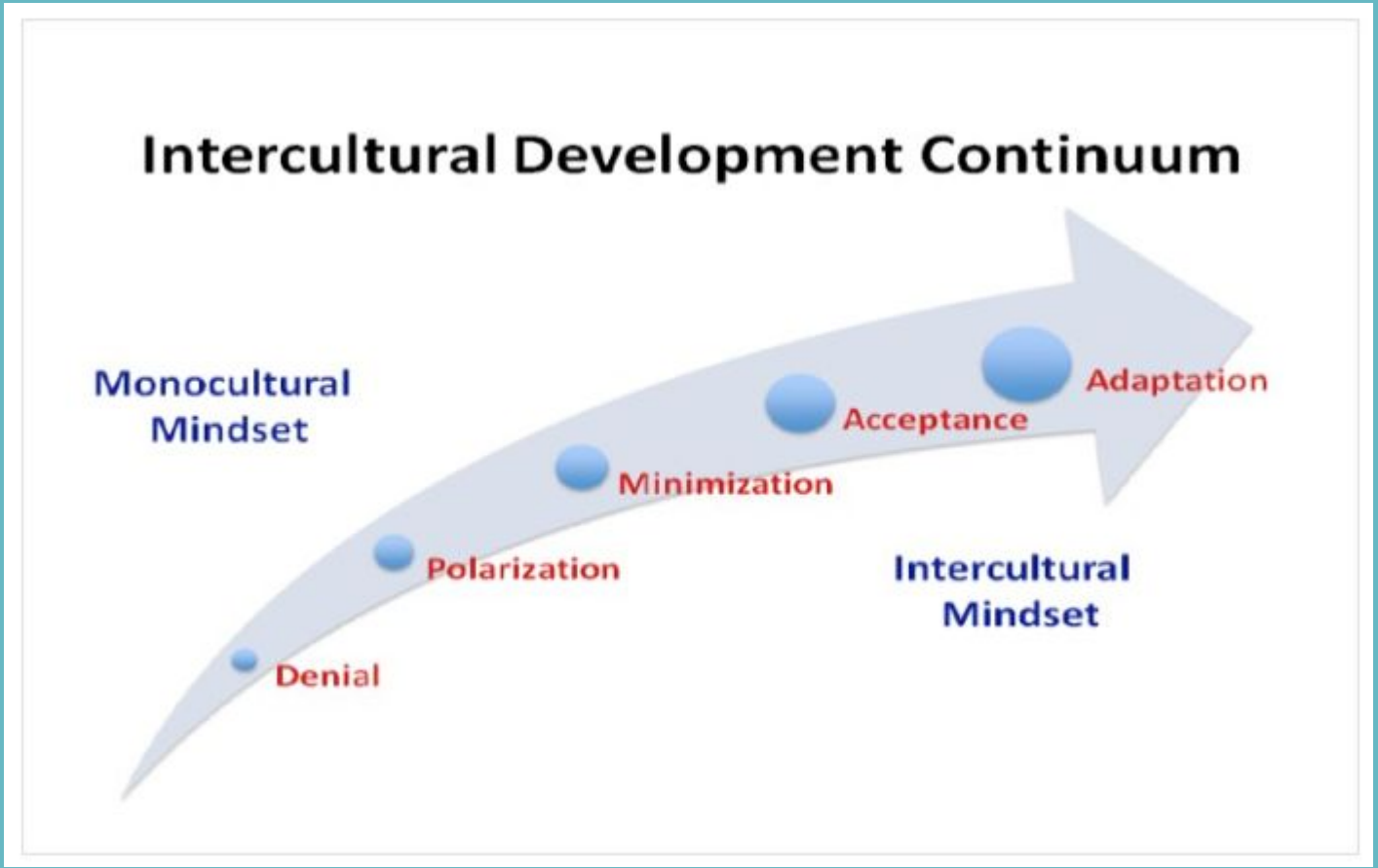
EIGHT KEY FINDINGS FROM THE REPORT

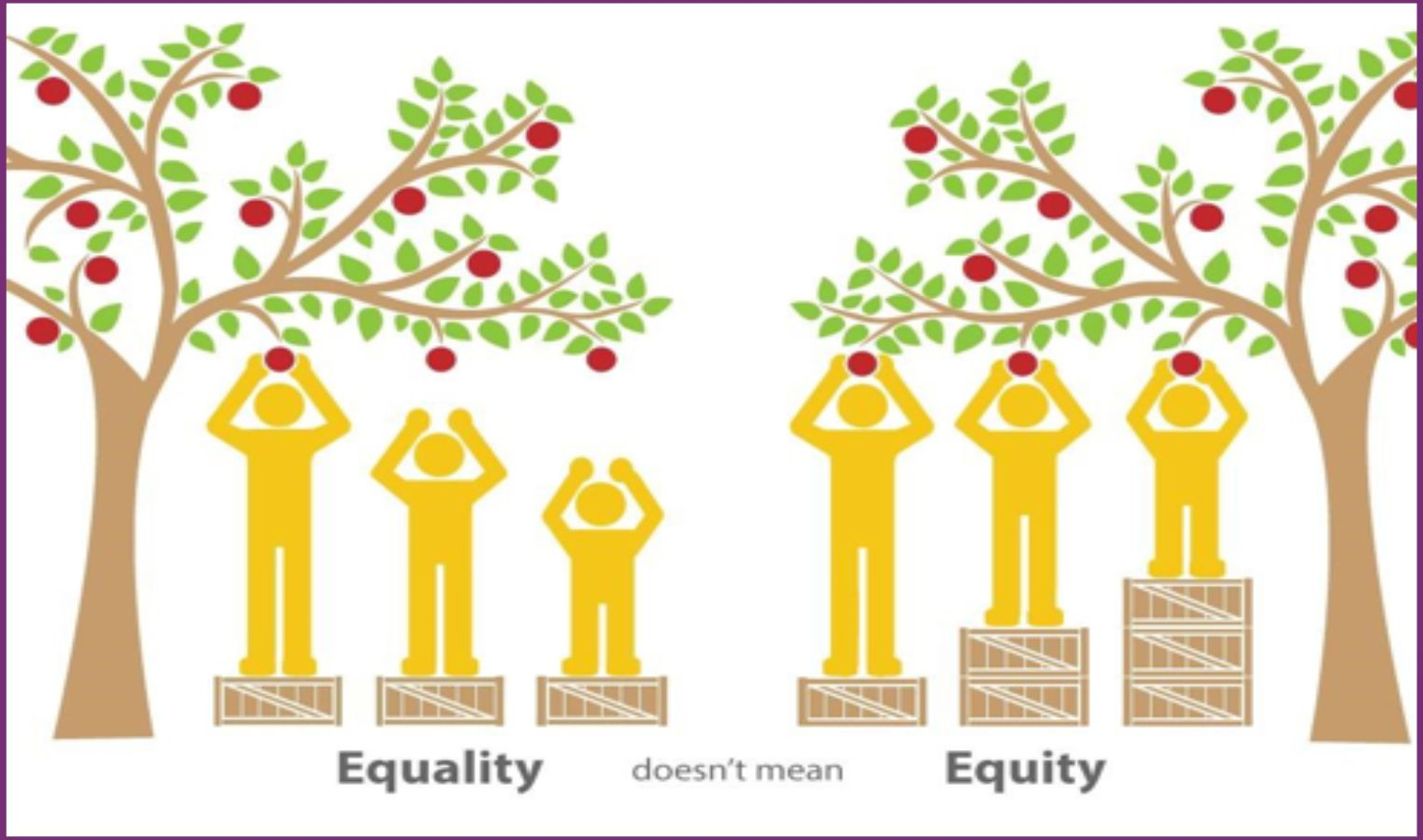
- There were demonstrable differences in **self-efficacy** and **power**.
- Strong models of DEI-J exist and **committed school leaders make a difference**.

IMPLICATIONS

In reviewing and analyzing the survey findings, we were reminded of a couple of diversity frameworks:



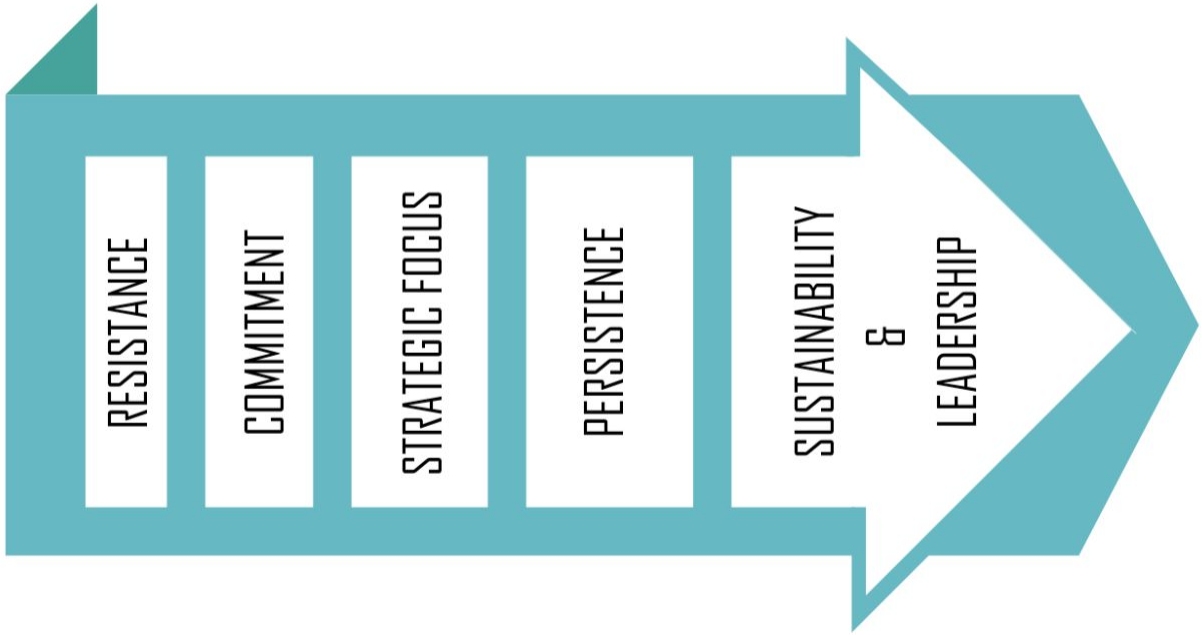
IDI Inventory. [Image]. (n.d.). The intercultural development continuum. Retrieved from https://idiinventory.com/generalinformation/the-intercultural-development.continuum-idc/

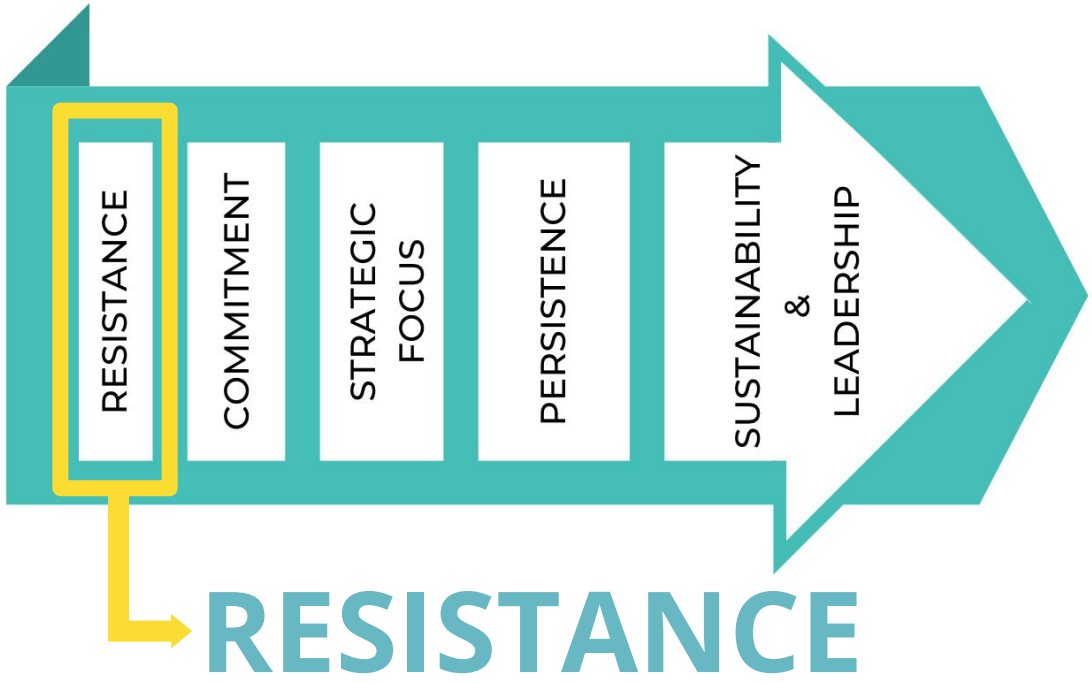


Office of Health Equity. [Image]. (n.d.). What is health equity? Retrieved from https://www.maine.gov/dhhs/mecdc/health-equity

Based upon the survey data, research, and literature, we developed an

Integrated Organizational Framework





Identify source(s) of resistance and learn from schools in similar contexts.

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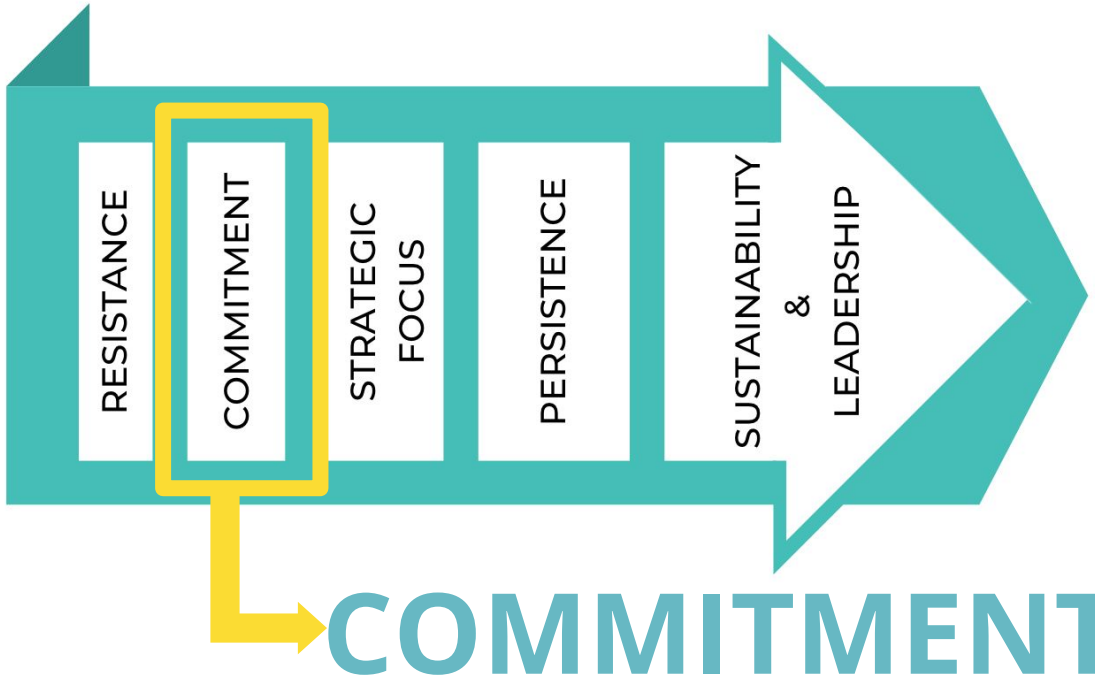
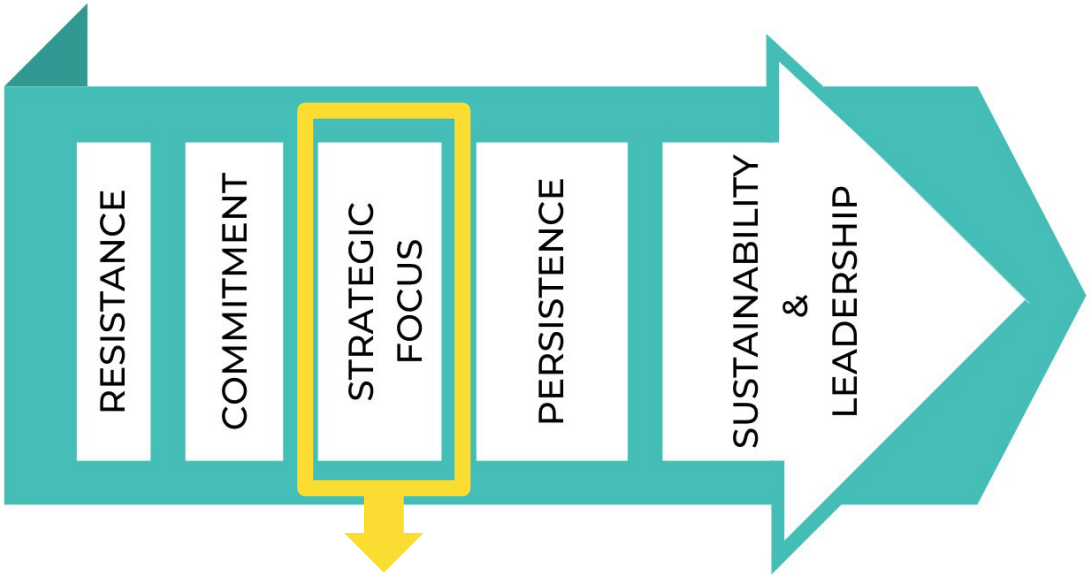
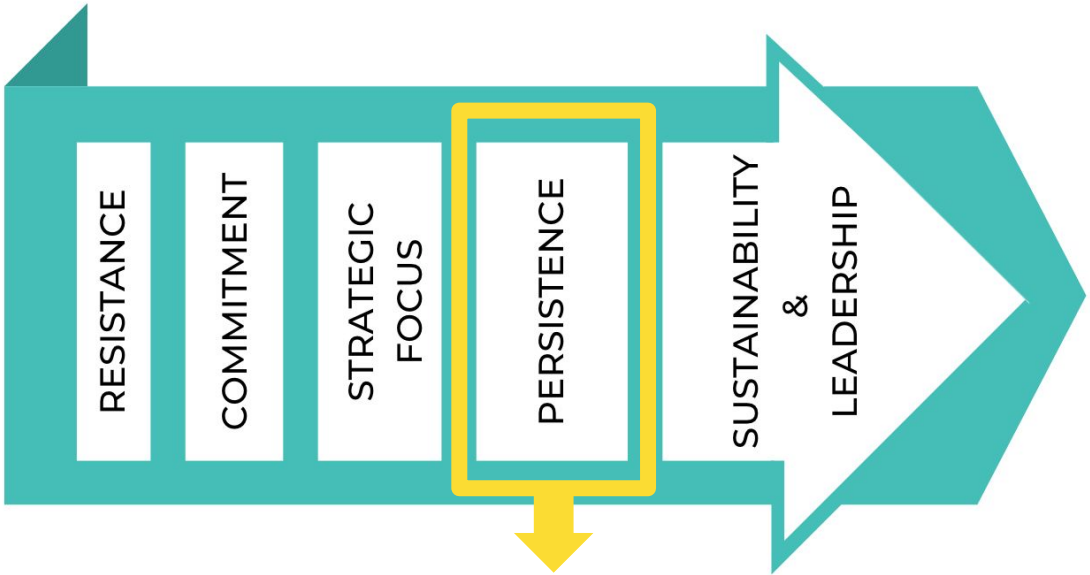


Articulate a commitment to DEI-J and interculturalism that reflects your unique context.



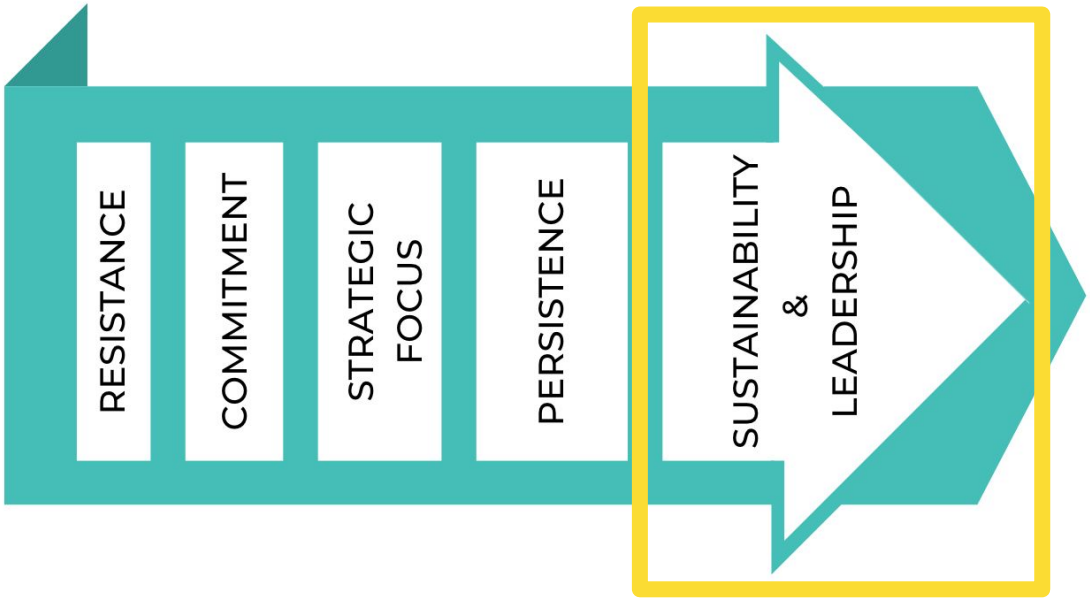
STRATEGIC FOCUS

Establish specific goals and long-term plans.



PERSISTENCE

Respond to inevitable challenges.



SUSTAINABILITY & LEADERSHIP

Leverage commitment and serve as role models, mentors and leaders.

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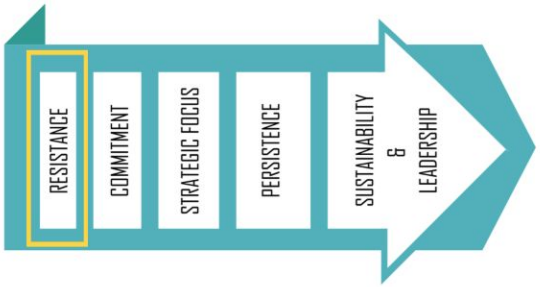
School-level recommendations

To address RESISTANCE:



- Attend local/regional trainings
- Learn from others' journeys
- Articulate why DEI-J is important

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To establish COMMITMENT:

- Evaluate your leadership pipeline
- Host courageous conversations
- Refine DEI-J in your context

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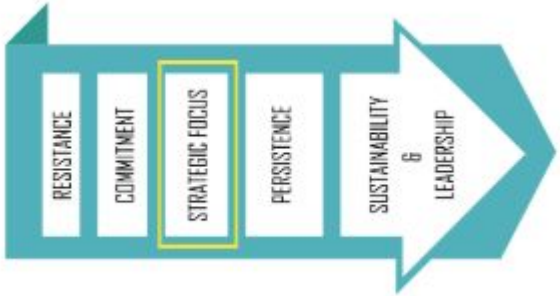
To develop a STRATEGIC FOCUS:



- Focus on DEI-J in your strategic plan and reaccreditation self-study
- Establish priorities and goals
- Recruit and promote diversity

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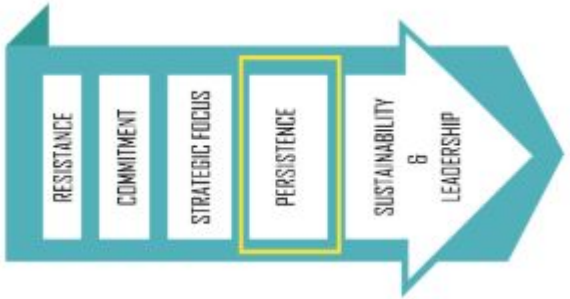
To ensure PERSISTENCE:



- Celebrate successes and learn from challenges
- Use a tool like the Intercultural Development Inventory (IDI)
- Share your journey

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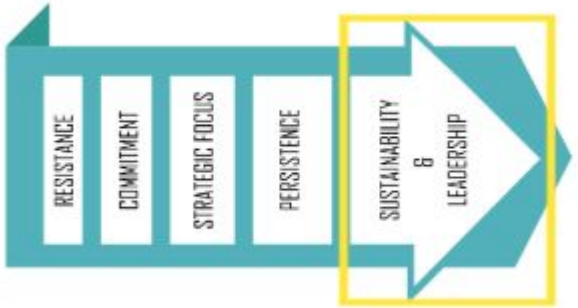
To achieve SUSTAINABILITY & LEADERSHIP:



- Use your DEI-J reputation to promote your school
- Lead the DEI-J efforts in your region and globally
- Write a case study or a journal article

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Regional & Global Recommendations

Develop international school definitions of DEI-J

Gather data about existing inequities

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Include PD sessions about DEI-J at conferences

Educate boards & search committees and connect to diverse networks

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Work with accreditation agencies

Identify a “critical friends” group in each region

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Create
case studies

Share and
promote all of the
work above

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1. Why is having a diverse, equitable, and inclusive leadership team critical to your specific school?
2. To what extent is the value of a diverse, equitable, and inclusive leadership team articulated within your school discourse?
3. In what ways does your faculty and school leadership team reflect the ideals of diversity, equity, and inclusion?
4. What do you see as the most challenging aspects of promoting/modeling diversity among your faculty and school leadership team?
5. To what extent are the constructs of diversity, equity, and inclusion present in your organizational strategic plan?
6. Can you envision building relationships (a critical friends network) with others schools and their leadership teams in your city or region to promote awareness about the value of DEI-J in school leadership? If one already is in place, what does it look like? How does it work?
7. After hearing our research today and engaging in this dialogue, what is one action plan you could take back to promote these findings in your own school?
8. What supports do you envision needing to sustain your action plan going forward?

Reflection, Next Steps and Feedback

Please use the QRC code to answer the following questions:

- What are your **main insights** from the survey?
- What **1-2 action steps** can you take to increase the leadership diversity at your school or in your region?
- What **further questions** do you have/what further data would you like collected in subsequent surveys?

Pair & Share your answers to the questions above.

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Find the full report at
http://bit.ly/DivCollab2019

Email us at
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Join the Diversity Collaborative today!