

THE DIVERSITY COLLABORATIVE:

Recommendations from the 2021 Pipeline Leadership Survey

Based on the 2021 key findings of our pipeline survey, we have identified the following recommendations for making the recruitment process of international school leaders more diverse, equitable, inclusive, and just and once these leaders are hired, to ensure that all leaders thrive and succeed.



VISION

Our vision is of an interconnected international school sector in which educators of all races, nationalities, genders, and other identities have equitable access to leadership roles in international schools.



COMMITMENT

The first step toward reaching that vision is for recruitment agencies, other educational organizations, international schools, and current international educators in positions of power and influence to commit to fostering and supporting inclusive leadership. Those commitments should reflect a shared understanding of Diversity, Equity, Inclusion, and Justice (DEIJ) principles. They should be aligned and enshrined with their core mission and guiding statements so they do not wane over time, and they should include strategic priorities and goals to measure progress.



REFLECTION

In order to know how most effectively to intervene, it is essential to understand the status of leadership at your current locus of control, whether that be at the sector level, the regional level, the school level, the senior staff level, etc. This report documents some broad sector-wide trends. Much more can be done to fully understand the challenges that Black, Indigenous, People of Color (BIPOC), People of the Global Majority (PGM), female and other international school leaders face both during the recruitment process and as school leaders. The more such feedback can be institutionalized and prioritized the less likely the onus will fall on those groups marginalized by our current systems, including those groups outside the scope of this study who also face systemic oppression.



POLICIES

Collectively, international recruitment agencies should work with educators and recruiters expert in anti-biased recruitment to identify those policies that promote equity in recruitment. They should then use their own reach and power and the reach and power of other international school organizations to promulgate those policies across the sector.



PROFESSIONAL DEVELOPMENT

Changing habits is not easy, particularly unconscious ones, so enduring change will require training. We recommend working with educators and recruiters steeped in DEIJ issues to develop a recruitment curriculum that helps recruiters recognize and reduce bias and validate candidates' multiple identities and perspectives during the hiring process. Such a curriculum could be adapted for everyone involved in international school recruitment, including recruiters, school leaders, board members, and search committees, so that the sector adopts more equitable and humanizing hiring practices.

PRACTICES



Recruiting agencies should interrogate all of their practices to determine how they are consciously or unconsciously excluding people from leadership positions.

Fruitful areas for focus include:

- increasing the accessibility of job fairs and the visibility of job searches,
- decentering qualifiers from recruitment platforms that marginalize educators but have nothing to do with their ability to lead,
- emphasizing required competencies in leadership searches, including demonstrated experience with DEIJ issues,
- revisiting recruitment practices that rely on nepotism, fraternity and other exclusive networks that systematically favor educators from White, Western and male backgrounds over educators from other backgrounds, and
- highlighting schools' DEIJ commitments and practices.

PEOPLE



One of the important ways to address traditional blind spots, broaden recruiter perspectives, and ensure that equitable recruitment becomes and remains a commitment is to ensure that recruiters, at both the agency and school level, better reflect the diversity of students who attend international schools. At the same time, organizations that offer mentorship, sponsorship and leadership development programs should be sure that aspiring leaders of all backgrounds are well represented in their programs.

PARTNERSHIPS



An effective way to increase the pipeline and retention of diverse leaders is to partner with organizations both within and beyond the international school sector that have strong reputations for nurturing BIPOC and PGM educators, including affinity groups, regional BIPOC support networks, leadership development programs, Black fraternities and sororities, alumni organizations, and schools of education around the world.

ACCOUNTABILITY



None of these efforts will endure and lead to transformative change unless strong accountability measures are developed and implemented that monitor both progress and setbacks and elicit feedback from aspiring leaders. At the recruiting agency and school levels, such accountability would include systematically tracking their leadership pipelines, surveying candidates who have applied for positions through their services or at their schools, and monitoring promotion, retention and length of tenure data. Other organizations, such as accreditation agencies and regional associations should consider how they might use their broad platforms to develop baselines and/or standards for their constituents to assess their policies and practices. While international educators have begun to recognize that racism and misogyny like predatory behaviors harm children, unlike for child protection, there is no centralized organization for reporting such behaviors and seeking legal, mental health and other SUPPORT.

ADVOCACY



In some countries, visa requirements may be an obstacle to equitable hiring. While we recognize that not all restrictions may be removed, we encourage schools and regional associations to work through the appropriate host country diplomatic and ministerial channels to see which restrictions could be eased to help international schools recruit educators who better reflect the diversity of their student communities.

COMMUNICATION



Learning and progress foster further learning and progress. To those ends, organizations should publicly share both their successes and their setbacks in their efforts to create a more equitable leadership pipeline so we can learn from each other.

<https://bit.ly/3tgFEUJ>