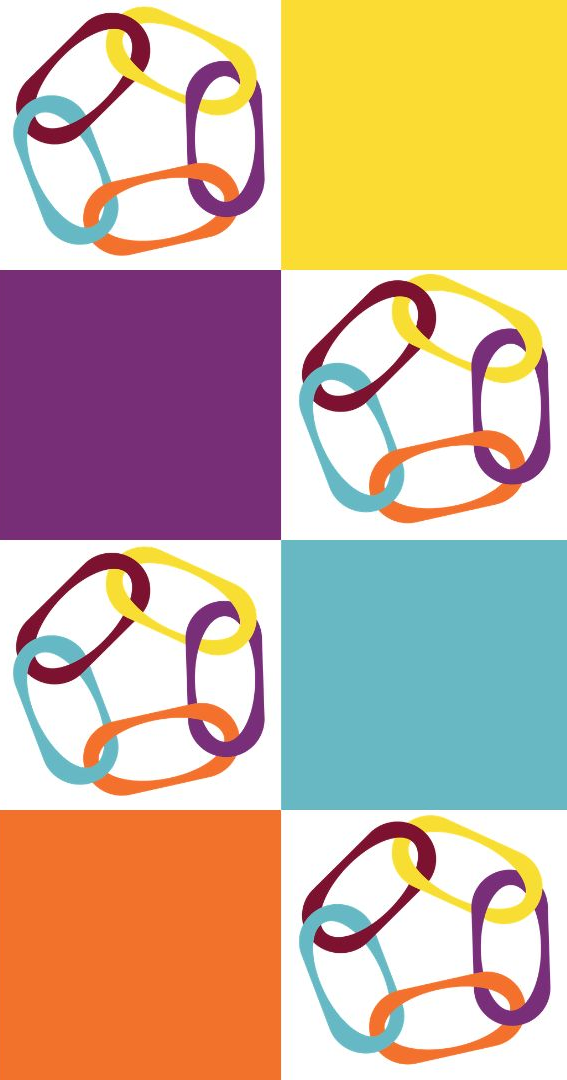


The Diversity Collaborative

MAY 6, 2021

DIVERSITY COLLABORATIVE 2021



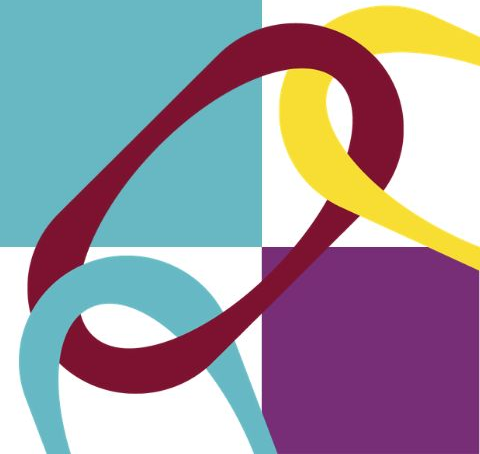
A decorative graphic featuring a central teal rectangle. In the top-left corner, there are overlapping loops of orange, purple, and teal. In the bottom-right corner, there are overlapping loops of maroon, yellow, and teal. The background is white with teal and orange squares in the corners.

Welcome

with Jennifer Beckwith,
Maddy Hewitt, &
Beth Pfannl

Our Agenda

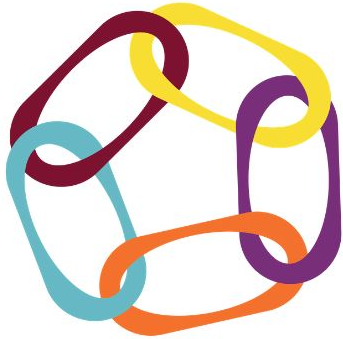
- Welcome & Introduction to our Norms
- Overview of Candidate Data & Recommendations
- Call to Action
- School Surveys
- Case Studies



The background features a large teal rectangle in the center. In the corners, there are smaller colored squares: orange in the top right, purple in the bottom left, and a light blue square in the bottom right. Overlaid on these are several thick, colorful loops in shades of orange, purple, teal, maroon, and yellow, creating a dynamic, abstract design.

Norms

with Nadine Richards



1. Practice and Promote Psychological Safety: This is a safe forum to speak your truth; Say it kindly. “Masks” are not needed here; your authentic self is welcomed.
2. Speak Out and Call In: Every voice is valued! This includes unique and diverse thoughts, accents, languages, and ideas. Welcome ideological conflict; disagree with dignity and respect.
3. Listen with Intention to Learn and Unlearn: Open Mind, Open Heart, Open Will; Listen for Understanding; Practice suspending judgement and avoid defensiveness.
4. Practice Inquiry: Adopt a Learning Stance: Seek first to understand, rather than persuade.
5. Examine Privilege: Consider Bias: Be open to examine our privileges and our biases, be open to discomfort. Good intentions can masquerade as injustices. Distinguish intent from impact.
6. Stay Brave: Interact, participate, and engage.

1. Practice and Promote Psychological Safety: This is a safe forum to speak your truth; Say it kindly. “Masks” are not needed here; your authentic self is welcomed.

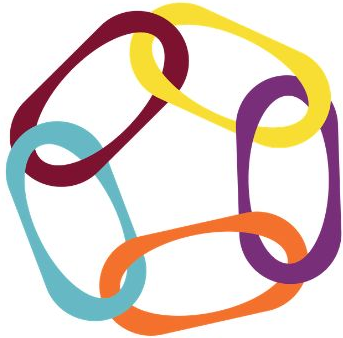
Stems and ‘invitations’ that can help:

- What you said made me feel this way because ...
- I have not had that experience...orMy experience may be different
- Knowing that we may have had very different experiences...can you share more....?
- So what I’m hearing you say . . .

2. Speak Out and Call In: Every voice is valued! This includes unique and diverse thoughts, accents, languages, and ideas. Welcome ideological conflict; disagree with dignity and respect.

Stems and ‘invitations’ that can help:

- Use “YES and...”
- Who else has a different idea?
- The way I am thinking is.....
- I see it differently; The way I see it is....
- Has everyone had a chance to share?
- I’d like to take a moment to go back to something I just heard . . .
- Does anyone have a different experience? Different opinion?



3. Listen with Intention to Learn and Unlearn: Open Mind, Open Heart, Open Will; Listen for Understanding; Practice suspending judgement and avoid defensiveness.

Stems and 'invitations' that can help:

- Tell me more....
- What else?
- What might I (we) not be seeing?
- I disagree with your idea and....
- I may need to know more
- I'd like to unpack that . . .

4. Practice Inquiry: Adopt a Learning Stance: Seek first to understand, rather than persuade.

Stems and 'invitations' that can help:

- I would like some more "think" time; Please tell me more...
- Let me see if I've got this right, you are saying that _____.
- I learned from you_____
- Will you please repeat that idea?

5. Examine Privilege; Consider Bias: Be open to examine our privileges and our biases, be open to discomfort. Good intentions can masquerade as injustices. Distinguish intent from impact.

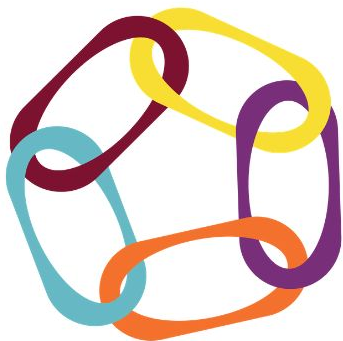
Stems and 'invitations' that can help:

- It seems to me that...
- I am learning (unlearning) that...
- I used to think_____ and now I think_____
- I am uncomfortable; let's start there...
- Let's speak about impact. *The impact of your statements hurts. Words and behaviors have impact, and therefore we must speak out and name them especially when they are hurtful. We need to account (accountability) and restore (practice restorative justice protocols).*

6. Stay Brave: Interact, participate, and engage.

Stems and 'invitations' that can help:'

- I hear what you're saying, but I believe
- Yes, that is true, but it is also true that_____.
- What you said made me feel this way because ...
- What I'd like you (us) to consider ...
- The reason I am sharing more with you is because ...
- I'd like to take a moment to go back to something I just heard . . .
- I am uncomfortable with what was just stated

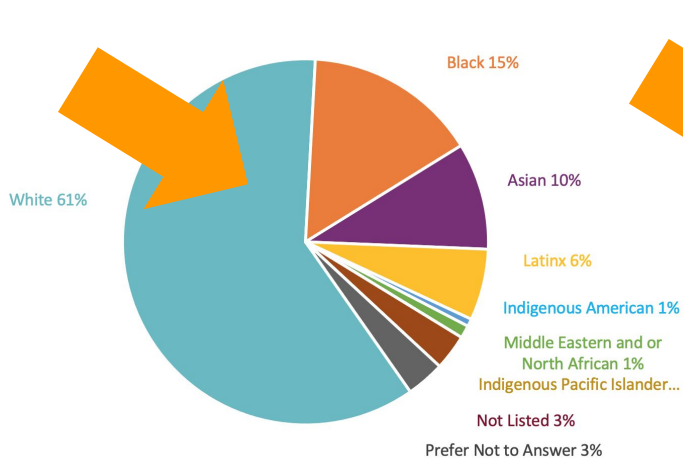


The background features a white field with a large teal rectangle in the center. In the top-left corner, there are overlapping loops of orange, purple, and light blue. In the top-right corner, there is a solid orange square. In the bottom-left corner, there is a solid purple square. In the bottom-right corner, there are overlapping loops of maroon, yellow, and light blue.

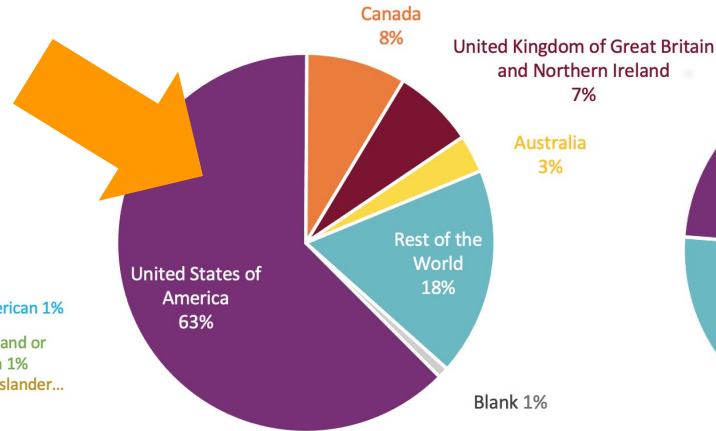
Data Committee

with Kimberley Daly, Nadine Richards,
& Nayoung Weaver

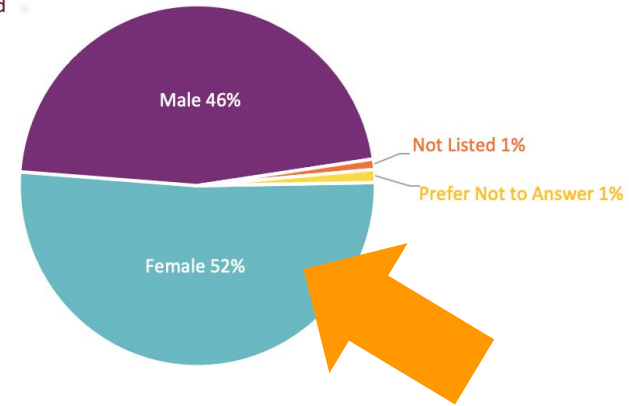
Demographics



Race

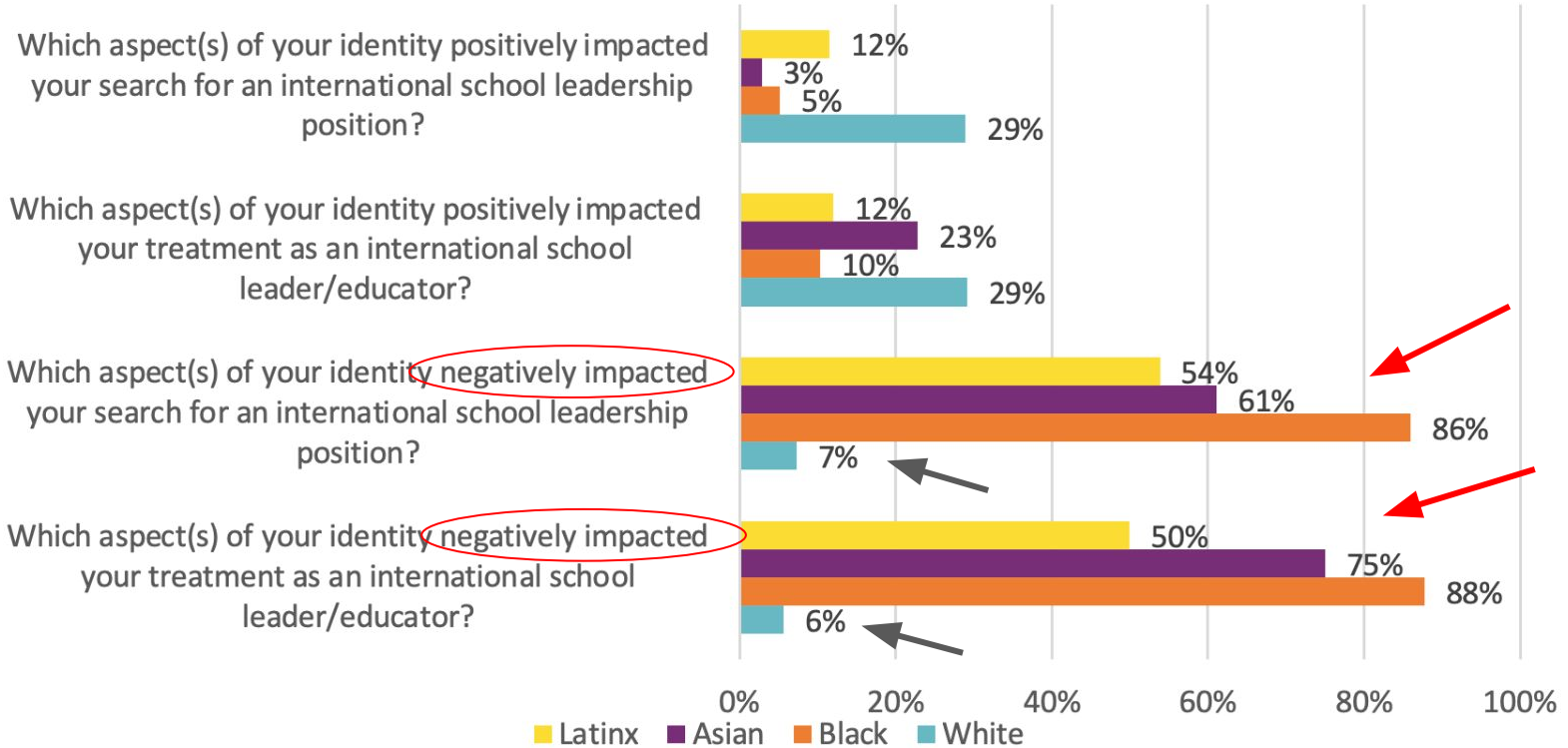


Nationality



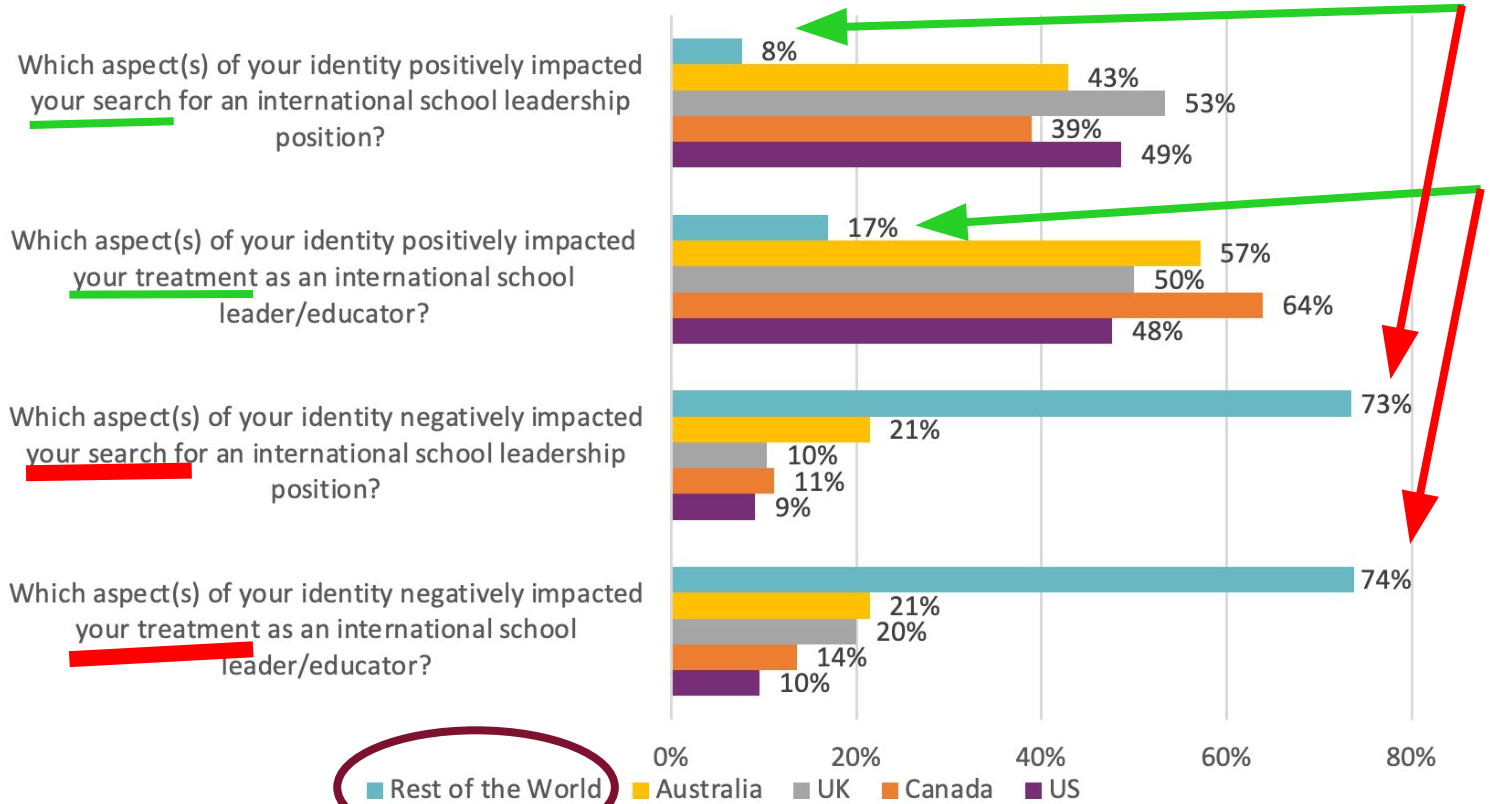
Gender

Perception of Race in Search Process and Treatment



PERCEPTIONS OF RACE

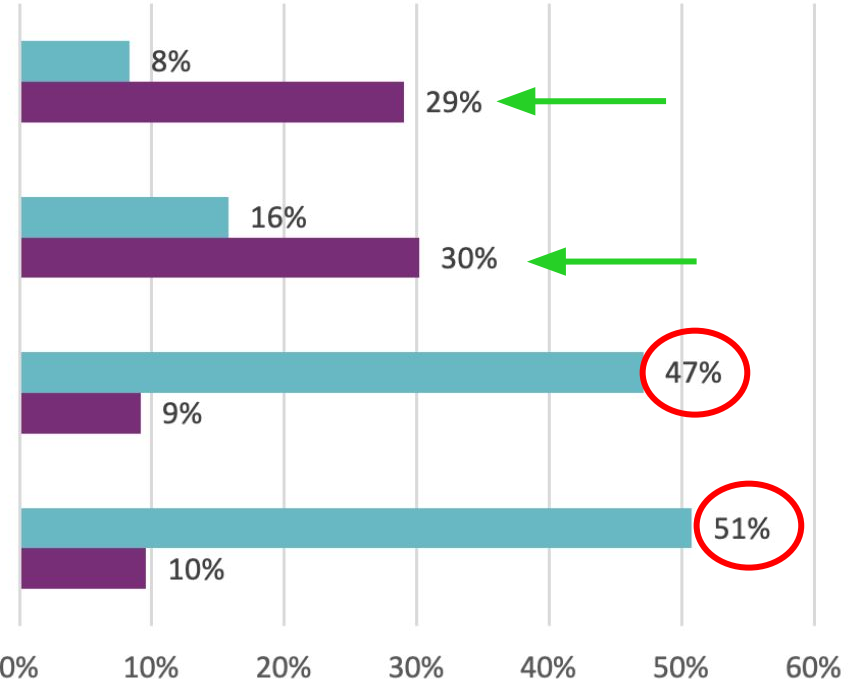
Perception of Nationality in Search Process and Treatment



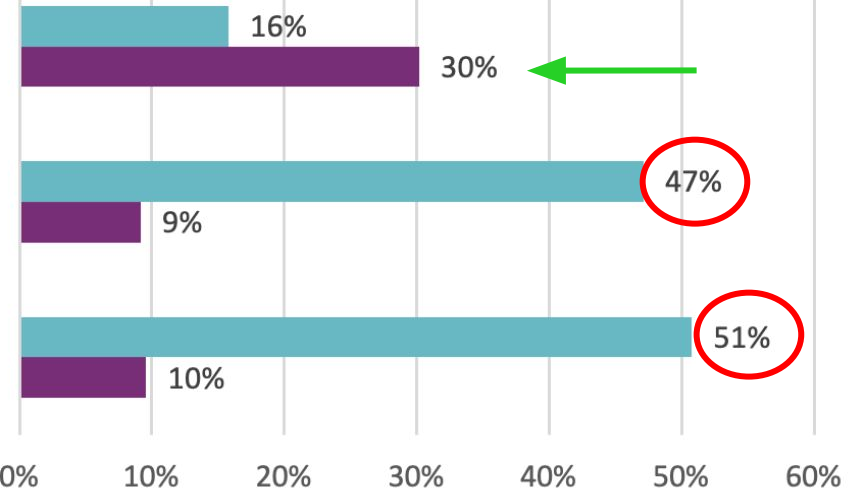
PERCEPTIONS OF NATIONALITY

Perception of Gender in Search Process and Treatment

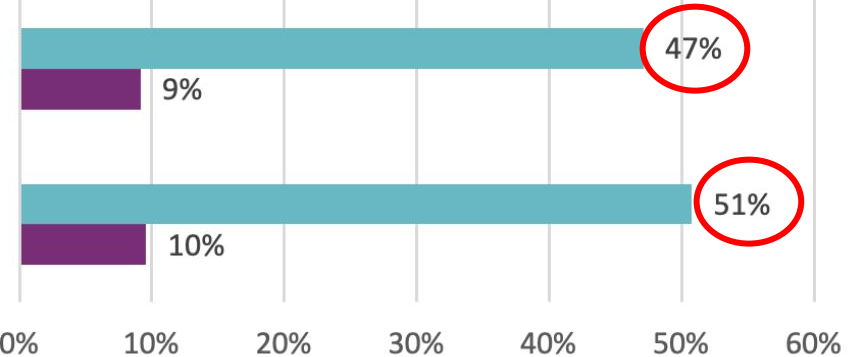
Which aspect(s) of your identity positively impacted your search for an international school leadership position?



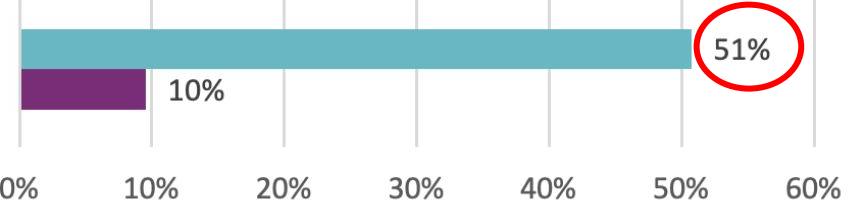
Which aspect(s) of your identity positively impacted your treatment as an international school leader/educator?



Which aspect(s) of your identity negatively impacted your search for an international school leadership position?



Which aspect(s) of your identity negatively impacted your treatment as an international school leader/educator?



Female Male

PERCEPTIONS OF GENDER



RECOMMENDATIONS

ACCOUNTABILITY



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.

PEOPLE



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.

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.

The background features a central teal rectangle containing the text. Surrounding this rectangle are decorative elements: an orange square in the top right, a purple square in the bottom left, and several overlapping, colorful loops (orange, purple, teal, maroon, yellow) in the corners. The text is centered within the teal rectangle.

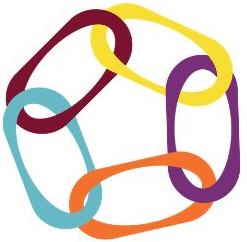
Call to Action

with Liz Duffy

Key Attributes of Accountability

- Accountability is relational.
- Accountability is restorative and transformational.
- Accountability requires listening.
- Accountability requires transparency.
- Accountability requires humility.
- Accountability requires feedback and communication.
- Accountability cultivates trust.

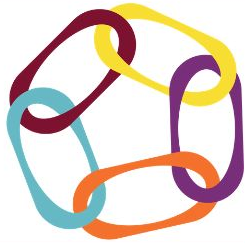
Source – Yancy Consulting



A Holistic, Human-Centered Concept of Accountability

- Moves beyond goals, outcomes, KPIs and other statistics
- Emphasizes the people behind the numbers, that is the people most affected (and often most harmed) by unexamined organizational policies, practices and customs.
- Begin by asking yourself, who is the school ultimately accountable to (i.e. students)

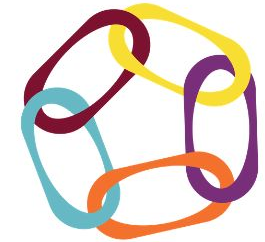
Source – Yancy Consulting



Start, Stop, Continue . . .

Breakout Room Discussion

<http://bit.ly/DivCollabAction>





Call for Additional Data

with Alejandra Neyra & Dana Watts

	Board	Head of School	Leadership Team	Teachers
Number				
Gender				
Nationality - Top 3 nationalities				
Ethnicity				

Example:

- Number of nationalities represented in leadership team
- List the top three nationalities represented in leadership team
- Number of ethnicities represented in leadership team

Note:

- Link: <http://bit.ly/DivCollabSurvey3>
- You can exit the survey and continue later by using the same browser and the same computer
- Survey closes on 15 May



COUNCIL OF
INTERNATIONAL
SCHOOLS



Diversity Collaborative Case Studies

The Data Committee plans to produce a series of case studies during the 2021-2022 school year that highlight model DEIJ programs and approaches. The Committee has prioritized seven areas on which to focus the case studies. We would appreciate your nominating your own or other schools/organizations/programs that leaders with a commitment to DEIJ could learn from. Please share your suggestions, including a contact person with email address for each of your nominations. We appreciate your sharing your suggestions by Wednesday, May 12th, so we can collate them before the next data committee meeting. Thank you for your nominations!

Next

- School Hiring Practices
- Retention Practices
- Accountability Approaches
- Model Policies & Strategic Priorities
- Mentoring & Sponsorship Efforts
- Constituent Engagement Programs
- Conversation Protocols Around DEIJ
- Other

<http://bit.ly/DivCollabCaseStudies>



THANK YOU

