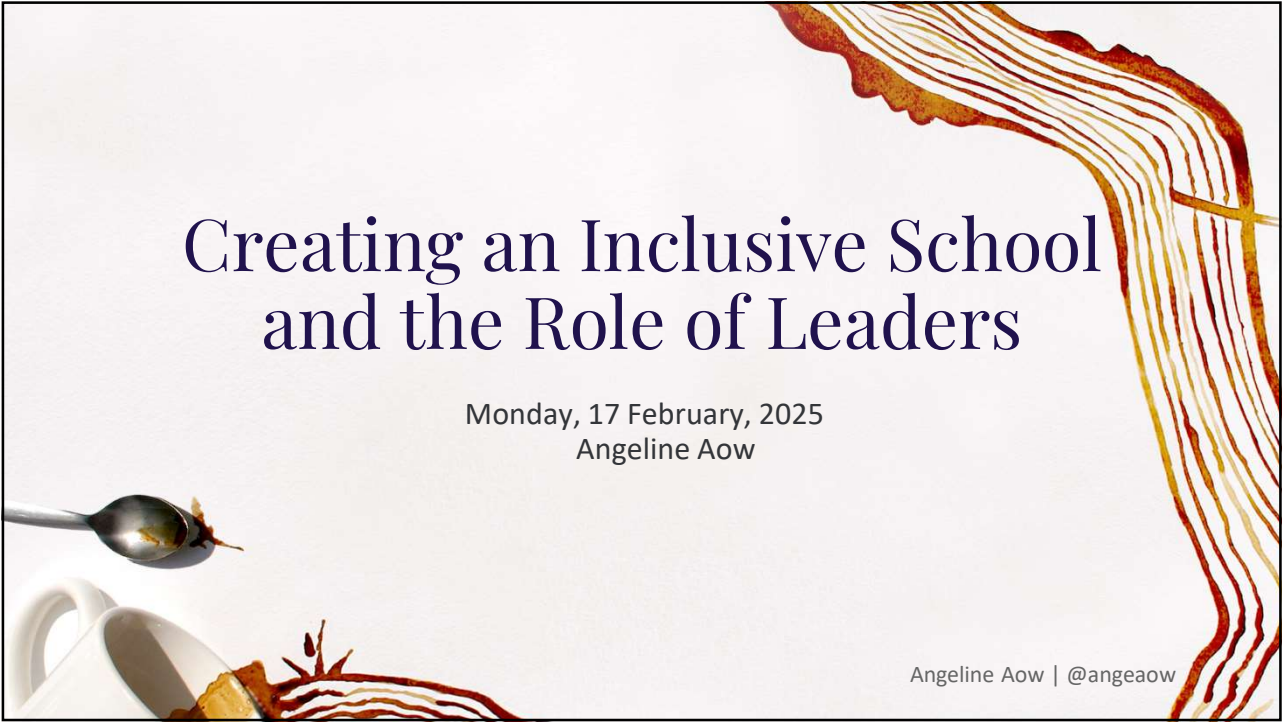




Diversity Collaborative Member Meeting

February 17, 2025

Presentation & Resources




Intended Outcomes

Identify the challenges, values and intentional, responsive practices for equity

Examine how leaders can actively shape inclusive schools

Engage with strategies to foster mindsets, systems & cultures of belonging



Angeline Aow | @angeaow

CHAT CONTRIBUTION

Share: What are schools ultimately accountable for?

01:30

Angeline Aow | @angeaow



Ultimate responsibility of schools

"...schools are ultimately accountable for the **safety of all students** and staff and, through the principal, for the education of the children.

They are also accountable for enterprise risk management, finances, teaching and learning facilities and, **above all**, for **being the drivers of school culture.**"

School Governance by Complispace

[School Governance and Accountability - The Times, They are a-Changing...](#) Angeline Aow | @angeaow



Illustration by Barbara Kelley

Premier Research Source

Diversity and Inclusion Challenges for Leaders of International Schools

Miguel Ricardo Barker and Liam Leslie Hammer



IGI Global
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Publishing tomorrow's research today



Angeline Aow | @angeaow

“Advancing inclusion may feel like a storm with relentless tides throwing us around.

Navigating safely across troubled waters is the responsibility of international school leaders.

Through socially responsible and ethical leadership, underpinned by a duty of care to serve and safeguard all learners, inclusive leadership can steer a learning community towards a more just and equitable future.”

Premier Research Source

Diversity and Inclusion Challenges for Leaders of International Schools

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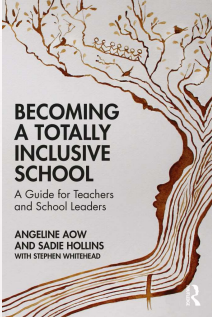
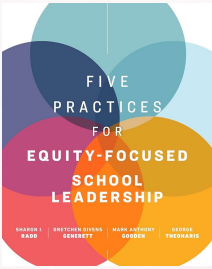
Angeline Aow @angeaow



“Resistance to equity work comes in various forms, including emotional reactions and moral resistance (Radd et al, 2021).

Resistance can arise perhaps because the shifts we are asking for are pushing them out of their comfort zones or felt to be 'too challenging'.

However, if initiatives do not challenge people enough, then maybe what we are asking for is not transformative enough to be worth our time.” (Aow, Hollins, et. al. page 125)



Angeline Aow @angeaow

What core values are you holding onto most tightly as a leader during these turbulent times?




www.brightmorningteam.com

Identifying Core Values

“**Courage is the most important of all the virtues**, because without courage you can't practice any other virtue consistently.

You can practice any virtue erratically, but **nothing consistently without courage.**”


Maya Angelou, 2008 Cornell University commencement address



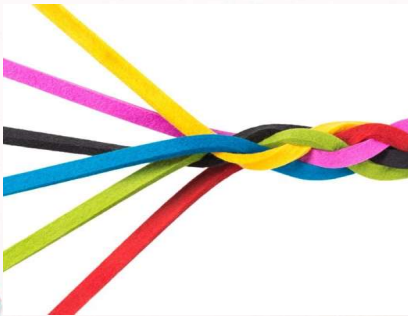
Jason Koski/University Photography

Angeline Aow | @angeaow

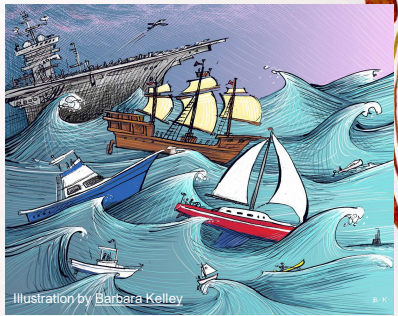
BREAKOUT DISCUSSION



What are your current waves of stormy times that you are navigating as an inclusive leader?



What core values are you holding onto most tightly to practice during these turbulent times?



What skills & capabilities are you leaning into at the moment to help you lead your ship?

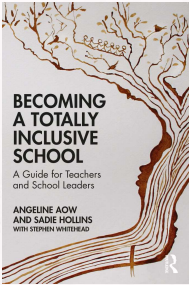
Angeline Aow | @angeaow

Fostering inclusion & belonging – which strategy currently needs your attention?

SHARED BELIEFS: MISSION, VISION, <u>VALUES</u>	DEEP KNOWLEDGE OF CONTEXT: INHERITANCE, CONTEXTUAL, LEGAL, <u>RISK</u>
<u>CHANGE MANAGEMENT:</u> PROGRESS, <u>STRATEGY</u> , ACCOUNTABILITY	TOTALLY INCLUSIVE CULTURES: DIGNITY, INTERCULTURAL, <u>BRIDGING</u>

Angeline Aow @angeaow

SHARED BELIEFS:
MISSION, VISION, VALUES




Total Inclusivity means recognising, valuing, protecting and nurturing diverse identities, including those of race, gender, sexual orientation, class, disability, age, religion and language.

page 5
Angeline Aow @angeaow







DEEP KNOWLEDGE OF CONTEXT:
INHERITED, CONTEXTUAL, LEGAL, RISK




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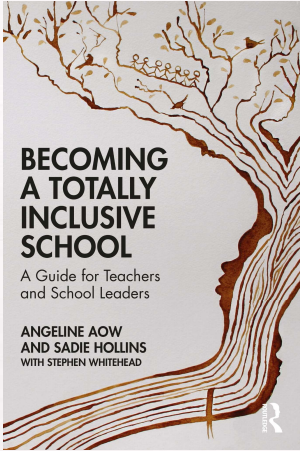
Wael Eskandar, Berlin 08.02.2025



Angeline Aow | @angeaow

“School structures are reflections of society’s values and norms. Within society, there are some groups in schools that have power, and others that do not.

Schools with hierarchical structures resemble caste systems. This is where certain individuals or groups may have (or not have) respect, status, honor, attention, privilege, resources, benefit of the doubt, human kindness and/or dignity based on their perceived positionality (Wilkerson, 2020).”



BECOMING
A TOTALLY
INCLUSIVE
SCHOOL
A Guide for Teachers
and School Leaders
ANGELINE AOW
AND SADIE HOLLINS
WITH STEPHEN WHITEHEAD

page 122

Angeline Aow | @angeaow

I am worthy.
You are worthy.

Rights

Resources

Representation

Recognition

Responsive

Rights

comprehensively understand your legal parameters & leading global practices

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Risk-management

THREAT	HOW IS THE THREAT PRESENT?	WHAT IS THE RISK?	RISK RATING	CONTROL MEASURES	MITIGATED RISK RATING	ACTION REQUIRED TO REDUCE RISK FURTHER	BY DATE & PERSON	COMPLETED DATE

Consider the biggest threat you have right now.

Consider the risk of not prioritising action-taking.

https://docs.google.com/spreadsheets/d/1Gi3fyAAL5_GrO70xSSj-xAL1Ep7e7TFApNjugnX3FIg/copy

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CHANGE MANAGEMENT:
PROGRESS, STRATEGY, ACCOUNTABILITY

**Progress, not
perfection...**

The importance of smaller steps



Angeline Aow @angeaow

Reasons, not excuses...



Identifying states of mind to identify strategic priorities



Total Inclusivity Change Components Model

Aspirational Vision of TI	Consensus & Commitment	Mindsets & Skills	Agency & Motivation	Resources	Strategy & Action Plan	=	Success
	Consensus & Commitment	Mindsets & Skills	Agency & Motivation	Resources	Strategy & Action Plan	=	Confusion
Aspirational Vision of TI		Mindsets & Skills	Agency & Motivation	Resources	Strategy & Action Plan	=	Sabotage
Aspirational Vision of TI	Consensus & Commitment		Agency & Motivation	Resources	Strategy & Action Plan	=	Anxiety
Aspirational Vision of TI	Consensus & Commitment	Mindsets & Skills		Resources	Strategy & Action Plan	=	Resistance
Aspirational Vision of TI	Consensus & Commitment	Mindsets & Skills	Agency & Motivation		Strategy & Action Plan	=	Frustration
Aspirational Vision of TI	Consensus & Commitment	Mindsets & Skills	Agency & Motivation	Resources		=	False Starts & Stagnation

Adapted from Knoster, T., Villa, R., Thousand, J. (2000). A framework for thinking about systems change. In R. Villa and J. Thousands (Eds.) Restructuring for caring and effective education: piecing the puzzle together (2nd edition). Baltimore: Paul H. Brookes. With reference to: Powell, W. & Kusuma-Powell, O. (2013). *MI Inclusive Toolkit* (p. 113) Next Frontier Inclusion.

Angeline Aow | @angeaow

What Happens When A Component Is Missing: The Consequences Explained

All components present	Success	A totally inclusive school ecosystem. Every individual feels a sense of belonging. Diversity is seen as a fact, right and resource and school design is underpinned by aspirations to create equitable access to learning. School improves continuously. Total inclusivity prevails.
Aspirational Vision of TI	Confusion	Lack of clarity about the school's aspirational DEIJ related goals. Vision of inclusion is not widely understood and pockets of advocacy may exist but viewed as isolated bandwagons. Absence of a common language and understanding leads to misunderstanding and regress. Confusion prevails as there isn't an aspirational vision to guide decision-making.
Consensus & Commitment	Sabotage	Without buy-in from key stakeholders in the school ecosystem, change initiatives may be hampered by subversive behaviours. The absence of commitment from governance and leadership leads to open and covert sabotage behaviours as consensus, resources and commitment is lacking. Educators have power not to commit as they feel empowered by lack of commitment at the leadership level. Lack of accountability prevails.
Mindsets & Skills	Anxiety	Limited intercultural competence skills. Individual beliefs and values of all stakeholders are not yet aligned to total inclusivity values and aspirations. Absence of TI mindsets leads to distrust and sense of hopelessness for sustainable change. Collectively, the community is still developing the necessary skills to effect change and anxiety is prevalent across the community. Anxiety about failing prevails.
Agency & Motivation	Resistance	Without learner agency individuals lack self-driven engagement and unmotivated to take intentional actions. Intrinsic motivation for this work is needed as DEIJ advocacy is emotionally demanding and incentives in the form of rewards may not be sustainable. Initiatives are hampered by resistance. People stick to continue doing what is comfortable (the old way).
Resources	Frustration	Without sufficient human and material resources educators are unable to further develop the competencies and skills necessary to do this work. Without a chance to upskill and learn as a whole community the school ends up with frustration because there is the vision, consensus, skills, motivation, and strategies, but not the resources to make sustainable progress. Frustration prevails.
Strategy & Action Plan	False Starts & Stagnation	Commitment and enthusiasm are present. There are a lot of meetings, talk and resources and support is available. However, when strategies are not identified and a whole school action plan is lacking there will be a lot of running, but not a lot of progress being made, resembling a 'treadmill'. There is an increased amount of 'false starts' as change processes are started, but steps and stages are missed. This slows down the process and possibly creates regress. Without a strategy that encompasses data or evidence for success and evaluation the school is less able to identify and share milestones or challenges towards achieving DEIJ related goals. Without strategy and implementation of an action plan criticism, cynicism, negativity and complacency prevails.

ISC RESEARCH

HomeDataIntelligenceCommunityEventsNews

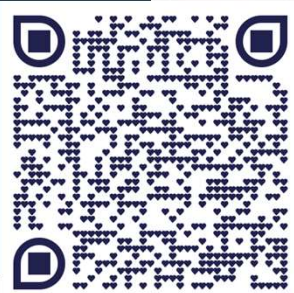
RESOURCE


NEWS ARTICLE

Changing school culture and infrastructure

Nov 15, 2022

Diversity, equity and inclusion (DEI) work is change management work. Embedding DEI practices in one's institution requires knowing what accelerates change, and what impedes it. In this article we draw on Lippitt's Managing Complex Change model and Powell and Powell's NFI Inclusive Toolkit, to introduce a Total Inclusivity Change Components Model.





Angeline Aow | @angeaow

IB Standards & Practices (2020)

Culture: Creating positive school cultures

School culture refers to the written and unwritten rules that define how a school functions. It also encompasses personal and collective well-being, the effective utilization of physical and human resources, and the extent to which a school acknowledges and celebrates diversity.

Standard: Culture through policy implementation (0301)

Schools develop, implement, communicate and review effective policies that help to create a school culture in which IB philosophy can thrive.

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Culture is the collective behaviors, values, and identity that define how people show up interact.

Policies help create a school culture.

The everyday behaviors of people, how they show up when no one is looking.

Angeline Aow @angeaow

The Importance of Holding Ourselves and Others to Account for Behaviours

Policies support accountability.

Assessing Behaviour Across A Continuum

APPROPRIATE CONDUCT

CONDUCT CONCERNS

ALLEGATIONS

NORMAL

INAPPROPRIATE

PROBLEMATIC

ABUSIVE

VIOLENT

to an extent NORMALISED BOUNDARY VIOLATIONS

all behaviour along this continue can be harmful depending on the incident and context

adapted from Rigg, Hackett (2010) and Farrer & Co. (2020)

Accountability | Responsibility

Strengthen safeguarding by addressing identity-based harm

*PRIORITY #1
PRIORITY #2
PRIORITY #3
PRIORITY #4

Angeline Aow @angeaow

TOTALLY INCLUSIVE CULTURES:
DIGNITY, INTERCULTURAL, BRIDGING

Every learner’s dignity and access to learning is upheld

Angeline Aow @angeaow

In Intercultural Contexts...

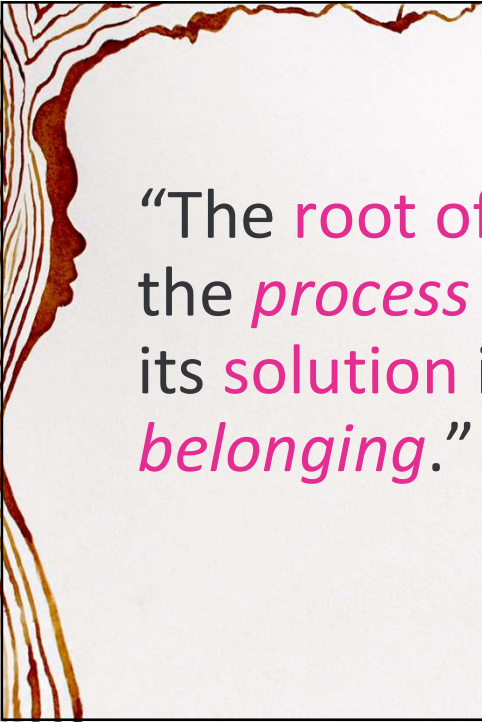
shared meaning

can not be assumed

shared meaning must be discovered negotiated created



Adapted from Beth Zemsky



“The root of all inequality is the *process of othering* – and its solution is the *practice of belonging*.” p.10

John A. Powell and Stephen Menéndez

Belonging without Othering

How We Save Ourselves and the World

Angeline Aow | @angeaow

“**Bridging** is the emerging story of moving toward *us and us*, not *us versus them*. In *bridging stories*, the lines and boundaries are constantly being renegotiated. In *breaking stories*, some voices are muted or distorted for the benefit of one group and not the other...

...understanding bridging and belonging helps us make sense of the moment we are in, they are also about **creating possibility and a story for the future.**” p.22

john a. powell
with Rachel Gutterman-Powell

The
Power of
Bridging

how to build a world
where we all belong

“We must ultimately grow to help us find the courage
to keep conversations with others, the words, and ourselves
to build a world where we all belong.”
Yohani Karmali, bestselling author of *Be the Change* and *Age Matters*

Angeline Aow | @angeaow


Fostering inclusion & belonging – which strategy currently needs your attention?

BREAKOUT DISCUSSION

SHARED BELIEFS: MISSION, VISION, <u>VALUES</u>	DEEP KNOWLEDGE OF CONTEXT: INHERITANCE, CONTEXTUAL, LEGAL, <u>RISK</u>
CHANGE MANAGEMENT: PROGRESS, <u>STRATEGY</u> , ACCOUNTABILITY	TOTALLY INCLUSIVE CULTURES: DIGNITY, INTERCULTURAL, <u>BRIDGING</u>

Angeline Aow | @angeaow

stay connected:
www.angelineaow.com


Angeline Aow
Educator | Author |
Pedagogical Leader




Angeline Aow | @angeaow

Diversity Collaborative Member Meeting Resources

February 17, 2025

Values Reference

- How to live in alignment with your values:
<https://www.brightmorningteam.com/resources/post/how-to-live-in-alignment-with-your-values>
- Identifying Values
https://cdn.prod.website-files.com/650894a3e9899e1797d705ee/650a00e200ec198ff68d3c67_Core%20Values_Art%20of%20Coaching.pdf

Risk-management template

- Download: https://docs.google.com/spreadsheets/d/1Gi3fyAAL5_GrO70xSSj-xAL1Ep7e7TFApNjugnX3Flg/copy

Change Management Resources

- Change Components Model:
<https://docs.google.com/presentation/d/1bZeg1yyg8NYx7PdIvIX6yUOniGAYeN0yYzC5Jf8TYf0/present>
- *Becoming a Totally Inclusive School: A Guide for Teachers and School Leaders* (Aow, Hollins, et. al., 2022)
- [Changing school culture and infrastructure - ISC Research](#)
- <https://iscresearch.com/changing-school-culture-and-infrastructure/>

Opening Up To The Word

- [Opening Up The World: How Multinational Organizations Can Ascend The Maturity Curve On LGBT + Rights](#)

Website

<https://www.angelineaow.com/>

LinkedIn

<https://www.linkedin.com/in/angeline-aow-b0b6304/>