



Standards for International School Principals and DEIJB Indicators

The indicators or characteristics below each of the standards are meant to be aspirational as well as descriptors of accountability. They are not meant to be a checklist that needs to be ticked but as a guide and a continuum of growth.

- 1. ACCOUNTABILITY FOR LEARNING:** An international school principal's leadership results in student progress consistent with the school's mission and curricular goals.
A learning leader committed to the principles and practices of DEIJB:
 - Understands the cognitive science that underpins culturally responsive leadership and culturally responsive teaching and learning.
 - Implements structure and processes that are aligned with the impact of culturally responsive leadership and pedagogy on student learning and wellbeing.

- 2. HUMAN RESOURCES LEADERSHIP:** The international school principal selects, orients, assigns, develops, evaluates, and retains quality instructional and support personnel to ensure every learner has access to effective teaching.
A learning leader committed to the principles and practices of DEIJB:
 - Understands that the intersectional identities of individuals, as well as the diversity and collective identities of the communities they lead impact learning
 - Designs strategic action steps to ensure that student learning is designed and led by teachers who center, support, include, and validate students' intersectional identities.

- 3. CURRICULUM AND ASSESSMENT LEADERSHIP:** The international school principal leads a curricular system based on the most recent understanding about learning, including developing, implementing and monitoring curriculum and learner progress.
A learning leader committed to the principles and practices of DEIJB
 - Understands the intentions, implications, and impact of a well-articulated curriculum grounded on diversity, equity, inclusion, and justice.
 - Designs curriculum and assessment systems that values students' intersectional identities, diverse, equitable, and inclusive.

- 4. ORGANIZATIONAL LEADERSHIP:** The international school principal designs, leads and manages the organizational plan, operations, and resources to provide a productive and accountable environment for learning.
A learning leader committed to the principles and practices of DEIJB
 - Understands the importance of the strategic inclusion of DEIJB in the organizational operations and in the resource allocation for this goal to be realized
 - Implements organizational structures and resource allocation that promote and leverage equity and diversity

- 5. CULTURE AND CLIMATE LEADERSHIP:** The international school principal fosters a climate and culture permeated by the notion that learning is always the lens through which we judge effectiveness; that relationships matter; that international-mindedness is fundamental.
A learning leader committed to the principles and practices of DEIJB
 - Establishes practices to promote the importance of individual and shared reflection and systemic action-taking
 - Understands the moral imperative to develop transformative actions that will ensure the intersectional and diverse identities of students and adults are included, valued, supported, and protected.
 - Understands that international-mindedness is one of the levers for addressing intersectional inequity and injustice.
 - Cultivates individuals and cultures of care, connection, and courage to prime the community to lead systemic actions against inequity and injustice.

- 6. PROFESSIONAL ACCOUNTABILITY:** The international school principal:
 - Leads and interacts with all members of the school community in ways which demonstrate a knowledge of and sensitivity to the culture of transition and mobility characteristic of international schools.
 - Models the skills and attitudes of global citizenship, antiracism, intercultural sensitivity, and proactivity.
A learning leader committed to the principles and practices of DEIJB
 - Designs an inclusive and intentional process and strategic plan of action that addresses diversity, equity, inclusion, and justice.
 - Takes personal accountability and institutional responsibility in dismantling systems that are inequitable, exclusive, and unjust.
 - Models and cultivates beliefs, skills and attitudes of global citizenship, antiracism, anti-bias in all facers of the school system.