Leading international-mindedness
Leadership and culture

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ABSTRACT

Economic, social, political demographic changes due to globalization change the field of international education. International schools have a duty to respond to these changes through developing international-mindedness in their work with learners.

This study explored how international school leaders operationalised their role in leading international-mindedness in different secondary school settings within the international education community. The aim was to explore the field of international school leadership related to this topic to better understand the needs of those in the field in order to be able to support them more effectively in future.

The researcher employed qualitative thematic analysis to explore how school leaders understood the meaning of international-mindedness. The researcher then explored how they operationalised this into their school contexts. The researcher has triangulated methods from official documents related to the international school community, conducted a series of semi-structured interviews with school leaders in three continents and an open online survey to explore this theme in the field of operationalization.

All the participants expressed the view that international-mindedness is a central aim of our teaching and leading in all the schools and is highly fluid and contextual in its form in different settings. The findings were that international-mindedness was related to understanding and adopting different perspectives when looking at situations, linked to communication in terms of language and other forms of communication. Fundamentally, this field requires a high degree of empathy and emotional intelligence of leaders when working with such diverse school communities in their leadership. The work of school leaders in this field about creating conditions for growth in the collective capacity through motivation, support, coaching and opportunities for individual and collective reflection.

This study aims to provide clear recommendations for the needs of international school leaders to improve the capacity of international schools in this field. Using the knowledge and understandings in this project, the researcher has developed a reflection tool for school leaders to use within their communities for individual and collective growth.

Key words: international-mindedness, collective capacity, leadership, culture
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<tr>
<td>COIS</td>
<td>Council of International Schools</td>
</tr>
<tr>
<td>IB</td>
<td>International Baccalaureate</td>
</tr>
<tr>
<td>NEASC</td>
<td>New England Association of Schools and Colleges</td>
</tr>
<tr>
<td>TNC</td>
<td>Transnational Corporations</td>
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1 INTRODUCTION

1.1 Research topic

The international dimension to education worldwide has become a central aspect of many national school systems and with the growth in international education (Dower & Williams, 2016). The growth in migration, transnational economic operations, supranational organisations, overseas travel and study, global work opportunities, the changes and developments in communications and entertainment have all challenged the traditional order of civic participation and the role of education. International education has been a growth area with students attending international schools accredited by many organisations throughout the world (Brummitt and Keeling, 2013). Studying in an international school is not a step to international awareness of competences but rather depends on the successful development of international mindedness within the school community.

International education has seen tremendous growth in recent years in terms of overall numbers of students and schools (Bunnell, 2008). This has also been a time of significant changes in the demographics of international schools from a primarily anglophone community globally mobile families to increasing numbers from other home and family languages in the development of global nomads, transculturals and third culture kids (Pollock, Van Reken and Pollock, 2010). Many children from the host country choose to study in international schools and wider socio-economic and technological changes in society bring many changes. These have all brought opportunities and challenges to the role and abilities of leaders in the schools working in this field. The denationalisation and internationalisation of education has created a paradigm shift for learners and educators and changed the nature of the educational field throughout the world (Resnik, 2012).

This study explored how school leaders understand and operationalise international mindedness in their school context. This is a significant topic worthy of discussion due to the practical concerns and needs of school leaders, and moreover from an ethical perspective of preparing students for an increasingly global world (Mannion, Biesta, Priestley and Ross, 2011). The International Baccalaureate
(IB) organisation produce guiding documents which identify and outline international-mindedness as a transferable theme across all curriculum documents and the mission of schools working in the IB. This is a central part of the programme standards and practices of the school system and yet the definition or meaning of this concept is not defined for school leaders. International schools have to adapt to their changing context and so must offer a rationale for their existence within a crowded market (Bunnell, Fertig & James, 2016). International mindedness is a central aspect of this approach of working and learning within this sector.

School leaders translate official policy and requirements into plans that mobilise resources in a school setting to develop actions that impact on student learning. Developing internationally-minded students requires the same for educators and other professionals working in schools, cultures built to encourage and enable student action, building the capacity of educators to work in this field, developing an education that equips students with an ability to identify and express different perspectives and ways of thinking are all elements of an education programme provided by the IB programmes and frameworks, Council of International Schools (COIS), and New England Association of School and Colleges (NEASC) accreditation requirements.

Leadership in international schools brings certain opportunities and challenges for school leaders. The cultural milieu of staff, students, parents and the leaders themselves are transient. This sector represents over 10,282 schools which provide education for 5.36 million students and have over 500,000 full time staff and so is a key area for education and leadership research (Data and intelligence, 2019). The cultural experience of students is a feature of current educational research. However, the role and experience of school leaders with highly diverse school educators is not prominent and deserves greater exploration (Walker and Riordan, 2010). This study aimed to explore how school leaders understand and operationalise international-mindedness in their context.

This study aimed to explore the role of school leaders in expressing their views and promoting the collective capacity of schools to operationalise international-mindedness in all areas of school life. Walker and Riordan (2010) outline how
school leaders build the structure for others to act, develop expectations for staff to work towards. Expression of staff is encouraged to be able to contribute their cultural understandings in a culture that does not work to stereotypes. This study looked at the processes of school leaders in operationalising international-mindedness in their school culture.

For this study, the researcher chose to focus on the role of school leaders in international schools as identified and expressed through accreditation by the IB organisation, NEASC, and COIS to provide a framework of guaranteed standards, similar frameworks and requirements to be able to explore the topic. Furthermore, both organisations have seen growth in their numbers in all regions of the world which will allow for a range of school leaders to be included. For this study, a sample of school leaders working in secondary education, from Grades 6-12 which is ages 11-18 approximately, was interviewed and surveyed for this research project.

This study adopted an interpretivist framework and methodology which allowed for a range of methods to be used in exploring the process and methods that school leaders employ to develop the collective capacity of their institutions in developing international-mindedness. Such knowledge and understandings would prove useful to the preparation of future school leaders working in IB, COIS and NEASC schools through individual and collective reflection. The researcher has worked for nearly 10 years in an IB school in Europe and would now like to explore this topic further.

On a micro-level, this study would also assist in my role in supporting school leaders in their role by understanding the perceptions, work and challenges of their role. The learning in this project was synthesised to develop a possible reflection, planning and evaluation framework to assist with work on this topic.
1.2 Research questions

This study was guided by the following research and subsidiary questions to frame the literature review and research into school leaders and international-mindedness.

How do school leaders operationalise international-mindedness in their school context?

Subsidiary questions:

How do school leaders understand international-mindedness in their school contexts?

What processes are employed by school leaders to develop international-mindedness?

What do school leaders perceive as opportunities and challenges with developing international-mindedness in their school context?

1.3 Research approach

This study explored the field of school leaders in terms of their perception of their articulation and operationalisation of international-mindedness. Employing an interpretivist approach, this study adopted a mixed-methods approach to explore and flesh out the lived experience of school leaders working in this field.

To gather representative understandings from this field, thematic content analysis was conducted on the policy texts that provide the context for this field, offer guidelines and requirements that are expected from school leaders, in terms of what this capacity of international-mindedness should look like in the lived experience of a school community. Using the themes identified through the content analysis the author developed a framework to explore this topic from those in the field.
To gather valid understandings from this field and the practitioners involved, a semi-structured interview schedule was designed and piloted. This was employed with a representative and valid sample of participants working in school leadership in IB, COIS and NEASC schools through in person or online interviews. All interviews were recorded and transcribed before a thematic analysis was carried out of the findings. All identifying information was removed from the transcriptions to protect anonymity. A similar online survey was developed and circulated amongst professional networks of school leaders. The purpose of this was to develop a greater data collection size to allow for generalisations to be drawn alongside the deeper and richer qualitative semi-structured interviews. This survey comprised qualitative based questions to allow for participant voice in their own context.

Using the knowledge gathered in the interviews and survey, the academic literature was revisited to attempt to place the findings into a theoretical understanding and also to review the effectiveness of this study.

1.4 Structure of the thesis

Chapter 2. carries out a literature review of past and present models of the “international” in international education and reviews its uses and application in our contemporary school context. This section also looks at leadership models and contemporary research in application to the role and work of school leaders in international schools. This section reviews the specific nature and context of IB and COIS accredited international schools to inform the reader of the background to this study.

Chapter 3. presents the methodology that will be used for this study in terms of methodology for data tool design and data acquisition. This chapter also presents the results from the data analysis from the primary data methods.

Chapter 4. presents the research results from the three subsidiary questions and the over-arching research question.
Chapter 5. presents the practical and theoretical conclusions of this research for different stakeholders of the international school community. It also places the study’s understandings into the wider context of contemporary research and makes clear links. A thorough review of this study’s findings and methodology design and implementation will be offered for discussion.
2 THEORETICAL FRAMEWORK

2.1 Literature Review

This literature is divided into two sections pertinent to this study. The first section explores topics related to definitions we seek to operationalise and their development. The second section is about the context of international school leadership to give background to the growth of this sector and central issues to the work of this sector.

2.1.1 International-mindedness history

The development of international-mindedness, and associated aspects of global education, cosmopolitan education and global competences, has a long pedigree in educational philosophy and research. For the study, the researcher has focused on the development of international-mindedness in international education since 1945.

The reasons for this are three-fold in that firstly the development of international schools occurred primarily after World War Two and the process of European decolonisation from their Imperial projects which led to a perceived need for schools outside of a national system. Secondly, this time also saw the growth of expatriate employment in transnational corporations (TNCs), government bodies and the third sector throughout the world with the growth of mobile families who wanted to remain as a family unit and therefore needed education possibilities for their children when on placement. The establishment of these schools led to increasing links between several international schools with the development of a common framework, vocabulary and subjects on offer to cater to the students’ needs (Partridge, 1958).

These links led to the establishment of the International Baccalaureate in 1968 with a formalised education system on offer throughout the world. Thirdly, the period since 1945 has seen many examples of time-space convergence and a
reduction of the friction of distance in international travel, commerce and communication. This has led to many observers commenting that there is an increasing international awareness of the complexities of *wicked problems*, in that the situation is multifaceted and requires analysis and discussion from many angles, and the need for education to prepare students to learn from, about and with these issues as examples (Murgatroyd, 2010).

International education is more explicitly applied and action-oriented than other school curricula and so international-mindedness remains a common theme to our schools as explored by Crossley (2000). Further work of Crossley and Watson (2003) put that internationally minded education is one that aims to develop understandings between different countries and cultures as well as good relations between different nationalities and languages. Castro, Lundgren & Woodin, (2015) explore how internationally-minded education is one which reduces ethnocentrism through equipping students with an ability to deal with different global perspectives and showing understanding of how the global links to the local context. This leads us to intercultural understanding which is about learning with and from other cultures in a process of synergy. This is evident in international schooling as provided by IB schools.

Hill (2007) argues that schools may promote international-mindedness by preparing students for global citizenship by building on the principles of tolerance, international co-operation, justice and peace. Hill takes his work further in 2012 by defining international-mindedness as an ethos for schools to nurture openness and curiosity about the world in the learners while also developing a profound level of understanding of the complexity and diversity of human interactions across and through subjects. Some look at international-mindedness as a set of subject-specific curricula that would lead to global competences and a global mindset in the learners. A limitation of this approach was the international-mindedness cannot be downloaded through the curriculum solely but rather requires a school culture, modus operandi and values to embed it.

Haywood (2007) puts forward a typology of characteristics of international-mindedness that would guide school leaders in their work. These are:
• Curiosity and interest in the world around us based on knowledge of the earth and its human and physical geography
• Open attitudes towards other ways of life and a pre-disposition to tolerance as regards other cultures and belief systems
• Knowledge and understanding of the scientific basis that identifies the earth’s environment as a common entity of value to everyone
• Recognition of the interconnectedness of human affairs (in place and time) as part of the holistic experience of life
• Human values that combine respect for other ways of life with care and concern for the general well-being of people in general
• The way that curriculum is designed and implemented
• Pedagogy and educational philosophy
• The role of educators and school organisation
• Approaches and expectations for learning in certain areas not included in the five essential areas (including mathematics, the arts and languages)
• Every other aspect of the school

International-mindedness is a central aim of the mission of IB programmes to create a better world. Using Haywood’s model above, school leaders are expected to develop an explicit strategy of how they will support and implement the aims.

Haywood (2007) outlines how international-mindedness focuses on the aptitudes and skill outcomes required for a more just and peaceful world. A monolingual international school would adopt a different approach from multilingual schools in a host country with the same languages but different from those where the host country language is different. School leaders adapt their approach based on the conditions around them and the needs of their community (Harwood & Bailey, 2012).

The IB has developed supporting material to guide schools in their implementation of the IB mission. Hacking et al. (2017) explored the implementation and assessment of international-mindedness in several IB schools and found that it was relational and undefined as it needed to be reflective of the community needs and school context. They did discover that there were common elements that
were under the umbrella term of international-mindedness. These being interculturalism, multilingual, identity, character development, reaching out to the host community and international partners.

The aim is to ensure that the education students in IB and international schools experience leads to these intangible outcomes in addition to their formal qualifications. This leads to opportunities and challenges for school leaders to focus on the pedagogy, extra-curricular opportunities, school-based features in addition to the formal curriculum their schools offer. This study aims to explore how school leaders develop, monitor and embed a school-based programme that can provide pathways for a diverse student and teacher body, with high rates of turnover, to engage, learn, develop and reflect.

Kurt Hahn was a pioneer in international education as displayed in IB schools with the establishment of two significant boarding schools in Germany and the UK, the inspiration for the Round Square international education movement, many links to the Duke of Edinburgh International Award and Outward-Bound education with a common theme of international-mindedness. Central to his work, was an emphasis on character building and experiential learning (James, 1990). Hahn’s work permeates many elements of the work of IB schools from the philosophy, curriculum, the core and other aspects. For this reason, this study will not aim to develop a specific definition of international-mindedness to then use in the data collection and analysis. This study will adopt a Bourdieu approach (Grenfell & James, 2004) by providing voice to and explore the perspectives of those who define the parameters of the field we are studying and trying to understand as a lived experience (Eacott, 2010).

Providing a context and purpose for learning is a key tenet of international-mindedness (Bourn, 2014) with using examples from other cultures, providing opportunities for reflection by staff and students, locates its programme in concern for social justice and equity, has a global outlook, critical thinking and dialogue are central and requires educators, students and parents to engage critically and reflective with it. Scheunpflug and Asbrand (2006) further develop these points and position education for sustainability within the core of international-mindedness.
They add that internationally minded education is more than charity projects, donations, voluntary work overseas or in other countries. Rather they place international-mindedness as an approach to place the global at the core of the school life to explore interconnections and the power dynamics that operate in our world (Hacking et al., 2018).

Looking at the literature above on international-mindedness we can identify its common themes and characteristics. For this project, the researcher will explore how school leaders operationalise international-mindedness through the following facets as a guide:

- Multilingualism and interlingualism
- Local and global contexts for learning
- Individual and collective cultural identity
- Intercultural understanding
- Skills and knowledge related to a global world
- Global and local problems and solutions
- Informed student agency and action
- Character development of attitudes
- Learning about, through and understanding perspectives

This study will not specify how the school leader should or could implement these traits. Rather these traits will guide the research process with the community to understand how school leaders make it an operationalised and thus lived experience for staff and students.

2.1.2 International school leadership

International school leaders are tasked with arranging the tangible and intangible forces within a school to embed certain cultures or behaviours. The individual and organisation factors that lead to the operationalisation of this aptitude, in a school community, are significant questions for studying of working in a diverse school community to develop a school culture of international-mindedness.
The growth of international education and the growing role of school leaders has certain challenges given the high levels of mobility of the workforce. Keller (2015) explores this spatial and temporal duality that exists within international schools. His work stresses the central role of international school leaders to make sense of opposing forces that exist in their school communities and to leading to develop the capacity of their communities to do the same. This is central to this study to understand how school leaders position themselves and their work in their school context.

The position of international school leaders is a challenging process in the mobile and transient school communities. This is similar to the work of other international workers which is a topic of research. Bhaskar-Shrinivas, Harrison, Shaffer & Luk (2005) study the adjustment factors that lead to the success of expatriate workers on posting. Their findings of the work and non-work factors are central to understanding the success of leaders in TNCs and can be applied to the role of globally mobile school leaders. International school face distinct challenges in embedding sustained change due to transient staff body with classroom educators moving but also with school leaders occupying their posts for only 2.8 years before moving school (Hawley, 1994).

Effective and competent school leaders are the most essential ingredient in enabling educators to be effective in their interactions and pedagogy of the students in their care (Robinson and Buntrock, 2011). International education faces the challenge of the paucity of education research on what constitutes effective international school leadership to inform the sector’s practice in mobilizing school resources to support growth (Calnin, Waterson, Richards & Fisher, 2018). Exploring the perspectives of those in this international education field will allow us to better uncover the articulation of these values and measures taken to embed the structures and human resources into a school culture.

Hayden and Thompson (2010) underline the importance of international educators being role-models for their learners in terms of international-mindedness. Central to this idea is of international educators being open to other cultures and multiple perspectives in their work with students given the mobility and multiple identities they possess. School leaders as all leaders must be able to deal with
ambiguity and complexity in their contexts to fashion the possibility for progress (Bolman and Deal, 1991).

School leaders work with the educators to fashion a school culture that whilst open to innovation and change, does prepare deliberate and intentional opportunities for schools to develop this desired culture. We can use the four frames model to analyse innovation in educational contexts (Goldman & Smith, 1991) to better understand them. Furthermore, Dantas (2007) and Deveney (2007) highlight the importance and effectiveness of a deliberate framework for schools to work towards rather than just having policies and aims without deliberate and intentional measures to operationalise the desired situation.

The role of international school leaders working in this field is one of making visible the invisible, by making the aptitudes and skills that will support international-mindedness, tangible (Ellwood & Davis, 2009). Their work in developing the collective capacity of schools to embed this culture requires an articulation of cultural norms and values amongst the educators and the wider school community. We can apply this to the work of school leaders and educators who experience this frame clash in each new context that they work alongside a highly mobile student and parent community.

Gay (1993) takes this further and sees the role of educators working in diverse communities as that of cultural brokers who make the links between the students and their home communities. Moll, Amanti, Neff and Gonzalez, (1992) explored this topic, in diverse US schools, where educators provide the bridge between home and school to help students make sense of the cultural world around them and to develop rich points of discussion for the development a cohesive community. This can be applied to the work of international schools which has a different relationship to the families from schools in national systems. These both require changing competences from educators and school leaders in the international school community.

Budrow and Tarc (2018) carried out studies of the traits that international school recruiters look for in effective educators. They surveyed recruiters and international education careers fairs and in addition to good pedagogy, subject
knowledge, international experience, was the importance of educators being open to multiple perspectives and new ideas. This could be closely linked to the idea of international-mindedness within school leadership. The craft of school leadership is to weave that competence into the lived experience of the educators and students within their care. Intercultural competence is significant to successful educators and students which combines external and internal outcomes to make it real (Hammer, Bennett and Wiseman, 2003). This study aims to learn from examples of how this is done in the chosen case-study to explore examples of good practice.

Educators working in international schools are not required to pass a certain qualification to work overseas in diverse schools and with diverse students. Educators train nationally but then can elect to move to the international sector with different demographics and often do not feel adequately prepared to teach in diverse circumstances as studied by Allard & Santoro (2006). Clear expectations and support measures are essential for schools to embed this desired outcome and culture.

Hill (2014) explores the disconnect between published policy documents and the work of school leaders in IB schools. This phenomenon deserves further exploration to understand the challenges of those involved to see that all schools are animate objects that are highly culturally bound artefacts which take on human qualities. Katz and Kahn (1978) expound the fact that organisations are bound together by attitudes, perceptions, beliefs, motivations and expectations and this is what this study wishes to uncover and explore from the perspective of those who create the field being studied. Adopting such a non-rational approach to this study allows us to explore this motivations and perceptions from the voice of those we study.

Dialogue and conversations are central methods that school leaders can employ to create the desired culture in their schools. This highlights the importance of conversations between the school leader and their staff to move the organisation forward rather than diktats or new policies.
Bolman and Deal (2008) offer us an interesting framework to assist with this study and reflection as you see can in figure 1. They use the model of four frames which should guide our work, structural (concerning rules, goals, policies), human resources (focuses on people’s needs to be able to do their job well), symbolic (includes building the motivation for staff to work on the vision and mission and celebrating the successes and performance) and political (building power-alliances to implement the leaders’ aims).

![Figure 1: Bolman & Deal: 4 Frames](image)

This study will place its data collection methods within these lenses to design the survey and online survey to explore how school leaders perceive their articulation and decisions and actions within this framework. School leaders should decide which frame activity works best for given situations and most successful implementation will require a combination of them all to work effectively. Often certain frames are overlooked as school leaders congregate in those frames that have worked in the past (Bradbury, Halbur and Halbur, 2010) rather than what might be needed. Simkins (2005) takes this further and focuses on the importance of school leaders spending time on developing responses that make sense in addition to responses that work for successful implementation.
Transformational leadership is relevant to developing international-mindedness in that school leaders should aim to transform their school cultures through planned actions rather than rules and regulations solely. These are modelling the way, inspiring a shared vision, challenging the process, enabling others to act and encouraging the heart (Kouzes and Posner, 2017) as you can see below in figure 2.

<table>
<thead>
<tr>
<th>The Five Practices of Exemplary Leadership*</th>
<th>Ten Commitments</th>
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<tr>
<td><strong>Model the Way</strong></td>
<td>• Clarify values by finding your voice and affirming shared ideals.</td>
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<tr>
<td></td>
<td>• Set the example by aligning actions with shared values.</td>
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<tr>
<td><strong>Inspire a Shared Vision</strong></td>
<td>• Envision the future by imagining exciting and ennobling possibilities.</td>
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<tr>
<td></td>
<td>• Enlist others in a common vision by appealing to shared aspirations.</td>
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<tr>
<td><strong>Challenge the Process</strong></td>
<td>• Search for opportunities by seizing the initiative and by looking outward for innovative ways to improve.</td>
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<td></td>
<td>• Experiment and take risks by constantly generating small wins and learning from experience.</td>
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<tr>
<td><strong>Enable Others to Act</strong></td>
<td>• Foster collaboration by building trust and facilitating relationships.</td>
</tr>
<tr>
<td></td>
<td>• Strengthen others by increasing self determination and developing competence.</td>
</tr>
<tr>
<td><strong>Encourage the Heart</strong></td>
<td>• Recognize contributions by showing appreciation for individual excellence.</td>
</tr>
<tr>
<td></td>
<td>• Celebrate the values and victories by creating a spirit of community.</td>
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</table>

FIGURE 2 Practices of transformation leadership (Leadership Challenge, n.d.)

These steps are applicable to international-mindedness in that they are about realizing a shared vision. Using this model to explore how school leaders develop a desired outcome alongside the Bolman and Deal (1991) four frames will assist in understanding the field and context of the leaders. This will generate data which can be placed in context with the theories presented.

Additionally, the idea of servant-leadership models (see figure 3) will be explored using the four frames model. School leaders are tasked with directing, managing and leading their institutions and can employ a service style approach to their leadership for their staff. Inspiring others in their actions, ensuring they can act
and working alongside them in their work (Bowman, 2005) will assist in developing international-mindedness through their personal skills and emotional intelligence to develop service to their staff.

![Model of Servant Leadership](image)

**FIGURE 3 Model of Servant Leadership (Dublin and Hatfield, 2019)**

Eacott (2010) outlines how we must understand the context the principals are operating in to understand their role in a symbolic interactionist theoretical framework. He links to the work of Bourdieu, explored by Eacott (2010), whereby field sociology attempts to understand the power relationships that exist within a field of actors. In this way, attempts are made to link the theory to the practice in the field which will be integrated into this study. Van Oord (2007) argues that IB educators lack cultural theorizing which compounds definitional challenges and thus also the pedagogical and organisational leadership of the programmes which would be evident in the leadership and operationalization of international-mindedness.

The operationalization of international-mindedness will rely on much more than solely the school leader as Eacott (2010) questions the role of school leaders in shaping school culture. He puts forward the idea that the role and expectations of school leaders are over-emphasised and places too much responsibility on leaders’ shoulders. Rather they put forward the idea that through distributing leadership, school leaders will be able to build much greater collective capacity. They outline how a unified school culture is highly valued when in reality culture is multi-
modal inside and outside of schools. This will be included in this study to understand the field of the school leader by exploring how others are involved in this process.

2.2 Synthesis of literature review

Working or studying in an international school with diverse colleagues and students is not an automatic way to international-mindedness. The growth of international schools with a vast sector of differences, high turnover of mobile staff and student and different cultural expectations, create a challenging role of the school leader in developing these cultural traits.

School leaders are tasked with developing an explicit plan to develop an internationally minded school without clear definitions provided as explored by Hill (2007), Bourn (2014) and Haywood (2007). School leaders fashion their responses to the aims of international-mindedness and are to take note of their local context for their plans. Using Bolman and Deal’s (2008) four frames lens, this study will explore how school leaders operationalise their understandings of international-mindedness in a way that makes sense and also that works (Simkins, 2005) within their school context. In using the transformational leadership model as a frame of reference, we will be able to explore how school leaders embed their actions in their school context.

Analyzing the work of school leaders to look for traits of transformational and servant leadership will assist us in understanding how the desired international-mindedness culture can be developed in schools. In figure 3, one can see the traits of servant leaders which will be used in the interview to explore how school leaders enable change from their staff. This will link to the four frames idea of Bolman and Deal (2008) in how the school leader creates the condition for others to act. Questions will be asked to explore how this topic is ideal for transformational leadership (see figure 2) for how school leaders create the conditions and then can work alongside the staff in their overall mission of embedding international-mindedness in school contexts. Questions will be framed within these three models to understand how school leaders act in the field.
Exploring how school leaders understand international-mindedness and how it is operationalised in their context will allow us a chance to explore their needs and thoughts to assist with future preparation of school leaders. Taking inspiration from the work of Katz and Kahn (1978) and Eacott (2010) this study can explore the perspectives of those who make the field of study to understand the parameters of the field itself.

Combining the theoretical work of international-mindedness with international school leadership in this literature review, the researcher aims to consider the theory in a real-life context. These three models lead the researcher to develop a theoretical framework of leadership models (table 1) about international-mindedness to explore in this research project. The external aspects outside of the school collective shape how the school leader implements processes and structures to create collective capacity and efficacy.

Using the models to explore and understand how school leaders operationalise their work about international-mindedness, their cultural understandings and their leadership abilities, through the three models for the desired outcomes for the institution and thus for student learning.

TABLE 1. Theoretical framework from the leadership theories
The first column reflects the inputs to a school community from the school leader's competences, understandings and the wider understanding around the theme of international mindedness and can be termed the “what” a community wishes to reflect upon. The last column reflects the motivator of the work of the school leader and the school community in terms of the “why”. The three columns centrally reflect the methods of how school leaders can implement, negotiate, lead and manage this theme in a school community. This can be termed the “how” the operationalisation will occur in structures, processes and methods.
3 METHODOLOGY

As identified in the literature review, the nature of international-mindedness is highly complex and contextual. For this reason, an interpretivist, and subsequently qualitative, approach was adopted in so much that the context exists through the creation of the social actors involved, and the researcher can influence this field through the study. This chapter outlines the essence of this methodological approach and justifies all data acquisition and analysis methods based on this theoretical and methodological understanding.

3.1 Methodological approach and methods

Adopting a phenomenographical approach, the researcher was able to explore how the participants experience the phenomena of operationalising international-mindedness (Åkerlind, 2012) in their school context. Such qualitative methods require an understanding of reflexivity whereby the researcher remains aware of their own perspectives in the research. Through this project, the researcher reflected on how and what they know about the topic through the data acquisition and data analysis for the project.

This study aimed to understand how school leaders understand, operationalise and reflect upon their work in embedding international-mindedness in their context. All these subjective data gathered was treated equally with no ranking attached to certain participants’ data or responses. This lends itself to adopting such a research method and paradigm. The researcher has used a triangulation of methods to explore this subject. Using concept mapping techniques from seminal international school literature, the researcher has then explored the lived experience of school leaders through semi-structured interviews and an online survey to explore and uncover similarities and differences with how school leaders work in this area.

The values, background and perspectives of the researcher will shape and influence what is being studied, and so a mixed-methods approach was adopted to
explore the nature of this phenomenon in situ. This mixed-methods approach allowed the researcher to explore the diversity of perspectives, voices, values and stances about this chosen topic and models. Therefore, this allows us to explore the contextual and complex human phenomena without simplifying it (Greene, 2006). The researcher aimed for a holistic picture of the processes involved in operationalizing international-mindedness in school contexts and so a mixed methods approach was employed to gain primary research to consider this phenomenon from different perspectives.

This mixed-methods approach encompassed primarily qualitative data to provide deep and rich data about the perceptions and perspectives of those involved in the field being studied. This allowed the researcher to gather different perspectives to fully explore the topic in the field of the school leader and identify similarities and differences between the perspectives of the participants of articulating and operationalising international-mindedness in their context. The researcher was responsive to the data collection and analysis process to ensure that reliable and valid data is generated. There is flexibility built into this process for the researcher to adapt parts of the methodology based on feedback or reflections (Cresswell, 2014).

The researcher aimed to ground the methodology in the leadership models and relevant themes identified for this topic. He developed a theoretical and thematic framework that was used to guide the development and realization of the data acquisition tools. The researcher also developed a timeline or work-breakdown structure to guide his work during this project. This allowed the researcher to ground his methodology into a structure that allowed for planning, realization and reflection during the research process. This allowed for reflexivity of this thematic and qualitative study and contributed to keeping the researcher on task and aware of the purpose of each aspect of his data acquisition design, realisation and analysis. This is presented below for the reader to assist with understanding the methodological approach and actions in figure 4.
The proximity of the relationship between the researcher and the participants in the phenomenographical study is a point noted in this project. As Sikes (2000) stresses, the reality might not reflect the information presented in qualitative studies. This study wished to understand how school leaders perceive their role and how they construct the field within which they work (Eacott, 2010). Therefore, being mindful of Sikes’ points about the reliability of the data, this study engaged
with those in the field from their perspective. Reflexivity assisted with this approach and the researcher was mindful of not putting their own perspectives into the data acquisition or analysis process but rather to learn from and with the process.

3.2 Official Documents

International schools are guided by several publications from the accreditation bodies in terms of desired ethos and practices to support the relevant programmes. The researcher has selected a body of IB literature which have a theme of international mindedness and the leadership of this theme as central ideas.

To enhance the understandings of the researcher, a content analysis of this IB literature was carried out. The documents represent an idea and desired state for schools working in the IB community and the best hopes for the organisation concerned. The researcher identified the IB Learner Profile (IB, 2009), The Diploma Programme: From Principles into Practice (IB, 2015), Language and Learning in the IB (IB, 2011) and General Regulations: Diploma Programme (IB, 2018) as the most recent publications that shape the work of school leaders in this field. These are the guiding documents to steer the work of IB international schools in this field.

3.2.1 Official Documents data collection and analysis

For the content analysis of official documents, the most recent publications were used from recent years to identify themes for exploration using triangulated methods. The researcher has chosen these documents as they shape the desired framework for the community of schools being studied. These themes were used then in the development of the interview schedule and the online survey.

The entirety of all the documents was used for reflection by the researcher using the techniques outlined below. The work was read through to identify the themes within it to assist with the development of the interviews, online surveys to better
understand how school leaders understand and operationalise international-mindedness.

Conceptual mapping techniques was used to identify the essence of the data presented in relation to international-mindedness. Moreover, cognitive mapping techniques were employed to identify the overall message of the text and how the themes and relationships contained relate into an overall picture (Wikinson and Birmingham, 2003).

IB policy documents related to the leadership of international schools were read and commonalities and central key-stone themes were identified in a concept mapping technique and presented in Lucidchart software. The themes identified were common to a reading of the IB policy documents, (see reference list), and focused on the leadership of international-mindedness. These themes were mapped against the leadership models being used in this study to provide a framework for designing the interview and survey questions and were also be used to frame the analysis of the data gathered. (Maguire & Delahunt, 2017).

This reading and theme mapping techniques were then inputted into Lucidchart to create a visual outline of the key themes gathered from the IB policy documents that were relevant to the study in terms of the leadership models and to be used in the drafting of the interview schedule and the online survey. Each theme was given a code starting with A, B and C as the key-stone themes, numbers were attached to the sub themes i.e. B1 is secondary to the original key-stone theme and then further B1a links to this original theme.

In figure 5, the themes are presented separately to be examined within the data acquisition and to remain a central part of the investigation and also arrows have been drawn onto it to show clear links between the various themes. These sub-themes cannot be separated in the effective operationalisation of international-mindedness and all exist within the wider nexus of how school leaders operate it in this field. For this study, they were mapped against different leadership models and questions to examine them from a variety of angles.
FIGURE 5 Thematic mapping from the official document content analysis.

This thematic map shows the three key-stone themes; building capacity, reflection of context and resources, processes and structures, that emerged from the content analysis of the official documents.
From the coding process of the official documents, sub-themes and key-stone themes emerged. These key-stone themes are supported by the other covered sub-themes in the thematic map and have inter-connections. As a result of this content analysis, these three themes were all used to create the questions for the online survey and semi-structured interview schedule.

### 3.3 Mapping themes to theoretical framework

The researcher has mapped the themes from the official documents content analysis to the theoretical framework. This will assist with exploring how the theory can be operationalised in a school context. This would also ground the methodology and data acquisition within the framework of the whole project as can be seen below (table 2).

**TABLE 2. Theoretical and thematic framework**

<table>
<thead>
<tr>
<th>“Incoming” External trends and context</th>
<th>Four frames model</th>
<th>Transformational leadership</th>
<th>Servant leadership</th>
<th>Links between themes and leadership models</th>
<th>Outcomes for institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>“International mindedness” Leader’s cultural understandings, background and experiences</td>
<td>Political</td>
<td>Inspire a shared vision</td>
<td>Conceptualising Create value for the organisation</td>
<td>B1, A2, A, B, C1a, C2</td>
<td>Individual and collective performance</td>
</tr>
<tr>
<td></td>
<td>Symbolic</td>
<td>Model the way Encourage the heart</td>
<td>Behave ethically Emotional healing</td>
<td>B1 B2, B2a1, C1</td>
<td>Societal impact of students’ learning</td>
</tr>
<tr>
<td></td>
<td>Human Resources</td>
<td>Challenge the process</td>
<td>Helping followers grow and succeed</td>
<td>A1, A1a, C, C2</td>
<td>Collective ethos for growth</td>
</tr>
<tr>
<td></td>
<td>Structural</td>
<td>Enable others</td>
<td>Putting followers first</td>
<td>B2, B1a, A2, B2a, B2a1</td>
<td></td>
</tr>
</tbody>
</table>

The themes, developed from the official documents contents analysis, were charted against the different leadership models used in this project. The different themes were reviewed to consider how they might link to the four frames, transformational leadership and servant leadership models (as shown in figures 1,2,3).
These themes linked to the models will form the data acquisition and analysis for this study to ensure that the operationalisation of the themes is explored and considered in relation to the academic leadership models.

To explain this approach, we can take the example of the themes within category A which all link to building capacity within the organisation and also the stakeholders and community associated with it. Category A requires structures, processes to enable others, and putting the needs of the followers as the driver to support it and so A2 Community ownership and implementation is mapped against this row in the diagram. A1 reflects the staff onboarding and induction support to nurture this ethos and build individual and by default community capacity and so is mapped against the human resources frame, helping others to succeed and for leaders to challenge the process of the status quo to ensure reflection is done so that the induction processes support this growth in individuals and the institution.

These key-stone and sub-themes of these official documents will be used to develop the data acquisition methods for the other parts of this study. This will ground the methodology within the themes and the theoretical framework to provide a lens for reflection and discussion.

3.4 Interviews

Semi-structured interviews were employed in this study to provide a structure for the researcher and a guide for the conversation. These were used to explore the role of pedagogical leaders in their school setting (Lincoln & Denzin, 1998). Semi-structured interviews are where the researcher has pre-determined questions to post to the participants to gather the necessary data in relation to the themes identified in the official literature.

Despite being less flexible than un-structured interviews, this form allows for participant voice and choice, allowing the researcher the opportunity to re-phrase or clarify depending on the need of the participant which given the international sample would be valuable (Birmingham & Wilkinson 2003). Using this form of semi-
structured interviews allowed the researcher to seek questions to clarify, elaborate and confirm the thoughts of the participant. These allowed for the researcher to explore for further meaning and depth of the data provided.

Building the questions through reflexivity, the researcher linked the development of different questions to explore different themes of the theoretical and thematic framework (Agee (2009) and Åkerlind (2012) discuss this aspect of reflection when building questions which should drive the inquiry process within an interpretivist methodology. The researcher is part of the field of research and so considered his own perspective, the needs of the interviewees to understand the purpose of the question and how different questions served various purposes within the theoretical framework. This also assisted with the recording, transcribing and coding of the interviews for subsequent data analysis.

Using interviews in cross-cultural situations the researcher was aware of the need to be culturally aware and sensitive. The positioning of the researcher in a school setting and also in place in the room might influence the responses. The questions and tone of voice were reviewed during the study to take into account the gender, status, position, language of the researcher with the participants to ensure access for all and reliable and valid data as Shah (2004) discusses in her work. Providing a narrative voice for the participants in these interviews is essential to understanding their perceptions of their roles and position in their schools (Cortazzi, 2014). This narrative voice is the creation of their professional identity through the story they provide in the data collection. Making sense of this narrative allowed the researcher the opportunity to identify similarities and differences between the participants’ stories to understand the operationalisation process of international-mindedness in their school context.

The researcher identified themes that need to be covered to explore the perspectives of the participant vis-à-vis the links to official documents about the topic and from the theoretical and thematic mapping framework presented below (see table 3). These themes were transferred into questions to form the semi-structured interview schedule for the recorded interviews (See Appendix 1). There was also some flexibility built into the semi-structured interviews to allow for the researcher and participant to engage based on their ideas and contributions. The order of
the questions, being to clarify meaning, being able to follow up on participants’ answers was permitted in the semi-structured interviews. This allowed the researcher to approach this topic methodically and equally between the different participants of the sample. (Birmingham & Wilkinson 2003).

Table 3 below shows how each interview question is linked to the themes developed in the content analysis of official documents and the theoretical framework on the leadership models. Developing the questions in this way, the aim was to explore different themes of this research project in a systematic approach whilst being aware of the holistic nature of the themes being explored.

**TABLE 3: Mapping interview questions to themes and the theoretical framework**

<table>
<thead>
<tr>
<th>“Incoming” External trends and context</th>
<th>Four frames model</th>
<th>Transformational leadership</th>
<th>Servant leadership</th>
<th>Researcher made links between themes and leadership models</th>
<th>How will this be explored through the questions in the semi-structured interviews?</th>
<th>Outcomes for institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>“International mindedness” Leader’s cultural understandings, background and experiences</td>
<td>Political</td>
<td>Inspire a shared vision</td>
<td>Conceptualising Create value for the organisation</td>
<td>B1, A2, A, B, C1a, C2</td>
<td>Q3, Q4, Q5, Q6, Q10, Q11, Q14</td>
<td>Individual and collective performance</td>
</tr>
<tr>
<td></td>
<td>Symbolic</td>
<td>Model the way Encourage the heart</td>
<td>Behave ethically Emotional healing</td>
<td>B1 B2, B2a1, C1</td>
<td>Q2, Q3, Q5, Q6, Q7, Q10, Q12, Q13</td>
<td>Societal impact of students’ learning</td>
</tr>
<tr>
<td></td>
<td>Human Resources</td>
<td>Challenge the process</td>
<td>Helping followers grow and succeed</td>
<td>A1, A1a, C, C2</td>
<td>Q5, Q6, Q7, Q8, Q9, Q11, Q15</td>
<td>Collective ethos for growth</td>
</tr>
<tr>
<td></td>
<td>Structural</td>
<td>Enable others</td>
<td>Putting followers first</td>
<td>B2, B1a, A2, B2a, B2a1</td>
<td>Q5, Q6, Q7, Q11, Q13</td>
<td></td>
</tr>
</tbody>
</table>

Looking at the first row in the document (political, inspiring a shared vision, conceptualising and creating value for the organisation) the researcher developed questions that would provide prompts for the participants to reflect and share their experience. Example questions that were developed for this theme are: Q4. *One of the aims of an IB World School is to help develop international mindedness. What do you understand by that?* This question allows the researcher to gather information on how the school leader understands the topic, which assists with the main research and subsidiary questions.
A further follow up question reflects the aspect of the theoretical framework but turns the lens to look at: *Q5 What would this look like at its best example for your school community? What are the implications for your institution?* which now allows us to explore deeper into how they understand it and share this understanding with others in their community.

Turning to how international-mindedness permeates the culture of the school, the researcher also developed question fourteen which is structured as: *Q14 How does international-mindedness influence your leadership within your community?* This allowed the researcher to search for how international-mindedness works within the school as an institution which contained the elements of this section of the theoretical framework. The aim was to listen to the information from the participants to create meaning related to this sub-topic within the over-arching question of the operationalisation of international-mindedness.

### 3.4.1 Interviews data collection and analysis

As preparation for the interviews, the themes and topic of the research were explicitly communicated with the participants to ensure we could make the best use of the time allocated to the interviews. This was developed into a semi-structured interview schedule (See Appendix 1) to use with the participants (Creswell, 2014).

Using the theoretical framework and themes identified earlier in this study, the researcher was able to explore the articulation and operationalisation of international-mindedness by school leaders. Twenty-three school leaders were invited to participate in this study. In total, 15 participants agreed to take part in this study and so were included in the data collection. They represented 12 different schools in three different continents. Three of the participants worked in schools where the language of instruction was another language to English whilst the others were all Anglophone instruction schools within the IB community. All the schools were accredited by the IB and most by either COIS or NEASC and most by all three bodies.
These schools represented a range of settings from fully international schools with diverse populations, independent sector, national system with an international section within the school. The nationalities included in this study represented four continents and the school leaders represented both native English speakers and those who mother tongue is another language with 60% from anglophone countries and the other representing French, Portuguese, Spanish, Russian, German and Arabic. French, Spanish and English are the three working languages of the IB community and so these tended to be the more prevalent languages, but a range were included to allow for a representation of different cultural settings to be included.

Purposeful sampling was used to select school leaders who can contribute to the study. This refers to the selection of relevant participants who can offer much relevant and appropriate data to the researcher for their study. (Erlandson, Harris, Skipper, & Allen, 1993). The researcher selected relevant participants from several professional networks and contacts in international school communities. All the participants had a leadership position within an international school from academic or pastoral spheres. In choosing the participants for the interviews, the researcher was mindful of the need to engage with those shaping the field being studied. They had all held a leadership role for at least two years and so can be said to be entering a more experienced phase of their leadership practice and so were able to offer a variety of contributions within the study. Several of the participants have worked in different schools and so have first-hand experience of the transient nature of international school leadership.

This sample and method were chosen due to purposeful sampling as they represent a range of contexts of schools and also types of individuals working in these contexts. All the interviews were carried out on a one to one basis with the researcher at a time that suited the participant’s using an online platform called Zoom which allowed for all the interviews to be recorded for later use. The interviews were transcribed using Trint software.

The interviews were structured using the funnelling technique which was used to group questions around the themes upwards for discussion (Christians, 2011).
These funnelling approaches progressed from general information about the participant’s context, role to more specific information desired about their perspectives, personal challenges and opportunities they view in relation to the topic. A total of 15 interviews were carried out and lasted for approximately 25-35 minutes depending on the contributions from the participant and the discussion in the semi-structured interviews.

The interviews were recorded with the participants’ permission and transcribed using an online platform and then anonymised. This was checked by the researcher and participants to ensure accuracy and reliability. The researcher used these transcriptions to identify significant themes. During the interview the researcher also made field memos on his reflections, perceptions and ideas from the discussion to aid the analysis (Burnard, 1991). These field memos were used in the code matching with the theoretical framework to assist with the process of coding and analysis. A copy of the transcription was shared with the participant for them to check the quality and accuracy of the transcription. Some of the participants wanted to amend their comments, suggest further points or clarify what they meant by their points in the interviews. This assisted with the development of the categories and codes in the analysis.

Following this, all this data went through a process of open coding to allow for valid analysis and conclusions (Burnard, 1991). Certain quotes that provided rich understandings were anonymised for ethical reasons and included in the report if useful to illustrate a certain characteristic or point related to the operationalisation of international mindedness (Creswell, 2014).

Some of the data was not relevant to the study and so was omitted. Researchers in qualitative studies might need to winnow the data to ensure it can be made appropriate and usable in the study. There might be more information than what is needed for the study and so this might be shortened and narrowed (Guest, MacQueen & Namey, 2012). When this occurred, these sections were discounted from the coding process and later analysis.

Hand-coding was employed of the interviews to allow the researcher to check the data presented. This allowed the researcher to make links between different
themes, consider the links to the academic literature, official documents and leadership models in order to present the information. This can be time-consuming, but with the purposeful sample size of fifteen participants, the researcher had sufficient time. In carrying out this thematic analysis the researcher followed the guidelines as outlined by Maguire & Delahunt (2017). These are where the researcher should:

1. Become familiar with the data presented by reading the information presented
2. Generate initial codes
3. Search for themes
4. Review themes
5. Define themes
6. Write up the analysis using the themes, codes and example of contributions to the codes.

Using the field memos (see appendix 3), the literature review of international-mindedness, international school leadership and the information from the interviews, the researcher aimed to ensure a holistic overview. The researcher then reviewed the information presented by reflecting about the theoretical framework presented in table 3 for the codes as developed. The researcher wanted to use the themes identified earlier in research project to ensure that the data analysis linked to the theoretical and thematic framework. Following qualitative data gathering models, other codes were also allowed to emerge naturally when the data presented them as such. These codes were more suitable and clearly for the data analysis. These codes and themes were more related to the main research and subsidiary questions and so were used.

Using these codes allowed the researcher the opportunity to generate meaning and understandings from the data gathered. These understandings represent significant statements from the participants but need to be linked to make units of meaning that can be used in the study. (Moustakas as cited in Creswell, 2014).

These codes allowed us to move away from the lived experience of different participants to move towards generalisable abstract ideas that contain meaning for
other contexts, leaders and for this study. This allowed us to look at this topic from the micro-level to scale up to be able to explore commonalities and differences in the field. This allowed us to generate generalisations of current practice of leaders in this field.

3.5 Online survey

An online survey was developed following similar themes as the semi-structured interviews of school leaders. Using an online survey can allow for a higher response than paper-based questionnaires (De Leuw & Hox, 1998). To ensure the online survey responses match the intention of the researcher a short pilot study was conducted. (Gehlbach & Brinkworth, 2011). To facilitate a good response rate, before sending out the survey to the full group, a small pilot was carried out with a chosen and representative sample of school leaders from three schools, a range of fluent English speakers, bilingual speakers and those with stronger other languages to ensure usability and comprehension of the survey. Feedback was sought and used to review the online survey. This resulted in some edits and amendments of the wording or order of the questions. However, the data, gathered in the pilot study and the feedback from these participants, was suitable and so the survey could carry on with the similar structure.

This online survey was developed using open questions to allow the participant to decide on their responses and the examples as the school leaders are the ones active in this field (Artino Jr et al., 2014). The online survey was distributed through professional online networks available within international schools in a random fashion. This was sent directly to relevant international school leaders of approximately fifty and a reminder e-mail sent to them three days before the survey was closed. Furthermore, a covering letter was included in the e-mail (see appendix 2) to enhance the chance of good response rates and the online survey will be designed so that participants can complete it in less than ten minutes to maximise efficient time use (Birmingham & Wilkinson 2003). The responses were random within this community of professionals and so reflected random sampling in terms of the responses.
The questions were structured as much as possible to allow for effective coding of the responses. This allows for an efficient and timely data analysis of the open-ended questions for the researcher. All the data gathered was compared to the themes identified in the official documents and the themes outlined in the semi-structured interviews (Cohen, Manion, Marrison, 2002). The questions here allowed for a clear exploration of the leadership models and the thematic map developed from the content analysis.

**TABLE 4: Mapping interview and survey questions to themes and the theoretical framework**

<table>
<thead>
<tr>
<th>&quot;Incoming&quot; External trends and context</th>
<th>Four themes model</th>
<th>Transformational leadership</th>
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<th>Researcher made links between themes and leadership models</th>
<th>How will this be explored through the questions in the semi-structured interviews?</th>
<th>How will this be explored through the questions in the online survey?</th>
<th>Outcomes for institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;International mindedness&quot;</td>
<td>Political</td>
<td>Inspire a shared vision</td>
<td>Conceptualising and developing ideas for the future</td>
<td>B1, A2, A4, B1a, C1</td>
<td>Q3, Q4, Q5, Q6, Q10, Q11, Q14</td>
<td>Q2, Q3, Q4</td>
<td>Individual and collective performance</td>
</tr>
<tr>
<td>Leader's cultural understandings, background and experiences</td>
<td>Symbolic</td>
<td>Model the way</td>
<td>Encourage the heart</td>
<td>B1, B2, B2a, 1C1</td>
<td>02.03.05, 06.07, 01.012, 02.03, Q4, Q5</td>
<td>Q6, Q7</td>
<td>Social impact of students' learning</td>
</tr>
<tr>
<td>Human Resources</td>
<td>Challenge the process</td>
<td>Helping followers grow and succeed</td>
<td>A1, A1a, C1</td>
<td>Q5, Q6, Q7, Q8, Q9, Q11, Q15</td>
<td>Q6, Q7, Q8</td>
<td>Collective ethos for growth</td>
<td></td>
</tr>
<tr>
<td>Leaders' leadership abilities</td>
<td>Structural</td>
<td>Enable others</td>
<td>Putting followers first</td>
<td>B2, B1a, A2, B2a, B3a1</td>
<td>Q5, Q6, Q7, Q11, Q13</td>
<td>Q7, Q8, Q9</td>
<td></td>
</tr>
</tbody>
</table>

Taking the same approach to ensuring the data acquisition methodology linked to the themes and theoretical framework, the researcher has mapped the various online survey questions as shown in Table 4. Taking the example of question five which was: "How would you describe the leadership of international mindedness in your school context in three words?" the researcher felt that this question could be mapped to the structural domain and also the symbolic and so when constructing the question possible key themes were considered as guide answers. This was a step to assist with the later coding of the data gathered during this process.

Other questions were primarily in certain domains such as question six which focused on the human resources aspect, the element of challenging the process and helping others to follow and succeed. The question focused on “Please out-
line the successes of your school leadership in terms of their leadership international mindedness” which allowed for many different forms of answers depending on the perspective of the school leader but would allow us to uncover how they reflected on the role of the school leadership in this topic.

3.5.1 Online survey data collection and analysis

This study carried out an online survey that was created on surveymonkey.com. It was distributed through five professional IB and international school community networks to gather sample participants. This survey was pitched to aim to ensure there is a representative sample for data analysis similar to the IB school data bulletin for IB schools for the three official working languages and also for continents. This was sent by website and e-mail to make the most use of the time possible for this study and to allow participation from all regions (James, 2007)

This survey was open for ten days for participants to contribute to the study. A reminder notification or e-mail was sent before closing the survey. In total thirty participants contributed to this survey from a variety of school settings. Over twenty-five of whom, were from institutions with the appropriate accreditation status of IB, COIS and NEASC which was the desired parameters of the sample group.

The online survey data was downloaded and maintained securely to protect the confidentiality of the participants. This data was then anonymised for the same reason and pseudonyms will be given to ensure anonymity. The researcher read through the raw data to check whether the same categories and codes developed in the semi-structured interviews could be used for the data analysis. These codes were then used to analyse the data through open-coding for application to the study.

The data was collated to allow for effective analysis of the qualitative responses to the study. The qualitative data was coded as outlined previously against the theoretical framework.
Similarities and differences between the academic literature, leadership models and the data generated from the semi-structured interviews were drawn. This helped with understanding the operationalisation of international-mindedness in school contexts (Artino Jr et al., 2014).

3.6 Data analysis and results from interviews and survey

The data from the semi-structured interviews and online survey was collated for thematic analysis. The researcher had the themes from the official documents and the sub-themes as a guide during this process and these were used where appropriate. Other themes and sub-themes were allowed to emerge when appropriate to aid the analysis by using the data as it was presented and interpreted. The researcher explored the data from both the interviews and online survey together to make meaning of what was presented from the data collection through identifying links and connections. This aided with developing the themes and categories from the data sets (Moustakas as cited in Creswell, 2014, p245). The thematic analysis is presented in figure 6 below to aid with the analysis and the results drawn from this process.

FIGURE 6. Thematic map from data analysis
This study presents systematic analysis of the data under each central theme of understanding, processes, opportunities and challenges to illustrate the data gathered that shows the perception of the school leaders of the field of operation about international mindedness (Eacott, 2010). These four central themes of the data analysis have emerged as the key-stone issues for those working in this field and so have driven the presentation of this data. They will be discussed separately to aid with analysis apart from opportunities and challenges which will be combined to be able to fully understand the nature of this issue.

3.6.1 Understanding

All the participants in the interviews commented that international-mindedness is a multi-layered concept that encompasses all areas of their school. It was felt to be tangible in some areas, with curriculum, policies, training and other areas, and intangible in often it is a feeling and a way of discussing things and working in the learning community. In essence, the participants offered views that international-mindedness was about understanding and working with difference perspectives within diverse communities. The answers provided, echoed the work of Haywood (2007) explored earlier in this paper and the school leaders took this further by exploring how they understood international-mindedness as their work in schools.

International schools have diverse communities of learners and professionals working to support them. Throughout the interviews, clear links were made to how being internationally minded and leading international-mindedness required connections to support the knowledge of and growth of a mindset within the whole institution. Linked to the theme of reflection, the participants commented that central to their role was ensuring the articulation of perspectives as a form of learning in all areas of their school. Being internationally minded and working with perspectives was something beyond being tolerant and open-minded but required these values also. The leaders stressed that being internationally minded meant learning together through and with our cultures. Diversity of perspectives, culture and synthesis were key themes in their interviews as clearly shown in the quote
below and presented above (in figure 6) in terms of what we are preparing students for, supporting educators to deliver and the school culture as one leader aims to nurture.

I think it has a lot to do with being able to take perspective and just being open to many ideas and points of view while still being true to who you are in your beliefs. It is always a balance between being open to other perspectives, taking them into your world view but also knowing who you are and what your beliefs are.

Understanding one’s culture or cultures through perspectives was a central element of the leaders’ discussions. Using one’s knowledge about reactions, modus operandi, responses and needs was key to articulating steps for collective work in an international context. This requires empathy and the ability to step into others’ shoes and attempt to see the world from another point of view. For some leaders, to understand that there are different views and to value them rather than denigrate them was already a high degree of international-mindedness. This is a key skill of the work of our students, educators and also thus of our school leaders who will work with diverse colleagues in a highly mobile school community.

Encouraging and ensuring reflection was a theme identified during this study which would allow learners, staff and students, to explore connections to make the intangible a tangible feature of their communities. This was supported by another school leader who discussed openly the diversity of learners and professionals in their context. They stressed that often international-mindedness is demonstrated by flags and food festivals, when this could lead to ghettoization and separate cultures developing amongst students and staff. Rather they preferred to see their role as highlighting the benefits of their school context as one that values collective learning. This was very much seen as an experiential process which required the communities to live their values and to be intentional in these actions in all aspects as can be seen below

international mindedness comes from deliberate experiences and reflection that we plan for students and for staff. You have to be deliberate and intentional about what you want to create and then think about how the school can do this for real, rather than just paperwork or policies.
Many of the school leaders referred to their schools’ role as learning about international-mindedness through the curriculum and events (knowledge and skills), through international-mindedness (school processes and pedagogy) to prepare students for international-mindedness (the aim of lifelong learning). They also saw their role of teaching educators through facilitation and providing the space, time, resources and aims for staff to learn themselves and to improve themselves.

All of the school leaders talked about how their view was not the only or even majority view about international-mindedness in their school community. Many of the school leaders referred to values and norms being the starting point for a community to express its understanding of international-mindedness. Bring the local and global contexts for learning to allow for a synthesis of ideas was explored in this study. School leaders are working to craft different elements of a school’s live together for collective learning through this synthesis. One school leader offered her personal view in this area:

*I think of international mindedness as being not just awareness that other people think differently but it’s an understanding that we can learn from that as well. So… it’s fundamentally something different from then isn’t that cool those people over there do that thing. Rather we engage and learn together to make something new for the whole community*

The contributions from the online survey further supported the ideas outlined in the coding activity from the interviews and the answers are contained in the table. Connections, empathy and dialogue were key to the school leaders’ understanding of international-mindedness in terms of how their communities work together. Developing an ability to pre-empt what another person and community might feel, say, act about certain issues was fundamental to developing this value. Many discussed how language learning was fundamental to this understanding as a community. Allowing Anglophone native speakers, fluent English speakers and other languages to engage with the learning together was central to their understanding. All the schools involved allowed for students to learn three languages and most offered some support for mother tongue development. Most of the schools also provided some funding for staff to learn the language of the host country to allow for community integration.
Making this understanding part of a collective working and learning culture was a significant part of the school leaders’ roles. They all found crafting this community understanding and making it tangible was a different challenge for their different contexts.

### 3.6.2 Processes

The school leaders instantly referred to their classroom practice as one aspect of the school processes to nurture international-mindedness. They all referred to the cultural experience they had as part of their teaching toolkit as one resource. They did find this more challenging to consider this international-mindedness as part of their leadership toolkit and how it influenced their work with the adults in the school.

All the school leaders referred to the written curriculum as a method of nurturing this international mindedness amongst the students and fundamentally amongst the staff. In writing this curriculum together to include perspectives, diversity, equity, understanding for development and other such issues this provided a framework for staff to be required to engage with students and for their professional growth and competence development. Using this curriculum as a link from the local to the global, was a primary method of developing a community-wide understanding about international mindedness. This links to the aspects of the frames model offered by Bolman and Deal (2008) as shown in figure 1.

Developing this individual and community understanding of international mindedness required certain school processes to exist. Primarily, the leaders commented on how they modelled good practice of international-mindedness understanding in their engagement with international associations, exchanges, collaboration, research and committees. They all were members of some level of international organisation and engaged with partnerships for their benefit and brought
many ideas back to their school community. The leaders also developed and operated such professional development opportunities for their staff to build international bridges and allow for exchange of ideas from within the group.

Common to many of the comments, was having clear frameworks to support international-mindedness through agency and which came from having their own community definitions. All the participants tried to make it part of their daily work and make it part of how they worked with students and educators alike. Being transparent about one's decisions and being deliberate and intentional about them was a focus.

Building planning possibilities and evaluation criteria were key to successful processes to develop and embed international-mindedness successfully. Building processes around the theme of agency of staff was a common idea from the leaders and can be encapsulated in the quote below

*If you look more into leadership and more into the strategic or operational planning that the school is involved in then you can see it is valuing all the stakeholders, you know no matter what their background, culture or anything else like languages or that kind of thing and promoting people to be involved to take action and to have agency*

Ensuring alignment between policy and practice, in order to be reflective of the community and its needs, was a key area. The aim was to build others' capacity to act and work in this way through engagement with the schools in this sample. The school leaders discussed how the processes were different in form and consistent in purpose based on their own context. This allowed schools to develop actions based on their own host culture and inner-working culture.

Reflecting on policy and guidance, all the participants talked of how they aimed to make this real. This was part of their mission statements, handbooks and policy documents. The participants all pointed out the limitations were on how much this was reflected in the internal staff human resources practices, but it was evident in their school events with students.
Some school leaders talked of how international-mindedness was one of the desired competences from the start of the hiring and recruitment phase when they wished to build the capacity of their teams in this field. They pointed out that when they need new staff, they look at the personnel mix within that team and developed possible ideas of what type of person would enhance the team. This also determined their focus for the recruitment phase in terms of where to direct their attention. Two leaders spoke of how they attended recruitment fairs in certain countries or regions of the world to attract staff from other regions or with experience of teaching in other regions. Most leaders talked of how international-mindedness works on the micro-level of a teacher, the meso-level of a subject/grade level team and also on the macro-level of the institution and each level relies on the other to fully develop the desired ethos. Their role was to enhance and facilitate growth within this field. This was their driver to feed into the other levels of their institution.

None of the school leaders referred to this aim when recruiting administrative support staff which were overwhelmingly local national hires for each school apart from two. There were few opportunities to recruit such an international community for the wider work of the school nor seeing any need for induction or professional development of this support staff within the aims of international-mindedness.

Induction into the community was an area explored in terms of the parents of the school and staff. Developing strong and effective parental support groups to promote community links, links to the host community, language learning, festivals, skills and activities amongst that group during their time in their new country, was a key area of bridging the gap between home and school and the host country. Allowing space, time and support for discussion about this topic was a key point that emerged from the analysis process.

The next step was in creating the conditions for staff to engage with the aims of the school. All school leaders commented that their institutions had a mission statement with accompanying values and vision which encompassed international-mindedness. Translating this into concrete actions and processes was problematic for many with many other demands on their time in terms of strategic and operational tasks. Providing time and space for staff to learn about this topic
and to review their individual, team and institutional approach to developing international mindedness was a key area of the school leaders’ tasks.

Enabling staff action and development in this sphere was common to all the leaders’ contributions. Adopting a coaching model, the school leaders saw it as their role to assist staff with developing their own capacity for this aspect of teaching in international schools. They explored how their role was also coaching and modelling good practice for others to learn with and from. Modelling this in their own teaching and also their work with staff at events, meetings etc. allowed others to engage with models for their own learning and implementation in the classroom. This we can link to the transformational leadership characteristics as displayed earlier.

So… it depends on how the teacher finds ideas because the teachers if I give everything to the teachers then the teacher will always come for me for that, but the teachers ultimately should be able to find resources for planning and be resourceful as well. So… I start by asking questions about what the teacher thinks it could be a good idea. And then I can give the chance to reflect

Nurturing and assisting others to grow was a central message from all the school leaders in terms of international-mindedness and other aspects of their roles. One leader summarized her position as one that which makes many links to the concept of servant and transformational leadership:

by listening to them and supporting them making sure that they can be the best professional the best teacher that they can be because for me I am happy if they are successful for their students are successful! I'm happy with this development so that my style always listening to them supporting them and helping them thrive

Building links to the local community for partnership projects and exchanges was a theme that emerged in the discussion. Engaging with education projects, in the host country was a part of their work and providing space for staff to build local links. One school had an exchange to the neighbouring local national-system school alongside its international exchanges to build those links for students and staff. Integrating into the local community practices was also evident in the school vacation calendar planning whereby most schools following local holidays
broadly. Again, this brings the local context into the school and ensures local connections can be enhanced to the global arena.

Most of the school leaders implemented a school calendar based on the times of their host country and reflected their celebrations. This allowed the whole community to understand more about their current place rather than following the calendar of their country of origin or another one. Allowing time and space for curriculum review to ensure it was fit for purpose and relevant to the community was evident in most schools in terms of an annual process. This fed into the professional development planning also to assist with delivery.

One school leader discussed how international-mindedness fed into discussions on who was teaching which units. The example was given from Humanities where the topic was Civil Rights and so the South African and teacher from the US South were allocated to teach this unit which would bring much in terms of discussions and learning about this topic from different perspectives. This links to the four frames of Bolman and Deal (1991) across structural, human resources and symbolic to embed it into the school working-culture.

Language learning and communication were multifaceted processes of operationalizing this desired culture and competence. All the school leaders were either multilingual or highly responsive to multilingualism in their teaching, working with staff, their school’s communication with families and stakeholders. Promoting language learning in terms of language acquisition and mother-tongue learning was a central process to developing international-mindedness. They felt this developed into support in other areas of school life. The encompassing benefits of this element of their work can be seen to operate across all four frames of the theoretical framework (see figure 1). Two school leaders also felt that in formalising and making it part of a framework might kill the spirit of what was desired. Another leader expressed the view that the challenge in many schools was the change of school leadership and staff which caused tremendous change in aims once a new leader was appointed. This was felt by some to be a lacking area.
None of the schools required a particular form of the language of instruction thereby allowing different forms of their language of instruction. For example, British, American, Canadian, Australian and other nations’ spelling and vocabulary was allowed in all students’ work as long as the student was consistent in the form of spelling to use. This was an explicit choice that would allow for inter-lingualism and code switching to occur which would assist with students’ language abilities. Modelling this for learners as a lived experience was part of this understanding about language learning in synergy.

Some of the leaders spoke of articulating the steps towards this culture and competence within their staff community. Some of the school leaders pointed out that their schools had organized professional development about this topic, but this was not even 40% of the schools. Clear challenges were identified across all the school leaders in terms of staff and student turnover (Keller, 2015). They all referred to champions of school change that they worked alongside to keep the development in their school going. None of the schools had this as part of their appraisal system or a formal human resources process. One school leader talked about how the non-teaching support staff were included in this professional development, but this was not widespread. Communication was a central process to how the leaders led international-mindedness with using a variety of channels, language forms, availability of information, dialogue communications between stakeholders and the school decision making bodies and an awareness of the communication challenges they face.

All the school leaders spoke of how international-mindedness was an implicit feature and process of the school beyond the mission statement. They all discussed how given the diversity of definitions of what this meant in a tangible sense, and also given the changes in the school mix, this was something that staff could do, and many did but was not a systematic approach to their practice. The school leaders all pointed out that what had worked in previous schools did not allow it to be downloaded to a new setting. They had all been tackled with moving to a new country and school setting within the same role, but the working and national culture and cultural mix of the school changed how they worked and so processes had to be adapted to the specific context (Harwood & Bailey, 2012).
Several school leaders talked of how a central focus in developing international-mindedness was to provide space and time for discussions about culture within the whole school community. Leading by learning together was a central process to the school leaders’ jobs. Reflection and growth were key to nurturing and leading international-mindedness. Developing a sense of community in their organisations was an area of interest for all the school leaders. This relates to some of the element of transformation leadership in motivation and creating an emotional engagement with the work. One leader summarized it thus:

*I think that’s how communities are built as those kinds of vulnerable moments when you realise I can help you with this, but you can help me with that. And making people realise that everybody brings something to the table. I think onboarding is so important to do that if you build a sense of community in your new cohort then you’re going to have that community. Otherwise, you could be as open-minded and internationally-minded as you want but as a school you don’t have a community. People are just going to leave and then you're always working so hard to rebuild that.*

Making processes clear was another method school leader discussed through the interviews. They all made conscious efforts to explain how their community worked in terms of processes, methods of address, work-life balance, the concept of hierarchy, formality, conflict resolution, discussions. Administrative processes also formed part of this in terms of developing a common approach to how the school ran given the many languages spoken there. Examples were using the same font on presentations, sending minutes in the same fashion, agreeing on the terms for school life (i.e. grading or marking work? Homeroom or advisory?) which allows non-native English speakers a greater chance to engage with discussions. All felt this would be better if more formalized. Only one leader had ever had training or formal professional development in this field, and all felt that their practice would benefit from further exploration of these topics.

All school leaders talked about the decision-making process within the school context. This related to staff, students, parents and the wider stakeholders. One participant referred to discussions and decisions about curriculum change which needs to focus on the needs of all the community. This school had developed a curriculum reform process that aimed to capture this lived experience and perspectives from the start across the processes of the school to make it a real in
many areas. Working with and for their community was a theme that emerged from the analysis. All the leaders saw the parent body as a resource to harness for the development of international-mindedness in formal links and also parent-support bodies or associations. Working in partnership for collective growth was a central theme for leaders.

Several leaders commented that international-mindedness was as an ethos and working culture and that there were clear challenges in an international context. The dominance of anglophone or Western educators was a key element to consider as was the cultural milieu and mores of the student and parental body. What they perceived to the case, was that many parents want native English speakers from high-quality universities in the belief that this is the best and will enhance their children’s opportunities. They all tried to focus on alternative viewpoints to include in the life of the school to focus on the process of learning. One commented that they try to include indigenous people references in staff meetings, Chinese philosophy in a professional development session and views from other parts of the world. Many of the leaders saw their role as one of managing polarities in their school setting (Johnson, 1993) to move their school forward overall.

Several school leaders pointed out to the events of the school year that had a purpose of focusing the school community on certain aspects of international-mindedness. Mother tongue language days, sports events with non-Western sports, school service-learning trips, language acquisition courses, school exchanges, teacher exchanges, student led public speaking or global issues networks were all pointed to as processes that exist in schools. All the school leaders spoke about how they directed this at the students and families to ensure all were informed and included. The general feeling was that school leaders had to ensure the reflection piece was at the fore of why the school organized this activity which could get lost once an event was part of the school culture.

Conflict management and resolution was a key area that came through in the interviews. All the school leaders commented that leading international-mindedness required a high level of proficiency in dealing with conflict amongst many stakeholders and the wider community. Being aware of the cultural sensitivities and working with them allowed them to bring international-mindedness to life in
their school collectives. Empathy and listening for understanding were key facets of their leadership roles and became more significant with diverse communities.

3.6.3 Opportunities and challenges

This section combines the data gathered from the interviews and the online survey to develop a force-field analysis of the opportunities and challenges presented in the study. The same process of thematic analysis of the interview sections related to this question was completed. This understanding was then made into a force field analysis (see figure 7) by the researcher to present the findings is a readable and practical format. Finally, further detailed narrative analysis is offered for discussion about what school leaders experience as opportunities and challenges.

Developing this thematic analysis, the researcher developed it into meaning using the following force field decision framework as in figure 7. Forces for change can be seen to be the opportunities contained in this section whilst forces against change are the challenges for work in this field.

FIGURE 7. Force field decision framework generated by researcher.
All the leaders were aware of the need to lead across diverse teams, but they did not have the understanding of how to bridge the gap between what they desired and what they did (Shaklee and Merz, 2012). All the leaders were aware of the need to reflect on their own cultural experiences for growth and future practice. They all felt this would lead to improvements in how they led the growth of international-mindedness and at the same time this was a challenge for them given the high turnover and mobile communities.

The openness of definitions within the sector brought new possibilities and also limitations for the embedding of this way of looking at and working together takes time to nurture. Lai, Shum, & Zhang (2014) referred to educators in Asia understanding the need for teaching international-mindedness but not feeling competent to deliver this learning. We can see here a similar feature for school leaders in leading it but feeling they have areas for growth themselves on a conceptual understanding and also on a level of operationalisation of this theme.

The school leaders discussed how their work was flexible which allowed them to respond to the needs and interests of those within their care and supervision. This allowed them to develop actions based on the wishes of their staff in a bottom-up and highly democratic approach. How the action developed, was secondary to its impact, which allowed for a breadth of responses to develop their desired impact. Being led by the theme allowed for people to contribute based on where they were and could offer in a participatory and distributed manner. Adapting their leadership style to the team’s values allowed for much growth in their current setting and in the future.

The school leaders saw their role as enabling others to act in their work within the school. Adopting a distributed leadership model based on empowerment and transformation was evident in many of the comments. One school leader summarised it as:

*working with people who work internationally we need to assist them in doing what they want to do and grow. Our role is to enable them to do it together as a group. Our role is to put the things in place that they need and then to assist them to do it*
Time-space dislocation was seen as a possibility for growth with the use of information and communication technology and also bringing a community together for reflection was sometimes seen as challenging with the number of worlds being inhabited at any one time by the members of the community. Some had just arrived, some spoke the language of the school fluently, some spoke the language of the host community, some had links to the area from before, some spoke a language already in the school whilst some had none of the above. The variety of links and sections that existed was seen as both a challenge and opportunity for the school leader to utilise for growth.

All the school leaders saw opportunities to build on what worked in their communities, to identify cheerleaders and champions of this topic who would work tremendously to advance the school and build the capacity. They also all struggled with how to systematise this topic to enable that individual growth, and also ensure a minimum standard for the school. They grappled with challenges of building a clear framework, they were concerned about sacrificing some of the positive growth in individuals for the majority through a standardised framework (Hauserman & Stick, 2013).

International school leaders are tasked with managing such dualities in their teams and institutions within highly changing worlds (Keller, 2015). The discussion came to how much freedom to allow for staff to work in this way and how much centralised framework. This can be seen as an element of polarity management (McNaught, 2003) and so they saw it as an opportunity to combine the best elements of both parts of this spectrum.

Change was viewed as across the whole field of international education rather than solely in their institution. They stressed that their managers wanted academic outcomes improvements within their institution to justify expenses and resources, when in fact through working across associations or membership bodies, change would be much more effective and sustainable.

Such partnership work is nascent and is leading to improvements in this field for professional and institution growth. They question how much this could occur in a curriculum with external assessment pressure and grades competition within
the system as explored by Gigliotti-Labay (2010). This provided a range of demands on their time, resources and energy when the demands of accreditation bodies also required much of them.

The school leaders referred to the range of initiatives they are required to engage with and embed at their schools and wanted to avoid an acceleration trap (Bruch & Menges, 2010) where many initiatives were started without full implementation or evaluation. They all felt this was a central key-stone topic that required careful consideration to plan, resource, implement and evaluate within what is already highly charged school frameworks and flux in the community.

3.7 Summary of results from interviews and survey

The data analysis results presented in the previous sub-sections offer us a window into the field of the school leaders about their leadership of international mindedness. Each context was unique based on the inner working culture of the context, the host country context that affects the work of the school, the status of the school, the nationality and cultural mixture of staff and students, the emotional intelligence and leadership competences of each team and many other areas. However, many similarities in terms of understanding, processes and perception of opportunities and challenges emerged during this data gathering and analysis.

Planning for individual and collective growth in this field emerged as a key point of discussion. Making and maintain sustained connections between teachers, the school and the families, students, host country, other schools around the world and professional bodies etc. was seen as a key instrument for nurturing this desired ethos. Encouraging reflection both individually and collectively on the rationale for our actions is a key element of the school leaders’ role when often they come tasked with the how of planning and developing actions in their contexts. Considering the impact of their actions was a key area for improvement.

Language learning and learning about languages emerged as a theme that could be woven into all elements of this data analysis. Being aware of inter-lingualism and multi-lingualism, is a central facet of school leaders’ roles in international
schools that would contribute to greater understanding about international mindedness and making this part of the lived experience in international schools more explicitly.

The data analysis results showed that this central area of the work of schools and school leaders around international mindedness is one that requires much consideration and planning. The understanding of the importance of this topic was evident in all the data gathered. As school leaders reflect on their individual and collective understanding of this topic, they are mindful of how to put actions into place to move their communities forward in embedding this desired change. Their context is one of radical flux and so they consider how to make this sustained change possible.

### 3.8 Ethical considerations

Ethics refers to the moral principles of moral conduct in different areas of social life and when applied to educational leadership research is concerned with the acquisition, analysis and dissemination of personal data (British Educational Research Association, 1992) gathered during the study. The personal and private perspectives of the school leaders during this study were anonymised and protected. Pseudonyms were given to the participants and to the names of schools to ensure that no professional or social harm could come to the participants for their comments and reflection (Christians, 2011).

Informed consent was sought from all the participants and they were be briefed on the purpose of their involvement and this study (British Educational Research Association, 1992). At any point, they could have opted-out of the study and their data destroyed. Their active involvement in the study was sought and they were asked to check the transcript of their data to ensure its reliability (Simons, 2009). The data from the interviews and the online survey will be destroyed one year after the submission of the project report to protect the data gathered from the participants (Raffe, Bundell and Bibby, 1989).
During this study, the researcher explored and discussed the personal practice of leaders working in close or similar contexts. The possibility weighted judgements of the researcher when listening during the semi-structured interviews and online surveys were minimised and there was a clear briefing on the process and expectations (British Educational Research Association, 1992).

The position of the researcher in the organisation and status in the community is also a factor to consider in terms of undue influence on the contribution of the participants (Christians, 2011) and should be taken into account in the design and conduct of the data acquisition. Several of the participants were colleagues or working in close proximity with the researcher and so clear steps to reduce interviewer bias effect were carried out. Participants could choose which school context they wished to discuss to avoid conflicts of interest from the researcher.

At the start of all the interviews, the researcher clearly outlined how the participant’s perspective was desired in this study and for the participant to feel free to express their ideas about the study and current context. Nevertheless, there could be an effect on the responses given to the questions in the interviews and this will be taken into account. During the analysis of the responses, the data gathered would be considered in light of the responses from other participants who were not from the professional capacity of the researcher. The institution of the researcher was fully in support of this study and understood the processes taken to minimise interviewer bias.
4 Research results

There are distinct sections to the research results in this study. This chapter will offer an answer based on the data gathered from the semi-structured interviews and the online survey around the leadership of international-mindedness using the theoretical framework identified earlier in this study to frame the analysis. Each sub-section will group the answers around the three subsidiary research questions outlined earlier in the project.

Finally, all the answers will be synthesised to approach the over-arching research question of how do school leaders operationalise international-mindedness in their school context? This will be done by identifying and explaining the methods in relation to the leadership models and also identifying possible focus areas in the next discussion and conclusion section of this paper.

4.1 How do school leaders understand international-mindedness in their school contexts?

The ideas outlined in the school leader interviews and online survey corroborate the ideas of many writers consulted for this paper. The ideas of Hill (2007), Castro, Lundgren and Woodin (2013), Crossley and Watson (2003) and Davy (2011) found life in the discussions about perspectives, flexibility, diversity, empathy. The typology of international minded schools identified by Haywood (2007) and Hill (2007) can be seen rather as methods used to develop that competence and nurture the working culture within a school but fundamentally the aim is to develop empathy and flexibility based on understanding perspectives in a diverse community. This has clear links to intercultural understanding as a part of pedagogy and also working culture in diverse communities.

The school leaders understood international-mindedness as a way of working and living that encompassed being able to identify and understand how different perspectives shape our work together. They all expressed the view that international-mindedness operated on many levels that were tangible and many intangible. Overall it was understood to be about building and maintaining connections
within and outside of the school community to provide a context for learning in all its forms.

The expression of these values of international-mindedness support the ideas of Kouzes and Posner (2017) and Bass and Avolio (1994) where it is the values which motivate staff to act, develop and participate in a values-driven organisation. Having a clear understanding and expressing one’s values will assist with delivering international education within a changing world. Developing such work requires much intercultural understanding from staff and leaders for the benefit of students in their learning.

4.2 What processes are employed by school leaders to develop international-mindedness?

All the school leaders’ comments firmly placed them in the symbolic and political frames of Bolman and Deal (1991) with their role as developing activities, modelling good practice and encouraging staff. This aligns with Kouzes and Posner’s work (2017) alongside their five practices of transformational leadership. Servant leadership was evident throughout these interviews about school processes for the leaders were nurturing the school culture for staff to grow within in to develop this international-mindedness.

Few school leaders referred to the structural or human resources frames of Bolman and Deal (2008) as a piece of their operationalization of this international-mindedness. Two school leaders referred to a different working culture in that part of the school and that staff felt challenged in articulating and making international-mindedness explicit which could then be used to formalize the process.

It was interesting how international-mindedness was a central part of their teaching practice and they could discuss this at length. Their work with the adults in the school was a different area and for many was the first time they had reflected and discussed with another person on these points. Few school leaders considered how their work with the whole community reflected international-mindedness or would support it.
4.3 What do school leaders perceive as opportunities and challenges with developing international-mindedness in their school context?

The most significant challenges explored in this section were related to the position of the school leaders being often transient and the challenging of develop the groundwork for leading international-mindedness but often leaving for a new position or having the staff or wider community change within this time for reflection, discussions, planning, realisation and evaluation in what could be a very constrained time period. All the school leaders also questioned how much of an impact they solely could have and needed to distribute the leadership for this more effectively which supports the ideas of Eacott (2010) and links to the theoretical framework presented in this paper.

The external pressures on international schools was also challenge for the school leaders in terms of the parental and other stakeholders’ expectations of staff and the learning process. Many commented that this ethos was about a process and was a qualitative measurement when many stakeholders desire measurable quantifiable results from the investments in the organisation. The curriculum and assessment pressure were sometimes perceived to be a central driver of the schools consulted and so often they focused on these rather than other projects they wished to invest in.

Community building within and outside of the school was seen as an opportunity for school leaders to build into their work. Utilising the experiences of the staff, families and students would allow for a community of inquiry and dialogue about this topic. The members of these schools faced similar challenges, and this became the opportunity to develop mentoring schemes, advice schemes, buddy-systems and other such community projects. Harnessing the passion of their staff, creating the conditions for their motivation and providing the time and resources for their learning was seen as a major opportunity.
4.4 How do school leaders operationalise international-mindedness in their school context?

Nurture through engagement is a way to summarise the research results about the operationalisation of international mindedness. The evidence presented has shown that nurture, development, empowerment and collective growth are all terms that could be used to summarise this aspect of their work (Bowman, 2005).

Empathy and emotional intelligence are key elements of the operationalisation of international-mindedness. School leaders work across the different frames of the theoretical framework (see table 1) by weaving their work and the support of different teams within their institutions to create cultural change towards international-mindedness and also, they lead with international-mindedness. This dual aspect to the desired perspectives requires much of the school leaders (Davy, 2011). Leading international-mindedness is a dynamic and flexible approach based on the needs of the community within the school and the host society. This placed a central role of the emotional intelligence and empathy competences of the school leaders to identify the needs of their community and to plan for processes, structures and action to assist those in their community to move forward. Lai, Shum and Zhang. (2014) see challenges with developing the operational capacity of international-mindedness and these also emerged from the evidence presented in this study due to the specific context of international schools.

Reflection is a key driver to International-mindedness as it requires that the school leaders become aware and understand their own cultural norms and values. This allows them to place them in context for their leadership. Opening up for personal reflection and group reflection through discussion leads towards the ability for these institutions to embed process to operationalise international-mindedness (Bates, 2010 and Belal, 2017). Change management requires careful handling of facilitating and eliciting the needs and values of their working and national culture of that institution.

Developing a shared vision and mission through transformational leadership where the school leader models the way and encourages the emotional aspect of their staff and allow them to act and develop the necessary skills to support
their own and their students’ learning (Bista & Glasman, 1998). Building collective capacity for international-mindedness is a thread that runs through this study and so for a community to adopt this model of working and living clear distributed leadership (MacBeath, 2005) is an area of clear focus for the school leaders.

Building international partnerships and local or global connections created an arena for reflection and growth by all stakeholders from the school communities. Planning for deliberate opportunities for this experiential learning was a significant investment in time, resources and staffing of many schools. The school leaders in this sample all maintained this links for their professional and community benefit on this topic.

Language learning was a central aspect of how school leaders operationalised international-mindedness. This method allowed for the whole community to become more proficient at working in another language and become aware of the cultural norms also. They also considered other methods of communication as central to their work in this topic. Building processes to allow for staff to engage with the host community and one another was a central feature of the work in schools. This complemented the language learning for students and parents in the various schools.

The curriculum and wider school events are a method to bring this shared vision to life. This allows for awareness within the community. Building an expectation of growth in this area through their programmes was central to building the collective capacity on working on this topic. Encouraging individual and collective reflection was a central method. School leaders often relied on the intangible aspect of working in diverse communities to develop international-mindedness through many intangible parts of their organisations.

The operationalisation of international-mindedness required that the various parts of the organisation had a shared vision and had all parts of their work aligned. Communicating this vision and ensuring a holistic approach to the work of these institutions allowed for the group to live these values and ethos in all parts of the organisation. Working with the non-teaching staff, to ensure alignment with the processes in the schools was a central point of discussion. Celebrating these
successes within the organisation and outside were key elements of many communication strategies. Ensuring that this ethos was reflected in the hiring process allowed for the communities to identify their collective needs and to build this capacity partly through the hiring of new staff and team-members.

The results of this study were that international-mindedness is a highly dynamic and contextual aspect of international school leadership. Developing, evaluating and renewing its operationalisation requires high levels of reflection and dialogue to build the collective capacity of the school communities.
5 DISCUSSION: IMPLICATIONS AND RECOMMENDATIONS

Based on the findings from the literature review, data analysis and personal reflection, the researcher has decided to split the implications for different levels of stakeholders purposefully to assist with future discussions and planning. This study aimed to explore the field of international school leaders and their operationalisation of international-mindedness. The main research question has been answered clearly as have the subsidiary research questions used to supplement the inquiry process.

In drawing the results and contribution of this study to the field of international education leadership the researcher has attempted to represent this visually using Lucidchart and in figure 8. The inner section represents the topic of leadership of international-mindedness as a topic for school leaders to consider, in order to consider this they will need to understand the definitions and history of this topic, explore their own personal and community values in relation to their context to consider what they wish to achieve for their community. In the next section, they are to consider their role as school leaders in this and the degree of autonomy and responsibility for others involved in the school context.

With this theoretical understanding, a community reflection, identifying how to lead, this leads us to the next section where they can consider how a school community makes this a lived experience. This is done though the processes and structures in their community of professional before planning in the last section the work with the students in their care. Throughout this whole study, the leaders commented on their personal understandings and activities with students and often omitted the nurturing, embedded culture and development of such practices and processes within their school community. Supporting, challenging and growth were all common comments in this study and explicitly link to the leadership models explored.
FIGURE 8. Discussion of results and contributions of this study to the field

With the growing numbers of international schools and the greater diversity of students and educators in this sector, the need for leaders to be aware of international-mindedness and to operationalise it in their school contexts will become more apparent. Leaders must reflect on their own cultural experiences and competences when working across diverse school communities and consider how this is fed into school structures and processes. Through the discussions with the school leaders, it was evident that they believed their staff to be interested and aware of this topic and wanted to be able to develop this into a system-wide approach across their school contexts. They were highly aware of different needs to be able to nurture this growth area for their school contexts.

This study aimed to explore the field of leadership in international schools and had presented the findings of this operationalisation in diverse school communities. Using the literature review as inspiration this study has explored the perspectives of the lived experience from those working in this area and making it a central part of their working culture.
Equipping school leaders with the necessary competences to support educators in this field and thus support the development of a holistic culture that will support student growth in this area. The analysis and discussion related to the main research question, of how school leaders operationalise international mindedness in their school context, showed how with working alongside educators in the development of international-mindedness, the school leader can develop this within the whole institution. Through distributed and transformational leadership models the school leader can see transformations within the institution for the growth of this international-mindedness. Inspiring growth and development from the staff with clearly allocated resources and time will provide the conditions for this in our international education sector. All the school leaders commented that they need formal training in this area to develop their own competences in expressing this topic and bringing it to life in their school contexts.

5.1 Evaluation of the project

Clear and valid data has been gathered from the participants and methodically and logical thematic coding has been carried out from the documents, interviews and online survey. Analysis has been carried out by the researcher which attempted to make meaning and understandings from the data presented. Reviewing the field memos (see appendix 3) shows the efforts in designing and reflecting on the interviews as the primary method of exploration. Adapting the methodology to explore the literature and official documents in practice was a key feature of this project and led to an improvement in the data gathered.

The results section developed the various points of view into a structured narrative of information related to the theoretical framework and the literature available. This study was a qualitative study into the experience of some 15 school leaders through the interviews and 30 responses in the online survey. This offers a critical reflection for school leaders and other interested stakeholder bodies working in international education. This offers representative and valid data for use in their planning. This study was of a small sample drawn from three different continents and seven nationalities and so careful conclusions may be drawn to inform future practice in this area.
The role of the researcher in carrying out the interviews allowed for honest and frank discussions as the researcher had contact with several of the participants before the actual interviews. Some of the participants had highly proficient English but were not native level and so at times might have influenced the discussions. Some of the personal contacts might have influenced the discussions as some participants had worked with the researcher or worked in places where they were common points of contact and so at times the researcher and interviewee paused to ensure the discussion focused on roles, processes, structures, organisational habits rather than a personality or certain individual to ensure this was representative on the spirit of the paper. This online survey was fully anonymous and distributed to other school leaders outside of the semi-structured interviews. The data gathered from these was similar to the interviews and so in coding both gave deeper insight into the operationalisation of international-mindedness.

Reflecting on personal learning and growth during this research and writing process, the researcher is highly aware of the possibilities of consolidating this culture and how leaders can embed this into their school contexts. Allowing freedom and creativity within a framework, providing opportunities for individual and collective reflection and growth, how this is a lived experience and how school leaders might embed this further.

During this project, the researcher has critically engaged within the nexus of own reflections, academic literature, official documents, learning from others in the field which has created much synergy in creating new understandings and possibilities for action. The learning from this project has been captured and formulated into a possible reflection framework that school leaders might use (see appendix 4). This is inspired by current accreditation processes from NEASC (NEASC n.d.). and reflects the learning in this project and offers a practical guide for school leaders.
5.2 Implications

The reflections on the implications of the understandings from this project have been separated for ease of analysis. They have been considered for different levels of school organisation and leadership and also for the wider international school community based on the data analysis results, the research results and reflections based on both of these.

5.2.1 Implications for school leaders and schools

The school leaders included in this study all volunteered their time for the interview process and contributed freely to the interviews and gave more information and suggestions that originally intended. They all commented that this was one of the first times they had ever formally discussed this with a colleague or another person. As Gigliotti-Labay (2010) explored in her paper, international educators are rarely held accountable for the development of international-mindedness in their teaching with students, this can be said to be true of international school leadership.

There is much interest in this topic and scope for schools to adopt many of the questions to facilitate discussions in their teams and structures to open up to conceptions, understandings, challenges and their current practice. This could form part of meeting time, professional development, informal discussion and measures to move schools forward.

Once schools discuss and identify what they value about international-mindedness and how this would become a lived experience for them, they should invest in time about planning how to embed this. Resources and support for teaching and support staff at all levels should be provided to develop the collective capacity in this field.

Schools are strongly encouraged to consider what action statements are needed to make their mission statements a real experience for those in the field starting their the fundamental one of international-mindedness as a working culture for
staff, students and the wider stakeholder community. NEASC operates an accreditation process looking at the learning principles of the architecture, culture and ecology of learning to support schools in their work (NEASC n.d.). This could be re-fashioned to focus on international-mindedness. This could then link to impact statements and guiding questions. The researcher has modified the learning principles guidance (NEASC n.d.) to include this theme as a proposal and guidance document as an outcome of this research project.

5.2.2 Implications for accrediting and international school associations

International accreditation bodies should continue the consolidation of their work of developing the collective capacity of their member schools’ leaders to lead international-mindedness. This should take into account the perceptions and lived experiences of those working in the field.

Collaboration could take many forms using technology or face to face meetings to allow for discussions and reflection on practice. School improvement partners could be developed to provide windows into another context for colleagues to learn and grow together. The position of school curriculum within this international community of schools is a central point to consider.

The external assessment and accreditation requirements place a responsibility of schools to meet the standards set which can hinder the full development of international-mindedness with the development of assessment focused planning requirements. To create a common ethos, the bodies must ensure that there is a common framework for schools to collaborate on for the improvement across the sector.

Associations and bodies could also provide examples of good practice for less experienced colleagues to delve deeper into and consider for their own context. This is not to say that one model fits all, but rather to offer colleagues the chance to learn from and with others, for the benefit of their school culture. Guidance on how to see international-mindedness in a tangible and intangible way could be
offered to assist with the self-evaluation process that is common in many international schools.

Accreditation associations such as the IB, COIS and NEASC should develop guiding principles around the theme of international-mindedness to assist school discussion and reflection. This could be done using transformative reflection prompts to guide teams in embedding this desired theme into all aspects of school life. Seeing the development of continuous school reflection and improvement around international-mindedness and the impact of student and teacher growth would nurture this more effectively.

Providing clear frameworks for the whole staff to reflect, discuss, argue and reach a workable definition and ideas for their work would be a positive step for wider bodies act upon. The researcher has taken the academic literature, from this project, and reflected on the experiences of the school leaders in order develop a possible framework. This reflects the transformational accreditation process of NEASC with a focus on the architecture of international-mindedness, the culture of international-mindedness and the ecosystem of international-mindedness. A possible framework for leaders was developed (see appendix 4) to use and reflects many of the transformational leadership model with an aim of motivating the heart of others, challenging the current practices and working with the staff to bring about change from within.

5.3 Recommendations

For the micro, meso and macro level of the international school community clear recommendations emanate from this study. In identifying their aims and developing strategic and operational plans for action, the sector will be able to plan accordingly to nurture this desired culture.

Ensuring the sector nurtures these competences in the leaders of this sector will assist with the development of this amongst the learners also. The competence of international-mindedness is developed through reflection on action and so it is these reflection points that must be organised, facilitated and encouraged for the
growth of our collective capacity to meet the needs of our learners from children to adults in this field as posited by Castro, Lundgren and Woodin (2013).

International schools could develop links to teacher training and school leadership training organisations, to ensure that issues of international-mindedness, pluralism, interconnectedness, inter-lingualism and other such competences are included in national teacher training as many professionals later work in international education. Also, with the growing changes in the demographic structure of many countries and the time-space convergence of our societies, it would be advantageous for many national-school systems to review their steps in moving towards this style of living, working and learning.

There are several possibilities for future academic study in this area to better understand the field of international school leaders and their work on this topic. Firstly, working alongside school leaders over a longer time-period to chart their development in this area from early entry leadership, middle term service and those with greater experience to chart and evaluate their progress in international-mindedness leadership. This could be done through a mixed-methods approach with various stakeholders involved in order to identify extent to which school leaders work in this field. A different lens could also be used to look at homogenous schools that adopt an international curriculum or heterogeneous schools to elicit different models of this work and to identify possible valid and representative lessons for other schools to use in their missions.

Secondly, working alongside international school leaders on a professional development opportunity either online or face to face to assess their learning and implementation in their context. This could be an action-based research project to explore their growth and reflections on this topic. This could be widened to include the staff they work with to see others’ perspectives on their development. Action-based research using one of these schools as a case-study would be a worthwhile area to focus on in a longitudinal study. Employing ethnographic methods, a researcher could delve deeper into how a community lives this ethos in a holistic way.
Thirdly, this could be through carrying out further in-depth cultural comparison of school leaders and the cultural diversity of their contexts using different matrices. This could delve deeper into certain aspects of their leadership and how they consider international-mindedness in aspects such as strategic planning, staff appraisal, school teaching and learning policies or other such aspects of school life. Considering that for many school leaders, this was the first time they had explicitly reflected on and discussed these topics, it could be a good follow up on how these nudged or facilitated a change in their behaviour in their context. This could developed into clear guidance from accreditation bodies on the aims, purpose and expectations. This would allow for a more aligned process to emerge which would develop into sustained change.
REFERENCES


Bradbury, B. L., Halbur, K. V., & Halbur, D. A. (2010). Authority and Leadership via a Multiple Frames Approach. AuthorHouse


APPENDICES Appendix 1. Interview schedule

1. Could you tell me a bit about yourself, in terms of your background, career, prior experience, role at this school etc.
   a. How long have you taught here? How long have you taught in international schools?
   c. How long have you taught/worked in education?
   d. How long have you worked in your current program/curriculum?
   e. What is interesting to you about your program/curriculum/school?
2. What stands out for you about working at this school?
3. What three words would you use to describe the culture of this school?
4. One of the aims of an IB World School is to help develop international-mindedness. What do you understand by that?
5. What would this look like at its best example for your school community? What are the implications for your institution?
6. Where do you feel your school is now on 1-10 scale? Ten being the best it could be. What makes you say X? What are you doing that puts you on an X? What would the number higher look like?
7. How would a new member of staff know they are working in an international school at your school? What would they notice about the context?
8. In what ways are staff encouraged to reflect on international-mindedness?
9. What support are staff given when they join and serve at your school in this area?
10. How do staff contribute to and learn about international-mindedness in your context?
11. How are non-teachers supported in understanding and implementing international-mindedness?
12. How does the wider community learn about and contribute to international-mindedness in your context?
13. What role does the wider school leadership play in developing this culture? How do you work to develop this culture?
14. How does international-mindedness influence your leadership with students/parent/staff? What might your colleagues notice about leadership style?
15. If you were to give advice to the younger you from the start of your leadership role in terms of international-mindedness-what would you advise?
Appendix 2. Online survey

I am completing an MBA in Leadership of International Education and am doing research for my thesis. I am exploring how school leaders operationalise international-mindedness in their contexts, what structures exist, what processes support this international-mindedness culture, what might help them do this more effectively and aim to offer some suggestions. Many thanks for your help with this! All results are anonymous and gratefully received! This survey will be open until 26th September 2019.

**Question 1**
Please outline your length of service in school leadership and which curriculum you currently lead

**Question 2**
Please outline what you understand by the term "international-mindedness"

**Question 3**
Please outline how international-mindedness influences the school leadership in your context

**Question 4**
Reflect on your arrival to your current school, what did you notice about your context that showed it was an internationally-minded school?

**Question 5**
How would you describe the leadership of international-mindedness in your school context in three words?

**Question 6**
Please outline the successes of your school leadership in terms of their leadership international-mindedness

**Question 7**
How are teaching and non-teaching staff supported in their learning about international-mindedness in your context?

**Question 8**
Please outline what one action do you feel would assist your school in consolidating its nurturing of international-mindedness in students and staff

**Question 9**
Do you have anything else to contribute about leadership and international-mindedness in an international school?
## Appendix 3. Field Memos

<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
<th>Reflection</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>28.08.19</td>
<td>Interview with first participant. Some confusion over wording and exactly what was being asked. Some challenges with platform for interview also. At times I reworded their answer as they were unclear</td>
<td>Need to explain the platform for ease of use to create calm ahead of the interview. Possibly more information and lead it needed for interview to set the scene. Wording might need a change/order of questions. Allow for flexibility of order within the overall interview? Putting words in the mouths of the participant is not my aim!</td>
<td>Wanted to cover all questions within the interview but allowed the interviewee to determine the order based on what they contribute and reflect. Re-word questions-clarify wording if needed. Send detailed e-mail about the platform. Ask participant to re-word or clarify always.</td>
</tr>
<tr>
<td>4.09.19</td>
<td>Greater lit review allowed me to consider connections more fully. Choice of words is becoming a topic. Different understandings of words is linked to nationality/education experience. Silence is good! Allows time.</td>
<td>Consider the understanding of the most appropriate words based on my perception of their needs. Plan for follow up questions to delve deeper and clarify.</td>
<td>Listening skills are central-starting to think conceptually as well as what the participant is saying. Try to see behind the story of their contribution.</td>
</tr>
<tr>
<td>Date</td>
<td>Notes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.09.19</td>
<td>Three interviews today. So rather tiring. They wanted answers from me also! Did transcriptions straight away for comparison of their ideas. Similar meaning despite very different stories/context.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.09.19</td>
<td>Two interviews today. Language differences played a role today but I pre-empted it and could provide info they needed. Colleague found it challenging at start as we have same role in different section of the school so kept on asking if I agreed with them on their responses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.09.19</td>
<td>Interviews today were all with people with whom I have no connection professionally. Could employ many of the techniques from recent sessions’ reflections. Went well from my part and my reflection could focus on the meaning rather than the story. Really felt competent in managing the interview. Dealt with their questions and set the scene.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Notes</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>7.09.19</td>
<td>How to listen to their story and contributions without losing sight of the meaning? How to maintain objective stance when two people today were colleagues/ex-colleagues? How to listen without prompting a response?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.09.19</td>
<td>Good to consider what people need within the interview to get the best from them. How to guide people back to desired topic without cutting them off?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.09.19</td>
<td>Go over groundrules and purpose of the study with all participants. One tomorrow is colleague in another section of school. Allow time for wandering of participant as part of their reflections and provide “mirror” to them to bring them back on track to topic.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.09.19</td>
<td>Nothing much to change. Nearly there! Can see how online survey links to this and offers extra information.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 4. Reflection framework for school leaders that was developed from the learning in this project

<table>
<thead>
<tr>
<th>Learning Principle</th>
<th>International Mindedness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning statement</td>
<td>The learning community displays international mindedness through its curriculum, structures, learning experiences, school processes and working and learning culture.</td>
</tr>
<tr>
<td>Impact</td>
<td>Learners will display an understanding of international mindedness in their work, learning and aptitudes. Learners will understand how intercultural understanding develops. Learners will be confident in moving between and within different cultures. Leaners will understand how cultures operate and change occurs</td>
</tr>
<tr>
<td>Guiding questions to be considered</td>
<td>How does our community express international mindedness? What are the specific needs of our community? How do we develop international-mindedness if we cannot just teach it? What is the role for student agency and voice in this theme? What are we doing already and what should we do to move us forward? What do we need to develop to support learner growth in this learning principle? In what ways and to what extent does this learning principle reflect our working culture?</td>
</tr>
<tr>
<td>What looks like when...</td>
<td>The learning community has not yet begun to reflect on this learning principle. The institution maintains traditional paradigms about programmes, structures, processes or conceptual understanding about this topic. It is committed to improving to what is but is yet to adapt to this theme. Systems and processes are not intentionally aligned to support international-mindedness education and working culture. Learning impacts occur by change rather than systematic action.</td>
</tr>
<tr>
<td>Learning Communities are thinking about it</td>
<td>The application and transfer of knowledge and essential transdisciplinary skills is considered equally important to traditional content acquisition, and ways are being investigated to adapt the curriculum to this shift. Real world contexts, perspectives, authentic dilemmas and ethical issues are identified as opportunities for learners to propose solutions, consider alternative approaches and reflect on potential consequences. The learning community plans to define the competencies, understandings, and skills needed for learners and staff to become successful citizens. Implications for teaching and the assessment of learner performance are being explored. Internal school processes and structures are considered in this review</td>
</tr>
<tr>
<td>Learning Communities are working on it</td>
<td>A continuum identifying age-appropriate demonstrations of important transfer skills in both disciplinary and transdisciplinary contexts is being developed. Assessment systems are being revised to consider those transfer skills, competencies, values, and dispositions identified by the learning community as essential for success. Curriculum is adapted to allow learners to propose solutions to real world problems, perspectives, and dilemmas. Instructional methodology is explicitly aligned with the desired impacts. New approaches to communicating student learning and evidence of desired Impacts are being developed and tested with various stakeholders. Internal school processes and structures are being developed and tested to support this desired ethos.</td>
</tr>
</tbody>
</table>