Educational leadership in culturally and linguistically diverse and complex international schools

Maxwell, Rebecca

Educational Leadership in Culturally and Linguistically Diverse and Complex International Schools

Rebecca Maxwell

Master of Education, Graduate Diploma of Education (Literacy), Diploma of Teaching (Primary)

Faculty of Education and Arts

Australian Catholic University

Graduate Research

PO Box 456, Virginia, Queensland 4014, Australia

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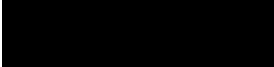
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Statement of Authorship and Sources

This thesis contains no material that has been extracted in whole or in part from a thesis that I have submitted towards the award of any other degree or diploma in any other tertiary institution.

No other person's work has been used without due acknowledgement in the main text of the thesis.

All research procedures reported in the thesis received the approval of the relevant Ethics/Safety Committees (where required).

Signature: ███████████

Rebecca Maxwell

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Statement of Appreciation

Completing this study has been an incredible journey that I have been privileged to share with a number of people. The support, guidance, challenge, and patience of these individuals has been unwavering. My supervisors, Associate Professor Janeen Lamb and Dr Christopher Branson, have questioned, challenged, directed, and encouraged my work. Janeen in particular has been patient; she has gotten to know me as a learner and as a person and has been a support for my academic journey and a mentor who has enabled me to succeed and to grow.

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Abstract

The complexities of the culturally and linguistically diverse and complex international school context of leadership contribute to the high turnover of international school principals with the average tenure reported as being 3.7 years. This study sought to understand the leadership practices of successful international school principals who have demonstrated a capacity to sustain tenure beyond the average of 3.7 years by asking the research question:

 Why are some international school principals able to successfully navigate culturally and linguistically diverse and complex international school contexts and experience tenure beyond 3.7 years?

Guided by this question, this study was conducted within a constructionist epistemology and guided by an interpretivist, symbolic interactionist theoretical framework using a case study methodology. The study was situated within the international school context. Participants were experienced international educational leaders who have worked in international schools as system leaders (2), school leaders (8), and school middle leaders (18).

Data was collected from the international school system leaders and school leaders through conceptual interview and member checking methods. Data was collected from the international school middle leaders through an online questionnaire. All data were analysed using the Saldana coding cycles and strategies and the NVivo coding program.

The new understandings which have been identified through these analyses of data collected through this study indicate that successful international school principals make meaning of the culturally and linguistically diverse and complex international school context through the lens of international school principal leadership attributes. Further, the new understandings indicate that the successful international school principal, again through the lens of the international school principal leadership attributes, intentionally enacts vision centred leadership in specific areas with others who are in the context of leadership.

Recommendations arising from this study addresses two key aspects of the role of an international school principalship. The first key aspect includes recommendations that focus on international educational organisations. These recommendations provide suggestions as to how to explore and develop programmes and policies which will facilitate and support successful and sustainable leadership in culturally and linguistically diverse and complex

international school contexts. The second key aspect offers recommendations focussing on future research inviting the exploration of the characteristics of successful international school leadership and aspects which support and facilitate this success.

List of Abbreviations

BSME British Schools of the Middle East

CIS Council of International Schools

DFAT Department of Foreign Affairs and Trade

GEMS Global Education Management Systems

IB International Baccalaureate

IGCSE International General Certificate of Secondary Education

K–12 Kindergarten to Year 12

OECD Organisation for Economic Co-operation and Development

OODA observe–orient–decide–act

SES socioeconomic status

TALIS Teaching and Learning International Survey

TESOL teaching English to speakers of other languages

Chapter 1: Identification of the Research Problem

1.1   Introduction

To use an Australian turn of phrase, I have had a most "fortunate" career. I have had the opportunity to work and live in some of the most amazing places in the world and learn from people from all walks of life. I have experienced local, national, and international education systems as a parent, a teacher, a principal, and a consultant. I have taught from the early years through to tertiary, developed curriculum across the same stages of learning, and have learned from, with, and through people from other nations, beliefs, and cultures. At one stage I was a principal in three schools in three different countries in three years. These experiences enable me to offer a unique perspective on local, national, and international schools, the work of educational leaders in these schools, and how the current salient challenges faced by educational leaders emerge and can morph into divergent and complex challenges in these settings.

The one constant across all these experiences has been the educational leaders in each location, and in terms of school success, the most important position, the pivotal position, is that of the school principal. While the title may vary – from principal to school head or headmaster, school administrator, co-principals, executive principal, or international school principal – the role and the importance and impact of the position remain central to school success. The International Successful School Principalship Project (Moos et al., 2011) delved deeply into successful schools and the work of successful principals and proposed that principals achieve success by setting school direction (p. 7), understanding and developing people (p. 8), designing and managing communities (p. 9), and managing the teaching and learning program (p. 10). The title of the book that reports the findings of the International Successful School Principalship Project – *How School Principals Sustain Success Over Time* – indicates that time, tenure, and success are related.

Exploring principal tenure, how long a principal stays in a particular school so that they can be an effective and successful educational leader, is an interesting dive into statistics. The 2013 Organisation for Economic Co-operation and Development (OECD) Teaching and Learning International Survey (TALIS) (Freeman et al., 2013) presents data indicating that, on average, Australian principals have a tenure of 8 years, and for all schools that participated in

the TALIS survey the average was 8.9 years. The Wing Institute states that the tenure of American school principals in 2012–2013 ranged from less than 2 years for 30% of principals through to 10+ years for 15% of principals (The Wing Institute, n.d.). Research on the tenure of international school principals indicates that the average tenure is 3.7 years (Keller, 2015). If principals are central to school success, as Moos et al. (2011) suggest, then sustained principal tenure should be paramount, and the fact that the average tenure of international school principals is only 3.7 years is a cause for concern.

Understanding the factors that contribute to this concerning statistic is a multifaceted process and opportunity. To do so, first, it is necessary to understand the international school context and the work of the international school principal. To this end, I will:

- outline the emergence of the international school phenomenon,
- explore the 21st century iteration of the international school,
- explore leadership in international schools,
- describe the international school complexities, and
- explore how these complexities impact the work of the international school principal.

Further, within the international school context, the titles applied to leadership roles can vary. For this thesis, the generic term *international school principal* refers to any person who is responsible for the leadership of an international school. The term *international school middle leader* refers to any person in a middle management or mid-level leadership position. The term *expatriate worker* is generically used to describe any employee who is a non-national and thus requires a work permit and/or visa to work within the international school.

Throughout this thesis, the term *culturally and linguistically diverse* will be used to identify and describe culturally complex and potentially conflicted international school contexts. This term was introduced by the Australian Bureau of Statistics in 1999 as "a broad concept drawing attention to both the linguistic and cultural characteristics of populations living in Australia" (Pham et al., 2021, p. 2). In 2018, the Australian Government Department of Foreign Affairs and Trade (DFAT) developed a Cultural and Linguistic Diversity Strategy for their workforce in which they define a culturally and linguistically diverse workplace as one where the employees:

- are from different countries, including other English-speaking countries;
- have different cultural backgrounds;

- can speak other languages besides English; and/or
- follow different religions, traditions, values and beliefs.

(Department of Foreign Affairs and Trade, 2018, p. 2)

While this definition of cultural and linguistic diversity applies to the DFAT workforce, it can also be applied to the international school context. An international school may be situated within a country that is non-English-speaking. Furthermore, the school community can comprise significantly diverse stakeholders whereby a number of staff, students, families, and other community members come from non-English-speaking countries, speak several different languages, and have different cultural and religious traditions, values, and beliefs. This diversity brings with it both richness and community, as well as the potential for conflict and complexity as the community strives to become cohesive and journey towards a common vision. International schools, by their very nature of those who inhabit its context, is a culturally and linguistically complex context.

1.2   International Schools

International schools are based on a liberal-humanistic view of a cosmopolitan education that can be traced back to Ancient Greece (Yousefi et al., 2015) and through the 13th century Islamic philosopher Ibn Khaldun (Kayapinar, 2010) to the various manifestations of international schools that we see today (Hayden, 2011). One of the first known examples of an international school was established in 1864 at Isleworth in Middlesex to offer a cosmopolitan schooling experience (Cambridge & Thompson, 2004). This underlying philosophy of cosmopolitanism remains evident today in the term *international mindedness*, currently in vogue in both national and international schools (Lai et al., 2014), where it is defined as "an understanding that individuals can improve the state of the world through understanding of global realities, and the accompanying acceptance of responsibility to take action to do so" (Muller, 2012, p. 26).

In 1924, international schools were established in Geneva and Yokohama for the children of expatriate families working for the League of Nations (Cambridge & Thompson, 2004). These schools began to be more prevalent following World War I, whereby schools were built in developing countries to serve the children of expatriate workers. The desired agenda for these international schools was to provide the children of the expatriate and migrant workforce with an internationally minded and cosmopolitan education. The

additional pragmatic agenda was to provide these children with an educational qualification that facilitated their access to universities or employment anywhere in the world (Cambridge & Thompson, 2004). It is this view of international education that has morphed into today's multinational business ventures that dominate the international educational school marketplace (Hayden, 2011; Muller, 2012)

1.2.1 The Emergence of International Schools

Hayden (2011) describes various types of international schools as being (a) schools that are privately owned and funded for the children of expatriate workers – for example, schools established for the expatriate workers of oil companies in remote locations; (b) specific nationality identified schools in host countries – for example, the Australian International School in Hong Kong or the American Community School in Abu Dhabi; (c) schools that cater for any nationality while promoting transcultural and international mindedness; and (d) schools that self-identify as international in their name and are guided by international mindedness and global philosophies of learning (p. 215). This final view of international schools is becoming more prevalent in an increasingly global marketplace, and these schools tend to be for-profit schools that are part of a multinational franchise with their roots going back to the late 1940s.

The end of World War II saw the formation of the United Nations and the rise of multinational corporations, which created a continually growing demand for international schools. Since the turn of the 21st century, the image and purpose of international schools have undergone a further change. The pressures of globalisation, the resulting boom in the expatriate workforce, and the flow-on effects of migration have forced international schools to morph in terms of identity and purpose to meet marketplace demands (Cambridge & Thompson, 2004). International schools of the 21st century are caught between the idealistic view of international schools offering high-quality internationally minded education and the pragmatic view of international schools as for-profit business ventures. It is a place where the purpose of learning competes with the demand for a globally transferable educational qualification and the need for profit for the overarching multinational corporate owners (Cambridge & Thompson, 2004; Muller, 2012).

1.2.2 The 21ˢᵗ Century International School

In the 21ˢᵗ century, the presence of an increasingly well-off dual-income middle class in fast-growing developing countries has contributed to the international school sector being a booming marketplace, giving rise to a continually growing demand for qualified international school principals. Data from the World Education News and Reviews (Clark, 2014, July 8) predicts that by the year 2024 there will be an estimated 12,300 schools servicing around 7 million students with over 500, 00 staff and with a potential income in excess of $ 63 billion. This growth represents significant development within the international school sector as they evolve from the traditional model of schools for the children of migrant and expatriate workers to schools of choice for those who can afford the fees.

These data provide clear evidence that international schools are big business and international education companies are large multinational organisations with sites across the globe. A multinational international school organisation is a complex amalgamation of a collection of international schools. While the overarching organisation has a clear identity and culture, each international school within the organisation has, in turn, its own identify and culture. Thus, the multinational international organisation is a cultural context that is inhabited by interconnected subcultures, each demanding and requiring leadership that is both autonomous and organisationally aligned. Examples of such organisations include, but are not limited to, Global Education Management Systems (GEMS) Education in the Middle East, Nord Anglia Education around the world, Taylor's Schools in Asia, and the English Schools Foundation in Hong Kong.

In each of these international school contexts, the international school principal is the leader of a subculture within a larger multinational organisation. As a leader of a subculture in a host national country, the international school principal faces challenges that are similar to those faced by leaders of other businesses that are subcultures of multinational companies. However, the challenges faced are different because the services provided to the customers are different.

This difference lies in the context and purpose of the international school as being the provider of an internationally recognised education. The work of the international school principal is internally and externally conflicted between business and educational priorities as well as dissonant cultural values and expectations (Den Hartog et al., 1999). As the work of the international school principal adapts in response to the changes and demands of the

marketplace, it becomes opportune to endeavour to understand the current work of international school principals and how they lead in culturally complex international school contexts.

In addition to being a booming market for multinational educational companies, international schools also provide a wider range of educational opportunities to families and students across the globe. Hill (2016) discusses how the 21st century international school for families who can afford the high fees is a diluted version of the 20th century classic view of the international school for internationally mobile and minded non-national families and students. International schools of today provide access to internationalised curriculums for any fee-paying student (Hayden & Thompson, 2008), including education in English-language schools (Bunnell & Fertig, 2016; Hayden, 2011), which provide transferable academic qualifications that facilitate enrolment opportunities in prestigious universities in other countries (Cambridge & Thompson, 2004). The university international student market has long been an area of growth and importance to universities in Western countries (Schmidt, 2020), and this is giving rise to the phenomenon of multicampus universities in foreign countries that is occurring in various locations around the world (Tierney & Lanford, 2015). The 21st century international school is an important part of this educational journey for students and families who have the capacity to pay for the privilege.

1.2.3 Leadership in International Schools

Leadership in international schools occurs within a context that is inhabited by a myriad of co-existing cultures. Culture is a complex and inconsistent concept "embedded in language and everyday practices" that shape how individuals and groups view and interact with their world (DiMaggio, 1997, p. 268) and can be loosely grouped into two descriptive categories: tight and loose cultures (Aktas et al., 2015). Tight cultures have formal and clearly defined norms with little tolerance for deviation, whereas loose cultures are more tolerant of ambiguity and deviation from the norm. It is this difference between tight and loose cultures upon which individuals and groups judge and value leadership practices. The result of this judgement is that, on a global level, not all leadership practices are perceived equally; rather, individuals evaluate leaders from a cultural perspective "based on how they fit their leader prototype" (Agrawal & Rook, 2014, p. 20). Thus, a leadership style, or leadership prototypes and practices, may be viewed as valuable in one culture while simultaneously being viewed as not valuable or effective in another culture.

In local and national school contexts there is a semblance of homogeneity in the culture of the stakeholders of the school, which is generally congruent with the culture of the host country. In an international school context, however, this homogeneity does not exist. The international school is potentially not aligned to the national, cultural, social, and often linguistic context, both at curricular and stakeholder level. Ian Hill, the former deputy director general of the International Baccalaureate Organisation, succinctly described the international school as being a complex leadership context because "staff, students, and parents bring their cultural heritage, experience, and expectations to bear, together, in a single school setting" (2018, p. 1). This myriad of cultures add iterative layers of complexity to how the leadership of international schools is viewed and judged in terms of effectiveness.

The findings of the Global Leadership and Organisational Behaviour Effectiveness (GLOBE) research project (Dorfman et al., 2012) indicate that universal leadership elements are evident in all cultures. Yet, how leadership is viewed and judged in terms of effectiveness and appropriateness varies from culture to culture (Steers et al., 2012). A recent analysis of the recruitment of principals internationally found that schools are seeking leaders who are managerial, instructional, and collaborative or distributive (Roberts & Mancuso, 2014, p. 103) with an overall transformational leadership style (p. 104). This ability to combine more than one leadership style is becoming increasingly critical to the work of principals in all school contexts (Owen et al., 2020).

The complexity for international school principals lies in this need and capacity to combine more than one leadership style to effectively lead in culturally complex contexts when the leadership styles may not be culturally implicit and aligned with the host country's culture and the cultures of other culturally distinctive stakeholders (Gretchen et al., 2005). For instance, when acting as a transformational international school principal, they may perceive themselves to be working towards building a sense of empowerment where those they are leading are enabled to lead with the vision to redesign the organisation (Montuori & Donnelly, 2017), but such practices may be viewed by some, or many in the international school context, as weak or inappropriate. At times, the reality of their context means that, by doing as required, international school principals enter into a situation where their work is dissonant from the way the divergent cultures of school stakeholders view leadership, thereby creating and exacerbating problems they face in the performance of their work.

1.2.4 International School Leadership Complexities

International schools, at the discretion of the host country authorities, are situated in complexly intertwined multicultural and multilingual contexts. They are similar to national schools in the sense that their core business is about providing an education; however, the international context intensifies the level of complexity in the work of their leaders. At the heart of these complexities are competing pragmatic and idealistic agendas (Hayden, 2011; Keller, 2015), which exist within a context shaped by temporal and spatial dualities (Keller, 2015).

Temporal dualities relate to changes within and across ages, whereas spatial dualities focus on the need to bridge boundaries across cultures. For example, some international schools experience temporal challenges as they explore current pedagogies, such as flexible learning spaces and learning communities, to develop a niche market element that makes them the preferred option to potential students. Globalisation is a facet of the temporal duality because it deals with how the wider society is moving from postcolonial nationalism to civil society worldviews (Keller, 2015). A further temporal duality faced by international schools and their principals is the change that international schools are experiencing as they move from boutique schools of the 20th century to big business enterprises in the 21st century.

While spatial duality in some ways appears more complex, in reality it is more straightforward. Spatial duality relates to cultural dissonance and the need to "bridge boundaries across cultures" (Keller, 2015, p. 913). The first layer of cultural dissonance exists between the host country nationals and the visiting or migrant cultures of the expatriates who are living within the geosocial setting of the international school. The relationship between host country nationals and guests is very complex and is a factor influencing how successful the expatriate worker is in their role (Varma et al., 2016). This relationship is important to the international school principal as it impacts how the school sits within the wider geographically defined community. The internal school community – the students, parents, and staff who make up the human community of the school – is a complex melting pot of cultures from many different nationalities and cultural identities (Benet-Martinez, 2014). The intercultural diversity of the internal international school community can be seen as a series of overlapping cultural groups, which can range from a pure cosmopolitan view, within which the ethnic boundaries are indistinct, to an interactive pluralistic view that has distinct but fluid ethnic boundaries, to a fragmented pluralistic view that has rigid ethnic boundaries (Deaux & Snyder,

2012). The simplicity of the spatial duality is that it is so obvious you cannot ignore it, with the complexity being in the detail of the cultural and linguistic practices that educational leaders need to navigate to enact their leadership (Ramírez-Esparza & García-Sierra, 2014).

The international school context has evolved from the boutique school offering an education to expatriate workers to an international education marketplace where the school provides a product for purchase, which is highly governed, accredited, and managed. For the international school principal, the competing agendas and opposing dualities brought about by this evolution now present as a "wicked" challenge, one that is so complex and nuanced that "it is seemingly impossible to define let alone solve" (Adams Becker, 2016).

1.2.5 International School Complexities and the International School Principal

Many different motivational factors drive individuals to become school principals or international school principals. The OECD reports that a significant motivator lies in being a committed lifelong learner (Pont et al., 2008, p. 159), while more recent research adds that school principals are also motivated by a desire for social justice and equal opportunities for learners (Weiner & Holder, 2019). For the international school principal, this desire to learn, to be socially just, and provide equal opportunities for all learners motivates them to lead despite the complexities of the context in which they are leading. At the same time, the complexities of the international school context create problems that contribute to leadership difficulties and can result in the international school principal being dismissed or choosing to break their contract or leave.

To further an understanding of these complexities, the discussion briefly adopts a collective understanding of educational leadership theories to be inclusive of the body of knowledge that has evolved over the last five decades. These theories focus on the understanding that leadership and leading is a dynamic process in which leaders, through authentic relationships, provide direction and engage their community to have a positive effect on learning within their school environment (Dartey-Baah, 2015; Hallinger & Chen, 2015).

It is acknowledged that this collective use of educational theories relates to the Western-centric assumption that leadership is no longer about having followers but more about leading with those within the organisation. This view of leadership creates a tension in Eastern collectivistic cultures as the impact of the power–distance cultural dimension on the

relationship between leaders and those being led means that it is culturally appropriate for leaders to have followers (Hofstede, 2011). However, a recent case study exploring the relationship between leaders and followers in Chinese school contexts explored this distant leader–follower relationship. Here it was found that both the close work-based relationships approach to leadership and the distant work-based relationships approach to leadership can have a negative impact on those being led (Du et al., 2019). This conflicted perception of close and distant leadership relationships highlights the need for the international school principal to be aware of and responsive to how their leadership is understood and valued within their culturally and linguistically diverse and complex international school context. This research indicates that the international school principal has to enact their leadership in ways that are culturally different from what they might have enacted in their Western context.

The impact of globalisation as a variable is both pragmatic and idealistic and adds momentum, shape, and substance to educational leadership in international schools. It cannot be underestimated or ignored and therefore requires a brief explanation. Leung et al. (2013) describe globalisation as "the global integration of regional economies, societies and cultures through national trade, capital flows, advanced communication technology and migration" (p. 1). This migration pattern means that there is essentially no isolated country in the world. Every country has some form of voluntary or involuntary migrant population, and this brings about increased intercultural contact, which, in turn, creates opportunities and challenges that can be seen as being lived out as international school complexities. Some of the effects of globalisation are

- an increased marketplace for international schools;
- the emergence of international mindedness as an aspect of curriculum and school vision and mission;
- opportunities for learning and the creation of new social and cultural knowledge as the result of different cultures and ideas coming together;
- an increase in people's competence as a result of increased accountability expectations;
- increased creativity; and
- some negative effects, including in some countries a fear of Westernisation, often perceived as Americanisation, that can block opportunities for growth and partnerships, and a decrease in the warmth of relationships as partnerships are

based on trade and consumerism.

(Cambridge & Thompson, 2004; Hayden, 2011).

To advance a deep understanding of this discussion from my own experience, I present two scenarios that demonstrate the realities of how these international school complexities impact the work of an international school principal. These scenarios are recounts based on situations I encountered during my work as a leader within the international school context.

1.2.5.1 Scenario 1: Governance

The organisational and governance structure of an international school is a point of potential conflict for an international school principal where they are faced with the dilemma arising from the conflict between the pragmatic and idealistic identity of international schools, as discussed earlier. Many international school organisations have an internationally minded philosophy that focuses on educating the child to enable them to think and act in a global manner to meet the challenges of an ever-changing world. The reality is that the daily operation of the school is driven by the pragmatic agenda of business plans, increasing enrolments, quality assurance, and accreditation. Typically, international schools are overseen by a board of directors, inclusive of an executive board. The board of directors manages and governs the operations of the schools through a series of divisions. Depending on the size of the international school organisation, these divisions have governance responsibilities and powers that have the potential to positively or negatively impact the work of the international school principal.

In addition to the internal organisational governance expectations, international schools can be required to hold accreditation with their host country's education departments as well as external international educational authorities such as the European Council for International Schools and New England Association of Schools and Colleges. Having accreditation with these external bodies can be a requirement either of the governance authorities of the country within which the international school is situated or of the international educational organisation that owns and governs the school. Accreditation with these external authorities means that the school meets the academic requirements to prepare students for either the International General Certificate of Secondary Education (IGCSE), a British examination, or the International Baccalaureate (IB) Diploma, both of which require the teaching of a rigorous curriculum and internationally moderated examination process at the senior secondary level.

1.2.5.2   Scenario 2: Student Achievement

To explore how international school complexities can interact in a specific situation, I will describe a scenario that international school principals often face – the graduating report card. On the surface, a report card is a means of communicating student achievement, but for the student and parents in the international school context the report card also provides evidence of a transferable educational qualification (Cambridge & Thompson, 2004). This scenario recounts how in one international school, where a Year 12 student did not get the results that would get them into a high-profile university in a Western country, they had failed to get the appropriate transferable educational qualification (even though they had a qualification that could have provided entry into other universities around the world).

Following the issuance of this report, there were months of negotiations that started with face-to-face family meetings to discuss the situation, where the implication was that the school could adjust the results to ensure the student could be accepted into the desired university. When this did not proceed, threats of legal action against the school, the teachers, and the principal ensued. The threats turned into action, which only ceased after significant negotiation and investment in time.

Both Scenarios 1 and 2 provide my personal examples to demonstrate what Hayden (2011) and Keller (2015) describe as the distinctive impact that international school complexities and emerging leadership dimensions have on the daily work of an international school principal.

1.3   Research Problem

Branson (2018) discusses the connection between leaders, context, and leadership practices, arguing that there are leadership practices that "leaders can enact when the context necessitates the application of the particular practice" (p. 62). Earlier work by Schein (Schein & Schein, 2017) links context to culture, specifically the culture of the organisation and how the leader establishes the culture of an organisation through their leadership actions and practices. Viewing leadership, context, and culture through these lenses goes part way to providing a framework to explore the circumstances of the international school principal. International school principals choose to enact leadership practices that are necessitated by the context, and the context is shaped by the culture of the organisation of the international school. A premise in this argument is that context and culture are cohesive to the organisation,

but the international school is a subculture that is not only nested within a larger macrocultural international school organisation but also intertwined with national and intraregional cultures and geographical and socioeconomic contexts, all of which impact on how the international school principal enacts leadership.

The international school principal is tasked with leading in culturally and linguistically diverse and complex international school contexts. The context within which the international school is situated is a unique manifestation of socioeconomic, community, geographic, and organisational features that combine to create circumstances demanding culturally sensitive, responsive, and intentional leadership. It is little wonder that the average tenure of an international school principal is 3.7 years. In seeking to understand the work of the international school principal who can defy this trend by exceeding the 3.7-year tenure, it will be necessary to understand the phenomena of (a) culture, both national and organisational; (b) contextual leadership; and (c) leadership styles.

1.4 Research Purpose

The purpose of this research is to understand how some international school principals successfully navigate culturally and linguistically diverse and complex international school contexts and experience tenure beyond 3.7 years.

1.5 Research Question

From the research problem and purpose, the primary research question for this study was

How are some international school principals able to successfully navigate culturally and linguistically diverse and complex international school contexts and experience tenure beyond 3.7 years?

1.6 Significance of the Study

The recruitment and retention of school principals is currently a focus in national and international school sectors. Principals have a significant impact on school success such that a high level of principal turnover has a negative impact on "student achievement, community engagement, and teacher satisfaction" (Heffernan, 2021, p. 1). With data from educational systems across the globe indicating that more principals are exiting than entering the

workforce, the recruitment and retention of successful and effective principals is increasingly becoming a focus for policymakers and school governing bodies alike. This decrease in the principal workforce at a national level, combined with the predicted boom within the international educational marketplace, presents a potential challenge for the future of international schools.

The significance of this study lies in its exploration of the work of successful international school principals – those who have demonstrated the capacity to maintain contractual tenure beyond 3.7 years and thus have a greater and more sustained positive impact on school success. Chapter 2 of this thesis will explore the current literature around the challenges faced by international school principals as they strive to enact successful leadership in culturally and linguistically diverse international school contexts. What is not apparent in the existing research is how successful international school principals create and sustain successful leadership in international schools, how they engage with their context, make sense of their circumstances, and make informed and effective leadership decisions. This study will open a window into this success and into further opportunities to understand and develop the capacities and professional efficacy of those who desire to lead successfully within culturally and linguistically diverse and complex international schools.

1.7   Structure of the Thesis

A literature review is presented in Chapter 2. It explores the current research linked to and impacting the understanding of the work of principals within the international school context. In doing this, it reviews three phenomena and how each impacts the work of the international school principal within their culturally and linguistically diverse and international school context. The phenomena are:

1. culture, specifically national and organisational culture and cultural intelligence;
2. contextual leadership; and
3. leadership styles.

Chapter 3 presents an outline of the research framework that facilitates answering the research questions generated through the review of relevant and current literature in Chapter 2. The research framework has been developed to facilitate a deep dive into the work and leadership practices of successful international school principals as they make sense and construct meaningful leadership in response to their culturally and linguistically diverse and

complex international school context. This chapter provides a justification for the adoption of a constructionist epistemology, an interpretivist theoretical framework, and the case study methodology. Additionally, Chapter 3 describes the method used, including sites and participants involved in the study, data collection and analysis, and the phases the research followed to ensure its trustworthiness.

Chapters 4 and 5 present the data collected from all participants as it was collected and analysed in each phase of the research. These chapters present the emergence of new understandings as they have been generated by the analysis of data collected from successful international school principals as they shared their lived leadership experiences of culturally and linguistically diverse and complex international school contexts. Chapter 6 discusses these new understandings in view of the research questions and current research, leading to the final chapter, Chapter 7, which concludes the thesis by presenting the theoretical propositions advanced in response to the new understandings. In addition to these theoretical propositions, Chapter 7 presents recommendations for existing international school authorities, as well as recommendations for future research.

Chapter 2: Literature Review

The purpose of this research is to understand how some international school principals successfully navigate culturally and linguistically diverse and complex international school contexts and experience tenure beyond the average of 3.7 years. The purpose of this chapter is to extend the discussion presented in Chapter 1 by providing a review of research literature that focuses on organisational culture, contextual leadership, and leadership styles given the significant impact these have on the work circumstances of the international school principal.

An international school exists as a subculture of the intertwined macrocultures of national culture, being the host country of the international school, and organisational culture, being the culture of the organisation that owns the school. An international school principal's cultural intelligence has a significant impact on their capacity to lead the culturally complex international school. An impact of the international school principal's cultural intelligence is their contextually aware leadership whereby they are both "embedded" in and "in tune" with their international school context (Visser & Scheepers, 2022, p. 138), thus enabling them to lead with confidence. Furthermore, the review of the literature proceeds to describe how understanding culture and context then enables the international school principal to choose how they need to lead. This is about the international school principal having the capacity to choose those leadership styles and practices that will best enable not only them to be successful but also the school to be successful and the students to learn and experience success.

To this end, the review of the leadership literature in this chapter was influenced by how Hofstede's (2011) dimensions of culture are frequently used to guide both an understanding of culture and how different cultures view leadership. Hence, the leadership literature selection considers how leadership is viewed in the following three ways: first, how Western leadership is viewed in Eastern cultures; second, how leadership research is conducted in Eastern contexts; and third, the nature and practice of indigenous leadership. This acknowledges that the different cultural profiles of different countries shape how those countries view Western leadership. For instance, countries that have a high power–distance relationship between leaders and followers perceive the hands-on leadership elements of transformational and instructional leadership as points of either discomfort or poor leadership (Engelen et al., 2014). Until recently, the actual research into leadership in Eastern contexts

has been conducted using Western-designed questionnaires to explore leadership attributes, thus potentially embedding a Western bias into how leadership is viewed in terms of both Eastern context and Eastern leaders (Liu, 2017; Turner et al., 2018). In contrast, Turner et al. (2018) examined the definitions of global and indigenous leadership and proposed the global leadership capacity wheel, which, essentially, is a leadership model inclusive of culturally intelligent and global (i.e., both Western and Eastern perspectives) leadership capacities and attributes.

Finally, this literature review examines the concept of international school principalship as a distinctive form of leadership because it "occurs in contexts characterized by diverse populations whose actions are informed by varied cultural beliefs and assumptive frameworks" (Collard & Normore, 2007, p. 740). It is argued that the impact of the diversity of those inhabiting the international school context makes the leadership demands experienced within an international school very different from those faced by an international business leader or national school principal. In short, in an international school, all levels of stakeholders have a wide range of cultural heritage streams, ranging from the national culture of the geographical location of the school through to the potentially wide range of cultures of teachers, students, and families who engage with the school daily. While there is an emerging focus in leadership research where researchers are seeking to explore Eastern leadership practices, this focus is not inclusive of the context that the international school principal inhabits. Rather, the international school principal is charged with leading an educational organisation using Western leadership styles and practices in Eastern contexts.

2.1 Literature Review Framework

The fields of research within which the study was situated, leadership and education, are characterised by an abundance of current research literature. A conceptual framework (see Figure 2.1) was therefore generated to guide the review of current and relevant literature to explore the foci that encapsulate the problem being explored.

Figure 2.1

Literature Review Conceptual Framework

Culture	Context	Leadership Styles
National Culture		Transformational Leadership
Organisational Culture	Contextual Leadership	
Cultural Intelligence		Instructional Leaderhsip
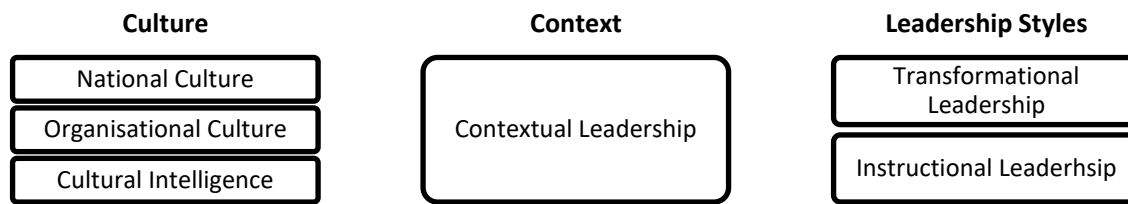
Furthermore, in this literature review the geographical and cultural context of the research has been considered using the following terms:

1. West: Latin America, Latin Europe, Germanic Europe, Anglo, Nordic Europe; and

2. East: Eastern Europe, Middle East, sub-Saharan Africa, Southern Asia, Confucian Asia.

   (Agrawal & Rook, 2014, p. 13)

2.2 Culture

In this section, the literature review will discuss national and organisational culture, cultural intelligence, and the impact that cultural intelligence has on how leadership is enacted in international contexts.

2.2.1 National and Organisational Culture

Culture is a word that is used to describe the myriad of inconsistent values and practices that groups of people adopt to define how they interact and operate as a group (Eagleton, 2016; Schein & Schein, 2017). As a result, "culture is a fuzzy concept, making it challenging to define" (Causadias, 2020, p. 318), but, essentially, it is concerned with people, the places where they live, and the practices they adopt as they live in connection with each other. People develop social practices that guide how they live or work together as a collective. Thus, while culture is a "collective phenomenon … it can be connected to different collectives" (Hofstede, 2011, p. 3) that coexist within a geographical or bounded social group or organisation. These collective cohorts of peoples can be grouped as national, organisational, regional, local, or even family collectives. Schein (2017) classifies these collectives as being

- macrocultures – inclusive of nations, ethnic and religious groups, or occupations that exist globally;

- organisational − inclusive of private, public, government, or non-profit organisations;

- subcultures – inclusive of occupational or internal groups within organisations; and

- microcultures – being microsystems that are either internal or external to organisations(p. 2).

National culture, a microculture, is a misnomer because as nations rise and fall or borders shrink or grow, cultural characterises of the national group remain cohesive (Minkov & Hofstede, 2012). These "invisible" (p. 136) forces, or boundaries, that separate one national group of people from another give rise to the people, places, and practices that encapsulate a national culture. The same boundaries, though slightly more visible, encapsulate organisational boundaries, and, like a national culture, an organisation's culture is shaped by its people, places, and practices. Organisational culture does not supersede national culture; rather, national culture influences organisational culture both externally and internally. The external influence of national culture can be evidenced in how the organisation operates, while the internal influence of national culture is evidenced in how the members of the organisation interact with each other and the leadership of the organisation (Nazarian et al., 2017).

The importance for international schools of acknowledging that national culture supersedes organisational culture can be gleaned from the following example. International schools seek to boost their status and academic profile through accreditation with international educational and curriculum authorities and organisations such as Cambridge Education Group, IB, or British Schools of the Middle East (BSME). Collins (2015) describes how one Turkish school that endeavoured to go through this process found there were national and organisational cultural challenges to be faced because the international accreditation agency, the Commission on English Language Program Accreditation, expected high levels of documentation, but, according to Collins, "Turks do not traditionally document things and do not have defined policies and procedures" (p. 148).

However, it is important to acknowledge that most nations are made up of subsets of regions and smaller geographical subsections within the national boundaries (Sasaki & Yoshikawa, 2014), each with the potential for developing its own subculture. These regional subcultures have an impact, positive and negative, on both national and organisational culture. But what this implies is that organisations that have centres in different regions of a

nation may have different organisational cultures in each centre as they interact with their respective regional culture (Sasaki & Yoshikawa, 2014).

There are two perspectives to this awareness. The first is evident in Whelan's (2016) exploration of criminal security organisations in Australia, where it was found that, while different criminal security organisations (e.g., police and a security company) might share the same purpose, they can have different organisational cultures. The second is that when the organisations are the same, such as schools, the organisational cultures will vary according to each school's distinctive regional cultural influences. For instance, the AB international school in Qingdao, China, may share the same parent company as the AB international school in Beijing or Hong Kong, but the school organisational culture will be very different (Whelan, 2016, p. 596).

Bunnell (2008) discusses the franchising of "elite English private schools" (p. 383) whereby well-known private, elite schools open schools in foreign countries. He calls it a "parallel phenomenon" (p. 384) to the higher educational institutions that already had "branch campuses" (p. 384) in other countries. Tierney and Lanford (2015) explored the impact of the national host culture, source culture (the culture of the context that the franchise originates from), and regional culture on the branch campuses of those international universities with campuses located in both Abu Dhabi and Singapore. Here, Tierney and Lanford propose that, when such internationally dispersed higher educational facilities are being established and maintained, three issues must be taken into account:

> (1) What is the value added by the creation of a branch campus? (2) How is the branch campus reflective of the unique culture of the home campus? (3) Do faculty members on branch campuses have the same rights, institutional status, and expectations of shared governance that they would have on the home campus. (p. 295)

The first two issues are straightforward, but the third issue concerning faculty member rights, institutional status, and expectations of shared governance is important because this is likely to be impacted by the national cultural differences between the country in which the home campus is situated and the country in which the branch campus is situated.

The connection between national and organisational culture and leadership for the international school principal is complex and convoluted, causing it to be, as Bunnell states in the title of his article, messy and tense (2019). The international school, according to Schein's

(2017) categories of culture, is simultaneously an organisation with its own identifiable culture and a subculture within an overarching educational multinational organisation and national cultural context. Regardless of its dual cultural/subcultural identity, the international school is a crucible of interconnected and overlapping microcultures formed amongst and between individual team or departmental members that comprise the school and organisation. The combination of cultural cross-purposes between the organisation and the subculture and internal microcultures (Schein & Schein, 2019), together with the predicted rapid growth of the organisation (Clark, 2014, July 8), creates a cultural context for international school leadership that is increasingly challenging and involving much "precarity and insecurity" (Bunnell, 2019, p. 2). Given this potential for the role of an international school principal to be "messy and tense" due to the school's cultural diversity and complexity, an exploration of the concept of cultural intelligence becomes appropriate.

2.2.2 Cultural Intelligence

Cultural intelligence came to research prominence at the beginning of the 21st century as researchers sought to understand how some individuals were more able to successfully engage with complex and diverse cultural contexts than others (Ang et al., 2015a). In the subsequent years, the concept of cultural intelligence was explored in light of how it impacts leadership, innovation, expatriate work training and adjustment, staff performance, intercultural cooperation, individuality, education, and learning (Ott & Michailova, 2018). Thus, understanding the nature and practice of cultural intelligence and its potential impact on the work of the international school principal is relevant to this research. In seeking to understand the connection between cultural intelligence and the international school principal's leadership, first, it will be defined in the literature, then it will be explored in light of how it impacts leadership in international contexts, within multicultural teams, and in relation to the development of multicultural intelligence through exposure programs and learning.

Cultural intelligence is "a unique intelligence for adaptation to cultural environment[s]" (Li et al., 2016, p. 105) that is exhibited by individuals in culturally diverse and complex contexts. Furthermore, cultural intelligence has been identified as comprising subdimensions of cognitive, metacognitive, motivational, and behavioural cultural intelligence (Van Dyne et al., 2012). Cognitive cultural intelligence describes the ability to understand the differences between cultures, while metacognitive cultural intelligence is the ability to think about and use that knowledge (Li et al., 2016). Motivational cultural intelligence is the drive to learn about other

cultures, and behavioural cultural intelligence is the visible rendition of the other three in terms of the words and actions of the individual (Huff et al., 2014).

The four subdimensions of cultural intelligence interact and inform an individual's theory of action that leads to their theory of practice. An individual's theory of action encapsulates their underlying values, beliefs, and actions and shapes how they both view and engage with their personal and professional realities (Wolf-Powers, 2014). It is the "why" part of how an individual chooses to act within a context. The "what" and "how" emerges from the theory of practice and, particularly when pertaining to leading, encapsulates the practices, the actions, and the strategies that the leader enacts as they are leading (Wilkinson & Kemmis, 2015). In terms of cultural intelligence, cognitive and metacognitive cultural intelligence form the internal schema from which the individual's theory of action emerges (Payton, 2015). The theory of action is then brought to life through the individual's theory of practice and is determined by the individual's motivational cultural intelligence and can be seen in their words and actions (Van Dyne et al., 2012). Figure 2.2 illustrates the four internal schemata constituting cultural intelligence and highlights that these are intertwined and differentiated. An individual may be strong in one schema but not another and, thus, thought not to be culturally intelligent. When all four schemata are strong and balanced, the individual can be said to be culturally intelligent as represented by the very centre of the figure.

Figure 2.2

Cultural Intelligence Dimensions
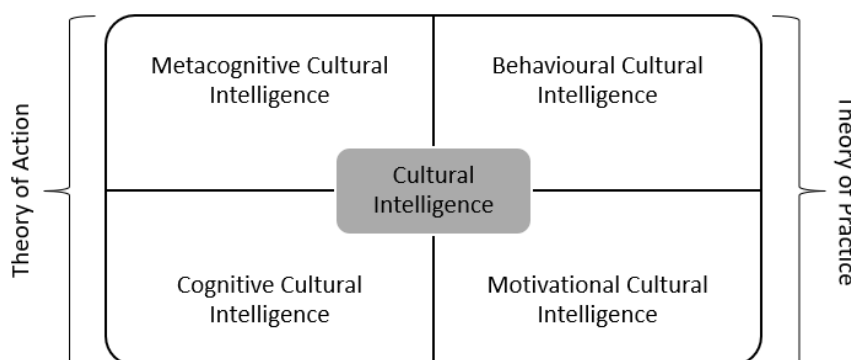
2.2.3 Cultural Intelligence and Leadership in International Contexts

The need for culturally intelligent leaders is increasingly important in a world where business and organisations are no longer defined by national borders, and the expatriate and migrant workforce is increasingly mobile (Ramsey et al., 2016). Hence, cultural intelligence is

now considered to be an increasingly critical work and social skill and an essential leadership attribute. Culturally intelligent leaders contribute to organisational success through their ability to build and maintain relationships across cultural boundaries which enable them to contribute to organisational knowledge and innovation (Liao, 2015). Thus it can be seen how cultural intelligence can have a significantly positive mediating effect on leadership when leaders are working with a mix of local and international staff (Rockstuhl et al., 2011).

Similarly, in the international school context, cultural intelligence has been found to be "related to the ability to lead and to manage more effectively in multicultural environments" (Keung & Rockinson-Szapkiw, 2013, p. 844). International school principals in Abu Dhabi were found to display high levels of cultural intelligence, which enabled them to demonstrate a higher level of "tolerance for other cultures" (Aldhaheri, 2017, p. 726) than did their counterparts, essentially local Emirati national principals, in Abu Dhabi public schools. The local principals demonstrated an understanding of cultural intelligence and spoke about the flexibility of the Western leadership styles while they acknowledged the rigidity of the Arabic leadership styles and felt much more constrained by the institutionalised leadership from the organisation.

The importance of cultural intelligence has also been confirmed by other international studies. Research in Hong Kong found that when led by a culturally intelligent leader, multicultural teams developed a collective cultural intelligence and, as their cultural intelligence developed, so did the team's effectiveness (Moon, 2013). This finding was supported by more recent research in Germany where the positive impact of culturally intelligent leadership directed at multicultural teams enhanced the team's ability to collaborate, to be interdependent, and to harness the diversity of the team to complete tasks successfully (Rosenauer et al., 2016).

The literature included in this review of national and organisational culture and cultural intelligence highlights the critical impact that culture has on organisations and how important cultural intelligence is as a capacity for leaders in culturally complex contexts. What the literature fails to explore is how the international school principal uses their cultural intelligence to navigate the culturally complex work circumstances of the international school; consequently, a research subquestion is needed:

How are international school principals who are experiencing tenure beyond 3.7 years demonstrating cultural intelligence as they navigate the competing national and organisational cultures of the international school?

2.3 Context

The previous section raised the importance of cultural intelligence as a quality of a successful international school principal. It simultaneously implied that their leadership is inextricably influenced by the context in which they are working, prompting the need to explore the connection between leadership and context. This section will explore the impact of context, specifically national and socioeconomic context, on leadership in the international school setting.

2.3.1 *Context of Leadership*

In his 2018 review of contextual leadership, Oc presents an integrative framework linking context to leadership. He views context as both internal, being the task and the individuals involved, and external, being the national and sociocultural context of the case. Moreover, Oc delineates context into what he terms "the omnibus and discrete contexts" (Oc, 2018, p. 219). The omnibus context situates the leadership within a wider environmental context and includes

- where – the cultural and institutional forces;
- who – the demographics of the context; and
- when – the economic, organisational change, and crisis factors.

While the discrete context situates the leadership within the case, for the purpose of this research, this is the international school and relates to

- task – characteristics of the work and specific tasks to be completed;
- social – social networks within the organisation, the teams;
- physical – location, distance; and
- temporal – time pressures.

Furthermore, Oc's (2018) integrative framework can be compared and aligned to the military-style observe–orient–decide–act (OODA) loop, which was made popular by a U.S. air fighter who later became a consultant for the Pentagon in the late 20th century (Enck, 2012; Richards, 2020). Initially used to plan action in conflict situations, the OODA loop has become a popular process in management. The loop works on the premise that the leader (a) observes

the context, (b) orients themself within the context, (c) decides how they are going to respond or act, and then (d) acts. In aligning this with Oc's (2018) framework, the observe and orient stages align with the context part of the framework where the leader in the new context seeks to understand the omnibus and discrete aspects of the context through observation and orientation. Then the decide and act stages align with the leadership stage where the leader chooses how to lead and respond to the context with a clear outcome for success in mind. Both frameworks challenge the leader to act only after an analysis of the context and to act in a way that reflects the nuances of the context within which the situation requiring leadership is occurring.

According to Oc (2018), contextual leadership is "one of the most trending topics in leadership research" (p. 218). The resultant frameworks have created opportunities for researchers to explore contextual leadership from two perspectives: (a) how "successful school leaders align their leadership practices with their own unique contextual requirement" (Noman et al., 2018, p. 476); and (b) indigenous leadership and cultural practices in Eastern, or non-Eurocentric, contexts and allowing for school leadership to be centred on authentic indigenous leadership practices, thus allowing for "meaningful change to occur" (Lopez & Rugano, 2018, p. 4). It is perhaps serendipitous that the dual focus of research into contextual leadership is emerging across both Western and Eastern contexts at the same time. While there is this dual direction with regard to the focus of the research, the concept of contextual leadership is constant.

2.3.2 National Context

Wolhuter et al.'s (2016) examination of the Kenyan education system, while predating Oc's (2018) work on contextual leadership, aligns with the omnibus context of leadership in that they propose that leaders need to be aware of the requirements of the national and international context of leadership. The three challenges they identify for leaders are (a) the education system within which they are working; (b) the society within which the school is situated; and (c) the wider international factors, such as the Incheon Declaration (UNESCO, 2015). They also state that "principals in developing countries are compelled to deal with additional contextual matters unique to developing countries that might either contribute to or detract from the quality of the work of their schools" (p. 3). This sentiment is shared in Lopez and Rugano's (2018) exploration of education in Kenya from a postcolonial view. These authors also propose that the perpetuation of nonlocal colonial practices needs to be

challenged and that there is a need for leadership practices that are grounded in local knowledge and experiences (p. 1). Wolhuter et al. (2016) and Lopez and Rugano (2018) both identify that principals need to be aware of the unique contextual matters evident in the context of their leadership, particularly in terms of local, indigenous leadership practices.

The lack of academic evidence of appropriate local, indigenous, contextual leadership practices is the core of research conducted in Malaysia (Noman et al., 2018) and Vietnam (Truong & Hallinger, 2017). While acknowledging the limitations of their research, Noman et al. (2018) observe that international school principals "work in high-pressure situations with even higher expectations for success, and they require adjustments and readjustments to respond to the variety of external and internal expectations" (p. 485). The adjustments and expectations being referred to relate to the expectations that are unique to the context of leadership, and these expectations have cultural connotations.

Understanding the national context and its impact on the work of Israeli school principals was the focus of work undertaken by Shaked et al. (2020). These authors posit that school leadership is shaped by the impact of the unique Israeli contextual factors of (a) low power distance (p. 12); (b) clan culture (p. 17); and (c) the incomplete identification of principals with school's academic missions (p. 19). It is their claim that "context influences the practices of school leaders not only through institutional rules, regulations, and job descriptions, but also through values, shared beliefs, and social norms" (p. 22), which brings the importance of understanding national context to the forefront of the discussion around contextual leadership.

Further to the national context, but not completely separate, is the impact of the geographical context of the school. The school's geographical context impacts leadership by imposing unique demands on a principal's relationships with their community and with the organisation, and on their daily activities (Cook et al., 2017). In Australia, as in many countries, a number of schools are in remote and isolated locations. The leadership demands of small and remote schools are different from those of schools in larger centres, particularly when considering how school leadership of small and remote schools is facilitated by the overarching education system or organisation (Kelley & Kelloway, 2012). In these contexts, the school is a focal point for the community, not just as a physical location but also as a place where the community gathers and a place that contributes to the identity and sustainability of the community. Some of these issues relate to governance, resourcing, and staffing, but

others are far more personal and relate to issues such as preserving the local language and honouring local customs (Guenther & Osborne, 2018).

2.3.3 Socioeconomic Context

School leadership is impacted by the socioeconomic context of the school and the students who are part of the school community (Hairon & Goh, 2019; Heystek & Emekako, 2020). The socioeconomic context of the school community impacts the school's finances as schools rely on parents to contribute to the school, both by sending their children to the school not only by contributing financially through either money but also time. The social context of the school is influenced by relationships, community engagement, and partnership. In socially and economically stable contexts, this relationship can be mutually supportive and beneficial. In contrast, in socially and economically marginalised and conflicted contexts, such as can be found in Kenya, this relationship is more profound and demands more of the principal (Abaya & Normore, 2014).

Not all low socioeconomic status (SES) schools are found in conflicted contexts; some can also be found within larger cities in stable, highly developed national contexts such as Hong Kong. Here, research has found that low SES schools experience heightened demands from parents in terms of student achievement and access to opportunities, while being challenged with budgets and resources (Tan, 2018). It is also worth noting that not all international schools service high SES communities; in some countries the international school can be situated in low SES contexts. These international schools face unique demands from parents, who are often working hard and potentially struggling to pay the school fees, but are seeking the international educational qualification as a means to economically advance themselves and their family.

2.3.4 Contextual Features

National context, organisational context, socioeconomic context, and geographical location are all contextual features that impact school leadership and the personal reality of the principal. In some national contexts, principals are expected to lead schools in ways that are countercultural to their personal and social context (Okoko, 2020). Countercultural conflicts can arise about how principals deal with finances, especially the nonpayment of school fees, and with teacher performance (especially poorly performing teachers) and gender issues. The cultural concept of "saving face" is important in several non-Western cultural

contexts. Saving face relates to a person's desire to save face in situations that can challenge a person's honour and cause shame and/or conflict. In the Middle East, a person will use the term "inshallah", which means "yes, if Allah wills" (Danielewicz-Betz, 2016, p. 24) as a means of abrogating responsibility, acknowledging an inability to complete a task, or avoiding either saying no or a situation that can bring perceived shame upon themselves. In these situations, an international school principal who is meeting with a family about nonpayment of school fees, for example, needs to astutely handle the situation in both cultural and linguistical ways so that the family can save face, while also presenting the problem with clarity about commitments to responsibilities and actions that result in the payment of the school fees.

The literature included in the review of contextual leadership highlights the importance of understanding the context within which leadership is occurring and the symbiotic connections between leadership actions and context. What it fails to do is explore the specific context of the international school principal and what they need to consider when they are seeking to understand and lead within complex and conflicted international school contexts. This discussion was not included as no research on this aspect of contextual leadership was found. As a consequence, this review of contextual leadership has resulted in a second research subquestion:

> *How are international school principals who are experiencing tenure beyond 3.7 years successfully understanding the nuances of the complex context of the international school as they enact successful leadership practices?*

2.4 Leadership

Leadership is about motivating and enabling "others to contribute toward the effectiveness and success of an organization in which they are a member" (Dickson et al., 2012, p. 486). In 1978, Burns introduced the term *transformational leadership*, essentially being an all-encompassing term for leadership practices and actions aimed at transforming the people in an organisation so that it can be successful. Branson et al. (2018) discuss how a plethora of leadership types emerged from the concept of transformational leadership, including shared, instructional, distributed, servant, and authentic. Furthermore, they argue that the central connecting feature of each theory is the leader's desire to be able to transform the performance of those they are leading (p. 43). The fact that these authors included instructional leadership in this list is important because the 2018 TALIS specifically focused on instructional leadership as a dominant and current leadership prototype being enacted in

schools at a global level (Veletić & Olsen, 2021). With this seminal view of transformational leadership as being the source of generalised leadership styles, and with instructional leadership being highlighted in the 2018 TALIS research, the following sections of the literature review will explore both transformational and instructional leadership styles, and how they connect to and influence the work of the international school principal.

2.4.1 Transformational Leadership

In his article exploring Steve Jobs's style of leadership, Baker (Baker, 2017) not only presents Jobs as a transformational leader but also describes transformational leadership as being a style that requires "commitment and leaders with the skills to create a deep sense of intrinsic motivation to achieve the shared vision and goals of the leader and organization" (p. 3). He goes on to explain that transformational leadership takes time and is based on a strong relationship between leaders and followers. The transformational leader makes the effort to get to know their followers and considers their needs, capacities, and interests when making decisions (Groves, 2013). From an educational perspective, the transformational educational leader engages teachers and supports them in ways that enable them to deal with the challenges and frustrations of the workplace (McCarley et al., 2016).

Furthermore, transformational leadership within an educational context has a positive impact on the health of the school and the organisation (Velarde et al., 2020; Vermeulen et al., 2022). This positive impact is evident in the teachers' commitment to their work and the belief in their capacity to be effective (Windlinger et al., 2020). Significantly, transformational leaders in a school context have a positive impact on the retention of teachers beyond their first year (Thomas et al., 2020). A healthy school has a positive school climate, and a positive school climate strengthens a teacher's professional capacity and thus their ability to deal with demands of the societal context.

Leithwood and Sun's (2012) meta-analytical review of unpublished theses and dissertations presents four detailed transformational leadership practices that principals enact:

1. Setting directions:
    o Develop a shared vision and build good consensus
    o Hold high performance expectations (p. 400)
2. Developing people:

- o Provide individualised support

- o Provide intellectual stimulation

- o Model valued behaviours, beliefs and values (p. 400)

3. Redesigning the organisation:

- o Strengthening school culture

- o Building structures to enable collaboration

- o Engaging parents and the wider community (pp. 400–401)

4. Improving the instructional program:

- o Focus on instructional development (p. 401)

Each leadership practice is made up of different actions that principals take as they strive to be transformational in their work in schools. But each group of actions does not stand alone. It is the interaction between and among these actions that makes a leader authentically transformational.

Transformational leadership, regardless of Western or Eastern contexts, is about inspiring and challenging followers, about creating that transformative moment through which each individual can contribute to the co-creation of their world (Montuori & Donnelly, 2017). From a Western perspective, the capacity to develop transformative relationships is a critical tool for the transformational leader, for it is through these individual and group relationships that they exert influence (Montuori & Donnelly, 2017). As a result of these relationships, leaders can transform their organisation, its identity, and its work and members at a deep level.

It is also argued that transformational leaders are driven by a need to challenge assumptions with a view towards co-creating a socially just world (Keung, 2011; Montuori & Donnelly, 2017). For the transformational educational leader, social justice is a moral imperative and a significant facet of their work, for education is "about much more than good intentions" (Hughes, 2013, p. 11) or than simply achieving a finite set of academic benchmarks.

The Eastern view of transformational educational leadership is in line with the Confucian view of the transformability of human beings whereby they become "fully human through continuous interaction with other human beings" (Sun, 2015, p. 305), which enables the person to transform themselves and society. Moreover, transformational leadership can be aligned with three core Confucian leadership values: *qinqin*, which means being harmonious;

zunzun, which means being respectful; and *xianxian*, which means being virtuous (Mingzheng & Xinhui, 2014). Mingzheng and Xinhui (2014) propose that a transformational leader is in harmony with those they are leading, and that this harmony allows them to exert their influence, with the intention being to create common beliefs and vision. They are respectful, valuing each individual and the potential they have as a valued member of the organisation. They are seen to be virtuous, being idealistic, principled, and values driven. It is this commonality between the theory of transformational leadership and the Confucian transformability of the human person for the greater good of humanity that is taking transformational leadership beyond a set of empirically measurable qualities (Mingzheng & Xinhui, 2014). Viewing transformational leadership as it is lived in Eastern contexts is contributing to it being viewed as not only a set of characteristics or measurable dimensions but also a leadership approach that is personal and deeply transformative, with a social justice element.

The Middle Eastern view of transformational leadership has also arisen in research. The research teams of Karakitapoğlu-Aygün and Gumusluoglu (2013) and Litz and Scott (2016) have led the exploration of an Middle Eastern understanding of transformational leadership. In Turkey, Karakitapoğlu-Aygün and Gumusluoglu (2013) identified four Turkish categories of transformational leadership as being "benevolent paternalism" (p. 117), "implementation of vision" (p. 118), "employee participation and teamwork" (p. 118), and "proactive behaviour" (p. 118). In addition to this Turkish research, Litz and Scott (2016) also endeavoured to view transformational leadership from another Middle Eastern context, that being the United Arab Emirates. They connected traditional perceptions of Emirati leadership with transformational leadership and proposed a modified model of transformational leadership around the categories of "(a)) challenging the process; (b) enabling others to act; and (c) encouraging the heart" (p. 569). The findings of their research show that, while endeavouring to be aspirational and proposing a culturally modified view of transformational leadership, it was still culturally challenging in this Middle Eastern context. Their data showed that while principals understood transformational leadership, and endeavoured to be transformational in their practices, there were aspects of the Emirati culture "which makes transformational leadership difficult for teachers to receive" (p. 581).

The exploration of transformational leadership in Eastern and Western contexts has opened further research directions into the connection between transformational leadership

and cultural intelligence. Here, the relationship between transformational leadership and cultural intelligence is symbiotic. Keung (2011) posits that leaders who have high levels of cultural intelligence have a greater capacity to inspire, influence, motivate, and stimulate their followers to transform themselves and the organisation. In striving to be genuinely authentic in their leadership, transformational leaders get to know their followers and, through knowing their followers, they come to know and understand their cultural heritage. In knowing and understanding a follower's cultural heritage, the transformational leader is able to develop their cultural intelligence. This mutually beneficial connection between transformational leadership and cultural intelligence has been shown to have a positive impact on the leadership of schools in local contexts (Kanwal et al., 2017) and international school contexts.

Effective and successful transformational educational leadership is highly valued and is known to have a strong positive impact on teachers and their commitment to their work, and on student achievement across different cultures and contexts (Shatzer et al., 2014). In Jordan, Khasawneh et al. (2012) explored the connection between transformational leadership and organisational commitment amongst vocational teachers and found that the transformational leadership practices of principals not only enhanced the teachers professionally but also enhanced their commitment to their schools. These findings align with research in Turkey (Avci, 2015), which indicated that teachers have high regard for transformational leadership, and in Israel (Abu Nasra & Arar, 2020), where the findings indicated that teachers prefer transformational leaders over transactional leaders.

This positive view of leadership from those who are being led by transformational leaders is evident also in research conducted in Korea (Wang, 2019) and Indonesia (Wiyono, 2018). Wang's research in Korea explored the positive impact of transformational leadership on student capacity to engage with 21st century skills, explaining that the impact manifested in the school climate, specifically in the innovation (constructive ideas) climate, the justice (fairness) climate, and the affiliation (relationships) climate (p. 334). Rather than considering the perceptions of internal and external Indonesian stakeholders, Wiyono (2018) considered how principals' self-evaluation of their transformational leadership practices impacted teachers. Wiyono found that the more aware the principals were of their transformational leadership practices through self-evaluation and self-awareness, the more effective they were in gaining a positive and committed response from the community.

2.4.2 Instructional Leadership

Instructional leadership emerged in educational leadership research in the late 20th century in the USA and other Western countries (Chen & Guo, 2020; Hayes & Irby, 2020). Since this time, instructional leadership literature has gained favour as a focus of educational reform in Eastern countries as well (Gumus & Akcaoglu, 2013; Hallinger & Lee, 2014). In both Western and Eastern contexts, instructional leadership is viewed as one of the most influential leadership styles when it comes to promoting student achievement (Hayes & Irby, 2020; Leithwood et al., 2020). A common understanding of instructional leadership is that it is present when the principal is focusing their leadership on the teaching and learning that is being enacted in their school to enable all learners, both students, and teachers, to learn and grow (Shaked & Benoliel, 2020).

Instructional leadership has been identified as including the following three particular dimensions of practice that principals adopt daily to ensure successful teaching and learning (Ismail et al., 2018):

1. defining the schools' mission;
2. managing curriculum and instruction; and
3. promoting the instructional climate.

Importantly, the specific responsibility for managing curriculum instruction requires the principal to be a leader of learning for both teachers and students. This requirement includes (a) the management of the curriculum and instruction, which involves the provision of resources, timetabling, professional development, and assessment and reporting procedures; (b) the management of the physical environment, which involves activities such as maintenance and security; and (c) promoting the instructional climate amongst the external stakeholder community, which involves parents, executive boards, and external curriculum and governmental authorities. A principal who leads from an instructional perspective is also able to protect and promote the teaching and learning that occurs in the school from other distractions and detractions that can impede or subvert the work of teachers and the learning of students (Shaked & Benoliel, 2020). Essentially, these principals are able to effectively manage the boundaries that potentially impact successful instructional leadership.

A commitment to instructional leadership practices demands that the principal understands what instruction of learning is and how to lead others to be instructional in their professional practices. Hence, there are a plethora of principal development programs

focusing on instructional leadership, such as those provided through academic university-based qualifications or short courses and principal licensing or certification programs.

In addition to academic principal programs, there is a range of principal licensing or certification programs. These programs vary in content, delivery, and quality, and research indicates that the programs themselves are fraught with challenges (Hayes & Irby, 2020). In an exploration of principal preparation programs across seven nations, it was found that they intended to develop successful principals who were "analytical, reflective, intuitive, innovative, creative and flexible" (Ylimaki & Jacobson, 2013, p. 16). But the reality of the programs was that they were poor in terms of developing culturally responsive practices, they were inconsistently delivered, and they failed to prepare principals to be effective instructional school leaders. A 2011 report compiled by Cheney and Davis (2011) on principal development programs in the USA was critical of how programs "fail to meet best practice standards" (p. 9) and that the "standards that must be met to become licensed are minimal at best" (p. 17). In some instances, the challenges lay in how the programs were delivered (Hayes & Irby, 2020); some programs were simply poorly structured (Pannell & Sergi-McBrayer, 2020). A significant concern lay in the capacity of the professors who delivered programs in that they had limited professional experience and knowledge of instructional leadership (Hayes & Irby, 2020).

Principal preparation programs are not the only avenue for principal professional learning. Context-specific professional learning communities have been found to support the principal's instructional leadership. In a group of local elementary schools in China where principals established professional learning communities focused on improving instruction, it was found that teachers benefited from engaging in collaborative learning around instruction, their practices became de-privatised, and their use of reflective dialogue increased (Zheng et al., 2019). Similar findings were reported from research in Turkey, where it was found that when principals act as instructional leaders because they have knowledge of content and pedagogy, they are more able to create professional learning opportunities that promote instructional practices (Ozdemir, 2020).

As previously argued, knowing what instructional leadership is as an academic construct is only one aspect of being an instructional leader; the practical side also needs consideration. Part of the practical side of being an instructional leader is knowing that it is not only you who has responsibility for instructional leadership in the school but also the middle leaders and teachers. Distributing the instructional leadership responsibilities and actions across a

leadership team is a way of leading the instruction of others by allowing them to be instructional leaders in their own right. The critical part of sharing, or distributing, instructional leadership responsibilities to middle leaders is that it must be authentic because that allows the middle leaders to build a strong belief in their own capacity to lead instruction (Klar, 2012).

Other practical considerations include the management considerations that are the work of a successful instructional leader. For instance, a well-structured timetable protects teacher time and allows for maximum time to be spent on instruction (Goldring et al., 2019; Shaked & Benoliel, 2020), as does management of budgets, logistics, wellbeing, moral education, and maintenance. The challenge is for the principal to manage these demands and not let them become a distraction to their work as an instructional leader (Shaked, 2020).

The competing demands of instructional leadership mean that a range of practices and actions must be undertaken as the leader strives to be instructional, and not all of these actions lie within the parameters of the instructional leadership style. Pietsch and Tulowitzki (2017) found that when German principals were enacting instructional leadership they were being both transformational and transactional at different times, while also demonstrating laissez-faire leadership on occasions. This blended, or integrated, leadership style was explored in similar research conducted in Pakistan, where principals were found to enact a mix of instructional, transformational, and moral leadership within their school contexts (Rehman et al., 2019), suggesting instructional leadership is evident in both Western and Eastern contexts but that it is not a stand-alone leadership style. This ability to intentionally choose an action or a leadership style implies that the leader has the professional capacity to choose from a range of leadership prototypes.

Also, it is important to acknowledge that successfully enacting instructional leadership in a school has a cultural aspect to how the success is measured and how the leadership style is viewed. In one cultural context, instructional leadership can be viewed as appropriate and successful, but in another, it can be viewed as inappropriate and undesirable. In terms of instructional leadership, it has emerged from a Western construct, and thus, when being implemented in an Eastern context, it can be misunderstood. Researchers have found that instructional leadership practices are being inconsistently and inaccurately implemented in some schools in Turkey (Gumus & Akcaoglu, 2013). In Thailand, despite a systemic focus on instructional leadership, principals were also found to not be consistently demonstrating instructional leadership in their work with teachers and students (Hallinger & Lee, 2014).

Research in Malaysian schools found that in some instances instructional leadership was having a genuine and positive impact (Ismail et al., 2018), while in other schools instructional leadership was serving a supervisory and managerial purpose only (Harris et al., 2017). Furthermore, this inconsistency can occur within a school system. For instance, an exploration of Turkish principals found that the principals, while desiring to be instructional, were not able to be fully instructional in their practices as these were being impacted by external government expectations (Kalman & Arslan, 2016).

2.4.3 Instructional and Transformational Leadership and the International School Principal

For the international school principal, the decision to be transformational or instructional in leadership actions is based upon the demands, needs, and expectations of the context. Shatzer et al. (2014) compared transformational leadership and instructional leadership in U.S. elementary schools and posited that instructional leadership accounts for more variance in student achievement. This research was updated by Owen et al. (2020), who conducted a similar investigation into the connection between transformational and instructional leadership in Kiribati schools in an effort to understand the building of school leadership capacity in developing countries. Here they found that instructional leadership coaching programs had transformative elements, thereby indicating that more than one leadership style is necessary to be an effective and successful school leader.

Menon (2014) also explored transformational leadership in relation to other leadership styles, specifically transactional leadership and passive/avoidant leadership in Cyprian schools. Her overall findings "point to the need for integrated models of leadership" (p. 524), which enables the principal to implement a range of leadership practices as opposed to one model of leadership. This integrated view of leadership was also advanced by Agasisti et al. (2019) when they explored transformational leadership, as well as instructional, transactional, and distributed leadership, and the impact that these had on student achievement in the Italian secondary school context. These authors found that principals responded to the teaching and learning needs of the school and were generally behaving as instructional leaders, leaders who teach, or transactional leaders. Of particular interest in this research was the observation that those principals who spent more time teaching were in schools noted for having the lowest student achievement scores. Thus, these authors argued that, in these schools, the principals were responding to the low achievement scores by engaging with the

teaching and learning and modelling in the classrooms to boost teacher capacity and student achievement.

The literature reviewed outlines the characteristics of instructional and transformational leadership and summarises the emerging themes relating to each leadership style, along with the problematic cultural views of each leadership style. It presents a view that leadership styles do not exist in isolation but, rather, they interact and overlap (Anderson & Sun, 2017). While some literature does explore how transformational leadership is a positive moderating influence on the work of the international school principal (Keung & Rockinson-Szapkiw, 2013), what it fails to explore is how the international school principal integrates instructional and transformational leadership in the culturally complex work circumstances of the international school. As a consequence, this review of instructional and transformational leadership has resulted in a third research subquestion:

How are international school principals who are experiencing tenure beyond 3.7 years successfully integrating instructional and transformational leadership as they navigate their culturally complex international school?

2.5 Conclusion

The overarching question for this study is

How are some international school principals able to successfully navigate culturally and linguistically diverse and complex international school contexts and experience tenure beyond 3.7 years?

This question guided the review of the research literature presented in this chapter. As a consequence of this review, the following three subquestions have been identified:

Subquestion 1:

How are international school principals who are experiencing tenure beyond 3.7 years demonstrating cultural intelligence as they navigate the competing national and organisational cultures of the international school?

Subquestion 2:

How are international school principals who are experiencing tenure beyond 3.7 years successfully understanding the nuances of the complex context of the international school as they enact successful leadership practices?

Subquestion 3:

How are international school principals who are experiencing tenure beyond 3.7 years successfully integrating instructional and transformational leadership as they navigate their culturally complex international school?

This study will use the overarching research question and the three subquestions to guide the methodology selected to conduct the study, and the outcome of this selection process is discussed in Chapter 3.

Chapter 3: Research Design

3.1   Introduction

The purpose of this study is to understand how some international school principals successfully navigate culturally and linguistically diverse and complex international school contexts and experience tenure beyond 3.7 years. The previous chapter explored recent literature relating to the pertinent elements of culture, context, and leadership styles and how these impact the professional actions of school principals, including international school principals as they endeavour to lead in culturally and linguistically diverse and complex international schools. This literature review was in response to the overarching question being explored in the study, which was generated in Chapter 1:

> *How are some international school principals able to successfully navigate culturally and linguistically diverse and complex international school contexts and experience tenure beyond 3.7 years?*

As a result of this literature review, three research subquestions were generated:

Subquestion 1:

How are international school principals who are experiencing tenure beyond 3.7 years demonstrating cultural intelligence as they navigate the competing national and organisational cultures of the international school?

Subquestion 2:

How are international school principals who are experiencing tenure beyond 3.7 years successfully understanding the nuances of the complex context of the international school as they enact successful leadership practices?

Subquestion 3:

How are international school principals who are experiencing tenure beyond 3.7 years successfully integrating instructional and transformational leadership as they navigate their culturally complex international school?

The purpose of Chapter 3 is to explain and justify the research framework selected and the design developed to guide and shape this study. With the purpose of the study being to understand how some international school principals are able to successfully navigate culturally and linguistically diverse and complex contexts and experience tenure beyond 3.7 years, the selection of constructionism as the epistemological stance is discussed in Section

3.2.1. The theoretical perspective of interpretivism was also selected and is discussed in Section 3.2.2. The choice of case study as the methodology is discussed in Section 3.2.3. The remainder of the chapter is structured into two main sections: Section 3.3 outlines the method, including the participants, data collection tools, data analysis process, and phases of the study; and Section 3.4 discusses important aspects of how the study was conducted in accordance with qualitative research protocols and expectations to ensure trustworthiness.

3.2   Research Framework

The research framework includes the epistemological stance of the research, the theoretical perspective that shapes the analysis of data, and the methodological approach used to engage with the participants and collect data. Given (2008) defines a research epistemology as being the assumptions about how knowledge is understood and generated. The epistemological assumptions held by the researcher form the basis of the theoretical perspective, which guides how knowledge is generated (Piper & Stokes, 2020). The methodology, which aligns with the epistemology and theoretical perspective, provides the structure, the way that the study is conducted. Each of these elements will be discussed in detail in the following sections.

3.2.1 *Epistemology: Constructionism*

The word *epistemology* derives from the Greek terms *episteme*, which translates to knowledge, and *logo*, which translates to account, argument, or reason (Steup & Neta, 2020). Epistemology is concerned with understanding how knowledge can be acquired, the nature of reality, and with how people make meaning of their experiences (Allen, 2017). The three main epistemological stances researchers consider when designing educational research are *objectivism*, *subjectivism*, and *constructionism*. Objectivism assumes that knowledge can be acquired through the accumulation of information from the real world (Given, 2008). Subjectivism assumes that knowledge is the result of an individual's subjective interpretation of reality in relation to their thoughts, ideas, feelings, or memories (Given, 2008). Constructionism assumes that knowledge is constructed when "individuals continually construct and negotiate meanings to make sense of experience" (Grandy, 2018, p. 174).

When selected as an epistemological stance, constructionism focuses the research on the individual and how they engage in meaning-making as they interact with their reality. This study intends to develop an understanding of how international school principals can engage

in meaning-making through their interactions with others and their environment within their culturally and linguistically diverse and complex international school contexts such that this interaction successfully enables them to enact leadership that results in them maintaining tenure beyond 3.7 years. Use of constructionism aligns with the purpose of this study, which is to understand how some international school principals successfully navigate culturally and linguistically diverse and complex international school contexts and experience tenure beyond 3.7 years. This study includes the multiple viewpoints of others from within the reality of the international school principal and their relationship with others, thus ensuring an interpretative perspective that is inclusive of voices from multiple viewpoints (Lewis-Beck, 2004).

3.2.2 Theoretical Perspective: Interpretivism

Interpretivism emerged from the work of Weber and Schutz, among others, in the late 19th and early 20th centuries as intellectuals sought to "establish an objective science of the subjective with the aim of producing verifiable knowledge of the meanings that constitute the social world" (Lewis-Beck, 2004, p. 510). Research that is conducted from an interpretive theoretical perspective assumes that reality and knowledge is socially constructed and is "filled with multiple meanings and interpretations" (Mathison, 2005, p. 210) from all those engaging in the social context. Interpretivism "is a set of assumptions about reality" that impact both the questions researchers ask and, as a consequence, the answers, or new information, they generate (Crossman, 2020, January 22). It is the "lens or belief system" (Nolan, 2013, p. 17) that focuses the research on "what is worth investigating" and that, in turn, shapes all aspects of the research process (p. 17). With my research seeking to understand how the international school principal engages in meaning-making within their culturally and linguistically diverse and complex international school context, the interpretivist approach is most suitable.

James and Busher (2009) identify phenomenology, hermeneutics, and symbolic interactionism as the three interpretivist perspectives. When used to guide research, each of these interpretivist perspectives enables the researcher to make meaning from the data collected within the research project. The selection of the most appropriate form of interpretivism is determined by the purpose of the research. With that in mind, each perspective has been carefully considered in relation to understanding the leadership

practices of successful international school principals. These considerations are outlined in the ensuing paragraphs.

A phenomenological approach to research "involves a return to experience in order to obtain comprehensive descriptions that provide the basis for a reflective structural analysis that portrays the essences of the experience" (Moustakas, 1994, p. 13). It explores the experience of the person, seeking to interpret the words of the text of the participant (Finlay, 2013), enabling the researcher to "uncover the essence of the participant lived experiences" (Flynn & Korcuska, 2018, p. 34). In conducting phenomenological research, the researcher collects "vignettes, anecdotes or narratives" (van Manen & van Manen, 2021, p. 1077), which are analysed and interpreted so as to evoke "phenomenological understandings or phenomenological knowledge" (p. 1077).

The second of the interpretivist perspectives, hermeneutics, was originally "applied to the interpretation of legal documents and scriptures" for the purpose of divining "the authors'" intended meaning, holding that the interpreters' "knowledge of the authors' background and the contexts of their writings enables interpreters to understand authors' texts" (Rennie, 2012, p. 388). As a research approach, hermeneutics allows the research to consider the "historical, political, ethical and relational complexities" (McCaffrey et al., 2012, p. 215) of the phenomena being explored. "Hermeneutics involves the general problem of comprehension" (Bleicher, 1980, p. 237), and the interpretation and generation of knowledge and meaning is reliant on the relationship between the author and the reader, or listener (Moustakas, 1994). Neither a phenomenological nor a hermeneutic approach would be appropriate for this research as neither would provide the research with the framework through which to explore the complex leadership context of the international school principal and facilitate the generation of new knowledge around successful international school principal leadership practices.

The third of the interpretivist perspectives is symbolic interactionism. It emerged from the work of the social scientists Pierce, Dewey, Cooley, and Mead in the late 19th and early 20th centuries as these researchers sought "an alternative to the physical science model" (Allen, 2017, p. 1739). In 1937 Herbert Blumer first mentioned the term in print, describing it as "an approach to sociology based on the social philosophy of mind and action" (Dingwall, 2001, p. 237). As a theoretical perspective for research, symbolic interactionism centres the focus of the researcher on how individuals engage in meaning-making through social

interaction (Charmaz, 2017). At its core, symbolic interactionism has three central tenets that underpin how meaning is constructed and knowledge is generated. These tenets are (a) for the individual, meaning emerges from their interactions with their social reality; (b) others within the social reality construct their own meaning; and (c) through the continuous social interaction between the individual and others within their social reality, meaning is continuously created (Carter & Fuller, 2016; Snow, 2001).

It is the three tenets and the centrality of language that make symbolic interactionism the most appropriate of the three interpretivist approaches for the purpose of the research conducted in this study. The first tenet, the personal belief of the individual, is met through the identification of the research problem in Chapter 1 and the further identification of the research questions and subquestions in Chapter 2. The first tenet focuses on the problem being explored, and the questions being asked in this study represent how individuals who work as principals and educational leaders in an international school context interpret their culturally and linguistically diverse and complex context and engage in leadership meaning-making. The second tenet is represented through how the same culturally and linguistically diverse and complex international school reality is interpreted and understood by the international school middle leaders. The third and final tenet is represented in how the interactions between these groups symbolise the characteristics of a successful leader.

While symbolic interactionism has been selected as the interpretivist theoretical perspective, as with all research approaches, the researcher must be cognisant of criticisms of it. Allen (2017) presents the following four criticisms of symbolic interactionism as being that (a) it tries to cover too much, making it insufficient to fully explain the meaning-making processes; (b) it emphasises the individual's interpretation of reality and ignores the actual world that they live in that is not of their own making; (c) it ignores self-esteem and the emotional dimensions of human interaction; and (d) symbolic interactionism may lack reliability and validity, challenges common to qualitative research methodologies (p. 1742) Snow (2001) is critical of symbolic interactionism also and argues that it "too tightly and narrowly [adheres to] the issue of meaning and interpretation"(p. 368), thus potentially not being inclusive of all the overarching interactionist perspectives. The challenge that these criticisms present for the researcher is that each one is entirely valid for their potential to impact the overall trustworthiness of the work. Symbolic interactionist researchers have a choice to make, which is to focus on addressing each of the criticisms or to demonstrate that

they understand the elements of research trustworthiness and conduct their research in ways that ensure its trustworthiness.

The research framework for this study has been developed in such a way as to mitigate the criticisms brought forth by Snow (2001) and Allen (2017). The research question and subquestions, methodology, participants, and data collection tools have all been purposefully selected to focus the eyes of the researcher on the problem of successful leadership practices of international school principals within international school contexts. These steps ensure that the research is not trying to cover too much and that it includes a range of purposefully selected individuals who can provide their interpretation of their reality of international school leadership and how they have made meaning through the human interactions within the culturally and linguistically diverse and complex international school context in which they work. In addition to these steps, the collection and analysis of data leaves a clear audit trail.

3.2.3 Methodology: Case Study

A methodology is the contextual framework the researcher employs to provide a cohesive structure for the investigation, thereby creating the overarching approach to the construction of meaning through their interaction with the context they are exploring (Allen, 2017). Furthermore, the methodology must be aligned to the epistemology and theoretical perspective adopted as being the most suitable for the purpose and context in which the research is being conducted (Bleiker et al., 2019). With the purpose of this research study in mind, case study has been selected as the appropriate methodology.

Case studies seek to explore, explain, and describe a "program, event or activity involving individuals" (Creswell, 2008). Case study methodology allows for the holistic and naturalistic investigation of a situation through considering the viewpoints of participants from multiple evidentiary sources (Gerring, 2007). As a methodology, case study is inclusive of a wide range of quantitative and qualitative data, allowing the researcher to explore and explain complex systems so as to provide a description of the system and to answer "how" and "why" questions (Gerring, 2007). An important aspect of this is that the case being studied must be contemporary in nature, requiring the researcher to engage in real-life circumstances (Yazan, 2015).

Creswell (2008) presents three types of case studies: (a) the intrinsic case study, which is concerned with the unusual case; (b) the instrumental case study, which is concerned with

providing insight into a problem or issue; and (c) the multiple instrumental case study, which extends to cover multiple cases (Creswell, 2008, p. 476). In addition to these types of case studies, Mills et al. (*Encyclopedia of case study research*, 2010) present a description of an exploratory case study as being one which "investigates a distinct phenomenon characterised by a lack of detailed preliminary research" for the purpose of the "exploration of the hitherto unknown" (p. 372). The exploratory case study methodology aligns with the instrumental case study described by Creswell (2008) in that they both seek to explore an issue. The nuanced difference lies in the fact that the exploratory case study seeks to give voice to those within the complex system as opposed to providing insight into the issue.

In the context of the international school principal, an exploratory case study methodology has been adopted as it operates from a constructionist epistemology and views the case as a clearly bounded system within which the researcher can focus on one or two issues that are fundamental to the system being explored (Yazan, 2015). The case for this study is that of international school principals with the issue being international school principals who have maintained contractual tenure beyond 3.7 years despite the culturally and linguistically diverse and complex school contexts in which they work. This case study is bounded in the following ways:

1. The participants must have an appointment as the principal of an international school that is characterised by
   (a) a student body that is representative of
       i. the host country; and
       ii. a wide number of nationalities other than that of the host country;
   (b) a staff body that is representative of
       i. teachers and other staff from the host country; and
       ii. teachers and leadership staff from local and international contexts;
   (c) a curriculum that is
       i. either completely or partially divergent to that of the host country;
       ii. registered with an international education accreditation authority or recognised by host country national governance authorities as an international school; and
       iii. governed by organisational, national, and local authorities.
2. The participants must have maintained contractual tenure in excess of 3.7 years within the same international school.

The challenges to case studies manifest in the tension between the research views of quantitative researchers (positivists) and qualitative researchers (interpretivists). Positivists believe that social science should be objective and time- and context-free, while qualitative researchers espouse that multiple constructs of reality abound and that time-bound generalisations are neither possible nor desirable (Johnson & Onwuegbuzie, 2004, p. 14). Gerring (2007) is more practical when he critiques case study, with his concerns focusing on problems with bias, influential case selection, and issues around the collection and analysis of data. He goes on to argue that these three problems need to be addressed and managed by the use of rigour in the work of the researcher. Rather than becoming subsumed by efforts to justify, the researcher needs to be clear about the robustness of their research procedures and design them to ensure trustworthiness.

3.3 Method

Qualitative research methods are "specific techniques … ways of collecting data" (Liamputtong, 2020, p. 18u) that enable the research to seek explanations while allowing the "individual to express their feelings and experiences in their own words" (p. 18i). This section discusses the participants from whom data were collected, the data collection methods, and how the data were analysed. The final part of this section presents the overall data collection and analysis phases that were followed to guide this study.

3.3.1 Participants

Merriam (2009) explores the selection of participants to be included when seeking to understand the case, arguing that the participants need to be able to provide sufficient data to give a "rich and holistic" (p. 52) description of the case. To provide this rich and holistic view of the case, it is necessary to collect data from participants who are directly involved in the case. In support of this perspective, three groups of participants were identified as necessary for inclusion in this study:

1. successful international school principals with a demonstrated contractual tenure in excess of 3.7 years;
2. critical colleagues who have experiences as international school principals and who have an overarching view of the leadership within an international school context; and

3. international school middle leaders who are firsthand witnesses to how successful international school principals enact their leadership.

Considering the potential pool of participants from international schools and school systems worldwide, it is appropriate to target a purposeful sample of participants who have the potential to provide data in line with the boundaries of the case. Purposeful sampling is a pragmatic approach involves the selection of "information-rich" data sources which facilitate "in-depth understanding" of the focus of the study (Patton, 2002, p. 273)

The first group of participants was a purposeful sample of successful international school principals with a demonstrated capacity to maintain tenure in excess of 3.7 years, sourced from within two systems of international schools that the researcher had a professional relationship with. International school principals from the first system are called Cohort 1 and the second system Cohort 2. The second group of participants were two highly experienced international school leaders with professional international school experiences ranging from organisational and higher education directorship through to local and national school leadership. These two participants acted as critical colleagues of the researcher and engaged in conversations exploring findings that emerged through the analysis of data collected from the international school principals. Their role was to challenge, extend, or affirm the themes being generated by the researcher. The critical colleagues were invited to participate in this research initially through discussion and ultimately through a formal written invitation.

The third group of participants, the international school middle leaders, were asked to report on the themes of leadership practices generated from the analysis of data collected from the two cohorts of international school principals. In reporting on the generated themes, these participants were able to provide deep and rich data about how these leadership practices were lived in different international school leadership contexts around the world, thus providing insight into the potential universality of the practices. These participants were invited to participate in the research via emails through existing professional networks. A total of 29 (*N* = 29) experienced international school leaders participated in this study, as shown in Table 3.1.

Table 3.1

Type and Number of Study Participants

Participant type	Number of participants
International school principals:	
Cohort 1	5
Cohort 2	4
Critical colleagues	2
International school middle leaders	18
Total	29

3.3.2 Data Collection

In research, data collection is "the process of gathering and measuring information" (Kabir, 2016, p. 202), enabling the researcher to "build their argument" (Given, 2008, p. 521). For the qualitative researcher, "the term data most often is associated with words" (Paradis et al., 2016, p. 263), and because the data collected are from "exchanges between real people" (Given, 2008, p. 521), each method of qualitative data collection has characteristics in common. This section discusses the qualitative research methods of interviews with the international school principal participants, member checking with the principals and critical colleagues, and questionnaires with the international school middle leaders.

3.3.2.1 Interviews

Conceptual interviews are a natural conversation that occurs between the interviewer and interviewee where, together, they explore the identified phenomena (Kvale, 2007). During these interviews, or joint conversations, the interviewer and interviewee spontaneously generate questions and discussion to develop a thick interpretive description of the social context of the phenomena (Singleton & Straits, 2001). This style of interview allows for a meandering, "a wandering along with the local inhabitants" (Singleton & Straits, 2001, p. 5), through which the interviewer develops a relationship with the interviewee that facilitates the uncovering and sharing of data relevant to the focus of the research. The complementary reciprocity of the relationship during a conceptual interview is more than a strict exchange of information; rather, it becomes an exchange of perceptions and a co-construction of meaning in relation to the phenomena being explored (Singleton & Straits, 2001).

For this study, conceptual interviews were conducted with the nine international school principal participants and provided a way of delving into their minds within the culturally and linguistically diverse and complex leadership contexts of their respective international schools. It was a means to seek to understand how the international school principal cognitively represents the world in which they enact leadership and how they adapt or compromise their leadership practices in response to the sociocultural reality of the circumstances of their leadership situation. The advantage of using the conceptual interview method for this interpretivist study is that it brings the researcher into the world of the international school principal. Table 3.2 details the demographic data of the international school principals who were interviewed as part of this study. The names used in the table, and in subsequent discussions, are pseudonyms, but the remaining table details present the actual nationality, qualifications, and countries in which the international school principals had worked throughout their careers in international education.

Table 3.2

*International School Principals – Demographic Data (*n = 9)*

Pseudonym, nationality and cohort	Demographic data			
	Qualifications		Leadership countries/regions	
Nigel British Cohort 1	• PhD • Master of International Education	• Certificate of Education	• UK • Poland • Turkey • Moscow	• Cairo • Vietnam • Tanzania • Hong Kong
Charlie Australian Cohort 1	• Bachelor of Science		• Australia • Asia • India	• South America • China
Hillary South African Cohort 1	• Bachelor of Psychology • Bachelor of Education	• Master of International Education	• Hong Kong	• South Africa
Sam Australian Cohort 1	• Diploma of Teaching • Graduate Diploma of Religious Education	• Master of International Education	• China	
Barry Australian Cohort 1	• Diploma of Education • Graduate Certificate of TESOL	• Master of Business Administration • Master of International Education	• Vietnam • Pacific region country	• China
Brad Australian Cohort 2	• Master of Business Administration • Bachelor of Education • Diploma of Teaching	• Certificate: TESOL • Certificate: Catholic Theology • Certificate: Religious Education Studies	• Australia • Vietnam	• Thailand • Pacific region country
Hugh Scottish Cohort 2	• Bachelor of Science	• Postgraduate Certificate of Education	• Pacific region country	
Sarah Pacific region country Cohort 2	• Bachelor of Education		• Pacific region country	
Walter New Zealander Cohort 2	• Bachelor of Education		• New Zealand • Australia	• Germany • Pacific region country

Note. TESOL = Teaching English to speakers of other languages.

3.3.2.2 Member Checking

Member checking occurs when the researcher invites participants to review data recorded and collected throughout the study. Member checking invites "informants to take part more fully in the research process" (Iivari, 2018, p. 112) creating opportunities for the researcher to extend their collaboration with the participants allowing them to "gain confirmation" of results while creating opportunities for them to be "challenged or expanded upon" (p. 128). Further to creating the opportunity for collaboration member checking enables the participants to verify the accuracy of their contributions (p. 116). The collaboration between research and participant facilitated through member checking draws on the knowledge and expertise of the participant and provides the researcher with the opportunity to further analyse, reflect on, and explore both the data and the findings in terms of accuracy and interpretation (Frey, 2018).

Throughout this study, member checking existed in both forms discussed above. The nine conceptual interview participants were invited into the study process by first being asked to review the interview protocol, thereby allowing them reflect and prepare for the interview. Second, the nine conceptual interview participants were invited to review the transcriptions of the interviews, allowing them to check for accuracy and to clarify their contributions. Following contributions by the interviewees, a further two participants were invited into the member-checking process. These participants were the critical colleagues, who were highly experienced educators and leaders in the field of international education. Table 3.3 outlines the qualifications and international and educational leadership experience of these two participants. These colleagues contributed at several points in the study by (a) refining the interview protocol following the first round of interviews; (b) critiquing the online survey prior to it being administered; and (c) discussing and interpreting the findings and analysis of both the interview data and the survey data.

Table 3.3

*Critical Colleagues – Demographic Data (*n = 2)*

Pseudonym and nationality	Demographic data		
	Qualifications	Leadership roles	Leadership countries
Patrick Australian	• Master of Education • Graduate Diploma in Educational Administration • Bachelor of Education	• Associate director • Chief education officer • Deputy director • Regional director	• Australia • United Arab Emirates • Hong Kong and China
John Australian	• Bachelor of Jurisprudence • Diploma of Education, Politics, Law and Education	• Consultancy • Principal – local and international • International university academic director	• Australia • China

3.3.2.3   Questionnaire

Questionnaires are a tool for data collection that enables a researcher to collect large-scale, point-in-time data from individuals with the intention of identifying characteristics, describing conditions, or providing points of comparison (Cohen, 2011). To say that a questionnaire is a list of questions aimed at collecting data in relation to an identified research phenomenon is correct, but this definition underplays the complexity of the development of questions and social and cultural nuances that are inherent in its design and implementation (Wellington & Szczerbiński, 2007). In an academic research context, questionnaires can be used as a tool for quantitative experimental data collection or for qualitative social science data gathering purposes. Questions are designed to retrieve information, elicit judgements, or report on incidents or experiences of the respondents. Consideration is given to wording and phrasing of questions, ordering of questions, and even how they visually appear to the respondent answering the questions (Gubrium & Holstein, 2001). Further consideration is also given to the acquiescence that may cause a tendency in respondents to give positive answers to questions so as to appease power relationships or be socially acceptable.

In this study, the questionnaire served to clarify the circumstances of the case and the characteristics of the context, as well as contribute to the data triangulation throughout the data analysis stage of the research (De Vaus, 1991; Wolf, 2016). The analyses of data collected

from the 18 international school middle leaders who completed the questionnaire facilitated the confirmation of the defining characteristics of the social reality of the international school context at that given point in time. Table 3.4 presents the demographic data for the 18 middle leaders who participated in the study. Three elements of these data are particularly noteworthy. First, the majority (73%) of the middle leaders identified as coming from Western, English-speaking countries; second, according to these data, the highest proportion of international school middle leader had been in education for 15–24 years (56%), in international schools for 10–14 years (39%), and in international school leadership for 5–10 years (39%); and third, the majority (78%) of the international school leaders held a master's degree as their highest qualification.

Table 3.4

*International School Middle Leaders – Demographic Data (*n *= 18)*

Gender	Female				Male			
	67%				33%			

Age (years)	25–34		35–44		45–54		55+	
	6%		33%		56%		6%	

Nationality	American	Australian	Brazilian	British	Chinese	Hong Konger	Mauritian	Polish	Scottish
	22%	17%	6%	28%	6%	6%	6%	6%	6%

Current role	Chief executive officer	Curriculum coord	Deputy principal	Head of department	Head of school	Instructional coach	Principal	Stage of school coord
	6%	11%	11%	17%	22%	6%	17%	11%

Years in education	5–9	10–14	15–19	20–24	25–29	30–34	35–39	40 +
	6%	6%	28%	28%	11%	11%	6%	6%

Years in international schools	1–4		5–9		10–14		15–19		20–24		25–29
	6%	6%	39%	33%	11%	6%

Years in leadership in international schools	1–4		5–10		11–15		15+	
	28%		39%		22%		11%	

Academic qualifications	Bachelor	Certificate	Diploma	Graduate diploma	Master	Postgraduate certificate of education
	72%	72%	28%	6%	78%	6%

3.3.3 Data Analysis

Analysing data is a deliberate process whereby the researcher engages with and makes sense of the data they have collected and when conducted as part of a qualitative research process is essentially an interpretive process (Cohen, 2011). For the qualitative researcher, two main data analysis approaches are predominantly accepted and were considered as ways to engage with the data collected throughout this study. Glaser's (1965) constant comparative method of analysis provides a two-step process enabling the research to first engage in a coding process and second move from coding and analysis to the generation of themes. Saldana (2009) expands on this analytical approach with a two-cycle coding approach to analysis. Both analysis approaches rely on the researcher compiling memos while engaging with the data. These memos describe the development and enable the refinement of themes

as they move from wide-ranging codes into categories and, ultimately, theories. For this study, Saldana's two cycles of coding and related analytical strategies were used.

Saldana (2009) outlines two cycles and two transition stages, one between cycles and one at the end of the cycles, as follows:

1. First cycle coding: This is the initial, or open, coding cycle where the researcher is engaging with and coding the data as they collect it. In a sense, it is an abductive logical stage where the researcher is beginning to observe and respond to perceived and emerging patterns.

2. After first cycle: This is a transitional stage that the researcher enters into as they reach and surpass the data saturation point. It is a hybrid of the first and second cycle coding and is characterised by a more strategic approach and a move towards the distilling and refining of codes.

3. Second cycle coding: The codes become more organised and concepts more explicit. As the number of codes reduces and the concepts are refined, so theories begin to emerge.

4. After second cycle: This is where the researcher moves from coding to theorising. (Saldana, 2009)

While going through these cycles, the researcher initially engages in abductive coding where they consider every characteristic and incident as they encounter them. Following on from this, the researcher moves to inductive, and at times, deductive coding as they begin to see, explore, and connect patterns within the codes. The coding guides, and is informed by, memo writing.

NVivo was used to support the coding and analysis process for all the data collected throughout each phase of the study. In line with the tools offered within NVivo, nodes and codes were identified and subsequently used to analyse the data. To demonstrate this process, three figures are displayed below. Figure 3.1 is an NVivo map for the node of International School Complexities and lists the codes used to analyse the interview data to identify, explore, and clarify the complexities that exist within the international school context of leadership. Figure 3.2 is an NVivo percentage coverage chart showing the coding percentages within a transcript. These charts were used to explore and compare the coding across participants. Other NVivo tools used were the word clouds (see Figure 3.3) and the files

of coded sections, which were used to identify further nodes and codes as well as to facilitate questions that guided reflection and the identification of themes.

Figure 3.1

NVivo Nodes and Codes Map for International School Complexities

Figure 3.2

NVivo Percentage Coverage Chart

Figure 3.3

NVivo Word Cloud International School Complexities

Data were pulled from NVivo and analysed further during each cycle of coding. Figure 3.4 is an example of the first cycle coding that was conducted.
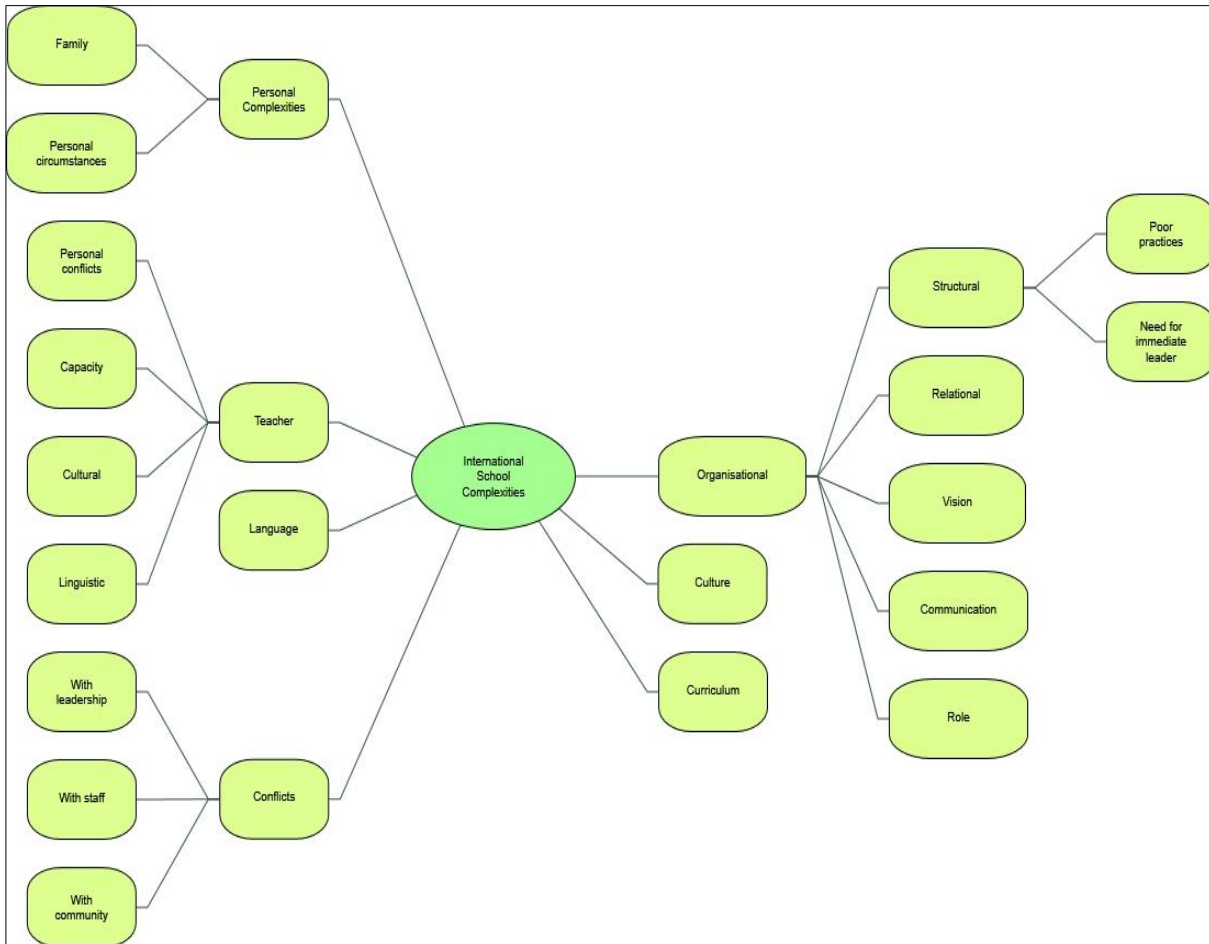
Figure 3.4

First Cycle Coding Sample – Relationships

FIRST CYCLE
Code: Relationships
Nodes: conversations; intentional; community

<Files\\IIP1> - § 2 references coded [0.65% Coverage] Reference 1 - 0.26% Coverage The biggest the support to leadership I think are conversations with others. You know, we had many conversations. Reference 2 - 0.39% Coverage Both formally and informally. I have regular conversations with my co-regional director, regional directors because Supervisor Colleague 4 is now a Regional Director. <Files\\IIP2 DeId> - § 10 references coded [8.67% Coverage] Reference 1 - 0.17% Coverage I really learned that you need to have respect and trust for the people that you're bringing in. Reference 2 - 0.97% Coverage And you also need to really take the time to get to understand them and not keep them at a distance from you they... everyone has valuable things to contribute. And um you know the importance of really utilizing the expertise and the experiences of the people that come in. And so, when you get someone in you try and tap into what are, is the skill base that you've actually bought in. And you have funds. You have budgets so that when they come up with ideas, they need funding you can actually fund it. I think I think it's really learned there.	Talking with staff and others. Talking with staff and others. Trusting people. Knowing people and what they have to offer. Having expectations beyond just a relationship.	Talking with and listening to others. Knowing the people on your team/s. Trusting and respecting people. Intentionally building relationships with people that foster a commitment to the school – not just as a place of employment but a place of community. This community is about the school but also about those in the community. Recruiting with this community in mind. Expectations – not just about a nice relationship – the relationship is purposeful- - it has a common language and understanding. Relationships are cross cultural and culturally influenced. Communication – bi-lingual – whatever works. Building relationships with superiors, peers and subordinates and internal and external to the school / organisation. Though the school is the central community.

In this example of first cycle coding (Figure 3.4), the code being explored in the data is relationships. The first node to be sought is that of conversations (in yellow), and in this node evidence is being identified of the international school principal intentionally engaging in conversations with international school community stakeholders. The second node (green) identifies with whom and why they were engaging in the conversations, while the last node (blue) identifies the purpose of the conversations. In having these conversations the international school principal is intentionally building relationships across cultures, languages, and stakeholders for the purpose of building community and fostering a commitment to the purpose and work of the international school.

Memo writing, or memoing, is a writing process whereby the researcher records and explores codes, characteristics, and properties, and identifies emerging themes. Memoing strategies include freewriting, concept mapping, and drawing diagrams (Given, 2008). Freewriting is simply where the researcher writes and records their thoughts as they occur. This freewriting eventually becomes a more precise process as the researcher begins to identify properties, characteristics, and emerging themes. Concept mapping, sometimes called mind mapping, can be a written or a diagrammatic approach to identifying and connecting codes, characteristics, and themes as they emerge. Diagrams, while they can be similar to concept maps, can be a simple visual representation of ideas in the form of free sketches, arrows, and words whereby the researcher explores and connects thoughts as they arise.

The following figures show the evolution of the governance theme from the coding of raw interview data in Figure 3.5, to a written exploration of the data in memo form in Figure 3.6, to a graphic representation of the audit trail from the initial first cycle of coding through the second cycle of coding to the final category in Figure 3.7. The analysis of the data displayed identified the governance relationship between the international educational organisation and the international school principal to be one that contributed greatly to the complexity of the leadership actions they were required to enact.

Figure 3.5

First Cycle Coding Sample – Governance

EB – Executive Board	
<u>\<Files\\IIP1\></u> - § 3 references coded [2.53% Coverage]	
Reference 1 - 0.36% Coverage	• Middle path between EB and ISP
I am constantly carving out the middle path between the executive board and the senior leadership team. Trying to find a balance between their needs …	
Reference 2 - 1.83% Coverage	
I guess I try and look at … In the ideal world what do I SLT members really want for their schools. I compare it to what, to the sort of what, what are the EB's thoughts and decisions around this issue. I try and look at the gap in betwe … the sort of area in between those two and see how I can talk each of those parties round so that we can try and find that middle of down them, you know, down the center which will satisfy the needs of the EB, the executive board and satisfies the needs of the SLT but neither probably will get exactly what they want. Now of course if the chief executive officer said this is not negotiable which she has said about something recently which I know the senior leadership team aren't particularly happy with that I'm sorry folks it's suck it up.	• Look at the gap between what the EB wants and what schools can do
Reference 3 - 0.33% Coverage	
Again, you've got people who you can share your problems with, a governing board which is not the same as the executive board here, as you know.	• Role of board
<u>\<Files\\IIP2 DeId\></u> - § 1 reference coded [1.66% Coverage]	

Figure 3.6

Memo Sample – Governance

Governance

Governance is a complex and determining feature to the nature and operation of International Schools. Depending on the country the following aspect influence how an international school is governed:

- Educational registration of the school
    - Is it reliant on curriculum
    - Enrolments of expatriate students
    - Staffing numbers
    - Registration with international educational organisations
        - BSME
        - CBIS
        - NAESP
        - CIS
- Company structure and registration within the host country
- Legislation within the host country
    - Educational legislation
    - Company legislation
- The position and role of the school within the overarching company/organisation
    - Is it the reason for the company
    - Is it to support the employees of the company
    - Is it a supplementary aspect to the company – an investment
    - How do the finances work – is all the income returned to the purpose of the school or does it support the fiscal operations of the company – for profit / not for [profit

Figure 3.7

Audit Trail Sample – Governance
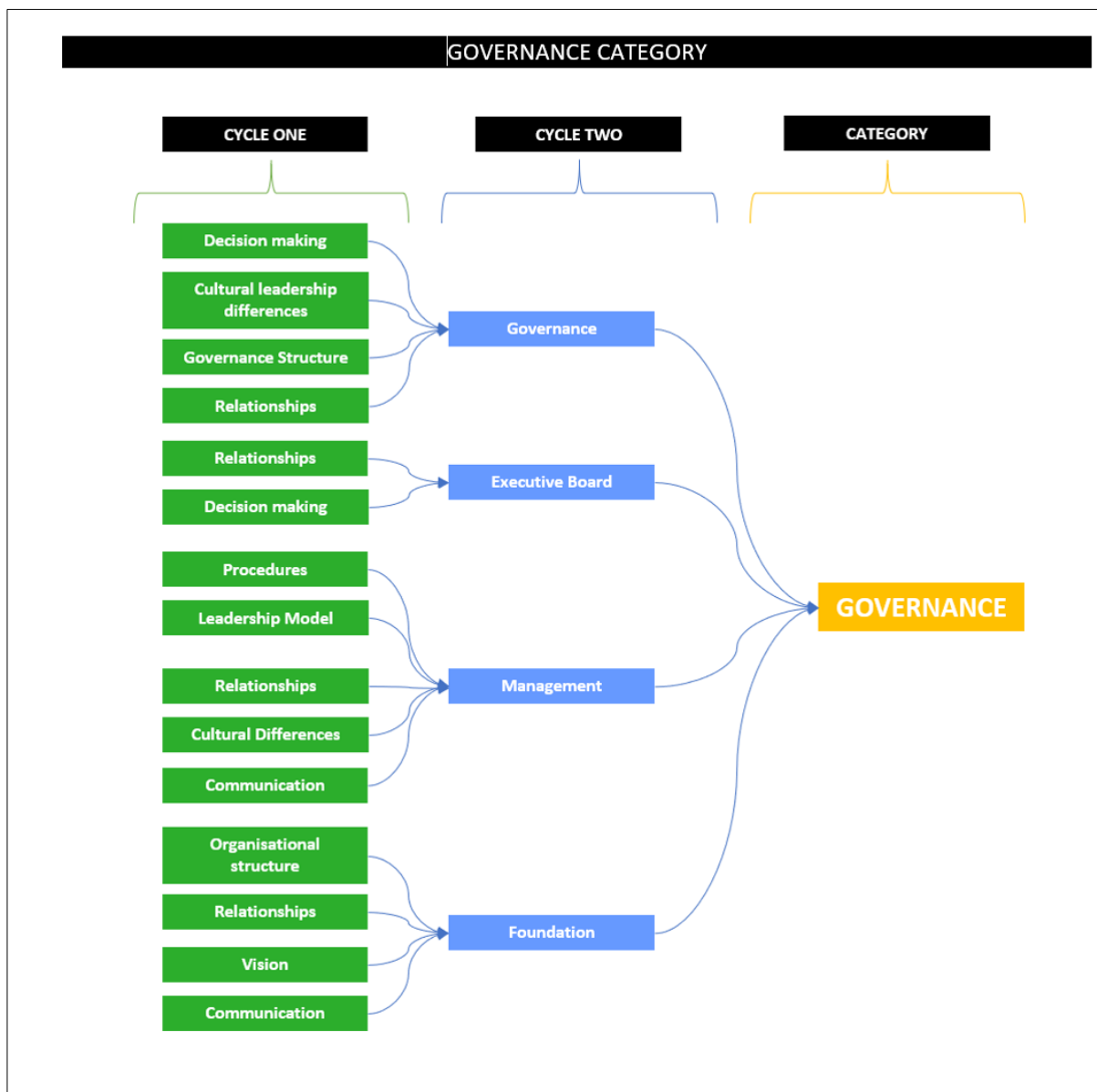
3.3.4 Overview of Study Phases

The research for this thesis was conducted in five iterative phases. Each phase focused on a specific cohort of participants and progressed the analysis of data and identification of concepts and themes to a deeper level. Figure 3.8 identifies the participants, data collection methods, Saldana (2009) coding cycles, and transitional activities that occurred within each phase.

Figure 3.8

Phases of the Study

Phase 1: Initial Data Collection

Participants	International school principals (*n=5*)
Site	China
Method	Conceptual interviews Member checking
Data Analysis	First cycle coding After first cycle coding

Phase 2: Critical Colleague Consultation 1

Participants	Critical colleagues (*n=2*)
Method	Document review Interview
Data Analysis	Memoing
Other activities	Engaging with literature Refining interview protocol

Phase 3: Focused Data Collection

Participants	International school principals (*n=4*)
Site	Pacific region country
Method	Conceptual interviews Member checking
Data Analysis	First cycle coding After first cycle coding Second cycle coding

Phase 4: Critical Colleague Consultation 2

Participants	Critical colleagues (*n=2*)
Method	Document review Interview
Data Analysis	Memoing
Other activities	Engaging with literature Development of questionnaire

Phase 5: Enacted Leadership Data Collection

Participants	International school middle leaders (*n=18*)
Site	Online
Method	Questionnaire
Data Analysis	First cycle coding After first cycle coding Second cycle coding After second cycle coding

3.3.4.1   Phase 1

The five participants within Phase 1 were the international school principals, Cohort 1, based in China. These five principals participated in conceptual interviews, which were transcribed and provided to the participants for the opportunity to member check their contributions to the study. Data collected during these interviews were analysed using Saldana's (2009) first cycle coding and after first cycle coding strategies (see Appendix A: Individual Interview Protocol). It was not until all study phases were complete, and data sets were analysed, that the after second cycle of coding was completed. The following Saldana codes were used during this first cycle of coding:

- attribute coding: to explore basic descriptive information and participant characteristics for the purpose of understanding the circumstances of the case (Saldana, 2009, p. 83);

- descriptive coding: to identify topics and summarise in a word or short phrase the passages of qualitive data from the interview transcripts (p. 102). The descriptive coding facilitated a deeper understanding of the case and the actions of international school principals as leaders in response to the culturally and linguistically diverse and complex international school context;

- structural coding: to enable the exploration of topics of inquiry (p. 98), facilitating a more precise view of the leadership actions of the international school principal; and

- simultaneous coding: where two or more codes are applied to the same passage or sequential passages of data facilitating the interconnection between the characteristics of the culturally and linguistically diverse and complex international school context (p. 94).

3.3.4.2   Phase 2

Phase 2 of the study was a transitional, after first cycle coding that was undertaken when the analysis of the data reached saturation point. This phase of the study involved both consultation with the two critical colleagues and some re-engagement with literature to ensure the connection with current research and the accuracy of descriptors and terminology. The participants in Phase 2 of the study were the two experienced international school leaders who acted as critical colleagues. These participants were invited to review a summary of the findings generated through the analysis of the data collected from the Cohort 1 participants. The critical colleagues were provided with a summary of the findings and were invited to review, comment on, and challenge the themes that had been generated. Also, these critical colleagues were invited to review a memo presenting the findings, which had been generated through the analysis of the data in Phase 1, as well as being invited to participate in a discussion about the findings (see Appendix B: Critical Colleague Memo). Following the input from the critical colleagues, amendments were made to the interview protocol to refine the focus of the questions to further explore the findings (see Appendix C: Amended Interview Protocol).

3.3.4.3 Phase 3

The participants in Phase 3 of the study were the four international school principals from the Pacific Region country. As in Phase 1, these four principals participated in conceptual interviews, which were transcribed, and each participant was provided with the opportunity to member check their own contribution to the study. The data collected through these interviews were analysed using Saldana's first cycle and after first cycle of coding, but during this phase the analysis also extended to the second cycle of coding. Saldana's second cycle of coding enables the codes to become more organised and concepts more explicit as the number of codes reduces and the concepts are refined so theories can begin to emerge (Saldana, 2009). The following codes were used during this second cycle of coding:

- pattern coding: to explore major themes and to examine the patterns of leadership relationships (p. 151);
- focused coding: to refine the identification of categories and how the categories interconnect and interrelate (p. 154); and
- theoretical coding: to facilitate the exploration of how the categories and subcategories are systematically linked to one core or central category (p. 162).

3.3.4.4 Phase 4

As in Phase 2 of the study, Phase 4 was a transitional stage that involved memoing, reflection, and engagement with literature to explore concepts and themes within current literature, and engagement with the critical colleagues, all leading to the development of the online questionnaire for the participants in Phase 5 of the study. Again, the critical colleagues were provided with a document presenting the findings that were being generated through the analysis of the data. In this instance, the critical colleagues were invited to discuss a problematic element arising from the analysis of the data collected during phases 1 and 3 of the study. This problem lay in the role and importance of vision. The critical colleagues were provided with a logic diagram outlining the emerging findings and were invited to comment and discuss the findings (see Appendix D: Findings Diagram). Following this discussion, the questionnaire was developed for the collection of data from international school middle leaders in Phase 5 of the study.

3.3.4.5 Phase 5

The participants in Phase 5 of the study were the 18 international school middle leaders who completed an online questionnaire (see Appendix E: Questionnaire) exploring the themes

identified as a result of earlier phases of the study. The data collected through the questionnaire were analysed using Saldana's first, after first, and second cycles of coding using the coding methods outlined above. The coding of these data extended to the after second cycle of coding, which facilitated the move from coding to theorising. During this analysis phase, activities such as reorganising codes (see Appendix F: Coding Audit Trail) and post-coding reflections (see Appendix G: Vision Post Coding) were conducted to ensure the codes evolved from initial codes into the development and description of theories about how successful international school principals enact leadership within culturally and linguistically diverse and complex international school contexts and thus maintain contractual tenure beyond the average of 3.7 years.

3.4   Trustworthiness

One of the challenges with case studies as a qualitative methodology is that its naturalistic paradigm can be perceived to lack the rigour of quantitative research (Thomas & Magilvy, 2011) There is increasing acceptance of the value of case studies as a qualitative methodological approach to research and there is a corresponding increase in understanding the strategies which allow qualitative research methods to be viewed as rigorous and trustworthy. The trustworthiness of the research, that essence which makes it noteworthy and valued by a wider audience, is an intricate part of the research process (Guba, 1981; Schwandt et al., 2007). Credibility, transferability, dependability and confirmability are the four aspects, which when adhered to throughout the research process ensure trustworthiness (Ary et al., 2014; Guba, 1981; Schwandt et al., 2007).

3.4.1 Credibility

Credibility exists when the participants and the case are accurately represented, when their reality, their lives, and their views are authentically captured and represented in the research (Andres, 2012). Credibility, or internal validity, also refers to those processes that ensure the research is well organised and well structured. In exploring the case of the international school principal in culturally and linguistically diverse and complex international school contexts, the following aspects were considered as a means to ensuring the credibility of the research:

- clarity of constructs, which refers to clarity and consistency around the terms and language being used within the research; in some instances it can be referred to as the common language or jargon of the context;

- face validity in terms of how the research and the research process is presented to participants (i.e., first impressions and whether they attach the same meaning to the question being proposed), especially considering the cultural and linguistic diversity of the case;

- prolonged and persistent engagement in the context of the case so as to ensure maximum data collection;

- member checks to confirm that data recorded accurately represents each participant's perspective and that the interpretations and emerging concepts are being checked by the participants who are contributing data to this process; and

- peer debriefing with inhabitants of the context of the case who are external to the research process, as a means to garner clarity and accuracy of emerging interpretations and theories (Andres, 2012).

3.4.2 Transferability

Transferability exists when the findings of a research project are transferable, meaning they can be "transferred to other contexts and situations beyond the scope of the study of the context" (Given, 2008, p. 464). Transferability is present when the readers of the research are able to transfer findings meaningfully to their own context. To ensure transferability, researchers need to ensure that

- participants are purposefully sampled because of their close connection (i.e., they are pertinent) to the context and purpose of the research;

- the context of the research is fully understood and the questions are being fully answered; and

- data collected are thick and descriptive (Given, 2008).

3.4.3 Dependability

Dependability means that another researcher can reliably take the research and be able to replicate the entire research process meaningfully in another context. In essence dependability and transferability are symbiotic, but they are inherently different (Guba, 1981). Dependability is the devil-in-the-detail aspect of research that ensures the transfer of findings and meaning to another context can occur with a greater degree of accuracy. This difference is evident in the strategies that the two elements are reliant upon – transferability is descriptive, whereas dependability is more detailed and quantifiable. A number of critical

characteristics contribute to dependability and work together to ensure the stability of the collection, interpretation, and representation of the data:

- purpose: clarity around the purpose and intent of the research;

- participant selection: how participants were selected and why they were considered pertinent to the case being explored;

- data: how they were collected and how they were reduced and analysed through triangulation or other methods;

- interpretation: how the data were interpreted and represented; and

- communication of the techniques: clear and traceable audit trails (Houghton et al., 2013; Thomas & Magilvy, 2011).

3.4.4 Confirmability

Confirmability addresses the "pink elephant" (p. 1215) of the researcher's bias through reflexive, data analysis, and auditing procedures (Morse, 2015). When research is confirmable it stands alone and is not determined or defined by the researcher's beliefs, even though those same beliefs were a determining factor in the decision to undertake the research and often the motivational driver leading to the completion of said research (Schwandt et al., 2007). Andres (2012) challenges researchers to attain confirmability by seeking others to challenge and critically analyse emerging theories; by seeking out the negative instances through careful data triangulation; by finding, exploring, and accounting for rival hypotheses; and finally, by ensuring clear, auditable processes throughout the research (Andres, 2012). The three strategies that enable this to happen are

- data triangulation, by which the researcher analyses data from two or more sources in an effort to identify similarities and differences and form interpretations that through deeper analysis become theories;

- reflexive statements and processes, through which the researcher clearly describes their history, beliefs, and relationship with the research and how they have managed this as they have interpreted data so as to ensure that it is as bias free and possible; and

- audit trails that are visible, consistent, and can be followed by external parties.

3.4.5 Ethical Issues

Ethics is concerned with "appropriate conduct and virtuous living" (Given, 2008). When applied to a naturalistic research project, ethics become concerned with the research being conducted in appropriate and virtuous ways. Ethical issues are a source of conflict in research and can be perceived to hinder and distort the work of researchers (Israel, 2015). As a researcher, I can choose to let my work be constrained by this conflict or I can choose to understand the principles of ethics and how they apply to social research and use the principles of ethics as an opportunity to ensure that my work is both trustworthy and ethical in intent and process. The practicalities of ethics are shaped by the three overarching ethical principles of utilitarianism, deontology, and virtue ethics.

Utilitarianism is the common-sense approach to ethical issues. It works from the premise that the moral status of actions are determined by the goodness or badness of their consequences (Israel, 2015). It is concerned with benefit maximisation and/or harm minimisation, where the more positive the result or outcome of an action then the better or more ethical that action is. Positive outcomes may be positive in terms of maximising benefit or minimising harm (Brooks, 2014). Unlike the utilitarian principle, which is concerned with benefit and harm consequences, deontology is concerned with the moral rightness or wrongness of decisions and actions. Deontological decisions may be morally right even if there are consequences that may be harmful (Israel, 2015). While utilitarianism and deontology are concerned with actions and the consequences of actions, virtue ethics are agency based and concerned with the goodness and moral character of the decision maker, that is, the researcher (Brooks, 2014). These three principles manifest in the four ethical values within the Australian *National Statement on Ethical Conduct in Human Research* (National Health and Medical Research Council, 2018b). From these three principles emerge the four values of respect, research merit and integrity, justice, and beneficence that shape the ethics application process in Australia.

Respect refers to recognising and valuing each individual, and this guides and determines how these individuals are welcomed into the research process. Respect stems from virtue ethics in that the researcher treats individuals with respect, honesty, and truthfulness with the aim of maintaining positive relationships. Research integrity and merit relate to how valuable and valued the research will be considered. Questions need to be asked, such as: Is the research worthy? Will it benefit the researcher, the participants, and the

intended, and unintended, wider audience? This principle stems from deontology, in that if the act of research is seen as intrinsically right and good, and it has a clear moral purpose that will benefit those within the research project and the field within which the research is occurring, then it will be perceived to have merit and integrity. Utilitarianism is also evident in this principle, in that if the research is maximising the benefit and minimising harm, then it is justifiable (Israel, 2015).

Justice, fairness, honesty, and truthfulness are aspects of virtue ethics, and all contribute to the intent of both why the research is being undertaken and how it will be undertaken (Brooks, 2014). Thus, the virtue ethics principle relates to the intent of the research in terms of why it is being undertaken, how participants are invited to engage in the research, and how they are respected throughout the life of the research. There is a mix of researcher agency in how the researcher, as a person, chooses to act and be honest, truthful, and respectful and how this agency translates into observable actions – that is, how this agency is evidenced in the tangible and observable processes, actions, and procedures that facilitate the research occurring.

Beneficence, or non-maleficence, is a purely utilitarian ethical principle in that it focuses on the likelihood of the research maximising the benefit and minimising the risk to participants. Beneficence, or non-maleficence, is evidenced in two ways. First, it is evidenced in the intent of the research, in that it is intended to benefit the participants and/or the wider audience of the research. Second, it is evidenced in how any risk to the participants is managed in terms of process and procedure. Critical to beneficence is the acknowledgement that there is always an element of risk when participants are engaged in a research project, and how that risk is managed should be positive as opposed negative and damaging (Brooks, 2014; Gray, 2014).

This study was given ethics approval by the Australian Catholic University on 27 August 2019 with ethics register number 2019-92E (see Appendix H: Ethics Approval). The Australian Catholic University insists that all research conducted adheres to the *National Statement on Ethical Conduct in Human Research* (National Health and Medical Research Council, 2018b), the *Australian Code for the Responsible Conduct of Research* (National Health and Medical Research Council, 2018a) and the university's *Research Code of Conduct* (Australian Catholic University, 2019).

3.5 Conclusion

The purpose of this research is to understand how some international school principals successfully navigate culturally and linguistically diverse and complex international school contexts and experience tenure beyond 3.7 years. This research adopts a constructionist epistemological stance and an interpretivist theoretical perspective using symbolic interactionism and a case study methodology to facilitate a deep investigation of the work circumstances of the international school principal within an international school context. Three different groups of participants were selected from within the culturally and linguistically diverse and complex international school contexts. The data collected for this deep exploration of the work of successful international school principals were drawn from conceptual interviews, member checking, and an online questionnaire. These data were analysed using Saldana's (2009) coding cycles.

In the next chapters, Chapter 4 and 5, the data are presented in line with the five phases of research as outlined in Section 3.3.4 of this chapter. Each section presents the data from the cohort of participants from whom the data were collected and describes how the analysis of the data shaped the collection and analysis of the subsequent research phase, culminating in the presentation of the major findings of the research.

Chapter 4: Exploration of Research Context

The purpose of this study is to understand how some international school principals successfully navigate culturally and linguistically diverse and complex international school contexts and experience tenure beyond 3.7 years. To this end, as described in the previous chapter, this study gathered data from two cohorts of international school principal participants, a cohort of critical colleagues, and a cohort of international school middle leaders. The purpose of this chapter is to present the new understandings that have been generated through the analysis of data collected from the first cohort of international school principals and the critical colleagues. The analysis of these data sought to understand the main research question: *How are some international school principals able to successfully navigate culturally and linguistically diverse and complex international school contexts and experience tenure beyond 3.7 years?*

The exploration of the data was further guided by the subquestions:

Subquestion 1:

How are international school principals who are experiencing tenure beyond 3.7 years demonstrating cultural intelligence as they navigate the competing national and organisational cultures of the international school?

Subquestion 2:

How are international school principals who are experiencing tenure beyond 3.7 years successfully understanding the nuances of the complex context of the international school as they enact successful leadership practices?

Subquestion 3:

How are international school principals who are experiencing tenure beyond 3.7 years successfully integrating instructional and transformational leadership as they navigate their culturally complex international school?

This chapter is divided into three sections. Section 4.1 presents the themes generated through the analysis of data provided by the international school principals. Section 4.2 presents the way in which the new understandings began to emerge through the analysis of data from the critical colleagues. Finally, Section 4.3 summarises the generated understandings to be inspected in Chapter 5.

4.1 Generated Themes

4.1.1 International School Principal Cohort 1 Experiential Profile

In this first phase of data collection, there were five participants as shown in Table 4.1. Each participant was employed by International Educational Organisation 1 in schools based in Hong Kong and China, and each participant had international school principalship experience in excess of 5 years. Two of these five participants had recently changed their employment from that of a principal to that of a senior consultant.

Table 4.1

International School Principal Participants: Experiential Profile

Pseudonym	Ethnicity	School principal experience regions	Qualifications
Nigel	British	United Kingdom Asia Africa Europe	Certificate of Education Master of International Education Doctorate of Education
Charlie	Australian	Asia India South America China	Bachelor of Science (Physiology and Geography)
Hillary	South African	Hong Kong South Africa	Bachelor of Psychology Bachelor of Education Master of International Education
Sam	Australian	China	Diploma of Teaching Graduate Diploma of Religious Education Master of International Education
Barry	Australian	Asia China	Diploma of Education Graduate Certificate in TESOL Master of International Education Master of Business Administration

Note. TESOL = Teaching English to speakers of other languages.

4.1.2 Generated Theme: Leadership Strengths

Successful international school principals demonstrate professional strengths and capacities that enable them to create and sustain successful leadership within their international school context. Consistent across the first cohort of participants interviewed were self-identified high levels of efficacy, confidence, wisdom, and belief in their capacity to be successful in their chosen field. Identifying and understanding what contributes to these

levels of confidence and wisdom opens the door to understanding how a cohort of international school principals can maintain contractual tenure within culturally and linguistically diverse and complex international school contexts in excess of 3.7 years.

Nigel believed that because of his "many, many years of experience" he had developed a "reasonable knowledge base", which provided him with the confidence to lead successfully in the international school context. He indicated that he was "dedicated" to his leadership and to his international school and that he would "put [his] work before virtually everything else". He further elaborated that when working in culturally and linguistically diverse and complex contexts he needed to establish "collaborative, honest, and open working relationships". When establishing these relationships, he knew that it was "important" to temper his confidence with "humility". Nigel's leadership efficacy emerged from the combination of his knowledge, dedication, and wisdom and contributed to his ability to be "resilient" in the face of the "incredibly demanding" international school principal role.

Charlie was confident and proud of his capacity to recruit staff with whom he could build sustainable collaborative relationships that facilitated his successful leadership. He believed that his "recruitment was really good", that he was "able to identify good people", and that he would "respect and trust" those he recruited. Once a new staff member had been recruited, Charlie worked to build and maintain positive relationships with this "expert" by ensuring that he "listened to their views" and engaged them in "collaborative processes of discussion and decision making". These positive relationships enabled him to share his "clear position" on "what is on the table" and created "buy-in" for his leadership vision and the work that he perceived had to be done. Not only did he "listen to them" but also he was "prepared to adapt his position" to take advantage of the skills of the staff that he had recruited for the greater good of the school.

Barry, like Nigel and Charlie, was confident in his ability to be a successful international school principal and was able to identify the specific strengths that contributed to his leadership efficacy in culturally and linguistically diverse and complex international school contexts. He shared that his ability to develop and communicate a "very clear vision of what I wanted the school to look like and growing into and where we're going" helped focus both his work and that of his leadership team. Barry said that when it came to developing and sharing a clear vision he had learned to be "quite decisive" and was confident in his capacity to make the "right decisions" to achieve this vision. Barry was confident in his ability to share his

decisions and to be "very clear in articulating what [he] wanted everyone to do within the school" and he had a particular focus on his "middle leaders" as his co-leaders of change. He worked to ensure that his vision was understood and accepted by his middle leaders and for them to know that they had the autonomy to "make that decision themselves knowing that I'd back them up".

Nigel, Charlie, and Barry were each able to give voice to their leadership strengths and describe how they contributed to their successful and sustainable leadership. These strengths emerged from their experience as successful international school principals and contributed to their belief in their capacity to be successful within the culturally and linguistically diverse and complex international school context. The leadership strengths described included collaborative relationship development, recruitment, communication, resilience, wisdom, and commitment. It is worthwhile noting that while these participants reported that collaboration was a personal leadership strength, the collaboration was internal to the school. Not one of the participants provided data demonstrating collaboration with external stakeholders, particularly organisational and governance stakeholders, and this is explored further in the next sections.

4.1.3 Generated Theme: Contextual Supports and Constraints

The international school principal participants were leading international schools within a context that was governed by an overarching international educational organisation. The participants consistently reported that their relationship with the organisation presented both constraints and supports, which had the potential to either impede or empower their leadership. Arguably, for those international school principals who were not able to maintain contractual tenure for longer than the reported average of 3.7 years, the constraints identified could be a contributing factor. One such constraint emerged as being the challenge of developing and sustaining mutually supportive and conducive relationships with the overarching educational organisational governance authority. Thus, knowing how the participants in this study achieved positive relationships with these stakeholders is important in understanding their success as principals.

Charlie, Nigel, and Sam each gave voice to constraints they had experienced in their relationships with the governance stakeholders in their respective contexts. Charlie recounted frustrations that arose when he had to deal with the poor performance of a long-term staff

member and sought guidance and support from his board. He shared that he "needed their support in managing George" but that he "probably didn't have it", which made the situation difficult. Nigel spoke of a situation where he had to direct his leadership team to essentially "suck it up" when faced with a directive from the chief executive officer that he/they did not agree with. Sam, like Charlie and Nigel, encountered similar constraints that arose from a combination of a lack of autonomy and organisational micromanagement. He described experiencing high levels of "accountability without always having authority" and "centralised" processes as a reality that he had to deal with. Each shared situations where they were faced with, as described succinctly by Nigel, "foundational [organisational] micromanagement through silly decisions" that had the potential to constrain and limit their leadership and, thus, impact their tenure.

However, Charlie, Nigel, and Sam demonstrated an ability to lead past these organisational and governance constraints. They were able to see these organisational decisions and micromanaging processes as directives to be followed rather than potentially negative constraints and challenges to their leadership. Each in their own way demonstrated resilience to this constraint and confidence in their personal and professional capacity to lead within their context. Nigel described how, when faced with such constraints, he would

> look at the gap in between [pause] the sort of area in between those two
> [parties] and see how I can talk each of those parties round so that we can try
> to find that middle, you know, down the centre which will satisfy the needs of
> the executive board and satisfies the needs of the SLT [senior leadership team],
> but neither probably will get exactly what they want.

In this instance, Nigel is demonstrating resilience, confidence, and wisdom; he is not viewing the constraint as a challenge or judgement of his leadership. Rather he chose to respect the directive from the organisation and focus his leadership on the areas where he could be successful and, in so doing, has contributed a positive approach to responding to constraints.

4.1.4 Generated Theme: Relationships

These relationships can enable and sustain or constrain and impede their leadership. The relational challenges and opportunities that arise can be both professional and personal and demand that the international school principal be patient, intentional, and open-minded.

Consistently, each of the international school principal participants spoke of the importance of their relationships with colleagues, governance stakeholders, staff, families, and students, and of how they were intentional and strategic in building and sustaining these relationships.

Charlie and Sam demonstrated an awareness of the importance of relationships and the need to intentionally commit to developing, maintaining, and using these relationships to facilitate success. Sam was conscious of the organisational culture of "saving face" and worked to "not embarrass" people when introducing new internationally minded pedagogies. He found that "people genuinely want to help", to learn and to change, but when leaders "burn bridges" with stakeholders through a lack of respectful relationships, "it's a very hard job" to come back from. Sam was able to differentiate between when his leadership was "being questioned or challenged" and when he was dealing with "policy" and organisational expectations. He demonstrated that his intentional development and maintenance of relationships with stakeholders within the organisation and his school enabled him to negotiate or accept decisions that enabled and supported, as opposed to constraining, his leadership.

Charlie was descriptive and explicit about how he developed personal and professional relationships with staff to facilitate changes that would lead to school success and further his contractual sustainability. He described how

> every morning I get around and talk to all my leaders. Every morning I'm getting around and in and out of all of the classrooms speaking to all the teachers so they say they see me and know that they have access to me. Every week or even virtually every day I'm having conversations about operational or curriculum issues … also I need to really take the time to get to understand them and not keep them at a distance from me. They, everyone has valuable things to contribute. And you know the importance of really utilising the expertise and the experiences of the people that come in. And so, when you get someone in you try to tap into the skill base that you've actually brought in.

Charlie was intentional in respecting the time that his teachers needed to develop new understandings of the vision that he had for the curriculum in the school. He created time and opportunity for staff to explore and construct new understandings that enabled them to change and to contribute to the school, his leadership, and his contractual success and sustainability.

Where Charlie and Sam were intentional about the development and maintenance of relationships from a professional perspective, Barry and Hillary were more personal in their approach to relationships. Barry felt that leading and working within an international school context was "much more than a job because the colleagues that you work with, they replace that extended family that you'd have at home". He described how, in his experience, "you do form closer relationships with your colleagues than you would, in my experience, at home". These perceptions influenced how he led the development of "human and adult" relationships that facilitated the development of an extended family context for international and local staff.

Hillary, whose first principal experience was within the international educational organisation and who was tasked with leading significant curricula and pedagogical change, knew that the demands she would be making of staff to understand and implement the planned changes would be both professionally and personally challenging. Hillary understood that she needed to know the teachers, their strengths, personalities, and needs to motivate, guide, and challenge their learning. She described how her "relationships with teachers were important" to how she led this learning. Hillary felt that, because of her intentional relationship building, she had "grown tremendously" as a leader and knew how to get to know "individuals, understanding different personality types" and use this knowledge to guide her leadership. This getting to know her teachers enabled her to achieve what Charlie had also worked to achieve: the deep understanding and commitment to the pedagogical change that they had envisioned, thereby enabling their staff to move beyond compliance to professional transformation.

What these data suggest is that being patient allows the international school principal to give the essential relationships time to develop across cultural and linguistic boundaries. The international school principal is responsible for the development of high-quality teaching and learning, which involves leading pedagogical and curricula changes with local and international staff. Ensuring that these changes are deeply understood and genuinely result in sustained – as opposed to surface-level – change takes time. Time to have the conversations that build an understanding of what the changes are, why they need to happen, and how to do this when each of these conversations needs to be translated across language boundaries and cultural perceptions of teaching and learning.

Additionally, these conversations can be personally and professionally challenging because they need time for the change to be understood and explored with other colleagues

and for new understandings to be constructed. Working to build consensus to lead the change rather than impose the change demands that the international school principal knows how to structure these conversations to be cognisant of the cultural perspective of the teachers. They need to understand the emotional challenges that such changes may present, know when to nurture, when to challenge, and when to impose or demand, and be open to the pathway to change evolving differently because of the conversations. But without relationships that create a commitment to the vision, no amount of time will lead to school success or the changes that the international school principal seeks to achieve through their leadership.

4.1.5 Generated Theme: Leadership Practices and Strategies

Leadership, within an organisational context, is an evolving and living activity that occurs because of the interaction of individuals within the bounded context of the organisation to achieve the vision of the organisation. Leaders, in their efforts to exert influence upon and guide the actions of individuals as they strive to achieve this vision of the organisation, call upon skills, strategies, and practices that enable them to be successful in the application of their influence. In culturally and linguistically diverse and complex international school leadership contexts, the international school principal develops and utilises leadership skills and strategies that enable them to exert influence with their internal and external stakeholders.

Barry described how he would engage in dialogue with his middle leaders about "teamwork and shared accountability, shared responsibility" across all areas of the school. He understood that to be successful in his context of leadership he had to build partnerships between all teams within the school that worked across cultural, linguistic, and role boundaries. Barry explained that to achieve this he shared his expectation that if the "marketing team needs help then one of the other teams will help". He worked to eliminate the phrase "it's not my job" and to replace it with "how can I help?" to "build that teamwork and the relationships" and the "idea of community" within the school.

Similarly, Sam intentionally built the capacity of his middle leadership team, but he started by seeking to understand their individual and collective capacity. He observed his teams at work to "learn their role, what they do" so that he could "gradually just start to push people". Sam's observational strategy intended to bring his senior leadership teams to his desired point of professional capacity, which enabled the complex leadership structure of his

Kindergarten to Year 12 (K–12) multicampus international context of leadership to be successful. He felt that he had reached a point in his leadership team development where

> people were clear on what they're doing going forward. So, yeah, it's probably just about getting all the structures in place so that people know what's expected and can do their job and have the right people in the right positions. So that we're making the most of everyone's expertise and experience and skillset.

Each participant articulated the understanding that successful long-term leadership within the international school context was not something they could achieve as the sole and isolated leader. They expressed and demonstrated the understanding that successful and sustainable leadership within culturally and linguistically diverse and complex international school contexts was the result of a combination of time, relationships, capacity, and intentional and sustained leadership. Building this collective capacity required each international school principal to be purposeful and strategic, and use a variety of strategies and practices. The selection and implementation of these strategies and practices emerged from their understanding of their culturally and linguistically complex and diverse context of leadership and the relationships that they established and maintained with all stakeholders within their context of leadership.

Data from this study have shown that successful international school principals engage in leadership with stakeholders who inhabit their culturally and linguistically diverse and complex contexts. These stakeholders may be line managers and colleagues or staff, students and families. The participants in this study did not explicitly provide a clear list of leadership skills, strategies, or practices that they used daily to develop, nurture, and maintain these relationships. Rather, they discussed and described how they shared, delegated, distributed, or collaborated and co-constructed leadership with all stakeholders but, most specifically, with their middle leaders.

4.1.6 Generated Theme: Change and Adaptation

Consistent among the participants was the intentionality of their leadership. They each gave voice to how they were intentional in how they built relationships, built personal and professional capacity, and built collaborative and collective leadership capacity and commitment to a vision. This intentionality required well-planned, long-term, and strategic

approaches but, as evidenced in the responses of the participants, approaches that were flexible and adaptable. Each participant described how they would adapt their approach and be responsive to what they had learned about their culturally and linguistically diverse and complex context as they led. This ability to adapt, flex, and change in response to the characteristics and demands of the context is a skill that enables the international school principal to be successful and contractually sustainable.

For example, Charlie, who described his long-term plan for building the capacity of his staff to engage in curricula and pedagogical change through sustained daily conversations, outlined how he had changed as a leader because of his strategy. He had more "confidence" in his leadership and, as a result, was more "able to listen" and was more "prepared to adapt" his personal vision. He felt that when, as an international school principal leading in a complex cultural and linguistic context, he had to accept that he "may not always be right" and that when he "made the wrong decision" or wanted to "change that decision", he could confidently do so. For Charlie, being a confident and successful international school principal meant that he had to have the capacity, willingness, and confidence to learn from and with his middle leadership team. He shared how he felt that all international school principals should "put up their hands and say, 'You know, I think you're right. I think I need to think about this more carefully or I need to change my decisions'" and adapt their leadership in response to what they have learned from those they are leading.

Charlie provided a further account of how he adapted his leadership in response to what he perceived as ineffective and inappropriate organisational directives around teacher appraisal processes that had the potential to impact teacher pay. He felt that the process being proposed was "playing with people's money" but also that he was in the position of having to comply with the organisational directive. He recounted that in a discussion with his line manager he explained to them that

> "What you are suggesting is not rock solid. It's too subjective." And my suggestion was "Okay, there's a goal, there's the teacher behaviours that we want to measure them against. They either achieve them or they don't. It's a yes or no."

It is evident that Charlie disagreed with the organisational directive with regard to the proposed teacher appraisal process. It is also evident that he, eventually, complied with the

directive but adapted it so that his compliance aligned with his personal vision for the school and for his leadership.

Charlie, Hillary, and Barry also shared how they had adapted their leadership in response to their leadership experiences, which required them to engage deeply and continuously in culturally and linguistically diverse and complex international school contexts. Hillary, who described herself as "super naive" at the start of her principal experience, felt she now had more "wisdom" and that she had "matured" because of what she had learned from her international school principalship experience. Similarly, Barry described how his confidence and self-belief had grown as a leader as a result of his international school principal experiences and that where once he would have "wanted to do something straight away", he is now "quieter and more deliberate" and strives to "listen more" before he acts.

Also, Charlie described how he had grown as an international school principal as a result of how he had engaged in leadership with his middle leadership teams. Charlie and his teams learned with and from each other; they "listened to each other and could adapt our thinking to suit whatever it is that we were working on". He further described how he was more able to adapt his leadership position to lead within the specific context of the school and staff. For example, he proposed that "I'm prepared to adapt my position. I'll have clear positions on everything that we put on the table. But I am prepared to, and these days, I'm more able to adapt my view than I once was." For each participant, the more they learned from being engaged in collaborative and collective leadership in their international school context, the more successful their leadership became, and the more successful their leadership became, the more they learned about leadership.

4.1.7 Generated Theme: Teaching and Learning

Teaching and learning are the core business of schools. All the leadership actions of principals, whether they are in local, national, or international school contexts, focus on creating schools that are successful in their teaching and learning. The data collected from this cohort of international school principals situated in international schools in China describes how they enacted leadership within their culturally and linguistically diverse and complex contexts to create successful and sustainable teaching and learning. The participants consistently reported two significant complexities that they had to be cognisant of and respond to as they worked to create successful and sustainable teaching and learning. The

first complexity related to the need to lead K–12 schools (often referred to as a through-train school) often located across several physically separate sites. The second complexity related to the international school principals have the need to oversee of the development of teaching and learning amongst culturally and linguistically diverse and complex teaching teams where the teachers came from a wide range of academic and experiential backgrounds and were expected to co-construct and co-teach curriculum.

Nigel, who had significant experience as a K–12 international school principal in many international locations and had been involved in the recruitment of international school principals, explained that finding individuals with the experience and capacity to lead K-12 schools as well as to work within a co-leadership model as problematic. He shared that he and the educational organisation were challenged by the demands of recruiting for international school principals who could lead their K–12 schools as well as work within a co-leadership model. He explained that he had posed the question, "Are we really looking for the best head of school or are we looking for the best leader, co-leader who will work within the co-leadership model?" The challenge lay in the experience that the potential international school principals presented because he was

> seeing people in general that have more secondary experience. They don't have
> a lot of primary experience. So they're either having to learn it on the … they're
> having to learn it on the job or they're having to go to get trained in it in some
> way.

Charlie managed this challenge by being adaptive to his through-train context by working closely with his leadership teams and developing his "middle managers" so that he could rely upon their "expertise in the different areas".

Another complexity was the co-construction and co-teaching of the curriculum in a culturally and linguistically diverse and complex international school context. The first cohort of international school principals worked for an educational organisation that had international schools based in China. This organisation had a vision for their schools as being places where, as Nigel described it, "East meets West". To achieve this vision the organisation had in place a co-leadership model of leadership and teaching where expatriate principals and teachers worked closely with local principals and teachers to ensure that the local culture, language, and values were embedded in all aspects of their work and central to the identity of the schools and the organisation. Charlie recounted the complexity of building consensus

within his culturally and linguistically diverse senior leadership team about the direction to take with the development of co-teaching and the co-construction of teaching and learning. He explained how he had conversations with his Chinese co-leader to build collective understanding and consensus with them so that they could then have "ongoing Chinese discussions" with other co-leaders. He described the frequent need for back-and-forth conversations with his Chinese co-leader that meant he would have "pre-meetings" and subsequent "post-meetings" centred around enabling his Chinese co-leader to build their capacity to have informed consensus-building conversations with Chinese stakeholders. Charlie described how he would

> sow the seeds and have a discussion. My co-leader had never heard of it before. So, she'd go away to think about it. She'd come back, she'd talked to me about it also a little bit more, and what would happen is over time, might take six weeks, it might take eight weeks, she would come back to me, we'd have further discussions with it, and often she'd come on board. Now the Chinese business manager was not able to do that. She's not as experienced and she's more, you know, scared to get in and change things and make mistakes.

Even though this was an extensive and time-consuming process, Charlie was showing how he was intentionally using relationships to build consensus. At the same time, he was adapting his leadership in response to the understandings of teaching and learning being co-constructed through his interactions with his colleagues in his particular leadership context.

Hillary recounted how this same cultural and linguistic challenge arose between co-teachers. She described how Chinese and Western staff initially struggled with the co-teaching and co-planning relationship. Here, Hillary found that "even though they were co-teachers, there was no co-planning. Chinese teachers would do Chinese curriculum language planning and the English teacher would do separate planning." Hillary was describing how the cultural perception of the role of a teacher was defining how the teachers were engaging unsuccessfully in the co-teaching relationships and how they were failing to navigate cultural and linguistic barriers. This failure to negotiate barriers resulted in a very "political atmosphere" amongst her co-teachers that resulted in "a lot of turnover" of teachers.

For Barry this challenge, while similar, manifested differently in the different international school national context. In his experience of an East Asian international school, the challenge arose in how teachers responded to critical feedback on teacher professional

practice. He described how the different cultural groups responded differently when he had to "reprimand a teacher". He shared how the Western teachers

> wouldn't go back and share that with everyone if it was something, particularly if it was something serious, they'd sort of keep it to themselves and wouldn't go back and say "ahh my principal's angry with me for this" or whatever. Whereas the Indonesian teachers would, that would be their thing, they'd just go and tell everybody. It's just that sort of community village mentality. They all thought that I'm getting angrier with them more often than [with] the Western teachers.

Barry, like Hillary, Nigel, and Charlie, needed to navigate the cultural nuances that impacted how teachers from different cultural heritage streams worked to co-plan and co-teach the curriculum. Part of this was centred on how the different cultural teacher cohorts responded to, valued, accepted, and viewed how he enacted leadership in this specific incident of having to enact instructional leadership.

4.2   From Themes to Understandings

4.2.1 Critical Colleague Experiential Profile

Two critical colleagues (see Table 4.2) were invited to review the major findings from the analysis of the international school principal participants' data. These critical colleagues were presented with a summary of the initial analysis of the data and were invited to provide feedback either in writing or through an online discussion. Both critical colleagues were experienced educational leaders in their respective home countries as well as experienced international educational leaders.

Table 4.2

Critical Colleague Participants: Experiential Profile

Pseudonym	Nationality	Leadership experience countries	Qualifications
Patrick	Australian	Australia United Arab Emirates Hong Kong China	Bachelor of Education Graduate Diploma of Educational Administration Master of Educational Leadership
John	Australian	Australia China	Bachelor of Jurisprudence Diploma of Education, Politics, Law, and Education

The critical colleagues engaged with the data at two transitional points, Phase 2 and Phase 4 in the overall research process, following the analysis of the international school principal data. Data presented in this section are from Phase 2, that is, from the critical colleagues' reflections on the thematic analysis presented above. Thus, Section 0 below will present a discussion of how the feedback from the critical colleagues influenced the interview protocol and shaped how data were collected from the second cohort of international school principals. The discussion outlines how the critical colleague feedback at this stage of the research also contributed to the development of the questionnaire used to collect data from the international school middle leaders in Phase 5.

4.2.2 Forming of Understandings

In responding to the analysis of the Phase 1 data collection, the critical colleagues focused their feedback on vision, culture, recruitment, and governance as being elements that they perceived to be common across the generated themes and their experience of the international school leadership context. Patrick felt that vision was central and could not be separated from the work of the international school principal as they enacted leadership in the areas of recruitment, governance, and culture. Based on his experience, he felt that vision shaped, guided, and provided direction and purpose as to how the international school principal led within each of these areas. He believed that vision had to be inclusive of the organisational vision, the school vision, and the personal vision of the international school principal. Patrick discussed that, when the "visions aligned" with each other, the leadership enacted by the international school principal had the potential to be more successful and more sustainable. He added that when there was dissonance between the visions, where the international school principal was the "odd man out", their leadership would be challenged, complicated, and at risk of being less sustainable and successful. The alignment, or misalignment, of the three visions – the triad of the personal vision of the international school principal, the organisational vision of the governing body, and the school vision – had a significant impact on the success and sustainability of the leadership of the international school principal. In addition to this alignment, Patrick spoke of the centrality of the visions in that they did not stand alone as an area of leadership actions. Rather, they were central to and symbiotic with each of the areas that had been identified as areas of leadership action.

It could be argued that John agreed with Patrick's view of vision being multifaceted, complex, and conflicted and that the "long-term culture and vision need to agree". He shared

that he "struggled a bit" with vision because while the principal "is rightly the creator and keeper of the vision", in the international school context they could "rightly be seen as the deliverer of the vision that is set by the governing body". From his experience, when the international school principal found themselves in a situation where they could only "steer", they had to do so "with the humility to understand that if the visions cannot be assimilated, he/she moves on".

Both Patrick and John presented a view that the role of the organisational governing board and their relationship with the international school principal was important. Patrick shared that often an international school principal was interviewed and appointed by the organisational or governing board when an alignment of visions existed. But potentially, during their tenure, changes in the membership of the board and the vision could lead to a misalignment of a previously aligned triad of visions. Patrick explained that, from his personal experience, this could impact the tenure of the international school principal, saying that the situation can arise whereby "the board that hires you is not the board that fires you". This sentiment was echoed in John's words when he explained that the international school principal needs "to understand that if the two visions cannot be assimilated, he/she moves on".

Culture – organisational and national – is intricately entwined with vision and, as such, impacts and is impacted by any dissonance and misalignment. Both critical colleagues held the view that, as John put it, "culture overwhelms strategy", indicating that the existing organisational and national cultures of the international school can overwhelm the strategic leadership of the international school principal. John felt that, when he worked as a long-term international school principal, he had to negotiate with regard to culture "to a degree, but culture is complex, slow-building and long-lasting. Foundation culture matters and is not generally controlled by more than the first principal." Patrick, whose international educational leadership experiences were at an organisational level, viewed culture, particularly the understanding of host culture, as critical. He explained that "knowing and actually working within that cultural context is really, really important. Because if you just push one, one particular cultural bias, then you're going to be big trouble, with staff, parents or the regulators." Patrick felt that to be a successful international educational leader, he needed to be "open to other cultures and be humble and respectful" but that he had to be cognisant of "organisational culture, contextual culture, and school cultures". John shared that, as an

international school principal, he had learned to work with the existing cultures and felt that developing an internal school culture was "a key distinctive feature for the international school principal" to focus their leadership activity on.

John challenged the emergence of the theme of teaching and learning as an area demanding significant leadership from the international school principal. He felt that the international school principal worked with their middle leadership team and could recruit appropriate staff to manage this aspect of the international school. He indicated that, in relation to teaching and learning, the significant factor was recruitment, in that the international school principal needed to recruit middle leaders who could take responsibility for the teaching and learning. John explained that recruitment is "fundamentally different between local and international [school contexts and that] … it was without a doubt the biggest adaptation I needed to make when I went from being a local head to an international head".

The questions, challenges, and deliberations that occurred during the discussions with the critical colleagues resulted in a change to the interview protocol which was used during Phase 3 of the research. The final stage of the interview protocol used with the second cohort of international school principals asked them to reflect on leadership practices inviting them to share how they adapted and changed their leadership in response to their leadership experiences.

4.3   Summary of Generated Understandings to Be Inspected

The analysis of the data from the first cohort of international school principals and critical colleagues, which occurred during research phases 1 and 2 as presented in this chapter, has provided insight into the context of leadership experienced by international school principals as they enact leadership within culturally and linguistically diverse and complex international school contexts. The analysis of the data has generated and isolated the significant elements that impact successful and long-term leadership of international school principals. These significant elements – vision, governance, culture, and recruitment – were further explored and described in relation to the context of leadership through the collection and analysis of data from the second cohort of international school principals, critical colleagues, and international school middle leaders. In Chapter 5 the analysis of the data and generation of new understandings will be shared.

Chapter 5: Inspection of Data and New Understandings

The research question guiding this study is *How are some international school principals able to successfully navigate culturally and linguistically diverse and complex international school contexts and experience tenure beyond 3.7 years?* In Chapter 4 the exploration of the data from the first cohort of international school principal participants and critical colleagues resulted in the isolation and identification of the potentially significant elements of the lived reality of the culturally and linguistically diverse and complex international school principal's context of leadership. These significant elements are vision, governance, culture, and recruitment. In Chapter 5 these significant elements will be inspected through the analysis of the data from the second cohort of international school principals, the same two critical colleagues described in the previous chapter, and the cohort of international school middle leaders. The first section of this chapter provides a brief introduction to the new research participants – the second cohort of international school principals and the cohort of international school middle leaders. Following these introductions, Section 5.2 discusses the refining of the generated understandings as informed by the analysis and inspection of data gathered during phases 3, 4, and 5 of the research. Then, in Section 5.3, the new understandings generated through the analysis of all data collected throughout the study are presented.

5.1 Introduction to Research Phase 2 Participants

5.1.1 International School Principal Cohort 2 Experiential Profile

In the third phase of the research process, data were collected from another cohort of long-term international school principals comprising four participants from International Educational Organisation 2 based in a Pacific Region country (see Table 5.1). All participants were identified as having had international school principal experience in excess of 5 years in either their current or immediately prior roles.

Table 5.1

International School Principal Participants: Experiential Profile

Pseudonym	Nationality	School principal experience	Qualifications
Sarah	Pacific region country	Pacific region country	Bachelor of Education
Brad	Australian	Australia Pacific region country Thailand Vietnam	Bachelor of Education Master of Business Administration
Hugh	Scottish	Pacific region country	Bachelor of Science Postgraduate Certificate of Education
Walter	New Zealander	New Zealand Germany Australia Pacific region country	Bachelor of Education

5.1.2 International School Middle Leader Profile

The participants in Phase 5 of data collection were experienced international school middle leaders currently working in international school contexts. A total of 18 experienced international school middle leaders completed the questionnaire. These leaders all had experience working in international schools in foreign countries, with an average of 21 years in education and 14 years in the international school context. Of those years in international schools, 39% had leadership experience of 10–14 years and 33% had 15–19 years. Please refer to Table 3.4 for the detailed breakdown of the middle leader demographic data. Each participant was allocated a number from 1 to 18 to identify their contributions, for example, Middle Leader 5 or Middle Leader 10 as appropriate.

5.2 Refining the Emerging Understandings

5.2.1 Vision

The international school principal works within a triad of visions. First, they have their vision for themselves as an educational leader, specifically an educational leader in an international school context. Second, they have the vision of the school they are leading, and third, they have the vision of the educational organisation that owns and governs the school. It was evident in the data that vision is a Cerberus of international schools, a triple-headed

mythological watchdog that gives shape to the work of the international school principal. Consistent among the participants was the ability to adapt and navigate the tensions between these visions to create a cohesive and collective vision that enabled them to fashion sustainable and successful leadership within the culturally and linguistically diverse and complex international school context.

Hugh understood that vision described both the current state and the future aspirational state of his school. He explained that for him vision begins with "this is who we are – this is what we do, [leading to] this is where we're going, this is what we're trying to develop, and we're going to become this kind of school". Hugh continued to discuss vision and how, when the organisational vision conflicted with his vision for the school, he began to experience challenges with some governance stakeholders. Hugh recounted that

> probably the biggest issue is that because we're part of [International Educational Organisation 2] and that it is trying to develop its own vision and the vision that they came up with last year was, in my mind, problematic.

He found himself caught between the current and future-focused vision that he had for his school and, from his perspective, the incomplete and challenging vision posited by the organisation. The triad of visions was not aligning for him and, from his leadership perspective, it was the organisational vision that was the misfit. Rather than working against this, Hugh focused on trying to "show" his stakeholders what his vision was and how it related to what they did "all the time".

Sarah stepped into the role of the international school principal in a school that was in "financial strife – they're in the red". She shared that it was viewed as a difficult school because the culture that had been established amongst the teachers was that

> I do my own thing. OK, I'm going to do it my own way, and there was nothing structural about how things are supposed to be done from being a classroom teacher to leadership. And here I was coming in to fix it. I didn't know how to do that yet. I found myself in a very, very tight spot because I had no friends, obviously, within the position, and female, it's most difficult. A journey for me is the female principal, because they'd always had male.

She outlined how the organisational vision at the time provided a focus for the changes she had to lead as opposed to being a point of tension. It is worth noting that, while she and Hugh are from within the same organisation, she is describing the earlier vision and not the newly

developed vision. Sarah described how she "leaned towards the [International Educational Organisation 2] vision, 'connecting lifelong learners'" and used it as a focal point for all stakeholders as she led the school through its crisis. She used the vision of "being connected lifelong learners" as the starting point for her conversations with the school board and teachers, asking "how does it look for us, rather than students? If we're going to be talking about connecting like this for the students, what about the teachers?"

Brad and Walter, who both had leadership experience outside the country and the organisation, dealt with vision differently. For them, it was the student who was at the centre of their vision, and for them the vision was the desire, as Walter said, "to create the best environment for our students". Walter stated that the vision that he worked with in his school was "almost entirely mine, basically how it is I see this school operating". It could be argued that Brad agreed with Walter's sentiment, but he also spoke of the "political game" that the international school principal has to be able to play. He felt that the international school principal needed to be politically savvy and "astute enough … to re-educate the board to how you want the vision to continue, and if you can't do that you get out". Brad and Walter both expressed strong student-centred personal visions, which they used to shape how they interacted with the organisational vision as they led within their school contexts. Brad, who was the most internationally experienced of the four Cohort 2 participants, expressed a strong dislike for "the term 'visionary leader'" and felt that the international school principal should be someone who "knows what it should be like and therefore leads towards that" but also that they should know when it is "time to go to the next place".

When invited to provide a professional reflection upon these data, the critical colleagues both felt that vision was central to the work of the international school principal. They indicated that the challenge with vision lay in the potential misalignment and dissonance between the organisational vision and the international school principal vision. From their experience, when this misalignment and dissonance was manifested in the governance relationship between the international school principal and the organisational governance stakeholders, there could be significant negative impacts. Patrick explained that good governance relationships and partnerships required that all stakeholders had "clear" and mutually "accepted understandings" of their roles and responsibilities. This clarity of roles and responsibilities is important because, as John shared, generally the governing or executive board held "power and control" over the international school principal in terms of how their

leadership success was perceived and, ultimately, their tenure. A further challenge to this relationship was that, at times, organisational and governing stakeholders were "not necessarily from the field of education", creating the potential for further misalignment of visions. Patrick's and John's feedback at the transitional point of data collection shaped how the questionnaire asked the international school middle leaders to reflect on and respond to the importance of vision to the leadership of the international school principal.

The international school middle leaders indicated that vision was central to the leadership actions of the international school principal and that it was closely linked with culture. Middle Leader 1 indicated that the successful international school principal ensured that the "vision of the school is looked at when deciding upon courses of action. Successful principals also share the vision and action taken, making sure that many stakeholders are aware of actions, parents, teachers, students." Consistent across the middle leaders was the understanding that the international school principal had to "live the vision" (Middle Leader 2) as well as "expect staff to uphold the vision" (Middle Leader 3) and "demonstrate their capacity to lead the school community through the vision, underpinned by a common purpose and shared values" (Middle Leader 8).

The international school middle leaders further indicated that vision and culture were entwined and needed to be closely aligned by the international school principal through their leadership. For example, Middle Leader 8 explained that the alignment between vision and culture "is integral to building a school culture that sustains improvement. Principals must communicate to staff, and the culture that is lived within the institution should align with the vision." Middle Leader 7 shared that successful international school principals worked to get "buy-in from the stakeholders in the school community and driving the culture to align with the vision". It was evident that vision was central to the work of the international school middle leader but not a discrete area of leadership action. The alignment of the triad of visions was the thread that connected the successful international school principal with how and why they led carefully and intentionally across a myriad of areas of action, which, when successful, contributed to their leadership success and sustainability and that of the school.

5.2.2 Culture

The international school principal leads within a context characterised by a myriad of overlapping, intersecting, and competing school, national, and organisational cultures and

subcultures. This cultural and linguistic diversity creates iterative levels of complexity in the international school context, bringing a richness of collaboration and community as well as challenges and potential for conflict and disharmony. As the leader of and within this context, the international school principal must be cognisant of, recognise, and understand the cultures they are working with and respond to and engage with the cultures respectfully and authentically. More than this, they must be able to navigate the cultural barriers and establish an agreed-upon vision for the school in ways that respect, affirm, and rise above the barriers, allowing for the creation of a cohesive culture within their school in order to facilitate and sustain the school's success.

Establishing the culture of the school takes considerable focus. Sarah recounted the steps that she planned and undertook to establish a professional and international school culture in her school. She took on the leadership of a "failing" school and, thus, faced an entirely different internal cultural challenge. She described how her international school had an established but highly dysfunctional school culture where

> there was nothing structural about how things are supposed to be done from being a classroom teacher to leadership … the culture was that teachers and parents were friends. There was no clear line to say you're a professional and you're a parent.

Sarah understood that she needed to be countercultural to both the incumbent school culture and her national culture. She had to build an internationally minded professional culture that was based on the international educational organisational vision as opposed to the local tribal and family culture. In doing this, she started with her leadership team. She shared how she started her very first leadership meeting by saying, "We're going to work together as a team … not you working on your own and me working on my own." Sarah shared how the male deputy, who had "never sat down with the principal to discuss the way forward or the vision of the school", initially struggled with this, and how he "literally cried in front of us". The countercultural Western leadership approach was difficult for her leadership team as they had never been invited into the leadership relationship or had the opportunity to sit with "management ... to discuss the future", to collaborate and develop a cohesive vision.

Sarah challenged her teachers to be countercultural as well, but with them she chose a long-term and holistic approach through professional development to "get the teachers on the bus" with the change. She found that, at first, the teachers resisted: "It was difficult because

they were not willing to change, they were so set in their ways that changing, changing the mindset was difficult." Sarah persisted; she intentionally planned and implemented a professional development program aimed at building the capacity of her teachers in the areas that she, and her leadership team, had identified. Sarah and her leadership team "introduced a growth mindset to the fixed mindset [of the teachers], and we ran sessions on mindset – this is what fixed mindset looks like and this is what the growth mindset looks like, so that began our culture". This took time – several years – but they achieved the change in the school culture and successfully built the culture they had envisioned.

Hugh believed that vision and culture were interconnected. He felt that vision was "very much connected to culture … it makes us who we are" and that vision was "about what we do … what we're telling people … this is what we're doing, and this is who we are". For Hugh, the connection between vision and culture was about "what we do with the students, the teaching that we provide them and the opportunities that we provide them, the environment that we provide them". The pragmatic aspect of Hugh's view of the connection between vision and culture was that both ensured the provision of high-quality teaching and learning and that the provision of these services to families was "why the parents pay us that money".

From his experience in multiple international school contexts, Walter warned against "tokenism" when dealing with cultural, financial, and academic differences between local and international teachers. To avoid the potential of having his leadership viewed as tokenistic, Walter intentionally planned and implemented an "affirmative action program" with his mix of local and expatriate teachers. The affirmative action program was designed to get all teachers involved in professional development that was of interest to their work and facilitated the development and maintenance of a professional culture of collaboration amongst all staff. He believed that, as an international school principal, particularly in the economically developing Pacific Region country, he was "in the business of bringing the capacity of national teachers up" to contribute to the overall development of the country.

Brad was cognisant of the cultural context of his international school and his role as an international school principal. He recognised that, as the expatriate international school principal coming into a culturally and linguistically diverse and complex international school context, one of the first things he had to do was to take the time to get to "know the people and be respectful of the place that you're in". From his prior experience as an international school principal, he was aware that establishing a school culture could be a time-consuming

process. The process centred on the demand for the international school principal to be intentional in how they led the development of the international professional and personal cultures of the school.

After the initial getting-to-know-you process, Brad felt that "you sort yourself out by the second year" and know the direction that the leadership needs to take the school. He described that "by the third you get things fine-tuned", by the "fourth year it is nice, so you decide to stay another, for five years, maybe six". While recognising that developing and sustaining the school culture takes time, Brad recognised also that time could run out and as the international school principal "you've got to be able to say … it's time to go". He felt that if you get to a point where you are not basing your "thinking on what you are experiencing" within the culturally and linguistically diverse and complex international school context and you are not "listening to what others are saying and being open to hearing, you can stay too long".

Critical colleague Patrick's view on culture, at the transitional point of data collection between the second cohort of international school principals and the international school middle leaders, focused on two key aspects. First, he felt that a successful international school principal created an internal personal culture in the school when saying that

> the community becoming the pseudo family, and it's true, absolutely 100% true … that whole notion of my small community is my school community is my family in the international sector … And school communities, is such an important part of it, are the principal's responsibility.

Secondly, he indicated that the successful international school principal had to build a culture within the school that enabled them to work with all stakeholders "because quite frankly you have to engage with them, you have to work with them, to get them alongside you because if you don't do that it's just going to be a disaster". This connection between culture and how the international school acts and operates as a community became an aspect that the international school middle leader questionnaire was designed to explore and elicit data on.

School culture and school vision are intimately "entwined" (Middle Leader 3), where vision is connected to how the school perceives itself and how it is developing. Culture is connected to how the school as a community acts and operates as they bring the vision to life. Successful international school principals "demonstrate their capacity to lead" by establishing a vision that encompasses their world and the work of the school and makes "visible" (Middle

Leader 2) a "common purpose" and "shared values" (Middle Leader 9). This shared and visible vision is "integral to building a school culture that sustains improvement" (Middle Leader 9) and success. The international school middle leaders provided insights into the leadership strategies that successful international school principals use to achieve the development of these cultures, and how they manifest within the international school and contribute to the desired success.

Creating and sustaining personal and professional cultures that contribute to staff retention within a context where a significant number "come from different countries, and they have different nationalities" (Middle Leader 8), is a challenge. Within an international school context, staff retention "is as important as" (Middle Leader 6) the initial identification and recruitment of staff. The international school middle leaders indicated that, to retain staff, the successful international school principal needed to work to "articulate" and establish a culture that "shared the vision of the school" (Middle Leader 2) with all stakeholders. The culture needed to contribute to the development of a "strong 'family' ethos" (Middle Leaders 3) where people "support each other emotionally and professionally", creating a "happy staff who are willing to go a bit extra" (Middle Leader 2).

The middle leaders reported that in developing and maintaining personal and professional cultures successful international school principals enacted and shared leadership through their words and actions. Middle leader 4 shared that they had observed international school principals intentionally upholding the vision of the school and making sure that they "do what they say" and actively intervening "when there are[were] injustices towards a member of staff". In addition to this support Middle leader 4 further shared that they had observed one of their international school principals hold others to account for "unprofessional behaviour". Specific culture building activities that were reported included:

- team building days, mission walks and coaching partnership (Middle leader 6)
- stakeholder involvement and governor training (Middle leader 6)
- peer observations (Middle leader 3)
- promoting, preaching and modelling school values (Middle leader 7)

As a cohort the middle leaders consistently indicated that the successful and long-term international school principal worked to be "empathetic" (Middle Leader 9), "firm but fair" and "flexible" (Middle Leader 5), and "transparent" (Middle Leader 16) as they shaped their school culture.

When international school personal and professional cultures are collectively established, collaboratively led, and maintained, the international school becomes a place where "you feel valued as a person and as a professional", resulting in a prevailing sense of "welcome and belonging" (Middle Leader 2). In instances where the international school principal fails to establish this culture, the school is potentially at risk of becoming a place that "is not welcoming and does not have supportive professional and personal cultures" (Middle Leader 11). The flow-on impact of this lack of a welcoming and supportive culture is that teachers, particularly expatriate teachers in a foreign context, may "feel rejected" and may be "more likely to leave or disengage with the stated improvement plan as they will not believe it to be the sincere intent of the school" (Middle Leader 11).

5.2.3 Recruitment

Consistent across all participants was the identification of recruitment as a major focus of international school principal leadership activity. When recruiting teaching staff for an international school, the international school principal targets two cohorts of teachers, local and expatriate. The recruitment of both cohorts presents cultural, logistical, linguistic, and organisational complexities, which are managed by the international school principal in collaboration with school and organisational stakeholders and partners. When they are recruiting local teaching staff, the international school principal needs to identify teachers who have the capacity, both personal and professional, to be countercultural and capable of developing and implementing international curricula and pedagogies. Recruiting expatriate teaching staff demands that the international school principal is able to identify teachers who have the personal and professional capacity to adapt to living and working within culturally diverse, and potentially isolated, contexts. Regardless of whether the appointee is local or expatriate, recruitment is a three-stage process: (a) pre-recruitment, (b) active recruitment, and (c) post-recruitment. These stages are explained in detail in Appendix I: Recruitment Memo, which was written as part of the analytical reflection process. The following paragraphs discuss the data associated with recruitment being a major focus in the international school principal's role.

Walter, Brad, and Sarah were recruiting for their specific international school context with their vision, the vision of the school, and the overarching vision of the educational organisation and the socioeconomic contexts of the schools in mind. Walter's international school's socioeconomic context was mainly expatriate families from international business or

consular networks, as well as the wealthier local families. Brad's international school targeted the midrange local families, while Sarah's school targeted the lower midrange socioeconomic context. The socioeconomic context of the international school influenced what they could pay, who they chose to recruit, and from where they chose, or were able, to recruit local and expatriate teaching staff.

Walter was very experienced at international recruitment, and he was open about how he enjoyed the challenge and travel that went with this responsibility. In his interview, he provided an overview of the two international recruitment processes he had facilitated as an international school principal. First was the wide-ranging experience when working in a German international school. Here, he was required to attend recruitment search fairs in "Melbourne, sometimes Bangkok. Then we'd go to London and then we'd go to Boston and then I'd usually come back. But if we had any other jobs left, the head of school would sometimes go to San Francisco." He and the recruitment team managed a staff of "over 200 at the school and would have probably a 10–15 per cent turnover" and were often interviewing up to 50 people at each location. In contrast, when recruiting from the Pacific Region countries, attending recruitment fairs was not a feasible option. In this context, he advertised teaching and leadership positions in the internationally focused *Times Educational Supplement*, mainly in Australia and England. Rather than independently searching widely for applicants, the recruitment strategy in the Pacific Region relied heavily upon seeking appropriately qualified and experienced "trailing spouses of people who are already coming to the country, as long as they are good enough".

In contrast, Brad and Sarah recruited locally for teaching staff, but each approached the recruitment from a different perspective to meet the specific needs of their international school context. Brad focused his recruitment on creating a niche identity for the school and would "recruit people for what I think added value to the school that I wasn't offering or couldn't offer, or staff couldn't offer". He would recruit teachers not because he "liked them", but rather he recruited "for the needs of the school based on the value-add we wanted to add". Sarah, too, looked "at experience", seeking to get to know potential teachers and finding "where their strengths lay". Unlike Brad, Sarah focused her recruiting activities on finding the most qualified and experienced fit for the school from within the locally available pool of teachers. She described how her leadership team would "look at their qualifications and experience and look for diplomas and degrees" when identifying potential recruits.

Critical colleague Patrick responded to Walter's discussions about recruiting teachers from a wide variety of Western contexts to work in international school contexts. He shared that from his experience

> teachers who come from Western countries, often we make the mistake of assuming that they all think the same thing or the same way, and they don't actually. New Zealanders, Australians, and British, whilst they are all, obviously, culturally the same, all come from different educational perspectives and backgrounds.

This aspect of recruitment guided the development of the international school middle leader questionnaire to include questions focusing on how the successful international school principal recruited teachers from a wide range of international contexts. The questions were designed to gather data on how the successful international school principal conducted the recruitment process and how they facilitated and supported onboarding, induction, and orientation processes for new teachers.

The international school middle leader participants reported that the pre-recruitment stage began with the identification and clarification of vacancies. Vacancies may arise as the result of end of tenure, resignations, school improvement, growth or redirection, and development. Clarification of vacancies required that the international school principal work with appropriate staff, teaching and non-teaching, to develop a precise understanding of "what the role will entail" (Middle Leader 11) and "the profile" (Middle Leader 10) of staff that the school is seeking to recruit. In addition to the identification and clarification of the role and desired profile of potential recruits, the middle leaders reported that the successful international school principal worked with school and/or organisational HR staff to prepare for the upcoming "recruitment season" (Middle Leader 10). This preparation and organisation ensured that the following activities or tasks were completed, thus facilitating a successful recruitment season:

- establishing a budget for recruitment (Middle Leaders 3, 4, 5, 6, 8, and 16):
  - agency costs, advertising, travel expenses;
- developing a timeline to ensure that all recruitment activities can be completed in time-appropriate order (Middle Leaders 2, 3, 4, 5, 9, and 16);
- assigning roles and responsibilities to all involved in recruitment (Middle Leaders 4 and 5);

- developing advertisement strategies (Middle Leaders 3. 4, 5, 6, 8, and 16):
  - websites, recruitment agencies;
- planning the interview process, which may include the following activities:
  - demonstration lessons (Middle Leaders 5 and 6);
  - psychometric testing (Middle Leader 5);
  - data analysis task (Middle Leader 3);
  - face-to-face interview (Middle Leaders 2, 3, 4, 9, 10, 11, 12, and 16);
  - demonstration of teaching with a small group of students in school (Middle Leaders 5 and 6); and
  - discussions about candidate's short-term and long-term career expectations (Middle Leader 5).

The international school middle leaders consistently stated that, in addition to identifying and describing the role, successful recruitment demanded that the international school principal be cognisant of the local and international educational employment market. This awareness guided how the international school principal worked to ensure that the school was presented as an employer of choice, as well as how, where, and when to market the recruitment opportunities. To this end, the middle leaders shared that the successful international school principal worked at ensuring that they, or their recruitment team members, were

- keeping abreast of local educational social media (Middle Leaders 3 and 16);
- networking with colleagues (Middle Leader 3);
- following international social media (Middle Leaders 3 and 16);
- exploring the local market to benchmark (Middle Leaders 3 and 17);
- creating and sharing recorded and written messages from leadership team members and the company CEO showcasing the school (Middle Leader 18); and
- monitoring and using international recruitment agency websites (Middle Leaders 5 and 6).

Middle Leaders 4, 5, and 6 explained that initial active recruitment activities such as the collection, collation, and shortlisting of applications could be completed by both the international school principal and/or the team that they had developed. They indicated that the actual interviewing of applicants, while potentially managed by a panel, was best when directly led by the international school principal. Middle Leader 2 described how the

successful international school principal needed to use the interview as a time to build expectations through "strong, clear communication" that enabled them to "make an emotional" and professional connection with the potential recruit. For the successful international school principal, the interview was a time where they presented the position as "one that you want to be in, in a place where you can see yourself living" (Middle Leader 2). Additionally, middle leaders reported that the interview provided the opportunity for the international school principal to see if the "candidate had done their homework" about the country and explore "why they [the candidate] thought they would be good for this job, town, and country" (Middle Leader 11).

Consistent across all international school principals and middle leaders was the understanding that recruitment did not cease once the teacher was employed. It moved from the active recruitment stage to the post-recruitment stage. The "connection" (Middle Leader 2) that the international school principal made with the new teacher during the interview needed to be extended during the post-recruitment process of induction and "onboarding". While this connection with the international school principal was important, "it is not feasible" for the international school principal "to create a culture where they are the first point of call for everything" (Middle Leader 4). The middle leaders, in line with the second cohort of international school principals, reported that onboarding and induction was a team event where "HR should be the organisers for all non-teaching-related matters", and the "teaching community plays a part in welcoming new teachers", instigating "buddy systems" (Middle Leader 4), and sharing school processes and procedures. The international school principal "should be known, approached, and be involved during the year", but it is "unrealistic that they are fully immersed in the orientation and induction programs" (Middle Leader 4) on an ongoing basis. The successful international school principal oversees and leads the team in all areas of the post-recruitment, ensuring that it "has a link to the vision" (Middle Leader 9) of the school and their leadership.

Sarah, who recruited local teachers only, had the lightest post-recruitment program and offered each newly recruited teacher a "mentor coach". The mentor coach would lead them through a "support dialogue" program to align their professional practices with that of an international school. In contrast, Walter, as an international school principal in Germany and responsible for overseeing the induction of "30 or 40 new people" annually, described far more supportive induction programs that he led in collaboration with his middle leaders and

the organisational HR staff. Walter shared how he would "talk with them about the sorts of things that they would find in terms of school culture" and his teams would "take them and show them around Frankfurt" and to the local "wine fest that happened in the village". In the Pacific Region country, he had to modify, adapt, and limit his onboarding programs in response to the security issues present in the larger socioeconomic context of the country.

Brad saw the induction period as the time where he established "a very clear upfront understanding of what was expected and what the vision of the school was and what they were here to do". He used the onboarding and induction activities as a time to align the new staff with his vision for the school, along with a focus on contractual sustainability and teachers staying in the school. He explained that the school gauged the success of the overall recruitment process on how long the teachers stayed in the school, specifically if they accepted an additional contract. For Brad, "if they stayed for four years, we felt that was really good".

Hugh handled this period differently, and when it came to the onboarding and induction activities for newly recruited expatriate teachers, he handed this responsibility over to his "deputy principal" to oversee. Instead, he took a lead role in terms of utilising the skills and capacities of the expatriate teachers and would "squeeze them for everything they had". Hugh believed that it was "very important to get the expatriates" working quickly, to "get them up on their hind legs to lead professional development" and contribute to the professional development of the less qualified and internationally experienced local teachers.

It was Walter who expressed an understanding of the impact of failed recruitment potentially leading to a lack of expatriate or leadership staff post-recruitment on his capacity to be a long-term international school principal. His Pacific Region international school struggled to recruit and onboard a suitable early-years deputy principal. They found the overall process "very tricky", and while they did find a "good deputy principal" eventually, finding the right fit "took us a while; we didn't have one for six months". Thus, for Walter, "that became my job as well; I ended up being the deputy principal" while the deputies were "teaching classes".

5.2.4 Governance

School leaders are expected to develop and manage relationships both internally, with school governing boards, and externally, with organisational, governmental, or other external

authorities and governance stakeholders. In the international school context, these relationships are established and maintained across organisational, national, cultural, and linguistic boundaries. Data collected from the second cohort of international school principals and middle leaders indicated that for the successful international school principal the focus of governance relationships was internal. Sarah shared her belief that "good governance is at the heart of a successful organisation" and that good governance is characterised by "integrity, honesty, transparency, and a code of ethics and not being biased and common sense". Understanding how the successful international school principal is unbiased and maintains a modicum of common sense provides insight into how some can sustain successful leadership within the culturally and linguistically diverse and complex international school context.

Walter supported Sarah's view that effective governance promoted school and leadership success when he claimed to have the most qualified and supportive board in the system. He described his board as having "three lawyers on board who are construction guys. We've got two guys from the Australian High Commission, one of whom is a ministerial adviser. I mean, these are pretty sharp people." Sarah presented a similar sentiment, describing how her board members brought "rich experiences and expertise" to her board meetings. She explained that she "learned a lot from" her board and that she came "to understand how they think and accept my thinking is different, [that it is related] more to school". Sarah established open-minded and supportive relationships with her board, thereby enabling them to "bring experience from their workplace" and to collaboratively work together to "draw up a business plans" that could help "collect school fees".

In contrast, Hugh stated that he was in the "unfortunate position … [of having] a number of people on the board who are not the sharpest. They're not great." Hugh perceived the problem as being that they "know nothing about education per se" but that, because in their work roles they were "involved in management, they do a lot of management speak. They've been to all the workshops and the PowerPoints within their organisations. And so, they'll come and start bringing those in" and try to tell him how to do his work. He found the board he had at that moment challenging and that, when it came to his board, he had to "act in good faith" and couldn't "be hiding stuff from people because you're worried that they're going to disagree". Also, he stated that, as the international school principal, you must be "as open as you can be, and you've got to hope and trust that you can get them to see things the way that you want them to be. Right. Sometimes it's not easy, sometimes it can be difficult."

Walter was most critical of the International Educational Organisation 2 overarching executive board. He felt that the organisation was struggling with the impact of ineffective governance and leadership, which had led to "a dulling down of the effectiveness of governance and governance weaknesses". Hugh, who also struggled with governance challenges, indicated that he felt these weaknesses had emerged from "rogues operating within it because it was structured so that one person could basically take charge of it. And that used to be the CEO, which was [name of CEO]. And then they got [current CEO name] and then he had his, … all his relatives ripping the place off." The impact of this financial mismanagement, which had arisen as a result of ineffective governance practices, meant that his school "couldn't spend money" because that money had been appropriated by the organisation and had "been used for operations" not linked to the purpose of the organisation.

In addition to the financial challenges, Walter felt that there were governance issues relating to "prescriptive" curriculum and "content-based" pedagogical approaches. Even though this was how he felt about the financial and curricula governance that came from the organisation, he still aimed to "try to maintain a good relationship … even if I find things that they're doing to be ill-considered and lacking in collaborative input".

Walter, Hugh, and Sarah each described the importance of good governance relationships with their governing boards. Each shared how they intentionally developed and maintained good working relationships with their boards. These relationships were characterised by trust, respect, honesty, and transparency and enabled them to lead successfully within their international school context.

The international school middle leaders affirmed the importance of these relationships and provided details of how successful international school principals developed and maintained governance relationships that shaped how the governance stakeholders engaged with the international school. The strategies used by successful international school principals that the middle leaders shared indicate that the development and maintenance of good governance relationships, while instigated and led by the principal, was the work of the leadership team. What was consistent across all participants, both principal and middle leaders, was that the international school leaders, through the intentional development and maintenance of good relationships, were working to ensure that the governance stakeholders

were developing an understanding of and appreciation for their leadership work within the culturally and linguistically diverse and complex international school context.

A somewhat different perspective was offered by critical colleague Patrick, who raised the policy aspect of governance and how this was a complexity faced by the international school principal. He shared that, from his experience,

> if you're the principal of a downtown catholic school or downtown government school in my case, Melbourne, you don't face the same things. It's very predictable because the government policies, the policy might change, but in essence, you don't have the same decisions that you do when you're out in the international sector, and that to me is a critical point.

Here, Patrick is highlighting how international school principals, like all principals, have to manage external policy stakeholder relationships. He suggests that, for the local national principal, there is predictability and fluidity in the government policies, but this is something not replicated in the international school context. This input from Patrick, at this transitional point in the data collection between the principals and the middle leaders, guided the development of the questionnaire to explore how successful international school principals develop and maintain governance relationships with critical stakeholders. (To review the questionnaire, refer to Appendix E: Questionnaire.)

According to the international school middle leaders, establishing and maintaining positive relationships with school board governance stakeholders is the purview of the international school principal as "being the representative of the school" (Middle Leader 11) in these partnerships, and so it is the "job that they have taken on" (Middle Leader 2). The middle leaders reported that achieving professional and sustainable relationships with governance stakeholders demanded that the international school principal be a "highly effective communicator" who can "act as a link between various stakeholders" (Middle Leader 18). They indicated that the successful international school principal achieved this by being able to "lead with empathy and compassion, explaining decisions with the school mission, vision, and values at the forefront, inviting challenging conversations from shareholders" (Middle Leader 16).

When developing and maintaining relationships and partnerships, the successful international school principal needed to "invite stakeholders into the school environment so that they understand" (Middle Leader 3) the lived vision and purpose of their leadership. The

middle leaders shared that the successful principals they had worked with used the following strategies to invite governance stakeholders into their schools:

- adopt a governor (Middle Leader 6);
- mentoring (Middle Leader 6, 15, and 16);
- focus groups embedding vision (Middle Leader 6);
- visual displays (Middle Leader 3);
- formal emails with follow up (Middle Leader 6, 16, and 17); and
- transparency (Middle Leader 16).

Middle Leader 3 shared the following account of how they observed one international school principal went about inviting their governance stakeholders into the life of the school:

> [They brought] in experts to build the board's understanding of their role. They also took the entire board each year to the EARCOS [East Asia Regional Council of Schools] conference, where they would attend a board conference. For a principal to establish the role of the board is key, hopefully as a strategic board. (Middle Leader 3)

It was also noted that, while collaborating with governance stakeholders either during these school visits or at other points of contact, the successful international school principal used their "highly developed diplomacy skills" (Middle Leader 17) to

- gently remind boards of the purpose of the work of the school and the need for mutual support between the school and the board (Middle Leader 11);
- be a link between the staff and the school board and communicate staff concerns (Middle Leader 15);
- listen to all viewpoints (Middle Leader 13); and
- advocate on behalf of staff (Middle Leader 3).

5.3 New Understandings

The following new understandings were formed as the result of Saldana's (2009) coding cycles and the use of the NVivo coding program. Cycle 1 coding elicited a range of general attributes, descriptions, actions, and connections of patterns within the data. After Cycle 1 coding the data were further analysed and explored using Saldana's codes and NVivo word analysis and graphic tools. The themes that emerged from all of the participants' data were further explored through Saldana's Cycle 2 coding strategies, specifically pattern coding,

focused coding, and theoretical coding. This analysis process produced new understandings of how international school principals make meaning in the areas of the international school context and how this meaning-making is enhanced by defined leadership attributes. Section 5.3.1 outlines how the new understandings of elements of the leadership context within which the successful international school principal makes meaning were generated through the analysis of the data. Section 5.3.2 then outlines how the new understandings of the successful international school principal leadership attributes were generated through the analysis of the data (see Appendix J: Coding Memo and Appendix F: Coding Audit Trail).

5.3.1 Elements of the Leadership Context

The iterative journey of the international school principal and critical colleague data through the Saldana coding cycles using the NVivo tools is presented in Figure 5.1.

Figure 5.1

International School Principal Context of Leadership Coding Map

Educational Leadership in Culturally and Linguistically Diverse and Complex International Schools
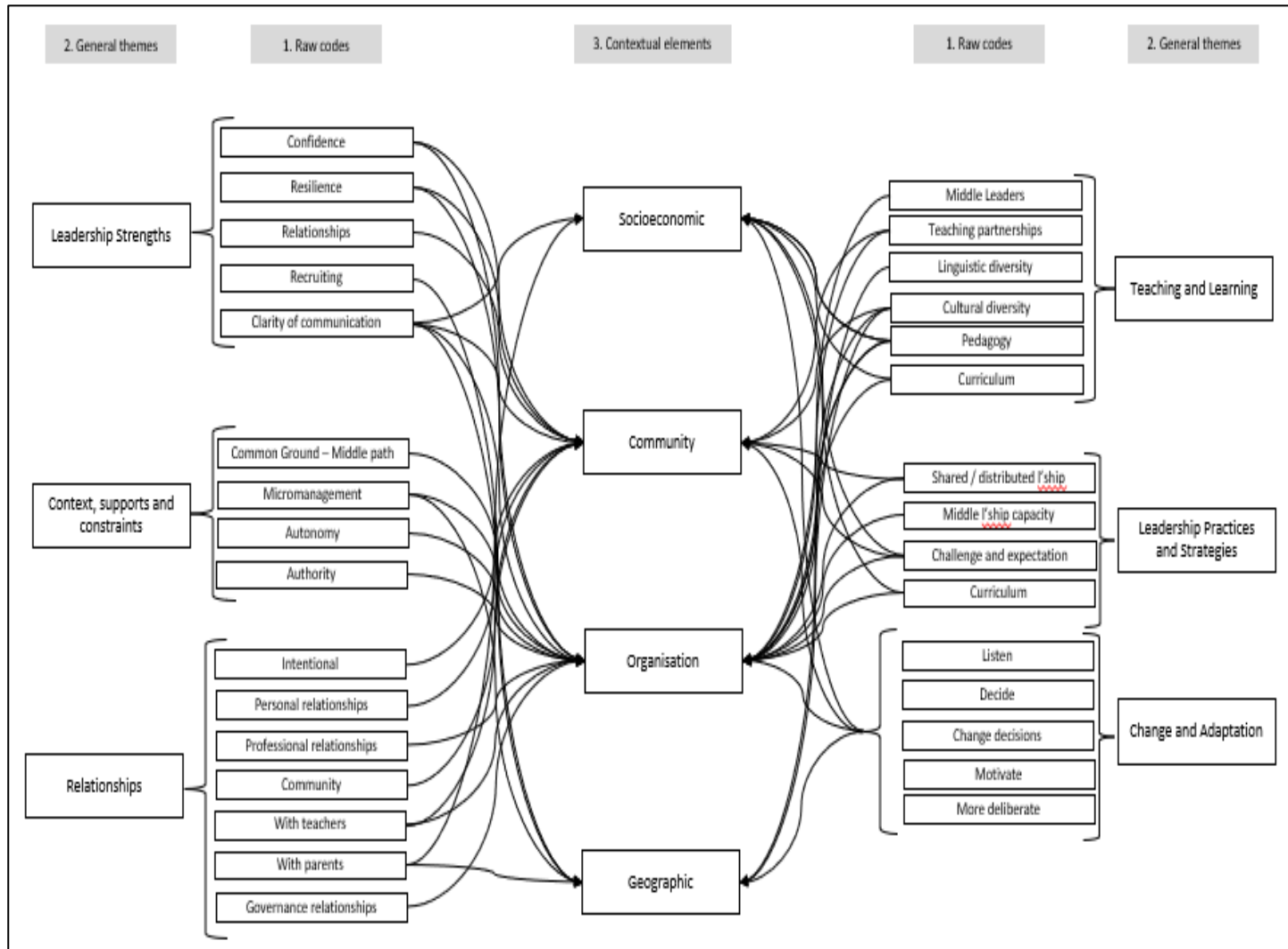
The initial analysis resulted in the data being coded to the raw codes shown in Figure 5.1, Column 1. The next cycle of analysis resulted in the raw codes being organised into general themes, Column 2. These general themes led to a deeper understanding of the complexities of the international school context, the strengths and leadership practices and strategies, and areas of specific activity, such as relationships and teaching and learning, which demanded leadership adaptability and change from the successful international school principal.

The further analysis and reorganisation of themes during the Cycle 2 Saldana (2009) coding stage identified new understandings of the contextual elements, identified in Column 3 of Figure 5.1, that influence the international school principal's successful and sustainable leadership. The identified contextual elements are the socioeconomic context, the community context, the organisational context, and the geographic context. Figure 5.1 is a copy of the coding map tracking how the raw data connects to the general themes and is then reorganised to these four contextual elements.

This figure highlights that while each element can be clearly defined, they are shaped and impacted by the leadership actions of the international school principal. The coding map shows that the raw codes can influence and be a characteristic of more than one general theme. For instance, curriculum as a raw code is evident in how the international school principal leads teaching and learning and how they enact leadership practices and strategies. In turn, the curriculum is influenced by each contextual element. Relationships were identified as a raw code and as a general theme because through the coding and analytical process it became evident that effective relationships were central to each of the general themes and were symbiotically influenced by each of the contextual elements.

5.3.2 Leadership Attributes

The coding and analytical processes that identified the new understandings of the international school leadership context discussed in the above section further identified new understandings of the common leadership attributes consistently demonstrated by successful international school principals. The reorganisation and analysis of the raw codes and general themes facilitated the identification of six common leadership attributes, which show that successful international school principals are

- culturally intelligent,
- effective communicators,

- empathetic,

- relationship builders,

- open-minded, and

- diplomatic.

The coding map of the analysis and organisation and reorganisation of codes is presented in Figure 5.2. This figure makes it evident that the leadership attributes work across all general themes and are connected to each raw code. For instance, cultural intelligence enhances, and is enhanced by, an international school principal's leadership strengths. Confidence, which is a raw code within the leadership strengths, has a flow-on impact beyond this general theme because it also impacts each of the other leadership attributes. The more confident the international school principal is, the more effective they are as a communicator, and the more they can be empathetic, diplomatic, and so on. In this coding map, the two-way flow of the arrows is indicative of the fact that the more the international school principal experiences success in the raw-coded leadership elements, the more successful they will be in enacting and using their leadership attributes.

Figure 5.2

International School Principal Leadership Attributes Coding Map
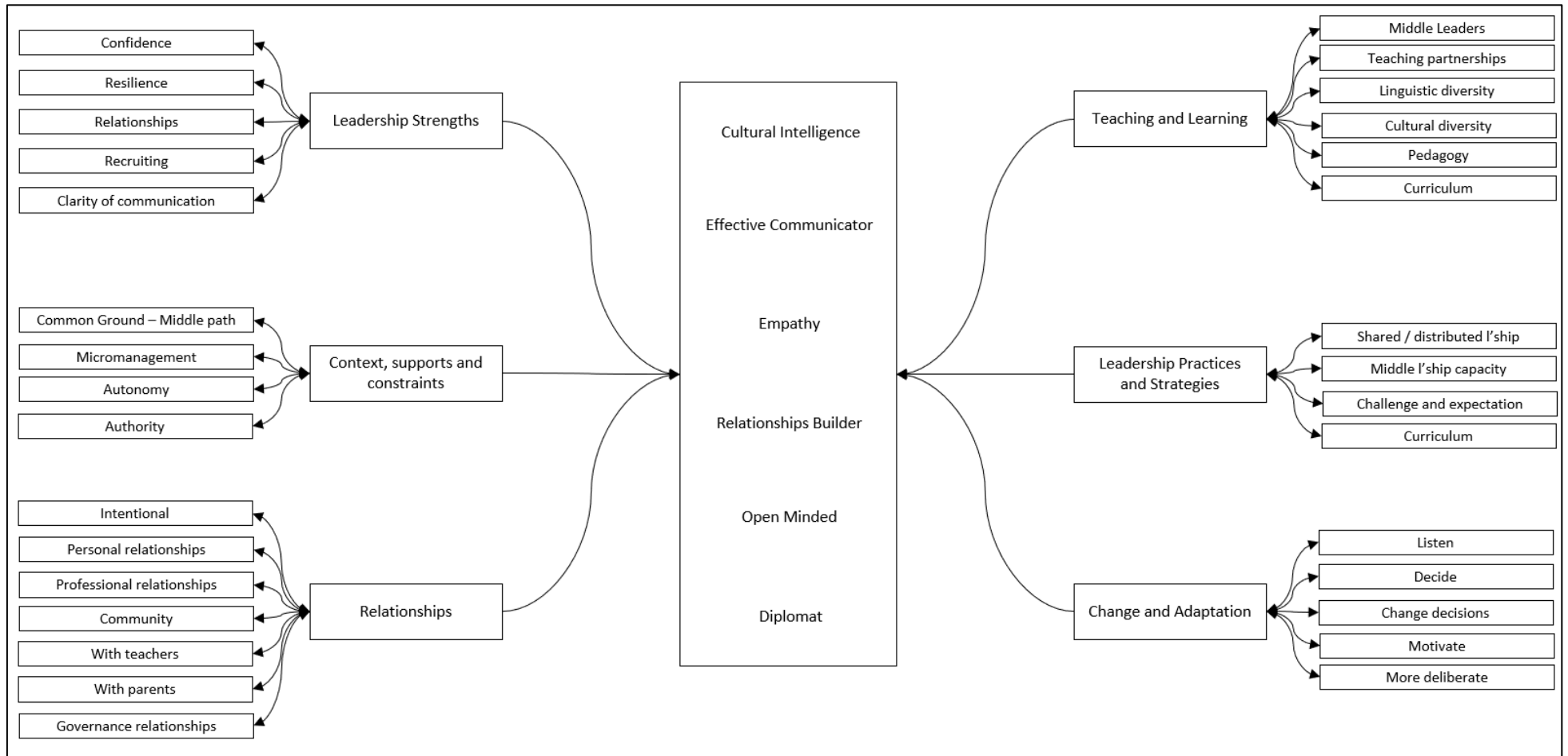
5.3.3 *Summary of New Understandings*

In this chapter, the data contributed by the second cohort of international school principals and by the international school middle leaders have been explored and analysed. A summary of this analysis is presented below.

1. Successful international school principals interpret and respond to the leadership circumstances that arise from within the context they are leading. Exploring and seeking to understand these contextual differences allowed for the generation of the following four themes, which, in this chapter, have been termed contextual elements:

   (a) socioeconomic context – this includes the socioeconomic context of the students and of the context within which the school is geographically, socially, and culturally located;

   (b) community context – this relates to the community of stakeholders who engage with the school, including all internal and external stakeholders;

   (c) organisational context – this includes the educational or business organisation that owns and/or manages the school and has a governance relationship with the school; and

   (d) geographic context – this relates to where the school is physically located and includes elements such as how close the school is to those who have governance expectations, distance to major centres for purposes of travel, access to professional development, and access to peers and resources.

2. The middle leaders identified leadership attributes that they perceived to be demonstrated by successful international school principals, from which the following six major themes were generated:

   (a) cultural intelligence – being cognisant of and understanding the complex interplay of cultures in the international school context and enacting leadership in response to this understanding;

   (b) effective communication – being able to build communication pathways carefully and intentionally across cultures with all stakeholders;

   (c) empathy – the ability to understand the emotional perspectives of all stakeholders and consider this perspective when enacting leadership;

(d) diplomacy – the ability to engage, negotiate, persuade, and build consensus with all stakeholders within the culturally and linguistically diverse and complex international school context;

(e) open-mindedness – the ability and willingness to be open to new ideas and perspectives from all cultures and stakeholders within the international school community; and

(f) relationship building – the ability and willingness to build and sustain purposeful professional and personal relationships with all stakeholders.

3. Successful international school principals lead from a triad of visions and enact leadership in the following areas:

(a) Recruitment – recruitment is a year-round, three-stage process that involves the coordination of a wide range of staff within a school. It starts with pre-recruitment activities, which involve the identification, description, and advertising of the vacancy. The second stage is the active recruitment stage where candidates are sourced, shortlisted, and interviewed and contracts are offered. The third and final stage involves all onboarding activities as well as induction, orientation, and then ongoing professional learning and appraisal activities, which, in turn, inform and identify future vacancies and staffing needs.

(b) Governance – governance relationships are both internal and external to the school, but both are central to the leadership of the successful international school principal. Internal governance relates to the internal operations of the school, while external governance relates to governing boards and organisational policies, procedures, and expectations.

(c) Culture – the successful international school principal works to establish professional and personal cultures within the culturally and linguistically diverse and complex international school. They strive to build a professional culture amongst all staff, focusing them on the educational purpose of the school. They also strive to establish a personal culture that builds a sense of belonging and commitment to the international school principal's vision as well as the organisational and school visions of the international school.

The new understandings outlined above have been generated as a result of the engagement with data provided by the participants and the analysis of these data in light of the purpose of the study. In Chapter 6, these new understandings will be further refined through a discussion that assimilates these findings with current literature related to the context and purpose of this study.

Chapter 6: Discussion of New Understandings

6.1 Introduction

The overarching research question guiding this study is *How are some international school principals able to successfully navigate culturally and linguistically diverse and complex international school contexts and experience tenure beyond 3.7 years?* The purpose of this chapter is to further develop and discuss the findings presented in Chapters 4 and 5 in alignment with current literature on how successful international school principals lead in culturally and linguistically diverse international school contexts. The review of research literature in Chapter 2 elicited the following three subquestions that guided the collection, collation, and analysis of data:

Subquestion 1:

How are international school principals who are experiencing tenure beyond 3.7 years demonstrating cultural intelligence as they navigate the competing national and organisational cultures of the international school?

Subquestion 2:

How are international school principals who are experiencing tenure beyond 3.7 years successfully understanding the nuances of the complex context of the international school as they enact successful leadership practices?

Subquestion 3:

How are international school principals who are experiencing tenure beyond 3.7 years successfully integrating instructional and transformational leadership as they navigate their culturally complex international school?

This chapter is structured in four sections following this introduction. In each major discussion section, I first discuss the existing research literature, then discuss how this study has contributed to, and extends, the existing literature. In Section 6.2, the findings will be discussed in detail with regard to the connection between context and leadership, with a focus on how the successful international school principal enacts leadership in response to their culturally and linguistically diverse and complex international school context. Section 6.3 discusses how professional leadership attributes contribute to leadership success and explores the leadership attributes demonstrated by successful international school principals. Section 6.4 presents the findings on vision, recruitment, governance, and culture and explores

how the successful international school principal responds to the symbiotic nature of these intricately entwined influences and enacts successful and sustainable leadership. Finally, Section 6.5 presents a summary of the major findings.

6.2   Context of Leadership

In the introduction to his book, *Bringing Context Out of the Shadows of Leadership*, (Hallinger, 2018) challenges researchers and school leaders to explore and understand the importance of context and warns that "it would be a mistake to ignore the presence of variation within any given context" (p. 18). Subsequent research has identified that contextual features can be factors that determine how a principal leads within their school (González-Falcón et al., 2020). They can also be factors that, when they coalesce with a principal's experience, personality, and values, have the potential to impact ongoing school success.

This study has identified that, for the international school principal working in a culturally and linguistically diverse and complex international school context of leadership, the most significant contextual features they need to be cognisant of are the socioeconomic, organisational, geographic, and community contexts.

6.2.1 *Socioeconomic Context*

Socioeconomic status is a measure that indicates the societal standing of a community or neighbourhood (American Psychological Association, 2015). The socioeconomic level is determined by a value given to a region based on the educational and income levels, occupations, and family size of the households in the region (American Psychological Association, 2015; Lamb et al., 2020)   . The link between the socioeconomic status of a community and the academic achievement levels of students has long been accepted as a factor that influences school success (Chiu & Chow, 2015). Students who live in high socioeconomic contexts experience greater educational success and opportunity than those in low socioeconomic contexts (*Measuring Socioeconomic Status and Subjective Social Status*, 2015). The educational achievement inequalities brought about by disparities in the socioeconomic status of communities have driven the Australian Department of Education, Skills, and Employment's "Closing the Gap" (2020) and the U.S. Department of Education's "No Child Left Behind" (*No Child Left Behind*, 2001) guiding policies. Both policies have influenced funding and schools in Australia and the USA in recent decades.

The variance between high and low socioeconomic contexts leads to "socioeconomic and academic stratification" (Tham, 2021, p. 2), which, simply put, means that students in high socioeconomic contexts have access to high socioeconomic schools while students in low socioeconomic contexts can only access low socioeconomic schools. In addition to influencing access to high and low status schools, socioeconomic status also influences how student perceive each other (Chiu & Chow, 2015) and how they engage in academic goal setting (Berger & Archer, 2018). The impact of socioeconomic status on access to educational opportunities at an institutional and personal level is evidenced in both Western and non-Western contexts (Liu et al., 2020; Maholmes & King, 2012).

International schools target and attract families from a middle to high socioeconomic standing even when the geographical location of the school may be within a developing and potentially low socioeconomic national context. Current analysis of the international school marketplace indicates that, while international schools initially targeted "the needs of Western expatriates" (ISC Research, 2021, p. 4), the enrolment patterns have changed. Current global influences "such as the oil and gas crisis in the Middle East and South Eastern Asia, or the global pandemic" (p. 5) have led to companies adjusting contractual benefits and individuals having lower income levels, resulting in an influx of enrolment of students in mid-market fee point international schools as opposed to premium fee level schools.

This ability and willingness to meet the cost of enrolment in international schools means that the international school student body is not necessarily delineated by school geographical boundaries; rather, it is delineated by socioeconomic status. International school families, in general, tend to be wealthy local families who can afford the fees, self-payers, or expatriate families whose fees are paid as part of parental employment contracts. For the international school principal, this high socioeconomic dynamic brings parental demands, expectations, challenges, and considerations that influence how they lead. There is research around how socioeconomic status influences familial expectations and attitudes towards what schools can, or cannot, offer and provide (Pham, 2019). In Chapter 4 and Chapter 5, this dynamic was explored within the context of an international school to understand how the international school principal needs to be cognisant of and responsive to the following:

- parental perception that by paying for an international school they are acquiring an international educational qualification for their child that provides access to international universities and ultimately international economic opportunities;

- diverse expectations and demands of high socioeconomic families from diverse cultural backgrounds; and

- demands that this diversity places on communication, curriculum, policy, and procedures.

A further, and sensitive, aspect that the international school principal needs to be cognisant of is the reality that there are potentially significant differences and inequalities between the financial, socioeconomic, and academic capacities local and expatriate staff . This study has resulted in new understandings of how the successful international school principal makes meaning of each aspect of the socioeconomic context of their international school and adjusts their leadership in response to these understandings.

6.2.2 Organisational Context

In the preface to his book, *Organizational Culture and Leadership*, Schein (2017) presents the premise that "every organizational culture is nested in other, often larger cultures that influence its character; and every subculture, task force, or work group is, in turn, nested in larger cultures, which influence them" (pp. xii–xiv). This premise is pertinent to the international school context as not only is it a nested subculture within and governed by an overarching international educational organisation, but it is also nested within a larger national cultural context. This larger national cultural context influences both the school and the organisational cultures. An added nuance is that the international educational organisation potentially owns and governs schools nested within more than one national context. For instance, GEMS Education or Nord Anglia, both international educational organisations, own, manage, and govern international schools in numerous countries. As a result, these international schools are potentially influenced by multiple organisational and national cultural contexts.

The challenge that these nested subcultures potentially create is that, at times, they "may conflict with each other or with the larger corporate culture" (Schein & Schein, 2017, p. 11). Figure 6.1 diagrammatically represents the subcultural nesting of the international school context, providing an insight into how the international school principal's leadership occurs at the centre of the nested cultural contexts. RSAcademics, a company that conducts research and recruits within the international school market, has identified that this nuance of organisational and national nesting influences governance and is an area of complexity that

international school principals need to manage. The lived relationship between the international school principal and their governing boards, both school and organisational, is ultimately central to sustainable, or unsustainable, tenure (Ting, 2019). Benson (2011) and Keller (2015) both hold the view that the organisational structures and nested contexts of the international school create complexities that impact the length of tenure of the international school principal. What is not apparent in the existing research literature are data demonstrating how the successful international school principal engages with the overarching organisational influences. This is the focus of this study.

Figure 6.1

International School Principal Contextual Culture Nesting
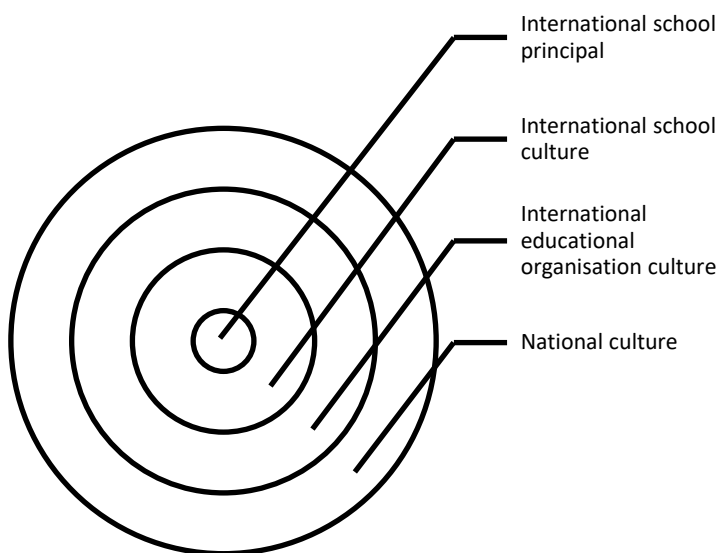
What I have identified through this study and can now contribute to the research literature is the understanding that the successful international school principal works to be cognisant of and responsive to the cultural influences of the organisation, both national and corporate, within which their international school is nested. The new understandings displayed in Chapter 4, Section 5.3, show that when leading within these nested organisational cultural contexts, the successful international school principal draws on attributes and leadership actions that enable them to respond to influences from three levels of organisational culture. The first is the national cultural context; the second is the organisational cultural context in terms of the organisation that owns and manages the school; and the third is the school itself, both as an organisation and as a nested subcultural organisation of the two prior organisational cultures.

The analysis of these data indicates that when enacting leadership, the successful international school principal is both cognisant of and responsive to how leadership is viewed within the host national culture. The analysis of the data indicates that the successful international school principal is respectful of and engages with the national cultural practices in ways that are not tokenistic or judgemental. New understandings from the data further demonstrate that the successful international school principal proactively nuances their leadership to align with the culture of the organisation that owns and governs the school and that they seek to align the organisational vision with their vision for the school. They work to adapt and adjust their leadership practices so they can comply with organisational practices, procedures, and routines while maintaining a level of personal and professional leadership autonomy. The successful international school principal is aware of and reacts to how the organisation responds to internal and external crises, such as parental complaints, the global pandemic, or the oil and financial crises. In these situations, the successful international school principal knows that how the organisation responds to the crisis situations may not be based on an educational or Western leadership response and can influence their leadership actions and ultimately their tenure sustainability.

When it comes to leading the entity of the international school, both as a school organisation and as a subculture of the overarching organisation, or corporation, the successful international school principal (see Section 5.2.4 for this discussion)

- manages and leads the school governing board;
- focuses on the task of leading the international school;
- manages the tensions brought about by internal and external governance expectations and procedures;
- manages the strategic direction of the school; and
- responds to and manages changes and crises with an understanding of cultural and organisational expectations.

The new understandings from this study make it clear that each of the leadership actions identified above is managed within the organisationally, culturally, and linguistically diverse and often conflicting international school context.

6.2.3 Geographic Context

The geographic context is identified in the research literature as an influence that can negatively impact the leadership work of school principals (Heffernan, 2021). A geographically isolated location can hinder a principal's access to professional networks and professional development, through either an inability to physically engage with colleagues or an inability to engage in quality face-to-face professional learning (Hardwick-Franco, 2019). The geographic location of the school can be evident in the physical, national, linguistic, or economic characteristics of the school. As a feature of the school, the geographic location can present an issue when it comes to accessing systemic support and policy guidance that informs and facilitates the principal's leadership activity (Guenther & Osborne, 2018). The challenges of the geographic location may cause general difficulties in accessing quality resources to support leadership and the general daily work of the school, whether this is as simple as stationery or as complex as personnel resources (Chand & Mohan, 2019). This study has identified that international school principals can and do face these challenges due to the geographic location of their school. The analysis of the data collected in the study indicates that in addition to the challenges caused by the geographic isolation of the school, the international school principal experiences linguistic and cultural isolation.

This study contributes to the deeper understanding that, from the perspective of the international school principal, the cultural and linguistic characteristics of the school's location place personal, professional, and linguistic pressures upon their leadership and their wellbeing. The geographic location of the international school may mean that, due to factors relating to distance, visa restrictions, and security, the international school principal, along with many of the expatriate school staff, may be isolated for sustained periods from family, colleagues, and a community to which they can belong. The successful international school principal is aware of this and implements strategies and actions to address their own needs as well as the needs of their staff. While isolation presents a challenge for some international school principals, it was noted that for others the same geographic isolation can provide the opportunity for greater autonomy in their leadership when the overarching school ownership organisations may not be able to travel to the school location easily or regularly.

6.2.4 Community Context

Schools are a central aspect of communities because they are responsible for the education of the young and ensuring the continuation of "the values we most care about, and the skills and habits of heart and mind we believe essential for both their futures and for the future of the larger community as well" (Hughes, 2013, pp. 21 - 22). Enabling parents and school communities to engage in the development of the school vision, as well as facilitating their contributions to the achievement of the same vision, is well established as the daily work of the principal (Cook et al., 2017). The expectation for schools to invite culturally and linguistically diverse parents and families to engage with the school has produced a plethora of research in the past decade. Evident in this research is a growing appreciation of how schools work to engage with culturally and linguistically isolated and marginalised school stakeholders such as refugee and migrant populations (Due et al., 2016; Heffernan, 2021) utilising strategies such as two-way immersion and bilingual programs (Evans et al., 2019). The focus of this existing research is on stakeholders within national school contexts where the schools are homogeneous in terms of national culture and national language. What is not evident in this body of research is an exploration of how cultural and linguistic diversity impacts and influences the international school community context when the school may be culturally and linguistically different from the national cultural and linguistic context.

To bridge this gap in current literature, the new understandings generated from this study have shown that international school principals do strive to engage with their culturally and linguistically diverse school community that is nested within a foreign cultural and linguistic context. The demands that this divergent feature of international school leadership places on how and why the international school principal engages the community in the school are very similar. From the data analysis presented in Chapters 4 and 5, it is evident that international school principals work in partnership with a variety of stakeholders to engage across cultural and linguistic boundaries. In bridging these boundaries, the successful international school principal can build a relationship with parents and the wider community by communicating with them the vision, operations, curriculum, pedagogy, and procedures in the school.

Achieving a level of sustainable and successful connection and communication with parents that crosses cultural and linguistic boundaries places iterative levels of expectation and demand on the work of the successful international school principal. The participants in

this study consistently reported that developing, implementing, and maintaining effective communication strategies was an ongoing challenge. Communication will be discussed more fully in Section 6.3.2.

6.2.5 Discussion

Hallinger (2018) expanded the conversation around the connection between context and school leadership, seeking to understand how context shapes and influences the ways in which principals lead schools. He has sought to "illuminate the contexts of school leadership" (p. 16) arguing that "leadership practice results from an interaction between the individual and the broader context" (p. 18). He shares his understanding that current data represent the "average" and that there is a need for further research and understanding of context so leaders can situate "their learning so that they are better able to make connections between context and leadership practices"(p. 18). Responding to this call for further research, this study confirms that for the international school principal, the socioeconomic, organisational, geographic, and community contexts impact, influence, and shape their leadership actions daily.

Through the new understandings generated from the data analysis conducted in this study, it is evident that the successful international school principal knows and understands the socioeconomic, organisational, geographic, and community contextual features of their international school. The leadership practices of the successful international school principal show that they are cognisant of and responsive to these contextual features as they enact their leadership. This study shows that in responding to these contextual features, the successful international school principal is

- non-tokenistic and respectful in their leadership actions;
- creative in how they
    - engage in and lead the learning that they and others are required to undertake as they come to know and understand their context;
    - are agile, adaptive, and collaborative in responding to the challenges and opportunities that the contextual features offer; and
    - ensure that their leadership actions are nuanced to the contextual features of their current international school context.

6.3 Leadership Attributes

In the past decade researchers have begun to explore corporate and educational leadership with a view to identifying and describing their attributes (Maine, 2020; Zigan et al., 2021). Highly valued corporate leadership attributes are reported as being acumen, accountability, vision, and developing others. Lesser valued attributes are reported as ambition, work–life balance, resilience, and assertiveness (Griffiths et al., 2019) . What appears to be central to the research is the desire to understand how leaders are being "intentional" (Carrington et al., 2022, p. 2) in how they are using these attributes to influence those they are leading and leading with. Contributing to this existing work, this study has identified six attributes that are evident in the work of successful international school principals. These attributes are cultural intelligence, effective communication, empathy, diplomacy, open-mindedness, and relationship building.

6.3.1 *Cultural Intelligence*

The data collected in this study identified cultural intelligence as a valuable leadership attribute that contributed to international school principal leadership success. An individual can be deemed to be culturally intelligent when they demonstrate the capacity to "manage effectively within culturally diverse contexts" (Ang & Van Dyne, 2015, p. 3). Cultural intelligence includes behaviours and traits that emerge from the four independent yet interdependent domains identified in Chapter 2: cognitive, metacognitive, motivational, and behavioural (Van Dyne et al., 2012). The connection between cultural intelligence and leadership has been explored and affirmed in significant bodies of research in the last 10 years (Groves & Feyerherm, 2011; Rockstuhl et al., 2011). Story et al. (2013) specifically identified a strong connection between cultural intelligence and globally minded leadership.

Within the field of educational leadership, the research has identified that cultural intelligence has a positive mediating impact on the transformational leadership practices of school principals in both national and international contexts (Keung, 2011). The positive impact of the cultural intelligence of school principals has been evidenced in the work of teachers and the subsequent academic achievements of students (Collins et al., 2016). More recently, it has been evidenced in the research of Velarde et al. (2020) that culturally intelligent and transformational school leaders succeeded in creating healthier and more sustainable school contexts. Evident within the existing body of literature is the understanding

that the cultural intelligence of the school principal has a significant positive moderating impact on the success of the school, including for local, national, and international school principals.

Adding to this existing research, this study indicates that cultural intelligence is an important leadership attribute for the successful and long-term contractual sustainability of the international school principal. The analysis of the data collected in this study indicates that the successful international school principal works to know, recognise, accept, and understand the cultural features of their school and the internal and external stakeholders in the school. This cultural knowledge and understanding imbue the international school principal with the confidence and capacity to be agile and responsive in how they choose to enact their leadership within their culturally and linguistically diverse and complex international school context.

This study further contributes new understanding around how successful international school principals extend the same culturally intelligent awareness and consideration to their teachers and other school staff. Data from the successful international school participants indicate that this culturally intelligent consideration shapes how they intentionally develop and maintain relationships with their staff in ways that are culturally appropriate, respectful, and inviting. To achieve this, the successful international school principal is cognisant of how their staff view successful leadership through their cultural lens and adapts their leadership accordingly. Further, in response to this knowledge, the successful international school principal ensures that they clearly communicate their leadership vision and actions so they are understood and accepted across the cultural boundaries.

The data presented in Chapter 4 and Chapter 5 demonstrate that the successful international school principal is cognitively, behaviourally, motivationally, and metacognitively culturally intelligent in how they develop and maintain relationships with all culturally and linguistically diverse stakeholders. Each of the international school principal participants in this study provided data describing how and why they adapt and modify how they lead in response to the cultural context and cultural background of those with whom they are constructing leadership meaning. Cognitively, they know the nuances of the cultural backgrounds of colleagues, staff, community, and governance stakeholders. This knowledge enables the successful international school principal to be metacognitive and motivated to

intentionally adapt or modify their behaviours and actions to work with these individuals in ways that enable and empower their leadership.

6.3.2 Effective Communication

A widely accepted view of leadership is that, for it to be successful, "effective communication is vital to gain trust, align efforts in the pursuit of goals, and inspire positive change" (Landry, 2019). Leaders who are effective communicators are mindful in what they say and how they say it (Mayfield & Mayfield, 2017), while communicating using observable strategies, which may include a blend of technologies and symbols (Ruben & Gigliotti, 2019). Effective communication is a critical skill set for successful and sustainable school leadership (Tyler, 2015) and demands that the principal be precise, expressive, supportive, and reflective in both how they communicate and what they communicate (Ibrahim, 2017, p. 37). When school principals create and maintain effective communication pathways and strategies, they

- "played an important role in fostering and maintaining the relationship between schools and parents" (Yulianti et al., 2022, p. 101);
- motivate teachers, enabling them to be more innovative and creative (Koch et al., 2015);
- contribute to teacher job satisfaction (Nwosu, 2017); and
- promote student wellbeing and academic success (Lee et al., 2021).

Adding to this existing literature, this study has generated new understandings that indicate successful international school principals who participate in the study are effective communicators within their culturally and linguistically diverse international school context. The analysis of the data indicates that the successful international school principal is cognisant of the cultural and linguistic boundaries within their international school context and works with others in leadership within this context to develop and maintain effective communication strategies that will transcend these boundaries. The successful international school principal is intentional, adaptive, creative, and collaborative in this work. All participant groups shared accounts of using translators in group and face-to-face meetings with all stakeholders, to translate communications and school signs and to ensure that the symbols in and around the school were culturally and linguistically inclusive. They consistently spoke about the time that was devoted to this aspect of communication because, to ensure the maintenance of meaning and clarity, the act of translating is a deeply nuanced process that involves discussion, connection, and clarification, followed by further discussion. At times, this discussion may take

hours, days, or weeks of preparation and input. Taking this into consideration, planning the beginning-of-year parent curriculum and information session becomes a significantly time-consuming task, not just for the international school principal but also for the middle leaders and teachers. The school newsletter is likewise time consuming and no longer the sole purview of the school principal, considering the expectation and need for it be available bilingually, or even trilingually.

6.3.3 Empathy

Empathy was a common leadership attribute demonstrated by successful international school leaders who participated in this study. Empathy is the emotional response to the perceived emotions of another person or persons (Cuff et al., 2016). There is often confusion between empathy and sympathy; an explanation of the difference is that when one sees another person who is sad or confused, "empathy will cause sadness in the observer" (p. 145), whereas sympathy may make you feel concerned for the sad person. When there is an empathetic relationship between individuals or within groups, all involved in the relationship have a joint "understanding of the problem and associated feelings are matched" (Jiang & Lu, 2020, p. 10). This joint understanding, which leads to being empathetic towards others, is a critical interpersonal skill that enables a person to share and perceive the "experiences, needs and desires" (Riess, 2017, p. 74) of other individuals. Current research shows that empathy has become a "highly desired competence for professionals and that being empathetic improves performance in the workplace" (Fuller & Hollingworth, 2013, p. 334).

Empathy, in addition to being the capacity to be emotionally aware of others, has been used to describe an emotional attribute that promotes global competence through the awareness and understanding of different cultures (Tichnor-Wagner, 2019). Empathetic school leaders can promote mutual engagement with individuals and demonstrate an understanding of the complexity that is required of teachers when working within culturally and linguistically diverse school contexts (Herrity & Glasman, 2010; Miller, 2011). Empathetic competency is a skill that is critical to the instructional school leader who wishes to develop teams that are more collegial and less congenial (Singh & Dali, 2013). The trusting and understanding relationships that the empathetic school leader brings to teaching teams build trust, which facilitates genuine engagement in collegial tasks and has been shown to enable leaders and teams to resolve issues before they become a problem (Hamm, 2017).

This study confirms and extends this existing research exploring empathy and connects it to the work of leaders within an international school context. The data indicate that successful international school principals demonstrate empathy when they engage with their culturally and linguistically diverse international school community. This is evidenced in their understanding of the needs of individuals or cohorts of people within their community and how they work to ensure that these needs are met and supported in ways that enable them to contribute to their school's vision. Successful international school principals consider the perspective of parents who come from culturally and linguistically diverse backgrounds and work to be empathetic and know and understand parent needs, specifically in terms of what parents want from the school. As discussed in Chapter 4, Sections 4.1.4 and 4.1.5, the successful international school principal seeks to bring parents into conversations around the vision of the school so that their perspectives, ideas, and needs are welcomed, appreciated, and understood. What is critical is how the successful international school principal demonstrates empathy and is genuine in how they engage with all parents and concerned stakeholders.

New understandings from this study show that the empathetic and successful international school principal works to be considerate of the differing perspectives of staff, their context, and their needs, and works to ensure they are supported and enabled on personal and professional levels. For newly appointed expatriate staff, this is evident in how the successful international school principal works to facilitate their transition into a country so they are supported, both practically and personally. This support includes activity such as ensuring that housing is organised, banking is set up, and they are welcomed and connected with people in the community. The post-recruitment orientation and induction procedures of the empathetic and successful international school principal show that they understand what it is like to come to a new country and the importance of making sure new expatriate staff feel valued as professional through their provision of effective induction and orientation programs.

6.3.4 Diplomacy

Diplomacy can be defined as

the application of intelligence and tact to the conduct of official relations between the governments of independent states … the conduct of business between states by peaceful means ... and the applying of persuasion but also

different forms of pressure. (Roberts & Satow, 2016, p. 3) (*Satow's Diplomatic Practice*, 2016, p. 3)

A diplomat is a person who intentionally and tactfully applies pressure to achieve a purpose by peaceful means. In diplomatic circles, this ability to negotiate assertively and peacefully, to apply pressure to persuade and influence decisions, "is the tradecraft of diplomats" (p. 300) who work as expatriates in foreign national contexts. Diplomacy is represented in current research as being the enactment of statecraft between countries (Ang et al., 2015b; Fletcher, 2016) and is most often practised at the United Nations (Wiseman, 2015) or within embassies and high commissions (Malis, 2021).

From this viewpoint, leadership, being the influencing of others, and diplomacy, being the influencing of others through the peaceful application of pressure, are inextricably linked. Discussions in social media around diplomatic leadership present it as "a process of social influence, which maximizes the efforts of others, towards the achievement of a goal" (Kruse, 2013, April 9). The connection exists in the desire, or purposeful need, of the leader to influence or persuade others through the peaceful application of pressure to achieve a goal or outcome for the good of the organisation. This influencing and leading in a local and international context is currently coined as being *glocal*. The word in itself is a combination of global and local and is used to describe the global distribution of goods or services "that are tailored for the users or consumers in local markets" (Niemczyk, 2019, p. 1). Leaders today are increasingly being challenged to be glocally minded in how they relate with and across cultures (Tichnor-Wagner, 2019).

The analysis of the data collected in this study has identified that successful international school principals demonstrate diplomatic skills as they enact successful and sustainable leadership. The successful international school principal knows and understands that their international school is nested within a larger international educational organisation and knows how this organisation works. They intentionally build strategic relationships with members of this organisation who are in supervisory and/or governance roles, which they nurture and utilise to garner support and gain consensus for their leadership actions. The ensuing relationships then enable the successful international school principal to apply pressure in non-adversarial ways as they negotiate and advocate for their leadership and on behalf of their school or individuals within their school. Consistently across the data, it was evident that the successful international school principal knows their own line in the sand,

what causes to focus on, and how to work towards a middle path. They know when it is time to exit the organisation when situations become untenable and unsustainable. For example, in Chapter 4, Section 4.1.3, Charlie recounted circumstances when he was endeavouring to be diplomatic in how he handled a conflict with his school board, ultimately it became untenable, and he chose to leave a school due to continued micromanagement and interference from his school board.

The data from the participants in this study indicate that when they were leading diplomatically within their international school context they were leading strategically. When faced with the need to strategically lead change in a direction that may be problematic for some staff cohorts, the successful international school principal knows that they have to build consensus and collectively make meaning of the strategic direction of the school with those they are leading and leading with. In building consensus, the successful international school principal exercises diplomacy in a variety of ways, including strategic and purposeful conversations and targeted continuous professional development and learning. This point of consensus is the middle path that Nigel aspired to find in his work as an international educational leader; he described how he achieved this through negotiation and intentional and strategic conversations with relevant stakeholders over a period of time. Additionally, the successful international school principal needs to work in collaboration with their staff, and more specifically, in partnership with their middle leaders, to lead staff towards a course of action. This leading is not strictly through shared or distributed leadership, but rather an intentional application of pressure and expectation for staff to be directed and led to implement specific activities and actions in their work. In these situations, middle leaders were selected and directed to apply this pressure because of their pre-existing relationships with the staff in question. For example, this diplomatic approach was described in Chapter 4, Section 4.1.6, when one of the participants outlined working with his middle leaders daily to build consensus about his vision for curriculum and then enabled his middle leaders to lead the teachers for whom they were responsible.

6.3.5 Open-Mindedness

Analysis of the data collected in this study has identified open-mindedness as a leadership attribute that was consistently demonstrated by all participating long-term international school principals. When a person is open-minded, they demonstrate a "willingness to make room for novel ideas in one's cognitive space and to give them serious

consideration" (Kwong, 2016, p. 71). Being open-minded does not make a person gullible to the ideas of others, nor does it make them unable to commit to their ideas (Kwong, 2019; Riggs, 2010). A recent study explored open-mindedness and cultural mixing between Chinese nationals and Westerners in a multinational organisation (Fu et al., 2016). This research confirmed that participants were more open to new policies and ideas after being exposed to cultural-mixing activities, and the researchers surmised that after the cultural-mixing activities, the participants were "open-minded toward a new policy and appreciate[d] the value of the change proposed by the organisation" (p. 1369).

In an article in the Harvard Business Review, Snow (2018) has identified that we need open-minded leaders who are characterised by "creativity and flexibility" (Snow, 2018) and who can "think differently" (para. 2) and can "admit when they're wrong, and adapt to dynamic conditions" (para. 2). Open-minded leaders are more willing to adapt their stance in response to new evidence from within their context (Kwong, 2019). This ability to be open-minded to evidence from within the leadership contexts, particularly culturally and linguistically diverse contexts, promotes nimbleness and an ability to problem solve and respond to challenges (Powell, 2019).

Each participant in this study had chosen to work in culturally and linguistically diverse international educational contexts. By doing so, they had to engage in cultural mixing that had the potential to open their minds to new and divergent ideas and opinions. What is now understood from this study is that successful international school principals need to be open-minded to the opportunities, diversity, and challenges that are characteristic of the culturally and linguistically diverse and complex international school context. It was evident that the successful international school principals in this study intentionally recruited people with different personal and professional experiences and from different cultures and language backgrounds. In doing so, they were able to create circumstances in which they, and those they were leading with, were exposed to diverse cultures, languages and experiences and able to be creative and innovative in how they led within their culturally and linguistically diverse and complex international school context. The successful international school principals demonstrated a willingness and a desire to be open to new thoughts and ideas and were able to adapt and modify their leadership in response to what they had learned.

6.3.6 Relationship Building

This study has identified that building, maintaining, and utilising relationships with all stakeholders across cultural and linguistic boundaries is central to the leadership of the successful international school principal. The stakeholder cohort includes teachers, students, families, and organisational individuals who have governance responsibilities and expectations (Ryu et al., 2020). Good-quality relationships between the principal and the stakeholders in the context of leadership are characterised by "high trust, mutual influence, reciprocal liking, mutual disclosure of privileged information, responsiveness, synchronized plans and goals" (Thomas et al., 2013, p. 64). The development and maintenance of these good quality "leader–follower" relationships is known to be a complex and multidimensional process (Story et al., 2013). When the leader intentionally creates a shared identity with those who inhabit their context of leadership, there is an increased commitment by the followers to the leader and to the vision that the leader has communicated (Slater et al., 2019).

This study adds to this literature by demonstrating how successful international school principals build and maintain relationships with critical stakeholders across cultural and linguistic boundaries. When building relationships, the international school principal works to create a sense of community that takes on characteristics of a pseudo extended family. In building and maintaining these relationships, the successful international school principal calls on all the attributes discussed so far. They need to be culturally intelligent in the way they build relationships, communicate effectively to create the relationships, and be empathetic in understanding how to shape their communications and how to ensure the communications are culturally respectful, appropriate, and sustainable. The international school principal needs to be open-minded and able to adapt and respond to what they learn from each of the stakeholders and respond accordingly to how, and why, they are building the relationships.

The data from the international school leaders in this study also highlighted that when good relationships are established, they are politically and diplomatically astute in how they are maintained and used and how they contribute to school and leadership success. Each relationship, be it with a governance individual, middle leader, staff member, student, or family member, has the potential to contribute to the success of the school. The successful international school principals in this study demonstrated an understanding of and capacity to develop and maintain these relationships (see Section 4.1.4). They also demonstrated a capacity and willingness to use these relationships to garner support and to advocate for the

school and community, including individuals within the community in order to achieve the collaboratively developed, agreed upon, and communicated triad of visions, being organisational, school, and personal visions (see Sections 4.1.4, 4.1.5, and 4.1.6 for evidential data).

It was evident in the data that the successful international school principal, with input from those within the school community, builds relationships with external stakeholders, be they local or national businesses and governmental authorities, and that these relationships have the capacity to impact school success. There are two elements to the building of these community relationships. First, the successful international school principal recognises that these relationships are central to the success of the school, and therefore they intentionally develop and maintain them. Second, they engage with others from within the school community to facilitate, develop, and maintain these relationships. When the successful international school principal builds the relationships and works to maintain them, they create the circumstances that enable all stakeholders to make stronger and more sustainable commitments to the international school.

6.3.7 Discussion

This study has found that while the successful international school principal was both transformational and instructional in how they choose to enact leadership within their culturally and linguistically diverse and complex international school context, they consistently demonstrated each of the identified leadership attributes.

Cultural intelligence enabled the principals to interpret the cultural context of their leadership. The ability to communicate effectively across cultures and languages enabled the principals to establish a clear understanding of the vision for the leadership and the school and to engage all within the school community with the success of the school. Empathy, as an attribute, facilitated a deep understanding and connection with those who inhabited the context of the international school and enabled the principals to make informed leadership decisions. Diplomacy was evident in how the principals were intentional in the development, maintenance and utilisation of relationships to support their leadership and facilitate the achievement of the triad of visions within the school context. Open-mindedness to others within the context of leadership contributed to ensuring that the meaning-making that occurred was collaborative and contributed to successful and sustainable leadership decisions and actions. Finally, intentionally building, maintaining, and using relationships contributed to

the success of each leadership attribute and connected the leadership to those within the culturally and linguistically diverse and complex international school context.

6.4 Leadership Actions

It is well established in the research literature that leadership is more than a management role or a list of tasks to be completed and more than a visionary head of an organisation (Kruse, 2013, April 9). Effective, successful, and sustainable leadership is a complex combination of actions, attributes, and practices; the unique combination of these attributes and skills within the persona of the leader enables "people [to] value your leadership practices" (Chan Kim & Mauborgne, 2014 May, p. 62) and thus commit to your leadership. As a school principal, the daily list of tasks to be undertaken grows and changes incessantly and fills up the day with detailed minutiae that enable the school to run effectively. Effective and sustainable school leadership is a combination of the skills required to manage the demands of this minutiae while enacting leadership that enables others to contribute to the vision of the school.

This study has identified that the successful international school principals are purposeful and intentional with regards to the use of leadership styles as they enact leadership in response to the circumstances demanding leadership which arise from their culturally and linguistically diverse context. Transformational and instruction leadership are two of a myriad of styles that they consider, the development and implementation of leadership is unique to both the international school principal, their context of leadership and is further shaped by their personal and professional leadership attributes.

.It has further identified that in enacting leadership they choose to do so in the areas of vision, recruitment, governance, and culture. Each of these areas of leadership action is discussed in the sections below.

6.4.1 Vision

Organisational vision "defines what the organisation wants to be in the future" (Kopaneva & Sias, 2015a, p. 359); it aligns with the organisational mission and guides the work and behaviours of the members of the organisation. A clearly articulated vision is the "fuel that leaders run on" (Berson et al., 2016, p. 172) as it focuses their leadership and the activity of all within the organisation on the common goals of the organisation. It is the work of the organisational leader to collaboratively create and articulate a vision that all can commit to.

This work has the potential to be both challenging and rewarding for the leader. The challenge may arise from the fact that organisational members, the employees, may not see "themselves as part of the organization's vision" (Kopaneva & Sias, 2015a, p. 373). It is often the case that this challenge is rooted in the reality that "leaders and employees construct mission and vision very differently" (p. 375). The power of vision comes from the employees' acceptance of the vision and their commitment to working towards the vision on behalf of the organisation (Ryu, 2015).

Schools, like all organisations, are more successful when the principal collaboratively develops a clear and cohesive vision that is widely communicated and embedded in all aspects of the daily life of the school. When the vision is cohesive and collaborative, one of the potential benefits can be evidenced in the equitable, intentional, and accepted allocation of physical and human resources (Leithwood et al., 2020) and higher levels of teacher commitment and retention (Qadach et al., 2020). The establishment of such a vision within a context inhabited by a myriad of stakeholders who have differing viewpoints, purposes, roles, and personal or professional agendas can be challenging. For the international school principal, who works in a culturally and linguistically diverse and complex international school context and within a triad of potentially conflicting visions, this process is iteratively more complex. In establishing a cohesive vision, the international school principal navigates the spaces and tensions between the culture, language, and vision of the organisation that owns and/or manages the school or system of schools, the vision of the school itself, and their own personal vision. Unlike the majority of national and local school principals, the international school principal is often part of a for-profit entrepreneurial venture. There is a difference in how a for-profit vision is perceived and how it is used to connect with those who are affected by the vision (Ruvio et al., 2010). Visions of for-profit organisations tend to be more conservative than those of not-for-profit organisations.

This study contributes new understandings of the importance that international school principals place on building a shared commitment to and alignment of the triad of visions. What is evident is that achieving this congruence and commitment is part of the successful international school principal's vision for the school. The principal uses each of the leadership attributes described in Section 6.3 as they work to develop visionary congruence and alignment. They ensure that the vision is communicated in culturally appropriate and accessible formats, that it is inclusive and connected to the lives of all stakeholders. They work

to ensure understanding, commitment, and if necessary, compliance, while at the same time remaining open to the vision, ideas, and thoughts of others. Intentional, purposeful, and carefully nurtured relationships enable both the collaborative development of the vision and the communication of, and commitment to, the vision. The flow-on impact of this development of and commitment to the collaborative vision can be seen in the development of the school culture, all recruitment activities, and the relationships between the school and all stakeholders, including governance stakeholders.

6.4.2 Recruitment

A current prediction for the international school marketplace indicates that by 2029, the potential enrolment "is expected to have reached 10.6 million, and the number of teachers should have reached one million" (Bunnell, 2021, p. 2). This predicted increase in the demand for international teachers places the recruitment and retention of teachers at the centre of the work of the successful international school principal. The complexity of attracting, recruiting, and retaining international school teachers has seen international schools and systems turn to recruitment companies to source staff. These recruitment companies actively seek teachers who display a desire to travel and see the world, individuals who display a wanderlust (Cox, 2012). They actively promote international school teaching as a way of seeing the world, with one prominent recruitment company recommending that international school teachers "stay at each school on average 3–5 years" (Search Associates, 2019, August 8). This was confirmed by one of the international school principal study participants, who had experienced this when he recruited teachers for his international schools (see Section 5.2.3).

The established 3- to 5-year mindset provides the international school principal with yet another recruitment complexity, that of retaining teachers for the duration of, and potentially beyond, their initial contract. Factors that influence retention emerge from both positive and negative perspectives of working as an expatriate teacher in a culturally and linguistically diverse and complex international school. On the negative side, teachers will leave international schools because of conflicts with leadership, resourcing problems, unachievable expectations, and limited social connections (Dos Santos, 2019, pp. 9-10). On the positive side, factors that contribute to retention include the connection with and sense of belonging to a community (Dos Santos, 2019, p. 11), contractual benefits, and "type of work, use of skills, responsibility and autonomy" (Cox, 2012, p. 14), as well as professional development (Cox, 2012, p. 16).

International school recruitment complexities exist in the timing of the overall recruitment process from the moment that the vacancy is identified through to the moment when the teacher starts working in the school. In an international school context, this process can take up to six months to complete all police and background checks, visa requirements, and international onboarding activities. Thus, if schools are recruiting for teachers to start at the beginning of the school year, generally onboarding into the country in either July (for an August school year start) or January (for a February school year start), the actual recruitment process needs to be initiated at least seven months prior, to allow for the completion of all these tasks. This means that an international school principal who is recruiting for an August school-year start will initiate the recruitment process as early as December the year before. The result of this timing means that, in relation to staff development and retention, the international school principal will be in the process of completing probation of newly appointed staff while also initiating the recruitment process for new staff and managing the continuous professional development and learning of all staff. The new understandings from this study indicate that the challenges of recruiting expatriate teachers for a culturally and linguistically diverse and complex international school impact the work of the international school principal at each stage of the school year.

This study has identified that, for the successful international school principal, recruitment is a major focus of their leadership throughout the year and involves a wide range of staff and stakeholders. Additionally, both the organisational vision for the school and the personal vision of the principal are at the heart of how they recruit. This study has identified the following three stages of recruitment:

1. Pre-recruitment: when the vacancy is identified.
2. Active recruitment: when the vacancy is advertised and an appointment is made.
3. Post-recruitment: when the new staff member is brought into the country and the school community.

Through this study it is also understood that the successful international school principal identifies vacancies, role descriptions, and professional experiences and capacities for the positions in line with the triad of visions, being organisational, school, and personal visions. How and where they advertise and how they interview, including questions and other in-interview activities, are shaped and determined by the triad of visions. In the post-recruitment stage, the onboarding and bringing into the country and school community is again influenced

by the triad of organisational, school, and personal visions. The successful international school principal works to ensure that the triad of visions align across all stages of the recruitment process, with the intention that they achieve high levels of person–organisation fit, which will ensure that the newly recruited teacher fulfils their initial, and potentially future, contracts.

6.4.3 Governance

Governance encapsulates the ways in which, through policies, procedures, and actions, governments and organisations conduct themselves to serve those who inhabit their context, be it a country or a company (Addink, 2019; Crowther & Seifi, 2017). Addink (2019) outlines six guiding principles that underpin good governance at a national and organisational level. In brief, these principles are:

1. Properness: governance procedures are legal, careful, legitimate, equitable and reasonable (Addink, 2019, p. 99).

2. Transparency: governance decisions, procedures and policies are accessible and comprehensive (p. 112).

3. Participation: governance procedures are based on active involvement from those being governed with the potential for them to exert influence (pp. 129 - 130).

4. Effectivemess: policies and procedures promote efficacy, are efficient, timely and effective (p. 142).

5. Accountability: governance promotes financial and relational responsibilities and accountability (p. 157).

6. Human rights: governance promotes the dignity of each person within the nation or organisation (p. 171).

All schools, whether they are national schools, private schools, religious schools, or international schools, exist within a governance structure. The purpose of governance and the accompanying structures and procedures that are characteristic of good governance is that, when enacted in good faith, they work together to facilitate the successful daily operation of schools (Grosvenor & Rosén Rasmussen, 2018). International schools exist within a context that has external governmental governance expectations, organisational governance expectations, and internal school governance expectations. The governance complexity for the international school principal is that, like many international expatriate leaders, not only are they leading within an organisation that is both culturally and linguistically diverse, but they are also leading within an organisation that is potentially cross-purposed from an organisational vision perspective (Schein & Schein, 2019).

A further tension that the international school principal needs to be cognisant of, and responsive to, exists between their intention to be transformational and instructional, or other intentionally chosen western leadership styles, in their leadership and how the culturally and linguistically diverse governance stakeholders view, value and understand their leadership actions.

This study confirms that good governance is critical to the success and sustainability of the international school principal's leadership and tenure. The new understandings that have emerged from the analysis of data indicate that the international school principal's capacity to navigate the complex and potentially conflicting governance stakeholder relationships is central to their successful and sustainable leadership. The development of these relationships is impacted by the principal's capacity to communicate with, to be empathetic and culturally intelligent about the cultural and linguistic context of, the governance stakeholders. To do this, the principal is open-minded to what they can learn from, and with, the governance stakeholders and the opportunities that arise from the relationships. Moreover, the successful international school principal is diplomatic in the decision to develop and maintain these governance relationships, as well as in the way in which they use these relationships to enable, guide, and support their leadership while working within the boundaries of the governance structure.

6.4.4 Culture

Culture is a fluid concept that is difficult to encapsulate in one precise definition. Eagleton (2016) provides four definitions of culture: "1) a body of artistic and intellectual work; 2) a process of spiritual and intellectual developments; 3) the values, customs, beliefs and symbolic practices by which men and women live; or 4) a whole way of life" (p. 1). It is the third definition that can most appropriately be applied to the understanding of organisational culture from an international educational organisation and international school perspective. The organisation and the school are a group of individuals who are enacting a set of values, beliefs, and symbolic practices in line with the vision and purpose of the organisation.

The new understandings from this study have shown that the international school principal intentionally leads the creation of a school culture that is aligned with the overarching culture of the international educational organisation. The successful international school principal's capacity to create a subculture within their culturally and linguistically diverse and complex international school that aligns with the overarching organisational

culture means that it, and they, will be tolerated and sustainable (Schein & Schein, 2017). The culture, both professional and personal, evolves through leadership-initiated and managed conversations, intentional relationships, the distribution of leadership, the provision of continuous professional development and learning, and a focus on teaching and learning. Each of the leadership attributes already discussed shapes how the successful international school principal intentionally builds the culture of their school. The conversations the principal has with staff from the first point of contact during recruitment are shaped by the principal's cultural intelligence, open-mindedness, and empathy. As the relationships develop and are maintained, they contribute to the development of the personal and professional culture of the international school. The personal culture contributes to the commitment of all stakeholders to the school, while the professional culture guides how the commitment is brought to life, how the members of the international school fulfil their roles.

6.4.5 Discussion

Through exploring the practices that guide the leadership of successful and long-term international school principals, this study has identified that they enact leadership within four interconnected areas: vision, recruitment, governance, and culture. This study has shown that recruitment, governance and culture can be viewed as discrete areas of leadership action and that vision, while also a discreate area of action, is deeply embedded in the other three. Recruitment occurs within organisational governance guidelines, and the way recruitment is organised and who is recruited is shaped by the organisational vision and the personal and professional profiles of the school. Governance procedures and practices, including governance relationships with internal and external stakeholders, are shaped in line with the triad of visions that guide the how and who of recruitment. Culture, both the personal extended family culture and the internationally expected professional culture of the school, are also aligned with the triad of visions. Additionally, recruitment is conducted to employ staff who match the personal and professional cultures of the school. The leadership that the successful international school principal chooses to enact in response to each of these areas is a unique combination of the meaning that they make of their context, their personal and professional leadership attributes and the intentional selection of a leadership style or mix of styles. There is a myriad of leadership styles that they can choose from including transformational and instructional leadership.

6.5   Summary of Findings

The analysis of this study's findings in connection with current literature has identified three interconnected aspects of the work of the successful international school principal. These aspects are context of leadership, leadership attributes, and leadership actions.

1. Context of leadership: The successful international school principal can understand the elements of the context within which they lead, and from within which circumstances that demand leadership arise, and can respond to them in non-tokenistic and creative ways. The contextual elements that have been identified are (a) socioeconomic, (b) organisational, (c) geographic, and (d) community.

2. Leadership attributes: The successful international school principal demonstrates confidence and high levels of capacity across a set of leadership attributes that contribute to the successful international school principal's capacity to make meaning of the culturally and linguistically diverse and complex context within which they lead. They make careful, intentional, and informed choices around how and where they enact their leadership. The identified attributes that enable the international school principal to be successful are (a) cultural intelligence, (b) effective communication, (c) empathy, (d) diplomacy, (e) open-mindedness, and (f) relationship building.

3. Leadership actions: This study has identified that by interpreting their context through the lenses of their leadership attributes and making meaning of both their leadership context and the circumstances demanding leadership, the successful international school principal works from a triad of visions: organisational, school, and personal. Working from these visions, the successful international school principal is purposeful and intentional in their actions in the areas of recruitment, governance, and culture.

Chapters 4 and 5 presented the data collected in this study. Chapter 6 presented a discussion of existing research literature and how this study has contributed to that literature by discussing the new understandings about how successful international school principals maintain tenure and school success beyond 3.7 years. Chapter 7 presents a logic diagram and identifies what these new understandings contribute to existing literature.

Chapter 7: Conclusions and Recommendations

7.1   Introduction

The purpose of this study is to understand how some international school principals are able to successfully navigate culturally and linguistically diverse and complex international school contexts and experience tenure beyond 3.7 years.

Chapter 6 first presented the new understandings from the analysis of the data collected from the four cohorts of participants and then discussed these new understandings in light of current research literature. In this final chapter, the context, design, and purpose of the research are initially revisited. This is followed by the re-presentation of the logic diagram that shows, based upon the analysis of data gathered in this study, how successful international school principals were able to sustain their leadership in culturally and linguistically diverse and complex contexts. Then a detailed exploration of the new understandings and the advancing of theoretical propositions presented in relation to each research question follows. The chapter concludes with a discussion of the limitations of the research and recommendations for future research.

7.2   Overview of the Research Process

The exploration and identification of the research problem in Chapter 1 led to the purpose of the research as being to seek to understand how some international school principals successfully navigate culturally and linguistically diverse and complex international school contexts which enables them to experience tenure beyond 3.7 years. An exploration in Chapter 2 of this problem and purpose in light of current relevant research contributed to the clarification of the following research question and subquestions:

Research question:

How are some international school principals able to successfully navigate culturally and linguistically diverse and complex international school contexts and experience tenure beyond 3.7 years?

Subquestion 1:

How are international school principals who are experiencing tenure beyond 3.7 years demonstrating cultural intelligence as they navigate the competing national and organisational cultures of the international school?

Subquestion 2:

How are international school principals who are experiencing tenure beyond 3.7 years successfully understanding the nuances of the complex context of the international school as they enact successful leadership practices?

Subquestion 3:

How are international school principals who are experiencing tenure beyond 3.7 years successfully integrating instructional and transformational leadership as they navigate their culturally complex international school?

With this study seeking an understanding of the leadership activity of the successful and long-term international school principal within the culturally and linguistically diverse and complex international school context, constructionism was selected as the most appropriate epistemological approach. Furthermore, because this study recognised that the successful and long-term international school principal is able to sustain their leadership because of their capacity to make meaning of their diverse and complex context with others who inhabit this context, it was guided by a symbolic interactionism interpretivist theoretical perspective. The design of the research was discussed in detail in Chapter 3 but is reproduced here in figure 7.1.

Figure 7.1

Research Design
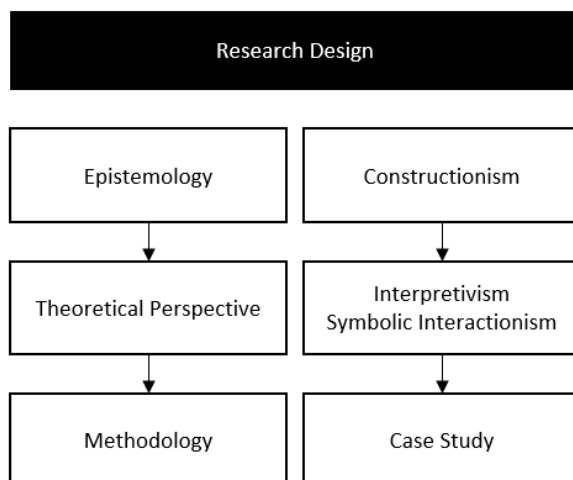
A case study methodology was used to explore the work circumstances of the participating international school principal to enable a "rich and holistic" (Merriam, 2009, p. 52) examination of how they construct leadership meaning in their culturally and linguistically

diverse and complex international school contexts. Four cohorts of participants were involved in the research. The first two cohorts were international school principals who had held contracts for longer than the average 3.7-year contract length indicated in research (Keller, 2015). These nine participants engaged in in-depth conceptual interviews. The third cohort comprised two individuals who acted as experts and critical colleagues and who had significant experience working as leaders in international education. These participants critically reviewed the analysis of data and provided feedback, ideas for deeper questions, and areas of leadership practice to explore. The fourth and final cohort consisted of 18 middle leaders currently working in international schools. This cohort completed an online survey exploring how they perceived the leadership enactment of successful international school principals.

The data gathering methods were chosen to garner a deep insight into the lived leadership of the successful international school principal and to maximise their, and that of other participants, contribution to the collection of accurate and deeply rich data. The successful international school principals engaged in a conceptual interview. Before the interview, the participants were provided with the interview protocol that allowed them to reflect and prepare for the interview. Following the interview, each participant was provided with a copy of the transcript so they could member check, clarify, and enhance their contributions. Then the critical colleagues were provided with analytical notes showing how themes were being generated from the data. Then the critical colleagues provided feedback both through an interview and through email and written communications. The final cohort composed of international school middle leaders was invited to complete an online survey that had been designed to explore how they perceived the leadership actions of the successful international school principal and were impacted by these actions in their own leadership, and to identify further areas of exploration that may be pertinent.

The analysis of the data from all participants was guided by Saldana's (2009) coding cycles and discussed and presented in Chapters 4 and 5. This analysis resulted in a series of new understandings that have been presented in Chapter 6 where, the ensuing discussion viewing these new understandings in light of existing bodies of related research literature. As briefly mentioned in Section 7.1 above, the remainder of this chapter discusses the following

1. a logic diagram, which presents the new understandings (Section 7.3);
2. a case study connecting the logic diagram to the leadership of one of the international school principal participants (Section 7.4);

3. theoretical propositions that have been developed in response to the research question and subquestions (Section 7.5);

4. the limitations and delimitations of the research (Section 7.6); and

5. recommendations for the future work of international educational organisations and for future research (Section 7.7).

7.3 Advancing a School Leadership Logic Diagram

A logic diagram is a "visual representations of what is being discovered through analysis" (Renger et al., 2019, p. 149). The School Leadership in Culturally and Linguistically Diverse Contexts logic diagram (see Figure 7.2) graphically represents the interconnections between the following three focus areas within the major new understandings, being context of leadership, leadership attributes, and leadership actions. The context of leadership includes the socioeconomic context, organisational context, geographic context and community context within which the international school is situated. The research has generated new understandings about the leadership attributes demonstrated by the participants in this study – the personal and professional capacities – of the successful international school principal, which are the principal's capacity to be culturally intelligent, an effective communicator, empathetic, and diplomatic and intentional about how they enact leadership, open-minded to ideas and opportunities from others within their community and to be capable of building and maintaining relationships. Finally, the third area of new understanding is that the successful international school principal leads from a vision centre and enacts leadership in the areas of recruitment, governance, and culture. The vision centre is a triad of visions, being their personal vision, the vision of the school, and the vision of the overarching organisation that owns and governs the school.

Figure 7.2

School Leadership in Culturally and Linguistically Diverse Contexts
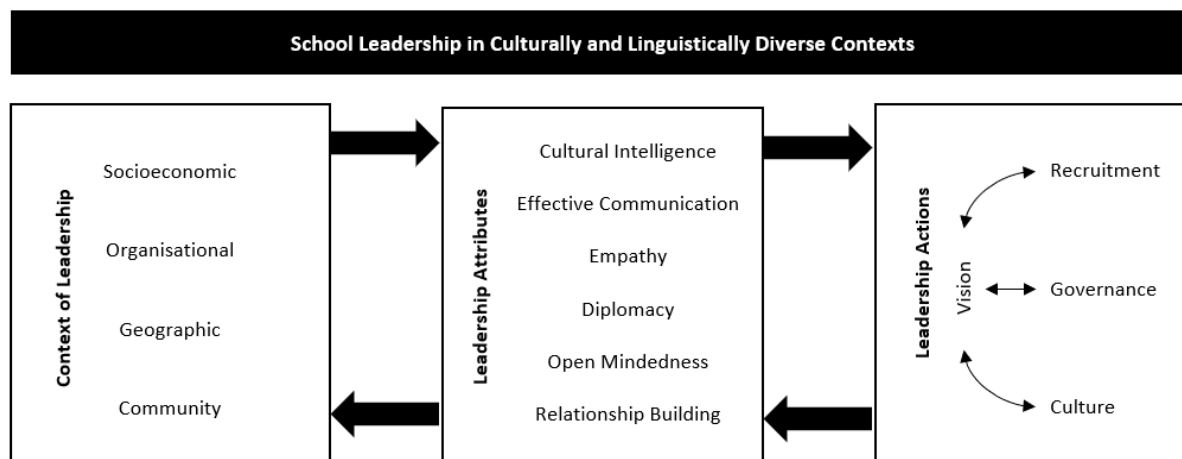
7.3.1 Context of Leadership

The logic diagram identifies that the international school context is the composite outcome of the interaction of the school's socio-economic, community, geographical and organisational contexts. The combination of these sub-contextual elements distinctively shapes the overall school context thereby compelling the international school principal to have the capacity to be able to make sense of this unique contextual complexity in order to be a successful leader. Moreover, the outcomes generated from this research's data analysis also suggests that the capacity of the international school principal to be able to make sense of their unique contextual complexity is through the lenses of the leadership attributes. It is this sense making that allows the successful international school principal to choose how, when, and where to enact leadership.

7.3.2 Leadership Attributes

The research has generated a new understanding of the leadership attributes can contribute to sustained success as an international school principal and these are represented in the logic diagram. These leadership attributes are the professional capacities demonstrated by the successful international school principals who participated in this study. These leadership attributes were:

- Cultural intelligence – the capacity of the successful international school principal to understand, engage with, and lead within a culturally and linguistically diverse and complex international school context.

- Effective communication – the capacity of the successful international school principal to develop and maintain communication pathways within a culturally and linguistically diverse and complex international school context.

- Empathy – the capacity of the successful international school principal to interpret, understand, and respond appropriately to the emotional perspectives of all stakeholders within their culturally and linguistically diverse and complex international school context.

- Relationship building – the capacity of the successful international school principal to build and maintain personal and professional relationships with all stakeholders within their culturally and linguistically diverse and complex international school context.

- Open-mindedness – the capacity of the successful international school principal to be open to culturally diverse and challenging leadership actions, ideas, and opportunities from within a culturally and linguistically diverse and complex international school context.

- Diplomacy – the capacity of the successful international school principal to intentionally enact leadership, persuade, build consensus, inspire, guide, and work towards achieving the triad of visions within their culturally and linguistically diverse and complex international school context.

7.3.3 Leadership Actions

The successful international school principal chooses leadership actions that are shaped by the sense they have made of their uniquely complex international school context. These leadership actions are inclusive of strategies and behaviours that emerge from a myriad of leadership styles which are inclusive of transformational and instructional leadership. The sense-making has occurred, and continues to occur, through the lens of their leadership attributes. Moreover, the successful international school principal chooses to enact leadership informed by a complex visionary centre. This visionary centre is complex because it is comprised from the three sub-contexts of their own personal vision as the school's leader, the public vision of the school, and of the overarching organisation that owns and manages the

school. Furthermore, the research has generated three areas in which the successful international school principal enacts leadership:

- Recruitment – this includes all year-round recruitment activities and all activities that develop and maintain the professional workforce within the school.

- Governance – this includes internal and external governance activities. Internal governance refers to in-school leadership and management activities. External governance refers to the governance relationships with the overarching organisation that owns and/or manages the school, as well as with external, often governmental and legislative, stakeholders.

- Culture – this refers to the work of the successful international school principal in relation to establishing personal and professional cultures within the international school context. Personal culture activities refer to actions that build a sense of belonging, of extended family, amongst staff, students, and families, which builds their commitment to the school community. Professional culture activities refer to all activities that build the professional capacity of all staff and stakeholders to contribute to the success and sustainability of the school.

7.3.4 Leadership Attribute Fluidity

The leadership attributes can be likened to crystallised and fluid intelligence. Sampson and Cropley (2015) explain that crystallised intelligence is the learned "facts that we acquire with age" (1:5) and experience, and fluid intelligence is the fluid application of these facts by "seeing patterns and relationships" in the "new situations" (4:20). Each leadership attribute is crystallised, a defined set of skills, knowledge, and behaviours, but it is the fluid interaction and application of all the leadership attributes in response to the context of leadership that creates success and sustainability.

7.3.4.1 Leadership Context – Leadership Attributes

Circumstances that demand leadership are shaped by and emerge from the unique interaction of the nuances of the leadership context. Some international schools are located in major centres that are very multicultural, close to governing authorities, and in high socioeconomic community contexts. Others may be in more isolated geographical locations, significantly homogeneous cultural contexts, and mid-level socioeconomic contexts. The successful international school principal makes sense of these circumstances by viewing them

through the lenses of their leadership attributes. For instance, it was identified in Chapter 4 that highly multicultural international school contexts will demand high cultural intelligence from the leader, whereas isolated and marginalised international school contexts will demand high levels of empathy and relationship building amongst staff, students, and their families.

7.3.4.2 Leadership Attributes – Leadership Actions

Once the successful international school principal has made sense of their leadership context by interpreting and understanding it through the lens of their leadership attributes, they are able to choose how to enact leadership. In deciding how to lead, the successful international school principal aligns their leadership with their own personal leadership vision, the vision of the school, and that of the overarching organisation. The areas in which they enact leadership are recruitment, governance, and culture. The more effectively the successful international school principal has made sense of the circumstances demanding leadership that have been shaped by the context, the more successful they are in the enactment of their leadership.

7.3.4.3 Leadership Actions – Leadership Attributes

The more effective the leadership actions taken by the successful international school principal are in contributing to the success and sustainability of the triad of visions they are leading from, the more successful the principal will be in using their leadership attributes to interpret and make sense of their leadership context. The old adage of "success breeds success" applies. When the international school principal experiences leadership success because of how they have used their cultural intelligence to understand circumstances demanding leadership, their capacity to be culturally intelligent in their leadership increases. The same can be said for all the leadership attributes.

7.3.4.4 Leadership Attributes – Leadership Context

Successful leadership actions develop the professional leadership attributes of the successful international school principal. The greater the success experienced while enacting the leadership, the greater the capacity of the leadership attributes to be used as lenses to interpret and understand leadership circumstances that emerges from the culturally and linguistically diverse and complex international school context. The symbiotic connection between leadership attributes and leadership context is a meaning-making exercise. The relationship between leadership attributes and leadership actions is an intentional decision-

making process whereby the successful international school principal chooses how to enact leadership. The more success experienced in each area of the logic diagram, the greater the capacity of each aspect of the diagram.

7.4   Lived Logic Diagram

To explore how the School Leadership in Culturally and Linguistically Diverse Contexts logic diagram. A logic diagram is a "visual representations of what is being discovered through analysis" (Renger et al., 2019, p. 149). The School Leadership in Culturally and Linguistically Diverse Contexts logic diagram (see Figure 7.2) graphically represents the interconnections between the following three focus areas within the major new understandings, being context of leadership, leadership attributes, and leadership actions. The context of leadership includes the socioeconomic context, organisational context, geographic context and community context within which the international school is situated. The research has generated new understandings about the leadership attributes demonstrated by the participants in this study – the personal and professional capacities – of the successful international school principal, which are the principal's capacity to be culturally intelligent, an effective communicator, empathetic, and diplomatic and intentional about how they enact leadership, open-minded to ideas and opportunities from others within their community and to be capable of building and maintaining relationships. Finally, the third area of new understanding is that the successful international school principal leads from a vision centre and enacts leadership in the areas of recruitment, governance, and culture. The vision centre is a triad of visions, being their personal vision, the vision of the school, and the vision of the overarching organisation that owns and governs the school.

Figure 7.2 encapsulates the leadership of the successful international school principal, this section examines the data provided by one of the international school principal participants, Sarah, who shared how she enacted leadership that resulted in the international school transforming from a school perceived by an educational organisation to be failing, to a successful and vibrant school. The leadership journey Sarah travelled with the school community and the school stakeholders evidences each part of this diagram as a significant element of successful international school leadership, as well as how the fluid interconnection of each element contributes to the success of the work of the international school principal. Each of the following subsections will first discuss Sarah's leadership activity, then discuss how

the fluid interconnection of each element contributed to her successful and sustainable leadership.

7.4.1 Context of Leadership

Sarah was asked to take on the international school principal position at an international school in a Pacific Region country knowing full well that it was a school at risk. The overarching educational organisation was transparent with regard to the situation and was clear in communicating to her that "if you don't do it, then we end the school". She understood the context of leadership that she was stepping into in terms of the socioeconomic, community, geographic, and organisational contextual elements that she would need to respond to as she led the school through its crisis period.

Sarah's analysis of the financial context of the school linked with the *socioeconomic* context of the *community's* present circumstances, which demanded specific and intentional leadership. It was clear that the "financial situation was … very gloomy … they didn't know whether the school could survive". Part of the reason for this arose from the parents in the *community* failing to pay school fees, and Sarah knew that she was going to be "asked to make teachers redundant" to address some of the financial stressors. Sarah was aware that, with the prevailing culture of the school being that "there was no clear line to say you're a professional or a parent", the delineation between teachers and parents did not exist; rather, the teachers and parents had joined forces and "took on the school and would do whatever they wanted". Considering the culture that existed due to the unprofessional relationship between teachers and parents, Sarah knew that the task of identifying "teachers to make redundant" had the potential to create a rift between her and the parents.

For Sarah, a Pacific Region country local, the *geographic* challenges manifested as cultural challenges. At the time of her appointment to the position of international school principal, she was the "first [Pacific Region country] woman to take up the position", and this presented both cultural challenges and opportunities for her as she established herself as the leader in that context. The further *geographic* contextual feature Sarah had to deal with was that the members of her board came from many different regions within the Pacific Region country, which gave her "a good range of representation" of the variety of cultures within the country and required her to be aware of the cultural nuances that this presented.

Being cognisant of the *organisational* context was straightforward for Sarah as she had been with the organisation since "1992, when I started as a classroom teacher" and had held several school and office-based positions across the organisation, and she had a deep knowledge of the vision and purpose of the organisation. Further to this knowledge was the fact that she knew she had the full support of the organisation as the *organisational* leader had "encouraged her to try this school … and was behind me all the time".

7.4.2 Leadership Attributes

The leadership attributes have a two-way function. First, they are a lens through which the international school principal views their context of leadership, shaping the meaning they make of the circumstances demanding leadership that arise from the context. Second, they are attributes that shape and guide how the international school principal chooses to enact leadership of, and with, those they are leading. Further, as discussed in Section 04, leadership attributes do not exist in isolation; rather, the fluid application of the leadership attributes contributes to successful, sustainable, and contextually connected international school leadership. In the following paragraphs, the ways in which Sarah's leadership attributes impacted how she interpreted and responded to circumstances demanding leadership are discussed.

Sarah's knowledge of the cultural contexts of her international school and those who inhabited her context of leadership shaped how she intentionally built, maintained, and utilised relationships. She indicated that she understood the cultural context of the stakeholders in the school through her awareness of their individual and collective "… emotional and spiritual beliefs ... in order for me to connect with my staff … we are all Pacific Region country people – I needed to connect at that level and see if I can be able to connect with them". This *cultural intelligence* led to her making the comment:

> I have an open-door policy. As well as having those conversations along the pathways, so instead of me dancing on my balcony, I go and dance with them where they are in the classrooms, along the pathway, wherever I meet them. And I believe that when I did that, I was able to say, look, you can come to me.

Sarah's efforts to be a *relationship builder* with her stakeholders demonstrated that she was able to be "trusted and they had confidence" in her, which created opportunities for her to communicate her vision and expectations. In enacting leadership in response to what she

knew of her stakeholders, she strove to be an *effective communicator*; she intentionally had conversations with teachers "in the car park" and would just "take a walk around, not necessarily go into classrooms but would meet the teacher on the pathways and strike up conversations".

In response to the crisis the school was experiencing when she stepped into the international school principal position, Sarah knew that she had to be an intentional *relationship builder* with all stakeholders. She based these relationships on an *empathetic* understanding of the context in which her stakeholders lived. With her teachers, she knew if they were sick, often enquiring, "Are you taking medication?", but further, she understood how they were feeling about this situation and how she had to work with them to invite them into the changes she was leading. Sarah took the time to work closely with her senior leadership team. She shared how she worked with one of the longstanding deputy principals, a male, recounting how she sat down with him and how he had

> never sat down with the principal to discuss the way forward or the vision of the school. It was the first time, the first time we sat down, he literally cried in front of us, and we were wondering why he was crying. He said, "This is the first time, first time for me to sit with the management, for us to discuss the future."

Sarah knew that in her culture, that of the Pacific Region country, this was not how a male behaved. She demonstrated empathy towards how he was feeling, and she was purposeful in how she developed and maintained her relationships with him to ensure she was culturally and professionally appropriate.

Sarah demonstrated her *open-mindedness* with the international educational organisation when she applied to work for them early in her teaching career. She continued to show that she was open to new ideas and opportunities throughout her career by taking on a wide variety of roles within the organisation, culminating in the international school principal role. This *open-mindedness* was also evident in how she worked with the school board as the international school principal in a school in crisis. She recognised that the

> board members have different areas of expertise, and so when they bring it to the board room, it was so rich. And I learned a lot from them as well … But for them to be able to bring experiences from their workplace and say, "This is how we do things in our workplace … why don't you try it out" …

Rather than take control, Sarah chose to invite the board members into leadership with her and create opportunities for them to contribute to the leadership that had to be undertaken in response to the crisis. She was open to what her board knew, had to offer, and could contribute to the leadership tasks that needed to occur for the school to successfully navigate the financial and cultural crisis.

Sarah was very *diplomatic* in how she worked with the teachers. She knew that a challenging culture had been allowed to exist in the school and that this culture had contributed to the crisis the school was experiencing. She further knew that she had to get the teachers on board with the work that was needed if the school was going to get through the crisis and remain operating. On one hand she was *empathetic*; she was a *relationship builder* and an *effective communicator* with the staff in ways that grew trust and confidence. On the other hand, she expected the teachers to be "either on the bus or off the bus", and she communicated quite clearly that "the school is going to be different; it is not going to be like the school that you knew – things are going to change". She was intentionally applying pressure on the teachers to get on board with the change; she was being explicit about her intentions, the *organisational* expectation, and that she would not accept "50% in or out" commitment from teachers.

This bus analogy, the expectation for the teachers to be on the bus with the change, is evidence of the fluid application of the leadership attributes. Sarah's cultural knowledge allowed her to be *empathetic* and shaped how she engaged in intentional *relationship building* and communicated with her stakeholders; this cultural knowledge related to the culture of the Pacific Region country and of the school. The relationships that she built with her stakeholders were *empathetic* in nature and were strengthened by, and strengthened, her *communication* strategies. Each of these enabled Sarah to apply *diplomatic* pressures and expectations to the work that she was involving the teachers in, in their professional learning, in how the school culture was evolving, and in how the teachers were being expected to create learning experiences. Sarah was *open-minded* to others as she intentionally enacted her leadership; she was willing to invite people into the leadership with her and to listen to them and adapt her leadership in response to what others could contribute.

7.4.3 Leadership Actions

Leadership actions refers to the specific actions that the successful international school principal chooses to enact within their context of leadership. These leadership actions are in response to the meaning-making engaged in through the lenses of their leadership attributes. Sarah's leadership attributes contributed to the sense she made of her context of leadership and shaped the decisions she made about how, where, and when she would enact leadership. At the beginning of her tenure as the international school principal, Sarah was clear about her decision to "lean towards the educational organisation vision, connecting lifelong learners" and use it to guide her leadership. This vision permeated how she enacted leadership in the areas of *recruitment*, *governance*, and *culture*.

Holding to the international educational *organisational* vision of connecting lifelong learners, Sarah sought to recruit teachers who demonstrated a commitment to their learning. She and her management team would

> sit down and go through it, and we would look at their qualifications, experience, the grade level that they've reached, we'd look for grade 12. We would look for diplomas, people that come with a diploma, degree. And we also look at skills. What are they, what skills are they being with? It depends if it's a seven and eight. We look at skills in technology.

It is important to note that in the Pacific Region country, the professional requirement for local teachers is different from the standard required for international, expatriate teachers. Thus, the fact that Sarah and her team were seeking teachers with tertiary qualifications as well as specific experience further demonstrates her commitment to the international educational organisation's vision and her desire to provide an international standard of education that would contribute to school success and her contractual sustainability.

Beyond the qualifications, Sarah and her team would also consider "our parents, we also look at our parents, our parents' needs. What do they want, what kind of teachers they want in the upper grades". Once the potential staff had been identified, Sarah and her team would "bring them in for an interview. So, we have [a] shortlist [of] teachers; the interviews tell us a different story to looking at the CV, [which] doesn't give us a full picture of who they really are." Following the interview, for successful candidates, Sarah and her team would ensure that the new teachers received professional development from the international educational organisation and were all engaged in induction and orientation. This happened

through the "support dialogue plan that we have introduced recently, and that's where teachers identify areas that they need support and so we give them the plan along with the management on that". Sarah did not lead the *recruitment* on her own; she led this work in partnership with her leadership team, and together they identified, interviewed, appointed, and supported new teachers into the professional and personal culture of the school. Her leadership actions were in line with her *vision*, and those of the organisation and the school, and were shaped by the meaning she had derived from the context and informed by her leadership attributes. For instance, her knowledge of the context made her aware of the quality of local teachers, her *cultural intelligence* enabled her to enable her team to identify, appoint, and support suitable staff. Further, her *relationship building* with her leadership team enabled her to conduct the *recruitment* process this way and ensured that she had the opportunity to establish relationships with new teachers.

When Sarah arrived at the international school, the school board had undergone significant change. Initially, "all board members were removed, but we had at least half who were re-elected", and the board chairman who was re-elected "at the time was the longest serving board chair of [International Educational Organisation 2, having served] the international education organisation for over 30 years". Sarah understood that to navigate the school back to success, she needed to have a relationship with the board that ensured good *governance*. Sarah believed that

> good governance is at the heart of a successful organisation. And so, if talking about good governance, then obviously it would involve integrity, honesty, transparency, and a code of ethics and not being biased, and common sense prevails at the end of the day.

Sarah set about *building relationships* with this board chairperson and with all members of the school board. She focused these relationships on the *vision* and purpose of the school, creating lifelong learners, and on being open and transparent about her work and the needs of the school. She was reporting on "teaching and learning and on finances … that wasn't something that used to be discussed openly", and she educated the board so they understood the "core business … that the money you're putting away, the funds for this particular budget line must pay for the resources that the students need". While Sarah focused this work on the *vision* and purpose of the school, she went about it in ways that were shaped by her understanding of the context and her leadership attributes. She understood the cultural context of the Pacific Region country and led with "humility" and striving to be "honest … and

transparent in her reporting" of all aspects of her work. She ensured that she was communicating her leadership actions clearly, and in doing so she was building and maintaining relationships with her *governance* stakeholders across cultural boundaries. She achieved this clear communication in ways that enabled her to use those relationships, to be both *empathetically* aware of the stakeholders' capacities and to be *diplomatic* in how she worked with them, to further her, the school, and the *organisational vision*.

Creating a professional and a personal *culture* within the culturally and linguistically diverse and complex international school context was a challenge for Sarah on two critical levels. First, as she was from the same national culture as most of her school-based stakeholders, she was challenging them to engage in developing and maintaining a *culture* that was, for herself and them, countercultural. Second, she was dismantling an existing school *culture* and establishing a professional *culture* that aligned with the vision of the international educational organisation that owned and managed the international school. In making sense of the *community* context of the international school, Sarah was aware that the *culture* of the school had become one where "there was no clear line to say you're a professional and a parent … they knew each other's backgrounds and they all took on the school". As discussed in the above sections, Sarah set about *building relationships* with teachers that enabled her to be *diplomatic* in how she engaged them in the professional *culture* building activities. Sarah was *culturally intelligent* in how she utilised these relationships to apply pressure to the teachers, ensuring they were "on the bus" with the changes that she was leading. Initially, she found it "difficult because they were not willing to change. They were so set in their ways that changing, changing the mindset was difficult." To create momentum for this change, she worked with her leadership team and with the international educational organisation to run professional development that introduced "growth mindsets and fixed mindsets". The teachers "just didn't want CPD [the international organisational Centre for Professional Development] to come and run sessions", but she and her team invited them, and it was the way they chose to "begin our *culture* – we started off with that". Sarah shared that leading the development of the professional *culture* of the school took significant time, that it

> was gradual, it wasn't an overnight thing. It took time. It took another year,
> another year or two. It is my sixth year. So, everything settled down after the
> third year. It didn't settle down in the second year. I don't have the issue now
> because we've developed a culture, a culture of trust.

Sarah allowed herself the time to make sense of the culturally and linguistically diverse and complex international school context that she was leading. Her leadership attributes acted as the lenses through which she made sense of this context and through which she made sense of how she was going to lead in response to the circumstances that demanded leadership. This account of her leadership and how she led the international school from the point of crisis connects to each stage of the School Leadership in Culturally and Linguistically Diverse Contexts logic diagram (A logic diagram is a "visual representations of what is being discovered through analysis" (Renger et al., 2019, p. 149). The School Leadership in Culturally and Linguistically Diverse Contexts logic diagram (see **Figure 7.2) graphically represents the interconnections** between the following three focus areas within the major new understandings, being context of leadership, leadership attributes, and leadership actions. The context of leadership includes the socioeconomic context, organisational context, geographic context and community context within which the international school is situated. The research has generated new understandings about the leadership attributes demonstrated by the participants in this study – the personal and professional capacities – of the successful international school principal, which are the principal's capacity to be culturally intelligent, an effective communicator, empathetic, and diplomatic and intentional about how they enact leadership, open-minded to ideas and opportunities from others within their community and to be capable of building and maintaining relationships. Finally, the third area of new understanding is that the successful international school principal leads from a vision centre and enacts leadership in the areas of recruitment, governance, and culture. The vision centre is a triad of visions, being their personal vision, the vision of the school, and the vision of the overarching organisation that owns and governs the school.

Figure 7.2). The final comment above in which she indicates that she is in her "sixth year" encapsulates the problem and challenge of the reality that the average tenure of the international school principal, being 3.7 years, is significantly less than this. It took Sarah three years simply to lead the school beyond the crisis to a point where there is a culture based on trust, which has led to contractual sustainability and school success.

7.5 Research Questions

This section presents the new understandings in relation to the overarching research question and the subquestions that were identified from the literature review in Chapter 2. The analysis of the data collected throughout this study has led to the generation of new

understandings and theoretical propositions in response to each research question. In the sections below, the new understandings will be discussed in light of the research questions, and the theoretical proposition relating to each question will be presented.

7.5.1 Research Question

The international school principal is employed either by the overarching international educational multinational company or directly by the governing body overseeing the management of the international school. They are employed to successfully lead the complex and conflicted culturally and linguistically diverse international school context. The complexities of the international school context have the potential to negatively impact the success of the leadership work of the international school principal and their contractual tenure, with significant numbers leaving their positions within 3.7 years (Keller, 2015). But there are also significant numbers who surpass this milestone. Thus, the overarching research question sought to explore:

> *How are some international school principals able to successfully navigate culturally and linguistically diverse and complex international school contexts and experience tenure beyond 3.7 years?*

The analysis of the data collected from successful international school principals who have led an international school for longer than 3.7 years, from highly experienced international educational leaders, and from international school middle leaders has informed the development of the School Leadership in Culturally and Linguistically Diverse Contexts logic diagram (see A logic diagram is a "visual representations of what is being discovered through analysis" (Renger et al., 2019, p. 149). The School Leadership in Culturally and Linguistically Diverse Contexts logic diagram (see **Figure 7.2) graphically represents the interconnections** between the following three focus areas within the major new understandings, being context of leadership, leadership attributes, and leadership actions. The context of leadership includes the socioeconomic context, organisational context, geographic context and community context within which the international school is situated. The research has generated new understandings about the leadership attributes demonstrated by the participants in this study – the personal and professional capacities – of the successful international school principal, which are the principal's capacity to be culturally intelligent, an effective communicator, empathetic, and diplomatic and intentional about how they enact leadership, open-minded to ideas and opportunities from others within their community and to be capable of building

and maintaining relationships. Finally, the third area of new understanding is that the successful international school principal leads from a vision centre and enacts leadership in the areas of recruitment, governance, and culture. The vision centre is a triad of visions, being their personal vision, the vision of the school, and the vision of the overarching organisation that owns and governs the school.

Figure *7.2*).

This logic diagram models how successful international school principals create and enact successful leadership by first engaging with and understanding the context of their international school, then reflecting on and understanding circumstances that emerge from this context and demand leadership through the lens of their leadership attributes, and finally, how they choose to enact mindful and vision-centred leadership actions in the areas of recruitment, governance, and culture. This logic diagram illustrates a two-way flow of leadership, indicating that the successful leadership actions of the successful international school principal have a positive moderating effect on their leadership attributes, which in turn have a positive moderating effect on how they understand the context of their leadership.

The following three theoretical propositions relating to the overarching research question have been generated through the analysis of data in this study.

Theoretical Proposition A
Successful international school principals who are able to sustain tenure beyond 3.7 years demonstrate a capacity to interpret their culturally and linguistically diverse and complex international school's socioeconomic, organisational, geographic and community contexts and make meaningful leadership decisions.

Theoretical Proposition B
Successful international school principals demonstrate a capacity to view their culturally and linguistically diverse and complex international school context through the leadership attributes of
- cultural intelligence
- effective communication
- empathy
- diplomacy
- open-mindedness
- relationship building.

Theoretical Proposition C

Successful international school principals demonstrate a capacity to interpret and make meaning of their culturally and linguistically diverse and complex international school context and choose leadership actions that are enacted from a triad of visions across the areas of

- recruitment
- governance
- culture.

The three research subquestions focused the analysis of the data collected and enabled the development of the logic map (A logic diagram is a "visual representations of what is being discovered through analysis" (Renger et al., 2019, p. 149). The School Leadership in Culturally and Linguistically Diverse Contexts logic diagram (see **Figure 7.2) graphically represents the interconnections** between the following three focus areas within the major new understandings, being context of leadership, leadership attributes, and leadership actions. The context of leadership includes the socioeconomic context, organisational context, geographic context and community context within which the international school is situated. The research has generated new understandings about the leadership attributes demonstrated by the participants in this study – the personal and professional capacities – of the successful international school principal, which are the principal's capacity to be culturally intelligent, an effective communicator, empathetic, and diplomatic and intentional about how they enact leadership, open-minded to ideas and opportunities from others within their community and to be capable of building and maintaining relationships. Finally, the third area of new understanding is that the successful international school principal leads from a vision centre and enacts leadership in the areas of recruitment, governance, and culture. The vision centre is a triad of visions, being their personal vision, the vision of the school, and the vision of the overarching organisation that owns and governs the school.

**Figure *7.2*). The sections below explain how the context, attributes, and leadership actions exist symbiotically and, when interconnected through the leadership work of the successful international school principal, facilitate their leadership success.

7.5.2 Subquestion 1

The first subquestion identified through the analysis of literature in Chapter 2 focuses on cultural intelligence. Cultural intelligence is essentially the intellectual capacity of an individual to engage successfully in culturally and linguistically diverse contexts; the higher the individual's cultural intelligence levels, the more successful they are. The first subquestion asked:

How are international school principals who are experiencing tenure beyond 3.7 years demonstrating cultural intelligence as they navigate the competing national and organisational cultures of the international school?

The new understandings identified in this research show that cultural intelligence is one of the leadership attributes that successful international school principals possess; the others identified in the logic diagram are effective communication, empathy, relationship building, open-mindedness, and diplomacy. Each of the leadership attributes can stand alone, but it is the fluid interconnectedness of the attributes that facilitates successful and sustainable leadership by successful international school principals.

This research has identified that the successful international school principal is culturally intelligent across all four domains of the phenomenon – cognitive, motivational, behavioural, and metacognitive. The successful international school principal, with a focus on the educational purpose of their work, comes to know the cultural nuances of their context; they are cognisant of these aspects of their international school context. They may not, and do not have to, necessarily understand these nuances, but they recognise them as important and know that they need to be considered in their leadership actions. The successful international school principal is motivated to get to know the cultural nuances of their context; they are motivated to learn about and to seek to recognise, value, and appreciate these nuances. Further, the successful international school principal is motivated, willing, and able to adapt their behaviours, their actions, and how they lead in response to what they know about the cultural nuances of their context. Finally, the successful international school principal is metacognitively culturally intelligent; they are able to reflect, connect, and make informed, sensitive, and non-tokenistic decisions about their behaviours.

Cultural intelligence positively impacts the successful international school principal's capacity to be an effective communicator within a culturally and linguistically diverse context. As an effective communicator, the culturally intelligent successful international school

principal can develop and maintain communication pathways with stakeholders that are multilingual and culturally appropriate and which facilitate mutually supportive engagement with the vision and purpose of the school and their leadership. These communication pathways are personally face-to-face, face-to-face in group contexts, written, and audiovisual and are shared via hard copies, emails, or accessible and approved social media platforms. The successful international school principal also ensures that at each stage of these communication pathways the communications are accessible to the languages of all members of the international school community through the use of translators and are shared in culturally appropriate and accessible ways.

Cultural intelligence and empathy are very closely linked. A culturally intelligent and successful international school principal is able to recognise, value, and appreciate the social, emotional, and contextual needs and circumstances of the members of their international school community. Being culturally intelligent facilitates empathy by enabling the successful international school principal to recognise the emotional and contextual needs when they are being expressed in cultural and linguistical ways that are divergent to their personal cultural and linguistic background. It is important to note that being culturally intelligent and empathetic does not denote understanding; rather, it denotes recognition, valuing, and acceptance, leading to a willingness to respond and to engage and be supportive.

Building and maintaining relationships with stakeholders in culturally and linguistically diverse international school contexts is central to the leadership of a successful international school principal. The culturally intelligent successful international school principal is intentional, strategic, and careful in how they build relationships across cultures. They can identify cultural practices around how to initiate, establish, maintain, and utilise purposeful and strategic relationships across all stakeholders, cultures, and languages. Part of this understanding is around how they are perceived to be a leader by the different cultures within their context and their understanding of how the different cultures relate to and respond to leaders and their leadership.

Being open-minded and willing to engage with and learn from the cultures within the culturally and linguistically diverse context is a leadership attribute that enables the successful international school principal to engage and collaborate with all stakeholders within the international school context. Being culturally intelligent and understanding how the different cultures engage in collaboration, how they share ideas and opinions, and how they respond

to challenges and to being led enhances the capacity of the international school principal to achieve leadership success.

Finally, cultural intelligence enhances and facilitates the successful international school principal's ability to be diplomatic in how they enact their leadership. Diplomacy is more than being appropriate, following protocols, and being respectful and acceptable. It is also about negotiation, building consensus, applying pressure and expectations, and working with culturally and linguistically diverse individuals and cohorts to facilitate their commitment to and alignment with the vision and purpose of the organisation and the school. The culturally intelligent and successful international school principal understands how to engage people in consensus-building activities; they know how to apply pressure and expectations and how to negotiate with individuals and cohorts from across the globe. They know how and when to adapt, modify, and refocus relationships and leadership actions to maintain a focus on the triad of visions that they are leading towards.

The theoretical proposition that has been generated with regard to the capacities and intelligences possessed by successful international school principals through the analysis of data in this study is as follows:

Cultural Intelligence is one of six leadership attributes that successful international school principals demonstrate in their leadership. These leadership attributes enable the successful international school principal to make meaning within their culturally and linguistically diverse and complex international school context and choose successful and sustainable leadership actions. The six leadership attributes are

1. cultural intelligence – being cognisant and understanding of the complex interplay of cultures in the international school context and enacting leadership in response to this understanding;

2. effective communication – being able to carefully and intentionally build communication pathways and communicate across cultures with all stakeholders;

3. empathy – the ability to understand the emotional perspectives of all stakeholders and consider this perspective when enacting leadership;

4. relationship building – the ability and willingness to build and sustain purposeful professional and personal relationships with all stakeholders;

5. open-mindedness – the ability and willingness to be open to new ideas, perspectives, and ideas from all cultures and stakeholders within the international school community; and

6. diplomacy – the ability to engage with, negotiate with, persuade, and build consensus with all stakeholders within the culturally and linguistically diverse and complex international school context.

7.5.3 Subquestion 2

The second subquestion that was identified through the analysis of literature in Chapter 2 focuses on the context within which the leadership is occurring. The context within which leadership occurs influences how the leadership is perceived, valued, and enabled. The context also contributes to the circumstances and situations that demand leadership The second subquestion asked:

How are international school principals who are experiencing tenure beyond 3.7 years successfully understanding the nuances of the complex context of the international school as they enact successful leadership practices?

The theoretical proposition that has been generated with regard to the international school principal's capacity to make meaning with others within their culturally and linguistically diverse and complex international school context through the analysis of data in this study is as follows:

Successful international school principals understand the socioeconomic, community, geographic, and organisational nuances of the context within which they lead. They demonstrate the capacity to understand how the context shapes issues that demand a leadership response, as well as how it shapes their leadership actions.

7.5.4 Subquestion 3

The third and final subquestion that was identified through the analysis of literature in Chapter 2 focuses on leadership styles. The current literature relating to successful educational leadership explores instructional and transformational leadership as the preferred and more effective leadership styles for schools. The third subquestion asked:

How are international school principals who are experiencing tenure beyond 3.7 years successfully integrating instructional and transformational leadership as they navigate their culturally complex international school?

The data collected in this research support the premise that the successful international school principal successfully integrates instructional and transformational leadership as they enact leadership. But the data also identified that the successful international school principal adopts other leadership styles to intentionally enact leadership in complex and conflicted culturally and linguistically diverse international school contexts. This study indicates that the successful international school principal enacts vision-centred leadership in the areas of recruitment, governance, and culture. As the principal plans and enacts their leadership responses to the circumstances and situations that arise from the leadership context and are understood and interpreted through the leadership attributes, they are selecting from an array of leadership styles for a specific purpose.

This research has shown that the successful international school principal works from a triad of visions as they navigate the three stages of recruitment, and that these three stages demand leadership at every stage of the school year. The common focus of these visions is the educational purpose of the international school that shapes the work of the international school principal at each stage of recruitment. The pre-recruitment stage requires the successful international school principal to adopt transactional and shared styles of leadership. Identifying and defining potential vacancies demands that the principal adopts a transactional style of leadership and analyses data such as student numbers, staff professional capacities, finances, curriculum, and organisational HR policies and procedures. The principal adopts a shared leadership style as well in that they engage relevant stakeholders in this process; these stakeholders may be middle leaders, HR staff, relevant board members, and potential recruitment firms.

The second recruitment stage, active recruitment, during which potential recruits are identified and interviewed and contracts are offered, demands transactional leadership so that shortlists can be developed from a selection of applicants. It requires shared leadership through the engagement of all relevant stakeholders, both in the selection of potential staff and in the interview process. Further, it requires instructional leadership so that the selection of appropriate staff will suit and enhance the school's teaching and learning processes and procedures.

The final stage of recruitment – post-recruitment, where new staff are brought into the country and inducted into the school and the organisation – demands transformational leadership, shared leadership, instructional leadership, and transactional leadership.

Transformational leadership guides how the successful international school principal welcomes and supports new staff into the professional and personal cultures of the school, demonstrating an understanding of their desire to transform the school, and organisation, for the better through the successful integration of the new staff. The process of bringing teachers into a country involves tasks that are not the responsibility of the principal, so they need to be able to share both the leadership of these tasks and the responsibility for the tasks with others within the school and organisation. At times, this sharing of leadership demands that the successful international school principal be transactional, both in relationships and in how they lead these processes. Finally, the successful international school principal provides instructional leadership during this process by ensuring that the new staff receive the proper training and induction so they can successfully engage in teaching and learning and embrace the vision of the school.

It showed that the successful international school principals, in response to the circumstances demanding leadership which arise from the culturally and linguistically diverse and complex context of their school, choose one or more leadership styles to guide their leadership actions. For instance if the leadership actions were for the purpose of creating and sustaining a professional culture within their school they may choose to lead from an instructional and shared/distributed leadership style. If they were seeking to build and shape the personal culture of the school they may blend transformational and shared/distributed leadership styles. Ensuring effective recruitment may require a blend of transactional, shared/distributed and servant leadership while good governance may require a blend of transitional, transformational and shared/distributed leadership. The selection and blend of leadership styles is shaped by the meaning that the international school principal makes of the circumstances of the context within which their international school is situated.

The theoretical proposition that has been generated with regard to the international school principal's instructional and transformational leadership capacities through the analysis of data in this study is as follows:

Successful international school principals intentionally integrate a variety of leadership styles as they enact leadership in response to issues that demand specific leadership actions. In enacting these leadership actions, the successful international school principal works from a visionary centre across the areas of recruitment, governance, and school culture.

7.6 Limitations and Delimitations of the Research

All research has limitations and delimitations. Limitations are influences and potential weaknesses of the research that have the potential to constrain the interpretation and application of the results of the research (McGregor, 2018). Delimitations are "conscious, intentional judgments about what to include and exclude in the study" (p. 38). Hence delimitations are within the control of the researcher and need to be accounted for. Limitations have the potential to impact the study after it has been completed, whereas delimitations are acknowledged before the study is conducted and appropriate actions are taken to control their potential influence during the study.

The delimitations of this study relate to who was invited to participate in the study, how they were invited, and how they participated. The focus of the research limited the involvement of international school principals to those who had more than 3.7 years' experience in one international school context. Any potential participant with less than that statistical identifier was excluded from the study. The methods used to gather data, being conceptual interviews, member checking, and a questionnaire, were carefully designed to elicit data in relation to the specific purpose of the research. The delimitations of the study set boundaries for the research, but within these boundaries, the research was able to collect deep and rich data of the lived experiences of the inhabitants of the case being explored.

The limitations of the study relate to gatekeeper access to potential participants, geographical access to participants because of the international nature of the case being explored, and the engagement and contributions of the participants, as well as the potential use of the new understandings once the study was completed. The participants invited into the study all worked in multinational international schools across the globe. For the international school principal participants, the invitations to participate in the study had to have organisational consent prior to gaining the participant's consent. Once this consent had been given, participants then had to voluntarily choose if they wished to be engaged. Some participants chose to engage but after reading the preparation materials declined to engage. Other participants engaged in the interview but not fully in the member checking. Fortunately, most international school principal participants who were invited engaged fully in the interviews and the member checking. The questionnaire, while not needing organisational consent, was limited by getting the invitation to potential participants in ways that facilitated anonymous and voluntary participation.

7.7 Recommendations

The analysis of data and discussion undertaken through this study have identified and described new understandings of how international school principals enact successful and sustainable leadership in culturally and linguistically diverse and complex international school contexts. These new understandings present challenges and opportunities for international educational organisations, providers of professional learning for international school principals, and future research. The challenges and opportunities fall into two areas of recommended activity for organisational and research stakeholders: governance and professional learning.

7.7.1 Governance Recommendations

7.7.1.1 Organisational Recommendation

International school educational organisations are responsible for ensuring that their governance structures and procedures support and enable international school principals to lead successfully and maintain contractual tenure beyond 3.7 years. It is recommended that international school organisations work with their international school principals and middle leaders to

- collaboratively create, share, and evolve a collective vision that shapes how schools are governed and leadership is shared and enabled; and
- work towards a balance between organisational congruence, commitment, and autonomy.

7.7.1.2 Research Recommendation

Effective and sustainable governance is at the core of successful schools. Future research could extend the current research to explore what effective and sustainable governance looks like in an international educational organisation from the perspective of all stakeholders. Such research could seek to understand how successful governance manages the tensions that cultural and linguistic complexities bring to governance relationships and procedures.

7.7.2 *Professional Learning Recommendations*

Professional learning is central to building and maintaining the capacity of the workforce at an organisational and global level. The provision of professional learning for international school principals is challenged by culture, language, and geography.

7.7.2.1   Organisational Recommendations

It is recommended that international school educational organisations either independently or in collaboration with professional learning providers create professional learning partnership opportunities whereby they facilitate and enable their international leader cohorts, both current and potential (successional), to

1. review each element of the logic diagram (A logic diagram is a "visual representations of what is being discovered through analysis" (Renger et al., 2019, p. 149). The School Leadership in Culturally and Linguistically Diverse Contexts logic diagram (see **Figure 7.2) graphically represents the interconnections** between the following three focus areas within the major new understandings, being context of leadership, leadership attributes, and leadership actions. The context of leadership includes the socioeconomic context, organisational context, geographic context and community context within which the international school is situated. The research has generated new understandings about the leadership attributes demonstrated by the participants in this study – the personal and professional capacities – of the successful international school principal, which are the principal's capacity to be culturally intelligent, an effective communicator, empathetic, and diplomatic and intentional about how they enact leadership, open-minded to ideas and opportunities from others within their community and to be capable of building and maintaining relationships. Finally, the third area of new understanding is that the successful international school principal leads from a vision centre and enacts leadership in the areas of recruitment, governance, and culture. The vision centre is a triad of visions, being their personal vision, the vision of the school, and the vision of the overarching organisation that owns and governs the school.

2. **Figure *7.2*)** to

    (a)   become proficient in making meaning of their international school context,

    (b)   develop personal and professional skills in the identified leadership
          attributes, and

(c)   understand how to collaboratively and collectively enact visionary leadership within their culturally and linguistically diverse and complex international school context; and

3.   create a collective vision of what successful and sustainable leadership looks like in their culturally and linguistically diverse and complex organisational and international school context.

7.7.2.2   Research Recommendation

It is recommended that researchers, international educational organisations, and professional learning providers collaborate to explore innovative ways of engaging international school leader cohorts in relevant, challenging, and collegial professional learning that manages cultural, linguistic, and geographic boundaries.

7.8   Conclusion

As argued in Chapters 1 and 2, the context of leadership experienced by the international school principal is characterised by complexities that are unique to their culturally and linguistically diverse and complex international school setting. These complexities have the potential to significantly impact their leadership success and contractual sustainability. This study has focused on a cohort of international school principals who have demonstrated tenure longer than the 3.7-year average and has sought to understand how they make meaning of their leadership context with those who inhabit the context with them. As a result of the analysis of the data collected, this research generated new understandings that provide insight into how the successful and long-term international school principal makes sense of their context of leadership with others within this context and then intentionally enacts leadership that results in their success and long-term tenure.

This study has shown that successful and long-term international school principalship involves, first, making sense of the context of leadership through the lens of the principal's personal and professional leadership attributes, then, based on this contextual meaning-making, intentionally choosing how to lead and enact vision-focused leadership with others in the areas of recruitment, governance, and culture. The study further indicates that the more experience the international school principal has, the more able and intentional they are in the successful enactment of leadership with others.

Appendices

Appendix A:

Individual Interview Protocol

PART A: INTRODUCTION

1. Explain the purpose of the interview.

   Thank you for taking the time to meet with me today. As you know the purpose of this interview is to explore how you, as an International School Principal, lead successfully in a culturally complex international school. It is also for the purpose of my doctoral studies. During this interview I will be asking you questions about your work as a principal and how you lead successfully in a culturally and linguistically diverse environment.

2. Consent Process:

   Before we begin the interview, I want to you remind you that your participation is voluntary and that your responses are completely confidential. At any point during the interview, if you would like me to turn off the recorder, just tell me to do so. Also, I would like to confirm that you have consented to this interview and understand the purpose of the research project? Do you have any questions about the research before we begin?

PART B: BACKGROUND INFORMATION

First, I would like to gain an understanding of your professional history – to understand how you travelled from a classroom teacher into international school principalship.

- *Can you briefly outline your professional pathway into International School Principalship?*

- *What professional development or training, outside of organizational induction programs, have you had to prepare you for international school principal positions?*

- *What are your academic qualifications?*

Points to probe:

- Where did the participant first step into educational leadership?
- Does the participant have academic / formal leadership training?
- How has the participants pathway prepared them for international principalship?

PART C: CURRENT CONTEXT

Let's explore and understand your current work context.

- *Can you describe your current school context?*

- *What is the leadership structure of the school?*

- *What are the leadership skills, strengths, that you bring to this role?*

- *How is your leadership supported and enabled within this school context?*

- *How is your leadership constrained within this school context?*

- *How do the cultural complexities impact on how you lead?*

Points to probe:

- Support and constraints
- Relationships
- Language

PART D: LEADERSHIP PRACTICES

Now we are going to explore the themes that have emerged from my research so far. You have had an opportunity to read the summary of these themes. As we discuss each of these themes, I would like you to:

- *Reflect and share your insights into how important this theme is;*
- *Identify how you live and work in relation this theme in your professional life;*
- *Identify the actual practices that you do within each theme.*

1. *Governance*
   - Points to probe
     - o Forms of governance
       1. Describe
       2. Effective forms
          a. Why/why not
     - o Communication
     - o Engagement
     - o Relationships

2. *Vision*
   - Points to probe
     - o How do you connect the vision of the board with your vision of and for the school?
     - o Establishing a collective vision
     - o Engaging staff to be holders and 'livers' of the vision
     - o What is the connection between the organisational vision and the culture of the school/s?
     - o What is the connection between your vision and the culture of the school/s?

3. *Culture of the school*
   - Points to probe
     - o How would you describe the culture of your school/s?
       - How has this contributed or detracted from your vision?
       - How has this contributed or detracted from the organizational vision?
     - o Creating a professional school culture
       - How?

- Why?
- Who? Inclusivity/language/culture/capacity
o Creating a personal school culture
- How?
- Why?
o Who

4. *Recruitment*
- Points to probe
  o How, when and where do you recruit?
  o How do you identify the teachers who fit?
  o How do you interview?
  o How and why do you check with referees?
  o The stages of recruitment
    o Pre recruitment
      ▪ Identifying vacancies
      ▪ Advertising and setting up interviews
    o Active Recruitment
      ▪ Interview
      ▪ Referee / background check
    o Bringing into country
    o Orientation and induction – organisation and school

PART E: WRAP UP AND FOLLOW UP

I will just describe the next steps for you. The process from here is that I:

1. *Transcribe this recording.*
2. *Send you a copy of the transcription so that you can check both the accuracy and also to give you the opportunity to clarify or add to any points that you have raised.*
3. *Once this is done this data will be de-identified and then analysed as part of the overarching research process.*

Thank you for your time. Do you have any questions for me?

Appendix B:

Critical Colleague Memo

Findings Memo for Critical Colleagues

Principalship, leadership, in any situation is a complex phenomenon and there is never a paradisiacal skill set that can be developed, taught and implemented. Successful and sustainable leadership is contextual and fluid, intimately related to the nuances of the context within which it is being lived. It is common sense to say that a leader in a banking circumstance would struggle to be a successful leader in an educational circumstance because their leadership efficacy is founded in banking and not in education. Simply put to be an effective and successful leader your leadership efficacy needs to emerge from the field within which the leadership is being lived. This brings us to education for surely schools are schools and education is a generic field. An easy assumption to make but a flawed one because, to use an old adage, the devil is in the detail. Schools come in all shapes and sizes with as many variations each with unique characteristics each demanding a symbiotically unique combination of leadership styles, traits, skills and intelligences.

Principalship in International Schools is complex, dynamic, rewarding, exciting, frustrating… the list could go on. Is it the same as principalship in the local catholic school in downtown Barcaldine in Australia – yes and no. The business is the same, the moral and ethical centres are the same and the overall purpose of learning is the same but the circumstances within which the 'principalshipping' is occurring and so different as to be 'chalk and cheese'. That is not to say that the International School Principal could not be successful in the little catholic school or vice versa. Rather the different circumstances within which the school exists require a different leadership skill set. This skill set if made up of leadership styles, traits, skills and intelligences and it is the combination of these elements which produce the best skill set for the unique circumstances of each leadership context – or school.

International schools are complex and their circumstances are shaped by the unique iteratively convoluted intersections of people, culture, language, governance, curriculum and business. The initial stages of my research and analysis has confirmed these complexities and how the impact and shape the work on the International School Principal in both positive and negative ways. Further data analysis has identified the themes which are outlined below. At the moment these themes are encapsulated as leadership styles, traits, skills and intelligences

– this is a temporary state and as further analysis, exploration and reflection are undertaken they will emerge as a more cohesive set of leadership practices.

The information is presented in two parts. Part 1 is the distilled data from the analysis of the first cycle of interviews. After engaging with the data through a number of coding and memoing cycles I developed four coding nodes which I used to analyse the interview transcripts. These are outlined and described below as codes and subcodes:

Code 1: Adaptation- How International School Principals adapt their leadership practices to lead within the circumstances on the international school.

- Sub-Code - Filter: How to the flip, modify and rework governance requirements which they perceive to have the potential to not be of international standards or which cross 'their line in the sand' or which they do not agree with.
- Sub-Code - Push Back: Negotiating with governance to rework expectations so that they:
  - Are of international standards
  - Appropriate for the school
  - Enable school success
  - In line with their vision for the school
- Sub-Code - Understanding
  - Working with the governance so as to establish a common understanding / vision
  - Negotiating

Code 2: Cultural Space: By cultural space I mean that the ISP creates a unique cultural space that the members of the school community belong to. This space exists at several levels:
- The teacher / school employee level. Because in traditional international schools many of the teachers are not of the host country culture the ISP builds a strong sense of community for these teachers. In a sense this community becomes the extended family or pseudo family for the teachers as it is to these people that they turn in times of illness or immediate need.
  - Katie's graduation dinner
  - Patrick's graduation celebrated at the Formosa
  - Zainab taking me to hospital when I was hurt
  - Sitting with Deb when she had her hysterectomy
- The school community – in school contexts where the students and families are also not from the host country the school and that other families within the school become the extended family.
  - Neal's injury and subsequent medivac
  - Welcoming and supporting the new staff

PRIOR INTERNATIONAL EXPERIENCE

Successful International School Principals have a high level of self-efficacy in terms of their work as a principal in an International School. From this point onwards I shall refer to International School Principal Self-Efficacy (ISP Self-Efficacy). ISP Self-Efficacy is comprised of three elements, these elements are outlined below and with them are the codes that they link to and a brief explanation of each element.

1.   Successful leadership experiences.

Explanation

- Successful International School Principalship can be measured by:
  - School measurable success. This can be measured by international, organisational or local school appraisal results and registrations, student enrolments and school growth, internal measures such as satisfaction staff, student and parent surveys. This is not an exhaustive list.
  - Student success: In terms of academic results in IGCSE, IB, A Levels, University acceptance at international universities.
  - Contractual sustainability: Longer than 3.8 years
  - Personal and professional learning: in that the experience may not have been successful but the learning from it contributes to later personal and professional success

Data analysis of coded elements

- All participants had base teaching qualifications
- All participants had post graduate qualifications in the areas of teaching and learning, leadership, international leadership or business.
- All participants had significant experience in teaching or leading in international schools (one participant had worked in the same school for their entire international and leadership experience)
- All participants were experienced with working with other nationalities and within cultures that they were not indigenous to.

2.   Internal locus of control

Explanation

- Knowing and understanding the circumstances
  - International educational context
  - INTERESTING – the two participants whose first and or only principalship experience is within the educational company are the two who have had the longest contracts and are able to be successful within the organisational case
  - The other participants who had greater experience external to the organisation were often at odds with the governance, leadership and vision
    - o Is this arrogance (perhaps strong self-esteem) on behalf of the participant
    - o Or is it arrogance on behalf of the organisation in that they think they know the context better and know what they want and that the participant is but a tool that they can use to achieve the overall vision
- Decision making
  - Intuitive and informed decisions based on experience and knowledge
- Confidence in personal and professional capacity to make and enact decisions
- Confidence in personal and professional capacity to create and or move into the context within which they can successfully lead

Data analysis of coded elements

- Professional experience in the International School Context
  - As a person living in an expatriate context
    - o Knowing how to be an expat and managing culture shock and other aspects that are necessary when living in a culturally dissonant context
  - As an educator
    - o Understanding of teaching and learning
    - o Knowing the business of the International School
  - As a leader (middle – senior leadership)
    - o Understanding how international educational companies work in terms of governance, school boards, the nuances of the business end
    - o How to lead nationally and culturally diverse staff
    - o How to work with nationally and culturally diverse communities
  - As a professional

o Knowing how to maintain professional development in culturally and linguistically diverse contexts where access to quality and opportunity may be limited o Maintain personal professional standards when in a context where the expected standards from home country may be very different – in the face of different professional standards and expectations	

3. Self Esteem

Explanation

• Confidence • Resilience	• Humility • Proven track record of leadership - experience

Data analysis of coded elements

• Resilience • Knowledge of - how to leader - international schools - international education - different nationalities - host country culture	• Humility • Confidence - in self - in others • Listening • Decision making • Managing discussions – communication

LEADERSHIP PRACTICES

1. Lifelong Learner: Seeks Professional Development relevant to leadership and education in international contexts through:
   - Post Graduate or further studies with western universities or external international providers
   - Attending conferences offered by organisations or associations which have a specific international flavour
   - Participating in international school accreditation
     - o Being part of accreditation visiting teams
     - o Preparing own school for accreditation
2. Openness to learning from other people and places: Seeks opportunities to:
   - Work in a wide variety of international educational contexts
   - Work with a wide variety of people from culturally and linguistically diverse backgrounds
3. Collaborative and inclusive of staff and:
   - Builds the capacity of their team
   - Builds the team
   - Is an active listener
4. Confidently and authentically delegates (as opposed to abrogation or micromanagement)

CURRICULUM

Curriculum Governance Host Country Curriculum International Curriculum	Parent and community Understanding	School Structure

Curriculum Governance
- Host Country
  o Local / national school registration
  o Host country curriculum practices, procedures, assessment and reporting etc
- Organisational
  o Organisational expectations, practices, procedures, PD, funding
- International
  o IGCSE
  o PYP/MYP/IB
  o CIS/NEASP/IGCSE etc Accreditation
  o Teacher ratios
  o Teacher development
  o Assessment and reporting
  o Accreditation
  o Keeping current
	Communication
	- Language of communication
	- Understanding curriculum
	- Understanding organisational way – learning communities
	- Understanding of learning – focusing on the journey not just the result – the international educational qualification that gives access to the international university.
	- Building confidence in the school
	- Building parent – teacher relationships
		Understanding of:
		o Elementary / Early Years,
		o Primary Years,
		o Middle Years,
		o Secondary Years and
		o Senior Secondary Years

Teaching and Learning	Teacher Development

Teaching teachers how to do what is expected:
  o Organisationally
  o Internationally – the IGCSE/IB/MYP/PYP – international way
Building the desired Mindset
	Capacity building
	  o Leadership Team
	  o Teachers
	      o To deliver the curriculum
	      o To work as per organisational expectation
	      o To work as a team
	  o Learning Community
	  o Language

Curriculum is a complex part of the work of the International School Principal. There are a number of elements in this:

1. School Structure. Schools may be structured in the following ways:
   - Early Years School – Kindergarten and such variations – (see curriculum possibilities below)
   - Primary School (see curriculum possibilities below)
   - Secondary School (see curriculum possibilities below)
   - K – 12 School – this school may be any of the below combinations
     - Early Years, Primary Section, Secondary Section
     - Early Years, Primary Years, Middle Years, Secondary Years
     - Early Years, Primary Years, Middle Years, Secondary Years and Senior Secondary Years
     - In this final structure the International School Principals could be responsible for up to 6 curricula processes and governing requirements:
       i. Early Years: British Foundation Stage Curriculum, IEYC, Organisational
       ii. Primary Years: PYP, IPC, British Curriculum, Organisational
       iii. Middle Years: MYP, IMYC, Organisational
       iv. Secondary Curriculum: IGCSE, Organisational
       v. Senior Secondary: IB, A Levels; ACT
       vi. Host Country Curriculum at each level
     - Regardless of which Curriculum is on offer it is worth noting that each curriculum has separate governance requirements – one of which is often teacher development thus International School Principals are require to recruit teachers with specific qualifications over and above the normal teacher qualifications. If you wish to offer IB then the teachers have to have both Secondary Academic qualifications and IB qualifications
2. Capacity Building
   - Of: -
     - Leadership Team
     - Middle Leaders – HODs – Curriculum Leaders
     - Teachers
     - Parents
   - To:-
     - Lead and manage teams within the school
     - Oversee curriculum development and implementation
     - Implement curriculum and lead learning
3. Parent and Community Engagement
   - Build understanding of school / organisational practices and expectations
   - Build parent – teacher relationships
   - Understand school curriculum procedures, processes and options
     - o

Curriculum is an incredibly complex part of the work of an International School Principal. At its best in a single entity school (i.e. Early Years or Primary only) they would have one non host country international curriculum to implement and this would require them to have local education department accreditation as well as the required international accountability and accreditation requirements. At worst in a through train school they may have up to 6 different curricula to oversee along with the required local and international accountability and accreditation expectations.

Thus, curriculum can be an incredibly complex part of the work of an international school principal – but it is also critical for them to have a 'handle on' as it is central to teaching and learning and the purpose of the school.
- Developing leadership teams that allow for effective sharing or distributing of the curriculum role is critical.
- Focusing on building teacher capacity to understand current and effective pedagogies which enable them to implement he curriculum regardless of it's 'form'.

LEADERSHIP PRACTICES

Shared Leadership: Distributing the responsibility for curriculum/a across the leadership team.
Collaborative Leadership: Working as a team and using the diverse talents within the team to develop, implement and be accountable for the curriculum/a.

Transformational Leadership: Being committed to transforming the middle leaders, teachers and other staff so that there is a common understanding of the curriculum/a and the teaching and learning processes so that the curriculum/a is developed and implemented in sustainable and accountable ways.

Adaptive Leadership: Knowing what to do when, how and why and being able to respond to the needs of the circumstances of the school.

ADAPTATION
Filter and Push Back

International School Principal Role
- Filter between the school and the overarching organisation
- Push back to the organisation when directions or actions unreasonable.
- Filtering is school focused
- Push back is organisation focused
- Dilemma Flipping

Modify and adapt leadership actions

Be prepared to change your mind – not your mouth
Openness to different directions
Taking the directive and making it work in the school context – adapting and modifying it so that it is meaningful and works and meets the needs of both school and organisation

Understanding

Understanding all parties in the international school context and working to find the middle path – being a go between – negotiating the creation of a pathway that meets the needs and expectations of all parties.

International School Principals need to be able to adapt and:
1. Act as a filter between the school and the overarching organisation.
   - At times this involves filtering a decision so that it becomes a workable and viable action in the school.
   - Other times it requires them to push back against the decision until there is an option that they can filter through to the school.
2. Be prepared to adapt and modify leadership decisions and actions. Central to this is the element of changing mind and not mouth. If you change your mind then you have been able to push back to a point where the decision can be filtered through to actions in the school. If only changing mouth this means that you are complying with the directive and not supporting its implementation or adoption which means it is potentially doomed to failure. Host country nationals often deal with the changing of mouth more easily that expatriate leaders.
3. Understanding: International school principals need to seek to understand the organisation and the host country culture so that they are able to find a middle path on which they can lead.
   -

LEADERSHIP PRACTICES

- Dilemma flipping – being able to take a directive that they believe is a negative dilemma and being able to flip it and work it so that they are able to comply with the directive in a successful and authentic way. This involves filtering, pushback, comprising and creativity – a growth mindset.
- Cultural intelligence – an awareness and appreciation of other cultures so that when these dilemmas arise, and they will, they are viewed as a cultural nuance and an opportunity to create a new middle path which promotes learning and acceptance by all parties involved.
- Adaptive and Growth Mindsets – an openness, a willingness and an acceptance of change – a readiness to adapt their actions without compromising personal and professional beliefs, values and principles.

CULTURAL SPACE

Capacity Building	Line in the Sand
Having a clear vision of how you want things to be – the internal school culture – and developing / recruiting teams and individuals for that specific purpose. Creating a teaching and learning culture. Creating personal and professional accountability and commitment to the school community.	Knowing what battles to fight, when and how. Also knowing when to withdraw or leave – contractually.
Relationships	Represent – Stand Up For - Protect
Talking with and listening to others. Knowing the people on your team/s. Trusting and respecting people. Intentionally building relationships with people that foster a commitment to the school – not just as a place of employment but a place of community. This community is about the school but also about those in the community.	Representing, protecting and standing up for staff in light of unfair decisions, practices or expectations / demands – regardless of culture or status – navigating the organisational culture on their behalf. Making sure things are fair and equitable across all staff.

Recruiting with this community in mind. Expectations – not just about a nice relationship – the relationship is purposeful- - it has a common language and understanding. Relationships are cross cultural and culturally influenced. Communication – bi-lingual – whatever works. Building relationships with superiors, peers and subordinates and internal and external to the school / organisation. Though the school is the central community.

The purpose of this section is to explore how and why International School Principals create a third cultural space within their school. By a 'third cultural space' I mean a place where the members of their International School come together and be part of the specific culture of the school – in essence they leave home cultures at the school gates and take on the International School cultural persona within the virtual confines of the school. This adopted culture does not dismiss their home culture but rather is defines how they co-exist within the third and joint/ inclusive cultural space. It is similar to organisational culture – the difference is that it is far more intentional on behalf of the International School Principal and it is a culture that is nested within an overarching organisational culture with which it may, at times, by dissonant to.

Features
- Clear vision on behalf of the International School Principal of how they want things to be: ideally a blend of personal and organisational. The personal is a 'professional – personal' but it is this element which may be dissonant to the overarching organisation.
- Capacity building efforts towards this vision.
- Protecting this vision means that there is a line in the sand that the International School Principal will not cross or compromise on – this is often the cause of early exit from contracts. Interesting – in the participant data it is the International School Principal who has had little to no leadership experience outside of the overarching organisation who is more able to negotiate around this 'line in the sand' – they are more able to 'play the organisational game' so to speak.
- Intentional relationship building – across cultures. Careful recruiting. Building that third cultural space through relationships.

LEADERSHIP STYLES AND PRACTICES

Transactional Leadership – negotiating and managing to create the third cultural space.
Culture building through relationships and capacity building.

What Successful International School Principals Do:
Their Leadership Styles, Traits, Skills and Intelligences

1. Leadership Styles: The International School Principal is able to respond to a situation or set of circumstances with an appropriate leadership style. They are intentional, careful and considerate in the selection of leadership practices and actions. Commonly used leadership styles are:
   o Collaborative
     ▪ Including all members of the school community in the work of the school.
     ▪ Including members of the overarching educational organisation in the work of the school.
     ▪ Actively listens to all involved in the school, knows their abilities and builds relationships with them so that their skills can be used to contribute to the work of the International School Principal.
   o Transformational
     ▪ Building the skills of all involved in the school so that they can be used to contribute to the work of the International School Principal.
     ▪ Developing procedures and practices which contribute to the work of the International School Principal.
   o Transactional
     ▪ Will negotiate, push back and filter directives so that they are able to lead the school successfully.
   o Distributed
     ▪ Builds teams within the school and enables those teams to work so that they are able to lead the school successfully.
2. Traits
   o Curiosity: about their profession and their circumstances
     ▪ A demonstrated desire to learn about leadership, teaching and learning.

- Actively engaged in personal professional learning and leading the learning of the school.
    - o Openness: open to learning from other people, places and cultures.
        - Seeks to work in diverse contexts.
        - Seeks to work with people from a variety of nationalities.
3. Skills
    - o Dilemma Flipping
        - Are able to face a dilemma, regardless of the source, and flip it so that in meeting the dilemma they are able to lead the school successfully.
    - o Creating a unique third culture for the school through:
        - Relationship building
        - Capacity building
        - Curriculum Development
        - Recruitment
    - o Adaptive
        - Is able to adapt and modify leadership actions while holding to their 'line in the sand'.
        - Is able to respond to circumstances calmly and lead through these situations with careful and intentional actions.
4. Intelligences
    - o Cultural Intelligence: Has an awareness and appreciation of other cultures so that when these dilemmas arise, and they will, they are viewed as a cultural nuance and an opportunity to create a new middle path which promotes learning and acceptance by all parties involved.
    - o Social and Emotional Intelligence: Is able to build, maintain and repair relationships with a people of all ages from different cultures and with difference agendas, roles and capacities.

Appendix C:

Amended Interview Protocol

Educational Leadership: In Culturally Complex International Schools

Individual Interview Protocol

PART A: INTRODUCTION

1. Explain the purpose of the interview.

   Thank you for taking the time to meet with me today. As you know the purpose of this interview is to explore how you, as an International School Principal, lead successfully in a culturally complex international school. It is also for the purpose of my doctoral studies. During this interview I will be asking you questions about your work as a principal and how you lead successfully in a culturally and linguistically diverse environment.

2. Consent Process:

   Before we begin the interview, I want to you remind you that your participation is voluntary and that your responses are completely confidential. At any point during the interview, if you would like me to turn off the recorder, just tell me to do so. Also, I would like to confirm that you have consented to this interview and understand the purpose of the research project? Do you have any questions about the research before we begin?

PART B: BACKGROUND INFORMATION

First, I would like to gain an understanding of your professional history – to understand how you traveled from a classroom teacher into international school principalship.

- *Can you briefly outline your professional pathway into International School Principalship?*

- *What professional development or training, outside of organizational induction programs, have you had to prepare you for international school principal positions?*

- *What are your academic qualifications?*

Points to probe:

- Where did the participant first step into educational leadership?
- Does the participant have academic / formal leadership training?
- How has the participants pathway prepared them for international principalship?

PART C: CURRENT CONTEXT

Let's explore and understand your current work context.

- *Can you describe your current school context?*

- *What is the leadership structure of the school?*

- *What are the leadership skills, strengths, that you bring to this role?*

- *How is your leadership supported and enabled within this school context?*

- *How is your leadership constrained within this school context?*

- *How do the cultural complexities impact on how you lead?*

Points to probe:

- Support and constraints
- Relationships
- Language

PART D: LEADERSHIP PRACTICES

Now we are going to explore the themes that have emerged from my research so far. You have had an opportunity to read the summary of these themes. As we discuss each of these themes, I would like you to:

- *Reflect and share your insights into how important this theme is;*
- *Identify how you live and work in relation this theme in your professional life;*
- *Identify the actual practices that you do within each theme.*

1. *Governance*
   - Points to probe
     - o Forms of governance
       1. Describe
       2. Effective forms
          a. Why/why not
     - o Communication
     - o Engagement
     - o Relationships
2. *Vision*
   - Points to probe

- How do you connect the vision of the board with your vision of and for the school?
- Establishing a collective vision
- Engaging staff to be holders and 'livers' of the vision
- What is the connection between the organisational vision and the culture of the school/s?
- What is the connection between your vision and the culture of the school/s?

3. *Culture of the school*
    - Points to probe
        - How would you describe the culture of your school/s?
            - How has this contributed or detracted from your vision?
            - How has this contributed or detracted from the organizational vision?
        - Creating a professional school culture
            - How?
            - Why?
            - Who? Inclusivity/language/culture/capacity
        - Creating a personal school culture
            - How?
            - Why?
        - Who

4. *Recruitment*
    - Points to probe
        - How, when and where do you recruit?
        - How do you identify the teachers who fit?
        - How do you interview?
        - How and why do you check with referees?
            - The stages of recruitment
                - Pre recruitment
                    - Identifying vacancies
                    - Advertising and setting up interviews
                - Active Recruitment
                    - Interview
                    - Referee / background check
                - Bringing into country
                - Orientation and induction – organisation and school
                    - ~~Now we are going to delve into how you lead, what leadership practices or skills you use and how you adapt these to your current context.~~
- ~~How would you describe yourself as a leader?~~

- ~~What are some of the practices, strategies that you are using in your current context?~~

- ~~How have they changed over your time in the school?~~

PART E: WRAP UP AND FOLLOW UP

I will just describe the next steps for you. The process from here is that I:

1. *Transcribe this recording.*
2. *Send you a copy of the transcription so that you can check both the accuracy and also to give you the opportunity to clarify or add to any points that you have raised.*
3. *Once this is done this data will be de-identified and then analyzed as part of the overarching research process.*

Thank you for your time. Do you have any questions for me?
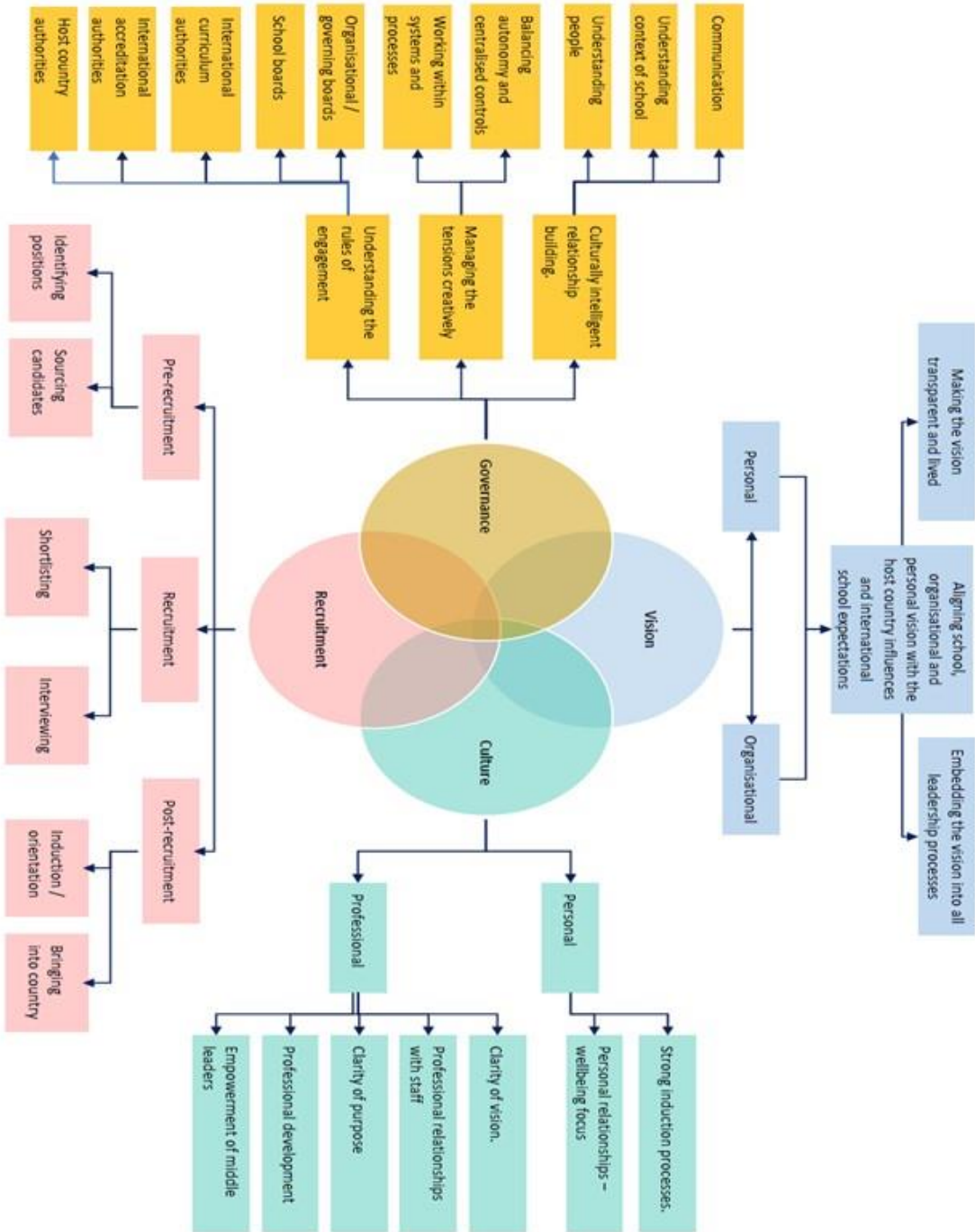
Appendix E:

Questionnaire

Questionnaire

Introduction

Principalship within an international school context is dynamic, exciting and challenging. The opportunities for personal and professional growth and experience abound, but so do personal and professional challenges which arise as a result of the complexities of the international school context. These complexities have the potential to have negative impact on the work of leaders in international school contexts and can result in a high turnover of International School Principals. The purpose of my research is to identify and explore the leadership practises and strategies of successful International School Principals. Below are a series of questions which are designed to affirm and explore the emerging leadership practises as they are viewed by the middle leaders within the international school context. The purpose of this survey to explore how these leadership practises are lived within international school context and how their effectiveness is understood and viewed by those who, as middle leaders working at the direction of the international school principal, are often tasked with leading and implementing these strategies directly with teachers and other community stakeholders.

Part A: Demographic Questions
1. Age:
    a. 25 – 34;
    b. 35 – 44;
    c. 45 – 54; 55+
2. Gender:
    a. Male;
    b. Female
3. Nationality
4. What is your current role?
5. Please list your prior educational leadership positions.
6. Please list any prior non-educational leadership positions
7. Please list your qualifications
8. Please list you highest leadership qualification
9. Experience: Number of years as an educator
10. Stages of schooling experience:
    a. Early Years;
    b. Primary Years;
    c. Secondary Years;
    d. Early Years– Primary Years;
    e. Early Years, Primary Years, Secondary Years
11. Number of years working in international schools
12. Number of years working in leadership in international schools: 1 – 4 years; 5 – 10 years; 11 – 15 years; 15 years +
13. Names of countries you have worked in
14. How were you invited to complete this questionnaire?
    a. Through a professional colleague
   b. Directly by the researcher

Part B: Leadership Practices Exploration
1. Recruitment
    1.1. Describe the pre-recruitment strategies that you have observed being used by successful international School Principals.
    1.2. Describe the active recruitment strategies that you have observed being used by successful International School Principals.
    1.3. Describe the post recruitment orientation and induction strategies that you have observed being used by successful International School Principals.
    1.4. How do successful International School Principals align their recruitment strategies with the vision of the school?
2. School Culture
    2.1. Describe what you perceive a professionally welcoming and supportive international school culture to be?
    2.2. Outline why it is important for an international school to have welcoming and supportive professional and personal cultures?
    2.3. Describe the professional and personal culture building strategies that you have observed being used by successful International School Principals.
    2.4. How do successful international school principals ensure that there is a clear connection between school culture and school vision?
3. Governance
    3.1. Describe the relationship building strategies that you have observed successful International School Principals use when they work with external governing boards, school boards, external curriculum authorities and internal school stakeholder.
    3.2. Describe the strategies that you have observed successful International School Principals use to navigate the tensions and conflicts that arise from difficult governance relationships and expectations.
    3.3. Describe the strategies that successful International School Principals use so that you have clarity around governance expectations and procedures.

Part C: Further Exploration
4. Personal leadership
    4.1. Please identify other International School Principal leadership practices which you believe are worthy of further exploration.
    4.2. How are you being empowered and challenged in your personal international school leadership journey?

Appendix F:

Coding Audit Trail

GOVERNANCE CATEGORY
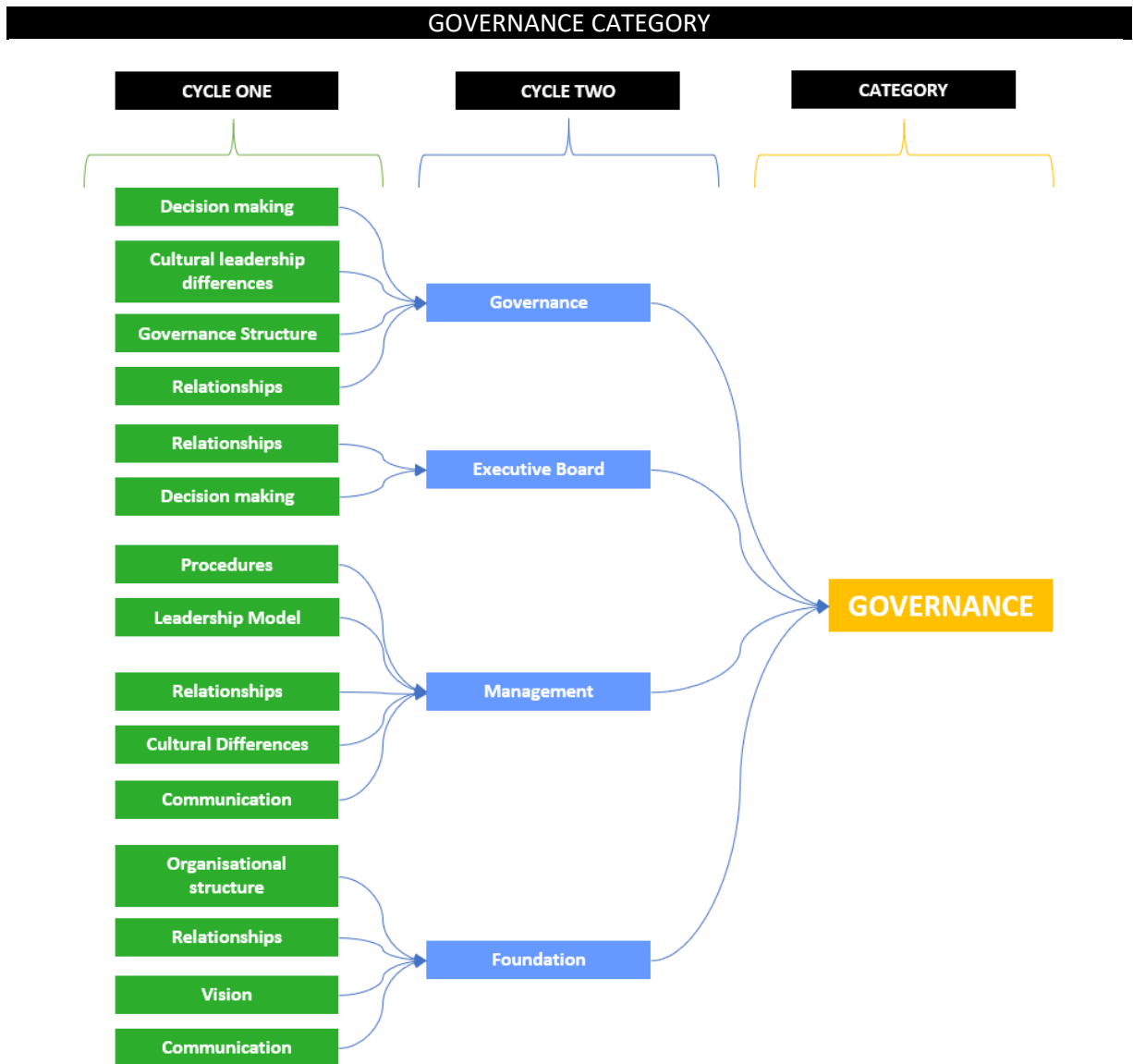
Cycle 1 – Cycle 2: Governance

Each of the above codes contributes to the overall Governance of an international school as part of an overarching organisation. Governance emerges as a Cycle 2 code as well as an overall emerging category. Governance is a complex conglomeration of processes, procedures, relationships all influenced by social, national and organisational culture. At this stage Governance was being viewed as the way in which decisions were made and how these decisions were being communicated and implemented.

Decision making

- How decisions are made
- The cultural ways decisions are informed, influenced and made
- How data is used
- How data and thinking processes are valued – cultural influence

Cultural leadership differences

- How different cultures view different leadership styles and practices – Hofstede
- The way leadership styles are valued, accepted or disapproved of through different cultural lenses – Hofstede

Governance Structure

- Business influences
- Government influences
- Cultural influences
- Organisational influences

Relationships

- Between organisational elements
- Individuals within the organisation
- Cultural influences on relationships

Cycle 1 – Cycle 2: Executive Board

The term 'Executive Board' (or EB) is specific to the YYY Educational Foundation. For the International Education Council, it is simply referred to as the YYY Board. Both boards are responsible for the overall leadership of the schools within the organisation. In the instances of TTT it is a family company that has relationships with the Chinese Government and other businesses throughout China. The members of the Executive Board come from within the organisation and generally 'Divisional Heads' and as such are paid by the organisation. There are some ex-officio members of the EB and these tend to have a political connection. For the YYY board the members come from within the YYY school communities and are elected from within the School Boards and school associations. The YYY Board members are not paid.

Relationships

- The relationships between the EB and the Director / Company owner – the cultural element here is critical as in Chinese culture the power relationship is very steep and the members of the EB, who are paid by the Director will do acquiesce to the Director in most instances.
- Deng Xiaoping – Black Cat – White Cat philosophy. It doesn't matter which cat catches the mouse – so long as the mouse catches the cat. There is an element of this in the EB – it doesn't matter how the work gets done as long as it gets done – it is the responsibility of each member of the EB to ensure that their responsibilities / work is done. The work is what the Director wants – it is her vision
- Relationships refers to the relationships between the members of the Boards as well as the relationship between the Board/s and the International School Principals.
  - AAA culture – the EB is superior to the International School Principal and as such the principal is expected to work at the direction of the EB with a Black – cat / white – cat mentality.
  - XXX Culture – big man / wasta. Big man means that once you are the leader, the big man you are able to boss everyone around and do what you want (or as little as you want). Being on the YYY Board means that you have become a big man, also once you have become a principal you have become a big man.
  - Wasta, similar to the Chinese term guanxi, means that your power and your loyalty lies with your wontok (one talk – those who speak your language and when you consider that XXX has cover 700 languages this essentially means your family or

village). The more powerful you are the more wasta, or guanxi you have and your decisions and actions are loyal to those relationships as opposed to the organisation.

- o In the Chinese context the guanxi is connected to the organisation whereas in the XXXcontext the wasta is connected to the wontok.
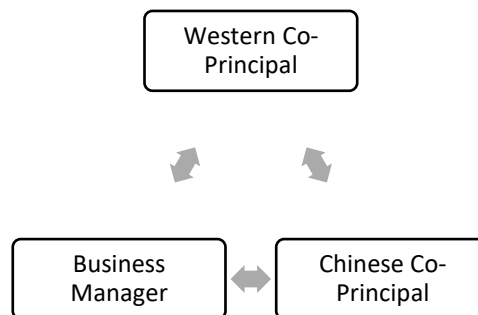
Decision Making

- The how and why of decision making is influenced by:
  - o Back cat – white cat
  - o Guanxi / wasta / wontoks
- Hofstede – Power Distance
  - o Influences how decisions are made
  - o How they are communicated
  - o How the flow of communication happens (think of feedback – gifts, loops and ping pong)
- The way in which decisions are made and the influence of
  - o Data
  - o Values (culture)
  - o Purpose
  - o Vision

Cycle 1 – Cycle 2: Management

Management refers to the leadership structures, models and procedures which guide and support the leadership of the school.

For TTT the leadership model in the schools is triadic. There is no overarching leader, rather all three are responsible for the leadership. This is a model that a number of International School Principals find challenging. The EB expects that the three members of the School Leadership make joint decisions in all aspects of school leadership. There are specific procedures which guide the work of the leaders – this leadership model is culturally and linguistically complex.

```
                    ┌─────────────────┐
                    │   Western Co-   │
                    │    Principal    │
                    └─────────────────┘

              ↖                       ↗

  ┌─────────────────┐       ┌─────────────────┐
  │    Business     │  ↔    │   Chinese Co-   │
  │    Manager      │       │    Principal    │
  └─────────────────┘       └─────────────────┘
```

For the YYY there is a sole school Principal within the international school context. The majority of the principals are local Papuans with the larger schools being led by Expatriate Principals. The interesting element here is that 3 of the 4 expatriate principals are Australian. These three have all been Principals in catholic schools in Australia, all have worked in the Rockhampton Diocese at some stage of their career – two as Principals in this Diocese. Two of them also worked as leaders in the Catholic International School in Port Moresby back in the early 1990's.

Leadership / management down within an international school context occurs within a culturally and linguistically diverse context. The differences, conflicts and challenges that arise from this context influence the overall management of the school. For instance in XXX the wasta and wontok system means that those that the principal is leading may often be doing things in ways which favour his wontoks and enhance his wasta rather than supporting the organisational vision – and they will keep

doing this until they are 'discovered or caught' and then, even after being dealt with, will often find another way of doing the same thing. The management of this cultural practice by expatriate international school principals is a challenge for it is something that they would never have to deal with in their home country. From a western perspective this is corruption but from the local perspective it is normal and expected – there is no shame involved. The language aspect of this is complex – even if the International School Principal clearly addresses the issues the lost in translation effect means that things can be mis-understood or misconstrued or intentionally misrepresented. The Chinese way of doing business is a little same same but different – again it is not western and this creates a challenge for the International School Principal. In both there is a big 'face saving' aspect in that they don't want to report an error, fault or problem – particularly if it means that they may lose face (become less of a big man).

Lastly here is communication – the issues that arise from concepts and meanings that are lost in translation, misunderstood or simply miscommunicated. Adding to this complexity the timing of the communication, the purpose, is it written, spoken or emailed.

Procedures

- Routines, expectations and procedures of how things are done
    - Communication around staff absences
- Cultural ways of doing things

Leadership Models

- Co-leadership
- Triadic leadership
- Local / expatriate leadership
- SLT structures

Relationships

- With subordinates – followers
- With superiors
- With community
- The influences of language and culture

Cultural Differences

- Cultural practices
- Values
- Acceptable / unacceptable behaviours and or practices
- Views of effective leadership

Communication

- Language
- Procedures
- Purpose
- Form
    - Written
    - Spoken
    - Electronic
    - Visual
    - Bi-lingual / trilingual

Foundation is a euphemism for organisation – it is a CCC term. In CCC terminology the 'Foundation' is the equivalent of the 'YYY'. The interesting thing here is that people who are working for the 'Foundation' or 'YYY' are selective with regards to their belonging to the organisation. When things are going well for the individual then belonging is good – but when things are not then the 'Foundation' is separate and held are responsible, in a negative sense, for the issue.

The 'Foundation' is made up of the organisational structure and how that structure interacts with its member.

Organisational structure

- Leadership model
- Divisions
- Communication channels

Relationships

- Between all 'divisions' within the organisation
- Between the individuals within the organisation
- The organisational culture – the way/how/why of how things are done

Vision

- Of the organisation
- How the vision shapes the work of the organisation

Communication

- How/why/who
- Channels of communication
- Language

Category – Governance

The category of Governance is inclusive of the Cycle 2 Codes of Governance, Executive Board, Management and Foundation. It refers to the way the organisation operates and interacts with its members. It is about responsibility, accountability and organisational purpose and vision. The Foundation is the organisation. The Executive Board is the group who is responsible for the Governance of the organisation. Management refers to how the organisation is directed and led and is critical to the accountability of the organisation. Governance, as a Cycle 2 code, refers to the structures and decision-making aspect of the organisation. As said earlier Governance is a complex aspect of international schools and is inclusive of the four cycle 2 codes.

CYCLE ONE	CYCLE TWO	CATEGORY

Host country – international curriculum

Teacher capacity and development

Curriculum Governance

Community understanding and expectations

Curriculum

Cultural leadership - differences

Organisational culture

Decision making

Conflicts

Relationships

Culture

Leadership History

Decision making

Professional experience

Relationships

Cultural Differences

Communication

Adaptation

Leadership History

Professional Experience

Vision

Communication

Experience

VISION

Appendix G:

Vision Post-Coding

Codes	IIP10	IIP8	IIP9	IIP11
Current Identity	2	1		
Current Practices	1	1		
Development Organisation	1		2	2
Development Personal	1			
Development School	3	1	1	
Forward – where are we going	6	2	1	4
Organisational agreed				3
Organisational aligned	1			1
Personal - school	2			2
Personal – student / learner	2		1	2

Vision

- This is who we are and what we do
- Create best opportunities for teaching and learning
- Curriculum
    - School
    - Organisation
- Purpose
    - Profit – not for profit
- Buy in
    - Org Board
    - School Board
    - Teachers
        - PD
- Student focused
- Perceived, lived and stated vision
- Principal determines the vision
    - personal vision for T&L – people focused – has to lead these people – vision is not

going to happen if you can't work with the people
- o Student focused – not just academic
- o should understand what it is like for the student and the teacher and take them on a journey
- o Need to reshape and refocus – not to become desensitized and blind
- o Relationships – communicate, share, model and lead the vision
- o Current and future
- Personal vision can influence
    - o Schools that teachers apply for
    - o Teachers that Principals shortlist, interview or appoint

Leadership Practice: Bringing the organisational, school and personal vision into a state of cohesion so that there is synergy within the school and then leading with that vision giving shape to all aspects of the work as a Principal.

Appendix H:

Ethics Approval

Dear Applicant,

Chief Investigator: Assoc Prof Janeen Lamb
Student Researcher: Rebecca Maxwell
Ethics Register Number: 2019-92E
Project Title: Educational Leadership: In Culturally Complex International Schools
Date Approved: 27/08/2019
End Date: 30/11/2020

This is to certify that the above application has been reviewed by the Australian Catholic University Human Research Ethics Committee (ACU HREC). The application has been approved for the period given above.

Continued approval of this research project is contingent upon the submission of an annual progress report which is due on/before each anniversary of the project approval. A final report is due upon completion of the project. A report proforma can be downloaded from the ACU Research Ethics website.

Researchers are responsible for ensuring that all conditions of approval are adhered to and that any modifications to the protocol, including changes to personnel, are approved prior to implementation. In addition, the ACU HREC must be notified of any reportable matters including, but not limited to, incidents, complaints and unexpected issues.

Researchers are also responsible for ensuring that they adhere to the requirements of the National Statement on Ethical Conduct in Human Research, the Australian Code for the Responsible Conduct of Research and the University's Research Code of Conduct.

Any queries relating to this application should be directed to the Ethics Secretariat (res.ethics@acu.edu.au). Please quote your ethics approval number in all communications with us.

If you require a formal approval certificate in addition to this email, please respond via reply email and one will be issued.

We wish you every success with your research.

Kind regards,

Kylie Pashley
on behalf of ACU HREC Chair, Assoc Prof. Michael Baker

Senior Research Ethics Officer | Office of the Deputy Vice Chancellor (Research) Australian Catholic University
T: +61 2 9739 2646 E: res.ethics@acu.edu.au

Appendix I:

Recruitment Memo

Recruitment

Recruitment has a number of stages – many of which actually need to occur well before even the point of identifying and advertising a vacancy.

Stage 1: Pre-Recruitment

- School website
    - Making the school attractive to potential staff
    - Making the school unattractive to inappropriate staff
- Educational programmes
    - Developing and maintaining educational programmes
    - Building, recruiting and training staff to maintain those programmes
- Budget
    - Managing income so that there is the budget to employ appropriately qualified and experienced staff to meet the needs and develop educational programmes
- Staffing
    - Developing staff
    - Identifying potential vacancies
    - Understanding the 'jigsaw' and 'flexible' nature of staffing

Stage 2: Active Recruitment

- Identifying and defining a vacancy
    - What is the role
    - What are the qualities, qualifications and experiences required
- Advertising the vacancy
    - On website
    - Recruitment agencies
        - Background checks
        - Qualifications checks
        - Referee checks
- Shortlisting
    - Identifying potential staff
    - Identifying staff who may fit a variations of fits
    - Understanding the country requirements for potential staff and the impact of visa expectations
- Time-frames
    - Enough time to interview, appoint and then complete all pre-entry requirements for the country in terms of:
        - Visas
        - Health checks
        - Police clearances
        - Flights
        - Family – teachers / married teachers with dependents
    - Enough time to deal with people who withdraw from contracts prior to arrival in country

- Interviewing
  - How is it conducted
    - In person – travel to recruitment fairs/setting up interview schedules in different countries
    - Online/phone
      - Zoom
      - Skype
      - Time differences
      - Quality of internet – connectivity
- Appointment
  - Role of the organisation – who appoints – Principal or Board
  - Who approves?
  - Contract issuing and acceptance
  - Conditions

Stage 3: Post Recruitment

- Pre-departure
  - Visa arrangements
  - Travel arrangements
  - Health checks
  - Accommodation
- Departure
  - Flights
  - Visa
  - Arrival
    - Met at airport
    - Accommodation
    - Support on arrival
- First days in country
  - Accommodation and living
    - Housing
    - Electricity
    - Water
    - Shopping
    - Internet connectivity
    - Banking
    - Medical
- Orientation to organisation
  - Induction
  - Contract
  - Professional expectations
  - School orientation
- Ongoing support
  - Professional Development
  - Professional expectations
  - Personal care - wellbeing

Memo 24 Coding

The coding process has been an iterative process from which, at the moment, categories are emerging. Saldana explains how the researcher moves from codes to categories and then to theories. Now that I have been engaging with the data this is very clear but is also amazing at how much you can elicit from the data as you engage with it for different purposes. Looking at the data from a different perspective, for a different purpose or though different lenses identifies different categories which then elicit the themes. The codes define the lens through which the data is viewed.

Definitions

→ A priori: analysing concepts independent of experience

→ Posteriori: knowledge obtained through experience

→ In vivo Coding: uses the respondent's own words to summarise the data

→ Process Coding:

→ Initial Coding: breaking down data into discrete parts

→ Focused Coding:

→ Axial Coding: pulling things together from in vivo coding

→ Theoretical Coding:

→ Descriptive Coding: literal interpretation of the words in the text

→ Thematic Coding: groups codes into wider themes

First Cycle Coding – getting impressions

In this first – first cycle of coding I sought to get an impression of the circumstances of the case. This involved affirming the characteristics of the case, the international school, and confirming the complexities and conflict which are characteristic of the case.

International School Principalship 2 Dec 2019

International School Characteristics (12.10.2019)

→ Descriptive / Attribute Coding: basic descriptive information

- Complexities
- Relationships
- Community
- Curriculum
- Teacher Nationalities
- Teacher Capacity

International School complexities (13.10.2019)

→ In vivo Coding: using the words of the participants to describe the circumstances of the case

- Involved sub-coding and simultaneous coding

- Personal Complexities
  - Family
  - Personal circumstances
- Organisational
  - Structural
    - Poor practices
    - Need for immediate leader
    - Procedures
    - Leadership Model
    - Governance Structure
  - Relational
  - Vision
  - Communication
  - Role
- Teacher
  - Personal conflicts
  - Capacity
  - Cultural
  - Linguistic
  - Co-planning and co-teaching
- Culture
- Language
- Curriculum
- Conflicts
  - With leadership
  - With staff
  - With community
- Relationships
  - Up
  - Down
  - Peer
  - Trust and Respect
  - With community

Leadership History (17.10.2019)

→ Descriptive / Attribute Coding: basic descriptive information

- First Leadership Position
  - Own country
  - Other country
  - Intentional
  - Opportunistic
  - Principalship
  - Middle Leadership

- First Principalship
  - Own country
  - Other country
  - Intentional
  - Opportunistic
  - Sole Principal
  - Sectional Principal
  - Founding Principal
  - Co-Principal
  - Principalship
  - Middle Leadership
- Subsequent Principalships
  - Opportunistic
  - Intentional
  - Sole Principal
  - Founding Principal
  - Co-Principal

Cultural complexities (18.10.2019)

→ Process Coding: search for routines and rituals

- Language
- Decision making
- Professional experience beyond host country
- Professional experience and knowledge host country only
- Cultural leadership differences
- Cultural differences
- Organisational culture

ISP Qualifications and Training (16.11.2019)

→ Attribute Coding: demographic characteristics of the participants

- Certificate I – IV
- Diploma
- Associate Degree
- Bachelor
- Masters
- Doctorate
- Independent PD
- Organisational PD
- Graduate Certificate

ISP Practices (18.12.2019)

→ Process Coding: search for routines and rituals

- Curriculum
- Cultural Space
- Adaptation
- Experience

Second Cycle Coding – collapsing and expanding codes

In this second cycle of coding the codes were refined and focused more on the work of the International School Principal as opposed to the circumstances of the case.

ISP PRACTICES JAN 2020

ISP Practices (18.12.2019)

- Curriculum
    - o Host country curriculum
    - o Curriculum Governance
    - o Teacher Development
    - o International Curriculum
    - o Teaching and Learning
    - o Parent and community understanding
    - o School structure
- Cultural Space
    - o Line in the sane
    - o Relationships
    - o Represent – stand up for
    - o Capacity building
- Adaptation
    - o Filter
    - o Push Back
    - o Understanding
    - o Modify or adapt leadership actions
- Experience
    - o Training and PD
    - o Prior international school experience
    - o Qualifications
    - o Confidence and Wisdom

Recruitment (23.2.2020)

- Qualifications
- Child Protection Issues
- Professional Fit
- Personal Fit
- Interviewing
- Sourcing suitable applicants

Governance (23.2.2020)

- Governance
- EB
- Management
- Foundation

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