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An Organizational Improvement Plan: Implementing Service Learning into the Curriculum at an International School to Meet an Organization's Strategic Aims

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Abstract

The problem of practice for this OIP is that School X set strategic aims in 2013, and in 2018, two have still not been met. These aims included opportunities for students to develop leadership skills, and provide a learning-based approach to service. School X has a structure in place that offers the opportunity to build on an existing service-learning program, and further integrate service learning into the curriculum. This OIP uses the Change Path Model to propose structural changes within the organization. It utilises inclusive and democratic approaches to leading change that highlight two-way dialogue (Ryan, 2016, as cited in Griffiths & Portelli, 2016) and collaboration (Woods, 2015, as cited in Griffiths & Portelli, 2015) to improve the culture of the organization, contributing to its symbolic role in the local and global community. The structural change includes creating a professional learning community (PLC) that will develop service learning within the curriculum. The PLC Coordinator and coaches will collaborate with teachers to develop curriculum, seen in the processes for change, communicating change, leadership approaches to change and practical application of how the change will occur at School X. The potential for creating a positive culture at a school where stakeholders are reassured in the organization's ability to meet their strategic aims is shown through the ability and agency that staff within the organization already possess.

Acknowledgments

I would like to take this opportunity to thank my family and friends, who have all been so supportive throughout this process. My colleagues at School X have been instrumental in offering both support and professional feedback regarding this organizational improvement plan. Thank you to the supportive staff at the University of Western, and to the members of my cohort, who were imperative to the success of this OIP.

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Glossary of Terms

After School Activities (ASA) Program:

The program of non-academic activities that the school offers to students for participation in.

Director of Teaching and Learning (DTL):

The formal leader who is responsible for the coordination of curriculum, as well as curriculum review cycles across the PYP, MYP and DP.

English as an Additional Language Learner (EAL):

A student who is participating in classes that are taught and assessed in English, but who does not speak English as a native language.

Expatriate/Expat:

A person who legally resides and works in a country that is not their country of nationality.

Grade Team Leader (GTL):

The faculty member responsible for coordinating behavioural and pastoral care across a singular grade level.

Head of Department (HOD):

The faculty member responsible for curriculum alignment and coordination with a specific subject area, and vertically across divisional grade levels (There is one for each Elementary and Secondary at School X)

IBDP/DP: Diploma Years Program:

This is the university and college preparatory course framework that the IBO provides schools with for curriculum development for Grades 11 and 12.

IB Learner Profile Words:

A set of 10 'learner qualities' that the IBO has published as qualities that make up the 'whole student'. They are as follows: Balanced, principled, caring, open-minded, inquirer, thinker, knowledgeable, risk-taker, communicator and reflective.

IBO: International Baccalaureate Organization:

The IBO is a governing body that provides member school with a framework for designing curriculum. This framework is designed for Primary, Middle and Diploma years. Schools can offer any combination of the three. More information at www.ibo.org

K-12:

All grade levels between Kindergarten and Grade 12.

Learning Support:

The department at School X that coordinates the needs of students who require additional learning support services.

MYP: Middle Years Program

This is the Middle-School framework from the IBO that school use to develop their curriculum for Grades 6-10.

Professional Development (PD):

Further learning for teachers in a range of topics – for this OIP PD refers to professional learning in curriculum integration of service learning.

Professional Learning Communities (PLCs):

Groups of teachers who work together in informal professional development settings to trial a new method or initiative.

PYP: Primary Years Program

This is the Primary framework from the IBO that school use to develop their curriculum for Grades 1-5.

PYP, MYP and DP Coordinators

The faculty members responsible for coordinating curriculum within their respective IB frameworks.

Service Learning Coordinator (SLC):

The faculty member who hold the responsibility of seeing service learning integrated into the curriculum, as well as coordinating the community partner-based service learning program as part of the ASA program.

Service Learning Instructional Coach (SLIC):

The faculty members who will represent the SLC in their respective divisions of Lower Elementary, Upper Elementary, Middle and High School at School X.

Executive Summary

This Organizational Improvement Plan (OIP) presents the context of School X: a private international school that offers the International Baccalaureate (IB) curriculum. The IB is a framework that is utilised by international schools all over the world so that expatriate children can participate in a globally recognized curriculum. The Problem of Practice (POP) is founded on the fact that despite setting a three-year plan for strategic aims in 2013, the school has yet to meet two aims. This OIP will focus on the aims of leadership skill development in students and a learning-based approach to service.

Chapter 1 will outline School X's context as a leading institution in the geographical region, as well as a well-recognized school in the international community. It will also outline the effort to address the current needs of stakeholders by paraphrasing the strategic aims along with the Mission, Vision and Values that were developed in 2013. Chapter 1 will outline this writer's inclusive and democratic approaches to leadership and the agency held to assist with and lead the change in developing a PLC. It will assess questions that stem from the POP, as well as the readiness for change at School X.

School X, has taken some steps to meet these aims with the development of a student-run service program as after school activities, where many work with community partners in the local area. This has provided a foundation which the PLC proposed in this OIP will build upon. Chapter 2 will begin by examining the process *how* to lead change at School X through the PLC, identify gaps that still exist within the organization to show *what* needs to change and offer possible solutions. The Change Path Model (Cawsey, Deszca & Ingols, 2016) is used to offer a path for change at School X in implementing this initiative. Chapter 2 further explains the inclusive and democratic approaches based largely on the

theories of Woods (2004) and Ryan (2006). Inclusive leadership has been chosen as the PLC will need to engage in the two-way dialogue that is its major tenant (Ryan, 2006) in order to begin the change process. Democratic leadership includes the tenant of collaboration (Woods, 2004) that will be required to develop the initiative at ground level – teachers working in the PLC to develop units for their classrooms. Chapter 2 explores these approaches in the context of the Change Path Model, as well as how the change will be communicated with staff.

Chapter 3 of this OIP focuses on the practical implementation of the change that will help School X reach the envisioned state, and the role that I can take as a teacher-leader who specializes in service learning. A change in the organizational structure at School X will seek to strengthen the culture of the organization and further improve its symbolic status in the local and global communities. By developing a PLC, the organization will utilise knowledge of student leadership and learning-based service to show progress towards the vision for change. The creation of a SLC position, along with four new teacher-leader positions of Service Learning Instructional Coaches (SLICs) at each division to be considered as the initiative grows in further years shows how School X will empower employees to help lead the change. Chapter 3 will further connect with the strategy of School X, giving steps for understanding stakeholder reactions, and the resources required. Finally, a timeline for the first phase of this change will be given in order to meet the short, medium and long term goals, as well as a plan for communicating the change with stakeholders through already-existing communication channels at School X. Chapter 3 will also reflect on the ethical considerations that an inclusive and democratic approach to this change will incur.

Chapter 1 – Introduction and Problem

This Organizational Improvement Plan (OIP) is based on a private international school that offers the International Baccalaureate (IB) curriculum through the International Baccalaureate Organization (IBO). In 2013, the school set a new strategic plan that was to be fully implemented by 2016. As a private institution in an international setting, School X is not bound by the educational policies and procedures of public schools in the country in which it is located. Decisions on strategic aims and how to meet them are decided on by the organization itself. The context of School X will be discussed first.

Organizational Context

School X is a private, not-for-profit international school that offers the International Baccalaureate (IB) curriculum from Pre K to grade 12 (K-12) to approximately 826 students. The IB is a framework that provides schools with a structure on which to build their curriculum. The framework consists of the Primary Years Program (PYP) for Grades 1-5, the Middle Years Program (MYP) for grades 6-10, and the Diploma Program (DP) for grade 11 and 12 students. The Diploma Program is a globally recognized university preparatory course where students take courses from a range of subject areas. Additionally, DP students take part in three Core programs: An Extended Essay (EE), a Theory of Knowledge (TOK) course, and a program that coordinates their participation and reflection in all extra-curricular experiences called Creativity, Activity and Service (CAS). At School X, I am the CAS and Service Learning Coordinator for Grades 6-12.

The school officially opened in the 1960s and has since served as an international school for expatriates living in the country's largest city. In 2013, three years before I arrived at School X, a new board of directors and the school director had developed a new

strategic plan that identified the goals of the institution for the next three years, as it continued to develop as a leading international school. As part of the Strategic Plan of 2013, the organization also developed a new set of Mission, Vision and Values that better aligned with the need for student learning on an individual basis. The six aims of the strategic plan were developed to meet strategic priorities and are paraphrased as follows:

1. By ensuring high quality teaching and learning experiences, we will ensure a high level of educational process.
2. By creating an ethos of high expectations of behaviour, we will develop positive character in students.
3. We will establish a coherent learning-based approach to community service to meaningfully engage with local and global problems.
4. We will increase School X's visibility and influence to become a global leader in educating internationally-minded students.
5. By developing strong collaboration between school and community, we will support the learning and well-being of students.
6. We will ensure that School X remains accessible and desirable for international families, ensuring the sustainability of the school.

These aims were created by working backwards from the newly developed Mission Vision and Values developed in 2013. The mission statement of School X is to challenge and inspire each student, as well as support him/her in fulfilling his/her potential and making a difference in the world. In doing so, the school's vision is to be at the forefront of international education. Regardless of when they join, the school commits to students developing the skills needed to think critically, achieve in academics and understand responsibility. In doing so, students, guided by teachers and coordinators of appropriate programs, will utilise curiosity and creativity when approaching authentic problems, both local and global. Enthusiasm, resilience and perseverance will be shown while pursuing passions, as well as a respect and understanding for the diverse world we live in. This vision is applicable to everyone within the organization.

In order to achieve this vision, School X has prioritized five values that combine to give students a clear sense of balance. *Responsibility* entails acting constructively, towards oneself and others, as well as learning from mistakes and accepting consequences for one's actions. Members *inquire* with curiosity, perseverance and open-mindedness. They find solutions to problems, while understanding that the learning from failure is as valuable as success. These failures contribute to *compassion*, where courage and empathy are exhibited, and when working with others, members show patience and integrity. These all lead to a *balance* of participation in education, with a range of activities, assessment types and new experiences. Members of School X understand that *diversity* adds value to our community and provides additional opportunities for learning.

Interviews with the former Director of School X, who has given permission to use this information, revealed that at the time of the strategic plan's development, the question of the target stakeholders (expats, locals, or both) was raised. It's a question that still exists and is relevant when considering the school through a symbolic lens, where the image and meaning of an organization are constructed by those within it, as well as in the community (Bolman & Deal, 2013). This symbolic place in the community is vital to an independent international school as it conveys the social meanings the school constructs for itself beyond what may be the obvious use (Zott & Huy, 2007, as cited in Bolman & Deal, 2013). International schools often have various roles within the community in which they are located, acting as "the school as a community; the school operating within a community; the school serving a community; the school creating a community; and the school interacting with a community" (Bunnell, 2005, p. 45). The obvious use of School X is to provide a world-class education to students; however, its role in the community conveys

community partnerships, social development of students, and opportunities for a diverse group of people. Stakeholders might desire different outputs from the school. For example, expatriate students may desire an IB education that will gain them access to global universities, as they may return home to attend post-secondary institutions or consider other international options. Local students may be looking for the 'achievement' aspect, which can often serve as a social symbol of pride for local families.

Alongside these desired potential futures for students, School X also recognized that sometimes, a school itself can be a barrier to students' learning if it cannot properly support their learning needs (Walton, Nel, Hugo & Muller, 2009). Since the development of the strategic plan, there has been a change in demographics of the school, as it becomes more inclusive of students with learning difficulties as well as English as an Additional Language (EAL) learners. This move towards inclusivity has required different priorities regarding hiring staff, as well as the development of new initiatives centering on inclusion.

Becoming more inclusive means diversity is far more prevalent now than it was in 2013, reflecting School X's attempt to facilitate access and encourage participation (Walton et al., 2009) further in the school's learning community. For instance, in each grade level there are, on average, 60 students, where approximately 8-10 are EAL, and another 8-10 receive additional learning support programs. Structurally, this has meant further development of a Student Services Department. In order to meet the aim of developing student leadership the school began a community partner service program, called Take Action Tuesdays (TAT), where all students participate in student-led service projects. The structural changes of a Student Support Department and development of the TAT program were made before I started employment at School X. As the current Service Learning

Coordinator, coordination of the TAT program falls under my remit, and this aspect of my job will contribute to my agency to help lead the change this OIP proposes.

At this not-for-profit organisation, the need for economic changes is more indirect than overt, as the school seeks to keep this position as the most desirable international school in the community. Other schools have been developed within the community which leads to competition; however, for the foreseeable future, School X is still the most highly sought after academic institution for those who can afford it.

Organizational Structure

The executive structure at School X resembles that shown in Figure 1. It is a

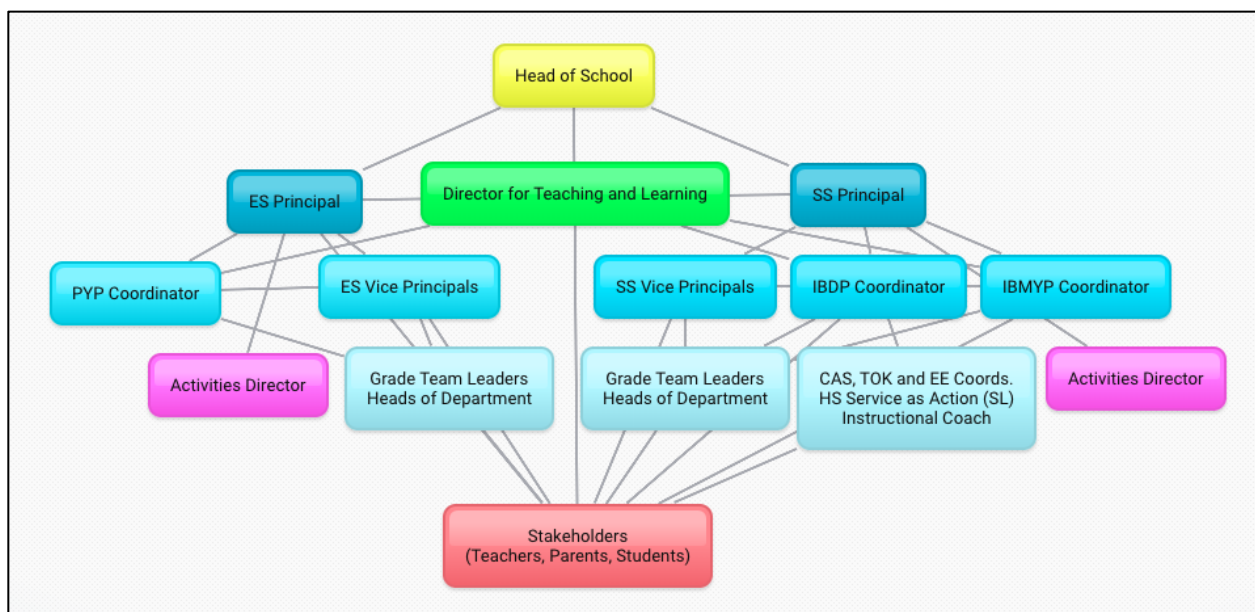


Figure 1: Current Organizational Structure of School X (Milne, 2018).

hierarchical model, as the middle managers (Divisional Principals) report to the Head of School and then supervise and communicate with others (Bolman & Deal, 2013). The school is run by a board of directors whose representative within the school is the Director, shown at the 'top' of the hierarchy in Figure 1. School X operates on two separate

campuses: The Elementary School (ES) campus serving K-5 and Secondary School (SS) serving Grades 6-12. Each campus is run by a Divisional Principal shown in Figure 1, with two Vice Principals acting as middle managers (Bolman & Deal, 2013). From here, it can be seen in Figure 1 that the organization moves to a model that more closely aligns with an all channel network. Bolman and Deal (2013) define this as a structure where multiple connections between colleagues means consulting before making decisions and that information is easily available. Collaborating to share information and processes under the Principals and Vice Principals are the Heads of Departments (HODs) who lead various subject areas and Grade Team Leaders (GTLs) who oversee the academic and behavioural matters of each individual grade level.

Alongside the Principals in Figure 1, The Director for Teaching and Learning (DTL) oversees curriculum continuance across K-12. An Activities Director (AD) is present on each campus. Within each division of the IB (PYP, MYP and DP), a Curriculum Coordinator works directly with the DTL.

Figure 1 includes a Service as Action Coordinator (part of my role as SLC), who works with the MYP and DP Coordinator. Within the DP are CAS, EE and TOK Coordinators. Coordinators are assigned to these informal leadership roles as each of the core components of the DP (CAS, EE and TOK) are required to obtain the IB Diploma. The structural position of Service Learning Coordinator is central to the development of the strategic aims concerning student leadership and service-based learning.

Recently, political developments resulted in the introduction of a regulation which determines the length of time expatriates are allowed to stay in the country as employees. In an attempt to move nationals into jobs currently held by expatriates, a maximum of four

years has been put in place, which means that several staff who have been here for four years or longer have been forced to find new employment in other countries. School families have had to leave the country as well. As the political situation in the host country continues to affect enrollment numbers at School X, several transitional decisions have been made for the 2018/2019 school year and onwards. This new development has resulted in a declining population of students, as companies in the region are not bringing in as many families. In an effort to keep the school financially stable, several major changes have been made to the organizational structure. Each campus will reduce two Vice Principals to one, and a whole-school Learning Support position has been created to further support the needs of students. The school Director has indicated to staff that the school will move in the direction of grouping several curriculum coordination roles under the Director of Teaching and Learning (DTL). This is relevant to the proposed solution in this OIP as seen in the new organizational chart in Chapter 3.

Leadership Position Statement

Transparency will be important, especially considering the decreasing number of students, and consequently, teachers. School X still plans to offer the same program, which could be a risk to the overall culture of the organization with less teachers trying to offer the same number of services that have been available in the past.

Inclusive Leadership

Ensuring that the current transition at School X is led effectively, this OIP is based on the theories of inclusive leadership, where all “participate meaningfully in policy, decision making, and other influence or power-related processes” (Ryan, 2015, as cited in Griffiths & Portelli, 2015, p. 111). Traditionally, like many other schools, School X uses a hierarchy

model of leadership, where decisions are made by one party. Conversely, in an all-channel network, various teams communicate with each other in regular meetings, allowing for multiple connections and mutual adjustments when required (Bolman & Deal, 2013). At School X, some elements of an all channel network exist within departments and grade level teams. This allows for a more inclusive approach in the development of mutual recognition of each other, in order to create a similar moral point of view, or culture (Pless & Maak, 2004). In the past, large scale decisions such as establishing yearly priorities for obtaining resources, were top-down decisions, with minimal open communication with staff. While the aims within the 2013 Strategic Plan are student-centered, the priorities that will be incorporated remains a hierarchal decision.

Inclusive leadership ensures that the voices of those involved in the organization are heard. In practice, it values various voices, perspectives and approaches, while encouraging all to make unique contributions (Pless & Maak, 2004). When considering an all channel network model, it is obvious that the dialogue is imperative, particularly because with information flowing freely, morale is usually high (Bolman & Deal, 2013). This model is useful when a task is complicated, and requires several perspectives when considering the change (Bolman & Deal, 2013). Communication is most effective when there is a culture of meaningful, two-way dialogue (Ryan, 2014). With the recognition of individuals within the larger group, an inclusive culture with reciprocal understanding, mutual enabling, trust, and integrity can form strong relationships and lead to a culture which values all voices (Pless & Maak, 2004).

As an independent school that functions on a hierarchal model, inclusive practice can be used at School X within initiatives that are being run by teacher-leaders. Using an

inclusive approach within this OIP means that while the decision to choose this initiative is hierarchical, the development of it will require crucial dialogue and collaboration. As the current Service Learning and CAS Coordinator, I have the agency to lead the initiative, with an understanding of the overall structural changes that would need to take place, as well as recognize the concerns of teachers taking part. My role allows me to facilitate the integrative, relational and functional components of an inclusive approach to lead the Professional Learning Community (PLC) in this initiative (Rayner, 2009). I can use my expertise in student leadership and service learning integration to facilitate the amalgamation and use of knowledge (Rayner, 2009) that results from initial introduction of the initiative and discussion with staff. I can use my role to relate this information between structure and agency (Rayner, 2009), by communicating dialogue between administration and staff to bridge the gap between the initiative's purpose and the people the change will affect. Lastly, the functional principle of inclusive leadership requires me to recognize that the process includes continuous learning, adaptation, application, and management (Rayner, 2009), which are similar to the stages for service learning.

Democratic Leadership

Democratic leadership exists where the thoughts and attitudes that characterize the relationships between colleagues in a school and between the school and the community are democratic in nature (Moller, 2002). With the two-way dialogue and principles of inclusive leadership being facilitated by me in leading the PLC, it is important to note that democratic leadership permits initiative to be concentrated in a single person at specific times (Woods, 2004). My experience with service learning allows me to use the practice of 'democracy creating' (Woods, 2004) where I can build the conditions that will promote

collaboration in the PLC. Teachers that show initial curiosity and are interested in participating will also help lead the PLC process and can work with others to develop the initiative. It is for this reason that democratic leadership was chosen rather than distributed leadership. Distributed leadership excludes the possibility of leadership by a single person, whereas democratic leadership adds “the notion that everyone... should play a part in democratic agency – at times as a singular leader... which generates an additional dynamic through working together” (Woods, 2004, p. 12). Throughout the process of introducing this change, there is a requirement for a leader to lead collaboration within the PLC. This still poses the question of where the power lies – with a hierarchical leader, or those working in the school, which the word ‘democratic’ implies (Hatcher, 2005). Even though the decision to begin this initiative is hierarchical, participation must be inclusive, with authority remaining exclusive (Hatcher, 2005). Those within the group must be trusted by Administration to collaborate and make decisions on the initiative’s progress for true democratic leadership to take place. Previous to my start at School X, Administration created a set of agreements regarding expectations of how staff work together, which encourage staff to approach matters in ‘the spirit of collaboration’. This will allow the teacher-leader to lead the initial part of this change process in training and coordinating participants, and to facilitate dialogue between those in formal leadership roles and teachers in order to build the PLC.

In addition to acting as an intermediary through collaboration in a democratic leadership approach, my agency also allows me to mediate the two-way dialogue of an inclusive approach. My understanding of student leadership and learning-based service will allow me to help lead this PLC with experience, knowledge and skills. Moreover, my

ability to provide professional development in this area will help the School meet its strategic aims. My familiarity with School X will help to lead a collaborative PLC, and assist the school in addressing the POP, which will be discussed next.

Leadership Problem of Practice

The problem of practice addressed in this OIP is that this large international school has not yet met the strategic aims set in 2013 of developing student leadership skills and establishing a learning-based approach to community service. While these issues have been reflected in the development of the new strategic aims in 2018, there is still no implementation plan for meeting them. Teachers as leaders have the potential to contribute to learning within an organization and build new organizational strategies with lasting effects (Frost & Durrant, 2002). Previous experience of teacher-leaders can lead to increased understanding and ideas for innovation, but also strong implementation (Anderson, 2009). If a school does not meet its strategic aims, it suggests to stakeholders that the organization does not have the capacity to control its own environment and that its staff are not proactive in shaping it through educational learning experiences (Bell, 2002). Which teacher-led PLC can be initiated to show that the organization is committed to the goals it sets for itself?

Framing the POP

In 2013, the school created a strategic plan with the goal of meeting its aims by 2016. The objective of developing practical leadership skills within students, and creating a learning-based approach to service has been set at School X, but still needs further exploration. Students are members of a local community that requires leadership in various facets of community participation. Simply because teacher leaders like myself

exhibit inclusive and democratic practices, basic leadership skills and an appreciation for service is not something that we can expect students to develop on their own. However, when students are involved in learning experiences with and for other students, the number receiving developmental guidance is increased (Karcher, 2009) as those students helping to provide the experiences also learn from the process.

In each division, the IB Curriculum has core requirements for the development of self-knowledge and understanding. These requirements are known by stakeholders and align with the vision and values School X has created to represent the institution. This has been further highlighted by the IBO with its recent incorporation of service learning practice into its subject area guides and Principles to Practice documents (2014). Meeting the requirements of the IB program is part of the strategy of School X, as it is the curriculum that parents are paying for their children to receive. Initiatives, like the one proposed in this OIP, are the stepping stones to help reach the overall strategy (Kaplan, 2001). The focus must remain on the outcomes the school wishes to attain (Kaplan, 2001). Meeting the strategic aims set by School X, as well as the IB curriculum, is the ultimate goal of this OIP.

Meeting Strategic Aims in an Organization: The Symbol of an Organization

The need for change stems from the strategic aims stating that the school will develop leadership skills within students and a learning-based approach to service. During the discussion with the former Principal upon my arrival in 2016, it was made clear (with permission to use) that this aim is being met in some ways, but that a more structured program for meeting it fully was desired.

School X holds an important symbolic position within both the local community in which it is located and the global international school community. In international schools, the culture of an organization contributes significantly to its symbolic status (Bolman & Deal, 2013) as it is one of the factors that attract both staff and student families to a school. As a symbol, School X is powerful because of the way it demonstrates its basic beliefs and why they hold meaning (Bolman & Deal, 2013) when it comes to reflecting the school's values of learning (as expressed in the mission, vision and values). The problem created by these strategic aims not being met means that the school's commitment to the 'brand' that they have given themselves is called into question. School X's brand is designed to distinguish a product from others around it through how consumers perceive it, and how they feel it performs (Jevons, 2005). Symbolically, values are what an organization states are important or worthy of standing for (Bolman & Deal, 2013). The strategic aims that School X has set tell the community what the school values. If the school has not met these aims, they are not following through with the values they have espoused.

The perspective of the local community may be that this long-standing organization is no longer working towards the vision it set forth. The Internet "makes it more possible for consumers to find out what they want to know about a brand, rather than just what marketers want to say about it" (Jevons, 2005, p. 118). This is more than relevant to international schools, with websites for teachers to write reviews of the administration and schools in which they are currently working. The safety of anonymization allows reviews to be viewed by teachers considering positions at those schools. This accessibility of honest reviews reinforces the importance of showing commitment to meeting strategic aims for

the benefit of the organization's reputation, as in order to attract high-quality teachers, School X must show that it is committed to meeting the goals it sets for itself.

Meeting Strategic Aims in an Organization: The Structure of an Organization

The culture of an organization can be seen using a symbolic lens, but also when considering its structure, which involves how an organization structures the roles found within (Bolman & Deal, 2013). Attention to the professionalism and needs of those within the organization leads to a better cultural understanding of each other. When employees feel that their voices are heard it promotes effective collaboration through the understanding and application of inquiry skills (Bolman & Deal, 2013). However, within the current structure at School X, many decisions are still made in a hierarchical manner and do not necessarily reflect the voices of staff, which can produce an environment where participation is encouraged, but in a patronizing manner (Wainwright, 2003, as cited in Hatcher, 2005). This vertical coordination of structure at School X has yet to lead to the development of an action plan that will help to meet the strategic aims set forth in the POP. Strategic plans are "an approach to establishing the long-term future of an organization and then moving that organization in an appropriate direction to achieve the future state to which its key members... aspire" (Bell, 2002, p. 408). School X has established the long-term future (setting the strategic aims), but has not set itself up structurally in order to move the organization in that direction (making structural changes to meet the aims).

Historical contexts relating to School X's strategic aims

External factors may be one of the issues that has led to School X not creating an action plan. In 2013, when the school developed the strategic aims, enrollment was at an above healthy level, and the intentions to meet the strategic aims may have been genuine

because economically, the school was in a stable financial position. In order to stay financially stable, the school needs to have 780 students enrolled, and currently, the projections are very close to this bottom line. This change of enrollment can be viewed through a political lens, due to a new law in the host country which stipulates that expatriates are only granted work permits for a maximum of four years. While School X has recently learned that it has gained an exemption to this law for the teachers, the families who work for companies in the country still must abide by it. This political situation led to a decreasing number of families brought in by local companies, as they cannot guarantee educational stability for long periods of time. This turn of events has had financial repercussions, and as a result, any structural changes or new initiatives in the school have been streamlined and put under more financial scrutiny than in the past when more funds were available. Socially and technologically, the school has the resources or access to those required to meet these strategic aims, but Administration must prioritize when dealing with these new economic and financial realities.

In this current school year, the new Director has worked with stakeholders through a world café process to gather data and feedback on the development of a new strategic plan. This inclusive step resulted in the café being well attended by teachers, parents and students, indicating a willingness to collaborate. In gathering the feedback, it was apparent that the same problem of practice still exists and that the strategic aims that were not previously met are still a priority for stakeholders. The new strategic aims, which are in the final stages of approval, include an aim for personalized learning, as well as an aim stating that a well-informed, interconnected community is one that embraces School X's values, supports the school, and is concerned about its future success. The goals within these new

aims are to build connections in the community and further develop partnerships to improve student experiences. These are connected to my role as the CAS and SLC. Thus, the POP stated in this OIP is still relevant to the school's current goals.

Philosophy of leadership as related to the POP

In order to best meet strategic aims at School X, change should be led from within, not from 'the top'. Thus, the development of a PLC to address the POP creates several new positions that are not formal leadership roles. As an informal leader, I am able to help develop the PLC that the new structural roles will entail because of my expertise in the areas of student leadership and community partnership development.

The IBO's mission statement espouses that it aims to, "Develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect... (and)...understand that other people, with their differences, can also be right" (IBO, 2015, preface). There are many schools in the world that offer the IB curriculum, but as James (2005) noted, less than a fifth of schools authorized to offer the IB are 'international' schools. These schools may have different cultures represented within them, but often, assimilation and homogenization are the norms for diversity, as it 'best serves' the host country it is in (Riehl, 2000). School X is an international IB school, with representation from both the local population and approximately 30 other countries. It does not offer host-country curriculum, nor is it required to follow it.

This desire to create young people who are able to function in an ever-growing interdependent world (Ryan, 2006) is part of School X's philosophy when approaching leadership. This allows the organization to focus on its main output, the students, and not

only on their academic achievement, but also their affective skills in terms of emotional and behavioural understandings. Leading this change allows students a wider perspective on several global issues and multicultural awareness (Ryan, 2006). Moreover, School X's value of diversity over assimilation ties to the democratic and inclusive leadership approaches outlined earlier in this OIP. This is the school's philosophy, which leads to the development of student-centered strategic aims. In order to meet these, the implementation of this OIP generates further questions which are explored in the next section.

Guiding Questions Emerging from the POP

As the strategic aims consider what is happening in and outside of the school, and consist of broad, general terms (Hodgson & Chuck, 2003), questions emerge from this POP.

1. *When considering potential lines of inquiry for developing student leadership, how has this problem been solved in other similar contexts?* The freedom to develop the Structural Frame of the organization as it sees fit means that the proposed change in Chapter 3 is based on professional discussion with other organizations in contexts similar to School X.
2. *What types of programs or initiatives have historically been used, and what level of success has been seen?* A review of several initiatives that have been used in the past is provided in Chapter 2, with potential hypothesis for success at School X.
3. *In terms of initiatives, what processes or systems within the organization are already in place that can be used and which need to be developed?* A model for leading this change, while building on the existing structures, is proposed in Chapter 2.
4. *How can this initiative be developed in a way in which all stakeholders benefit?* Ensuring that change is led in a way that all benefit, including the organization, is

discussed further in Chapter 2 and then again in Chapter 3, as practical application of the chosen solution and understanding stakeholder reactions is explored.

This organization does present several factors that contribute to, and influence, the problem. The POP focuses on two of the organization's six strategic aims. In an organization where enrollment is not currently at full capacity, budgetary allowances have resulted in a decreasing number of staff and more stringent spending on resources. Preparation time allowed to teachers has also become a factor in various areas, with several staff already making additional commitments above the expectation of one After School Activity (ASA).

Lack of transparency in terms of decision making and the appearance of 'top down' decision making poses the risk of proposing a change that is to be carried out by others (Bolman & Deal, 2013). Priorities for change have been created, in part, by a team made up of HODs, GTLs, and program coordinators. This collaboration serves as an initial step towards more inclusive leadership, which is explored further in the next section.

Leadership-Focused Vision for Change

Inclusive and democratic leadership styles will be at the forefront of the proposed change in School X's organizational structure. In terms of the organizational context, the gap between the present and envisioned state is manageable as structures that have already been put in place are ready to serve as the foundations for the PLC. For example, the leadership opportunities that are currently available to students in the TAT program offer an already existing culture of service and understanding of genuine service activities. Within a school that currently operates in a hierarchy manner, but has elements of an all-channel network (Bolman & Deal, 2013), this movement will continue to evolve with the changes to the structural plan and leadership approaches articulated in this OIP.

The elapsed strategic plan was created using a cooperative approach with staff and corporate leaders. Collaborative work focused on finance and development helped to create a range of priorities (Bell, 2002). This plan must consider the needs of stakeholders and focus on finance and staff development as they relate to the school priorities laid out in the strategic aims. Successful change will mean planning is not orderly, sequential or linear, but that School X can make educated decisions on when to implement change in response to the need to meet its goals (Bell, 2002).

Considering the cultural vision for the school, this change must be led not as 'school improvement', but as 'third order change', which considers not only the culture within the school, but the wider environment that the organization is a member of (Tsoukas & Papoulias, 2005). The goal is to lead the change in a manner focused on equity (Reneé, Welner & Oaks, 2010) where teacher education and training are concerned, leading to a more collaborative culture. A democratic leadership approach in leading the PLC will allow for the nurturing of staff capabilities, where staff feel they can explore ideas freely, exchange thoughts honestly, and that discussion is not manipulated by any external power (Riehl, 2000). It will also require the dismantling of the presumption that this external power (Administration at School X) will seek to control the PLC, as most teachers associate change with externally-imposed mandates (Hargreaves, 2004). When teachers are involved in the implementation process, such as a PLC, with collaboration to ensure staff confidence, voice and understanding, teachers will be able to see how decisions are being made in a bottom-up manner and how student development is at the forefront.

Priorities for change

Communication: To meet the goals of the strategic plan, communication norms within the organization require improvement. When introducing a new initiative, the meaning and understanding of the practical implications only become known when staff have had a chance to use and discuss it (Ainscow & Sandhill, 2010). Honest interchanges in meetings need to be the norm, where participants are confident in expressing their thoughts and concerns, feel that collaboration within the process of the initiatives is possible, and administrators have a strong understanding of the group's purpose. Inclusive practice leading this PLC will require creating a space where participants can communicate regarding practice, as well as challenges, to ensure various perspectives and types of information are considered (Ainscow & Sandhill, 2010). With School X taking an inclusive approach within this PLC, the organization is stating that everyone is required to obtain new knowledge, deeper understandings and proactive attitudes (Ryan, 2006).

Innovation: With improved confidence in staff through participation in the PLC, innovation will also increase. Currently in School X, some practices are only adapted in an attempt to create change, without innovation (Kirton, 1984). This is understandable, as innovation carries more risk. This is the reason why innovative ideas that are further outside of the status-quo or accepted paradigms are met with more resistance and "their originators liable to be treated with suspicion and even derision" (Kirton, 1984, p. 139).

A 'top down' decision where staff are directed to implement new practice means that the initiative's design is central, practice is specific, staff are accountable to the hierarchy, and training is simple knowledge transfer (Frost, 2012). Taking a democratic approach to the development of the initiative in the PLC means that through professional development

and collaboration, innovation can occur. The design becomes distributed amongst participants in the PLC, practice is based on shared best practice experiences, staff are accountable to each other, and professional development is inquiry based (Frost, 2012). The PLC would aim to use adaptive strategies by innovating methods for building on the already existing school structures to meet the strategic aims.

Driving the Change

This innovation will act as a change driver. A need for balance must be openly addressed with inclusive approaches to leadership, as even the initiative proposed in this OIP aims to examine the impact the school has on the surrounding community, as well as the economic, social and technological context it is in (Bentley, 2010).

Teachers teaching teachers: The main change driver will build upon a current practice at School X: teachers teaching teachers. Frost and Durrant espouse that “there is a need to focus much more on teachers’ capacity to act strategically to make a difference in their schools” (2002, p. 144). Inclusive and democratic approaches in the PLC will give teachers more sense of agency, which will allow them the satisfaction of having a positive impact within the school (Frost & Durrant, 2002). This is an opportunity to develop their own practice, and act as coaches; who can be any member of staff, depending on the expertise needed (Penuel, Frank & Krause, 2006).

Support Roles: Teachers need to understand the underlying theories, proactively use their peers and show flexibility to acquire new skills (Penuel et al., 2006). This, in turn, helps them face the challenges of introducing new initiatives into their classrooms (Joyce & Showers, 2002). Adding a coordinator for the PLC and a group of instructional coaches to the organizational structure of School X will further support staff. This support contributes

to new strategies being practised, adapting strategies appropriately, retaining and using new skills more over time, clearer explanation to students, and a clear understanding of new strategies and initiatives (Joyce & Showers, 2002). Access to social capital, where teachers can collaborate with those who are already familiar with implementing new practices, is a resource that can support implementation, as they have already adapted the principles into their own practice (Penuel et al., 2007). By structuring a PLC using teacher leaders like me and coaches within staff, the school can drive change towards the envisioned state where the strategic aims are met.

The full development of this inclusive, innovative culture is beyond this single OIP, as the traditional bureaucratic model of schools has proven to be resilient (Bentley, 2010). However, this OIP, falling in-between adaptation and innovation, allows a learning experience for leaders within the organization for creating a culture of openness and innovation at School X. Further priorities still exist, like time and resources allocated to teachers. With the implementation of this OIP, the organization has the opportunity to not only meet the strategic aims, but also to become a 'flagship' school in the continental region for student leadership and service. For this to occur, the organization must be ready for the change, which is discussed in the next section.

Organizational Change Readiness

There are four factors that characterize the management of new innovations. Leading inclusively will create a culture where these factors are understood and accepted: uncertainty, knowledge-intensivity (where new learning is gained at a fast pace), competition with alternate courses, and boundary-crossing (Kanter, 1985). Managing these effectively with a staff who have been encouraged to innovate will create a balance of

administrative and entrepreneurial management (Kanter, 1985). The attitude that School X has towards creating this change can be outlined by three more factors: task demands, resource ability, and situational factors (Weiner, 2009).

Task Demands involves knowing what is required to implement change, which will be communicated in the meetings at the end of the school year before the initiative starts and again throughout planning and development meetings. Further details are found in Chapter 3. This provides stakeholders with a set of expectations that provides the confidence that they will have the knowledge and skills to carry out change (Weiner, 2009). In carrying out a change readiness questionnaire (Cawsey et al., 2016), some staff at School X are confident in their ability to carry out this change, and some are eager to learn more.

Resource Ability refers to stakeholders wanting to know if the organization has the resources, or be reassured that they will be provided (Wiener, 2009). The change readiness questionnaire (Cawsey et al., 2016, p. 108-110) found that teachers do not feel that resources are being currently provided due to the declining number of staff being expected to carry out the same depth of program. With lower enrolment, but continuing to offer a full program to students, teachers have been deprived of resources that have been expected in the past, such as common planning time. This may also affect the staff believing that they have the time and energy needed to undergo change (Cawsey et al., 2016). A more detailed outline of resources required for this OIP's solution is outlined in Chapter 2, with attention to professional development as a resource outlined in Chapter 3.

Situational Factors refer to factors that could have an effect on stakeholder and organizational ability to carry out the change (Weiner, 2009). At School X, this is reflected in an uncertainty regarding the overall support from administration. Several factors

contribute to this, most notably that both the Director and Secondary Principal are new to School X. It has also become evident that although in the past the administration had been charged with bringing about change, the manner in which these decisions were made was hierarchical. This has shifted with the new Director using more inclusive approaches to developing the new strategic plan. The change this OIP proposes is relevant to the organization, and teacher and leaders alike agree, due to the IBO recently adding learning-based service into their principles and practice (IBO, 2014).

A major dimension that shows a potential challenge for change readiness is the existence of 'turf' protection (Cawsey et al., 2016). Some staff felt that in the past, the organization had not shared dialogue when identifying and resolving problems, so staff became resistant to change and wished to stay with the status quo (Cawsey et al, 2016). The inclusive and democratic approaches to change in this OIP may help to change this.

There are some challenges to readiness for change at School X; however, the approach that the new Director (who is aware this is being discussed) has taken in gathering feedback to develop new strategic aims indicates that a cultural shift regarding inclusive dialogue has begun. The prioritization of chosen initiatives and support indicates that if School X prioritizes this proposal, it will be ready for the suggested change process.

Conclusion

This chapter has outlined the main problem of practice for School X which is that it has not yet met the strategic aims of developing student leadership and learning-based approach to service. This affects the organization as a whole when considering it through a structural and symbolic lens (Bolman & Deal, 2013). Recent economic and political factors in the region may have contributed to this stagnation in progress. However, an inclusive

and democratic approach, using the expertise and agency for leadership that this author has, means a PLC can be formed with the goal of meeting the strategic aims. The organization is ready for this change with an already existing culture of service in the TAT program, and with a new set of aims that continue to highlight the importance of community connections. Several opportunities for leadership are available to students at School X, but expecting students to lead without guidance in the development of skills is not enough. Therefore, the current structures, while a good start, must continue to grow in order to meet the aims set in 2013.

Moving towards this change, the next two chapters will consider the overall culture of School X and how inclusive and democratic leadership styles will be crucial in developing a PLC that I have the ability and agency as the current SLC to lead. From there, these approaches can be utilized to develop a plan for change that will help the organization to meet strategic aims that stakeholders have shown to highly value.

Chapter 2 – Planning and Development

This OIP is based on a structural change that will enhance learning, and help the organization meet its strategic aims. This chapter will first outline a framework for leading the change process, using Cawsey, Deszca and Ingol's Change Path Model (2016). Next, it will examine where the gap that has caused the problem exists, using Nadler and Tushman's Congruence Model (1980, as cited in Cawsey et al., 2016). With a clear understanding of how this gap manifests throughout the rest of the organization, possible solutions to address the problem will be proposed.

Framework for Leading the Change Process

Changes to the school's structure have the ability to affect the culture and symbolism of an organization (Bolman & Deal, 2013). For significant change to occur in a learning community, both culture and structure must be considered (Wells & Feun, 2007). The culture of an organization is defined by Detert, Schroder and Mauriel (2000) as the 'social glue' that holds an organization together. This holistic entity is created socially over time, includes the beliefs and behaviours within, and is obvious in an organization's success or failure (Detert et al., 2000). The culture and basic assumptions of an organization are based on the learning experienced when coping with problems within (Gagliardi, 1986). For this OIP, the culture of an organization will be defined by Detert et al. as "a system of shared values defining what is important, and norms defining appropriate attitudes and behaviours that guide members' attitudes and behaviours" (2000, p. 852). School X must maintain and develop the culture of learning and progress as it transitions, beginning with the realization of the need for change as suggested by Cawsey et al. (2016) in the Change Path Model's Awakening Phase.

The Awakening Phase

In this first phase, recognition of the need for change takes place (Cawsey et al., 2016). School X has recently gathered feedback through a series of world café sessions hosted by the school Director and identified areas for growth (Cawsey et al, 2016). It was clear that student leadership and opportunities for community connections were a priority for stakeholders. Symbolically, this is important; with two-year contracts as the international norm, School X has shown that they can consider the factors that contribute to the 'truth' of the institution in order to retain staff.

The culture of an organization is the 'truth' held by those within (Detert et al., 2000). In settings outside of the education sector, truth can often be found by data collection; however, in educational settings, it is common for teachers to develop their truth based on a 'gut' feeling rather than data (Detert et al., 2000). At School X, anticipating the need for a new set of strategic aims that serve as the vision for change, and reacting to stakeholder feedback in order to develop them, shows consideration of all stakeholders' 'truth'. However, when developing new strategic plans, not everyone may be completely satisfied, as a desired list of priorities is not efficient (Kaplan, 2001). In reaction to this development and recognizing that student leadership and service are still considered priorities, School X can begin by developing a PLC that I can lead. This would gradually grow to include more staff who are involved the Plan, Do, Study, Act (PDSA) model shown in Chapter 3.

The Mobilization Phase

In the Mobilization Phase, School X will make sense of the structures that are in place and contemplate how to leverage them in order to reach the envisioned state (Cawsey et al., 2016). It will assess the dynamics of power that already exist and build

coalitions to see the change through to fruition, as well as communicate the change and manage reactions (Cawsey et al., 2016).

School X will appoint a teacher-leader to lead a PLC as it progresses through this model. In the following years, this role should develop into a K-12 SLC as the initiative grows. In identifying change agent personality, knowledge, skills and assets (Cawsey et al., 2016), the school already has staff members that possess expertise regarding learning-based service who could be members of a coalition of support in the roles of SLICs at each division. The structures that are currently in place for student leadership and service, as well as their power dynamics, are currently in my remit. Consequently, I will be able to offer knowledge as the teacher-leader who can lead this PLC.

Communicating the need for change and managing stakeholder reactions will also be possible through me, as my position and current practice at the school allow people to trust my knowledge concerning the strategic aims that this OIP addresses. When communicating to stakeholders, it would be made clear that a time horizon approach will target long term plans (Detert et al., 2000), such as a strategic plan. This will have a significant impact on the culture of an organization, as it will dictate how work is completed and how the PLC organizes itself based on the time we have to reach our goal (Detert et al., 2000).

Staff are more productive when motivated by their own intrinsic factors (Detert et al., 2000), and any problems that exist present the opportunity to develop and gain acceptance for new systems of meanings and values (Gagliardi, 1986). Motivating staff with the opportunity for development of their own practice will help build coalitions for support (Cawsey et al., 2016) to help the initiative move forward. In the Mobilization Phase,

Administration will need to commit to providing professional development (PD) for those taking part in this PLC, as focusing solely on structural changes and forgetting the cultural aspect will not help to change the focus of teaching and learning (Wells & Feun, 2007). This cultural shift has resulted in progress, as a formal professional learning institute (PLI) on service learning has been scheduled for the 2018/19 school year.

School X hiring packages include basic salary and also PD allowances. These are given with the expectation that upon accepting a two-year contract, staff are indicating that they are willing to identify with and match their goals with those of the organization (Sagiv & Schwartz, 2007). A PLC allows teachers a professional development opportunity, serves as a motivator for the development of their teaching practices and turns the organization's vision into a future goal (Bolman & Deal, 2013).

When mobilizing change, innovative organizations value risk takers that provide a constant drive for improvement and institutionalize the belief that an organization can 'always do better' (Detert et al., 2000). Organizations that are more averse to change want remain with the status quo (Guttek, 1997) and there are some staff at School X who are resistant to change. This contrast is characterized by problem solving efforts, where new alternatives are sought, versus anxiety-avoidance efforts, where practice is repeated because it reduces anxiety (Gagliardi, 1986).

At School X, this initiative will mobilize improvement in order to meet the strategic aims by using the formal systems and structures that already exist (such as the TAT program), as change can be achieved by improving internal processes (Detert et al., 2000). This will help resistant staff see that this change is a continuous development of the program. As educational trends and demands from stakeholders develop and evolve, so

must be the school's practice. This, however, does not mean structures must be started anew, as through the PLC, interaction between colleagues during will act as a resource and influence a change in teacher practice (Penuel et al., 2006).

The Acceleration Phase

Once the need for change has been recognized and established on the existing structures, this change will require systematic empowerment of others through engagement in planning and implementing the change (Cawsey et al., 2016). The acceleration of this change is further outlined in the PDSA model found in Chapter 3, which outlines how this support will be offered through the PLC. My understanding of the development of the plan for acceleration is founded in my experience designing and facilitating PLIs on the integration of service-learning and development of student leadership. I can provide the PD and coordinate unit development within each main division of the school: Lower Elementary, Upper Elementary, Middle and High School. The PLC will provide PD for teachers who will need an understanding of service-based learning in order to and how it will work best within the organization (Penuel et al., 2006). Implementation will take place over the course of a year, which will allow the PLC leader and participating teachers time to build foundations, drive the change and confirm progress along the way (Cawsey et al., 2016). Continuous revision and development of units will be required within the PLC, as the initiative moves into further years.

When reflecting on the culture of an organization, for some, work is about being productive and accomplishment. For others, it is a means to an end, and the social aspect is more important (Detert et al., 2000). Symbolically, this is where the organization uses its processes to develop an image that it displays to itself, and those outside of it (Bolman &

Deal, 2013). Some organizations strive to understand and appreciate the social environment, rather than change it (Sagiv & Schwartz, 2007). The orientation towards work that School X has set as its envisioned state is one where connections with the community allow for learning-based service and development of student leadership. The PLC's goal of developing these two aims will assist School X in becoming a central part of the community and in developing sustainable partnerships.

In organizations that value collaboration over isolation as a method for decision making and output, teamwork is fostered and tasks are organized around groups rather than individuals (Detert et al., 2000). In Chapter 1, the organizational structure of School X was discussed as having traditional elements of a hierarchical model, but some elements of an all-channel network (Bolman & Deal, 2013). A challenge here will be assuring a commitment from Administration to provide the PLC time for collaboration. On the international circuit, teacher common planning time is highly valued, and is a draw for other international school teachers who may consider moving to the region. The school is able to present itself to stakeholders as an institution that develops curriculum for students through the discussion and design of many, rather than one. The PDSA model in Chapter 3 reflects the democratic approach to leading this change through collaboration.

As organizations continue to evolve, charismatic leaders often emerge that encourage broader views and perspectives (Gagliardi, 1986). When appointing a teacher-leader for the PLC, the control, coordination and responsibility of the Acceleration Phase – those overseeing continued development of teachers, implementing change, developing knowledge, skills and ways of thinking, and accelerating progress – will address the gap

that currently exists at School X. As the current SLC and CAS Coordinator, I am qualified and have the experience to do so.

The Institutionalization Phase

At the end of the first year, an anticipated change will have occurred, and the organization will be at the desired envisioned state (Cawsey et al., 2016). An inclusive approach to leading the PLC will include dialogue throughout this process and provide a balanced approach as the organization continues to change (Cawsey et al., 2016). Dialogue will be valuable for feedback on how the process is continuing, and will provide opportunities for further refinement (Cawsey et al., 2016). At School X, this will mean the organization is ready to appoint a full-time SLC as it builds the initiative further. Time for dialogue and collaboration will still be a required and highly sought-after resource (Penuel et al., 2006) as the school develops a larger PLC that is collegial, professional and results-driven (Wells & Feun, 2007) in developing teacher practice.

The nature of the relationship between an organization and community depends on whether the focus is on those within or those without (Detert et al., 2000). As an organization whose focus is external (the student), innovation and change at School X is driven by stakeholder wants and needs, while being actively engaged within the community. The school's strategic plan expresses and maintains its identity and its organizational shared meaning (Gagliardi, 1986).

The culture at School X is one that values the relationship between the organization and the local community. Within the TAT program, School X has developed various community partnerships. Organizations are judged as much on appearances as they are on the product they provide to the consumer (Bolman & Deal, 2013). Reaching the

Institutionalization Phase is crucial for School X's symbolic place in the community, as it declares School X capable of leading the change needed to reach the envisioned state. The gap between the current and envisioned state is discussed next.

Critical Organizational Analysis

The history of an organization provides an understanding of how the mission, culture and strategy developed, as well as how it is organized and managed (Cawsey et al., 2016). At School X, the main gap that requires action is found within the development and action (work) regarding the strategy (strategic aims). Nadler and Tushman's Congruence Model (1980, as cited in Cawsey et al., 2016) is utilized to articulate how a gap can manifest throughout several aspects of an organization. There are seven components to be considered: The school's input, strategy, work, the formal organization, the informal organization, the people, and the outputs (Cawsey et al., 2016). The strategy of School X was developed considering the inputs of the environment (political, economic, and social), resources, and the history and culture of the organization (Cawsey et al., 2016). As the strategic aims have not been met, the gap between the present state and desired outcome illuminates the problem of practice. This section will begin by identifying how the gap appears in the work section of the model and manifests through to the outputs.

Work

As various tasks are carried out in order to meet the strategy of an organization, they must be defined as requiring a wide range of skills, or a narrower skill set (Cawsey et al., 2016). At School X, the work required includes a variety of skill sets, as teachers often perform several roles, from academic instructors, to coaches, conflict managers, and so on. Recent economic issues in the region have caused the organization to decrease the number

of staff, but the level of work has remained the same. The involvement of teachers in a wide range of work means that turf protection exists, and there is reluctance to change past decisions (Cawsey et al., 2016). However, this also means that staff have a variety of prior experiences. Staff will understand that their existing knowledge of the IB can be used to contribute to the PLC and support implementation (Miller et al., 2004). If fear of innovation causing stress remains, the resistance could potentially cause the gap to widen further. As a result, the new strategic aims that have just been set may not be reached again.

The gap that begins in the *work* component could be due to the fact that the necessary shifts in terms of tasks were not fully considered. Most change initiatives in education focus more on modifying the existing state of an organization's practice than on making fundamental changes (Anderson, 2009). The change that this OIP proposes, as stated in Chapter 1, looks to build on already existing structures or key tasks that have already brought about some change.

The Formal Organization

The structure of School X contains some elements of an all-channel network, but as in many educational institutions, a traditional hierarchy still exists (Bolman & Deal, 2013). Within the all-channel structure, various informal leadership roles exist, including the coordination of grade levels, departments, curriculum, as well as other core requirements like extracurricular activities and service. This is created to enable task management in the most efficient manner possible (Cawsey et al., 2016).

Even with several informal leadership roles, initiatives that staff will work towards for the current school year were not chosen using an inclusive approach to leadership. Instead, some discussion took place on what should be prioritized, but final decisions or

top choices were not shared and were delivered to staff in a top-down manner in staff meeting presentations. Here is where another gap exists. The formal organization is supposed to “help the organization accomplish its work and direct the efforts of its employees” (Cawsey et al., 2016, p. 70); however, some of the structures present are still too centralized. With further dialogue, school leaders would have realized sooner the value that stakeholders place on student leadership and service. In organizations where no gap exists in the formal structure, there is a shared understanding that change is considered progress, and not a threat (Miller et al., 2004). If staff feel that priorities each year are dictated to them, rather than discussed openly, this OIP’s initiative may meet resistance. This is a gap that can be overcome, as existing routines simply need to be modified so the system will integrate more efficient behaviours to achieve its goals (Anderson, 2010).

The Informal Organization

With the current political situation in the region and decreased student enrollment, teachers are taking on more work to ensure the program being offered is still of high quality. This positive approach and collegiality between staff eases communication and often creates groups that are willing to support one another (Cawsey et al., 2016).

While this positive aspect of the staff culture contributes to narrowing the gap in this component of the congruence model, the need to make implicit behaviours more explicit (Cawsey et al., 2016) could pose a threat to this positive atmosphere. Motivating staff to meet expectations becomes difficult for those in middle-leadership positions when decisions are not made in a bottom-up manner. Organizations that give power to a singular group or person end up excluding those not in those positions (Ryan, 2015). Organizations that favour implementation of initiatives do so by using task forces or project teams (Miller

et al., 2004), such as PLC proposed in this OIP. Those on the project teams must feel that they have the agency to carry out the initiative and can be actively involved throughout (Miller et al., 2004). If staff feel that they were excluded during the development of an initiative that they will be expected to carry out, they will be resistant to 'buy in'.

People

The knowledge and abilities of the people at School X present only slight gaps. In their own teaching practice, teachers are confident and capable. However, a gap has grown in some teacher's ability to foster leadership skills within students, due to a lack of action within the strategy component (not meeting the strategic aim), which reflects a lack of understanding from administration. If staff are not versed in what is needed, managers cannot assess what needs to be addressed, nor the resources needed to do so in order to meet the strategic aims (Miller et al., 2004).

It is not only formal leaders who are crucial to an organization's success, as others may have skills, informal leadership experience, or be part of a key group of staff (Cawsey et al., 2016). These crucial employees (such as myself) will need support, as they will be able to assist in facilitating the change that is needed.

Outputs

Decisions that alter the context of an organization may work in one context, but not another, and there may be more than one solution to addressing a problem (Miller, Wilson & Hickson, 2004). However, as the main output of the school, the students' leadership skills and understanding of service reflect this gap. As the PLC would build on already existing structures, there is previous demonstration of the innovation that would contribute to narrowing it (Anderson, 2009). Reducing this gap would mean meeting past strategic aims,

stakeholder satisfaction and development of professional practice (Cawsey et al., 2016). In order to do this, there are several possible solutions that will now be explored.

Possible Solutions to Address the POP

In order to minimize the identified gaps at School X, the following solutions are proposed as initiatives a PLC could develop as an alternate method for conducting practice at the school to build on its already existing programs (Wells & Feun, 2007). This section will outline three possible solutions to address the problem of practice: i. Development of a leadership academy, ii. A peer mentorship program and iii. Full integration of service learning into the curriculum.

Possible Solution 1: Leadership Academy

Currently, School X has leadership sessions, but only with students who run a service group and these do not occur frequently enough to make them effective. It also does not include those who may be in other leadership roles, such as the captain of a team or student council member. The leadership sessions that exist center around self-reflection and are based on the Learner Outcomes that are part of the Creativity, Activity and Service (CAS) program that is part of the Core of the DP program. The CAS Learner Outcomes are as follows: Identify strengths and areas for growth, demonstrate new skill development through challenges, initiate and plan activities, show commitment and perseverance, demonstrate collaborative skills, engage with issues of global importance, and recognize the ethical implications of actions (IBO, 2014). The act of reflecting on these learner outcomes allows students the opportunity to develop basic leadership qualities. This practice could be developed further to include understandings of basic leadership theories, approaches and strategies that are scaffolded to an age-appropriate level.

Development of a leadership academies within high schools usually focus on the involvement of sports teams only. As a result, youth literature shows a gap where developing initiatives for teaching young people leadership skills is concerned (Gould & Voelker, 2010). However, development could still occur; it would just require the consideration of a different or broader context than just sport.

Gould and Voelker's (2010) Institute for Study of Youth and Sports Leadership Philosophy could serve as the basis for a leadership academy of any context. This is based on the seven central components adapted into Table 1 to align with ow they could match with the context of School X.

Table 1: Components of Youth Leadership and School X's Context (Gould & Voelker, 2010)

Central Components of Youth and Sport Leadership (Gould & Voelker, 2010)	How these components could fit into School X's context.
Leadership is a complex effort where leaders help groups to identify and achieve goals.	Connection to the TAT program, where students lead peers and create goals for the year on how to connect with the needs of their community partners.
Effective leadership results when leader's interactions between followers and 'situational influences' (time, resources, funding, etc.) are reciprocal.	Students lead their peers in several areas of School X. Learning to collaborate in planning of resources would develop leadership skills.
Some students will already have existing leadership characteristics or past experiences that contribute to their capacity to lead.	Differentiation is common practice at School X, and would be seen in the instruction for an academy.
Leadership development is seen between the basic skills and being aware of a capacity to lead.	This could serve as the scope and sequence of the leadership academy where the goal is for all students to have the ability to recognize their leadership capacity.
Leadership is developed through experience – observation, practical, trial and error, mentorship and formal education.	The leadership academy would be run in correlation with the various activities at School X, where practical leadership experience is available for students
Student leadership requires experiential learning opportunities.	Reemphasizing the need for the academy to run alongside the practical experiences available for students to take part in.
Leadership is not a right, or status symbol.	This could serve as the underlying value of the academy's curriculum.

Resources

Time: As this is an already existing program, and is one that requires growth and development, the resources required would be minimal. Using the CAS Learner Outcomes and components in the chart above, the PLC could develop a curriculum. The main resource required would be time to develop the curriculum, and devoted time within the schedule/timetable to have leaders take part.

Human/Fiscal/Technological: The development and delivery of a curriculum may require human resources in sourcing a teacher who is confident in delivering the material. It may also require reconsideration of roles and responsibilities, which may necessitate additional staff, or, it could also be run as an ASA. In terms of technology, possible activities may require equipment, such as Skype to speak with leaders around the globe, or downloading of materials, but nothing additional to what the school is able to provide.

Benefits/Consequences

Time for the PLC to develop curriculum would be important to allow the development of a curriculum where students also have ownership, which may help them openly adopt new learning. However, this would not be planned in a similar fashion to other curriculum aspects in a school, where entire units are decided upon before learning takes place. Neither would service be learning-based in the curriculum, as one of the strategic aims states. The teacher taking the role should be flexible and ready to recognize unexpected moments for learning that arise when students participate (Blanton, Sturges & Gould, 2014). This person must be able to develop a consistent curriculum of leadership skills, as there is a risk of overloading students who are still developing basic competencies,

have basic empathy skills, but are not yet as mature as adults regarding ego and self-focus (Gould & Voelker, 2010).

Possible Solution 2: Student Mentorship Program

In 2002, approximately 2.5 million youth in the United States received a form of peer mentoring (Rhodes, 2002, as cited in Karcher, 2005). In 2007, the number of high school students acting as mentors in the Big Brothers and Sisters program was over 50,000 which represented nearly 10,000 more students than adults in mentor roles (Karcher, 2009). This difference could be because several school curricula require participation in community and service programs, and once students leave school, they no longer have that requirement. It could also be because as students, they are encouraged by teachers to see the benefits, and upon leaving school, not all continue participating, or find another cause.

A student mentorship program at School X could involve older students being paired with younger students within the respective campuses. As the organization is private, it would be more practical to initially keep the mentorship program within the school and then further explore community partnership programs at a later date.

Resources

Time: A faculty position of counsellor or similar capacity usually takes on the role of coordinating mentorship programs (Karcher, 2009); however, in School X, it may be the AD, CAS Coordinator or SLC, as all have association with student extra-curricular activities, and could lead the PLC. This would require time for the leader, and the team on the PLC. The PLC would also need to monitor the program, providing consistent training for mentors, involve parents, structure activities for mentors and their mentees, as well as establish frequent meetings (Karcher, 2005).

Human/Fiscal/Technological: The development or purchase of a license to a provided training program may need to be undertaken by the organization. This program would need to be used by the PLC group for both teacher supervisors and student mentors. Activities within the program, such as field trips, as well as supplies, may require a separate budget. This could be a challenge as new budgetary lines require approval from the Board. Trips and resources could technically fit into budgetary lines that already exist, but are being used for other initiatives. In terms of human resources, the involvement of parents within a program requires clear guidelines for the level of involvement. Technology would depend on the nature of the experiences being hosted by the mentor program.

Benefits/Consequences

In this program, benefits are the skills that are developed within the mentors, which would assist in meeting the strategic aim of developing leadership qualities in students. However, these same benefits are also evident in the mentees. Several studies have shown that when taking part in peer mentorship programs, mentees have seen improved “attitudes towards connectedness to school and peers, self-efficacy, grades or academic achievement, social skills and behavioural problems, as well as gains in conventional or prosocial attitudes toward illicit or antisocial behaviour” (Karcher, 2009, p. 292). Similar improvements were seen in the student mentors, with the addition of moral reasoning and empathy, as well as an improved connection to the school and community (Karcher, 2009).

In a rigorous curriculum like the IBDP, this would be an additional and long term commitment for students. While it would provide them with aspects of their CAS program requirements, it could become overwhelming, especially if students are paired with a younger, high needs student (Karcher, 2009). This additional role must also be accounted

for when choosing a coordinator for the program, as the time requirements would be high. Financial support in terms of staff required or a stipend would need to be considered. Assigning a stipend to a position is common practice for those who take on formal roles above their job description at School X. The students in this program would be receiving training for their role specifically as mentors; however, this may be too much of a niche for the strategic aim of developing leadership qualities within students. Lastly, this solution does not fully meet the aim of learning-based service. While students would be learning from this experience, it is not founded in the curriculum.

Possible Solution 3: Service Learning in the Curriculum

Service learning is not a new phenomenon in education; however, it is still underutilized in international schools, considering the opportunities available and benefits it has not only to the development of leadership abilities, but in many other areas of student life. At School X, it is evident in the TAT program, but not within the planned curriculum.

The IBO has recently reviewed its curriculum and in 2011 released the MYP “New Chapter” for full integration by 2014 (IBO, 2014). These new curriculum guides included the change from a focus on “Community and Service” to “Service as Action”, as well as more guidance on developing service learning within the curriculum. As the DP curricula have all undergone their reviews, they have shifted to recognize the importance of service learning, and this should be reflected in School X’s community.

Resources

Time: For development of this program, several structures are already in place at School X. The MYP Coordinator and I are both equipped to lead or co-lead the PLC. Additionally, PD courses and time in the Wednesday meeting schedules have already been

put aside for the upcoming school year by the Secondary Principal and the DTL. Time should be allocated to the PLC leader(s) to ensure it is coordinated in a way so that service learning is being embedded into the curriculum in balanced and genuine ways. It would be prudent to create a role description for the SLC to work directly with the DTL in the future.

Human/Fiscal/Technological: It will be important for human resources to present the school as one that values service learning by recruiting teachers who have experience with, or are interested in learning about the initiative. Fiscally, School X would need to provide funds for PD of teachers and consider creating the role of the SLC as the initiative develops. The PLC leader will need to develop staff knowledge and confidence in service learning integration through the PLC. Time will need to be allocated during the Wednesday meeting times and PD days designated for development, which is outlined further in Chapter 3. Using the time that is already set aside for staff development and meetings reduces the fiscal impacts of this initiative. Technological needs should be covered by the resources the school already has.

Benefits/Consequences

There are several benefits to the integration of service learning. Numerous studies have found that it provides critical opportunities that allow students to set goals to meet needs within the community, have choice and voice, and take part in collaborative projects in both planning and taking action. They are also encouraged to meaningfully reflect as a form of self-assessment and to pace their learning (Billig, 2010). The risk of students experiencing additional stress due to exploring various aspects of their community that they may not have seen or expected is predictable. However, at School X, this is largely reduced due to the already existing service program with community partners and a

culture where awareness of the community and the issues within is strong. Several studies show that participation in service learning awards students self-efficacy, competence, and the ability to build connections with other members of the community and family (Billig, 2010). Integrating service learning would help to build leadership qualities within students more effectively. Moreover, the act of reflection that is embedded within service learning contributes to the self-awareness that students will build, as their ability to lead grows.

Chosen Solution

Although the three solutions above present an opportunity to develop leadership skills within students through service, there is one which clearly offers the opportunity for developing leadership skills through service that is learning-based. For the purposes of the POP, the chosen solution is to integrate service learning fully into the curriculum.

In 1999, Skinner & Chapman identified student involvement in the community, increasing understanding of the community, meeting real needs and fostering relationships, student altruism, personal and social development and improvement of critical thinking and problem solving skills as six of the top reasons for offering service learning in the curriculum. Over a decade later, studies still show that service learning promotes student attitudes towards themselves, school and learning, civic engagement, social skills and academic achievement (Celio, Durlak & Dymnicki, 2011). Service learning in the curriculum has also shown improvements in academic achievement in literacy and mathematics in students who take part (Wade, 2011). These can all be easily tied to the development of leadership qualities (Celio et al., 2011). Moreover, community partner development (Celio et al., 2011) connects with the symbolic role the organization plays.

The opportunity to connect service to learning allows students to develop transfer skills when designing solutions, as they utilize knowledge from several subject areas (Celio et al., 2011). Further opportunities to develop leadership skills are provided in the reflection that is promoted at each stage of the service learning process: investigating, identifying a need, creating a plan, and taking action. This, in turn, “helps students gain greater self-awareness, clarify their values, and become more open to observed differences rather than reflexively imposing their beliefs on others” (Meyers, 2009, p. 375). The process for leading this change will require collaboration between teachers within grades, subjects and divisions of the PLC and School X. The approaches to leading this change will be discussed in the next section.

Leadership Approaches to Change

In Chapter 1, the tenants of inclusive and democratic leadership approaches were applied to my agency as a leader within School X. As the current Gr 6-12 SLC, I have the ability to lead the PLC to develop this initiative into the K-12 spectrum of School X’s curriculum, and develop the role of a future SLC. My agency will be made clear in how I can integrate inclusive and democratic approaches into the initiative’s core work.

Inclusive Leadership

The tenants of inclusive leadership, which is defined as leading through the use of inclusive dialogue to ensure all voices are heard, center on the incorporation of two-way dialogue when introducing change in an organization (Pless & Maak, 2004). It is noted that the decision to make this change and integrate service learning would be made as a top-down decision, as is consistent with how change decisions are currently made at School X. The PLC itself will run as inclusive, with participants collaborating to design the initial

units. Involving parents and community partners will provide more voice that will create opportunities for various perspectives of feedback, as well as offer alternate possibilities (Ainscow & Sandill, 2010, p. 404).

This OIP aims to develop relationships amongst colleagues by promoting collaboration amongst staff working on the initiative in the first year. A representative from each division will participate in the PLC as a SLICs. This ensures dialogue between and within grade levels. My experience in coordinating CAS Advisors allows me the insight to develop a plan to structure the coordination of these teachers, which is further outlined in the PDSA model in Chapter 3. As the current SLC, I also have the agency to facilitate the unit's development through leading a contributive PLC. My understanding of service learning in the curriculum can help to facilitate inquiry and analysis required. Additionally, I understand the patterns of collaboration that need to be established to ensure a clear focus on student achievement is maintained (Wells & Feun, 2007).

Two-way dialogue between Administration and the PLC will be important for formal leadership to be directly involved with the service learning program by liaising with teachers, community partners, and students in their learning experiences. This way, they can promote an 'inquiring stance', where critical thinking challenges the status quo and assumptions of teaching and learning (Ainscow & Sandill, 2010).

For inclusive leadership to work, decision making practices that give teachers, parents, and students power link with motivation and control, coordination and responsibility (Detert et al., 2000). Inclusive leadership espouses the need to clearly define roles, in this case, the roles within the PLC. Teachers at School X already have power over the design of their units and programs, so allowing development to be led by a teacher-

leader is a common practice. The parent network is already involved in various programs at the school. Inclusive leadership thrives where the norms of teaching can be negotiated within the organization's social contexts (Ainscow & Sadnill, 2010). Providing a PLC where risks can be taken creates a context for professional growth and change (McLaughlin & Talbert, 2001, as cited in Wells and Feun, 2007), and shows the organization's positive attitude towards innovation (Detert et al., 2000).

The process for managing conflict and creating schedules that allow people the time for PD will be important in an inclusive approach (Frost, 2012). Providing staff time to collaborate instead of working in isolation will ensure the two-way dialogue required to further develop the curriculum. This must be factored into the overall schedule by Administration during meetings and professional development time. It will be negotiated by the PLC and the Principals at the respective campuses, as they may require a different approach at each. Principals will work with the PLC to find time for teachers to gain the required knowledge and confidence to carry out the initiative. As an informal leader who currently coordinates and trains teachers, I am equipped to help develop and facilitate the training that will give SLICs the ability to hold relevant conversations with staff at their respective divisional levels. When considering whom to hire each year, these aspects should attract teachers who can identify with this inclusive approach, as well as a democratic approach, which will be discussed next.

Democratic Leadership

Organizations all have their own truths (Detert et al., 2000), but also have a range of political interests from those within (Moller, 2002). At School X, the curriculum must emphasize democratic experiences, but they must also be seen in the processes carried out

at the school (Moller, 2002). Currently, collaboration, in the context of democratic leadership, only occurs at the level of HODs working with subject groups and GTLs working with teachers on a grade-level team. Most of the time, it concerns ways in which a department or team will work with a top-down decision made by formal administration.

In developing this initiative, leadership will need to be open to ideas being shared, even at the risk of being unpopular (Moller, 2002), which connects to an organization's motivation, as well as an environment where people work in collaboration (Detert et al., 2000). In integrating service learning into the curriculum, ideas will need to be shared between all grade levels in the PLC. Leadership will need to show confidence in the individuals and collaborative groups within the staff at School X (Moller, 2002), and where control, coordination and responsibility for the PLC are concerned (Detert et al., 2000). The recent collaborative shift in the form of world cafés to develop the new strategic plan, suggests that the new Director is open to a democratic approach. I will be able to present thoughts from faculty and the PLC to Administration with my understanding of coordinating teachers in a leadership role, and as a current faculty member integrating this change in my own practice. This aligns with School X's norms of collaboration and should be successful in ensuring feedback, concerns and successes are all heard.

Valuing the welfare of others and the common good is woven into the vision of School X, as well as respecting the dignity and rights of individuals (Moller, 2002). Successful democratic leadership shows democratic thoughts and attitudes woven throughout all aspects of a school, and the relationship with the outside community (Moller 2002). The PLC will collaborate to create partnerships with external agencies, mutually support participants, build a space for open discussion, promote self-reflection, provide

tools for modeling and planning, and offer guidance on service-learning to foster teacher leadership (Frost, 2012). Collaboration in the PLC will allow teachers to engage with both colleagues and administration and develop units that have genuine, engaging and authentic learning experiences. This will help School X to communicate and achieve the strategic plan aims that this OIP is focused on. The communication required to achieve this plan is outlined in the next section.

Plan to Communicate the Need for Change

Communicating the need for change will be guided by Cawsey et al.'s (2016) Change Path Model, as it outlines the process for leading said change. This section will outline how change will be communicated from the PLC with stakeholders at each phase.

Awakening Phase

In this stage, the need for change is recognized through the feedback from the world café sessions, which has led to the strategic aims outlined in the POP being carried into the next set of strategic aims. Not-for-profit organizations like School X often have difficulty keeping strategic plans specific and focused due to a desire to please everyone (Kaplan, 2001). However, the development of School X's new strategy by the Board and Head of School remained focused and this has resulted in a consistent and straightforward strategy (Kaplan, 2001). Additionally, the external environment factor of the IBO recognizing the importance of service learning contributes to this awakening and further supports the need change. Most needs for change come from external forces (Cawsey et al., 2016), and the driving force behind the need for this change is a need to meet the school's aims.

Mobilization

As the school begins to mobilize the initiative, it will be up to Administration and change leaders within the organization to convince members of the need for change (Cawsey et al., 2016). Even though teachers will be the ones carrying it out, in thorough organizations, formal leadership is involved in important interactions, such as this initiative (White, Godart & Corona, 2007). Using feedback from the world café sessions will help staff see that feedback from stakeholders contributed to the decision to implement this initiative. It will assist in linking with the school's mission and vision and answer questions regarding the motivation behind the change.

Communicating the change in this section will occur at the end of the school year. Presenting this initiative to staff as a priority for the next school year will take place at the all-faculty meeting held each year in April, where teachers are informed of the school's priorities in the upcoming year. This will also allow formal leadership to identify those with initial interest in the roles required to continue in the Mobilization Phase (those interested in collaborating in the PLC). Communicating the change in an inclusive manner, where staff are shown that they will have a voice in shaping the initiative, will allow Administration to see what knowledge the faculty already has that could help to support the change (Cawsey et al., 2016). Formal leaders have a part in managing the identity of their organization through staff knowledge and skills, and "have a hand in enabling related reactions" (White et al., 2007, p. 188). At this point, the leader of the PLC should be chosen and introduced.

Acceleration

Recognizing those within the organization who already have knowledge or an understanding of service learning will help the PLC to create a plan of action. In this phase,

School X will prepare to make the necessary changes by ensuring the tools, resources and momentum are in place to manage the transition (Cawsey et al., 2016). Success at this phase will be reflected by the acceptability of the initiative, and if staff are in accord with the development itself (Miller et al., 2004). Therefore, it is important to reach out to individuals with a current knowledge of service learning, to begin the process (Cawsey et al., 2016).

Clear communication regarding resources from the PLC to formal leadership will be vital to accelerate progress (Cawsey et al., 2016). In this way, it is clear that management is prioritizing these needs, which is key to the success of a new initiative (Miller et al., 2004). My agency allows me the ability to offer insight and coordination between Administration and the PLC on support for building and sustaining community partnerships, and providing professional development on service learning.

Recognizing successes and achievements as the initiative grows will be important (Cawsey et al., 2016). The PDSA timeline in Chapter 3, reflects time to demonstrate and showcase the learning which has taken place, which will be exhibited through student presentations of learning. This allows other stakeholders to *see* the benefits of integrated service learning first hand, and will help develop the new knowledge and skills needed to support the change within the organization (Cawsey et al., 2016). This stage will be fully carried out at the end of the first year, where this OIP ends. In the second phase, the school will be ready to appoint a full-time SLC to help implement service learning into each grade, moving into institutionalization.

Institutionalization

It is important to note that this phase of the change process has intentionally been left out of the time frame for this OIP. Development of curriculum takes time, and approaching this change in an inclusive manner may mean that the Institutionalization Phase will not be reached for two to three years after initial integration of service learning. When the school is able to measure the PLC's success of implementation, and has gathered enough feedback to "challenge the assumptions and test the validity of the strategy" (Bourne, Mills, Wilcox, Neely & Platts, 2000, p. 758), it will be ready for institutionalization. For the purposes of this OIP, the school would be meeting its strategic aims of developing leadership skills and offering learning-based service after successful completion of the first year, with the intention to continue the initiative's growth.

This stage would be anticipated for the second year, post the implementation of this OIP. The school will have used the monitoring and assessment of progress in the implementation phase and will evaluate to assess how it may be fully institutionalized. Communication of the need for change in this phase will take part through the established SLC who would, with the SLICs, oversee the periodical tracking of the change and make modifications as needed to mitigate risk, and to ensure that the program develops according to the organization's and stakeholder's needs (Cawsey et al., 2016). Collaboration between faculty who are further developing existing service learning units and formal leadership will allow for communication of any further changes. It is vital that this occurs, as it is imperative that leadership is able to see when the change has become fully incorporated into the organization's 'truth' (Cawsey et al., 2016).

Conclusion

The Change Path Model (Cawsey et al., 2016) has been utilized to show the process of change that this OIP proposes. The development of a new strategic plan places the school currently in the Awakening Phase. Communicating the need for change has also been explored, as the organization progresses with the initiative and develops a PLC to further the initiative. In analyzing School X, it is clear that a gap in the work being done has hindered the school in meeting the strategic aims, based on the input factors. Nader and Tushman's congruence model (1980, as cited in Cawsey et al., 2016) exemplifies how this gap is manifested throughout the rest of the organization through to the output. Tuition paying parents (stakeholders) expect School X to uphold the responsibility of producing outputs that are consistent with the strategy it has vocalized. While there are several solutions for meeting each aim, a PLC for service learning integration allows School X to meet both simultaneously. This change can be carried out with an inclusive and democratic approach, where the faculty that are impacted most feel they have a voice. Providing staff the agency to lead this change shows that the organization is fulfilling the 'truth' (Detert et al., 2000) that development of leadership within staff through learning is valued. This develops a culture where the staff designing and carrying out the change feel that their needs in terms of professional development and support are being met. They will feel they have the opportunity to collaborate on both the development of the initiative and the practical units being developed.

Chapter 3 – Implementation, Evaluation & Communication

The final chapter of this OIP will focus on the *practical* application of a proposal to help School X reach the envisioned state. Using inclusive and democratic approaches to leadership and the Change Path Model, it will present a change to the organizational structure of School X, by creating a PLC coordinated by teacher-leader(s). Having the proposal situated in the organization's strategy allows us to appreciate how building on already existing structures will allow School X to meet two strategic aims set in 2013.

Change Implementation Plan

Strategy for Change

The priority for this change is to close the gaps that were outlined in Chapter 2 using Nadler and Tushman's Congruence Model (1980, as cited in Cawsey et al., 2016). As this proposal is put into place, the gap that currently exists in the strategy factor of the model will begin to close, and rectify gaps in other components.

The long term goal of this OIP aligns with the overall strategy of the organization, as it relates directly to the strategic aims the school developed in 2013. While a new strategic plan is nearly ready for board approval, it has been noted that engagement with the community is still a priority for School X. This is ideal for the school in terms of its symbolic representation in the community (Bolman & Deal, 2013), and how the organization is seen within the community. Aligning with the IB philosophy, the student is the central stakeholder, and the proposed initiative focuses on the development of students, which is both cross-curricular and student-centered. The IB mission statement is as follows:

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through

intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right. (IBO, 2015, preface)

This OIP aims to build on this mission statement by developing students first, while helping the organization meet its strategic aims and consider its role in the community.

New Organizational Chart

Fully integrating service learning into the curriculum will slightly change the school's organizational structure. This structural change is consistent with the direction the organization is already taking. Currently, the school employs a DTL who has the responsibility of directing the Office of Teaching and Learning. School X has appointed a K-12 Learning Support Coordinator, and discussions with the current Director indicate that if created, the new position of a SLC would fit well on this team. For the purposes of this OIP, a PLC for Service Learning has been added with SLICs in each division, with the SLC position shown for future consideration.

Figure 2 is a new organizational chart that illustrates the proposed changes to the structure of School X. A simple hierarchy still exists, as is traditional at an educational organization (Bolman & Deal, 2013); however, here the PLC works within the all-channel network (Bolman & Deal, 2013). The proposed structure aims to develop this all-channel

network further by promoting communication and dialogue (also required in an inclusive leadership approach) amongst teams.

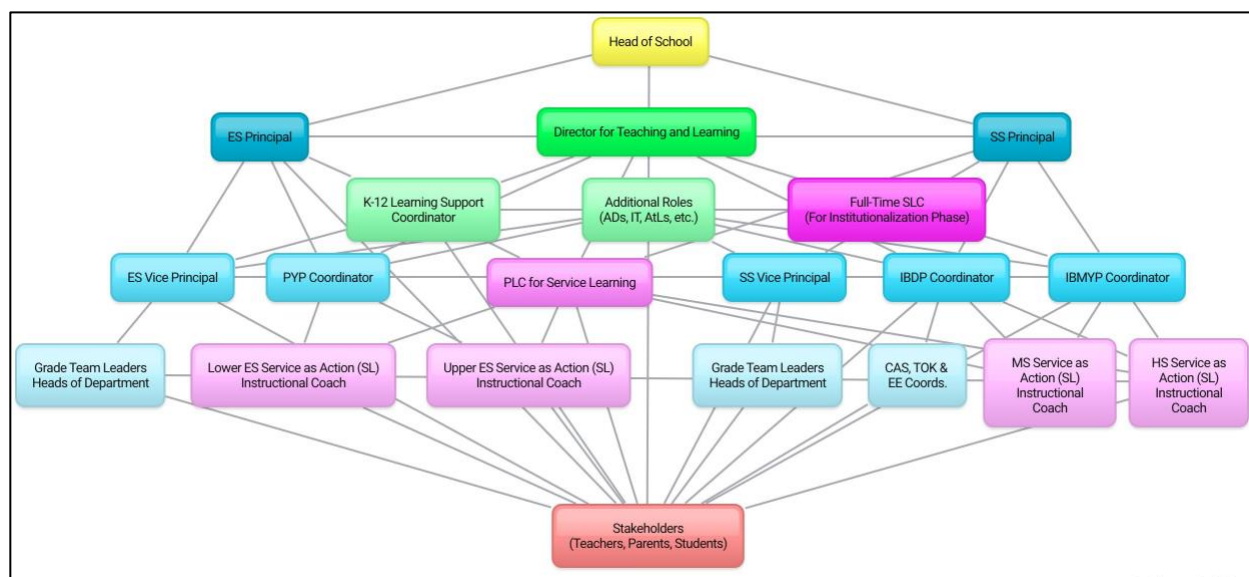


Figure 2: Proposed New Organizational Chart for School X (Milne, 2018)

In Figure 2, each division in School X receives a SLIC, which will be discussed further in this chapter. I have the ability to lead and coordinate participants in a PLC, including SLICs, teachers, curriculum coordinators and divisional principals, using my understanding to develop a plan for K-12 service learning integration.

Connecting with Possible Solutions

Seeking to Understand Stakeholder Reactions to Change

In order to understand stakeholder reactions and have the ability to adjust plans during the implementation process of service learning into the curriculum, Administration must seek to understand the reactions of those stakeholders it will affect most – teachers and students. As School X operates under the IB Framework, student choice in learning is highly valued, as is teacher choice in curriculum content and development. The School X norms of collaboration recognize staff as individuals who will think critically about the

change and the impact it has (Cawsey et al., 2016). Teachers who work at the school will question the initiative in order to understand it, and also to critique. This feedback serves as collaboration in a democratic approach, and offers an opportunity to further the two-way dialogue valued in an inclusive approach.

As seen in the results of the readiness for change questionnaire presented in the previous chapter, turf protection does exist at School X. This occurs mostly in responses of staff who have been at the school the longest and show resistance to change. It is important to assume that some resistance will occur from these and other stakeholders (Bolman & Deal, 2013), therefore the PLC must be prepared to address their concerns.

In a proactive approach, the PLC should contemplate these concerns in advance particularly those from teachers, as they will be the first to offer feedback. This change aims to further collaboration within an all-network model (Bolman & Deal, 2013) and build relationships amongst teachers, as well as between the school and community. Service learning offers the possibility for cross-curricular links within units (Celio et al., 2011), which is a requirement of the IBO. This should be presented within the PLC to show teachers the opportunity to work with those from other subject areas.

Stakeholders may also be concerned about their ability meet the challenge of the required change in practice in terms of designing or further developing already existing units to include service learning practice (Cawsey et al., 2016). Teachers in each division have shown interest in participating, so initially, volunteers will be sought to take part in the first year's PLC. While designing the units, these teachers will work collaboratively to create conceptual and inquiry-based units of their choice.

School X has already shown its intention to value service within the curriculum by placing student leadership and connections with the community within its strategic plan. As a result, some PD on service learning has already occurred, and a formal PLI for service learning that I will facilitate is being hosted at the school in 2019. A clear job description of the SLC, which I have the agency to assist in creating, can be shared with staff so they can see that PD and continued support, will be provided as the curriculum develops.

Collaboration throughout the process will help stakeholders see connections between the proposed changes and their own values (Cawsey et al., 2016). Several possibilities for this exist and are explored further in the Plan to Communicate Change section of this chapter. Teachers in the PLC planning the units will have the agency to choose how they wish to highlight the learning taking place in their classrooms, as what works in one division, may not work in another. The school has already established itself as one that values community connections and partnerships by implementing the existing TAT program. Stakeholders will also want the change to provide job security and future career prospects (Cawsey et al., 2016). As stated, the IBO has recently included service learning in its Principles to Practice document (IBO, 2014). This change offers teachers the opportunity to develop professionally, which will in turn help to procure positions in other IB schools. Moreover, the implementation of service learning into the curriculum does not threaten their position within the organization. They will be more likely to embrace the initiative knowing the benefits of the change (Cawsey et al., 2016).

As a private international school, where tuition is paid yearly, parents are also considered as major stakeholders. At School X, with the right structure and boundaries in place, parents' input offers an opportunity to bring various perspectives to the

collaboration process. Most notably, this initiative aims to increase ties with the local community (Celio et al., 2011). If parent stakeholders are introduced to the initiative and can contribute to the PLC by liaising between the school and the companies they work with in the community, they are more likely to be supportive and willing to collaborate productively (Cawsey et al., 2016). At School X, the Marketing Director promotes collaboration between teacher and parent stakeholders by creating a list of parent areas of expertise. These parents have indicated that they would be willing to provide additional support, should a unit of study center around their specialty. This already existing collaboration can serve as an example to those who are unsure of the value of the change.

Again, one of the benefits of this solution is that it aims to build on already existing structures within School X. Stakeholders can see how it aligns with the values and norms within the organization. As such, it presents an opportunity for the organization to show its continued growth and desire to meet the needs of the community.

Personnel to engage and empower others for individual and cultural change

Identifying those who would engage and empower others as SLICs can be done through considering those who have shown initial interest in the PLI that is scheduled for 2019. My experience with offering PD for service-learning will allow me to work with teacher-leaders (SLICs) to create a PLC that is made of teachers who would like to develop service learning units in the first year. The appointment of SLICs will be open to all staff as an additional development opportunity, as they are “highly respected, positively oriented stakeholders [that will] chair significant committees or change structures” (Cawsey et al., 2016, p. 223). One individual would be appointed for each of the major divisions within the school. Initially, it will require PD to ensure a consistent approach across the K-12

spectrum at School X. It is important to have representatives from each division as this lends insight to creation of units of inquiry. Dialogue and collaboration within each division will lead to creating units appropriate to each age group. In the first year, the PLC will be responsible for the development and documenting of a single service learning unit within each division, requiring collaboration within the grade level and subject areas for said unit. Collecting feedback through surveys and divisional discussions at grade level and departmental meetings, the PLC can consider constructive criticism in order to improve as the initiative progresses. Other resources required for this change will now be explored.

Other Supports and Resources

This OIP aims to build on existing structures at School X. Some resources and support are already in place and will be utilized to continue building the service learning program. Taking part in a PLC, teachers will build connections as they learn from each other (Penuel et al., 2006).

a. Time

Time will be required by the individual who leads the PLC, and those participating in it. If I were to obtain the role, a release block in my schedule will be needed for the coordination of the PLC, as the ability to mentor in service learning will be vital to teacher's change in practice (Penuel, 2007). Time for the PLC participants to collaborate will be required intermittently throughout the year, which is further outlined in the PDSA model.

b. Human

The change will require a modified role of a SLC. This will entail a recruitment and interview process to hire a suitable person. Additionally, an appointment of SLICs will be needed, as "enacting leadership tasks involves multiple actors whose activities are

coordinated with one another” (Penuel, 2007, p. 522). SLICs should be current teachers who are familiar with the programs of learning in their respective divisions, capable of spotting opportunities for service learning that may already exist, and can act as coaches to offer support in the form of materials or learning activities (Penuel, 2007).

Service learning can often include the involvement of community partners. School X already works with several of them in the local community; however, new community partners may need to be found. Establishing partnerships currently falls within my job description of Grade 6-12 SLC, and brings with it a set of expectations and considerations. The organization must consider if the community partners align themselves with the Mission, Vision and Values statement of the school, as parents will expect this. It must also evaluate if the partnership would be sustainable, especially because service learning units would be repeated each year with a new group of students. Additionally, one of the tenants of service learning is reciprocity – in return for the service being provided, an opportunity for learning must be provided. This must be part of partnership evaluation. Lastly, the school must determine if the community partner’s need is something that can be fulfilled by the age group for which the unit is being designed. My understanding and experience of these considerations contribute to my agency to coordinate the PLC.

c. Technology

As the units of study and inquiry have yet to be developed, it is difficult to create a list of technological needs at this time; however, the aim is to design units using the technology that the school already has. Currently, teachers have access to Google Suites, laptops, cameras, video cameras, editing software, iPads, on-line resources for research, a drone for photo and video collection, and several other specialized items that the school

owns for curriculum use. These are commonly implemented in practice at the school and teachers are familiar with using them in their classrooms.

d. Financial

The addition of a SLC means a new salaried position within the structure of School X. This new position would be created and approved by the Board of Directors and the Head of School as a Curriculum Coordinator who works with the Director of Teaching and Learning. This is a role that would be specified during the initial year of this initiative as a role description is created by the PLC.

It will be proposed that the PLC leader is provided with a \$6000 gross USD stipend for the additional responsibility of leading the PLC. This stipend is consistent with curriculum coordinators' stipend for each of the IB programs (PYP, MYP and DP). These positions are given two blocks of release time, and coordinate curriculum across their respective divisions. The PLC leader would receive one additional release block, but the role includes coordinating curriculum development from all divisions (K-12).

The role of SLIC may not allow release time in teacher schedules, but could provide a stipend for the additional work on curriculum. As this would entail one unit in the division in the first year, a \$1500 gross USD stipend will be proposed. However, as the initiative enters the Institutionalization Phase (after this OIP's timeline), SLIC's role should be reviewed with the development of a SLC position, as more responsibility will be added as more units develop. With four SLICs, this totals \$6,000 gross USD in the first year. Allocating time to SLICs for this work in the form of release blocks in their schedule can also be considered. This recommendation is presented in the Leadership Ethics section of this chapter, in terms of value placed on work.

Currently, there is no allowance for the TAT groups within the yearly budget. There is an ASA budget; however, allocating money to each of the current TAT groups when requested is not feasible. As a result, these groups are entirely student funded through fundraisers or drives for goods needed. Transport to and from local partners may be required, but this would be included in the yearly transport budget that the school utilizes for local field trips. It is proposed that a \$2000 USD budget be allowed for the development of service learning within the curriculum in the event of requiring any additional resources.

In addition to these resources, PD for service learning will be required; however, as previously stated, I am able to offer it free of charge and the school has planned a PLI in 2019. As the initiative grows, and I eventually leave School X, budgetary requirements for further professional development will need to be planned for. This leads to potential implementation issues when considering the initiative in the future.

Potential Implementation Issues

This proposal is dependent on the creation of a PLC for service learning unit development. Should the Head of School choose not to approve the new PLC, there are methods that could be utilized to implement service learning into the PYP, MYP and DP curriculum Coordinator positions, as well as the curriculum review process that the DTL oversees. However, this would create more work for teachers who, as previously mentioned, already have full commitments in a school that is attempting to continue running the large program it currently has, with fewer employees. This also would not align with the practices of inclusive leadership, as these teachers would be receiving an increased workload as a result of a 'top-down' decision. The need to continue PD for staff

after I move on could challenge the implementation of this initiative. At the onset, my providing the PD would take some financial pressure off the school's budget.

Aside from budgetary challenges, service learning units tend to be holistic in nature, which means that the first units developed need to allow for 'trial and error'. This requires the review process that will be shown in the Change Process Monitoring section of this chapter. It will be important for the PLC to share results, reflections and feedback with stakeholders to avoid the change being dismissed as unsuccessful (Cawsey et al., 2016). Collaborating is important from the onset to ensure that the initial units are developed as inclusively as possible. Stakeholders who see themselves as part of a team that is cohesive will also see the potential influence they can have (Cawsey et al., 2016).

Developing community partners and creating a process for vetting, and as such, for dissolving partnerships, will be required. A system for documenting vertical and horizontal service learning curriculum will need to be developed as well. These would all be remits of the PLC, which I can assist in developing, in collaboration with the Head of School, DTL and Divisional Principals. This group would also discuss, review and solidify the long, medium and short term goals proposed in the next section.

Long, Medium and Short Term Goals

School X uses the backwards planning process promoted by the IB. Therefore, it will also be used when considering the goals of this OIP, beginning with the end goal in mind, and proceeding to the medium and individual short-term goals required to make it happen.

a. Long Term Goals

The overall long term goal for this OIP is to meet the strategic aim of developing leadership qualities within students and to take a learning-based approach to service. Long

term, School X will have service learning fully embedded into the curriculum, where each grade level will have at least one service learning unit within its yearly plan.

At the end of this process, School X would utilize current and new community partners in both areas so that students can identify and plan for addressing needs within the community. Service learning units promote the skills of identifying a need, creating a plan and eliciting continuous reflection. Moreover, as units are student-driven, leadership qualities will be further developed within students (Billig, 2010). The act of taking action in the local community allows students to see that their work has real impact (Billig, 2010).

b. Medium Term Goals

Planning backwards from the overall goal, this OIP's one-year plan of implementation serves as the medium term goal, with the long term goal following in the next year or two of the initiative's execution. The PLC's reflection on the first year of implementation will determine how long it will take to meet the long term goal. The hope is that a single service-based unit will be implemented in each of the divisional areas. This represents a total of four units in one year, developed collaboratively by the PLC and teachers who will be teaching the unit. With only one unit created in each division over the course of the year, such a goal is realistic, as teachers at School X revise and design new units as a regular, yearly practice.

c. Short Term Goals

The most immediate goal is successful consideration of this OIP by Administration at School X, agreeing to prioritize service learning and enter into dialogue about the plan set forth in this proposal. Discussion will include a reflection on this OIP and determining what administration feels will be realistic in terms of adoption, finance, and planning a

presentation to the staff. In this matter, the decision to take on this OIP is technically a top-down decision (Bolman & Deal, 2013); however, its implementation would not be finalized without input from staff (the PLC), which would also make the process inclusive.

The financial decisions that need to be made by the Head of School concern the appointment of a PLC leader, as well as appointment of stipends and time. Additionally, the allowance of a small budget for the development of units when additional resources may be needed, as well as an approval for utilizing the transportation budget when necessary. Lastly, review of the long, medium and short-term goals, as well as the PDSA model, in order to agree upon key dates and resources is required.

Limitations: Challenges, Scope, Method and Priorities

As with any proposal for change, limitations exist. What is beneficial at School X is that, as an independent institution, decisions such as accepting this OIP can be made at the Administrative level alone, as there are no state policies that must be adhered to. In terms of scope, this is a large scale change, however, it aims to build on already existing structures. Thus, although the change is large in terms of the creation of new teacher-leader positions, the ethos and values are already in place.

One important aspect to consider is that this change will occur from K-12 in a school that exists on two campuses, and this will increase the amount of cross-campus collaboration – which is an ongoing goal at School X. It is important to note that the implementation of this OIP will have an effect on other goals at the school, such as inclusion and personalized learning, as service learning allows opportunities to address individual student needs; helping to engage students with their learning, which has positive behavioural, affective and cognitive effects (Billig, 2010).

Prioritizing this change is imperative in order to show that Administration values its benefit to student and teacher stakeholders. This will require time to be available in the beginning stages, as outlined above in the resources section, and below in the PDSA model.

Change Process Monitoring and Implementation

When developing service learning units, time for reflection at each stage of the process is crucial, as it allows students to recognize the ability they have to impact themselves and others (Billig & Weah, as cited in Billig, 2010). The same process and value of reflection will be utilized in the PDSA model of this OIP. Reflection, not only on the part of students, but also those involved in the PLC, will be utilized as tools for measurement. As a beginning outline for development of this OIP, a yearly plan has been set forth in Figure 3.

The PDSA model shown in Figure 3 depicts how PD, unit development and reflection will occur over the course of the first year. To continue an all-network approach, all members of the PLC should be present during reflections, and then relevant information needs to be shared with administrators, so that they are aware of developments, setbacks and successes (Bolman & Deal, 2013). Additionally, it will be beneficial for information to be shared with parents and teachers via the weekly bulletin, which would be the responsibility of the PLC. This communication also aligns with the Acceleration Phase of the Change Path Model, offering an opportunity to share small wins and achievement of milestones with stakeholders as the initiative progresses (Cawsey et al., 2016).

As shown in Figure 3, school begins in August. PLC participants will have time at the beginning of the year to identify units of inquiry they can target in their respective divisions during the first stage of implementation.

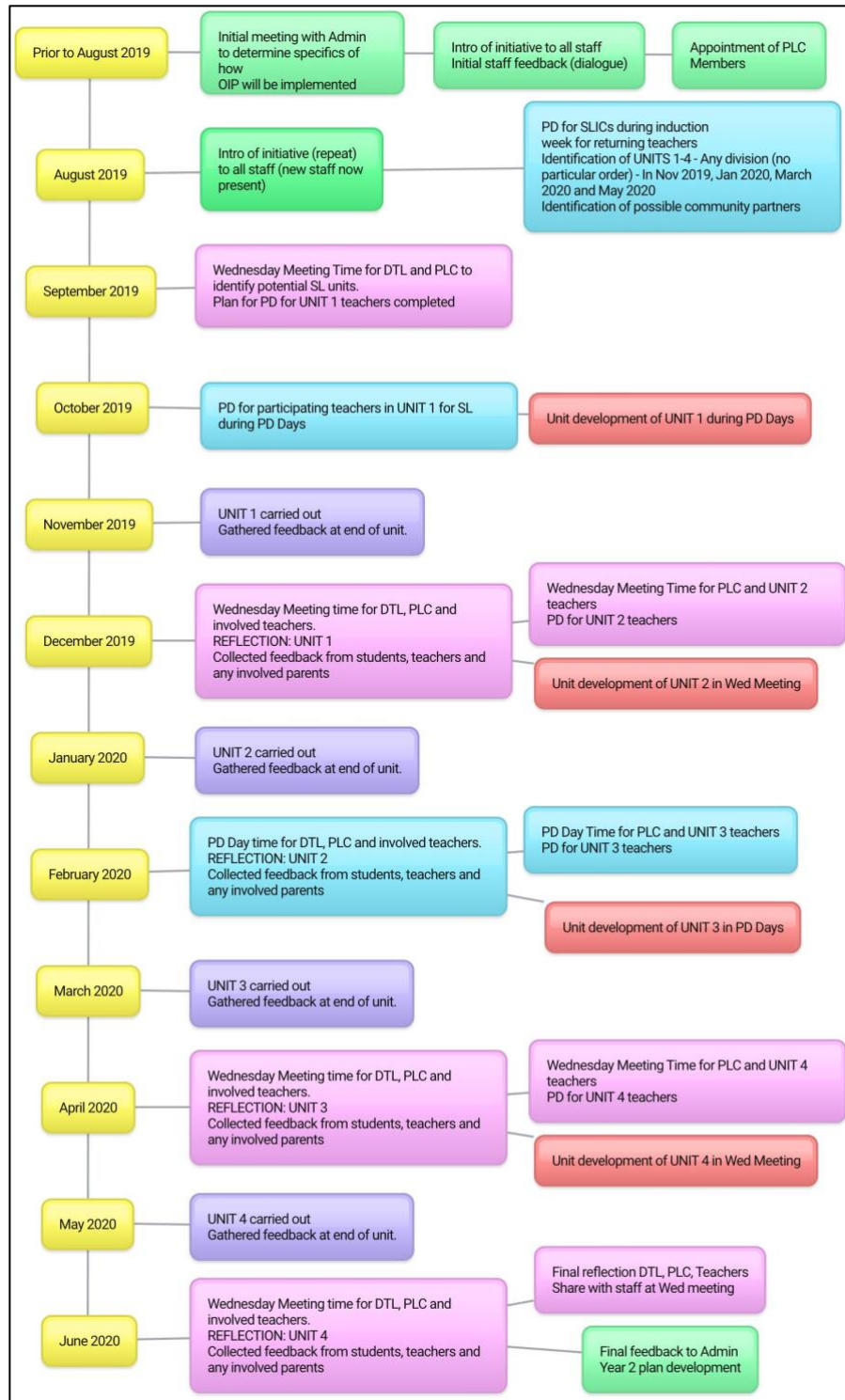


Figure 3: Plan, Do, Study, Act Model for School X (Milne, 2018).

During the PD days scheduled in October, the SLICs will have time to work with their identified colleagues who are interested in developing a service learning unit in

devoted PLC days as “places in which teachers pursue clear, shared purposes for student learning, engage in collaborative activities to achieve their purposes and take collective responsibility for student learning” (Lieberman, 1999, as cited in Wells & Feun, 2007, p. 143). From here, initial implementation of the units within each division will occur according to the PDSA model. A timetable will be created during the October PLC days with built-in reflection time for the group after each service learning unit. On some Wednesdays, when students have early dismissal and two hours are set aside for teacher meetings, the PLC will meet to analyze reflections and feedback as each unit is completed. Scheduling of these days will occur when Administration creates the schedule for school PD days and Wednesday meetings. Since these days are scheduled according to teacher needs or PD initiatives the school has prioritised, using them in this way would be appropriate

As the initiative progresses through the PDSA model in Figure 3, reflections will reveal successes and areas for growth that can be addressed by the PLC moving forward. Communication between community partners may pose a cultural challenge where expectations of deadlines differ, as those within the local community often consider due dates largely flexible. Developing units in collaboration with the community partners who already have a working relationship with School X may assist in staying on schedule.

Figure 3 shows a PDSA model for School X and reflects the needs stated in the resource section of this chapter. It sets a timeline for the professional development, the design and implementation of service learning units, as well as the key personnel at each stage. It is evident in the PDSA model that time will be required on both PD days and during Wednesday meeting blocks. This is the initial amount set aside, but additional time may also be required. For that reason, it could be more beneficial to give SLICs time in their

schedule, rather than a stipend. In a study on most effective resources for teachers when implementing a new initiative, approximately 31% of teachers received this resource, of which, approximately 75% found it “very valuable” (Penuel et al., 2007, p. 526).

Studying progress as the first part of the plan reaches the end of the Acceleration Phase (Cawsey et al., 2016) will be done through feedback. Those involved in the implementation of the units (teachers, students, parents) will provide feedback through a collection of qualitative and quantitative data from surveys via Google forms.

Lastly, should this PDSA plan prove to be too challenging for one year, there is an option to develop four units over the course of two years. However, it is important to remember that while this PDSA model appears complicated, it does not involve all divisions at the same time. In aligning with an all-channel network model, information will be shared with all, but only PLC members are required to give their time. The ethical implications of leading this change in the first year will now be discussed.

Leadership Ethics and Organizational Change

Since the all-channel network requires information being available to all (Bolman & Deal, 2013), it aligns well with inclusive leadership; when their voices are heard, and they feel they have the information needed, teacher’s confidence will be aligned with their capacity to reach the goal (Hargreaves, 2004). In Chapter 2, inclusive and democratic leadership styles were outlined as the main approaches to leading this change. These approaches also help to define the culture of an organization. The promotion of horizontal relationships in an organization in an inclusive approach (Ryan, 2015) works effectively with a democratic approach; where teachers feel that through collaboration, they have had a say in decisions made and are most likely to give their best effort (Hatcher, 2005).

Throughout the change process, ethical implications could potentially affect the culture of the organization. Challenges may arise during the process that leadership must anticipate. As previously stated, the need for this change had already been voiced by stakeholders in the initial world café feedback collection. In the PDSA model shown in Figure 3, it is clear that there will be a significant amount of new learning for teachers involved in the process. This recognition of the need to develop new habits and ways of thinking about curriculum can produce learning anxiety (Schein, 2004). Leading the PLC, I must be cognizant of the fact that during the process of learning about service learning, teachers may feel temporarily incompetent. They may also experience fear that they may lose their position if they do not incorporate the service learning principles, fear of their identity being lost in the newly developed curriculum, or fear of the loss of 'membership' from the teaching team if they do not fully understand the concepts and the process being proposed (Schein, 2004). Thus, it will be vital to allow time for PD of teachers.

Without the allowance of time for PD for teachers, formal leadership runs the risk of additional challenges to this initiative and to the culture of the organization. The timeline in the PDSA model covers the training of PLC members in the time-span of a single school year; however, if teachers' learning anxiety is not quelled, they may resist the change, or create excuses as to why they cannot engage with the transformation (Schein, 2004). Herein lies the importance of promoting an inclusive and democratic approach to leading this change. Democratic leadership aims to consider the thoughts and ideas of all (Woods, 2004) and inclusive leadership aims to establish relationships, promote communication, and understand others through active listening (Ryan, 2015). With this approach, teachers

will feel they are heard, and reassured that the initiative is building on existing structures and curriculum. It does not necessarily mean a complete re-development of units.

Overcoming teacher learning anxiety can be accomplished in one of two ways: either increasing survival anxiety, or decreasing the learning anxiety itself (Schein, 2004). Increasing the survival anxiety would mean that teachers simply do what they need to because they feel they have to (Schein, 2004). This would be a detriment to the culture of the organization in terms of the organizational truth and would not match the beliefs and values of those within it (Detert et al., 2000). This would negatively affect the motivation of teachers, as it would not be coming from intrinsic factors, such as a desire to take part in collaboration and learn about this new practice (Detert et al., 2000). Thus, I will need to reduce learning anxiety by providing the resources that ensure teachers adopt the change willingly, knowing their learning will be supported. It is important for the appointed PLC leader to provide thorough PD that allows teachers to reduce their anxiety, while feeling that the values of the organization have not changed.

In order to create an environment where the tenants of inclusive and democratic leadership are honoured and the initiative is lead ethically, in terms of following the organization's 'truth', Schein (2004) outlines eight activities that should be carried out almost simultaneously. *Compelling a Positive Vision* means stakeholders believe that the organization will be improved because of the change (Schein, 2004). Stakeholders have voiced the need to address the strategic aims of student leadership and community ties. To do so, teachers will need to be provided with *formal and informal training*, which is also addressed in the PDSA model in Figure 3. Formal training occurs through the PLC; however, informal training would occur within the collaboration of unit development.,

which highlights the *involvement of the learner* (Schein, 2004). Similar to differentiated learning, each learner, or in this case teacher, will take on their formal training in individual ways, and according to his or her own learning process (Schein, 2004). This is also where a democratic approach will allow teachers to exercise their own agency (Woods, 2004) with units developed at each divisional level that are unique and relevant to each.

Further to training and involvement, *informal training of relevant 'family' groups and teams* (Schein, 2004) means that across both campuses, everyone will need some form of informal training so that all are aware of the new norm that is being imbedded into the organization. That way, those taking part in the initiative will be reassured that they are taking part in a whole-school initiative (Schein, 2004). With all staff aware of the change, questions and feedback can be sought and shared freely, even with those who are not directly involved in the first year. Thus, all teachers being introduced to the initiative and able to take part in two-way dialogue is important, as any resistance to change does offer an opportunity to hear critical feedback (Cawsey et al, 2016).

To further facilitate this learning process, *practice fields, coaches and feedback* (Schein, 2004) are found in the form of resources, most notably, staff who are familiar with service learning, and time. Participants must be allowed time to develop their learning with coaching, and to re-evaluate and reflect on feedback while teaching their first units, so they can use trial and error without fear of disrupting the organization (Schein, 2004). Those providing coaching (PLC leader and SLICs) serve as *positive role models* (Schein, 2004). To begin, the teachers taking part in the PLC, will need to see what their new learning may look like before they are able to picture themselves doing it (Schein, 2004). Utilising units that are already taking place in School X, and collaboration with those that are teaching

them, offers teachers a better understanding the initiative, and an even approach to implementation (Penuel et al., 2007).

Teachers who are familiar with service learning and reflection sessions with the PLC create *support groups in which learning problems can be aired and discussed* (Schein, 2004). Even with a well-structured PDSA model for formal training, questions and frustrations will still arise. These could range from making links between subject areas, to difficulties with community partners. It is important in both inclusive and democratic approaches that voices are heard. My ability to lead collaboration in a PLC means that teachers can collaborate on best practice, assessments, and what service learning means, in terms of how it functions differently than other units (Wells & Feun, 2007).

This reflection will be vital to the collaboration on and development of other units in the future, which creates *systems and structures that are consistent with the new way of thinking and working* (Schein, 2004). The already existing structures at School X are an asset to this OIP. A culture of service already exists, and a few service learning units are present in the curriculum. Offering the experience of other teachers from the beginning means that sharing curriculum resources and ideas for learning and assessment will be the most valuable resources in creating a formal PLC that becomes a norm (Penuel et al., 2006).

Change Process Communication Plan

Several groups of people at School X are key stakeholders who will need clear information regarding the proposed change. What they all have in common is the Strategic Plan set forth by the school. The goal of meeting these aims will be welcomed, as the plan itself was created by stakeholders from each group.

In order to communicate the proposed change to the various stakeholders in School X, this section focuses on why communication is important and how change will be communicated to administration, teachers, students and parents. As a teacher-leader, I have stated how my experience in service learning, and coordinating staff allows me to act as a liaison between formal administration and stakeholders. This section will also outline how I plan to communicate as a leader in this change plan.

Administration

As School X has already recognized the need for change, it will now be imperative to gain the support of Administration at School X. With student leadership and service highlighted already in the new strategic plan, this OIP will help to set priorities for the 2019 school year. My knowledge and expertise on service learning, from further developing the current service program at School X, to my abilities to offer PD courses, has been shared. This OIP serves as the beginning of my communication with Administration by presenting a plan to create a PLC based on my agency as a teacher-leader at School X.

Upon choosing to accept this proposal, as a member of staff who is trusted in terms of understanding of service learning and student leadership, I can help communicate the plan for change to faculty. I can collaborate with Administration to develop a plan for communicating this PLC development at a year-end staff meeting (seen in Figure 3) by highlighting the benefits to both staff and the organization that have been articulated in this OIP. The presentation at the end of the 2019 school year can serve as a method for collaboration in a democratic approach, where initial questions and feedback on the initiative can be considered before implementation. In communicating the structural changes to staff, it will be clear that the PLC has been created in collaboration with the PYP,

MYP, DP curriculum coordinators and I, all of whom have a solid understanding of curriculum and service learning unit development.

Teachers

The Mobilization Stage (Cawsey et al., 2016) is where the plan to communicate change clearly becomes imperative. The teacher population at School X consists of a variety of cultures, but the values and mission of School X lead to a collaborative environment, where diversity is seen as a strength. As the current SLC for Grades 6-12, I know that when considering community partnerships, local faculty can be invaluable in their knowledge of potential partners, and in acting as liaisons in introductions. Most people in the community speak English, but it is helpful for initial communication to have someone who speaks the local language and has a deeper understanding of local culture and expectations. For this reason, it will be important that the PLC is comprised of both local and international staff to highlight the community building that service learning allows (Billig, 2010).

International teachers will also see these benefits, but as those teachers who may only be at the school for a few years, other motivation may be needed. There is an unofficial 'tier' system of international schools referred to amongst teachers in the international community. In order to be a 'top tier school', an organization's programs must be well established and highly rated in reputation, and in online review forums. This pertains not only to academics, but also activities outside of the classroom. Programs such as sport, extended learning programs, service opportunities, clubs, and other extra-curriculars all offer teachers additional opportunities to expand their professional practice. Having attended several recruitment fairs and networking with other international teachers, I have personally observed these are some factors that make international schools desirable to

the transient teaching community. Experience working at schools that have programs like this makes a teacher more attractive to other international schools that are recruiting. As the IBO has highlighted the importance of service learning in its framework, gaining experience in developing service learning units adds to the professional portfolio of a teacher. It is also important to note that some teachers at School X are also parents, so these benefits apply to them as both teachers and parents.

The certainty that this change has been made in other reputable international schools successfully should also be shared with teachers. I have knowledge of this and I also offer PD to groups of teachers in the continental region. My awareness of how other schools have successfully imbedded this model can be communicated to staff in the initial presentation of this initiative. Having seen many models of this structure in various schools, I gained an understanding that this is not a 'one size fits all' model. Articulating this to staff when developing the PLC will show the intent of an inclusive approach when considering how this model can fit at School X. Teachers who feel that the change has not been studied or tested enough, or that potential consequences have not been thought through, can be put at ease (Cawsey et al., 2016).

Students

It is vital to explain to students that service learning units are student driven in nature and provide them with an opportunity to incorporate their voice (Celio et al., 2011). This, in turn, makes their learning more authentic (Billig, 2010). Explaining that this 'top-down' decision was made based on the initial feedback from the world café sessions that they took part in, also shows recognition of their desires voiced during the process.

Being a 'thinker' (IBO, 2014) is one of the IB Learner Profile Words (see glossary). Critically considering this change will be significant to students. It will be important to remember that as students process this change, they are taking time to make sense of it and the impact it has (Cawsey et al., 2016). Explaining this implementation to them can be done at the beginning of the unit, as it is standard practice at School X to discuss the inquiry statement, essential understandings and key concepts with students. In fielding questions, the PD teachers will have received will allow them to feel confident in explaining how service learning units will operate differently from others. They will also be able to explain the benefits to students, such as the learning being relevant to them and consistent with the values that are already promoted at School X (Cawsey et al., 2016).

Service learning units are holistic in nature and the action within them is carried out by students (Billig, 2010). Prefacing the school year with the PLC leader communicating the change plan at an assembly will give awareness of the change, regardless of whether it is taking place in students' classroom or not. They will know that the school is responding to their concerns raised as stakeholders in the world café process. Students at School X have a positive attitude towards service. Presenting this plan as another opportunity to use their subject knowledge to solve issues in the community in matters that are important to them, allows them to see how administration is responding to their needs. This corresponds with the 'truth' (Detert et al., 2000) that School X is putting students first.

Parents

Communicating to parents that the school is being proactive in meeting the strategic aims that were developed from their feedback is vital, as they are the stakeholders who pay tuition at School X. Accountability to the mission, vision, values, and strategy is important

when considering the symbolic place of an organization (Bolman & Deal, 2013). Allowing parents to see that a plan for action on strategic aims exists will show this accountability.

Board meetings at School X are open to all stakeholders, and communicating change to parents can be achieved through a presentation at a board meeting. My understanding of the initiative allows me to assist in the hosting of this presentation and field questions on specific queries regarding service learning. With communication regarding the change coming from Administration, but while also appointing a PLC leader to coordinate a group of teacher stakeholders, reservations may be alleviated (Cawsey et al., 2016).

As the school moves into the Acceleration Phase (Cawsey et al, 2016), continued communication to parents through weekly newsletters, forums and during board meetings will show the value that is being placed on service learning and student leadership. Communication in this phase will come from various sources, students and teachers alike, in order to provide a balance of perspectives on the development of the initiative. In this way, those presenting the initiative to parents are already predisposed towards the change and may influence parents who are experiencing concerns (Cawsey et al., 2016). In the plans for communication, the benefits of service learning will align with the IB philosophy of producing well-rounded students who are “inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect” (IBO, 2015, preface).

Communicating the Change

In order to reinforce School X is upholding its own philosophy, as well as that of the IBO, various modes of communication will be used so that news will reach stakeholders

daily, weekly and monthly. Progress on this initiative will be communicated in various forms, as well as at the monthly Board of Directors' meetings throughout the year.

The Daily Bulletin is read by students in homerooms each morning, a newsletter to teachers is communicated through the Divisional Principals each week, as well as the Weekly Bulletin that is sent home to parents. These modes of communication offer an opportunity to share progress and successes with stakeholders, allowing them to feel part of the process, furthering stakeholder support (Cawsey et al., 2016). The plan for change timeline that was presented earlier in this chapter will be shared with all stakeholders at the beginning of the initiative, and then reiterated in the communications outline above.

Conclusion

This chapter has used the theory and frameworks established in Chapter 1 and 2 to develop a practical approach by which the problem of practice could be rectified at School X. The importance of meeting strategic aims has been outlined and Administration has shown the intention to meet theirs by developing new, more relevant ones in 2018. In a school where traditionally, hierarchical decisions (Bolman & Deal, 2013) have been the norm, the process for developing the new strategic aims was inclusive of all stakeholders. Initial feedback showed that two strategic aims that had not been met previously were still a priority for stakeholders, and as such, a structural change is needed in order to positively affect the organization's symbolic position in the local and international communities.

Development of a new PLC where inclusive and democratic approaches are utilized means that teacher leaders are working together to ensure the success of the initiative. Thus, School X would be ethically ensuring that its stakeholders have a voice and feel that the initiative aligns with the school's norms of collaboration. The long term goal for this

initiative is not expected to be met until after this proposal has been implemented.

However, in building on the school's already existing structures, the symbolic benefits to the school, students and staff, ensure the financial commitments are worthwhile.

Communicating the change strategically and using methods that are relevant to each division will help stakeholders to see the benefits of this initiative in real life learning.

Next Steps and Future Considerations

School X is an educational institution that, symbolically, has been one of the leading international schools in the region for over 50 years. It has maintained this position by ensuring that it is current with international educational trends. As the demographics, economic and political landscapes shift, so must the school's strategies, in order to keep its symbolic position in the local and international community. The Strategic Plan set in 2013 pronounced the intention to build leadership skills within students, and learning-based service. Foundations have been built, but they have not been fully developed, resulting in opportunities for student leadership, but little to no guidance on *how* to lead.

The IB program places the student at the center of its model, and values approaches to learning, extra-curricular activities and service experiences that help to balance the student. School X has a service program that involves student leaders working with community partners, but students have little opportunity to work within their subject areas and use their knowledge to identify issues, develop plans and take action.

Full integration of service learning into the curriculum offers School X an opportunity to meet the strategic aims set in 2013, and also address the current desires of the organization's stakeholders. One of the benefits of this organizational change is that foundations are already in place, and can be seen as building on already existing programs.

Meeting the strategic aim will mean change in the way curriculum is taught in some units. However, with an inclusive approach to leadership offering the chance to communicate, and a democratic approach to developing units in a PLC, staff, students and parents will know that the learning being developed is authentic and inquiry-based in nature.

The structural change that this OIP illustrates in Figure 3 has been successful in other international schools in the region. The modification of the SLC role not only shows the school's commitment to meeting the needs of stakeholders, but a commitment to further developing an all-channel network, where teamwork is further encouraged through professional collaboration and learning (Bolman & Deal, 2013).

After the initial year of this OIP, the initiative has the potential to continue to build so that when instituted, each grade level in School X would be able to offer a service learning unit to students. In starting with one grade level in each division in the first year, School X would also be developing staff. This will cultivate collaboration, teacher leadership in the form of coaching (Schein, 2004) and build the culture of the school to further support collaboration, which are reflected in its values and norms.

The integration of this initiative would, overall, contribute to the already positive culture of this organization. This further contributes to the Symbolic Frame of School X and reiterates the overall mission, vision and values of both the school and the IB program. Service learning will allow School X to develop leadership qualities within students. It also has the potential to make School X a flagship school for the initiative in the region, attract teachers from all over the world who value the culture that they help to create, and also families and students in the city who value the development of the whole student.

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