Towards Intercultural Understanding and Culturally Responsive Pedagogy: Building an Internationally Minded School

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WESTERN UNIVERSITY

Organizational Improvement Plan (OIP):
Towards Intercultural Understanding and Culturally Responsive Pedagogy:
Building an Internationally Minded School

by
Meaghan Higginson

AN ORGANIZATIONAL IMPROVEMENT PLAN
SUBMITTED TO THE SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF DOCTOR OF EDUCATION
LONDON, ONTARIO, CANADA

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Abstract
As an International Baccalaureate school in a diverse Canadian city, Welton Academy’s (pseudonym) vision is to be a world-class, academic school with a focus on shaping students into globally minded, engaged citizens. The demographics of the school are changing, as the student-body is becoming increasingly more ethnically diverse. Currently, one of the school’s strategic missions is focused on international mindedness. Although the school’s vision to promote international mindedness includes global engagement and multilingualism, the area of intercultural understanding is not identified. This Organizational Improvement Plan (OIP) explores a Problem of Practice (PoP) that highlights the need to develop intercultural understanding within the high school context. This OIP incorporates transformational leadership and instructional leadership approaches, as key leadership practices for stakeholders, such as the leadership team and teachers, to employ while identifying the potential for promoting social justice and inclusion. With a global focus, the values Welton Academy shares in the school community should reflect the diverse student population. The goal of this OIP is to provide stakeholders with recommendations to develop intercultural understanding within the school. The solutions in this OIP address all three interrelated dimensions of culturally responsive pedagogy: institutional, personal, and instructional. If implemented, this OIP could result in a more inclusive community at Welton Academy.

Keywords: International Baccalaureate, international mindedness, intercultural understanding, transformational leadership, instructional leadership, social justice, inclusion, culturally responsive pedagogy
Executive Summary

This Organizational Improvement Plan (OIP) explores a Problem of Practice (PoP) that highlights the need to develop intercultural understanding within the high school context. Chapter 1 highlights the importance of creating awareness around intercultural understanding within a high school context. As a high school teacher and engagement facilitator, I am interested in developing, assessing, and evaluating an approach to one aspect of international mindedness—intercultural understanding. Within our diverse culture, administrators, teachers, students, and parents should not only have a common definition of intercultural understanding but should also incorporate culturally responsive pedagogy, as it involves “careful acknowledgement, respect and an understanding of differences and its complexities” (Ontario. Ministry of Education, 2013, p. 2). The solutions in this OIP address all three interrelated dimensions of culturally responsive pedagogy: institutional, personal, and instructional. The purpose of this OIP is to provide stakeholders such as the leadership team, teachers, students, and parents with recommendations to increase intercultural understanding within the school.

Chapter 2 focuses on transformational and instructional leadership approaches, and how they align with Bass and Reggio’s (2006) transformational leadership 4I Model to propel change forward. In the 4I Model, there are four components to transformational leadership, which include: Inspirational Motivation, Idealized Influence, Intellectual Stimulation, and Individualized Consideration. In this planning and development chapter, Cawsey, Deszca, and Ingols’s (2016) Change Path Model is also analyzed based on how to change the culture of the school and why culturally responsive pedagogy is recommended. Finally, I explore what to change within the school using Welton Academy’s International Mindedness Strategy and Lafley and Martin’s (2013) Playing to Win Strategy aligned with Nadler and Tushman’s (1989)
Towards Intercultural Understanding

Congruence Model. This chapter concludes with a plan to implement culturally responsive pedagogy as an overarching solution to addressing intercultural understanding and describes a Plan, Do, Study, Act (PDSA) model cycle for change.

Chapter 3 of this OIP explores the implementation plan by applying Cawsey et al.’s (2016) Change Path Model aligned with Lafley and Martin’s (2013) Playing to Win Strategy to all three dimensions of culturally responsive pedagogy. The change implementation plan is explored using the three overarching guiding questions for this OIP: (a) How is intercultural understanding defined? (b) How is intercultural understanding articulated? and (c) How will intercultural understanding practices be shared with the community? This chapter also includes an examination of the change process monitoring and evaluation, and a plan to communicate the need for change and the change process. Finally, the OIP concludes with next steps and future considerations for the implementation of culturally responsive pedagogy and awareness of intercultural understanding at Welton Academy. The hope is to create positive change based on our newly adopted value of inclusiveness and to ensure that all students feel that they have a place in our community.
TOWARDS INTERCULTURAL UNDERSTANDING

Acknowledgments

No matter what anybody tells you, words and ideas can change the world.

- John Keating, Dead Poet’s Society

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Glossary of Terms

These definitions will provide the reader with a clear understanding of how these terms are used throughout this Organizational Improvement Plan (OIP).

The **Board of Directors** is the committee at the top of Welton Academy’s organizational structure and supports the strategic direction. There are around 20 board members, who are also business and community leaders, alumni, current parents, or past parents. They set the strategic direction for the school and, in partnership with the principal, they help ensure the school’s financial well-being and overall success. They are not responsible for the day-to-day operations of the school.

**Culturally responsive pedagogy** is a term created by Dr. Gloria Ladson-Billings in the early 1990s. It is defined as a way for [racially and ethnically diverse] students to “maintain cultural integrity, while succeeding academically” (1995, p. 476). According to Richards, Brown and Forde (2007): “culturally responsive pedagogy facilitates and supports the achievement of all students. In a culturally responsive classroom, effective teaching and learning occur in a culturally supported, learner-centred context, whereby the strengths students bring to school are identified, nurtured, and utilized to promote student achievement” (p. 3). For the purposes of this OIP, culturally responsive pedagogy is an inclusive term to describe an approach which benefits all students.

**Ethnicity** is the multiplicity of beliefs, behaviours and traditions held in common by a group of people bound by particular linguistic, historical, geographical, religious and/or racial homogeneity. Ethnic diversity is the variation of such groups and the presence of a number of ethnic groups within one society or nation (Canadian Race Relations Foundation, 2015).
Diversity encompasses all the various national, racial, ethnic, religious and other backgrounds of people – and used increasingly in Canada to describe workplace programmes aimed at reducing discrimination, promoting equality of opportunity and outcome for all groups. The presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, language, race, religion, and socio-economic status (Canadian Race Relations Foundation, 2015). In this OIP, diversity refers to racial and ethnic diversity.

Engagement Facilitator, a newly created role at Welton Academy, aims to connect with our affiliated schools overseas. The programme strives to create opportunities for cross-curricular connections and engage high school students in global engagement opportunities with our affiliated international schools.

Inclusive education is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected (Ontario Ministry of Education, 2014).

Instructional leadership is a theory that encourages a focus on improving the classroom practices of teachers as the direction for the school (Leithwood, Seashore Louis, Anderson, and Wahlstrom, 2004, p. 6). An instructional leadership approach will support professional development specific to culturally responsive teaching strategies.

Intercultural understanding “involves recognizing and reflecting on one’s own perspective, as well as the perspectives of others. To increase intercultural understanding, IB programmes foster learning how to appreciate critically many beliefs, values, experiences, and ways of knowing” (International Baccalaureate, 2015, p.6).
International Baccalaureate (IB) offers an education for students from ages 3 to 19, comprising four programmes that focus on teaching students to think critically and independently, and how to inquire with care and logic (www.ibo.org).

The Leadership Team is led by the principal of the school. Other roles in the leadership team include: Head of Communications, Head of Human Resources, Head of Admissions, Head of Learning, and Head of Technology.

Professional learning communities (PLCs) is a term used to describe teams (or the whole staff) that work collectively and in which leadership and responsibility for student learning is widely shared. The work of groups of teachers (and administrators) focuses on reflective inquiry and learning, with an explicit emphasis on how knowledge improves student learning. While there is room for diversity of opinions, there is a core of shared values and norms that influence how daily decisions are made in halls and classrooms. Sharing involves the development of common practices and feedback on instructional strengths and weaknesses (Seashore Louis, 2008, p. 2).

Racialized group is preferred over "racial minority, ’” "visible minority,” "person of colour” or “non-White” as it expresses race as a social construct rather than as a description based on perceived biological traits. Furthermore, these other terms treat “White” as the norm to which racialized persons are to be compared and have a tendency to group all racialized persons in one category, as if they are all the same (Ontario Human Rights Commission, 2009, p. 12).

Transformational leadership is the capacity to engage with staff in ways that inspire them to new levels of energy, commitment and moral purpose, thus transforming the organization (Calnin, 2015).

Winning aspiration defines the purpose of the organization, “its guiding mission and aspiration, in strategic terms” (Lafley and Martin, 2013, p. 3).
Whiteness is a social construction that has created a racial hierarchy that has shaped all the social, cultural, educational, political, and economic institutions of society. Whiteness is linked to domination and is a form of race privilege invisible to White people who are not conscious of its power” (Henry & Tator, 2009, p. 353).
Chapter 1: Introduction and Purpose

International mindedness is at the heart of the International Baccalaureate (IB) programme. The IB sets itself apart from other curricular programmes with its emphasis on encouraging students to understand themselves and the world around them. Although the IB does not provide a set definition of international mindedness, so as to allow schools to make sense of the concept based on their own context, international mindedness (IM) is described as an overarching construction related to three areas: global engagement, multilingualism, and intercultural understanding (International Baccalaureate, 2013). The International Baccalaureate encourages schools to incorporate all three areas into their own school curriculum. I define international mindedness as having the ability to see oneself as a global citizen who is involved in helping others at the local and global level (e.g., global engagement), has language skills (e.g., multilingualism), and has knowledge, understanding and appreciation of different cultures (e.g., intercultural understanding).

As a Canadian IB school in a diverse city, Welton Academy’s (pseudonym) vision is to be a world class, academic school with a focus on shaping students into globally minded, engaged citizens. The demographics of the school are changing, and the student body is becoming increasingly more ethnically diverse. For example, a higher number of international students are being accepted into the school. In September 2018, more than 10 different countries were represented based on boarding demographics (Welton Academy Admissions, 2018). With our global focus, the values we share in our school community should reflect this diversity so that all of our students feel accepted and included in our school. Although the school’s current vision includes global engagement, the area of intercultural understanding is not identified as an area for action. According to the IB (2015), intercultural understanding “involves recognizing
and reflecting on one's own perspective, as well as the perspectives of others. To increase intercultural understanding, IB programmes foster learning how to appreciate critically many beliefs, values, experiences and ways of knowing” (p. 6). This organizational improvement plan (OIP) highlights the importance of creating awareness around intercultural understanding within the high school context. As a high school teacher and engagement facilitator, I am interested in developing, assessing, and evaluating an approach to one aspect of international mindedness—intercultural understanding.

In order to implement my OIP, I will focus on the transformational and instructional leadership approaches. Within a diverse culture, it is recommended that administrators, teachers, students, and parents not only have a common definition of intercultural understanding, but to also incorporate culturally responsive pedagogy. Not only must educators be responsive to culture, they must also ensure that they are teaching their students to be culturally responsive, as well. Culturally responsive pedagogy is a term created by Dr. Gloria Ladson-Billings in the early 1990s, culturally responsive pedagogy was initially defined as a way for [racially and ethnically diverse] students to “maintain cultural integrity, while succeeding academically” (1995, p. 476). Ladson-Billings (1995) highlights Jacqueline Jordan Irvine’s research on cultural synchronization (1990) and argues that a next step for positing effective pedagogical practice is “a theoretical model that not only addresses student achievement but also helps students to accept and affirm their cultural identity while developing critical perspectives that challenge inequities that schools (and other institutions) perpetuate. I term this pedagogy, culturally relevant pedagogy” (p. 469). Villegas and Lucas (2002) use the terms “culturally responsive teaching” or “culturally responsive pedagogy” (p. 23) to describe teaching that recognizes that all students learn differently and that these differences may be connected to background, language,
family structure and social or cultural identity. The term culturally responsive pedagogy will be referenced for the purposes of this OIP. According to Richards, Brown and Forde (2007):

Culturally responsive pedagogy facilitates and supports the achievement of all students. In a culturally responsive classroom, effective teaching and learning occur in a culturally supported, learner-centred context, whereby the strengths students bring to school are identified, nurtured, and utilized to promote student achievement. (p. 3)

For the purposes of this OIP, culturally responsive pedagogy is used as an inclusive term to describe an approach which benefits all students. Culturally responsive pedagogy comprises three dimensions: (a) institutional, (b) personal, and (c) instructional. The institutional dimension reflects the administration and its policies and values. The personal dimension refers to the cognitive and emotional processes teachers must engage in to become culturally responsive. The instructional dimension includes materials, strategies, and activities that form the basis of instruction (Richards, Brown & Forde, p. 3). According to Richard et al. (2007) “All three dimensions significantly interact in the teaching and learning process and are critical to understanding the effectiveness of culturally responsive pedagogy” (p. 3).

The purpose of the OIP is for change to result in a more inclusive environment for all stakeholders, with a focus on culturally responsive pedagogy. Welton Academy’s 2018-2019 International Mindedness Strategy will be examined along with Nadler and Tushman’s (1989) Congruence Model as a framework to assist in diagnosing what to change within the organization. As well, Cawsey, Deszca, and Ingols’s (2016) Change Path Model will be applied to my analysis on how to change the culture of the school and why culturally responsive pedagogy is necessary.
Organizational Context

Welton Academy’s iterative strategic plan focuses on global engagement opportunities, which is a key component of the IB’s international mindedness philosophy. This aligns with the approach to international mindedness and the aim of developing students into global citizens. Moreover, the school’s affiliation with international schools abroad will not only be important for global engagement opportunities, but also for the purpose of this OIP: to develop and implement intercultural understanding at Welton Academy.

Welton Academy’s Vision, Mission, and Values

The vision of Welton Academy is to be a community of learners who are also global citizens. According to Oxfam Canada (2018), a global citizen is “someone who is aware of and understands the wider world—and their place in it. They take an active role in their community, and work with others to make our planet more equal, fair and sustainable” (A Global Citizen section, para. 1). The mission of the school is to challenge students, to encourage them to love learning, and to encourage them to make a difference in the world. Welton Academy is proud of its past and looks forward to continuing to offer a quality academic programme implementing the International Baccalaureate framework and moving towards new innovations and strategies centred around wellness and global engagement opportunities.

An Overview of Welton Academy’s History and Context

Welton Academy was established in the early 1900s in a major urban centre and upholds its reputation as a leading school in Canada. Although the school prides itself on its traditions, the school also focuses on forward-thinking ideas and innovations, such as teaching students to code, develop robotics, and understand computer programming. The goal is to develop “well-rounded” students who are academic and balanced in their extracurricular pursuits. There are
around 700 students in the high school, and most reside within the city. The majority of day students are racially White and come from wealthy backgrounds, as tuition for the school costs over CAD$20,000 per year. There are also more than 100 students in the boarding programme. Admissions files show that the boarding students hold passports from nearly 20 different countries. The majority of boarding students are from China or different parts of Canada, followed by Germany, South Korea, Colombia, Mexico, Saudi Arabia, Thailand, and Vietnam and the United States. As a result, the boarding programme has changed the demographics of the school with the representation of international boarding students.

The changes in Welton Academy's demographics have shifted the ethnic make-up of the school. The student population is becoming more diverse; however, the faculty is still mostly racially White. It is recommended that students see themselves reflected in the faculty. During the 2017 International Baccalaureate evaluation visit, the IB recommended that the school focus further on international mindedness (“Report on the Programme Evaluation,” May 2017). Although the IB commended the work done to develop global engagement opportunities, an approach to intercultural understanding should also be the focus for change to the current curriculum. Notably, the school is affiliated with international schools abroad. This connection will not only be important for global engagement opportunities, but also the cross-cultural connections will help to develop and implement intercultural understanding at Welton Academy, which is the purpose of this OIP.

The leadership team now recognizes the importance of incorporating international mindedness into the curriculum and have recently developed an International Mindedness Strategy, which will begin to be implemented in the 2018-2019 school year. While today’s IB World School strives to be globally minded and has an increasingly diverse student body,
Welton Academy has retained many of its early traditions. Welton Academy’s iterative school strategy document focuses on global engagement opportunities, which is a key component of the IB’s international mindedness philosophy. This aligns with the approach to international mindedness and the aim of developing students into global citizens. The leadership team’s decision to implement the International Mindedness Strategy will support the school’s mission to graduate globally minded students and the need to address intercultural understanding within the school.

**Organizational Structure and Leadership Approaches**

The Board of Directors are at the top of Welton Academy’s organizational structure and set strategic direction. There are around 20 board members, who are also business and community leaders, alumni, current parents, or past parents. They set the strategic direction for the school and, in partnership with the principal, they help ensure the school’s financial well-being and overall success. Members are elected at the Annual General Meeting held each September. The Board also holds monthly meetings during the academic year and special meetings as required. In addition to the three standing committees, Audit, Governance and Property, ad hoc committees form at the Board’s discretion.

The principal of the school leads the leadership team. The role involves ensuring the smooth overall running of the school and managing the day-to-day school operations. The current principal introduced the International Baccalaureate (IB) programme to the school in the early 2000s. The principal has been employed by the school for more than 20 years. The principal of the school leads the Leadership team. Other roles in the Leadership team include: Head of Communications, Head of Human Resources, Head of Admissions, Head of Learning, and Head of Technology.
The leadership team works closely with teachers in all aspects of school life. At the forefront of the school’s curriculum is a 21st century approach to learning, particularly involving STEM (science, technology, engineering, and mathematics) subjects. The school is open to new and innovative research and has made it a priority to closely examine and implement inquiry projects within the school. Current research initiatives focus on technology in the classroom, mental and physical wellness, and more recently, international mindedness.

The leadership team and faculty at Welton Academy also strive to nurture transformational leaders. The school’s mission is to develop transformational leaders who take initiative, create opportunities, reinforce change and generate enthusiasm for their vision. These young leaders also transcend self-interest by challenging and inspiring others to have the confidence to excel and the motivation to contribute in valuable and authentic ways to their communities. At Welton Academy, transformational leaders are encouraged to be adaptable, positive role models who uplift and encourage others. They also develop the skills to be open to new possibilities, listen actively, collaborate and communicate effectively. For example, at the beginning of the school year, the student council is involved in a week-long leadership training programme to develop students’ leadership skills. Interestingly, the transformational approach to leadership aligns with my own leadership approach for the purpose of this OIP, which will be discussed further in the following section.

**Leadership Position and Lens Statement**

As an International Baccalaureate high school educator, my passion lies in the area of social justice, helping high school students to think critically, and creating change for a better world. My passion aligns with the mission of the International Baccalaureate (2018), which
“aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect” (The International Baccalaureate section, para. 4). My aim at Welton Academy is to create understanding around international mindedness (IM), specifically intercultural understanding. I define intercultural understanding as an understanding of diverse cultures, which is especially important as the demographics of the school are changing.

My agency is also related to my role as an engagement facilitator. This newly created role at Welton Academy aims to connect our community with our affiliated schools overseas. The programme strives to create opportunities for cross-curricular connections and engage high school students in global engagement opportunities with our affiliated international schools. My role as an engagement facilitator can also support my agency and help to implement approaches to intercultural understanding within the school, especially at the high school level.

As a change leader, my approach to leadership includes transformational leadership, which is defined as “the capacity to engage with staff in ways that inspire them to new levels of energy, commitment and moral purpose (thus transforming the organization)” (Calnin, 2015, Impact on Student Outcomes section, slide 12). Lentz (2012) further asserts that transformational leadership in learning organizations “ensures the continuing presence of beliefs of the learning culture. Leadership exhibited organizational concern for people in the form of equal opportunity of all stakeholders. Equal concern meant sharing organizational values and believing the members can and will learn” (p. 166). One goal within my OIP is to engage stakeholders and encourage high school teachers to incorporate culturally responsive teaching strategies in the curriculum. The purpose is to teach high school students the importance of being culturally responsive and aware of diverse cultural perspectives.
My OIP focuses on changing the institution of Welton Academy by developing, assessing, and evaluating an approach to IM which includes intercultural understanding. The approach aligns with my agency as a high school teacher and engagement facilitator as, “transformational leadership is often considered a type of shared or distributed leadership. Rather than a single individual—the principal—coordinating and controlling from above, transformational leadership focuses on stimulating change through bottom-up participation” (Hallinger, 2003, p. 338). In my capacity as a change leader in the school, I recommend that administrators, teachers, students, and parents not only have a common understanding of intercultural understanding, but also incorporate culturally responsive practices. Change will hopefully result in an inclusive environment for all stakeholders, with a focus on understanding and fostering culture, diversity, and inclusiveness.

As a change leader focused on transformational leadership, I seek to encourage collaboration and collective capacity building. As Harris (2011) states, “one effective strategy a leader could use is to require collective responsibility, where all stakeholders engage in mutual support, accountability, and challenge” (p. 627). Change leaders should communicate the benefits of the change, so that the community will understand that this change needs to be a priority, and to encourage everyone to be on board with the change. Lentz (2012) suggests that, “building learning organizations and individual capabilities by the transformational leader must be collective, and collective leadership systematically cycled as followers begin to lead themselves” (p. 165). This approach will ensure that transformational leadership leads to the development of intercultural understanding using a supportive and sustainable approach.

Not only are teachers encouraged to feel empowered by transformational leadership, they are also encouraged to focus on student outcomes and using strategies to approach intercultural
understanding and culturally responsive pedagogy so that all students can succeed. Thus, my approach to leadership is also balanced with an instructional leadership approach. A meta-analysis was conducted by Viviane Robinson, Claire Lloyd, and Ken Rowe (2008) that compared transformational leadership and instructional leadership. These authors found that transformational leaders set a vision, create common goals for the school, inspire and set direction (Hattie, 2015, p. 37). However, instructional leaders focus more on students. They are concerned with the teachers’ and the school’s impact on student learning and instructional issues, conducting classroom observations, and ensuring professional development that enhances student learning (Hattie, 2015, p. 37). An instructional leadership approach is also important as the focus of my research is on professional development specific to culturally responsive teaching strategies. The aim is to encourage students to become internationally minded and aware of intercultural understanding. I believe that teaching culturally responsive strategies should not only happen on global engagement trips abroad, but every day in the classroom, so that students are equipped with the skills to understand different cultures and perspectives.

Leadership Problem of Practice

Although Welton Academy’s 2018-2019 strategic mission focuses on global engagement, the strategy does not explicitly address intercultural understanding, which is a key component of the International Baccalaureate’s concept of international mindedness. International mindedness is at the heart of the International Baccalaureate programme. The IB sets itself apart from other curricular programmes with its emphasis on encouraging students to have an understanding of themselves and the world around them. Although the IB does not provide a set definition of international mindedness, so as to allow schools to make sense of the concept based on their own
context, international mindedness (IM) is described as an overarching construction related to intercultural understanding, multilingualism, and global engagement (International Baccalaureate, 2013). The International Baccalaureate encourages schools to incorporate all three areas into the school curriculum. I define IM as having the ability to see oneself as a global citizen who is involved in helping others at the local and global level (e.g. global engagement), has language skills (e.g. multilingualism), and has knowledge, understanding and appreciation of different cultures (e.g. intercultural understanding).

**Problem of Practice Statement**

As a high school teacher and engagement facilitator in an increasingly diverse high school community, my problem of practice is to develop, assess, and evaluate an approach to international mindedness which focuses specifically on intercultural understanding. It is recommended that administrators, teachers, high school students, and parents not only have a common understanding of intercultural understanding, but also incorporate best practices related to culturally responsive instructional strategies. I aim to address the challenges of defining intercultural understanding at Welton Academy within the context of the IB programme, articulating this common understanding and sharing culturally responsive instructional strategies within our community.

**Gap Analysis**

In Welton Academy’s school strategy document, the goals of Welton Academy were centred on academics, wellness, and global engagement. Global engagement is a key aspect of international mindedness and therefore a step in the right direction. In this iterative strategy, the school will shift towards an approach to international mindedness. The winning aspiration for IM
focuses on aiming to be a community that values different perspectives, challenges assumptions, and takes empathetic and responsible action.

The winning aspiration is clearly articulated, yet there is still room to grow, especially in relation to the specific aspect of intercultural understanding. During the 2017-2018 school year, a select group of high school teachers and students who were interested in spearheading change, along with the leadership team, initiated the development of the International Mindedness Strategy, which was published only to the leadership team, and key teachers involved in developing the strategy on May 9, 2018. The 2018-2019 school year was a chance to begin to develop the intercultural understanding aspect of IM using a transformational leadership approach. In upcoming years, the goal will be for all stakeholders to collaborate and help to implement change within the school culture.

**Framing the Problem of Practice**

During the 2017-2018 school year, while beginning to formulate my own problem of practice centred around international mindedness, Welton Academy also began to take interest in defining IM. The principal of the school requested that a task force be established to develop an international mindedness “winning aspiration.” The task force, which consisted of around ten teachers, two students, and the principal of the school, met together in February 2018 to brainstorm ideas and develop the International Mindedness Winning Aspiration.

On May 9, 2018, the following winning aspiration was finalized: “To be the community who values multiple perspectives, critically challenges assumptions, and takes empathetic, informed, and responsible action” (Welton Academy, 2018). The winning aspiration is currently an internal document shared with the leadership team, the task force, and the school’s internal
research centre. I was granted access to use the final version for my OIP after a request to the Research Advisory Board.

The school also developed an International Mindedness Strategy for the 2018-2019 school year (Appendix B). The strategy is based on Lafley and Martin’s (2013) Playing to Win strategy (Appendix C), which addresses the following five questions:

1. What is our winning aspiration?
2. Where will we play?
3. How will we win in chosen markets?
4. What capabilities must be in place to win?
5. What management systems are required?

The International Mindedness Strategy will help Welton Academy develop an action plan for IM, and with the support of this OIP, specifically for intercultural understanding. The school currently has a winning aspiration for international mindedness, which can be shared with teachers in the next school year. However, there is still much to be done.

**Moving the International Mindedness Strategy Forward**

The principal and the school’s research team support my involvement with the strategy as part of my OIP. My aim is to be a key leader in the change process, and to build capacity to ensure that not only are IM practices in place, but that intercultural understanding is also defined and articulated. I will also strive to ensure that culturally responsive pedagogy is implemented at the school. The aim is to position Welton Academy as an internationally minded school and to make the winning aspiration a reality. The following conceptual framework (see Figure 1) shows how intercultural understanding must be addressed as a community through culturally responsive pedagogy. This will lead to the winning aspiration as an output.
TOWARDS INTERCULTURAL UNDERSTANDING

Figure 1. Conceptual framework showing how intercultural understanding and culturally responsive pedagogy can lead to the winning aspiration as an output.

It is recommended that Welton Academy not only define what the concept of international mindedness within our own context, but also the concept of intercultural understanding, so that all stakeholders have a common understanding of the term and the goal of this OIP. The first guiding question I aim to consider is, “How are we defining the concept of intercultural understanding at Welton Academy in comparison to the IB programme?” Although the school has identified global engagement opportunities as a component of the school’s strategy, it is also necessary to include intercultural understanding so that students can learn from different perspectives. To fully incorporate intercultural understanding, it is recommended that change leaders communicate their definition, and ensure that teachers, parents, and students are given the appropriate forums to share their own understandings of the concept.
The second guiding question for our school to approach change in our culture is, “How are we articulating the concept of intercultural understanding as a community?” This question moves beyond a shared definition of intercultural understanding toward how the term is articulated in meetings, the written curriculum, and in policy documents. Change leaders must work to foster strong relationships with members of their organization and ensure that everyone feels respected and valued, and that their voices are validated. Change facilitators must also be involved to “assist initiators, implementers, and recipients with the change-management process” (Cawsey et al., 2016, p. 26). As such, administrators should support change leaders, such as myself, in discussions around intercultural understanding in faculty meetings. This could also include professional development workshops to share research surrounding intercultural understanding, and how intercultural understanding is incorporated into the written curriculum.

The final guiding question for the Welton Academy community to develop sustainable change is: “How can we share culturally responsive teaching strategies as a community?” Change leaders must be committed to the beliefs, approaches, and behaviours that are necessary to shift the culture even after change initiatives focused on intercultural understanding are implemented. As Cawsey et al. (2016) states, “simply announcing a new strategy of vision does not mean that anything significant will change since: ‘You need to get the vision off the walls and into the halls’” (p. 3). One strategy that I will use as a change leader to build stakeholders’ capacity is to establish professional learning communities (PLCs). Professional learning communities can be defined as “collaborative teams whose members work interdependently to achieve common goals linked to the purpose of student learning” (DuFour, DuFour, Eaker & Karhenek, 2004, p. 3). Although PLCs are defined in different ways, the heart of a professional learning community involves teachers who reflect on their own practices, the relationship
between their practice and student outcomes, and create changes to their teaching (McLaughlin & Talbert, 2006).

In order to build capacity with stakeholders, PLCs must be focused and established with the goal of sharing culturally responsive teaching strategies and ensuring students learn what it means to develop intercultural understanding. PLCs appear to share five key characteristics or features, which also appear to be intertwined, operating together (Hord, 2004; Louis et al., 1995). They include a shared values and vision, collective responsibility, reflective professional inquiry, collaboration, and group, as well as individual, learning.

Although much has been written about the strengths of PLCs, “there is very little evidence available about how this form of professional learning benefits students” (Robinson & Timperley 2007, p. 252). Robinson and Timperley’s (2007) research identified two qualities of PLCs that may be responsible for success. The first quality involved “a focus on the relationship between how teachers had taught and what students had learned” (p. 252). For example, leaders promoted this by focusing the group on how to move beyond analysis of the data to identifying specific teaching strategies to help a particular student or group of students (Bishop et al., 2006; McNaughton et al., 2004; Timperley, 2005; Robinson & Timperley, 2007). My aim therefore is to focus on culturally responsive teaching strategies during PLC meetings.

A second quality of effective professional communities is strong norms of collective responsibility and accountability for student achievement and wellbeing (Robinson & Timperley, 2007, p. 252). Newmann (1994) defines collective responsibility as “a sense of responsibility not only for one’s own actions and students, but also for the actions of colleagues and other students in the school” (p. 2). However, it can be a challenge for leaders to develop collective responsibility when traditional norms of professional autonomy are at play. According to
Robinson and Timperley (2007), “the routine of meeting to monitor student progress every five weeks established a sense of collective accountability and mutual support that contributed to sustained gains in student achievement” (p. 253). It is necessary for change leaders to meet regularly and focus on culturally responsive teaching practices that will benefit all students, not just a specific group of students. The goal should be to provide “relevant and authentic learning opportunities every day for every student in every classroom” (Ontario. Ministry of Education, 2013, p. 8). This will ensure that everyone is empowered in the learning environment.

Aligning Welton Academy’s International Mindedness Strategy with Nadler and Tushman’s (1989) Congruence Model

The next step is to align Welton Academy’s International Mindedness Strategy with Nadler and Tushman’s (1989) Congruence Model (Figure 2) as a framework to assist in structuring the organizational analysis as a change leader. The open systems model “is based on the principle that an organization’s performance is derived from four fundamental elements: tasks (or the work of the organization), people, formal organization (structure and systems), and informal organization (part of which is the ‘culture’)” (Cawsey et al., 2016, p. 68). The Congruence Model will support my three guiding questions as I continue to analyze my organization's external environment and see implications for action in the organization. By applying the model, inputs will be transformed to outputs, and the feedback links will also expose the highly interdependent components which make up the transformation process.
The input factors include an analysis of the external environment (PESTE), resources, and history/culture. As a change leader, I will consider Welton Academy’s rich history and traditions and recognize the impacts and constraints of changing the current environment. I seek to analyze resources to develop an internationally minded and culturally responsive teaching and learning environment focused on intercultural understanding. The strategy question, “What management systems are required?” will help to support the analysis of resources. Moreover, the transformation process will align with Lafley and Martin’s (2013) Playing to Win strategy to support my analysis: (a) Where will we play? (b) How will we win in chosen markets? (c) What capabilities must be in place to win? Finally, the outputs align with the IM winning aspiration as stated in the strategy model: “To be the community who values multiple perspectives, critically challenges assumptions, and takes empathetic, informed and responsible action.” However, my OIP will focus more closely on the analysis of one aspect of IM, intercultural understanding, by
seeking to define intercultural understanding as a community and encouraging teachers to explore and apply culturally responsive teaching strategies.

**Challenges Emerging from the Problem of Practice**

There are definitely challenges educational leaders face when addressing why change is needed in schools. Welton Academy was established in the early 1900s and seems to act as a “well-oiled machine.” However, the student population is changing, as more international students are accepted into the school. It is recommended that educators and educational leaders be responsive to culture and ensure that they are teaching their students to be culturally responsive, as well. According to Brown (2007), “as more and more students from diverse backgrounds populate 21st century classrooms, and efforts mount to identify effective methods to teach these students, the need for pedagogical approaches that are culturally responsive intensifies” (p. 3).

There is a need to engage in conversations around intercultural understanding, especially with students and staff who are from racial and ethnic minorities. These conversations can sometimes be uncomfortable to those who are in positions of power and privilege, who seek to maintain the status quo. However, my role is to encourage open dialogue, and to also challenge my own privilege as a White woman. The transformational leadership approach will help to navigate these challenges as a change leader.

Marshall McLuhan’s (1969) famous quote, “the fish knows nothing of water,” is relevant here (p. 75). McLuhan observed that he did not know who discovered water, but he was sure it was not a fish. When applied to leadership and building collective capacity, it is necessary that educators first examine their own culture, to build collective capacity and in turn, strengthen leadership in the school. In the context of Welton Academy, the senior leadership team,
executive committee, along with myself in my role as high school teacher, must first reflect on our own identity and culture before collaborating on the project of creating intercultural understanding and culturally responsive teaching. The challenge here, as Walker and Riordan (2010) state, is “that cultural understanding and cooperation can be hindered by the fact that very few of us are adept at ‘seeing the water’ when it comes to our own cultural and professional inheritance” (p. 54). Only when leaders can clearly see the water can they move towards relationship building.

Leaders at Welton Academy must then move from understanding themselves, and their own expectations of what the school’s mission and aim for the school should be, towards explicitly communicating these cultural differences and different expectations to each other. Posing questions to a group of leaders can help them move towards understanding. Lustig and Koester (2006) suggest some ideas about such questions and Walker and Riordan (2014) have added a few of their own, which include:

1. Who speaks for the school?
2. Who makes the decisions in the school? (And who should make the decisions?)
3. What motivates teachers to work and to collaborate with each other?
4. What forms the basis for relationships?

The goal here is to build collective capacity in order to improve learning outcomes for students in the high school. Engaging in communication methods will help to challenge limitations to broad leadership theories that do not address cultural differences. As Moos (2000) argues:

There are limitations on the transportability of leadership theories across national traditions and cultures which follow from the way in which the role of the head is
conceptualised within different political presumptions, as well as the purposes of education and the nature of the ‘ideal’ society. (p. 96)

Thus, it must be clear the role each stakeholder plays at the school, including the principal, and how we are working towards student learning outcomes and intercultural understanding.

**Leadership-Focused Vision for Change**

The goal of this OIP is to support Welton Academy to become more internationally minded through the development and dissemination of a common definition of intercultural understanding and the integration of culturally responsive teaching pedagogy.

**An Envisioned Future State**

The effects of globalization in the 21st century, and what Thomas Friedman (2005) has famously referred to as a resulting “flat world,” has shifted the attention towards “thinking big” on what it means to be an international school. The growth of “international schools” in different locations, with local and/or diverse student and staff populations, is rapidly increasing, and along with the complexities of the makeup of these international schools comes the question of whether location matters when defining an international school. Hayden and Thompson (2016) propose a new categorization of international schools that would represent the “status quo:”

1. The traditional form of international school catering principally for globally mobile expatriates (known as a Type A school);

2. The more ideologically focused schools, such as United World Colleges, founded for that particular purpose and not created to respond to a market need (known as a Type B school);
3. The newer, non-traditional type of international school aimed largely at host country nationals and, very often, operated on a more commercial footing than has tended to be the case for Type A and Type B schools (p.13). With this new categorization in mind, a globalized curricular framework with a focus on international mindedness could be supported at Welton Academy. My OIP focuses on the need to implement and sustain a clear approach to intercultural understanding within the school. When my OIP is implemented, Welton Academy could be considered “international” as the school’s curriculum follows the International Baccalaureate curricular framework and will move to align with Type B, as a more “ideologically focused school,” as seen in the second example above.

The International Baccalaureate (IB) is a popular curricular framework used in many schools around the world, including Welton Academy. IB World Schools have “embraced the notion of international mindedness to guide their school philosophies and educational goals” (International Baccalaureate Organization, 2012). IB schools are encouraged to align their curricular framework with an eye to developing international mindedness in their students. Skelton (2016) describes what it means to be an “international school” by applying a bigger lens—a “dispositional rather than a locational adjective” (p. 71). I argue that Welton Academy could be considered an international school using Skelton’s lens when the key goals of the OIP have been achieved and considered sustainable. As Skelton (2016) states, “schools that have an international disposition are best placed to both begin and then have a profound effect on the process by which students become more international” (p. 76). To me, the term “dispositional” refers to the characteristics that each student should grow to espouse in schools: an all-encompassing, caring critical thinker who has the capacity to think differently about themselves and the world around them.
However, as Stobie (2016) attests, “curriculum must be a local construct” (p. 53). The content studied must focus on the local level. For example, a history textbook should not take on a Euro-centric perspective. It is important to emphasize that the IB and Director General Peel, who served as the Director General of the IB for 15 years, from 1983 until 1998, acknowledge that the IB curriculum can be “Euro-centred” (Tarc, 2009, p. 67). An international mindedness approach should involve Eastern and Western perspectives, where all cultures are freely able to discuss and explore what it means to be an international school. According to Singh (2013):

Twenty-first century international mindedness is not a matter solely of East/West or north/south or east/south intellectual dialogues: international mindedness means making sense of, and dealing with the complementary and complex worldly linguistic and theoretical connectivities made possible by the presence … of [students] from diverse educational cultures having diverse intellectual assets. (p. 68)

To achieve this, international mindedness in action will need to ensure that all stakeholders are onboard and committed to engaging in both western and non-western concepts. High-school-age students should be given the tools and agency to think from different perspectives and consider other points-of-view as internationally minded citizen. In a study which investigated the longer-term outcomes of participation in IB programmes, participants reported that the IB encouraged them to see the world from different perspectives (Wright, 2015 p. 3). This is the recommended goal for my own IB school, Welton Academy, particularly in connection to the aspect of intercultural understanding. Welton Academy must be intentional about what intercultural understanding means, how it aligns to our own mission and values, and how students will learn to become global citizens committed to intercultural understanding.
International mindedness can be infused into any locally constructed curriculum. However, Fabian (2016) emphasizes that “schools need to commit to the notion of international mindedness as a philosophy and a goal” (p. 101). If teachers are intentional about what international mindedness is and implement culturally responsive teaching strategies to encourage their students to think from new perspectives and to learn about new cultures, and not only their own, the school’s goal will be met. While the curriculum is developed at a local level, as each school is unique in its geographical space, the need to develop a curricular framework for all IB schools will ensure an ideological space where the “international” mission and values are met.

The aim of this OIP is to develop a change plan to develop intercultural understanding at Welton Academy. The hope is that this OIP can also inspire and effect change in other IB schools who are also focused on implementing IM practices, an approach to intercultural understanding and culturally responsive pedagogy.

**Change Drivers**

In this section, three change drivers will be discussed: alignment; continuous communication; and student voice. For change within Welton Academy’s culture to occur, transformational leaders must communicate with all stakeholders that the organizational change is “intentional and planned” and will mean a shift in the culture (Cawsey et al., 2016, p.3). As a teacher and engagement facilitator, I must explain to all stakeholders that an intentional focus on IM, specifically intercultural understanding, will clearly align with the mission and values of the school. As a transformational leader working with others, I must then focus on capacity building. As Harris (2011) notes, “one effective strategy a leader could use is to require collective responsibility, where all stakeholders engage in mutual support, accountability, and challenge” (p. 627). Change leaders must communicate the benefits of the change, so that the community
will understand that this change needs to be a priority, and to encourage everyone to be on board with the change. As Cawsey et al. (2016) states, “what gets measured is what gets done” (p. 72). It is important for leaders to encourage an open dialogue within a school community and to help shape a strategic vision for the school.

A transformational leader will encourage open dialogue within a school community and help shape a strategic vision for the school. As stated in the International Mindedness Strategy, the question, “Where will we play?” lists stakeholders within the community segment: students and their families, alumni, employees, and partners. In this case, the community segment should also be given an opportunity to share with change leaders, including the leadership team, how they would define intercultural understanding, so that a common definition and a shared understanding can be developed. Effective communication is key to change the vision, and to “capture the hearts and minds of most employees” (Cawsey et al, 2016, p. 48). Continuous communication through different channels will help to create awareness of the importance and urgency to create a culture which conceptualizes and fosters intercultural understanding. In Chapter 3 communication protocols will be explored in greater detail.

In a school setting, transformational leaders should also include student voices, as students are also affected by change and deserve to be included to the decision-making process. In their Framework for a Culturally Responsive and Relevant Pedagogy, Kugler and West-Burns (2010) encourage schools to examine their thoughts, beliefs, attitudes, and actions related to diverse student voice and space (p. 218). This creates buy-in and empowers all stakeholders to feel that they are making a positive difference within the organization. Students should be involved in the strategy to incorporate a sustainable plan to address intercultural understanding within the school environment.
Organizational Change Readiness

Cawsey et al.’s (2016) Change Path Model, as seen in Figure 3, concentrates on process issues within an organization and aligns with my organization improvement plan on how to change the culture of the school and move towards intercultural understanding.

Figure 3. Adapted from Cawsey, Deszca and Ingols’s (2016) Change Path Model (p. 55)

The model begins with the Awakening stage, creating awareness of the importance of intercultural understanding and why it is necessary for change, especially as the school’s population has become more diverse. Although the leadership team and interested teachers and students on a task force have already designed an international mindedness strategy, it is also important at this stage to reflect on change readiness. Using the International Mindedness Strategy (Appendix B) and Lafley and Martin’s (2013) Playing to Win strategy (Appendix C), the leadership team is encouraged to reflect on the strategy questions and prepare to share a plan with high school teachers within a faculty meeting. Change leaders can also complete Cawsey et
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al.’s (2013) “Writing a Vision Statement” toolkit exercise (Appendix D) to identify the need for change and create a compelling vision for change (Cawsey et al., 2016, p. 98). Change leaders must then disseminate the vision for change to high school teachers (Cawsey et al., 2016, p. 55). They must share with the faculty the plan to address each stage within the Change Path Model and justify why change is necessary.

For the Awakening stage of the Change Path Model to be effective, it is recommended that professional learning communities be implemented. PLCs focused on culturally responsive pedagogy will encourage teachers to consider our current student population, and how we can include all students in our redefined school culture. Although some teachers and administrators are reluctant to stray from the status quo, engaging in PLCs will encourage capacity building for continuous improvement through ongoing discussion on culturally responsive pedagogy.

According to King, Artiles and Kozeski (2009), “professional learning situated in professional learning communities . . . show great promise in developing teachers’ capacities to deepen their funds of cultural knowledge and practice as a key facet of their continuing professional learning over time” (p. 13). The implementation of PLCs can support our understanding intercultural understanding through culturally responsive pedagogy and move the change process from the Awakening stage of the Change Path Model towards Mobilization.

The Mobilization stage requires change leaders (i.e., those who incite change), and change facilitators (i.e., those who support the implementation of change) to articulate change through formal systems and structures and move towards culturally responsive pedagogy. This requires the development of a Welton Academy Inclusion and Diversity Policy, which has not been created at our school. Culturally responsive pedagogy includes the institutional dimension, which involves reflecting on school board policies and practices (Richards, Brown, & Forde,
2006, p. 4). I recommend that the school address diversity issues by developing an Inclusion and Diversity Policy. In relation to the concept of organizational culture, Schein (2004) highlights that “‘basic underlying assumptions’” of a culture have become so ingrained and so much a part of a group’s thinking and perspective on the world that they are not questioned (p. 17). This also connects with what Connolly, James and Beales (2011) refer to as the “interpretivist perspective on organizational change” (p. 425). According to Connolly et al. (2011), “from an interpretivist perspective, organizational culture is a subjective experience and a construct of the individual’s inner world” (p. 425). The International Baccalaureate states that IB schools are encouraged to be “internationally minded” (International Baccalaureate, 2015, p. 1). However, it is not clear how intercultural understanding is fully articulated in our school beyond internal documents that are not yet shared with teachers. We must do more in our classrooms and as a community and build on the International Mindedness Strategy. It is recommended that Welton Academy acknowledges inclusion by implementing an Inclusion and Diversity Policy which addresses intercultural understanding.

Moving forward, the Acceleration stage will engage and support others in implementing the changes involving the institutional dimension of culturally responsive pedagogy. This dimension also highlights the need to critically examine the “formal processes of schooling, which may reproduce particular patterns of marginalization” (Richards, Brown, & Forde, 2006, p. 4). This dimension could include presenting research and data to the leadership team on the importance of hiring a culturally diverse staff. Currently, the majority of the faculty team is White. This change could result in the re-evaluation of hiring practices to ensure that there are faculty from diverse backgrounds who can act as role models to all students in the school and to encourage new perspectives. At this stage, change leaders should explain to all faculty the
importance of a diverse and inclusive teaching staff, who are able to share their viewpoints on culture and diversity in the classroom. This can include culturally mediated instruction, which involves "ongoing multicultural activities within the classroom setting engender a natural awareness of cultural history, values and contributions" (Brown University, 2018, Culturally Mediated Instruction section, para. 1). Teachers who are a part of the professional learning community can engage in action-research and begin to implement culturally responsive practices as part of the instructional dimension of culturally responsive pedagogy (Richards, Brown, & Forde, 2006).

As stated in the Institutionalization stage of the Change Path Model, it is necessary to “track the change periodically and through multiple balanced measures to help assess what is needed, gauge progress toward the goal, and to make modifications as needed” (Cawsey et al, 2016, p. 98). It is up to the educational change leaders to ensure that professional learning communities meet on a regular basis, and that ideas developed in PLC meetings are implemented through action-based research. This process will ensure that ideas are continually brought forward, and that the focus of the Inclusion and Diversity Policy and new hiring processes become reality.

Culture is central to learning, and shapes the community, its vision, and what the school believes in. Cawsey, Deszca and Ingols’s (2016) Change Path Model and Lafley and Martin’s (2013) Playing to Win strategy have encouraged me to consider how to create awareness around intercultural understanding and address culturally responsive pedagogy in an independent school environment. Culturally responsive pedagogy must be part of the vision of a school whose student population is becoming more racially diverse. Equally, a diverse teaching staff adds to the richness of the discourse surrounding diversity within the community. It also creates an
inclusive environment for both teachers and students. Moreover, an Inclusion and Diversity Policy must be in place as part of the change process through formal systems and structures. In practice, educators must continue to engage in dialogue on culturally responsive teaching not only in professional learning communities, but also where it really matters: within the classroom.

Chapter 1 Conclusion

Chapter 1 highlights the importance of creating awareness around intercultural understanding within the high school context. As a high school teacher and engagement facilitator, I am interested in using transformational leadership as a primary approach to develop, assess, and evaluate one aspect of international mindedness—intercultural understanding. Within our diverse culture, administrators, teachers, students, and parents not only have a common definition of intercultural understanding, but also incorporate culturally responsive pedagogy.

In Chapter 2, I will focus on the transformational, and instructional leadership approaches in more depth, and align these approaches with the three dimensions which comprise culturally responsive pedagogy: institutional, personal, and instructional. Welton Academy’s International Mindedness Strategy and Lafley and Martin’s (2013) Playing to Win strategy will also be examined along with Nadler and Tushman’s (1989) Congruence Model as a framework to assist in diagnosing what to change within the organization. As well, Cawsey et al.’s (2016) Change Path Model will be applied to my analysis on how to change the culture of the school and why culturally responsive pedagogy is recommended. The purpose of the OIP is for change to result in a more inclusive environment for all stakeholders, with a lens on intercultural understanding and culturally responsive pedagogy.
Chapter 2: Planning and Development

Chapter 1 introduced the history and context of Welton Academy and the vision to incorporate intercultural understanding through culturally responsive pedagogy. As a high school teacher and engagement facilitator in an increasingly diverse high school community, my problem of practice is to develop, assess, and evaluate an approach to international mindedness which focuses specifically on intercultural understanding.

In this chapter, I will first focus on the transformational leadership approach and how this aligns with Bass and Reggio’s (2006) transformational leadership 4I Model to propel change forward. Under the umbrella of transformational leadership, I will then explore instructional leadership in connection to the Ontario Leadership Framework. Next, I will apply Cawsey, Deszca, and Ingols’s (2016) Change Path Model to my analysis on how to change the culture of the school and why culturally responsive pedagogy is recommended. Finally, I will explore what to change within the school using Welton Academy’s International Mindedness Strategy and Lafley and Martin’s (2013) Playing to Win Strategy aligned with Nadler and Tushman’s (1989) Congruence Model. This chapter will conclude with four possible solutions and an overall solution to the problem of practice and will describe a Plan, Do, Study, Act (PDSA) model cycle for change.

Leadership Approaches to Change

Applying transformational leadership principles will propel change forward in relation to my problem of practice on how to develop intercultural understanding at Welton Academy. Burns (1978) originally defined the term transformational leadership. According to Burns (1978), transformational leadership is a process in which "leaders and followers help each other
to advance to a higher level of morale and motivation" (p. 20). Bass (1985) furthered Burns’ (1978) leadership theory to help explain how transformational leadership could be measured, as well as how it impacts follower motivation and performance. The full range of the leadership theory introduces four elements of transformational leadership: idealized influence, intellectual stimulation, individualized consideration, and inspirational motivation. Leithwood, Seashore Louis, Anderson, and Wahlstrom (2004) assert that “transformational leadership . . . draws attention to a broader array of school and classroom conditions that may need to be changed if learning is to improve” (p. 6). Transformational leadership is appropriate underpinning for my OIP, as this approach to leadership has already been adopted by Welton Academy and is effective as a tool to support leaders in “breaking established norms and establish new norms that transform school culture” (Simsek, 2013, p. 6).

One key priority of the Welton Academy school strategy is to develop transformational leaders. Interestingly, the transformational approach to leadership aligns with my own leadership approach for the purpose of this OIP. The Welton Academy leadership competencies for school leadership were developed to encourage those in leadership roles within the school to use the framework with their supervisor as a self-evaluation tool to support the goal-setting process. This also aligns with Bass and Reggio’s (2006) transformational leadership 4I Model, which include: Inspirational Motivation; Idealized Influence; Intellectual Stimulation; and Individualized Consideration. I have also examined the different versions of the transformational leadership model, including Leithwood’s (1994) eight dimensions of transformational leadership. Leithwood (1994) conceptualized transformational leadership along with eight dimensions: (a) building school vision (developing a widely shared vision); (b) establishing school goals; (c) providing intellectual stimulation; (d) offering individualized support; (e) modeling best
practices and important organizational values; (f) demonstrating high performance expectations; (g) creating a productive school culture; (h) developing structures to foster participation in school decisions (p. 506). Leithwood’s (1994) research suggests that there is some empirical support for the normative transformational leadership model (Bush, 2010, p. 77). He reports on seven quantitative studies and concludes that:

Transformational leadership practices, considered as a compositive construct, have significant direct and indirect effects on progress with school-restructuring initiatives and teacher-perceived student outcomes. (p. 506)

However, Bass and Reggio’s (2006) 4I Model for transformational leadership has been chosen for this OIP as it aligns closely with the Welton Academy leadership competencies. Figure 4 shows the relationship between Bass and Reggio’s (2006) 4I transformational leadership model and Welton Academy’s transformational leadership competencies.
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Figure 4. Relationship between Bass and Reggio’s (2006) 4I Transformational Leadership Model (represented by outer boxes with white background) and Welton Academy’s transformational leadership competencies

The following section describes each of the Welton Academy transformational leadership competencies and aligns these competencies with the 4I Model on transformational leadership on how to achieve a new vision to reach a preferred organizational state which develops intercultural understanding.

**Competency #1: Motivates and Empowers Others**

This capacity includes the ability to provide opportunities for others to take initiative and facilitate their success. It also involves helping others to align their goals with the school’s strategy and mission and to encourage creativity and innovative ideas. The Welton Academy proposed capacity aligns with one component of the 4I Model: Inspirational Motivation. Transformational leaders with inspirational motivation “challenge followers with high standards, communicate optimism about future goals, and provide meaning for the task at hand. Followers need to have a strong sense of purpose if they are to be motivated to act” (Bass & Riggio, 2006, p. 2). As a change leader, I hope to inspire others in the Awakening stage of the Change Path Model to encourage my colleagues to take a “what’s possible” approach to engaging in strategic thinking around intercultural understanding. For example, I hope to encourage colleagues to participate in professional learning communities with a focus on culturally responsive teaching strategies and teaching all students about what it means to be culturally responsive.

**Competency #2: Encourages a Growth Mindset and Risk Taking in Self and Others**

This capacity involves envisioning a future by imagining possibilities and supporting others in taking risks and modelling a “what can we learn” approach. This capacity aligns with
Individualized Consideration, which states that transformational leaders give individualized attention to each follower’s professional development by acting as a coach or mentor. It is important while engaging in professional learning communities to encourage colleagues to reflect and to grow as educators as we support our students in understanding international mindedness and more specifically, intercultural understanding. By reflecting on our strategies, we can learn from our experiences and work towards positive change.

**Competency #3: Listens Actively, Collaborates, and Communicates Effectively**

This capacity involves listening to identify issues throughout the process of creating change and to clarify information and facilitate problem solving. This will be especially important as we work towards culturally responsive pedagogy. The capacity connects with the 4I Model component, Intellectual Stimulation, which is defined as “the degree to which the leader attends to each follower's needs, acts as a mentor or coach to the follower and listens to the follower's concerns and needs. The leader gives empathy and support, keeps communication open and places challenges before the followers” (Bass & Riggio, 2006, p. 2). As a transformational leader, I strive to seek and value the input and feedback of others and engage with stakeholders in a mutual and open way to achieve goals and outcomes towards intercultural understanding. The goal is to communicate important information and decisions throughout the Change Path Model and to keep others informed and to ensure alignment.

**Competency #4: Builds Relationships Based on Trust and Respect**

This capacity is achieved when a leader maintains a positive environment where accomplishments are openly recognized and valued. The leader follows through on commitments in a timely way, is inclusive, valuing differences and strengths in others, and openly communities and shares values, assuming competence and goodwill. In the 4I Model, Idealized
Influences involves providing “a role model for high ethical behavior, instills pride, gains respect and trust” (Bass & Riggio, 2006, p. 2). This leader must be able to take risks and possess a high level of integrity and ethics. This is important when navigating sensitive topics such as intercultural understanding and implementing culturally responsive pedagogy.

**Instructional leadership and the Ontario Leadership Framework**

Instructional leadership will also support educators who are developing intercultural understanding by engaging in culturally responsive pedagogy. According to Leithwood, Seashore-Louis, Anderson, and Wahlstrom (2004), “instructional leadership . . . encourages a focus on improving the classroom practices of teachers as the direction for the school” (p. 6). An instructional leadership approach will support professional development specific to culturally responsive teaching strategies. Teaching culturally responsive strategies should not only happen on global engagement trips abroad, but every day in the classroom, so that all students are equipped with the skills to understand different cultures and perspectives. The aim is to encourage students to become internationally minded and aware of intercultural understanding.

One goal of the OIP is to encourage high school teachers to incorporate culturally responsive teaching strategies in the curriculum. The purpose is to teach all high school students the importance of being culturally responsive and aware of diverse cultural perspectives.

Although leadership frameworks from other provinces have been examined, the Ontario Leadership Framework (OLF) has been chosen for the purposes of this OIP. The OLF was developed in 2006 and is a useful roadmap for Welton Academy to increase instructional leadership potential, so that the leadership team and teachers can meet the goals of this OIP and address the problem of practice by implementing culturally responsive teaching strategies in the classroom (The Institute for Educational Leadership, 2013). Although the OLF does not focus on
a specific theory or model, the framework “does reflect most of the practices found in current models of both “instructional” and “transformational” leadership” (Leithwood, 2012, p. 12). The leadership framework provides leaders with insights about what they will need to learn to be successful, or, for those already in leadership positions, it serves as a valuable tool for self-reflection and self-assessment (The Institute for Educational Leadership, 2013). For example, the OLF is based on current and extensive research and “includes the leadership practices found to be effective for most schools and systems in most contexts and a small but critical number of personal resources which leaders draw on in order to enact effective leadership practices” (p. 6). The OLF will provide the tools and practices to support the principal and teachers, as key stakeholders who can inspire change and develop intercultural understanding at Welton Academy.

For the purposes of the OIP, the School-level Leadership Framework (revised 2013) will be explored further as this framework is most relevant for the scope of the change plan. This framework is appropriate to implement as it highlights two specific practices related to this OIP: “building trusting relationships within and among staff, students and parents; maintaining a safe and healthy environment” (Leithwood, 2012, p. 12). The framework emphasizes relationship building as a school-level practice, which is crucial to culturally responsive teaching: “encourage staff to reach out to students with diverse viewpoints and experiences to enrich the classroom experience and help all students feel included” (The Institute for Educational Leadership, 2013, p. 13). The key to intercultural understanding is to ensure that all students’ voices are being heard. School principals have an important role of not only understanding the cultural and organizational context of the school, but also to collaborate with teachers to ensure instructional improvement based on culturally responsive teaching strategies. As Day, Sammons, Hopkins,
Harris, Leithwood, Gu and Brown (2010) state, “more evidence has been uncovered to support our original finding that school leadership is second only to classroom teaching as an influence on pupil learning” (p. 3). The practice of effective school leadership requires the principal to develop collective capacity and relational trust among the school’s community of learners. When trust is established, principals can work to encourage risk-taking and an openness to new and creative ideas. According to the OLF, school leaders are encouraged to “foster open and fluent communication toward building and sustaining professional learning communities (The Institute for Educational Leadership, 2013, p. 13). Professional learning communities will be useful to “provide regular opportunities and structures that support teachers in working together on instructional improvement, and establish a system for monitoring their collaborative work” (p. 13). Ultimately, it is up to the principals to ensure that PLCs are implemented and sustained, and that instructional improvement based on culturally responsive teaching strategies occurs. If school principals shift towards an understanding of cultural and organizational factors within the school environment, and support teachers such as me to collaborate and explore best practices in culturally responsive teaching, they are on their way to success within their wider school community. As a high school leader and engagement facilitator, my role is to support the principal towards the goals of implementing culturally responsive pedagogy by engaging in a transformational leadership approach and working in partnership to create change. This is what effective transformational leadership truly means.

**Framework for Leading the Change Process**

Cawsey, Deszca, and Ingols’s (2016) Change Path Model will be applied to my analysis of how to change the culture of the school and why culturally responsive pedagogy is
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recommended. Cawsey et al.’s (2016) Change Path Model was chosen because the model “combines process and prescription” (p. 53). Cawsey et al.’s (2016) Change Path Model aligns with Nadler and Tushman’s (1989) Congruence Model, as “the latter helps in the analysis of what is going on in an organization and what components of an organization need to be changed” (p. 66). The Congruence Model asks us to examine the formal organization, including an analysis of strategic choices. Thus, the Congruence Model helps to examine Lafley and Martin’s (2013) Playing to Win Strategy. This strategy was chosen by Welton Academy during the 2017-2018 school year to develop a plan to address international mindedness. Together, Cawsey et al.’s (2016) Change Path Model, Nadler and Tushman’s (1989) Congruence Model and Lafley and Martin’s (2013) Playing to Win Strategy to prove a highly effective framework for implementing change and addressing culturally responsive pedagogy.

This section aligns the stages of Cawsey et al.’s (2016) Change Path Model with my guiding questions for the OIP and is organized based on each dimension of culturally responsive pedagogy noted above. As defined by Richards, Brown, & Forde (2006), the institutional dimension refers to the administration and leadership of school systems, including the values developed and reflected in school board policies and practices. It highlights the need to critically examine the formal processes of schooling which may reproduce particular patterns of marginalization and exclude racialized groups. Educators are encouraged to consider which patterns need to be intentionally interrupted and changed. Gonzalez and Frumkin (2016) provide examples of guiding questions the leadership team can examine, which include:

1. Are we adequately prepared to manage behaviours that may be culturally different from our own?
2. How can we test to make sure that the entire school community is communicating high expectations?

3. How do we refine relevant and authentic learning opportunities in our institutional context?

4. What does a classroom look like, sound like, and feel like when it is inclusive, such that instruction is responsive to the full range of student diversity? (p. 24).

The personal dimension encompasses the mindset of culturally responsive educators and the practices they engage in, in order to support the development of all students. Not only are culturally responsive educators self-aware but they also have a deep knowledge of their students and how they learn best. The instructional dimension includes knowing learners well and considering the classroom practices which lead to a culturally responsive classroom. All three dimensions are foundational to the establishment of an inclusive school culture (Richards, Brown, & Forde, 2006). Figure 5 aligns Cawsey et al.’s (2016) Change Path Model with the dimensions of culturally responsive pedagogy.
In the following section, Cawsey et al.’s (2016) Change Path Model is described along with the dimensions of culturally responsive pedagogy to provide a framework for leading the change process and to address the three guiding questions for this OIP.

**The Awakening Stage**

Cawsey et al.’s (2016) Change Path Model begins with the Awakening stage, which can be used to create awareness of the importance of culturally responsive pedagogy. This stage aligns with the guiding question: “How are we defining the concept of intercultural understanding?”

understanding at Welton Academy in comparison to the IB programme?” The following section discusses this question using the dimensions of culturally responsive pedagogy.

**Institutional dimension.** This dimension highlights the need to critically examine the formal processes of schooling, such as school policy and procedures, which may reproduce particular patterns of marginalization. Educators should consider which patterns need to be intentionally interrupted and changed. This is critical now, as outside forces, such as a changing urban environment, have changed the demographics of the school from relatively White to a more diverse student population. To fully incorporate intercultural understanding, it is recommended that change leaders first develop a definition with high school teachers, and also ensure that parents, and students are given the appropriate forums to share their own understandings of the concept. The aim is to awaken change and begin the process of recognizing intercultural understanding.

**Personal dimension.** At the Awakening stage, stakeholders such as the high school faculty and the leadership team are encouraged to reflect on the concept of intercultural understanding and the international mindedness winning aspiration. I recommend that faculty also build socio-cultural consciousness. This involves self-reflection and examining and identifying one’s own biases. Kozleski (2010) affirms that for “White female teachers, membership in the White middle-class group affords certain privileges in society” (p. 5). This is important to consider not only for myself as a White female, but for all White teachers who are afforded certain privileges. This is because society is influenced by the norms established by the dominant group (Gay, 2002; Dei et al., 2000). Therefore, culturally responsive educators “understand their position in our present social, historical and political context; through questioning their own attitudes, behaviours and beliefs, they come to terms with forms of
discrimination which can affect the experiences of students and families in multiple ways” (Ontario Ministry of Education, 2013, p. 4). This critical process includes understanding the issues related to the distribution of power and privilege and the relationship of power dynamics to one’s own social experience. Self-reflection also allows us to recognize how our own social identity is constructed and to think about how social identities are positioned and shaped by society.

**Instructional dimension.** Professional Learning Communities have the capacity to engage educators in meaningful discussions and reflections on culturally responsive teaching, but only if they are implemented properly. Although the term has grown to encompass a wide variety of concepts and practices, a professional learning community is always a group of people who are motivated by a vision of learning and who support one another toward that end. A PLC:

- represents a collective effort to enhance student learning;
- promotes and sustains the learning of all professionals in the school;
- builds knowledge through inquiry; and
- analyses and uses data for reflection and improvement (Bolam et al., 2005)

Welton Academy is familiar with the PLC process, so this will not require a change in school culture. According to Schmoker (2004), “the right kind of continuous, structured teacher collaboration improves the quality of teaching and pays big, often immediate, dividends in student learning and professional morale in virtually any setting” (p. 48). PLCs on culturally responsive teaching will encourage our school to consider our current student population, and how we can include all students in our re-defined school culture. Engaging in PLC meetings will encourage faculty to build capacity for continuous improvement through ongoing discussion on
culturally responsive teaching and learning. This way, change can move from the Awakening stage of the Change Path Model, towards Mobilization.

**The Mobilization Stage**

Next, the Mobilization stage requires change-leaders (i.e., those who incite change) and change-facilitators (i.e., those who support the implementation of change) to articulate change through formal systems and structures and move towards culturally responsive pedagogy. This aligns with the guiding question: “How are we articulating the concept of intercultural understanding as a community?” This question moves beyond a shared definition of intercultural understanding toward how the term is articulated in meetings, professional development workshops, and in policy documents. Change leaders should work to foster strong relationships with members of their organization and ensure that everyone feels respected and valued, and that their voices are validated. Change facilitators should also be involved to “assist initiators, implementers, and recipients with the change-management process” (Cawsey et al., 2016, p. 26).

The question is addressed using the dimensions of culturally responsive pedagogy.

**Institutional dimension.** This requires the development of an Inclusion and Diversity Policy, which has yet to be developed at Welton Academy. By analyzing Cawsey et al.’s (2016) Change Path Model, I have realized the importance of developing and implementing an Inclusion and Diversity Policy. There should be awareness of diversity issues by developing an Inclusion and Diversity Policy. This should also include a focus on re-evaluating the hiring practice to ensure that there are faculty from racialized groups, who can act as role models to all students in the school and to encourage new perspectives.

**Personal dimension.** As well, the International Baccalaureate states that IB schools are encouraged to be internationally minded. However, it is not clear how this is articulated in our
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school. The International Baccalaureate DP Evaluation Report (May 2017) recommended that we could do more to encourage international mindedness in our classrooms and with our affiliated international schools abroad. The findings from the team state: “Conversations with the pedagogical leadership team show they understand what actions need to be taken to promote international-mindedness and the development of the IB learner profile in the context of the DP” (Evaluation Report). This OIP can help to mobilize stakeholders to develop a plan of action to develop intercultural understanding. This could include connecting with our schools abroad through Skype and other social media forums and encouraging our students to converse with international students in different countries.

**Instructional dimension.** This stage could also include professional development workshops to share research surrounding intercultural understanding, and how intercultural understanding is incorporated into the written curriculum. For example, some teachers have already begun to implement culturally responsive strategy workshops during meetings with high school faculty. As a change leader, I will also lead a workshop in June 2019 on how to implement culturally responsive teaching strategies in the classroom.

**The Acceleration Stage**

Moving forward, change leaders working with other through the Acceleration stage will engage and support others in implementing the changes towards culturally responsive pedagogy. This aligns with the guiding question: “How can we share culturally responsive teaching strategies as a community?” This question is explored using the following dimensions of culturally responsive pedagogy.

**Institutional dimension.** This can involve presenting research and data on the importance of hiring a culturally diverse staff to the leadership team and Human Resources. This
could also involve explaining the importance of a diverse and inclusive teaching staff, who are able to share their viewpoints on culture and diversity in the classroom.

**Personal dimension.** According to Richards et al. (2006), the personal dimension “encompasses the mindset of culturally responsive educators and the practices they engage in, in order to support the development of all students” (p. 2). Teachers are encouraged to draw on students’ experiences and focus on opportunities “to represent their knowledge in the curriculum, so it is meaningful and students see themselves reflected in the learning that takes place in the classroom” (Villegas & Lucas, 2002, p. 2). As Villegas and Lucas (2002) observe, culturally responsive educators get to know their students to further engage them in the learning process. Developing a rapport with students will help them to feel comfortable sharing and discussing culture in the classroom.

**Instructional dimension.** Teachers who are a part of the professional learning community can also engage in action-research and begin to implement culturally responsive practices in the classroom. This can include culturally mediated instruction, which involves "ongoing multicultural activities within the classroom setting [that] engender a natural awareness of cultural history, values and contributions" (Brown University, 2018, Culturally Mediated Instruction section, para. 1). PLCs on culturally responsive teaching strategies can help teachers build a toolkit of strategies to support all students in the classroom on the importance of intercultural understanding.

**The Institutionalization Stage**

Finally, in the Institutionalization stage of the Change Path Model, it is necessary to “track the change periodically and through multiple balanced measures to help assess what is needed, gauge progress toward the goal, and to make modifications as needed” (Cawsey et al.,
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2016, p. 98). The following dimensions of culturally responsive pedagogy discuss how to institutionalize the changes.

**Institutional dimension.** This process will ensure that ideas are continually brought forward, and that the focus of the Inclusion and Diversity Policy becomes reality. At this stage, the Inclusion and Diversity Policy would be accessible at the internal level on Welton Academy’s online resources platform. It is recommended that the policy also be examined and updated every five years.

**Personal dimension.** It is important for teachers and students to continually reflect on what it means to be “internationally minded.” On-going PLC meetings can support conversations on international mindedness and what it means to teachers and students. Students are encouraged to reflect on international mindedness beyond the IB Learner Profile, such as the “open-minded” profile, and consider how intercultural understanding can help them reflect on themselves and the world around them.

**Instructional dimension.** It is the responsibility of educational change leaders to ensure that professional learning communities take place on a regular basis, and that ideas brought up in PLC meetings are implemented through action-based research. At this stage, PLCs will be well implemented, and culturally responsive teaching strategies will be shared and implemented in high school classrooms.

Overall, this section described the incremental steps of Cawsey et al.’s (2016) Change Path Model along with the dimensions of culturally responsive pedagogy, providing a framework for leading the change process and addressing the three guiding questions of this OIP.
Critical Organizational Analysis

Aligning Welton Academy’s International Mindedness Strategy with Nadler and Tushman’s (1989) Congruence Model as a framework will assist in diagnosing and analyzing organizational changes. According to Cawsey et al. (2016), “in any organization, both process (i.e. how to) and content (i.e. what) are important” (p. 66) Thus, the Nadler and Tushman model can be embedded in the four-stage Change Path Model. The open systems Congruence Model “is based on the principle that an organization’s performance is derived from four fundamental elements: tasks (i.e., the work of the organization), people, formal organization (i.e., structure and systems), and informal organization (i.e., part of which is the ‘culture’)” (Cawsey et al., 2016, p. 68). The Congruence Model will support my three guiding questions, as I continue to analyze my organization's environment and see implications for action in the organization. By applying the model, inputs will be transformed to outputs, and the feedback links will also expose the highly interdependent components which make up the transformation process.

The input factors include an analysis of the environment, resources, and history/culture. The input aspect of Nadler and Tushman’s (1989) Congruence Model will also be analyzed using a PESTE analysis as described by Cawsey et al. (2016, p. 6). PESTE is an acronym to describe the political, economic, social, technological and environmental factors used to assess the context of an organization as that organization prepares for a change initiative. A PESTE analysis will support a gap analysis and describe needed changes at the external level, which drive and push the need for change. The Congruence Model does not address external factors, which is seen as a limitation to the model. Although the Congruence Model focuses on work, culture, structure and people working together “congruently,” other outside factors and external systems are important to consider. Lafley and Martin’s (2013) Playing to Win strategy question,
“What management systems are required?” will help to support the analysis of resources. The IM Strategy indicates that dedicated resources (human, financial, etc.) are needed to lead international mindedness. As a change leader, I recognize Welton Academy’s traditions and recognize the impacts and constraints of changing the current external environment. I seek to analyze resources which will help to implement culturally responsive pedagogy and a learning environment focused on intercultural understanding.

Moreover, the transformation process will align with the following questions in the strategy to support my analysis: (a) Where will we play? (b) How will we win in chosen markets? (c) What capabilities must be in place to win? Finally, the outputs align with the IM winning aspiration as stated in the strategy model: “To be the community who values multiple perspectives, critically challenges assumptions, and takes empathetic, informed and responsible action.” However, my OIP will focus more closely on the analysis of one aspect of IM, intercultural understanding, by seeking to define intercultural understanding as a community and encouraging teachers to explore and apply culturally responsive teaching strategies. In the following subsections, I will apply the Congruence Model as developed by Nadler and Tushman (1989) to Welton Academy.

**Input**

Three main categories of input at Welton Academy influence the school in different ways: the environment, resources, and history.

**The environment.** Welton Academy is set in an urban environment and caters to parents and students of a high socioeconomic background. As an independent school, parents do have a stake within the school and are able to influence the culture and environment. Moreover, Welton Academy is affiliated with international schools abroad. There is a demand to align some events
and customs, so that students in both schools have similar IB experiences. This includes exchange programs with our schools abroad. The goal is to include an international mindedness approach in schools, and to ensure global engagement, multilingualism and intercultural understanding are visible in all schools.

**Resources.** As Welton Academy is a financially viable school, there are resources available to implement new innovations, approaches, and policies. Human resources are available, and the school has the budget to increase faculty members, introduce new technologies, and provide information to enhance the quality of the school. The school also has the financial means to host guest speakers on topics related to international mindedness. The less tangible resources include a highly regarded reputation in the Canadian independent school market.

**History and culture.** The nondenominational school was founded at the turn of the twentieth century and prides itself on its history and traditions. Students are mostly racially White, although this is changing, as the demographics of the boarding program is also changing to become more diverse. Many events and activities have been part of the school’s traditions for decades. Proper uniforms are also an expectation for all students. As the culture of the school is deeply ingrained, it is therefore necessary to engage in organizational improvement plans to change the status quo. The principal has been in the position for over a decade and is open to innovative changes. The principal is currently leading a change towards new values for the school, including the value of inclusiveness.

**PESTE Analysis**

The input aspects of Nadler and Tushman’s (1989) Congruence Model will also be analyzed using a PESTE analysis as described by Cawsey et al. (2016, p. 6). A PESTE analysis
will help inform a gap analysis and describe needed changes to Welton Academy, as one limitation of the Congruence Model is that it focuses mostly on the internal environment, yet it is often important to consider what is happening outside of Welton Academy. The following section addresses the PESTE factors.

**Political.** One recommendation is to develop an inclusion policy which aligns with a values-driven school community. Welton Academy is currently looking at defining the school’s values. One of the chosen values which pertains to this OIP is inclusiveness. This OIP can connect to the value of inclusiveness and the implementation of an Inclusion and Diversity Policy. An Inclusion and Diversity Policy could ensure that students and staff of diverse cultures feel a sense of belonging and safety within the community.

**Economic.** The school is in excellent shape financially. Most parents are from high socioeconomic status and are able to pay the tuition and fees for the independent school experience. There is also a substantial endowment program. Endowment income is used to support endeavors such as student financial assistance, capital improvements, and the upkeep of facilities.

**Social.** Welton Academy prides itself on being a community where students feel safe and cared for. The trust relationships between students and teachers go beyond the classroom. Every fall, high school students engage in experiential education activities where they have a chance to learn more about themselves and their strengths, and also connect with peers and teachers beyond the classroom. However, there are still social exclusions, especially with the boarding students who can feel isolated at school due to language and cultural differences.

**Technological.** Welton Academy is a laptop school and is well-equipped with technology to prepare high school students for the 21st century. Students have access to computers and use
iPads and cell phones for academic purposes. Welton Academy could also use technology to connect with our affiliated schools overseas. This could not only support global engagement but could also create awareness of intercultural understanding. However the time-zone difference does make this suggestion challenging.

**Environmental.** The school has recently been focusing on social and emotional learning (SEL) skills. The community is hoping to encourage students to support their peers and take time for self-care. This could also connect to intercultural understanding as teachers could encourage students to reflect on their own culture, develop understanding of the diversity of the city they live in, and understand the changing diversity of Welton Academy. According to the Ontario Ministry of Education (2013), “in order to ensure that all students feel safe, welcomed, and accepted, and inspired to succeed in a culture of high expectations for learning, schools and classrooms must be responsive to culture” (p. 1). Culture is complex and reflected in students’ multiple social identities. Therefore, Welton Academy is encouraged to continue to focus on how to become more responsive to culture, and teachers are encouraged to learn the tools and strategies to create a culturally responsive classroom environment.

**Strategy**

Welton Academy has developed an International Mindedness Strategy for the 2018-2019 school year (Appendix B). The strategy includes Lafley and Martin’s (2013) Playing to Win strategy (Appendix C), which addresses the following questions:

1. What is our winning aspiration?
2. Where will we play?
3. How will we win in chosen markets?
4. What capabilities must be in place to win?
5. What management systems are required?

The goal is to incorporate an approach to intercultural mindedness by using Cawsey et al.’s (2013) Change Path Model aligned with Lafley and Martin’s (2013) Playing to Win strategy. The Playing to Win strategy was already adopted by the school and used to implement new ideas, including a technology and innovation strategy. It was also used to create Welton Academy’s International Mindedness Strategy in the 2017-2018 school year. According to Lafley and Martin (2013), a former CEO and business school dean, respectively, “our intent is to provide you with a do-it-yourself guide to strategy. We offer you the concepts, process, and practical tools you need to create and develop a winning strategy for your business, function, or organization” (p. 6). Although the strategy is simple and straightforward, I am aware that tensions arise from using a business strategy to examine the sensitive concepts of international mindedness and intercultural understanding. However, the strategy had already been approved for the International Mindedness Strategy prior to the start of my OIP, which meant that my work involved navigating the tensions and building on the strategy to create a meaningful framework that begins to navigate change by developing solutions towards culturally responsive pedagogy.

My aim is to be a key leader in the change process by building on the strategy already in place at the school and aligning the strategy with organization change models. The goal is to build capacity to ensure that not only are IM practices in place, but also that intercultural understanding is defined and articulated. In turn, I will work with the leadership team and faculty members to ensure that culturally responsive pedagogy is implemented at the school. The aim of this OIP is to position Welton Academy as an internationally minded school and to make the winning aspiration a reality.
Output

The goal of this OIP is to develop, assess, and evaluate an approach to international mindedness which focuses specifically on intercultural understanding. The output streams in the Congruence Model include Organizational Performance, Group/Unit Performance, and Individual Performance. Organizational performance output aligns with the institutional dimension of culturally responsive pedagogy. The focus is to develop an Inclusion and Diversity Policy. The Group/Unit Performance output aligns with the instructional category of culturally responsive pedagogy. This output recommends implementing professional learning communities to develop approaches to culturally responsive pedagogy in the classroom. Finally, the Individual Performance output aligns with the personal category of culturally responsive pedagogy. Individual faculty members are encouraged to connect with students and develop trust relationships with each child.

Overall, the PESTE analysis is useful in supporting a gap analysis that moves beyond the internal environment and looks outward at the political, economic, social technological, and environmental factors that exist. The PESTE analysis supports the Nadler and Tushman’s (1989) Congruence Model and considers further factors which will affect the outputs related to this OIP.

Possible Solutions to Address the OIP

Considering the outputs related to Nadler and Tushman’s (1989) Congruence Model, the following section recommends five possible solutions to address the three dimensions of culturally responsive pedagogy which includes the institutional, personal, and instructional dimensions. I recommend that these solutions be implemented in all three interrelated
dimensions to have the greatest impact on the school and which fully address the many facets of intercultural understanding.

**Institutional Dimension**

**Solution 1: Define intercultural understanding with high school faculty.** The next step in the process is to introduce the problem of practice and the need to define intercultural understanding with the high school faculty. I recommend that a clear definition of intercultural understanding is developed with all high school faculty in the Awakening stage, as this will create awareness of the problem. The leadership team is encouraged to share the winning aspiration and the International Mindedness Strategy with the high school faculty, so that faculty members can also reflect on how they can incorporate intercultural understanding into Welton Academy. Lafley and Martin (2013) assert that a winning aspiration defines the purpose of the organization, “its guiding mission and aspiration, in strategic terms” (p. 3). This process first involves defining the term “intercultural understanding” as a faculty and considering how this aligns with the International Mindedness winning aspiration: “To be the community who values multiple perspectives, critically challenges assumptions, and takes empathetic, informed, and responsible action.” Using a transformational leadership approach, where teams work together to solve problems, it is recommended that this exercise is led by members of interested faculty, including myself, during a faculty meeting before further solutions on culturally responsive pedagogy can be implemented.

**Solution 2: Develop a Welton Academy Inclusion and Diversity Policy.** It is important to articulate intercultural understanding through the institutional dimension of Culturally Responsive Pedagogy by creating new policy. The institutional dimension of culturally responsive pedagogy highlights the need to critically examine the formal processes of schooling
and includes the need to reflect on school board policies (Ontario Ministry of Education, 2013). Welton Academy currently does not have an Inclusion and Diversity Policy. However, on April 22, 2013 in Ontario, Policy/Program Memorandum (PPM) No. 119 was released, and each public board in Ontario now has in place an equity and inclusive education policy in accordance with the PPM No. 119 and *Realizing the Promise of Diversity: Ontario’s Equity and Inclusive Education Strategy* (Ontario Ministry of Education, 2014, p. 8). The “Equity and Inclusive Education” guidelines for policy development and implementation can also support Welton Academy to develop, implement, and monitor equity and inclusive education policies that support student achievement and well-being (p. 8). According to the Ontario Ministry of Education (2014), in order to achieve equity and inclusive education in Ontario schools, we must continue to pursue the goal of implementing equity and inclusive education policies and practices. An Inclusion and Diversity Policy will support:

> positive learning environments so that all students feel engaged in and empowered by what they are learning, supported by the teachers and staff from whom they are learning, and welcome in the environment in which they are learning. Students, teachers, and staff learn and work in an environment that is caring, safe, inclusive, and accepting of all. (p. 7)

To develop this policy, a task force led by the principal should first be established to draft the policy. This task force can be made up of the members of the leadership team, high school teachers, and students. It is within my agency and scope to participate in this task force. The leadership team, including the principal, will then be asked to approve the Inclusion and Diversity Policy. Once approved, a presentation of the new policy could also be delivered to new
faculty during the orientation at the beginning of the school year, as well as high school teachers during a faculty meeting.

**Solution 3: Increase diverse hiring practices.** Currently, the majority of the high school faculty at Welton Academy is White. It is recommended that the Human Resources team re-evaluate the hiring practices at Welton Academy in consultation with the leadership team. My role as teacher is to recommend that Human Resources and the leadership team work to increase racially and ethnically diverse hiring practices. According to Irvine (1989), “ironically, as the number of minority students increases, the number of minority teachers decreases (p. 51). By the year 2020, 39% of the school-age population will be minority (Hodgkinson, 1989); yet data predict that the minority teaching force will be 5%, significantly lower than the 12% of 1980 (p.51). As it is now 2019, this prediction has become reality, and is evident in the demographics of the high school faculty, who are predominantly White. As the makeup of the student population becomes more diverse, it is important for ethnically diverse students to have role models. According to Loehr (1998) without sufficient exposure to minority teachers throughout their education, both minority and majority students come to characterize the teaching profession-and the academic enterprise in general-as best suited for Whites (p. 32). In their Framework for a Culturally Responsive and Relevant Pedagogy, Kugler and West-Burns (2010) “encourage schools to examine their thoughts, beliefs, attitudes, and actions related to student voice and space, and to reflect on whether students see themselves represented in their teachers” (p. 217). It is therefore recommended that students have a faculty from diverse backgrounds, who can act as role models to all students in the school and to encourage new perspectives.
Personal Dimension

Solution 4: Develop personal connections with students in the classroom. Not only are culturally responsive educators self-aware, they also have a deep knowledge of their students and how they learn best. As Toulouse (2013) states, “get to know your students. How do they self-identify and what community do they originate from? What types of print, video, audio, and other experiences motivate them?” (p. 45). Effective instruction also ensures academic rigour, which is essential in a culturally responsive framework (Gay, 2002; Ladson-Billings, 2000). Using inquiry-based approaches to student learning will develop engaged and self-directed learners. Supporting students in making decisions about their learning that integrate who they are and what they already know with their home and community experiences is also important in a culturally responsive framework (Kugler & West-Burns, 2010, p. 218). As well, Kugler & Burns (2010) also state that in an effort to get to know students, it is also important for teachers to recognize that parents, caregivers, and families know their children best (p. 219). Culturally responsive educators are encouraged to build strong relationships with their students’ families, as well.

Instructional Dimension

Solution 5: Implement and sustain Professional Learning Communities. Another suggested solution is to implement Professional Learning Communities (PLCs), which could address the instructional dimension of culturally responsive pedagogy. Professional learning communities are defined as “collaborative teams whose members work interdependently to achieve common goals linked to the purpose of student learning” (DuFour et al., 2006, p.3). This relates to Cawsey et al.’s (2016) Change Path Model, as it is necessary to “develop a powerful vision for change” (p. 98) in the Awakening stage of the model. The philosophy is to encourage
faculty to share approaches to culturally responsive teaching strategies in the classroom to
achieve the vision of developing intercultural understanding. Teachers and the leadership team
are encouraged to learn what it means to be culturally responsive by engaging in a professional
learning community (PLC). As a high school teacher and engagement facilitator, I have the
agency to implement a PLC the topic of intercultural understanding at Welton Academy.

PLCs offer a meaningful response to the expectations for increased knowledge on how to
develop intercultural understanding in all students. Blankstein, Cole, Houston, and Hope (2008)
suggest that the power of a PLC resides in its focus on improving the knowledge and skills of all
teachers, so that all students develop intercultural understanding. Blankstein et al. (2008) affirm
that the most successful PLCs align their practice with the descriptions of the three words in the
acronym:

P = Professional. WHO will participate in the PLC?
L = Learning. WHAT will dominate the work of the PLC?
C = Community. HOW is learning structured and organized to support educators in
advancing their knowledge and skills? (pp. 23-24)

As a collective, high school teachers and the leadership team will be encouraged to
engage in discourse within a PLC to develop a vision for a changing school culture, which
focuses on intercultural understanding. The focus is to increase knowledge and understanding of
culturally responsive teaching strategies which will benefit all students. As a community,
educators are encouraged to meet regularly and to share best practices with their colleagues. The
instructional leadership approach is meaningful here, as “instructional leadership involves
developing the instructional capacity of teachers in ways that improve student achievement and
everything from establishing professional learning communities, to goal framing, mentoring, and
evaluation and assessments are thought of as core behaviors” (Marshall & Khalifa, 2018, p. 533). According to Marshall and Khalifa (2018), in culturally responsive leadership discussions, questions can be asked about how to discuss race and advocate for minoritized students. Although this is an important aspect of PLC discussions, I also argue that PLCs should focus on sharing culturally responsive strategies which benefit all students in understanding what it means to be culturally responsive.

**Overarching Solution: Implement Culturally Responsive Pedagogy**

As the institutional, personal, and instructional dimensions of intercultural understanding are interrelated, the overarching solution to develop intercultural understanding in a meaningful way is to implement culturally responsive pedagogy.

![Figure 6. Solutions to address Culturally Responsive Pedagogy at Welton Academy](image-url)
The overarching solution of implementing culturally responsive pedagogy to address intercultural understanding requires the school to consider the solutions to all three dimensions of culturally responsive pedagogy. This chapter will conclude with a plan to implement culturally responsive pedagogy as an overarching solution to addressing intercultural understanding using a Plan, Do, Study, Act (PDSA) model cycle for change.

Plan, Do, Study, Act (PDSA) Model Cycle

In this section, the overarching solution of implementing culturally responsive pedagogy to address intercultural understanding will be framed and implemented using a PDSA cycle. This cycle will be explored in greater detail in Chapter 3. The PDSA Cycle originated during Dr. W. Edwards Deming’s 1950 lecture in Japan (Moen & Norman, 2009, p. 1). The Japanese interpretation of the “Deming wheel” in Dr. Deming’s lectures of 1950 and 1951 evolved into the plan-do-check-action cycle or PDCA cycle (p. 1). In 1994, the PDSA cycle was aided by three questions to support the planning step:

1. What are we trying to accomplish?
2. How will we know that a change is an improvement?
3. What changes can we make that will result in improvement?

In the 1996 and 2009 updated publications, the cycle was enhanced “to include strategies and methods to develop, test, and implement changes that would result in improvement” (p.1). For the purposes of the OIP, the solution will be framed by using the PDSA cycle and examining what changes are to be acted upon in terms of addressing the culturally responsive pedagogy, what the plan will be to carry out the cycle by exampleing the objectives of all three dimensions of culturally responsive pedagogy: institutional, personal, and instructional. The study will
involve an exploration of the culture and a document analysis, which will conclude with a plan to implement culturally responsive pedagogy as an overarching solution to addressing intercultural understanding.

**Ethical Considerations and Challenges**

This section explores the ethical considerations and challenges pertaining to this OIP. The Ontario College of Teachers’ *Foundations of Professional Practice* (2016) states that the ethical standards for the teaching profession are: “care, trust, respect, and integrity” (p. 9). The purpose of this OIP is to increase intercultural understanding at Welton Academy and to implement all three interrelated dimensions of culturally responsive pedagogy which include the institutional, personal, and instructional dimensions. As ethical leaders, stakeholders such as the high school principal and teachers, are responsible for considering the ethics within Welton Academy, and the ethical considerations that pertain to this OIP.

It is first necessary to understand ethical leadership and how it plays a part in the implementation of culturally responsive pedagogy. Starratt (1991, 1996) was one of the first researchers to propose a conceptual framework for ethical leadership. Starratt's (1991, 1996) three ethics are: critique, justice, and caring. According to Starratt (1991, 1996), all three ethics are interrelated. Furman (2004), has also developed a multidimensional framework which includes the three ethics of care, justice, and critique, along with Shapiro & Stefkovich’s (2001) ethic of the profession and the ethic of the community. In the ethics literature focusing on educational leadership, Furman (2004) contends that little attention is paid to “the communal processes that are necessary to achieve the moral purposes of schooling in the 21st century” (Furman, 2004, p. 220). Mathur, Corley, & Fulton (2014) have summarized these frameworks, their foci, and the main ideas they promote with specific guidance for teachers, which are
referred to in Appendix E. The five frameworks “provide multiple ethical lenses through which educators can view the issues they encounter, understand different perspectives and thus take more thoughtful actions” (p. 138). For the purposes of this OIP, I will focus on the ethic of critique and the ethic of care, which will be discussed further in the following sections.

**The Ethic of Critique**

The ethic of critique requires a willingness to question the status quo and why things are the way they are. Embracing the ethic of critique requires a “willingness to reflect upon social justice, upon issues of access, inclusion, and distribution of resources” (Giroux, 2003). Rather than accepting the ethic of those in power, scholars prefer to “challenge the status quo by seeking an ethic that will deal with inconsistencies, formulate the hard questions, and debate and challenge the issues” (Shapiro, Stefkovich & Gutierrez, 2014, p. 212). The question I ask myself concerns the racial and ethnic makeup of the high school teaching staff. This is also related to the goal included in Welton Academy’s International Mindedness Strategy, which is to increase (in)visible representation of many groups in the community as well as people with diverse experiences. This relates to my OIP and the recommendation of increasing diverse hiring practices and ensuring that all students have diverse role models.

The ethic of critique is “aimed at awakening educators to inequities in society and, in particular, in the schools” (Shapiro et al., 2014, p. 212). Giroux (2006) asked educators to understand that their classrooms are political as well as educational locations and, as such, ethics is not a matter of individual choice or relativism but a “social discourse grounded in struggles that refuse to accept needless human suffering and exploitation” (p. 48). This ethic asks educators to deal with challenging questions regarding, as in the case of this OIP, questions regarding race and culture, such as: Who makes the laws, rules, and policies? Who benefits from
them? Who has the power? Who are the silenced voices?” (Shapiro et al., 2014, p. 212). The ethic then asks: “What could make a difference to enable those who have been silenced, ignored, and oppressed to become empowered?” (p. 212). The new possibilities leading towards social justice and the making of a better school are highlighted in this OIP. These possibilities explore the solutions within the institutional dimension of culturally responsive pedagogy which include developing an Inclusion and Diversity Policy and increasing diverse hiring practices.

The Ethic of Care

At the heart of culturally responsive pedagogy is care, respect, and understanding for students of all cultures. This connects to Noddings’ (1992) ethic of care. Noddings (1992) first shifted the ethic of care into the public sphere, stating that, “the first job of the schools is to care for our children” (p. xiv). Begley (2010) has questioned whether the ethic of care is a rational model or if emotion is part of this ethic (p. 42). According to Lehrer (2009), portions of this model coincide with the emerging brain research regarding decision making in which emotions and reason are blended in intricate ways.

Strike (1999) suggests that “caring aims at a society and at personal relationships in which nurturance and relationships are highly valued” (p. 21). With wanting to integrate the ethic of care, it is important to consider a leadership style that emphasizes relationships and connections. Transformational leadership focuses on relationships and connections. This approach to leadership will help to encourage teachers to make connections with students in the classroom and to develop a culturally responsive mindset. An ethic of care “directs individuals to consider the consequences of their decisions and actions” (Shapiro et al., 2014, p. 215).

Questions that may be asked include: “Who will benefit from what I decide? Who will be hurt by my actions? What are the long-term effects of the decision I make today? And if someone helps
me now, what should I do in the future about giving back to this individual or to society in general?” (p. 215). These questions are paramount as teachers and the leadership team build connections both inside and outside of the classroom with students of all culturally diverse backgrounds.

Chapter 2 Conclusion

Chapter 2 focused on transformational and instructional leadership approaches and how this aligns with Bass and Reggio’s (2006) transformational leadership 4I Model to propel change forward. In this planning and development chapter, Cawsey, Deszca, and Ingols’s (2016) Change Path Model was also analyzed as a means to change the culture of the school and why culturally responsive pedagogy is recommended. Finally, I explored what to change within the school using Welton Academy’s International Mindedness Strategy and Lafley and Martin’s (2013) Playing to Win strategy aligned with Nadler and Tushman’s (1989) Congruence Model. This chapter concluded with a plan to implement culturally responsive pedagogy as an overarching solution to addressing intercultural understanding. Five solutions were considered through a lens of critique and an overarching solution was developed and described using a Plan, Do, Study, Act (PDSA) model cycle for change.

The final chapter of this OIP will explore the implementation, evaluation, and communication of the organizational change process. This will include an examination of the change implementation plan, change process monitoring and evaluation, and a plan to communicate the need for change and the change process. Finally, this OIP will conclude with next steps and future considerations for Welton Academy.
Chapter 3: Implementation, Evaluation, and Communication

Chapter 3 of this OIP will explore the implementation plan by applying Cawsey et al.’s (2016) Change Path Model aligned with Lafley and Martin’s (2013) Playing to Win Strategy to all three dimensions of culturally responsive pedagogy. The change implementation plan will be explored using the three overarching guiding questions for this OIP: (a) How is intercultural understanding defined? (b) How is intercultural understanding articulated? and (c) How will intercultural understanding practices be shared with the community? This chapter will also include an examination of the change process monitoring and evaluation, and a plan to communicate the need for change and the change process. Finally, the OIP will conclude with next steps and future considerations for the implementation of culturally responsive pedagogy and awareness of intercultural understanding at Welton Academy.

Change Implementation Plan

The change implementation plan is designed to develop a strategy and a recommended action plan that moves beyond Welton Academy’s International Mindedness Strategy and addresses intercultural understanding and, more specifically, culturally responsive pedagogy. The aim is to move from the awakening stage of Cawsey et al.’s (2016) Change Path Model towards institutionalization. The following change implementation plan will be addressed by applying Cawsey et al.’s (2016) Change Path Model to each dimension of culturally responsive pedagogy. The Change Path Model was selected as it can encourage stakeholders to question the status quo through the creation of a culture of change that is “incremental by design,” as described by Cawsey et al. (2016, p. 244). The focus is to provide the best possible framework

**Figure 7.** The Conceptual Framework: Cawsey et al.’s (2016) Change Path Model aligned with Nadler and Tushman’s (1989) Congruence Model and Lafley and Martin’s (2013) Playing to Win Strategy

**The Awakening Stage**

The first stage in Cawsey et al.’s (2013) Change Plan is the Awakening stage. There are four key components to this stage:

1. Identify the need for change, what is the main problem and what does the data tell us;
2. Make the gap between present and desired state known within the organization, distribute data to support claims;
3. Develop a vision for change; and
4. Circulate the vision for change through a multitude of communication methods.
The question to consider at this stage is: “How are we defining intercultural understanding at Welton Academy?” As part of this problem of practice, the aim is to collaboratively address the challenges of defining intercultural understanding at Welton Academy.

In the Awakening stage, the change leader will determine what changes must occur and how other stakeholders can become aware of the problem and possible solutions. At this stage, it is necessary to not only identify the need for change and articulate a gap analysis, but to also “develop a powerful vision for change” and disseminate this vision through multiple communication channels (Cawsey et al., 2016, p. 55). These assertions which begin the Critical Organizational Analysis (p. 55), and also connect to the first question in Lafley and Martin’s (2013) Playing to Win Strategy: “What is our winning aspiration?” Lafley and Martin (2013) assert that a winning aspiration defines the purpose of the organization, “its guiding mission and aspiration, in strategic terms” (p. 3).

However, when implementing a winning aspiration, it is necessary to first understand stakeholder reactions to change and potentially adjust plans during the implementation process to reflect legitimate concerns. The following change continuum chart (adapted from Cawsey et al., 2016, p. 338) identifies the significant stakeholders involved in the change implementation plan. The chart is categorized based on where I perceive them on the change continuum chart related to the change process of implementing culturally responsive pedagogy at Welton Academy. I have reflected on my perceptions of their predisposition to change and where they are located on the change continuum. I have also identified possible influence tactics which might be used to move them along the continuum.
Table 1
Change Continuum Chart

<table>
<thead>
<tr>
<th>Individuals or Groups</th>
<th>Awareness</th>
<th>Interest</th>
<th>Desire for Action</th>
<th>Take Action</th>
<th>Possible Influence Tactics</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Leadership team members</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td>a. Altruism (i.e., willingness to help)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>b. Relying on the informal system (i.e., existing norms and relationships)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>c. Rational persuasion (i.e., use of facts, data, logic)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>d. Appeals to higher authority and dealing directly with decision makers</td>
</tr>
<tr>
<td>3. Teachers</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td>a. Inspirational appeals</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>b. Personal appeals (i.e., appeals to friendship and loyalty)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>c. Rational persuasion (i.e., use of facts, data, logic)</td>
</tr>
<tr>
<td>4. Students</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td>a. Inspirational appeals</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>b. Consultation (i.e., seeking the participation of others)</td>
</tr>
<tr>
<td>5. Parents</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td>a. Inspirational appeals</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>b. Consultation (i.e., seeking the participation of others)</td>
</tr>
</tbody>
</table>

Adapted from Cawsey, Deszca & Ingols, Organizational Change, Sage Publications, California, 2016 (p. 338)

On the Change Continuum Chart, the leadership team members are marked as “desire for change.” On January 15th, 2019, I met with key members of the leadership team. The principal was interested in providing me with time to speak with high school teachers during an upcoming faculty meeting. When the meeting is scheduled, and I am able to present to faculty, I will move this stakeholder group from “desire to take action” to “action.” Currently, teachers are placed under “awareness” as not all are aware of my OIP. Students and parents are also included under
“awareness” and I look forward to working more closely with these stakeholder groups during the acceleration stage of this OIP.

In this section, the Awakening stage of the Change Path Model is discussed with a focus on the specific solutions related to each dimension of culturally responsive pedagogy: institutional, personal, and instructional.

**Institutional Dimension of the Awakening Stage**

**Define intercultural understanding with high school faculty.** For the purposes of this OIP, intercultural understanding, one aspect of international mindedness, is recommended to be defined by high school faculty. The IB only provides a broad definition of international mindedness, so as to allow schools to make sense of the concept based on their own context, international mindedness (IM) is described as an overarching construction related to intercultural understanding, multilingualism, and global engagement (International Baccalaureate, 2013). The International Baccalaureate encourages schools to incorporate all three areas into the school curriculum. I define IM as having the ability to see oneself as a global citizen who is involved in helping others at the local and global level (e.g. global engagement), has language skills (e.g. multilingualism), and has knowledge, understanding and appreciation of different cultures (e.g. intercultural understanding).

On May 9, 2018, the IM winning aspiration was defined by a task force at Welton Academy: “To be the community who values multiple perspectives, critically challenges assumptions, and takes empathetic, informed and responsible action.” The next step in the process is to introduce my problem of practice and the need to define intercultural understanding with the high school faculty. It is recommended that a clear definition is developed with all faculty in the Awakening stage, as this will create awareness of the problem and possible
solutions. This definition should be developed by key stakeholders, such as teachers, with the support of the leadership team, in Phase 1 (2018-2019 school year) of the change plan.

**Develop a Welton Academy Inclusion and Diversity Policy.** In order to develop change and implement culturally responsive pedagogy, a policy must also be in place. Communicating to stakeholders that a policy does not yet exist will help to “develop a powerful vision for change” (Cawsey et al., 2016, p. 55). The school could also consult with the local school board, as the TDSB Equity Foundation Policy (P037) has not been updated since its original adoption by the Board on June 23, 1999 (Toronto District School Board, p. 1). In 2013, the Board’s Equity Policy Advisory Committee (EPAC) established a working group tasked with reviewing and drafting revisions to P037 as required by the Ministry’s PPM 119, Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools in order to comply with changes to Ontario’s Education Act under Bill 13, Accepting Schools Act, 2012 (p. 1). As a Canadian school, it is recommended that the Welton Academy develop an Inclusion and Diversity Policy going forward.

**Increase diverse hiring practices.** The first step for the Awakening stage is to identify the need for change “and confirm the problems or opportunities that incite the need for change through collection of data” (Cawsey et al., 2016, p. 55). Change leaders can begin to create awareness of increasing diverse hiring practices and how to make sense of the desired change through formal systems. Welton Academy is encouraged to analyze the employment and promotion practices of the city’s public-school system. The local public-school board “recognizes that there are barriers to employment and promotion that historically have had a discriminatory impact on diverse groups of people” (Toronto District School Board, p. 10). Creating awareness that external barriers exist is the first step in the change process.
Personal Dimension of the Awakening Stage

**Develop personal connections with students.** Leadership team members and teachers are encouraged to reflect on what connections with students look like in the present and the envisioned future state. As a first step, key stakeholders, such as the leadership team, can engage in goal setting exercises and reflection activities to develop stronger personal connections with students. Developing personal connections and a culturally responsive mindset is “an ongoing journey that begins with self-reflection and understanding of one’s own culture and identity. This journey can lead to awareness of, and respect for, other people, cultures, and nations in order to inform one’s understanding of different perspectives and ways of life (Hill, 2007; Merryfield, 2003; Merryfield, et al., 2008; Skelton et al., 2002). Connecting with students and learning about who they are is the first step in developing a culturally responsive mindset.

Instructional Dimension of the Awakening Stage

**Implement and sustain Professional Learning Communities.** Professional Learning Communities on intercultural understanding will encourage stakeholders at Welton Academy to consider our current student population, and how we can include diverse students in a "re-defined" school culture. To put this commitment to students into practice, the professional learning community participates in a collective sharing of “experiences, information, and capacities to guide their learning” (Mitchell, 2007, p. 13). Engaging in PLCs will encourage all those involved to build capacity for continuous improvement through ongoing discussions on culturally responsive teaching. This change will allow Welton Academy to live up to its name as an IB World School, and its vision of creating a globally minded, inclusive community.

This relates to The Change Path Model, as it is necessary to “develop a powerful vision for change” (Cawsey et al., 2016, p. 98) in the Awakening stage of the model. As a collective,
teachers and administrators must engage in discourse in order to develop a vision for changing school culture. This vision can be aligned with Nadler and Tushman’s Congruence Model, as well as Welton Academy’s International Mindedness Strategy.

Moreover, for the Awakening stage to be effective, it is important to reflect further on how PLCs on intercultural understanding can be implemented at Welton Academy. DuFour, Dufour and Eaker (2004) identify teachers as “transformational leaders” as they are “in the best position to transform students’ lives, motivate and inspire students, and get students to do things they never thought they could do” (p. 23). PLCs can serve to engage transformational educators in meaningful discussions and reflections on culturally responsive pedagogy. PLC meetings on culturally responsive pedagogy could encourage our school to consider our changing student population, and how we can include all students in a "re-defined" school culture. Engaging in PLC meetings can encourage teachers to build capacity for continuous improvement through ongoing discussion on culturally responsive teaching and learning. This way, change can move from the “Awakening” stage of The Change Path Model, towards “Acceleration,” and eventually “Institutionalization” (Cawsey, Deszca & Ingols, 2016, p. 98).

The Mobilization Stage

The second guiding question for Welton Academy’s to approach change in our culture is, “How are we implementing the concept of intercultural understanding as a community?” This question moves beyond a shared definition of intercultural understanding towards how the term is articulated in meetings, the written curriculum, and in policy documents. Referring to the concept of international mindedness, Savva and Stanfield (2018) state, “Schools . . . must also go beyond identifying a contextualized definition. The entire school community must develop a
shared understanding of the term” (p. 19). As intercultural understanding is an important component of IM, the same can be said about it.

In the following section, the three dimensions of culturally responsive pedagogy will be examined to develop the change implementation plan. In order to guide this analysis, the second stage of Cawsey et al.’s (2016) Change Path Model, Mobilization, is the focus. There are four key components to this stage:

1. Understand our formal structure, how does this formal structure operate and how will it influence our change process?
2. Recognize power dynamics and organizational culture.
3. Communicate the need for change and assess how different stakeholders will react to the change.
4. Leverage skills and knowledge of all change agents.

The Mobilization stage aligns with the following questions in Lafley and Martin’s (2013) Playing to Win Strategy: “Where will we play?” and “How will we win?” which can work simultaneously together. In this section, the Mobilization stage of the Change Path Model is discussed with a focus on the specific solutions and short-term goals related to each dimension of culturally responsive pedagogy.

**Institutional Dimension of the Mobilization Stage**

**Define intercultural understanding with high school faculty.** In the Mobilization stage, it is recommended that a clear definition is developed with all high school faculty, as this will create awareness of the problem and possible solutions. This definition should be developed by key stakeholders, such as teachers, with the support of the leadership team, in Phase 1 (2018-2019 school year) of the change plan (See Table 2).
Develop a Welton Academy Inclusion and Diversity Policy. To mobilize change and implement culturally responsive pedagogy, a policy must be in place. At this stage, it is recommended that the leadership team members develop an Inclusion and Diversity Policy by the end of 2019 (Phase 1).

Increase diverse hiring practices. This process will begin during Phase 2, which occurs in the 2019-2020 school year. Welton Academy’s Head of Human Resources should be mobilized to discuss the data related to staff hiring and to identify changes that could occur to develop a diverse hiring process.

Personal Dimension of the Mobilization Stage

Develop personal connections with students in the classroom. Beginning in Phase 1 (2018-2019 school year) I will begin to lead workshops on Culturally Responsive Pedagogy during professional development workshops. The first workshops will be led in June 2019. As a change leader, I plan to support culturally responsive pedagogy, by encouraging reflection and authentic collaboration among all stakeholders. In PLC meetings, I will focus on sharing and leading discussions on what creates the mindset of culturally responsive educators.

Instructional Dimension of the Mobilization Stage

Implementing Professional Learning Communities. Professional Learning Communities will be implemented during the first phase of the change plan. It is recommended that PLCs meet at least twice per semester and are monitored by engaging in ongoing PLC meetings. DuFour and Eaker (1998) and DuFour et al. (2004) concur that PLCs manifest as groups of staff who meet regularly during the school day to discuss key aspects of student learning, thereby bringing about increased collaboration, cooperation, trust, honesty, cohesion and loyalty as core values.
Within the Professional Learning Community groups this coming 2019-2020 school year, my goal is to ensure PLCs address the following responses in the IM Strategy to one of Lafley and Martin’s (2013) Playing to Win questions: “How will we win in chosen markets?”

1. By recognizing that we are on a journey and acknowledging that we have a lot to learn.
2. By explicitly articulating and integrating IM in the written, taught, and assessed curriculum.
3. Through immersive, day-to-day, local, national and international learning that builds curiosity and intercultural awareness meaningfully into our classrooms and community.
4. By intentionally building a culture of trust (i.e. safe/comfortable spaces and a sense of belonging).
5. By building a capacity in community members for socio-emotional well-being within diverse groups, and as a whole community.

My goal is to ensure that intercultural understanding is particularly addressed within the community. I plan to lead frequent meetings with high school faculty members, students, and the senior leadership team to come together and discuss a plan to implement the above points. Table 2 indicates the short-term goals that are recommended in the Mobilization stage. In this stage, it is important to begin to leverage the skills and knowledge of the following change agents: the leadership team, and the high school teachers.
### Table 2

**Short-Term Goals**

<table>
<thead>
<tr>
<th>Action</th>
<th>Short-Term Goals</th>
<th>When</th>
</tr>
</thead>
</table>
| Define Intercultural Understanding with High School Faculty leadership team members | • Leadership team to complete visioning exercises  
• Intercultural understanding defined with faculty and leadership team members  
• Other community members, such as students and parents, evaluate the working definition | 2018-2019 school year (Phase 1)                                                                                                        |
| Develop a Welton Academy Inclusion and Diversity Policy                | • A task force is formed to develop Inclusion and Diversity Policy  
• Ongoing monitoring of the policy will take place by the leadership team every five years  
• Develop a Welton Academy Inclusion and Diversity Policy  
• Approval of Inclusion and Diversity Policy by leadership team  
• Presentation on Inclusion and Diversity Policy during New Faculty Orientation | Completed by 2019 (Phase 1)                                                                                                           |
| Develop Personal Connections with Students in the Classroom            | • Ongoing professional development workshops  
• Lead Culturally Responsive Pedagogy workshop during professional development workshops | June 2019 (Phase 1)                                                                                                                      |
| Implement and Sustain Professional Learning Communities                | • Implement PLC meetings (two per semester)  
• Lead Culturally Responsive Pedagogy workshop during professional development workshops | June 2019 (Phase 1)                                                                                                                      |

**The Acceleration Stage**

The third guiding question for Welton Academy to approach change in our culture is, “How are we sharing intercultural understanding as a community?” Acceleration is the next stage in Cawsey et al.’s (2016) Change Path Model. There are three key components to this stage:

1. Engage and empower others in the change plan process as well as with the development of new knowledge and skills.
2. Use appropriate tools to build and sustain momentum.

3. Manage the transition through the celebration of small and large milestones.

The Acceleration Stage aligns with Lafley and Martin’s (2013) Playing to Win Strategy question: “What capabilities must we have?” In this section, the Acceleration stage of the Change Path Model is discussed with a focus on the specific solutions and medium-term goals related to each dimension of culturally responsive pedagogy: institutional, personal, and instructional.

**Institutional Dimension of the Acceleration Stage**

**Define intercultural understanding with high school faculty.** At this stage, key stakeholders are encouraged to reflect on the definition of intercultural understanding, and the successes and challenges of developing the definition.

**Develop a Welton Academy Inclusion and Diversity Policy.** The newly created policy can be examined by key stakeholders, such as the members of the leadership team, teachers, students and parents. All stakeholders will engage and empower others in the change plan process as well as with the development of new knowledge and skills.

**Increase diverse hiring practices.** At this stage, teachers and leadership team members are encouraged to reflect on professional learning communities and to use appropriate tools to build and sustain momentum.

**Personal Dimension of the Acceleration Stage**

**Develop personal connections with students in the classroom.** At this stage, teachers and leadership team members are encouraged to reflect on case studies of culturally responsive practices and to consider the development of all students. In PLC meetings, I will focus on sharing and leading discussions on what creates the mindset of culturally responsive educators.
Culturally responsive educators share a mindset that enables them to work creatively and effectively to support all students in diverse settings.

**Instructional Dimension of the Acceleration Stage**

**Implement and sustain Professional Learning Communities.** As a transformational leader, I plan to work with and encourage PLC groups to explore and investigate strategies to implement a culturally responsive framework. The Ontario Ministry of Education (2013) resource, *Culturally Responsive Pedagogy*, includes many strategies to implement a culturally responsive framework adapted from the work of Kugler and West-Burns (2010). The focus will first be on exploring the case studies, resources, materials, and books which present both local and global perspectives and sharing best practices within PLC groups. Table 3 indicates the medium-term goals that are recommended in the Acceleration stage. In this stage, it is important to engage and empower other stakeholders in the change plan process, such as students and parents.

**Table 3**

*Medium-Term Goals*

<table>
<thead>
<tr>
<th>Action</th>
<th>Medium-Term Goals</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Implement and Sustain Professional Learning Communities.</td>
<td><em>Phase 2: 2019-2020 (medium term)</em></td>
</tr>
<tr>
<td></td>
<td>• Follow-up with survey and class visits</td>
<td>Winter 2020 (Phase 2)</td>
</tr>
<tr>
<td></td>
<td>• Lead culturally responsive pedagogy workshop during professional development workshops</td>
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<td></td>
<td>• Place resources for culturally responsive pedagogy on the Welton Academy website for teachers.</td>
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<tr>
<td></td>
<td>Increase Diverse Hiring Practices</td>
<td>2019-2020 (Phase 2)</td>
</tr>
<tr>
<td></td>
<td>• Contact Head of Human Resources to discuss diverse hiring process</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Monitor ongoing diversity hiring process</td>
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<td></td>
<td>• Collect data on Diverse Hiring Practices</td>
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TOWARDS INTERCULTURAL UNDERSTANDING

The Institutionalization Stage

The final stage, Institutionalization, marks the point at which the change is tracked and measured. There are two key components to this stage:

1. Track the stage at determined intervals to assess progress and monitor risk; and
2. Develop and implement new systems of operation as needed to sustain change and authentically transform the organization

The Institutionalization Stage aligns with Lafley and Martin’s (2013) Playing to Win Strategy question: “What management systems do we need?” In this section, the Institutionalization stage of the Change Path Model is discussed with a focus on the specific solutions and long-term goals related to each dimension of culturally responsive pedagogy, which, as discussed, contains three key dimensions.

Institutional Dimension of the Institutionalization Stage

Define intercultural understanding with high school faculty. The main stakeholders involved in creating a definition will be the high school teachers and leadership team members. This exercise pertains to monitoring, as there is a “level of engagement and immediate responses of stakeholders to the programme” (Markiewicz and Patrick, 2016, p. 14). The final working definition involves the process of evaluation and involves stakeholder engagement and reaction (p. 14). Other community members, such as students and parents will be involved in the evaluation of the working definition towards the end of the 2018-2019 school year (Phase 1).

Develop a Welton Academy Inclusion and Diversity Policy. A task force will have been formed to develop the Inclusion and Diversity Policy. The final summative evaluation process of the policy will take place by means of the initial approval of the Inclusion and Diversity Policy by the leadership team. Moreover, as a change leader, I will lead presentations
of the Diversity and Inclusion Policy to introduce new teachers to the policy during New Faculty Orientation in August 2020 and every year thereafter. As well, on-going monitoring of the policy is recommended to take place by the leadership team every five years.

**Increase diverse hiring practices.** Welton Academy’s Head of Human Resources should be contacted to discuss the data related to staff hiring and to identify changes that could occur to develop a diverse hiring process. The evaluation process should include an analysis of the data on diverse hiring practices, followed by ongoing monitoring of a diverse hiring process. This will occur during Phase 2 (2019-2020 school year).

**Personal Dimension of the Institutionalization Stage**

**Develop personal connections with students in the classroom.** At this stage, I intend to continue to lead workshops on Culturally Responsive Pedagogy during the end-of-year professional development workshops at Welton Academy. Ongoing professional development workshops can occur during the second phase of the change process and as future iterations of the change plan develop.

**Instructional Dimension of the Institutionalization Stage.**

**Implement and sustain Professional Learning Communities.**

Continuous communication through different channels is necessary. Using qualitative research methods, such as examining meeting minutes about how intercultural understanding is articulated, will help to create awareness of the importance and urgency of the OIP. As stated in the Institutionalization stage of the Change Path Model, it is necessary to “track the change periodically and through multiple balanced measures to help assess what is needed, gauge progress toward the goal, and to make modifications as needed” (p. 98). It is therefore up to the educational leaders to ensure that PLC meetings take place at least twice per semester, and that
ideas brought up in PLC meetings are implemented through action-based research. A focus on alignment is also necessary. It is important for staff to accept the responsibility of the success of all students, not only the students in their class or grade. With acceptance of this responsibility, PLCs explore how curriculum expectations are achieved . . . and determine collectively how instruction needs to change to meet the specific needs of students throughout the grades (Capacity Building Series, 2007). I will continue to focus on PLCs and also ensure that meeting minutes are taken, which will be used as qualitative data to evaluate the changes within the school that will meet the needs of all high school students. Table 4 indicates the long-term goals that are recommended in the Institutionalization stage. In this stage, it is important to develop and implement new systems of operation as needed to sustain change and authentically transform the organization.

**Table 4**

*Long-Term Goals*

<table>
<thead>
<tr>
<th>Action</th>
<th>Long-Term Goals</th>
<th>When</th>
</tr>
</thead>
</table>
| Implement and Sustain Professional Learning Communities | • Follow-up with survey and class visits  
• Lead culturally responsive pedagogy workshop during professional development workshops  
• Place resources for culturally responsive pedagogy on the Welton Academy website for teachers | 2020 and beyond (Phase 3)                 |
| Increase Diverse Hiring Practices           | • Contact Head of Human Resources to discuss diverse hiring process  
• Monitor ongoing diversity hiring process  
• Collect data on Diverse Hiring Practices | 2020 and beyond (Phase 3)                 |

**Limitations**

Limitations exist with all five solutions addressed in this OIP. First, the process of defining intercultural understanding with high school faculty could be met with resistance in staff meetings. It is possible that the process of change within the Awakening Stage could be
challenged by some teachers who may not find the process meaningful. This could be mitigated by inviting teachers who are willing to participate in the process of developing a definition of intercultural understanding.

As well, developing a Welton Academy Inclusion and Diversity Policy could pose many challenges as a policy has not been created since the school’s establishment. The word policy could be problematic in itself. Other suggestions offered by colleagues included “guidelines” or “guiding principles.” The policy is not meant to force employees to self-identify as part of a racialized group, but to develop a safe and inclusive environment, which extends our newly adopted value of inclusion.

As well, the word “diversity” can also be problematic. In discourses of privilege and racism, the recognition of diversity has been used, falsely, as evidence of genuine equality and social justice (Calgary Anti-Racism Education, 2019, p. 6). In other words, “‘diversity training’ has, at times, devolved into a simplistic recognition of ‘differences’ with little attention to racism, systemic and institutional racism, unequal distribution of power and authority, and little change in attitudes or actions of the most privileged” (Calgary Anti-Racism Education, 2019, p. 6). This is also a tension with my own wording of a “diversity policy,” as I grapple with the use of the term as a White woman. It is up to me, and other stakeholders involved, to intentionally engage in discussions on the discourses of privilege and systemic and institutional racism and define these terms within the policy.

Moreover, the solution of increasing diverse hiring practices is no easy task. External factors exist such as shifting the image of the school. The local public school board “recognizes that there are barriers to employment and promotion that historically have had a discriminatory impact on diverse groups of people” (Toronto District School Board, 2018, p. 10). The school has
previously been recognized as a mostly White environment, yet factors such as an increased immigration in the city, as well as an increase in international students, has changed the population of students into one that is diverse. It is important for the school to increase diversity amongst staff, by creating an environment where all staff feel safe and included.

With the increase in a diverse student population, it is recommended that faculty develop a culturally responsive mindset and to develop personal connections with students. However, some teachers could meet change with resistance. Moreover, implementing and sustaining Professional Learning Communities could be met with resistance by teachers who will choose not to participate in a PLC. It is possible that the PLC might also be difficult to sustain and meet regularly, as teachers are involved in other activities. To mitigate this problem, teachers who are passionate and willing to participate in PLCs need dedicated time given within professional development days for change to be met with success.

**Change Process Monitoring and Evaluation**

As outlined in Chapter 2, the Plan-Do-Study-Act (PDSA) model will be used to create the overarching solution of implementing culturally responsive pedagogy at Welton Academy. In this section, the monitoring and evaluation change process will be described using all three dimensions of culturally responsive pedagogy. It is first necessary to define the terms monitoring and evaluation. Markiewicz and Patrick (2016) define evaluation as the “planned, periodic, and systematic determination of the quality and value of a programme, with summative judgment as to the achievement of a programme’s goals and objectives” (p.12). Moreover, monitoring is defined as “the planned, continuous and systematic collection and analysis of programme information able to provide management and key stakeholders with an indication of the extent of
progress in implementation, and in relation to programme performance against stated objectives and expectations” (p. 12). The PDSA Model (Figure 8) is a four-stage cyclic method for the purpose of identifying the monitoring and evaluation change process and developing organizational change improvement plans.

Figure 8. The PDSA Model

In the Plan stage, the improvement goal is identified, in the Do stage, the change is tested, in the Study stage, the success of the change is examined, and in the Act stage, adaptations and next steps needed to inform a new cycle are identified (Taylor et al., 2014, p. 291). The change plan will implement the Plan-Do-Study-Act (PDSA) model and align with the two selected leadership approaches to change models: Cawsey et al.’s (2016) Change Path Model and Lafley and Martin’s (2013) Playing to Win Strategy.
The Plan Stage

The Plan stage of the PDSA model aligns with the first stage of the Change Path Model, the Awakening stage. In the first stage of the PDSA cycle, Plan, a solution to the problem of practice is generated by: considering what we are trying to achieve, what the problem is and possible solutions, and what evidence to inform the cause of the problem. It is necessary to then decide how to measure progress. According to Donnelly and Kirk (2015), “it is important to consider predictions, i.e., what do you expect to see and why? What likely consequences and impacts will there be within the system?” (p. 1). This aligns with the Awakening stage, as the change leader will determine what changes must occur and how other stakeholders can become aware of the problem and possible solutions. At this stage, it is necessary to not only identify the need for change and articulate a gap analysis, but to also “develop a powerful vision for change” and disseminate this vision through multiple communication channels (Cawsey et al., 2016, p. 55). These assertions which begin the Critical Organizational Analysis (p. 55) also connect to the first question in Lafley and Martin’s (2013) Playing to Win Strategy: “What is our winning aspiration?” The following section will address the Plan Stage and aligning change approaches using the three dimensions of the overarching solution to this OIP, culturally responsive pedagogy.

The Institutional Dimension of the Plan Stage

Define intercultural understanding with high school faculty. In the Plan stage, the objective is to develop an operational definition of intercultural understanding with high school faculty at Welton Academy. A clear definition is important to develop with all faculty in the Awakening stage, as this will create awareness of the problem and possible solutions. This definition should be developed by key stakeholders, such as teachers, in the first phase of the
change plan, which is the 2018-2019 school year (See Appendix A). The Playing to Win Strategy question that aligns with the Plan stage is: “What is our winning aspiration?” Lafley and Martin (2013) assert that a winning aspiration defines the purpose of the organization, “its guiding mission and aspiration, in strategic terms” (p. 3).

Although Welton Academy has developed an international mindedness definition, it is recommended that a definition of intercultural understanding is developed that aligns with the IM winning aspiration. The final iteration of the IM winning aspiration is: To be the community who values multiple perspectives, critically challenges assumptions, and takes empathetic, informed and responsible action” (Welton Academy, May 9, 2018). It is recommended at the Plan stage, for leadership team members to complete a visioning exercise (see Appendix D). This exercise as part of the monitoring process will support a clear understanding of our winning aspiration as it also relates to intercultural understanding and the vision for implementing this change plan. The ultimate goal for the Plan stage in phase 1, during the 2018-2019 school year, is to develop a definition with teachers for intercultural understanding which will help to guide what it is we are trying to achieve and how it informs our value of inclusion and “plays into” the IM Winning Aspiration.

**Develop a Welton Academy Inclusion and Diversity Policy.** In order to develop change and implement culturally responsive pedagogy, a policy must also be in place. A Welton Academy Inclusion and Diversity Policy will support the question “what is it that we are trying to achieve?” (Donnelly and Kirk, 2015, p. 1). Communicating to teachers and the leadership team that a policy does not yet exist will help to “develop a powerful vision for change” (Cawsey et al., 2016, p. 55). During the Plan Stage, a task force should be planned with key stakeholders as part of the monitoring process for the development of the Inclusion and Diversity Policy.
Increase diverse hiring practices. When considering the key question: “How do you know it is a problem?” baseline measurements must be acquired (Donnelly and Kirk, 2015, p. 1). Baseline measurements will inform the understanding of the problem and its scale. The first step is to identify the need for change “and confirm the problems or opportunities that incite the need for change through collection of data” (Cawsey et al., 2016, p. 55). At this point within the Plan cycle, change leaders can begin to create awareness of this problem and how to make sense of the desired change through formal systems.

The Personal Dimension of the Plan Stage

Develop personal connections with students. It seems difficult to measure and evaluate the change process pertaining to the personal dimension. However, leadership team members and teachers can reflect and plan by considering what the connections with students look like in the present and the envisioned future state. These key stakeholders can plan to set objectives based on student needs (Donnelly and Kirk, 2015, p. 1), and engage in goal-setting exercises and reflection activities to develop stronger personal connections with students.

The Instructional Dimension of the Plan Stage

Implement and sustain Professional Learning Communities. The solution for the instructional dimension of culturally responsive pedagogy begins with planning for Professional Learning Communities. To identify the need for change and develop a powerful vision for change (Cawsey, Deszca & Ingols, 2016, p. 98), teachers and senior leadership team members are encouraged to learn what it means to be culturally responsive by engaging in a professional learning community (PLC). PLCs should include “highly respected and positively oriented stakeholders who have the skills and resources to initiate change and who will encourage discussion and debate with all involved” (Cawsey et al., 2016, p. 223). As a change leader, I
must be open to growth, and encourage stakeholders to continue to learn and grow, especially in PLCs. This will result in a positive culture, which shares best practices about intercultural understanding and multilingualism. Fullan (2006) states that, “if teachers are going to help students to develop the skills and competencies of knowledge-creation, teachers need experience themselves in building professional knowledge” (p. 4). Thus, teachers are encouraged to learn what it means to be culturally responsive by engaging in a professional learning community (PLC). In the Plan stage, teachers and leadership team members can begin to set the objectives for the PLCs and when they will take place.

**The Do Stage**

The second stage of the PDSA cycle, Do, involves testing out a solution to create awareness around intercultural understanding. Examining a potential solution will involve many steps and will take time and flexibility from all stakeholders. (Donnelly & Kirk, 2015, p. 1). The Do stage of the PDSA cycle aligns with the second stage of the Change Path Model, Mobilization. The overarching solution of this OIP is to implement culturally responsive pedagogy. This connects to Lafley and Martin’s (2013) Playing to Win Strategy, and the questions: “Where will we play?” and “How will we win?” which Martin (2017) states involves strategic choices that need to be made simultaneously not sequentially: “The challenge here is that both are linked, and together they are the heart of strategy; without a great Where to Play and How to Win combination, you can’t possibly have a worthwhile strategy” (The Challenge Here section, para. 5). To mobilize change on any level there must be an understanding of how the current organizational structure can be leveraged (Cawsey et al., 2016). The following section addresses each dimension of culturally responsive pedagogy under the Do Stage.
The Institutional Dimension of the Do Stage

Define intercultural understanding with high school faculty and leadership team members. The main stakeholders involved in creating a definition will be the high school teachers and leadership team members. This exercise pertains to monitoring, as there is a “level of engagement and immediate responses of stakeholders to the program” (Markiewicz and Patrick, 2016, p. 14). The final working definition involves the process of evaluation and involves stakeholder engagement and reaction (p. 14). Other community members, such as students and parents will be involved in the evaluation of the working definition towards the end of the 2018-2019 school year (Phase 1).

Develop a Welton Academy Inclusion and Diversity Policy. A task force will be formed to develop the Inclusion and Diversity Policy. The final summative evaluation process of the policy will take place by means of the initial approval of the Inclusion and Diversity Policy by the leadership team. Moreover, as a change leader, I will lead presentations of the Diversity and Inclusion Policy to introduce new teachers to the policy during New Faculty Orientation in August 2020 and every year thereafter. As well, on-going monitoring of the policy is recommended to take place by the leadership team every five years.

Increase diverse hiring practices. Initially, Welton Academy’s Head of Human Resources should be contacted to discuss the data related to staff hiring and to identify changes that could occur to develop a diverse hiring process. The evaluation process should include an analysis of the data on diverse hiring practices, followed by ongoing monitoring of a diverse hiring process. This will occur during Phase 2 (2019-2020 school year).
The Personal Dimension of the Do Stage

Develop personal connections with students in the classroom. The monitoring process will involve ongoing professional development workshops during the second phase of the change process and as future iterations of the change plan develop.

The Instructional Dimension of the Do Stage

Implement and sustain Professional Learning Communities. Professional Learning Communities will be implemented during the first phase of the change plan. It is recommended that PLCs meet at least twice per semester and monitored by engaging in ongoing PLC meetings. As well, I will also lead workshops on Culturally Responsive Pedagogy during professional development workshops in June 2019.

The Study Stage

The Study stage of the PDSA model aligns with the third stage of the Change Path Model, Acceleration. Throughout the third stage of the cycle, Study, the outcomes of the change plan are examined. During this time, educators are encouraged to engage in dialogue and study or analyze the data and the overall process (Donnelly & Kirk, 2015, p. 2). Key questions in this step are: (a) Was the outcome close to what you predicted? (b) Did it work out as planned? (c) What were the lessons learned? (p. 2). The following section addresses each dimension of culturally responsive pedagogy under the Study stage.

The Institutional Dimension of the Study Stage

Define intercultural understanding with high school faculty. Continuous communication through different channels collected through qualitative research methods, such as meeting minutes about how intercultural understanding is articulated, will help to create awareness of the importance and urgency to create a culture which conceptualizes and fosters
TOWARDS INTERCULTURAL UNDERSTANDING

intercultural understanding. At this stage, key stakeholders are encouraged to reflect on the
definition of intercultural understanding, and the successes and challenges of developing the
definition.

**Develop a Welton Academy Inclusion and Diversity Policy.** A newly created policy
can be examined by key stakeholders, such as the members of the leadership team, teachers,
students and parents. During this evaluation process, stakeholders should also compare the policy
to the policies such as those from the Nova Scotia Ministry of Education, The Alberta School
Boards Association, or the Toronto District School Board, to note possible limitations to our own
policies and next steps.

**Increase diverse hiring practices.** Other case studies and hiring practices within other
schools should be studied and compared to our own hiring practices. The goal is to consider the
process and how this can be continued beyond 2020.

**The Personal Dimension of the Study Stage**

**Develop personal connections with students in the classroom.** At this stage, teachers
and leadership team members are encouraged to reflect on case studies of culturally responsive
practices and to consider the development of all students.

**The Instructional Dimension of the Study Stage**

**Implement and sustain Professional Learning Communities.** At this stage, teachers
and leadership team members are encouraged to reflect on case studies on professional learning
communities.

**The Act Stage**

The Act stage of the PDSA model aligns with the fourth and final stage of Cawsey et al.’s
(2016) Change Path Model, Institutionalization. In the final stage of this cycle, Act,
conversations will progress from successes to what needs to be adapted to ensure continued growth and the start of a new cycle (Taylor et al., 2017). During this critical stage, questions that can be considered are: (a) What needs to be modified so we can progress? (b) Is there a clear way to move forward? and (c) Is the organization ready for sequential change? (Donnelly & Kirk, 2015). As stated in the Institutionalization stage of the Change Path Model, it is necessary to “track the change periodically and through multiple balanced measures to help assess what is needed, gauge progress toward the goal, and to make modifications as needed” (p. 98). The following section addresses each dimension of culturally responsive pedagogy under the Act stage.

The Institutional Dimension of the Act Stage

**Define intercultural understanding with high school faculty.** The main stakeholders involved in creating a definition will be the high school teachers and leadership team members. This exercise pertains to monitoring, as there is a “level of engagement and immediate responses of stakeholders to the program” (Markiewicz and Patrick, 2016, p. 14). The final working definition involves the process of evaluation and involves stakeholder engagement and reaction (p. 14). Other community members, such as students and parents will be involved in the evaluation of the working definition towards the end of the 2018-2019 school year (Phase 1).

**Develop a Welton Academy inclusion and diversity policy.** A task force will be formed to develop the Inclusion and Diversity Policy. The final summative evaluation process of the policy will take place by means of the initial approval of the Inclusion and Diversity Policy by the leadership team. Moreover, as a change leader, I will lead presentations of the Diversity and Inclusion Policy to introduce new teachers to the policy during New Faculty Orientation in
August 2020 and every year thereafter. As well, on-going monitoring of the policy is recommended to take place by the leadership team every five years.

**Increase diverse hiring practices.** After Welton Academy’s Head of Human Resources is contacted to discuss the data related to staff hiring and to identify changes that could occur to develop a diverse hiring process. The evaluation process should include an analysis of the data on diverse hiring practices, followed by ongoing monitoring of a diverse hiring process. This will occur during Phase 2 (2019-2020 school year).

**The Personal Dimension of the Act Stage**

**Develop personal connections with students in the classroom.** At this stage, I will begin to lead workshops on Culturally Responsive Pedagogy during professional development workshops in June 2019. The monitoring process will involve ongoing professional development workshops during the second phase of the change process and as future iterations of the change plan develop.

**The Instructional Dimension of the Act Stage**

**Implement and sustain Professional Learning Communities.** It is up to the educational leaders to ensure that PLC meetings take place on a regular basis, and that ideas brought up in PLC meetings are implemented through action-based research. I will continue to focus on PLCs and also ensure that meeting minutes are taken, which will be used as qualitative data to evaluate the changes within the school. During Phase 2, Winter 2020, monitoring will include teacher surveys and class visits to reflect on the challenges and successes of PLCs. Appendix A indicates the change implementation plan which includes the monitoring and evaluation process.
Change Process Communication Plan

Building awareness of the need for change for all stakeholders involved in an organization is an essential component of the change process. These stakeholders include the leadership team, teachers, students, and parents. According to Cawsey et al. (2016), a communications plan for change includes four key components: (a) to initiate the need for change throughout the school and school community (b) to enable stakeholders to understand the impact of the change (c) to communicate structural and instructional changes, and (d) to keep stakeholders informed about progress and prepared for future changes (p. 320). Cawsey et al (2016) focus on four phases of the communication plan that will be addressed in this OIP: (a) prechange (i.e., initiation) phase, (b) developing the need for change phase, (c) midstream change phase and (d) confirming the change phase (pp. 320-322). Table 5 summarizes the communication and engagement process recommended for Welton Academy’s change plan.

Table 5
Communication Needs for Different Phases in the Change Process

<table>
<thead>
<tr>
<th>Initiation Phase</th>
<th>Developing the Need for Change Phase</th>
<th>Midstream Change Phase</th>
<th>Confirming the Change Phase</th>
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<tbody>
<tr>
<td>Communication and Engagement plans to initiate the change (e.g., is there an approval process to initiate? how is the change identified and who is responsible? etc.)</td>
<td>Communication and engagement plans to explain the need for change, provide a rationale, reassure stakeholders and clarify steps in the change process</td>
<td>Communication and engagement plans to inform stakeholders of progress and to obtain feedback on attitudes and issues to challenge any misconceptions and clarify new organization roles, structure and systems</td>
<td>Communication and engagement plans to inform stakeholders of the success, to celebrate the change and to prepare the organization for the next change</td>
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Next, I will outline the communication plan for this OIP by discussing each of the four phases proposed by Cawsey et al. (2016) and align with Cawsey et al.’s (2016) Change Path Model and Lafley and Martin’s (2013) Playing to Win Strategy.

**Prechange Approval Phase**

The Prechange Approval Phase aligns with Cawsey et al.’s (2016) Awakening Stage. At this stage, a change leader can initiate the process of developing awareness around intercultural understanding and implementing culturally responsive pedagogy. Stakeholders such as the leadership team are important members to include in the prechange approval phase. The Welton Academy Director of Research can help communicate the change process with the Board. I have submitted an initial letter to the Research Committee identifying the nature of my OIP and the key school documents I wish to use to support my improvement plan. The Research Committee has responded stating their approval of my OIP, and the continuation of the implementation of the IM Strategy, especially as it connects specifically to intercultural understanding. The school’s Director of Research continues to support my OIP and will organize a meeting with the Research Committee in September 2019 to review the final recommendations put forth in this OIP.

The Director of Research also arranged an initial meeting with key members of the leadership team, including the principal and the Head of Learning. The purpose of the meeting was to review the internal documents that I requested to use for the purposes of my OIP. The meeting took place on January 15, 2019, where I presented my recommended solutions related to intercultural understanding. I discussed Welton Academy’s International Mindedness Strategy and outlined where further engagement and implementation of intercultural understanding are needed. Appendix B outlines the key areas related to intercultural understanding in each section of Martin and Lafley’s (2013) Playing to Win strategy cascade.
During the meeting on January 15, 2019, members of the leadership team responded positively to my current change plan addressing the key components of the International Mindedness strategy and developing recommendations to implement culturally responsive pedagogy at Welton Academy. The principal also commended the fact that my change plan connects to one of the newly developed school values: inclusion. As Welton Academy is currently developing new school values, the definition for “inclusion” is still evolving. However, the principal stated that the importance of creating awareness of intercultural understanding and implementing culturally responsive practices relates to what she sees as part of her vision for inclusion at Welton Academy. The principal also supported my request to communicate with high school faculty members during a staff meeting in the coming months of the school year to introduce my OIP and recommendations to address intercultural understanding, as part of the Need for Change Phase.

**The Need for Change Phase**

The Need for Change Phase aligns with the Mobilization Stage (Cawsey et al. 2016), as the focus is now on the desired future state. It is now important to not only communicate with the leadership team, but also high school teachers. Teachers should be included in the conversations at faculty meetings about how to change the culture of the school. This first involves discussing the need for change. It is recommended that *all* students at Welton Academy understand what it means to be culturally responsive, especially as more international students are entering the school, and as the city becomes more ethnically diverse. As such, teachers are encouraged to understand what intercultural understanding means to them, and how to address all three dimensions of culturally responsive pedagogy: institutional, personal, and instructional. In April 2019, I was invited to present to high school faculty during a faculty meeting about the
importance of incorporating all three dimensions of culturally responsive pedagogy: institutional, personal, and instructional. The goal is to begin to develop a working definition of intercultural understanding, which is part of the short-term evaluation goal for the institutional dimension of culturally responsive pedagogy. Once teachers are mobilized and invested in the process, with a clear definition to work with, the plan can then move towards developing a professional learning community with interested teachers, who can accelerate the change process in the Midstream Change Phase.

**Midstream Change Phase**

The Midstream Change Phase aligns with the Acceleration Stage (Cawsey et al., 2016). In this phase, the change process will be accelerated by including students and parents. It is important to include student voices in this change process as the focus is on ensuring all students feel included in the process of incorporating culturally responsive pedagogy as a solution to addressing intercultural understanding. According to Kugler and West-Burns (2010), there should be “processes and structures in place that allow and encourage students to become involved in decision-making in both the classroom and school,” and to ensure that “their participation has real impact” (p. 219). Students should feel involved in the process of developing the definition of intercultural understanding as a major stakeholder. As well, parents are encouraged to be involved in this process. This connects to the community segment of “where will we play?” in Lafley and Martin’s (2013) Playing to Win Strategy, which involves the inclusion of students and parents as stakeholders.
Confirming the Change Phase

The Confirming the Change Phase aligns with Cawsey et al.’s (2016) Institutionalization Stage. In this stage, the focus is on confirming the monitoring and evaluation of the change initiative. During this stage, communication with stakeholders is key. As a change leader, I plan to communicate with the leadership team. During this phase, it is recommended that the Inclusion and Diversity Policy is reviewed as well as the hiring practices of the school. As well, key terms such as intercultural understanding could be revisited, as part of the school value: inclusion. The leadership team should also be involved in this stage.

Moreover, sustaining our professional learning communities on culturally responsive pedagogy is also recommended. A section of the school website could include a link to culturally responsive teaching practices, so teachers can continue to implement strategies in the classroom. One key aspect to this phase is to communicate the need to position Welton Academy for the next change cycle as the change process is not complete, only this particular phase (Cawsey et al., 2016, p. 322). The changes that are currently taking place are just the beginning of a continual tracking of change through multiple balanced measures and to develop new stability to the transformed organization.

In summary, Cawsey et al (2016) focus on four phases of the communication plan, which will be addressed in this OIP: (a) prechange (initiation) phase, (b) developing the need for change phase, (c) midstream change phase, and (d) confirming the change phase (pp. 320-322). The four phases are aligned with Cawsey et al.’s (2016) Change Path Model and Lafley and Martin’s (2013) Playing to Win Strategy. Figure 9 shows how the Playing to Win strategy connects to the Change Path Model and the four phases of the communication plan.
Figure 9. A conceptual framework for building an internationally minded school aligned with the four phases of the communication plan.

Chapter 3 Conclusion

Chapter 3 of this OIP explored an implementation plan by applying Cawsey et al.’s (2016) Change Path Model to all three dimensions of culturally responsive pedagogy. The chapter also examined change process monitoring and evaluation using the PDSA model, and a plan to communicate the need for change and the change process. This OIP will conclude with next steps and future considerations for the implementation of culturally responsive pedagogy and create awareness of intercultural understanding at Welton Academy.
Conclusions: Next Steps and Future Considerations

This OIP has highlighted the importance of incorporating an approach to intercultural understanding. Welton Academy has begun to place the groundwork on an international mindedness strategy. This OIP has placed further building blocks to an improvement plan to specifically address intercultural understanding by recommending the implementation of the three dimensions culturally responsive pedagogy: institutional, personal, and instructional. It is possible to see change happen in the next few years.

The next steps for the institutional dimension of culturally responsive pedagogy will involve first defining intercultural understanding as a school community. Although researchers have examined the history of international mindedness within the IB and the tensions that exist between various discourses, this OIP will assist in negotiating a conceptual understanding of what IM and intercultural understanding mean within the context of Welton Academy. The models and instruments applied to this OIP to assess IM and intercultural understanding will be important to examine. Moreover, the case studies discussed in the literature will help inform this study. The research explored in the literature will support this OIP’s focus on the conceptualization and implementation of intercultural understanding at Welton Academy.

Next steps for the institutional dimension of culturally responsive pedagogy also includes the implementation of a Diversity and Inclusion Policy. As Welton Academy is currently adopting inclusion as a school value, the need to create focus groups involving key stakeholders to develop this policy will reflect our commitment to inclusion as a chosen value. There is also a need to consider a diverse teaching faculty by reflecting on hiring practices with the Human Resources team.
In terms of next steps for the instructional dimension of culturally responsive pedagogy, it is recommended that PLC meetings become a common occurrence in the high school, where teachers continue to discuss culturally responsive teaching practices. These steps will go hand-in-hand with the personal dimension and making deeper connections with students.

This OIP invites future considerations surrounding international mindedness as the population of our urban Canadian city becomes more diverse, and in turn, so does our school community. As well, more international students are being accepted by admissions to attend the school. Therefore, it is recommended that all aspects of IM are addressed, which include: global engagement, multilingualism, along with intercultural understanding. Global engagement will ensure all students are aware of different perspectives. As well, multilingualism will support our students’ connection to their mother tongue, and also expose native English speakers to other languages and cultures. These overall changes will support the value of inclusion which is a key priority of Welton Academy. As stated by Canadian educator and antiracism and equity advocate George Dei (2014), “Inclusion is not bringing people into what already exists; it is making a new space, a better space for everyone” (p. 19). Welton Academy can create this space—a space that values, acknowledges, and develops agency for everyone in our community. All it takes is to bring together “bodies, knowledges, and experiences” (Dei, 2014, p. 19) to create change.
References


margins: The challenges and possibilities of inclusive schooling. Toronto: Canadian Scholar’s Press.


Lentz, K. (2012). *Transformational leadership in special education: Leading the IEP team.* Maryland: R & L Education


## Appendix A

### The Change Implementation Plan with Monitoring and Evaluation

<table>
<thead>
<tr>
<th>Culturally Responsive Pedagogy Dimensions</th>
<th>Action</th>
<th>Data to Collect/Measure</th>
<th>When</th>
<th>Monitor/Evaluate</th>
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<tbody>
<tr>
<td><strong>Institutional Dimension</strong></td>
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<tr>
<td><strong>Definition:</strong></td>
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| The institutional dimension refers to the administration and leadership of school systems, including the values developed/ reflected in policies and practices. It highlights the need to examine the formal processes of schooling which may reproduce particular patterns of marginalization. Educators need to consider which patterns need to be intentionally interrupted/changed (Richards, Brown, & Forde, 2006). | Define Intercultural Understanding with high school faculty and leadership team members. | • International Mindedness Strategy  
• Strategy Brochure  
• Visioning exercise 4.3 (Cawsey et. al, 2016) | 2018-2019 School year during faculty meeting (Phase 1) | Monitor:  
• Leadership team to complete visioning exercises  

Evaluate:  
• intercultural understanding defined with faculty and leadership team members.  
• Other community members, such as students and parents, evaluate the working definition |
| **Institutional Dimension**              |        |                         |      |                  |
| **Definition:**                          |        |                         |      |                  |
| Develop a Welton Academy Inclusion and Diversity Policy. | Welton Academy Employee Handbook | Complet ed by 2019 (Phase 1) | Monitor:  
• a task force is formed to develop Inclusion and Diversity Policy.  
• on-going monitoring of the policy will take place by the leadership team every five years.  

Evaluate:  
• Develop a Welton Academy Inclusion and Diversity Policy  
• Approval of Inclusion and Diversity Policy by the leadership team |
| Institutional Dimension | Increase Diverse Hiring Practices | Contact Head of Human Resources | 2019-2020 (Phase 2) | Monitor:  
• Contact Head of Human Resources to discuss diverse hiring process  
• Monitor ongoing diversity hiring process  
Evaluate:  
• Collect data on Diverse Hiring Practices |
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<tr>
<td>Personal Dimension:</td>
<td>Develop Personal Connections with Students in the Classroom.</td>
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</table>
• high school faculty meeting minutes  
• Culturally Responsive Teaching meeting minutes | June 2019 (Phase 1) | Monitor:  
• Ongoing professional development workshops  
Evaluate:  
• Lead Culturally Responsive Pedagogy workshop during professional development workshops |
| Instructional Dimension  | Implement and Sustain Professional Learning Communities. |  
• faculty meeting minutes  
• Culturally Responsive Teaching meeting minutes  
• Current IB Evaluation Visit Report | June 2019 (Phase 1) | Monitor:  
• Ongoing PLCs  
Evaluate:  
• Implement PLC meetings (2 per semester)  
• Lead Culturally Responsive Pedagogy workshop during professional development workshops |
|                         |  
• faculty meeting minutes  
• Culturally Responsive Teaching meeting minutes | Winter 2020 (Phase 2) |  
Monitor:  
• Follow-up with survey and class visits  
Evaluate:  
• Lead culturally responsive pedagogy workshop during professional development workshops |
| | • Current IB Evaluation Visit Report | • Place resources for culturally responsive pedagogy on the Welton Academy website for teachers. |
Appendix B

International Mindedness Strategy

**What is our winning aspiration?**
To be the community who values multiple perspectives, critically challenges assumptions, and takes empathetic, informed and responsible action.

**Where will we play?**
Community Segment: Students and their families, alumni, employees, and partners  
Product: An approach to learning and teaching that fosters a stance of curiosity  
Geography: at our school, in our programs (and partnerships), throughout our community, across nations/Canada-wide, and in the world

**How will we win in chosen markets?**
1. By recognizing that we are on a journey and acknowledging that we have a lot to learn  
2. By explicitly articulating and integrating IM in the written, taught, and assessed curriculum  
3. Through immersive, day-to-day, local, national and international learning that builds curiosity and intercultural awareness meaningfully into our classrooms and community  
4. By intentionally building a culture of trust (i.e. safe/comfortable spaces and a sense of belonging)  
5. By building a capacity in community members for socio-emotional well-being within diverse groups, and as a whole community

**What capabilities must be in place to win?**
1. Ensure that Welton Academy is visibly an “internationally-minded” school in our practices, environment, and relationships.  
2. We regularly assess and measure that we are delivering on the IM aspiration (e.g., audit, surveys, focus groups) and from these evaluations develop IM action plans  
3. Support our community through learning opportunities to deliver on the IM winning aspiration  
4. A curriculum that looks inwards and outwards  
5. We support sustainable and environmental stewardship focused IM practices

**What management systems are required?**
1. Dedicated resources (human, financial, etc.) to lead international mindedness  
2. An IM measurement and accountability system across all domains (i.e. that examine global engagement, intercultural understanding, multilingualism and the environment)  
3. Financial support for students (scholarships/bursaries)  
4. Increase (in)visible representation of many groups in the community as well as people with diverse experiences  
5. Strategic professional learning in the area of IM  
6. Robust systems of technology to support IM  
7. A system that brings together stakeholders in IM decision-making and planning processes
Appendix C

Lafley and Martin’s (2013) Playing to Win Strategy
Appendix D

“Writing a Vision Statement” Toolkit Exercise

TOOLKIT EXERCISE 4.3

Writing a Vision Statement

Think of an organization you are familiar with that is in need of change. If you were the change leader, what would be your vision statement for change?

1. Write your vision statement for the change you are striving for.

2. Evaluate your vision. Is it:
   - Clear, concise, and easily understood?
   - Memorable?
   - Exciting and inspiring?
   - Challenging?
   - Excellence centered?
   - Stable and yet flexible?
   - Implementable and tangible?

3. Does the vision promote change and a sense of direction?

4. Does the vision provide the basis from which you can develop the implementation strategy and plan?

5. Does the vision provide focus and direction to those who must make ongoing decisions?
6. Does the vision embrace the critical performance factors that organizational members should be concerned about?

7. Does the vision engage and energize as well as clarify? What is the emotional impact of the vision?

8. Does the vision promote commitment? Are individuals likely to be opposed to the vision, passive (let it happen), moderately supportive (help it happen), or actively supportive (make it happen)?

9. Now assess your vision on a scale of 1 to 5 (5 being the highest) relative to the factors set out below.

   a. Actions of senior managers are congruent with the vision. They walk the talk.
      1  2  3  4  5

   b. It pays attention to the needs of those who will be putting it into practice.
      1  2  3  4  5

   c. Realistic expectations develop around it that are challenging but can be met.
      1  2  3  4  5

   d. It communicates a broader sense of what is possible.
      1  2  3  4  5

   e. It is grounded in the reality of the present and can be reconciled with it.
      1  2  3  4  5

   f. It is neither too abstract nor too concrete. It has the potential to stimulate and inspire, but it also communicates the sense that it is achievable.
      1  2  3  4  5
g. It has been forged through an appropriately messy, iterative, creative process requiring a combination of “synthesis and imagination.”

h. It has sufficient participation and involvement of others to build a consensus concerning its appropriateness.

i. Its implementation contains “a sense of urgency…and measurable milestones.”

10. Given your assessment of the above items, what would you recommend be done in order to strengthen the value of the change vision?
Appendix E

Mathur, Corley, & Fulton’s (2014) Five Frameworks on Ethical Leadership

<table>
<thead>
<tr>
<th>Framework(s)</th>
<th>Focus</th>
<th>Main Ideas</th>
<th>Role of Teacher</th>
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<tbody>
<tr>
<td>Care</td>
<td>Compassion oriented; values people over principles</td>
<td>Caring for individuals promoting compassion, empathy, maintaining relationships and dignity</td>
<td>Meets individual student needs, and develops positive relationships that show nurturing and care for students</td>
</tr>
<tr>
<td>Justice</td>
<td>Rules based decision making</td>
<td>Promoting fairness by valuing rights, rules and laws, supporting equitable treatment</td>
<td>Respects individual students and deals with them with fairness, follows due process to protect civil and human rights</td>
</tr>
<tr>
<td>Critique</td>
<td>A paradigm that can see the law as distinct from ethics</td>
<td>Challenging status quo, initiating social discourse to confront moral issues and inequities</td>
<td>Engages in discourses of questioning the status quo, analyzes and evaluates who benefited from the laws, and demonstrates sensitivity to inequities</td>
</tr>
<tr>
<td>Profession</td>
<td>Guiding values within the teaching profession</td>
<td>Serving best interest of the student, promoting professional standards and decision-making</td>
<td>Uses professional code of ethics and keeps the student at the center of decisions</td>
</tr>
<tr>
<td>Community</td>
<td>Community-based decision making for the best interest or greatest good for the local community</td>
<td>Promoting leadership through community values, maintaining relationships and collaboration, and building community</td>
<td>Concerns with community issues, i.e., student achievement and success for all</td>
</tr>
</tbody>
</table>