Improving the Learning Experiences of English Language Learners in International Schools

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Improving the Learning Experiences of English Language Learners in International Schools

by

Lana Al-Aghbar

AN ORGANIZATIONAL IMPROVEMENT PLAN

SUBMITTED TO THE SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES

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Abstract

This Organizational Improvement Plan (OIP) aims to improve the learning experiences of English Language Learners (ELLs) in international schools. It is framed around a Problem of Practice (PoP), which is based on concerns pertaining to ELLs’ English language acquisition difficulties and the limited incorporation of ELLs’ linguistic and cultural diversity. Central to this OIP is developing a desired state, which is proposed to improve ELLs’ inclusiveness. This OIP has been viewed through the lens of critical theory, relative to educational equity, and it is informed by sociocultural theory in relation to language learning within social contexts. An Internationally Minded Leadership Model, comprised of both transformational leadership and inclusive leadership, framed around international mindedness, and linguistically and culturally inclusive practices, has been developed for this OIP. Internal and external change drivers, encompassing increased ELL enrolment and difficulties in English language acquisition, have necessitated changes in order improve ELLs’ learning experiences. Nadler and Tushman’s Congruence Model (1980, 1989) frames the critical organizational analysis, which is informed by the Rate the Organization’s Readiness for Change Questionnaire and a force field analysis to gauge change readiness. Moreover, a blended change framework, which combines Cawsey, Deszca and Ingols’ (2016) Change Path Model and Kotter’s (1996, 2012) Eight-Stage Process, has been utilized to guide the development of the change implementation and communication plans, framed around the PoP’s chosen solution. Furthermore, the PDSA cycle serves to monitor and evaluate the change process for this OIP.

Key words: English Language Learners, Language Acquisition, Heritage Language, Transformational Leadership, Inclusive leadership, Linguistic and Cultural Inclusion, International Mindedness, Critical Theory, Sociocultural Theory.
Executive Summary

This Organization Improvement Plan (OIP) focuses on improving the learning experiences of English Language Learners (ELLs) who attend English medium international schools. ELLs are a recognized group of students in international schools, representing varied percentages of enrolment across schools. International schools continue to present as favorable to expatriate families and local families, due to their promise of providing high quality educational experiences within an international educational context. According to Tate (2016), “In many countries…an ‘international education’, especially when offered through the medium of English, has …proved attractive to local elites who have seen fluency in English, plurilingualism and access to English-language higher education as a means to advancement” (p. 19). In addition, according to Walker (2016), parents are deliberately selecting international schools for their children “…in preference to the indigenous provision” (p. 39). In light of the shared commitment of international schools to advance the learning of all students, attending to the learning experiences of ELLs should be at the forefront of the international school agenda.

Chapter one of this OIP presents the problem of practice (PoP) at HYS, which addresses the lack of sufficient attention to the learning experiences of ELLs, and provides a description of the organizational context, addressing information about the organization’s history, mission and vision, and leadership structure. A leadership position and lens statement, centered around critical theory (Mack, 2010; Crookes, 2015), has been described, as has my Internationally Minded Leadership Model, comprising of a blend of both transformational and inclusive leadership (Leithwood & Sun, 2012; Ryan, 2006). A leadership vision for change, influenced by internal and external organizational change drivers, is presented, in addition to essential priorities for change. A theoretical framework based on the sociocultural theory and a literature review
serve to inform the PoP. Moreover, to propel further inquiry, guiding questions and challenges emerging from the POP have been identified, as have OIP constraints and challenges. Also included in this chapter is an overview of HYS’ readiness for change.

Chapter two addresses the planning and development for the changes needed to effectively address the PoP. My Internationally Minded Leadership Model, which will advance the change in this OIP, is presented with a focus on how transformational and inclusive leadership practices will be employed to instigate, lead, and sustain the change. A blended change framework, which combines the Change Path Model by Cawsey, Deszca, and Ingols (2016) and Kotter’s Eight-Stage Process (Kotter, 1996, 2012), has been described, highlighting the applicability of key components of both models to developing a comprehensive change framework. A critical organization analysis is presented, based on Nadler and Tushman’s Congruence Model (Nadler & Tushman, 1980, 1989), outlining the organizational inputs, outputs, and the transformational process components of tasks, people, formal and information organization, relative to the changes needed to achieve the desired state. Furthermore, three solutions are discussed, with one being recommended as that which is deemed most impactful for moving the organization forward. The chapter ends with a focus on leadership ethics, relative to my Internationally Minded Leadership Model, and the ethical considerations and responsibilities associated with the proposed change process.

Chapter three focuses on the areas of implementation, evaluation and communication. A comprehensive change implementation plan is presented, comprising of four stages, which are aligned to the four stages of my blended change framework, based on Cawsey, Deszca, and Ingols’ (2016) Change Path Model and Kotter’s (1996, 2012) Eight-Stage Process. The transition management associated with this change implementation plan is described, as it is integral to the
effective execution and consequent success of the change process. Also addressed is the utilization of the PDSA cycle to monitor and evaluate the change process. The PDSA cycle is well suited for monitoring and evaluating the change, as each of the PDSA’s four phases is closely aligned to the stages of my change implementation plan. A communication plan, which has been developed around four phases, to address each stage of my change implementation plan, is also presented. Moreover, next steps and one future consideration have been outlined for this OIP. Lastly, the chapter closes with concluding thoughts about the PoP and the OIP.

Through implementing this OIP, successful strides can be made towards improving ELLs’ learning experiences at HYS through inclusive practices. A commitment to international mindedness and linguistic and cultural inclusion, will advance the learning of all students at HYS, including ELLs. This OIP’s inclusive desired state is an achievable reality that is most worthy of pursuit.
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Glossary of Terms

**Academic Leadership Team:** Academic senior leaders comprising of the Lower Primary, Upper Primary, Lower Secondary and Upper Secondary Principals and Vice Principals, and the Director of Curriculum and Instruction.

**Student Study Team (SST):** A team comprised of the homeroom teacher, support services teachers, the guidance counselor, and the principal, who serve as a decision-making body for students of concern.

**Co-teaching:** A collaborative partnership between the EAL teacher and the homeroom teacher, with both teachers involved in the planning and instruction for English Language Learners.

**English as an Additional Language (EAL):** A program of English instruction for English Language Learners.

**English Language Learner (ELL):** A student who does not have first-language proficiency in English and qualifies for English as an Additional Language services.

**Expatriate:** An individual who resides in a country and is not a citizen of that country.

**Faculty:** Teachers holding educational qualifications.

**Heritage Language:** A student’s primary language, home language and/or mother tongue (Cummins, 2001).

**NEASC:** New England Association of Schools and College accreditation agency.

**Operational Leadership Team:** Operational senior leaders comprising of the Director of Technology, the Director of Finance and Operations, the Director of Security, the Director of Admissions, and the Director of Human Resources.

**PLC:** Professional Learning Community.

**Staff:** Support personnel, encompassing assistant teachers, office, and technical support staff.
Chapter One: Introduction and Problem

Organizational Context

Introduction and Context

This OIP is framed around the context of HYS, an American community school situated in the Arabian Gulf. HYS is a non-profit, American accredited, pre-k to grade twelve organization, comprising of over 1,500 students. HYS offers a U.S. standards-based education and is affiliated with the U.S. State Department’s Office of Overseas Schools. HYS’ student body is diverse, comprising of approximately 75 nationalities. North American students represent the largest demographic group, accounting for 55% of the student body, with the number of host country students steadily increasing over the last few years and presently at 13%. With this being said, there is a larger concentration of host country students in the primary divisions, accounting for 20% of the student body. The admission prioritization structure was changed three years ago to place American and host county students in a top priority admission category, based on qualifying through admission screening. While the majority of students are Western and American passport holders, they are eligible for receiving English as an Additional Language (EAL) support due to being English Language Learners (ELLs) from linguistically and culturally diverse backgrounds. HYS employs approximately 250 faculty and staff, with the highest percentage being North American. Faculty are predominantly overseas hires, sponsored by HYS, and the majority of staff are local hires, sponsored by spouses employed in the country.

Organizational History

HYS was founded in the late 80’s to serve the children of American Embassy and American expatriate families, primarily employed at national and multinational companies in the oil and gas industry. HYS initially started in a villa, housing approximately 75 students from
grades one to five. Soon after it moved to a small school building serving approximately 300 students. As student enrolment increased, relative to the economic growth witnessed in the country, the need for a larger campus to accommodate the growing student population soon became apparent. HYS transitioned to a purpose-built campus ten years later, offering classes up to grade eight. Continued enrolment necessitated an expansion project in early 2000, which comprised of building an addition to the existing campus on adjacent land to house the secondary divisions, thereby enabling the primary divisions to occupy the existing buildings. HYS is now at full capacity with no plans for future expansions. HYS is accredited by the New England Association of Schools and Colleges (NEASC). HYS has undergone three accreditations since being founded and has consistently been recognized for excellence relative to NEASC’s standards. HYS is soon to undergo a five-year accreditation review.

Organizational Mission and Vision

HYS’ mission, vision and values play a central role in its day to day practices. HYS’ mission articulates a commitment to academic excellence and personal growth, with a strong focus on the development of global citizenship. The vision is centered around providing learning focused educational experiences that are authentic, innovative and contextual, supported by data informed and evidence-based practices. There is a clear investment in making learning fun, and engaging students in collaborative and problem-solving experiences, in an environment that is technologically enhanced and sustained by responsible practices, and where learning extends beyond classrooms. This mission and vision, have undergone three revisions since HYS’ inception; however, enhancements were only made to the vision, keeping the mission consistent over the years. The school also promotes four core values that permeate through all aspects of school life and are upheld by all community members.
Organizational Structure

Governing HYS is a Board of Directors, who report directly to a Board of Trustees. Both governing boards are comprised of expatriate and host country representatives. HYS’ Superintendent, is appointed by the board, and heads the school’s leadership team. Figure 1.1 below depicts HYS’ organizational chart, outlining its leadership structure.

Figure 1.1. HYS’ Organizational Chart. This figure represents HYS’ leadership structure.

As presented in Figure 1.1 above, HYS’ leadership team comprises of an Academic Leadership Team, consisting of the Lower Primary, Upper Primary, Lower Secondary and Upper Secondary Principals and Vice Principals, and the Director of Curriculum and Instruction; in addition to an Operational Leadership Team, which includes the Director of Technology, the Director of Finance and Operations, the Director of Security, the Director of Admissions, and the Director of Human Resources. HYS operates under a traditional hierarchical leadership structure at the highest level; however, Principals and Vice Principals operate on a distributed leadership model. Additionally, middle leadership positions throughout the school are held by subject coordinators, grade level leaders and department heads.
Leadership Position and Lens Statement

This OIP is viewed through a critical lens, with my leadership position and lens statement being heavily influenced by critical theory, which is framed around the concept of equity in educational contexts (Mack, 2010). According to Crookes (2015) “…in the 1930s, Horkheimer…developed critical theory to refer to a critique of society prioritizing values such as equality, freedom, and social justice” (p. 486). Relative to education, critical theory addresses the issues of social power, social constructs, and social inequalities, through institutions such as schools and “…has an agenda, to change the participants’ lives or the structures of the institution” (Mack, 2010, p. 9). Grounded in critical theory is critical pedagogy, which is based on the understanding that critical theory, when translated into a school context, entails ‘critical consciousness’, that being an awareness and reflection of one’s self and others in a socially constructed context such as that of a school (Crookes, 2015, p. 492). Critical theory, with its foundational focus on equity, presents “…as an important aspect of effective English language instruction towards culturally and linguistically diverse classrooms” (Mack, 2010, p. 10).

Moreover, falling under the umbrella of critical theory and critical pedagogy is the sociocultural theory, which serves to frame this PoP, due its high level of relevance to second language learning and its underpinnings to the critical theory’s social constructs of learning. Critical theory, with its focus on equity and the needs of ELLs within social contexts, is highly applicable to the PoP and aligned to my conviction about the need to improve ELLs’ learning experiences.

Of significance to my leadership position and lens statement is the reciprocal influence of HYS’ context on my leadership and in turn my leadership’s influence on HYS’ context. Hallinger (2016) describes the interplay between the “person-specific context”, which relates directly to the leader’s leadership attributes and style, and the “widely-shared contexts” that
pertain to the internal and external organizational factors (p. 7), which in relation to this PoP, relate specifically to HYS’ sociocultural context. The focus is on leaders adapting their leadership styles in light of organizational sociocultural contexts and the learning needs that consequently arise from them. This is relevant to this OIP’s focus on employing leadership practices which are aligned to HYS’ changing socio-cultural context.

As a primary principal working in the context of a linguistically and culturally diverse student population, critical theory is most applicable to my leadership role. This is based on my ethical responsibility to ensure optimal learning experiences for all my students, reflecting a high level of educational equity within the sociocultural context of HYS. Being cognizant of the language acquisition difficulties ELLs are experiencing and the learning needs that have arisen, it is imperative that I employ effective leadership practices to foster changes in order to improve ELLs’ learning experiences. Key here is the role of my leadership influence, which I believe will be instrumental to propelling change efforts. As Gardner (2013) states “Leadership is the process of persuasion or example by which an individual…induces a group to pursue objectives held by the leader…” (p. 17). Leaders must possess the essential skill of influencing others, in order to enact changes in practice. In terms of influence associated with position, leaders are able to solicit “…some measure of power, rooted in their capacity to persuade…” (Gardner, 2013, p. 18). When framed within an effective change initiative, leadership influence can yield desired results within an organization.

Grounded in a deep conviction that critical theory is central to leadership practices that are driven by a commitment to improve the learning experiences of ELLs, an Internationally Minded Leadership Model has been designed for this OIP. As presented in Figure 1.2 below, my Internationally Minded Leadership Model is developed around international mindedness and
comprised of transformational leadership and inclusive leadership, which are linguistically and culturally responsive, and framed within an inclusive school culture.

![Diagram of Internationally Minded Leadership Model]

Figure 1.2. Internationally Minded Leadership Model. This figure outlines the components and descriptors of my Internationally Minded Leadership Model.

International mindedness serves to frame my Internationally Minded Leadership Model. Internationally minded leadership can be defined as a leadership approach, which is based on international mindedness and aimed at promoting inclusiveness and capitalizing on students’ diversity. Hill (2014) defines international mindedness as “…an attitude of mind translated into actions within the school” (p. 176). International mindedness encompasses “…knowledge about global issues and their interdependence, cultural differences, and critical thinking skills to analyse and propose solutions”, in addition to “…the knowledge and skills to work in order to make the world a better place through empathy, compassion and openness - to the variety of ways of thinking…” (Hill, 2012, p. 246). Moreover, demonstrating an understanding and an appreciation of “…cultural diversity within and between nations, and the multiple perspectives which arise from it, is fundamental to international mindedness” (Hill, 2012, p. 246). According to Hill (2014), in the absence of international mindedness, international schools may not be
taking advantage of their richness of diversity. This highlights the suitability of my Internationally Minded Leadership Model to international school contexts such as that of HYS.

Transformational leadership involves “…increasing the commitment and effort of organizational members toward the achievement of organizational goals” (Leithwood & Sun, 2012, p. 388). Moreover, transformational leadership is framed around the understanding that “…given adequate support, organizational members become highly engaged and motivated by goals that are inspirational because those goals are associated with values in which they strongly believe—or are persuaded to strongly believe” (Leithwood & Sun, 2012, p. 388). As for inclusive leadership, it is based on advocating for the rights and integration of all students through inclusive instructional practices (Ryan, 2006). Relative to this OIP is inclusive leadership’s specific focus on the leader’s conviction and associated efforts to advance a shared commitment “…to accommodate for diversity, (and) to meet the learning needs of all members…” (Devecchi & Nevin, 2010, p. 220). Thereby, inclusive leadership is applicable to promoting linguistic and cultural inclusion at HYS. In my Internationally Minded Leadership Model, transformational leadership provides the framework for leading the change, with inclusive leadership involving responsiveness to linguistic and cultural diversity and serving to provide the conviction and motivation for driving the change to support the development of an inclusive school culture.

While there is literature pertaining to international mindedness and inclusive and culturally responsive pedagogical and leadership practices, internationally minded leadership has not been identified in leadership literature as a specific leadership approach. Furthermore, inclusive leadership does not incorporate international mindedness, as foundational for framing inclusive practices, and international mindedness is not sufficiently addressed in inclusive and
culturally responsive leadership practices. Internationally minded leadership frames inclusive leadership by providing the mindset necessary for promoting an inclusive culture, reflective of inclusive practices. “School leadership, particularly in internationally minded schools…requires more observation of, deep reflection on, and contemplation about the existential realities of life, and an openness to multiple perspectives and other ways of thinking” (Hill, 2014, p. 176). Such practices reflect internationally minded leadership for linguistic and cultural inclusion.

As outlined in Figure 1.2, transformational leadership with its focus on “…the development of shared values and beliefs, meanings, and commitment to common goals” (Ingram, 1997, p. 423) plays a central role in my Internationally Minded Leadership Model. Transformational leaders focus on relationship and trust building and utilize their influence to affect change. Related to leadership influence, Nir and Hameiri (2014), refer to principals’ utilization of “soft and harsh powerbases” to influence change, with evidence to support the effectiveness of soft powerbases in eliciting desired results. According to Nir and Hameiri (2014), in their practice, “…it was found that transformational leaders typically tend to employ soft powerbases…” (p. 212). This is due to the applicability of soft powerbases to relational aspects of transformational leadership. The use of soft powerbases is reflective of my leadership style, which is based on developing relational trust to influence positive change at HYS. Relative to the high level of mutual respect which is upheld at HYS, employing soft powerbases in my leadership practices will enable me to cultivate faculty and staff support for the proposed change.

Furthermore, transformational leadership involves establishing a compelling change vision, which can promote support for a shared future state. Cawsey, Deszca and Ingols (2016), describe the potential transformational leaders have to lead change through developing connections and convincing others of the change vision. My trust based relationships, with
faculty and staff, will prove beneficial in assisting me to garner support for the change vision. Moreover, at the heart of this OIP’s change vision lies a commitment to inclusiveness, aimed at increasing faculty and staff’s emotional connectedness, tapping into their sense of obligation to ensuring effective learning opportunities (Cawsey et al., 2016). This highlights the importance of transformational leadership to promoting inclusive values, based on the understanding that “…educational leadership is value-driven and that leaders achieve results through people” (Hallinger, 2016, p. 11). Through promoting inclusive values, I will be able to influence the acceptance and in turn dissemination of inclusive practices amongst faculty and staff at HYS.

Inclusive leadership, as a core component of my Internationally Minded Leadership Model, presented in Figure 1.2, is instrumental in promoting a high level of commitment to the development of linguistically and culturally inclusive practices at HYS. Thereby, through employing inclusive leadership practices, my goal will be to advance a shared understanding of and commitment to inclusion. Inclusion, in relation to this PoP, pertains to increasing the integration of ELLs and addressing the needs of ELLs within the mainstream setting. International mindedness provides the foundation for the development of a linguistically and culturally inclusive school culture. Moreover, transformational leadership and inclusive leadership are well suited to influencing and leading a change in culture to support a shared commitment to improving ELLs’ learning experiences through inclusive practices.

My Internationally Minded Leadership Model comprises of transformational and inclusive leadership, which are enhanced by international mindedness and encapsulated within an inclusive school culture, as presented in Figure 1.2. Inclusive leadership practices serve to inform the change vision, with transformational leadership practices supporting the enactment of the proposed changes. My leadership model will be further addressed in chapter two, in light
of how it will be employed to lead the change process and enact the change implementation plan.

**Leadership Problem of Practice**

The problem of practice that will be addressed is the lack of sufficient attention to the learning experiences of ELLs at HYS. This pertains to ELLs’ language acquisition difficulties, EAL instructional practices, and linguistic and cultural inclusion at HYS. Considering the large number of ELLs at HYS, my Internationally Minded Leadership Model, comprised of both transformational and inclusive leadership, will be employed to improve ELLs’ learning experiences. International mindedness provides the framework for my Internationally Minded Leadership Model, and serves as a foundation for a transformational change vision that is based on linguistically and culturally inclusive practices. International mindedness encompasses “…concepts of intercultural understanding, language learning and human rights…”, in addition to an “…awareness of global issues, and international cooperation…” (Hill, 2012). According to Savva and Stanfield (2018), “…international-mindedness can be understood as a social construct that requires some form of cultivation” (p. 180). This highlights the essential role that transformational and inclusive leadership practices play, in my Internationally Minded Leadership Model, in activating the cultivation of international mindedness.

This problem is manifesting itself in ELLs experiencing difficulties learning English, in cases where there is limited maintenance or replacement of heritage languages with English on the home front. Research supports the critical importance of framing the acquisition of a second language on a heritage language foundation (Cummins, 2001), in addition to limited proficiency in the heritage language negatively impacting the acquisition of a second language (Murphy, 2003). There are also considerable implications of learning English on the learning experiences of ELLs, particularly ELLs who have limited heritage language proficiency, due to language
based cultural affiliations. This is of relevance to international schools such as HYS due to the influences of English on school culture. “The relationship between language and culture is complex and fundamental to the socialization and academic achievement of students” (Ezra, 2003, p. 127). Furthermore, the absence of international mindedness and linguistically and culturally inclusive practices can negatively impact ELLs’ English language acquisition and learning experiences. How can HYS advance international mindedness and the linguistic and cultural inclusion of ELLs in order to improve ELLs’ learning experiences?

Framing the POP

Historical Overview of the PoP

This PoP does not present a new problem, but rather one that has escalated in concern based on its increased prevalence over the last three years. While HYS has always offered an EAL program, this servicing provision was designed to accommodate for no more than 15% of the student population. The change in demographics at HYS has resulted in an increase of ELLs, presently accounting to 40% of the student body; however, the number of EAL teachers at HYS has not increased, making servicing inefficient within the existing EAL model. Moreover, difficulties with English language acquisition were becoming more apparent, as was a surfacing pattern between ELLs’ English achievement and their heritage language proficiencies, strongly indicating that many ELLs experiencing language acquisition difficulties had limited heritage language proficiency. This in addition to growing concerns about ELLs’ limited socialization, which were being attributed to their language learning experiences.

Theoretical Background

Under the umbrella of critical theory falls the sociocultural theory, which frames this PoP by virtue of its relevance to this OIP’s focus on improving ELLs’ learning experiences. This is
due to the sociocultural theory’s emphasis on socialization within cultural contexts, as an essential component of language learning, and its applicability to furthering the inclusivity of ELLs and advancing the integration of linguistic and cultural diversity within HYS. The sociocultural theory, which was developed by Lev Vygotsky, is applicable to framing this PoP based on its fundamental underpinning to the significant interdependence and influence that exists between language, culture and social contexts. Vygotsky’s sociocultural theory was framed around the learner and it differed from other psychological theories based on its focus on culture and socialization as central to the learning process (Gajdamaschko, 2015).

Through the lens of sociocultural theory, language learning is perceived to be “…a social concept that is developed through social interactions” (Asvad & Sadighi, 2015, p. 36). Sociocultural theory is framed around the “…principle that learning is the product of mediated interactions between an individual and the tools, symbols and people of a particular culture” (Asvad & Sadighi, 2015, p. 36). Based on sociocultural theory “…humans are understood to utilize existing, and to create new, cultural artifacts that allow them to regulate, and more fully monitor and control, their behavior” (Lantolf, Thorne, & Poehner, 2015, p. 207). According to Lantolf et al. (2015), within sociocultural theory, language is perceived “…as a cultural tool used to carry out concrete goal directed activities…” and advances in language acquisition are based on the learner’s demonstrations of “…changes in control over the new language as a means of regulating the behavior of the self and of others in carrying out goal-directed activity” (p. 214). Additionally, Norton and Toohey (2011) state that in educational endeavors associated with sociocultural theory “…the importance of learners’ access to cultural resources…” (p. 419) is emphasized. Furthermore, “…analysis of the literature on the sociocultural theory suggests that the theory has potential for forming new context-oriented language teaching-learning
pedagogies…” (Panhwar, Ansari, & Ansari, 2016, p. 183), thereby highlighting the sociocultural theory’s relevance and applicability to language learning.

The sociocultural theory is highly relevant to the PoP, in light of its applicability to HYS’ collaborative and interactive learning approaches. Communication skills are emphasized at HYS, whereby students participate in learning focused reflections and conversations, within partnerships, small group and whole class settings, in order to engage in learning within social contexts. Interactive, socially based learning is aligned to the principles of sociocultural theory.

**Review of the Literature**

**Defining Heritage Language**

When reviewing the literature, it is important to provide the definition upon which heritage language has been framed in the context of the PoP. This is due to varying definitions in the literature, which may influence interpretations and understandings. Cummins (2001) refers to heritage language as mother tongue, while terms such as primary language and home language are also prevalent in the literature. According to Polinsky and Kagan (2007), “Heritage speakers are people raised in a home where one language is spoken who subsequently switch to another dominant language” (p. 368). Moreover, while researching heritage language definitions, reference to differences in heritage language proficiencies arose in the literature. Kelleher (2010) states that “Some people may be able to speak, read, and write the language; others may only speak or understand when spoken to” (p. 1). Furthermore, “Some may not understand the language but are part of a family or community where the language is spoken” (Kelleher, 2010, p. 1). In order to tailor EAL instruction, it is crucial to attend to heritage language proficiency.

**ELLs and English Language Acquisition**

The aim of this literature review is to gain an understanding about the impact of heritage
language proficiency on ELLs’ acquisition of English. Cummins (2001) indicates that the extent of the “…development of children’s mother tongue is a strong predictor of their second language development” (p. 17). Moreover, Cummins (2001) purports that ELLs “…who come to school with a solid foundation in their mother tongue develop stronger literacy abilities in the school language” (p. 17). While engaging in learning a second language, children’s “…knowledge and skills transfer across languages from the mother tongue they have learned in the home to the school language” (Cummins, 2001, p. 18). Murphy (2003) supports this when stating that “…only students with at least four years of first-language schooling reach grade-level performance in a second language, and only after at least four years of ESL” (p. 31). In addition, “…students with no first-language schooling, either at home or in the host country, are not able to reach grade-level performance in a second language” (Murphy, 2003, p. 31). These findings are of significance to international schools, such as HYS, serving ELLs.

EAL instruction has been designed to develop English proficiency as a second language based on an understanding that ELLs’ heritage languages are primarily in place as they engage in the process of acquiring English. A surfacing reality is that ELLs may not necessarily have strong proficiency in their heritage languages. According to Kusuma-Powell (2004), such students “…have not established academic competence in any single language” and it may be perceived “…that another, more robust language exists, when in fact English is the child’s most highly developed language” (p. 169). Kusuma-Powell (2004) also states that English language acquisition difficulties being experienced by ELLs in international schools, “…‘look’ to be rooted in a language disorder because no dominant language seems to have been established” as these ELLs “…appear to lack a mother tongue” (p. 163). This reality has been witnessed at HYS, where ELLs with limited heritage language proficiency are experiencing difficulties acquiring
English. This is reflected in the limited language growth of these ELLs and substantiated by achievement data, as addressed later in this chapter in the Relevant Data section.

While these students may be regarded as potentially bilingual, due to acquiring a second language, research has validated that this is a false assumption. The work of Lambert (1981) in relation to additive and subtractive bilingualism is relevant to the PoP, as it addresses the impact of the heritage language on second language learning. In the case of additive bilingualism, the acquisition of the second language does not replace the heritage language, whereas with subtractive bilingualism the second language being acquired replaces the heritage language (Lambert, 1981). Subtractive bilingualism applies to many ELLs at HYS, for whom English has replaced the heritage language, due to an absence of heritage language exposure or an interruption in heritage language development. According to Lambert (1981), subtractive bilingualism “…can be devastating because it usually places youngsters in a psycholinguistic limbo where neither language is useful as a tool of thought and expression…” (p. 12).

According to Cummins (2007), opportunities to engage in a translation process between the heritage language and English, during the instructional process, greatly supports English language acquisition. Furthermore, Cummins (2007) addresses the notion of interdependence across languages, stating that “…there is an underlying cognitive/academic proficiency that is common across languages” and that such “…common underlying proficiency makes possible the transfer of cognitive/academic or literacy-related proficiency from one language to another” (p. 232). In the absence of proficiency in the heritage language and in cases where subtractive bilingualism is evident, such transfer cannot happen, resulting in ELLs experiencing difficulty with their English language acquisition. Moreover, Cummins (2007) indicates that the level of ELLs’ heritage language proficiency, upon embarking on learning English, is a strong indicator
of their subsequent English language development. In such cases, ELLs would benefit from mainstream EAL instruction as it “…. can help students learn faster because they have English proficient peers as models” (Varela, 2010, p. 40).

**Effects of English Language Learning on ELLs’ Learning Experiences**

Proficiency in the heritage language and its consequent effects on English acquisition can also influence ELLs’ experiences in international schools. Murphy (2003) highlights the concern “….that younger second-language children in international schools run the risk of subtractive bilingualism with its negative effect on cognitive development, along with a certain amount of cultural confusion” (p. 32). In turn, Grimshaw and Sears (2008) indicate that in the absence of communication in the heritage language, students may “…suffer a crisis of the self as well” (p. 267). Based on the essentiality of communication to socialization, hindrances in communication can impede ELLs’ abilities to develop in their second language acquisition, as social communication within the learning environment can be compromised. The process of socialization is instrumental to language learning and in turn ELLs’ experiences at school. According to Norton and Toohey (2011), language is the medium that determines accessibility to social connections, which provide the platform for learners to engage in discourse. This is due to the central role that language plays in gaining an understanding of people’s experiences and cultures (Ezra, 2003). Language barriers may hinder ELLs’ engagement at school, further impacting their English language development and resulting in negative learning experiences. Ezra (2003) addresses the importance of the learner’s affective filter, indicating that a higher affective filter, due to learning anxieties, may have negative impacts on language learning. Through increased mainstream inclusion, ELLs have a greater opportunity to engage in the socialization process, which is essential to developing their English communication skills.
In turn, due to the strong influence that language and its associated culture have on a specific environment, recognizing the cultural implications of language on the context of learning is essential. “Language is the carrier of culture, and every language is the crystallization of each culture (Xue & Zuo, 2013, p.1). With this being said, as a conveyer of culture, English as the main instructional language can shape the culture of an international school. According to Allan (2002), international schools “…are pre-dominantly mono-cultural in nature…” (p. 66). This in addition to the reality that in such schools “…there is often a dominant cultural ethos…” (Allan, 2002, p. 77). Moreover, Ezra (2003) refers to the interconnectedness of culture and language when stating that “The relationship between language and culture is complex and fundamental to the socialization and academic achievement of students” (p. 127). The process of socialization provides a channel for the dissemination of culture within a context. “It is the process of cultural exchange and cultural diffusion for people to use language to communicate with each other” (Xue & Zuo, 2013, p.1). In addition, cultural norms and values are conveyed through language and implicit in the socialization process.

When English replaces the learner’s heritage language, due to subtractive bilingualism, it may be assumed that this will entail a transference with the new language and its associated culture replacing the heritage language and culture. In the case of ELLs experiencing subtractive bilingualism, there may be a disruption in the development and maintenance of the heritage language cultural identity, resulting in its diminishing presence. Grimshaw and Sears (2008) state that a student’s transition to an international school can prove to be challenging, linguistically and culturally. “As a result of this experience many students have complex linguistic, cultural and academic backgrounds, and they emerge with a self-questioning attitude towards their identities” (Grimshaw & Sears, 2008, p. 260). Additionally, on the part of ELLs, there may be a
“...tendency to abandon national cultural values... in an effort to gain approval and to interact in a way defined by the predominant cultural values” (Allan, 2002, p. 80). Therefore, it is essential that international schools attend to ELLs’ linguistic and cultural inclusion.

Furthermore, Allan (2002) addresses the importance of schools ensuring that “…cultural minorities are given the confidence and reinforcement of self-esteem needed to express their own cultural viewpoints…”, in addition to employing “…culturally democratic pedagogy where different learning styles are recognized in the classroom…” (p. 82). Moreover, Ezra (2003) asserts that in order to meet students’ linguistic and cultural needs, there needs to be a focus on “…curricula to promote self-esteem and cultural awareness” (p. 145). Applying inclusive practices can improve ELLs’ learning experiences, by furthering their language development through increased socialization opportunities within mainstream settings. In turn, ELL inclusion can “…provide students from the majority cultures with the opportunity for real inter-cultural learning, through a more than superficial interaction with those from other cultures” (p. 82).

**PESTE Analysis**

When addressing the PoP, it is essential that there be a critical examination of the external organizational factors that may be impacting HYS, as such external factors may act as change drivers with the potential of influencing the internal organization. Cawsey et al. (2016) state that “PESTE factors include political, economic, social, technological, and ecological/environmental factors that describe the environment or context of an organization” (p. 6). In this PoP’s context, the technological and ecological/environmental factors do not present as relevant and therefore, only the political, economic and social factors will be addressed.

**Political.** The continuing political tensions in the region over the last two years have influenced the attractiveness of HYS to potential candidates, making recruiting efforts more
laborious and extensive. The political situation has also had financial implications, discussed below, on those residing in the country. Another significant negative consequence of the political situation has been the restricted access to voice and video calling mechanisms, making it difficult for the country’s expatriate population to maintain efficient communication with family and friends outside the country. Moreover, travel to frequented neighboring countries has been restricted and this has served as an additional constraint on the expatriate community, including on professional learning as a result of faculty’s inability to attend some regional conferences.

**Economic.** Due to the significant drop in oil prices, witnessed in the region over the last three years, oil and gas companies have decreased their workforce, resulting in numerous families leaving the country. This has impacted student enrollment, with more native speaking students leaving and being replaced with ELLs. Furthermore, the Ministry of Education in the host country has imposed strict fee increase restrictions over the last four years, which have constrained HYS’ ability to increase tuition. As a result, there have been no staffing expansions or increases to salary and benefits packages. Moreover, as a result of the political situation, there have been marked increases in cost of living and air fare. This has proved problematic, resulting in many expatriate families relocating, in addition to negatively impacting employee longevity at HYS, as there has not been a salary adjustment to account for increased living expenses.

**Social.** The change in HYS’ demographics has directly mirrored that of the external environment, whereby HYS has witnessed increased ELL enrolment. The social factor is of significance based on language presenting as a potential communication barrier for ELLs, thereby negatively impacting their socialization. The absence of such social interactions presents as a hindrance to ELLs’ English language development. This in addition to language serving as a constraint in ELL parent/school communication and ELL parent community involvement.
Moreover, the social factor is accentuated, in light of the diversity related implications of the growing ELL population, due to the limited focus at HYS on addressing the linguistic and cultural inclusion of ELLs and diverse community members.

Having addressed the external organizational factors influencing HYS, it is important to examine internal data in order to effectively frame the PoP. The following section serves to furnish relevant data pertaining to the PoP.

**Relevant Data**

ELLS at HYS, particularly those who have limited proficiency in their heritage languages, are experiencing difficulties in their English language acquisition. For example, although they are receiving substantial EAL instructional support, these ELLs are not demonstrating sufficient growth in English, nor advancing as expected on the World-Class Instructional Design Assessment (WIDA) Model, which is an English language acquisition model for ELLs comprising of five levels of English proficiency (WIDA MODEL, n.d.).

An overview of the achievement data of approximately 160 ELLs at HYS indicates that 55% are not meeting expected growth. Furthermore, an examination of the data has revealed that many students have remained in the same EAL level for longer than expected, due to not demonstrating the expected proficiency to transition to a higher EAL level.

Additionally, challenges experienced by ELLs at HYS can be linked to the absence of a strong proficiency in their heritage languages. This is substantiated by data that indicates that approximately 68% of these ELLs have limited proficiency in their heritage languages. Moreover, a screening of internal Student Study Team (SST) documentation has revealed that a lack of heritage language proficiency presented as a common factor for ELLs experiencing difficulty with English language acquisition. While these ELLs have varying levels of heritage
language proficiency, English is recognized as their primary functioning language. When one closely examines ELLs’ English language acquisition data and heritage language proficiency data, it is apparent that a potential correlation may exist between the two data sets.

Furthermore, HYS’ last NEASC accreditation report outlined several significant recommendations resulting from data furnished by the school and on-site observations by the accreditation visiting team. For the sake of anonymity, recommendations have been paraphrased and related recommendations have been combined as represented below:

- To clearly define and articulate the school’s understanding and use of ‘internationalism’.
- To further the incorporation of students’ diversity and host culture within the curriculum.
- To develop instructional practices to effectively cater to varied students’ needs, both academic and learning styles, encompassing Learning Support and EAL.
- To provide professional development for non EAL teachers in the area of effective inclusive EAL instructional practices to support ELLs.
- To engage EAL teachers in implementing instructional coaching cycles with homeroom teachers to ensure consistency in EAL servicing across classrooms.
- To increase EAL staffing in order to provide more support to ELLs through co-teaching and push-in instructional models. (NEASC, 2015)

Most of the recommendations outlined above pertain to improving EAL services with a focus on developing effective EAL instructional practices, and implementing inclusive servicing models. Additionally, one recommendation focused on HYS’ reference to internationalism, with the directive of clearly defining and articulating its meaning within the school community.

Furthermore, the recommendation about improving the incorporation of students’ diversity and host culture in the curriculum reflects a potential for growth in this area.
Examining data related to the PoP is an essential component of the change process, as it highlights the areas of potential growth around which the critical organizational analysis has been framed in chapter two. Moreover, it provides a spring board for examining the questions and challenges emerging from the PoP, which are addressed in the following section.

**Guiding Questions Emerging from POP**

The following three guiding questions have arisen from the PoP:

- How can HYS advance international mindedness and linguistic and cultural inclusion?
- How can HYS provide effective EAL instruction within its staffing structure?
- How can HYS increase ELL parent involvement in order to support heritage and English language development and to integrate their linguistic and cultural diversity?

Four main challenges have been identified as associated with this PoP. The first challenge pertains to the lack of focus on heritage language proficiency during the admission screening process. This situation has resulted in a lack of preparation, on HYS’ part, for the higher than anticipated number of ELLs requiring EAL servicing. This is accentuated by HYS’ year-round admissions, which hinders HYS from engaging in effective pre-planning for ELLs’ needs. This in addition to fewer students exiting from EAL servicing due to experiencing language learning difficulties, which are presumed to be attributed to limited heritage language proficiency.

The second challenge is related to the professional learning needs necessary to support the proposed changes in this OIP. This involves developing adequate proficiency, on the part of homeroom teachers, in the area of EAL instructional strategies implemented within a mainstream setting, in addition to providing professional learning to all faculty and staff in the area of international mindedness and linguistic and cultural inclusion. This presents as a significant challenge based on the high level of faculty turnover, regularly experienced at HYS, and the
consequent challenge of providing sufficient on-going professional learning.

The third challenge concerns limitations within the existing schedule for both increased professional learning and collaborative planning time. This presents as a significant concern as the potential changes in EAL servicing, associated with this OIP, will require on-going professional learning and collaborative endeavors for which extensive time must be allocated. Considering the time constraints in the present schedule, this will prove to be problematic.

Finally, the fourth challenge involves catering to potential increases in ELL enrolment at HYS in consequent years. While the PoP calls for a reactive change process, this challenge will involve engaging in an anticipatory process, whereby HYS investigates viable measures, through contingency planning, to address effective EAL servicing of increased ELLs. These challenges are important to consider as they can have significant implications on the PoP solutions that are examined in chapter two. They can also serve to effectively inform the analysis of the PoP solutions, in relation to the resources needed and the benefits and consequences of each solution.

**Leadership-Focused Vision for Change**

**Current Organizational State**

HYS adheres to specific entry requirements that stipulate a minimum level of proficiency in both literacy and numeracy. With this being said, HYS accepts ELLs based on the eligibility criteria of limited or no previous exposure to English language instruction. Having completed an entry assessment, students can qualify for EAL by undergoing an EAL screening. The number of ELLs requiring EAL support is steadily rising at HYS. In the current state, ELLs receive support from EAL teachers, predominantly based on a pull-out model, most often during language arts. This has proved to be problematic, as further EAL servicing is needed to support math instruction, due to the language based math curriculum in place at HYS. One EAL teacher is
assigned to support several classes at every grade level. ELLs, predominantly those who have limited proficiency in their heritage language and for whom English is in essence their primary functioning language, are continuing to experience difficulties learning English, as indicated by WIDA testing, which is utilized to assess and track language growth. Moreover, the English language proficiency of ELLs’ parents may not fully support English language development on the home front. Although these ELLs receive EAL support at HYS, and in many instances from after school programs, they are making slower language growth than typically expected.

Due to a mandatory local Ministry of Education requirement to embed the host country language in the academic program, it is offered at HYS as a part of the World Languages program; however, only to students from the host country and expatriate students with heritage affiliation to the host country language. Furthermore, HYS adheres to an American curriculum, with some integration of host country culture and history to satisfy ministry requirements. This is delivered through social studies units in the primary and lower secondary divisions and through elective courses in the upper secondary division. There is a limited focus on cultural diversity, other than an annual Multicultural Week celebration. While efforts have been made to integrate diversity focused learning opportunities within the curriculum, they are sporadic and with limited alignment across the grades. A guidance program addressing social and emotional wellbeing is in place; however, it is lacking in its focus on incorporating ELLs’ cultural diversity.

**Envisioned Future Organizational State**

The envisioned future state involves improving ELLs’ educational experiences through increasing their participation in mainstreamed learning opportunities with their peers, in addition to developing a greater emphasis within the curriculum and instructional practices on cultural diversity. This can best be achieved through employing an inclusive EAL servicing model,
whereby ELLs have the opportunity to engage in learning more fully alongside their English language speaking peers. The aim is to provide ELLs with equitable access to instruction within immersive settings (Villa & Thousand, 2017). This entails providing inclusive support within homeroom classrooms, across all core curricular subjects. The future state is geared at making homeroom teachers responsible for supporting ELLs with “…explicit attention paid to academic language development, modification of language demands, visual supports, or natural peer support to help students make sense of learning” (Villa & Thousand, 2017, p. 9).

Furthermore, the future state involves a greater focus on cultural diversity, thereby increasing ELLs’ linguistic and cultural inclusion and in doing so enriching the learning of all students. Such refinements are aimed at promoting and integrating all students’ diverse cultures, including ELLs (Sumaryono & Ortiz, 2004). This translates into there being a greater emphasis on embedding international mindedness, in addition to linguistically and culturally inclusive practices in the instructional programs, which can promote respect for others and acceptance of cultural diversity (Sood & Mistry, 2011; Villa & Thousand, 2017). Moreover, the guidance curriculum requires refinements in order to promote ELLs’ cultural diversity, within an English medium, predominantly Western school environment (Sumaryono & Ortiz, 2004).

**Priorities for Change**

A significant priority for change is to address the conduciveness of HYS’ culture to supporting the change vision. Culture is reflective of actions and therefore, as this OIP entails changes in practice, a focus on professional norms is necessary as they reflect and shape culture, influence the identity of an organization and govern actions (Leo & Wickenberg, 2013). School leaders can influence culture by exhibiting and transmitting desired professional norms (Leo & Wickenberg, 2013). Utilizing change teams, comprising of change agents who embrace the
change vision, can enhance leadership effectiveness (Cawsey et al., 2016). This can be achieved through change agents, acting as emotional champions to garner support for the change through motivating and influencing stakeholders’ perceptions and actions (Cawsey et al., 2016). I can benefit from grade level leaders, department heads, and subject coordinators, to serve as effective change agents in a guiding coalition. Additionally, faculty members, known to be innovators due to their previously demonstrated interest in engaging in change initiatives, can be powerful change agents due to their potential to positively influence colleagues to engage in the change.

Addressing the perceptions of stakeholders at HYS, such as faculty, staff, and parents, is another significant change priority and it is pertinent to increasing acceptance of the change. Changing the EAL servicing model may impact the psychological contracts, pertaining to ELL teaching responsibilities, that exist between faculty and staff, and HYS. Perceptions associated with such psychological contracts must be considered as they can impact the organizational culture (Cawsey et al., 2016). It is essential that I, as a leader, am deliberate in addressing perceptions through my communication plan, throughout the change process, with a focus on informing and influencing understandings pertaining to shared responsibilities for ELLs. Additionally, evidence supporting the learning benefits of the envisioned future state needs to be communicated to stakeholders to diminish misconceptions about decreased quality of EAL servicing within homeroom settings, when compared to the existing specialized pull-out model. Based on my experience at HYS, I expect that such misconceptions are likely to be held by faculty, staff and parents, and therefore, it is necessary that I engage with each of these stakeholder groups, to share data-informed, evidence-based recommendations pertaining to effective EAL instructional practices. Attending to stakeholders’ perceptions highlights the need for employing a participatory change approach, which focuses on changing perceptions and
Another priority is the clarification of HYS’ mission and vision in light of a commitment to inclusiveness of diversity. While the mission references global citizenship, there is no mention of a commitment to inclusion of diversity. Moreover, although one of HYS’ five guiding strategies articulates a commitment to engaging students in inclusive learning opportunities to meet their needs, this strategy does not address ELLs’ needs relative to inclusivity of instruction and cultural diversity, and nor does it articulate a clear definition of inclusive learning opportunities. A compelling change vision can provide this clarity and can promote HYS’ commitment to international mindedness and linguistic and cultural inclusion.

**Change Drivers**

This PoP is influenced by internal and external change drivers, highlighting the misalignment that exists between HYS’ external and internal environments. Internal organizational alignment with the external environment, aimed at maintaining a state of congruency, as called for in Nadler and Tushman’s Congruence model, is pertinent to this OIP (Cawsey et al., 2016). This involves a reactive organizational change process, which necessitates HYS to adapt in order to enhance organizational alignment (Cawsey et al., 2016).

There are five internal change drivers associated with the PoP. The first pertains to the increasing number of ELLs requiring EAL support at HYS. In turn, the challenges ELLs are experiencing at HYS present as the second significant internal change driver. As indicated by achievement data at HYS, ELLs who have limited proficiency in their heritage language are not making expected growth in their English language acquisition, thereby validating the need for different EAL instructional interventions. The third internal change driver pertains to the inability of HYS’ present EAL faculty to accommodate for the large number of ELLs requiring
support. EAL staffing has not increased relative to increases in ELL enrollment and this has resulted in a strain on the EAL faculty. In turn, the ineffectiveness of the existing, predominantly pull-out, servicing model presents as the fourth internal change driver. HYS’ present system of EAL support, however successful it may have been in the past, is no longer effectively meeting ELLs’ needs. The fifth internal change driver relates to the lack of incorporation of ELL’s linguistic and cultural diversity, as the need to enhance ELLs’ learning experiences through inclusion is becoming more apparent amongst faculty and staff. These change drivers have the potential for igniting urgency about the need for change, by highlighting the gap in the present state and creating the disruption needed to support a change vision that will result in the desired state, as reflected in the Change Path Model’s ‘Awakening’ stage (Cawsey et al., 2016).

Furthermore, there are two external change drivers related to the PoP. The first pertains to changes in demographics in the external environment, resulting in increased enrolment of ELLs. This has been further accentuated by the change in the admission policy, which entailed prioritizing host country and American applicants, with a large percentage of American passport holders being ELLs from diverse backgrounds. Furthermore, with the intention of supporting their children’s English learning, a trend in parents not investing in maintaining their children’s heritage language has surfaced over the last few years. This serves as the second external change driver and it may be associated to the learning difficulties ELLs are experiencing at HYS. These change drivers have attributed to and shaped the development of the PoP at HYS.

**Organizational Change Readiness**

Assessing HYS’ readiness for change is an essential part of the change process. Change readiness data pertains to the organization’s present state of readiness, thereby highlighting both areas of resistance and potential growth that serve to inform the change process. The tools
selected to assess HYS’ change readiness are Cawsey et al.’s (2016) Rate the Organization’s Readiness for Change Questionnaire, and Lewin’s (1975) Force Field Analysis.

**Rate the Organization’s Readiness for Change Questionnaire**

Through conducting this questionnaire, leaders are able to identify the change readiness of their organizations. This questionnaire addresses six readiness dimensions, those being: Previous change experience, Executive support, Credible leadership and change champions, Openness to change, Rewards for change, and Measures for change and accountability (Cawsey et al., 2016). For each dimension, there are questions to guide critical reflection, based on yes or no answers with points assigned to each question, and a scoring guide comprised of a negative and positive scoring range. Table 1.1 below presents HYS’ readiness scores in each dimension.

Table 1.1

<table>
<thead>
<tr>
<th>Readiness Dimension</th>
<th>Readiness Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Previous change experience</td>
<td>0 / 2</td>
</tr>
<tr>
<td>Executive support</td>
<td>+3 / 4</td>
</tr>
<tr>
<td>Credible leadership and change champions</td>
<td>+7 / 9</td>
</tr>
<tr>
<td>Openness to change</td>
<td>+14 / 15</td>
</tr>
<tr>
<td>Rewards for change</td>
<td>0 / 1</td>
</tr>
<tr>
<td>Measures for change and accountability</td>
<td>4 / 4</td>
</tr>
</tbody>
</table>

The overall change readiness score for HYS was 28, which falls within the range that signifies that HYS is in a prime readiness for change position. Specific indicator scores in the dimensions pertaining to HYS’ experience with successful change initiatives, HYS’ ability to recruit effective change agents, organizational clarity about the future, effective communication channels within HYS, and organizational practices for rewarding change and innovation, all present as viable areas of growth that need to be addressed to increase support for the change.

**Force Field Analysis**

Engaging in an examination of the driving and restraining forces that may impact the
change initiative can yield substantial information about HYS’ readiness for change. This can be achieved by conducting Lewin’s (1975) Force Field Analysis. The strength of Lewin’s Force Field Analysis lies in its potential for informing the leader about the forces that need to be leveraged in order to constitute changes. According to Swanson and Creed (2014), the Force Field Analysis “…provides a model for change that shows the relationship between the driving forces for positive change and the constraining forces against change” (p. 31), both external and internal. Thereby, change is understood to result from “…the right combination of forces running in the right directions…” (Swanson & Creed, 2014, p. 31). Figure 1.3 below depicts the internal and external driving and restraining forces associated with this PoP.

![Figure 1.3. HYS’ Force Field Analysis. This figure presents the PoP driving and restraining forces. Adapted from ‘Force Field Model’ Lewin (1975).]
As illustrated in Figure 1.3 above, there is an imbalance between the driving and restraining forces involved in the PoP. There are more high forces at play, both internal and external, than there are medium forces, and the fewest of the forces are those that are perceived to be at a low level. According to Cawsey et al. (2016), this situation presents as ideal for driving change as instigating change requires a state of imbalance, whereby the change process will involve “…adding new pressures for change; increasing the strength of some or all of the pressures for change; reducing or eliminating the pressures against change; or converting a restraining force into a driving force” (p. 196).

It is essential that there be a focus on the driving forces, both internal and external, that have been identified as high. High internal driving forces have been identified as ‘Increased ELL enrolment’ and ‘ELL language acquisition difficulties’. One high external driving force has been identified, that being ‘ELL parent concerns’. Medium internal driving forces are ‘Change in admissions policy’ and ‘Limited incorporation of linguistic and cultural diversity’. In addition, one medium external driving force, that being ‘Highly diverse student body’, and one low driving internal force, which is ‘Leadership longevity’, have been associated with this PoP.

As for restraining forces, three high forces have been identified at the internal level, those being: ‘Increased professional learning needs for EAL interventions’, Homeroom teachers’ increased responsibility and accountability for ELLs and ‘Professional learning needs for culturally and linguistically inclusive practices’. This translates into addressing homeroom teachers’ perceptions about increased responsibility and accountability for ELLs, in addition to articulating professional learning plans intended to scaffold and support faculty and staff as they engage with ELLs in their homeroom settings. One high force has been identified at the external level, that being: ‘Home maintenance of heritage language’. It is apparent that the highest
restraining forces are internal, as changes associated with this PoP will have a larger impact on the internal organization, although the ramifications of change will transcend into the external environment. Two medium restraining forces have been identified, both internal and pertaining to ‘High faculty turnover’ and ‘Budget restrictions for increased staffing’. As for low restraining forces, only one internal force, that being ‘Recruiting challenges’, has been recognized.

Cawsey et al.’s (2016) Rate the Organization’s Readiness for Change Questionnaire, and Lewin’s (1975) Force Field Analysis have informed my understanding of HYS’ change readiness. Moreover, they have provided me with a clear indication that HYS is in an optimal state of readiness to embark on change geared at achieving the desired future state.

**Conclusion**

Chapter one has provided a comprehensive overview of the PoP and its relevance to my scope of work. ELLs are an important component of HYS’ student body and improving their learning experiences should be one of HYS’ primary goals. It is essential that we enhance ELLs’ learning experiences through promoting international mindedness at HYS. Moreover, the EAL servicing model must be carefully considered, as ELLs navigate the complexities of acquiring English, especially considering ELLs’ heritage language proficiencies and their consequent implications on language acquisition. Providing an inclusive educational experience that promotes the integration of linguistic and cultural diversity is essential. This can be achieved in a learning environment where attention is paid to developing international mindedness, through an internationally minded leadership approach comprised of both transformational and inclusive leadership practices, that are linguistically and culturally responsive. This chapter paves the way for chapter two, which is focused on examining the leadership framework for this OIP, in addition to presenting a critical organizational analysis and viable solutions to address the PoP.
Chapter Two: Planning and Development

Chapter two centers around the planning and development for the desired change. Leadership practices from my Internationally Minded Leadership Model, presented in Figure 1.2 in chapter one, are described in light of their applicability to my leadership role at HYS and their relevance to advancing international mindedness and linguistic and cultural inclusion. An in-depth examination of this OIP’s blended change framework, comprised of the Change Path Model by Cawsey, Deszca, and Ingols (2016) and Kotter’s Eight-Stage Process (1996, 2012), is presented with a focus on highlighting how aspects of each model have been integrated and will be utilized to guide the change. Based on a critical organizational analysis, utilizing Nadler and Tushman’s Congruence Model (1980, 1989), areas of needed change and potential growth have been identified and in turn utilized to examine viable solutions for the PoP, in light of HYS’ scope of human, financial and time resources. Finally, the ethical implications of the change process and the ethical leadership practices I will employ when leading the change have been addressed, based on my ethical leadership obligation to improve ELLs’ learning experiences.

Leadership Approaches to Change

In chapter one, my Internationally Minded Leadership Model, Figure 1.2, comprising of both transformational and inclusive leadership approaches and framed around international mindedness was presented. My Internationally Minded Leadership Model is based on my four values as a leader, those being: Relational trust, Collaboration, Appreciation of student diversity, and Excellence in student learning. In this section, I have described how practices from my Internationally Minded Leadership Model will be employed to effectively lead change at HYS.

Internationally Minded Leadership

My Internationally Minded Leadership Model, based on a commitment to the inclusion
of ELLs’ linguistic and cultural diversity, is centered around critical theory relative to equity in education with respect to ELLs. Through the lens of critical theory, internationally minded leadership aims to raise “critical consciousness”, which is based on the critical theory’s focus on individuals engaging in reflection within social contexts with the goal of altering their behaviors (Crookes, 2015). Relative to employing my Internationally Minded Leadership Model at HYS, this involves changing practices to address inequities and to promote ELLs’ inclusion.

Internationally minded leadership entails demonstrating reflective thinking, accepting, respecting and promoting diversity, and enhancing cultural understandings (Wright & Buchanan, 2017). Internationally minded leaders are charged with promoting a commitment to inter-cultural understanding, encompassing an instructional and curricular focus on developing understandings of diversity (Wright & Buchanan, 2017). According to Baecher, Knoll and Patti (2013), it is imperative that leaders demonstrate cultural knowledge. A leader’s ability to do this is influenced by cultural intelligence, which Kenug and Rockinson-Szapkiw (2013) refer to as one’s knowledge of cultural diversity. While developing cultural intelligence is always a work in progress, my many years of international school experience have assisted me to develop the cultural knowledge I need to be an internationally minded leader. By engaging with diverse students and parents, I understand the necessity for international mindedness and advancing cultural understanding. I have witnessed the negative impact of not attending to varied cultural perspectives on the development of shared understandings. Through my Internationally Minded Leadership Model, I will utilize transformational and inclusive leadership practices, enhanced by international mindedness, to promote linguistically and culturally inclusive practices at HYS.

**Transformational Leadership**

Transformational leadership is framed around the core practices of “Setting Directions”,
involving generating a vision and garnering organizational member support, “Developing People”, through relationship building, establishing trust and providing support, “Redesigning the Organization”, through creating and maintaining a culture that is conducive to building capacity and community relationships, and “Improving the Instructional Program”, by providing instructional direction and evaluation (Leithwood & Sun, 2012, p. 399). Transformational leadership involves the enactment of a change vision through which leaders are able to “…motivate followers by raising their consciousness about the importance of organizational goals…” (Marks & Printy, 2003, p. 375). This change vision must emphasize a commitment to international mindedness and it should appeal to faculty and staffs’ sense of moral purpose, which in this OIP’s context pertains to embracing inclusiveness and improving ELLs’ learning experiences. This can increase stakeholders’ motivation, which is essential to driving change (Fullan, 2006b). According to Fullan (2006b), it is imperative that schools reflect moral purpose by improving the learning experiences and the consequent achievement of students. Relative to moral purpose, my aim will be to highlight HYS’ ethical obligation of attending to international mindedness and ELLs’ linguistic and cultural inclusion. Shared support for the vision is essential as the “…commitment to international-mindedness impacts hiring practices, strategic planning, classroom pedagogy, curricular and extracurricular programs, and nearly all aspects of a school’s life…” (Savva & Stanfield, 2018, p. 190). International mindedness will not permeate throughout HYS and produce the desired inclusive outcomes in the absence of commitment to the vision.

The infusion of inclusive practices does not result from prescribed implementation (Ainscow & Sandill, 2010). Moreover, developing “…new understandings and beliefs about diversity and inclusive practice involves more than simply communicating particular understandings so that they become diffused through an educational context…” (Riehl, 2000, p.
Leading change to support linguistic and cultural inclusion entails providing faculty and staff with “…the time and space to be able to have difficult discussions to examine their underlying assumptions about the languages, cultures, and experiences that their ELL students bring to the school…” (Brooks, Adams, & Morita-Mullaney, 2010, p. 149). I will be able to engage faculty and staff in these discussions as collaborative conversations are a common practice during professional collaboration at HYS. Such conversations will assist me to identify biases and misconceptions and will enable me to share information about the necessity of the desired state. Attending to this must be one of my leadership priorities, as such engagement will help me to cultivate common understandings and shared beliefs about the change vision.

In order to effectively lead change, transformational leaders must demonstrate credibility, which in the case of ELL leadership involves an understanding of English language acquisition and inclusive instructional approaches (Baecher et al., 2013; McGee, Haworth, & MacIntyre, 2015). My investment as a leader in continuing to develop my repertoire of EAL practices will increase my credibility when working with faculty and staff. My priority as a transformational leader is that “…teachers feel supported as well as challenged in relation to their responsibility to keep exploring more effective ways of facilitating the learning of all students” (Ainscow & Sandill, 2010, p. 407). Furthermore, McGee et al. (2015) address the importance of leaders empowering teachers’ implementation efforts by creating conditions for effective collaboration and ensuring that sufficient time is dedicated to professional learning. While professional learning and collaboration are deeply embedded in professional practice at HYS, furthering linguistically and culturally inclusive repertoires presents as another of my leadership priorities.

Central to transformational leadership is the development of trust while demonstrating unwavering commitment to the task at hand. Tschannen-Moran (2013) describes this masterful
leadership practice as being “…soft on people and hard on projects” (p. 44). My longevity at HYS and the trust I have established will prove beneficial as I strive to empower faculty and staff to take action as informed leaders of learning. Though employing transformational leadership practices, I will aim to garner the commitment needed in order to build capacity for change (Marks & Printy, 2003). In turn, by continuing to build relational trust, I can “…create circumstances that extend the sense of purpose and competence of these teachers” (Tschannen-Moran, 2013, p. 46). This involves ensuring psychological safety, as faculty and staff engage in new learning for which relational trust is essential. I can achieve this through continuing to provide a supportive work environment by encouraging and scaffolding faculty and staff’s implementation efforts. My leadership focus will be on building capacity, based on trust and empowerment, where all faculty and staff maximize their leadership potential.

**Inclusive Leadership**

Inclusive leadership is framed around “…advocating for inclusion, educating participants, developing critical consciousness, nurturing dialogue, (and) emphasizing student learning and classroom practice…” (Ryan, 2006, p. 9). Dorczak (2013) highlights the importance of attending to “…interpersonal and professional processes and team work as part of inclusive leadership” (p. 53). Moreover, according to Ainscow and Sandill (2010), developing inclusive practices “…involves social learning processes… that influence people’s actions and…the thinking that informs these actions” (p. 403). This is aligned to the critical theory’s focus on knowledge being a social construction (Mack, 2010). Thereby, through the process of social engagement, faculty and staff will be involved in collectively developing their knowledge. This type of social learning and engagement is essential, in order to develop a culture that will embrace inclusivity and support the implementation of inclusive practices. In the absence of a
culture of inclusion, change efforts may fail to be authentic or sustainable (Ingram, 1997). Furthermore, transformational change visions entail a transformation within the organization, which often involves a change of culture (Ingram, 1997). According to Dorczak (2013) in order to advance inclusive practices “…we need to transform school organization culture into one that can create good conditions for inclusiveness…” (p. 47). In the case of this PoP, this pertains to developing a linguistically and culturally inclusive school culture at HYS.

Effective inclusive leadership is instrumental to advancing a culture of inclusion. Dorczak (2013) purports that “Leadership has to be seen as the key factor in school culture building…” (p. 51). Therefore my primary focus will be on developing a culture that is conducive to linguistic and cultural inclusion. Riehl (2000) perceives leaders as “agents” in this process (p. 60). This highlights the critical role leaders play in leading the change process. Precey and Mazurkiewicz (2013), state that the effectiveness of inclusive leadership is influenced by “…the values, knowledge and skills and competencies…” of the leader “ (p. 117). Moreover, Ainscow and Sandill (2010) purport that inclusive schools are most often “…characterised by the presence of leaders who are committed to inclusive values…” (p. 405).

Demonstrating such commitment to inclusion through my leadership behaviors is essential to promoting the change. Ingram (1997) states “…that the leadership behaviour of the principal may influence the way in which inclusion is accepted and implemented by teachers” (p. 412). Furthermore, Precey and Mazurkiewicz (2013), identify three essential inclusive leadership behaviors, those being “Modelling - the power of example of leaders’ inclusive behaviours”, “Monitoring - leaders analyzing…teaching and learning for inclusion and then taking appropriate action” and “Dialogue - leaders creating opportunities to talk about learning and teaching and to listen to the views of others” (p. 116). These behaviors will assist me to develop understandings
of inclusion. One understanding pertains to the shared responsibility of catering to ELLs’ learning needs, in contrast to ELLs’ instruction being the sole responsibility of EAL teachers (Baecher et al., 2013). Promoting this understanding is vital, as teachers who are committed to inclusion are more likely to engage in collaborative partnerships for EAL instruction, and in doing so to collectively meet ELLs’ learning needs (Dove & Honigsfeld, 2010). Thereby, it is essential that I demonstrate behaviors reflective of a commitment to ELLs’ inclusion as this is foundational to activating and effectively supporting the change process. Having identified my Internationally Minded Leadership Model for leading the change for this OIP, the following section will describe the change framework through which to lead and guide the change process.

**Framework for Leading the Change Process**

The type of change associated with this PoP can best be described as reactive, due to changes in HYS’ external environment directly impacting its internal environment. Reactive change is described as that in which “…organizational changes are made in direct response to some external event” (Nadler & Tushman, 1990, p. 79). “Change which is initiated reactively is called adaptation” (Nadler & Tushman, 1990, p. 79). In this case, the change is reactive as it requires HYS to adapt relative to the increased ELL enrolment, which has necessitated that HYS addresses the needs of its growing ELL population, with the aim of improving their learning experiences. This change process will involve HYS in activating a core principle of critical theory, that being equity relative to ELLs, as the desired outcome is to achieve linguistic and cultural inclusion of ELLs. According to Nadler and Tushman (1998), change leadership is based on “…developing an understanding of the current state; articulating a clear vision of the future state; and guiding the organization through a delicate transition period” (p. 12). This involves “…skills, direction, and motivation to do the work necessary to achieve the strategic objectives”
(Nadler & Tushman, 1998, p. 12). To this end, Cawsey, Deszca, and Ingols’ Change Path Model (2016) and Kotter’s Eight-Stage Process (1996, 2012) have been selected as the combined change framework to lead the change for this OIP.

Utilizing a combination of The Change Path Model and Kotter’s Eight-Stage Process can be effective for leading change at HYS, based on the complementary nature of the two models, whereby each model can serve to accentuate areas of focus that are relatively underrepresented in either model. Therefore, combining both change models will enable me to effectively address all areas of the change process. Figure 2.1 below illustrates the alignment of both models, outlining how Kotter’s Eight-Stage Process can be infused into the Change Path Model’s four stages.

![Figure 2.1. Blended Change Framework](image)

Cawsey, Deszca and Ingols’ Change Path Model is comprised of four stages, those being ‘Awakening’, ‘Mobilization’, ‘Acceleration’ and ‘Institutionalization’, each of which is characterized by specific actions, which serve to guide the change process (Cawsey et al., 2016).

The Change Path model is designed around differentiating between the ‘how’ and the ‘what’ of
the change process, thereby addressing the process of change and the specific analysis and identification of needed changes (Cawsey et al., 2016, p. 59). Kotter’s Eight-Stage Process is comprised of stages pertaining to ‘Establishing a sense of urgency’, ‘Creating a guiding coalition’, ‘Developing a vision and strategy’, ‘Communicating the change vision’, ‘Empowering employees’, ‘Generating short term wins’, ‘Consolidating gains and producing more change’, and ‘Anchoring new approaches in the culture’ (Kotter, 1996). Kotter (2014) further conceptualized these stages by presenting them as accelerators of change. Identifying a ‘big opportunity’ lies at the heart of Kotter’s change framework, and it is based on capitalizing on targeting an area of potential improvement in an organization (Kotter, 2014). A problem of practice presents as an ideal ‘big opportunity’ that can be harnessed to instigate desired change.

The first stage, ‘Awakening’, of the Change Path Model, incorporates an organizational analysis involving the close examination of HYS’ internal and external environments. This is not specifically addressed in Kotter’s Eight-Stage Process in which there is no specific reference to engaging in a present state analysis. Conducting an organizational analysis of HYS will provide me with pertinent information, which will inform my leadership of the change process. In turn, the ‘Awakening’ stage can be enhanced through the integration of Kotter’s first two stages, those being, ‘Establishing a sense of urgency’ and ‘Creating a guiding coalition’.

In the first of Kotter’s Eight-Stage process, there is a strong emphasis on cultivating a sense of urgency amongst organizational members (Kotter, 1996). Relative to the PoP, this sense of urgency pertains to the learning difficulties being experienced by ELLs and the limited integration of ELLs’ linguistic and cultural diversity at HYS. While the ‘Awakening’ stage calls for leaders to “Identify a need for change and confirm the problem or opportunities that incite the need for change through collection of data” (Cawsey et al., 2016, p. 98), it does not address the
power that developing urgency can have on accelerating the change and it does not identify urgency as an instigator of change. Therefore, infusing this first stage of Kotter’s Eight-Stage process into the Change Path Model can serve as an effective propeller of change. Establishing urgency for the change will empower my leadership efforts by assisting me to garner support for the change vision. I must be deliberate in promoting the urgency of improving ELLs’ learning experiences, as this urgency has the potential of igniting and accelerating change at HYS.

The second of Kotter’s eight stages involves developing and maintaining change momentum through establishing a ‘Guiding coalition’ (Kotter, 1996). Kotter (2012) states that a “…guiding coalition is always needed—one with the right composition, level of trust, and shared objective” (p. 54). A guiding coalition serves to advance change efforts by promoting urgency for the change. While the change agents identified in chapter one, comprising of grade level leaders, department heads, and subject coordinators, will serve as members of my guiding coalition, I will seek to include other faculty and staff who demonstrate interest in the change, to extend the group’s influence by broadening its representation beyond those in leadership roles.

This ‘sense of urgency’, while it may be absolutely valid, cannot exist in the absence of collective recognition of the need for change, which is foundational to the ‘Awakening’ stage of the Change Path Model. Armenakis, Harris and Mossholder (1993), address the essential role of change agents in accelerating change by enhancing the change readiness of organizational members through social interactions. Armenakis et al. (1993), emphasize the importance of attending to the social dimensions of change while engaging in a change process and recognizing the influence that social contexts and interactions have on developing change readiness amongst organizational members. Through the social interactions of change agents in a guiding coalition, readiness for change can be increased at HYS, as can support for the proposed change.
Furthermore, Kotter’s Eight-Stage Process serves to enhance the Change Path Model, due to its recognition of the instrumental role of organizational members throughout the change process. Incorporating faculty and staff in the change process at HYS will increase the sustainability of change efforts, as it allows for learning about HYS’ past and engaging in a change process that “…respects, protects, preserves, and renews all that is valuable in the past and learns from it in order to build a better future” (Hargreaves, 2007, p. 226). Such involvement is of significance to my OIP, as the proposed changes rely heavily on faculty and staffs’ efforts in meeting ELLs’ learning needs. The focus on organizational members advancing change is highlighted in stages four and five, ‘Communication’ and ‘Empowering employees’ of Kotter’s Eight-Stage Process (Kotter, 1996). These stages, which are aligned to the ‘Mobilization’ stage of the Change Path Model, focus on involving organizational members in the change process and garnering their support through effective communication. Gilley, Gilley and McMillan (2009) address the importance of effective communication for motivating organizational members. By complementing the Change Path Model with Kotter’s Eight-Stage Process, organization member involvement is heightened. Applying a change model that empowers faculty and staff is suited to this OIP, as it reflects HYS’ high level of faculty and staff involvement in collaborative process.

Moreover, motivating organizational members by assisting them to experience successes by meeting short-term objectives constitutes the ‘Generate short-term wins’ stage of Kotter’s Eight-Stage Process (Kotter, 1996, 2012). This is aligned to the ‘Acceleration’ stage of the Change Path Model. The rational here is that “…organizational change may take three to five years…”, and that in order to sustain momentum for change, organizational members “…need to see evidence of successful change…” in a shorter time frame (Cawsey et al., 2016, p. 48). Short-term wins “…give the effort needed reinforcement” (Kotter, 2012, p. 126). By recognizing short-
term wins, leaders are able to “…create a work environment that elicits employee motivation” (Gilley et al., 2009, p. 81). Thereby, as short-term wins are achieved, it is important that I recognize and celebrate success, in order to sustain motivation and implementation momentum.

Additionally, aspects of organizational analysis and measurement, which are not as evident in Kotter’s Eight-Stage Process, are woven throughout the four stages of the Change Path Model. In the ‘Awakening’ stage, organizational data is analyzed to determine the need for change. In the ‘Mobilization’ stage, the analysis of organizational structures and culture is addressed and in the ‘Acceleration’ stage, the focus is on assessing the implementation of action plans. In the final stage, ‘Institutionalization’, assessment of change is emphasized, as it is used to evaluate change progress and to inform future steps. By utilizing this blended change framework, I will benefit from integrating the strengths of both models when leading change at HYS. Moreover, the critical organizational analysis, addressed in the following section, serves to inform the change process through situating the change in HYS’ current state context.

Critical Organizational Analysis

Conducting a critical organizational analysis is an essential component of the change process and for this I have utilized Nadler and Tushman’s Congruence Model (Nadler & Tushman, 1980, 1989). According to Cawsey et al. (2016), this “…model is used as a framework to assist in structuring change leaders’ organizational analysis” (p. 68). Nadler and Tushman’s Congruence Model views organizational change as a “…transformation process that takes inputs and transforms them into outputs…” (Nadler & Tushman, 1980, p. 47). It is comprised of three components: input, the transformational process and output (Nadler & Tushman, 1980, 1989). The first component, input, involves the environment, the context within which the organization operates, the resources, which are readily accessible, the history, which serves to inform the
organization’s current state, and the strategy, which addresses the organization’s mission and strategic actions (Nadler & Tushman, 1980, 1989). The second component, output, is described as the organization’s deliverables based on clearly defined measures (Nadler & Tushman, 1980). Relative to HYS, the input component relates to the demographic changes in the environment resulting in increased ELL enrolment, HYS’ faculty and staff as its primary resource, and HYS’ mission which is deeply rooted in its history. The output is based on HYS’ deliverables relative to its mission; those being students’ academic achievement, successful learning experiences, and global citizenship. The third component, the transformational process, is focused on tasks/work, people, formal and informal organization (Nadler & Tushman, 1980, 1989). HYS’ organizational analysis has been framed around each of these four parts. A four-year data overview from the Endicott Survey (Endicott Research Center, 2015, 2016, 2017, 2018), conducted annually with faculty at HYS, supports this organizational analysis.

**Tasks**

A primary task of HYS is to meet the educational needs of all students, including ELLs. HYS has witnessed increased ELL enrolment in the last few years, with ELL achievement data indicating limited language growth; however, there has been little change in the EAL servicing structure. While some efforts are underway to provide push-in EAL instruction, these have not been supported by sufficient professional learning about inclusive EAL instructional practices or language acquisition. There has also not been an increase in EAL faculty, thereby limiting EAL support for ELLs in the present servicing structure. This area presents as a priority task for HYS.

Admission to HYS is based on qualifying criteria. An EAL screening process is in place and ELLs are granted entry regardless of English proficiency levels. HYS’ four-year Endicott data average indicates that approximately 51% of faculty agree that students’ learning needs were identified at their time of enrollment at HYS. As for adequately identifying students’ needs
as they surfaced after their enrolment at HYS, the four-year average of faculty agreement for this is approximately 78%, indicating that learning difficulties were recognized after joining HYS, which supports the concerns of this PoP. As indicated by the data, as an essential task, there is a need for HYS to focus on heritage language proficiency, in order to anticipate for potential English language acquisition difficulties due to limited heritage language proficiency. Moreover, in order for HYS to achieve its organizational output of global citizenship, attention should be paid to furthering the linguistic and cultural inclusion of the diverse student body.

**People**

Faculty are instrumental to HYS performing its primary tasks, one of which pertains to ELL instruction. ELLs’ achievement data has highlighted insufficient English language growth and the necessity to enhance EAL instructional practices. With increased enrollment, it has been difficult for EAL teachers to provide ELLs with sufficient instruction. HYS’ four-year Endicott data indicates that faculty are not equipped to cater to ELLs. Included in this four-year average is data from the year before and the three years after the admissions prioritization change.

HYS’ Endicott data reflects that there are potential areas of growth related to resources and faculty preparedness for supporting ELLs. The four-year average of faculty agreement pertaining to HYS helping them to acquire instructional strategies to meet the needs of ELLs is approximately 67% and the four-year average of faculty agreeing that HYS provides sufficient and appropriate support and instructional resources for ELLs is approximately 75%. While these percentages are high, there is still room for growth in these areas. Faculty agreement however about HYS providing professional learning, which is tailored to their instructional needs, for supporting ELLs dropped from 76.5% to 58% with the four year average at approximately 68%.
HYS needs to attend to this decrease in faculty agreement starting in 2016, which may be reflective of the increase in ELL enrolment over the last several years. This indicates that there is a need to provide professional development for faculty in EAL instructional practices.

Furthermore, with increased ELL enrolment, a need has surfaced relative to linguistic and cultural inclusion. The four year overview of HYS’ Endicott data pertaining to local language and host country curricular integration, in addition to faculty’s incorporation of diversity at HYS has highlighted areas of potential growth. HYS’ four-year average of faculty indicating that they integrate aspects of the host country culture and language into their instructional programs is approximately 49%, which reflects limited integration in both these areas. This data highlights the need for HYS to further cultivate the integration of the host country culture and language throughout the curriculum and instructional programs. Moreover, HYS’ four-year average of faculty indicating that they utilize the diversity of HYS’ community to enhance their instruction is approximately 79%. This high percentage may be due to faculty’s lack of understanding about international mindedness. As outlined by the data, an investment in building individual and collective teacher capacity is needed, in order to acquire different and impactful instructional techniques (Fullan, 2006a; Harris, 2011). This encompasses expanding teachers’ instructional repertoires to incorporate cultural diversity, to enrich the learning of all students, value and support EAL students, and diminish cultural misconceptions (Sood & Mistry, 2011).

**Formal Organization**

When addressing HYS’ formal organizational component, I draw on Schein’s (2010) first two levels of organizational culture, those being: artifacts and espoused beliefs and values. In relation to HYS’ formal organizational component, the artifacts level is represented by HYS’ collaborative structure. According to Schein (2010), components of the artifacts level of culture...
are organizational member behavior and the “…processes by which such behavior is made routine…” (p. 24). In the case of HYS, this pertains to the structures in place for faculty and staff to work collaboratively as a professional learning community. HYS has utilized Adaptive Schools protocols, comprising of norms of collaboration, learning focused meeting agendas, and collaborative protocols to guide collaborative endeavors. Due to having large grade level and departmental teams, utilizing the Adaptive Schools protocols have proven beneficial to assisting HYS realize its goal of being an effective professional learning community. In addition to collaboration time being built into the schedule, time is dedicated for collaboration on a weekly basis, whereby school ends at midday to allow for a professional learning afternoon.

Another component of the formal organization is HYS’ EAL servicing model, which is predominantly based on pull-out servicing provided by EAL teachers. The EAL servicing model in place is not reflective of behaviors that are aligned to the collaborative structures of HYS’ formal organization. This relates to Schein’s (2010) second level of culture, espoused beliefs and values, which pertains to organizational behaviors witnessed at the first level of culture, artifacts. At the espoused beliefs and values level of HYS’ culture, the collaboration which is evident at the artifacts level is not incorporated in the EAL serving model, as a result of an underlying understanding that ELLs require specialized servicing by qualified EAL teachers. Moreover, this may be due to the lack of incorporation of collaboration for shared instructional endeavors in HYS’ collaborative structures. Such collaboration is not a specific component of the Adaptive Schools protocols, which frame the collaboration recognized at the artifacts level. Thereby there needs to be a focus on developing EAL collaboration skills at HYS, in order for such collaborative behaviors to be incorporated in practice at the espoused beliefs and values level of HYS’ culture. This will be needed in order to improve ELLs’ learning experiences.
Through my leadership role, I can enhance the collaborative structures presently in place by incorporating EAL teaching collaborations, in addition to communicating expectations about effective EAL practices involving EAL and homeroom teacher partnerships. Moreover, I must provide the support and professional learning needed to engage in such collaboration.

Furthermore, in order to inform change efforts in EAL instructional practices, it is essential to focus on present state readiness for EAL partnerships. Davison (2006) addresses the importance of assessing EAL and homeroom teachers’ preparedness for EAL collaboration. Davison (2006) presents a framework for co-teaching collaboration comprising of five levels, those being: ‘Passive resistance’, ‘Compliance’, ‘Accommodation’, ‘Convergence’, and ‘Creative co-construction’ (Appendix A). Through utilizing this framework, EAL collaboration readiness can be assessed and areas of growth that are essential to advancing collaborative work can be identified. Preparing homeroom teachers for this type of collaboration is critical, as co-teaching is dependent on a high level of planning and collaboration between EAL and homeroom teachers. Moreover, as a component of HYS’ formal structure, the conduciveness of instructional schedules to supporting EAL collaboration is an important component of this analysis.

**Informal Organization**

When analyzing HYS’ informal organization component, it is important to address Schein’s (2010), third level of culture, basic underlying assumptions, relative to HYS’ culture. Basic underlying assumptions are organizational members’ “…beliefs and values” (Schein, 2010, p. 24), which direct “…behavior, perception, thought and feeling” (Schein, 2010, p. 24). In this case, the basic underlying assumptions have been influenced by HYS’ formal structure involving the EAL servicing model in place, and homeroom teachers’ psychological contracts relative to their responsibilities for ELLs. Based on HYS’ EAL servicing structure, with
language support provided by EAL teachers, there is an underlying understanding that meeting ELLs’ instructional needs does not fall within homeroom teachers’ scope of responsibilities. This has resulted in a culture reflecting limited homeroom teacher accountability for ELLs. This presents as a significant barrier, as implementing EAL collaborations at HYS entails a change in ELL responsibilities for homeroom teachers and an expectation for collaborative partnerships between EAL and homeroom teachers. This requires a shift in homeroom teachers’ mindsets, in order to engage in EAL collaboration to cater to ELLs within their homeroom settings.

Furthermore, understandings about responsibilities for incorporating students’ diversity and employing linguistically and culturally inclusive practices have not been included in the recruiting process or explicitly addressed as an expectation. A commitment to linguistic and cultural inclusion, while it may appear to be in place on a surface level, is not ingrained in HYS’ culture or embedded in the curricular and instructional program. Moreover, HYS’ teacher profile does not address international mindedness, nor the incorporation of linguistically and culturally inclusive practices. Without a deliberate focus on this, HYS will continue to fall short in the areas of embracing and integrating student diversity. To activate change, I must attend to faculty and staff’s underlying assumptions to cultivate new understandings about changes in practice to achieve the desired state. My efforts to influence and develop such assumptions are instrumental as “…assumptions are shared and, therefore mutually reinforced” (Schein, 2010, p. 31).

Additionally it is important to attend to cultural competence and proficiency at HYS. According to Bustamante, Nelson and Onwuegbuzie (2009) cultural competence refers to the extent to which the organization is reflective of its own diversity. In turn “…cultural proficiency involves interacting effectively and appropriately in a variety of cultures as well as knowing how to learn about culture” (Bustamante et al., 2009, p. 799). This is of importance as cultural
bubbles, defined as groups of cultural entities, may exist, with ‘cultural bubbles’ within the curriculum being attributed to teachers’ limited understanding and limited skill sets for engaging productively with diverse student populations (Ledger, 2016). I can enhance cultural competence and proficiency at HYS, which is vital to addressing cultural bubbles, by engaging faculty and staff in professional learning about international mindedness, linguistic and cultural inclusion.

**Organizational Analysis Overview**

Nadler and Tushman’s (1980, 1989) Congruence Model calls for an alignment between organizational components; informal relating to organizational culture and formal relating to systems and structures (Cawsey et al., 2016). As outlined in the analysis of the transformational process; tasks, people, informal and formal organization, a state of incongruence presently exists in HYS, as a result of a misalignment between the components of the transformational process, and HYS’ input and output. According to Nadler and Tushman (1980), “…the greater the total degree of congruence or fit between the various components, the more effective will be the organization…” (p. 45). Maintaining a state of congruency at HYS, through internal alignment to meet the needs of the external environment, is pertinent to ensuring organizational coherence. This organizational analysis has paved the way for the exploration of solutions for the PoP. Three possible solutions are proposed for the PoP and examined in the following section, in light of their resources, benefits and consequences implications.

**Possible Solutions to Address the POP**

In this section, possible solutions to address the PoP, aligned to questions arising from the PoP in chapter one, have been identified. Three solutions are being proposed as follows: Solution 1: Professional Learning, which serves as an umbrella for two aspects of professional learning; Solution 1A: International Mindedness and Linguistic and Cultural Inclusion and Solution 1B:
English Language Acquisition and EAL Instructional Practices, both interrelated; however, each serving as a complementary solution in its own right, Solution 2: EAL Collaborative Partnerships, and Solution 3: ELL Parent Home/School Engagement Program. A description of each solution is provided, accompanied by an analysis of resources, benefits and consequences.

**Solution 1: Professional Learning**

Professional learning presents as a significant solution for this PoP. HYS’ Endicott data, indicates that there is an 18% decrease in faculty agreement about HYS providing sufficient professional learning in the area of ELL support, in addition to there not being a professional learning focus on linguistic and cultural inclusion. This proposed professional learning aims to support the inclusion of ELLs and to sustain inclusive efforts. According to Brooks et al. (2010), to increase the effectiveness of professional learning, it needs to be framed around addressing teachers’ perceptions and behaviors. This focus is embedded in Coady, Harper, and Jong’s (2016) professional learning framework for ELLs’ inclusion in mainstream settings (Appendix B). This framework comprises of the areas of ‘Teacher knowledge of teaching and learning for ELLs’, pertaining to ELLs’ language development and acquisition, ‘Teacher knowledge of ELLs as learners’, involving the role and influence of culture when working with ELLs, and ‘Teacher background and experiences’, centered around differentiating learning to meet ELLs’ instructional needs (Coady et al., 2016). Solution 1 proposes professional learning framed around these areas. Solution 1A targets international mindedness, and linguistic and cultural inclusion, and Solution 1B focuses on English language acquisition and EAL instructional practices.

**Solution 1A: International Mindedness and Linguistic and Cultural Inclusion**

Professional learning in international mindedness is an essential component of this solution, as linguistically and culturally diverse contexts, such as HYS, necessitate that faculty
and staff are internationally minded. Bastable (2014) asserts that “…an international curriculum, and the lessons themselves, can be constructed to produce situations and contain content which engender internationally minded questions and responses, but without an internationally minded mentor little may happen” (p. 18). In HYS’ diverse context, faculty and staff need to demonstrate cultural sensitivity and international mindedness, framed around an awareness of other cultures, in addition to recognizing the “…need to continuously reflect on the influence of their own cultural values and beliefs on classroom biases…” (Duckworth, Levy, & Levy, 2005, p. 285). This is imperative as “…the cultural and background mismatch between teachers and students has contributed to culturally-based misunderstandings in the classroom” (Duckworth et al., 2005, p. 279). HYS must be cognizant of this reality and the need to develop cultural knowledge. According to Yoon (2007) “…ELLs need culturally relevant teachers who help them live as legitimate members in the mainstream classroom…” (p. 238). This is essential at HYS as ELLs comprise a large portion of the student body. In the absence of international mindedness, teachers may not differentiate their instructional practices to meet the needs of diverse students or capitalize on their cultural wealth, resulting in failing to meet their needs as learners, both socially and emotionally (Bastable, 2014). Professional learning is essential to ensuring that faculty and staff can effectively cater to ELLs.

Teachers must also be aware of the importance of developing intercultural understandings and it “…needs to be set in the context of the school’s formal curriculum where teachers draw attention to the fact that points of view may differ for cultural reasons” (Hill, 2000, p. 34). This in addition to teachers demonstrating cultural sensitivity, and recognizing and validating varied cultural perspectives within their classrooms (Hill, 2000). This can be achieved through professional learning in international mindedness and linguistically and culturally
inclusive practices. Valuing cultural differences lies at the heart of international mindedness, whereby teachers engage students in understanding and respecting varying cultural backgrounds with their associated perspectives (Hill, 2000). This is pertinent to HYS’ student body representation of approximately 74 nationalities. Furthermore, Schachner, Noack, Van de Vijver, and Eckstein (2016) highlight the importance of teachers valuing pluralism in their instructional contexts and in doing so demonstrating an understanding that “…it is an asset and something that can enrich the learning experience at school” (p. 1177). According to Schachner et al. (2016), valuing pluralism “… can mean not only learning about topics related to cultural pluralism but also creating a climate that welcomes and appreciates cultural diversity” (p. 1177). A focus on inclusive EAL practices at HYS, in the absence of the integration of ELLs’ linguistic and cultural diversity, is insufficient for meeting their learning needs. “Effective programs for ELLs will be those that can successfully incorporate the gifts and strengths that minority cultures bring to mainstream classrooms” (Necochea & Cline, 2000, p. 323). Professional learning in international mindedness and linguistic and cultural inclusion is essential as teachers are primary agents of inclusive practices in their classrooms (Yan, 2003). As a leader, I need to engage faculty and staff in professional learning to advance linguistically and culturally inclusive practices, in addition to establishing clear expectations and accountability for implementation.

**Resources.** This professional learning will entail engaging with an outside consultant for 12 days, over a three month duration. Consultant recommendations are made by the Director of Curriculum and Instruction (DCI) with decisions pertaining to consultant selection jointly made between the DCI and the Principal. Approval is granted by the DCI based on the alignment of the professional learning to the divisional/school goals. The daily rate for consultants ranges between $1,500 to $2,000. Flight costs from North America or Europe typically fall in the range
of $1,000-$2,000. There are no accommodation costs involved, as consultants are housed in the guest accommodation on HYS’ housing compound. The cost of this consultant engagement will be approximately $21,000 - $25,000. While HYS’ professional learning budget was reduced over the last three years, it remains substantial and funding several consultants a year, at this same cost, continues to be standard practice. Time will be needed to support this professional learning, in addition to utilizing HYS’ allocated professional development days. Therefore, some of this professional learning will need to be scheduled on instructional days by releasing faculty and staff and providing substitution. This will entail utilizing one release day per faculty and staff member, either a whole day or two half days. While substitution has financial implications, it can be absorbed in the substitution budget, which allows for two professional release days a year to accommodate for faculty and staff engagement with consultants and in regional and international professional learning. Consequently, no budgetary approval is needed if the leave does not exceed this allocation. To secure the remainder of the time needed for this professional learning, a viable cost-free option is to utilize HYS’ weekly professional collaboration afternoons, when school ends at midday for students allowing for professional collaboration for the rest of the day.

**Benefits and Consequences.** While utilizing outside consultants for this professional learning and providing substitution has financial implications, this can be absorbed within HYS’ professional learning budget and substitution budget as outlined above. HYS is accustomed to working with outside consultants, due to the unavailability of locally based consultants. The office of the DCI is responsible for all consultant arrangements, including scheduling, payment details, accommodation and flight bookings. This professional learning will take place during the first three months of the school year, during three specific time periods each of which will extend for four days at a time. This professional learning will be delivered in whole group settings.
during professional development days and smaller group settings during professional release time and HYS’ weekly professional collaboration afternoons. One implication of utilizing outside consultants is working within the parameters of their availability, which may result in optimal visit date constraints. With this being said, the timing can be flexible as it entails the professional learning being offered during any given week within each of the first three months.

**Solution 1B: English Language Acquisition and EAL Instructional Practices**

This solution involves providing homeroom teachers with professional learning that is focused on English language acquisition and EAL instructional practices. This is essential as homeroom teachers often have limited prior training in ELLs’ language acquisition and delivering specialized instruction to ELLs within their homeroom settings (Brown, 2005). This involves EAL teachers providing training for homeroom teachers in delivering EAL instruction to ELLs in their classrooms, based on the Sheltered Instruction Observational Protocol (SIOP) Model. The SIOP Model facilitates ELL’s access to and comprehension of academic content language (Varela, 2010; Echevarria & Vogt, 2010). The model is comprised of eight core practices, those being: ‘Lesson preparation’, ‘Building background’, ‘Comprehensible input’, ‘Learning strategies’, ‘Interaction’, ‘Practice and application’, ‘Lesson delivery’, and ‘Review and assessment’ (Varela, 2010; Echevarria & Vogt, 2010). Accompanying each practice are actions that guide implementation. The SIOP Model is well suited to this OIP, as it is based on the sociocultural theory (Echevarria & Vogt, 2010), which provides the theoretical framework for this PoP. The SIOP Model increases ELLs’ social interactions in mainstream settings, through interactive learning experiences, and capitalizing on ELLs’ cultural backgrounds by tapping into their “funds of knowledge” (Echevarria & Vogt, 2010). Utilizing the SIOP model can enhance linguistic and cultural inclusion, and English proficiency at HYS.
Resources. This professional learning can be conducted by EAL teachers at HYS, through regular training sessions throughout the year. While HYS’ professional development days and weekly professional collaboration afternoons can be used for this training, additional release time will also be needed. HYS’ substitution budget allows for up to two professional release days per faculty and staff member; which provides sufficient time for homeroom teachers to engage in this professional learning. With this being said, EAL teachers will need more than the two release day allocation, in order to conduct this training for homeroom teachers.

Benefits and Consequences. As an in-house offering, this professional learning can be scheduled according to desired dates, and it allows for flexibility in scheduling the frequency of session offerings according to homeroom teachers’ needs as they change during the year. The time needed to conduct this professional learning presents as a significant challenge, as training homeroom teachers across grade levels will be a considerable and time intensive undertaking on behalf of EAL teachers who already have full instructional schedules. As indicated above, this work will entail a significant amount of professional release time for EAL teachers and this will have a negative impact on their instructional student responsibilities and in turn on the EAL support ELLs receive. This time factor will also limit EAL teachers’ abilities to assist homeroom teachers with utilizing the SIOP Model and to effectively scaffold their implementation efforts. This may lead to ineffective or limited mainstream implementation of EAL practices.

Solution 2: EAL Collaborative Partnerships

This solution involves EAL teachers at HYS in providing training to homeroom teachers in EAL instruction, in order to further ELLs’ learning in their mainstream classrooms. According to Brown (2005), in the absence of teacher training in EAL, “ELLs who are culturally and linguistically diverse are not exposed to the curriculum in the same ways as their fully English-
speaking counterparts” (p. 255). Brown (2005) presents two types of EAL teacher consultation, indirect and direct. With indirect consultation, EAL teachers train homeroom teachers without working directly with ELLs, whereas with direct consultation EAL teachers work in partnership with homeroom teachers to provide instruction to ELLs (Brown, 2005). While, each of these consultation types is effective, applying both types of consultation at HYS is optimal.

Direct consultation at HYS will involve co-teaching, which constitutes a collaborative partnership between the EAL and the homeroom teacher, with both teachers involved in planning and instruction. This entails a shift in practice at HYS, where EAL pull-out servicing continues to be employed. With this change in practice, ELLs will receive language instruction in their homeroom classrooms. According to Dove and Honigsfeld (2010) “…fragmented special service delivery, frequent interruptions for pull-out services, and the social isolation that some ELLs experience can be detrimental” (p. 9). Furthermore, Honigsfeld and Dove (2008) purport that through co-teaching in the mainstream setting, ELLs can benefit from the language modeling that is offered by their English-speaking peers. Through implementing inclusive EAL servicing at HYS, ELLs will have the opportunity to learn alongside their peers and to engage in the same learning experiences. Moreover, Peercy and Martin-Beltran (2012) highlight the connection between EAL instructional partnerships and the sociocultural theory, due to the interactive nature of the collaboration and the social context in which it is famed. Through a sociocultural lens, co-teaching is viewed as a “…social construction of the teaching relationship” (Peercy & Martin-Beltran, 2012, p. 659). Effective collaboration lies at the heart of co-teaching. Therefore, employing Davison’s (2006) model for assessing co-teaching collaboration, described in the Critical Organizational Analysis section in this chapter, will assist me to lead the EAL servicing change by identifying areas of needed growth and supporting collaborative partnerships.
**Resources.** HYS’ EAL faculty can be utilized to lead EAL collaborative partnerships, as they are well versed in stages of language acquisition and EAL instructional practices. HYS can benefit from their expertise through direct and in-direct consultation with homeroom teachers. EAL teachers can be assigned to work with their grade level’s homeroom teachers. Due to belonging to the same grade level team and sharing the same instructional schedule with common planning times, no additional time or alternative scheduling is needed to support these collaborations. Thereby, this solution does not have budgetary impacts.

**Benefits and Consequences.** This solution can be readily implemented without requiring additional release time and it does not entail any financial implications. Due to the time commitment involved in EAL collaborative partnerships and having one EAL teacher assigned to several homeroom classes at each grade level, not all homeroom teachers can be engaged in EAL collaborative partnerships in the same school year. In order to maximize the effectiveness of these collaborative partnerships, EAL faculty can be assigned to designated homeroom classrooms, whereby half a grade level at a time is involved in collaborative partnerships. This will enable EAL faculty to work with a manageable number of homeroom teachers to provide ongoing training and classroom based scaffolding, within the scope of their regular instructional schedules. With this solution, HYS can continue to accept ELLs and to service them within the mainstream setting without having to expand its EAL staffing. Thereby, the lack of budgetary implications to support EAL collaborative partnerships presents as a significant benefit for HYS.

**Solution 3: ELL Parent Home/School Engagement Program**

This solution is proposed to increase ELLs’ parent involvement at HYS, with the goal of supporting their children’s English language acquisition and heritage language maintenance. ELL parent sessions can be held regularly at HYS, in order to assist ELL parents to support their
children’s English learning. According to Panferov (2010), through parent education, schools can effectively “…promote information about the home language, in order to continue to support home language literacy and minimize subtractive bilingualism” (p. 111). Additionally HYS can further ELLs’ parent involvement by providing home support materials, which can be applied to English or the heritage language (Dixon, Zhao, Shin, Wu, Su, Burgess-Brigham & . . . Snow, 2012). School involvement can also be increased by encouraging ELL parents to share library experiences with their children and to engage them in participating in after school activities to increase their interactions with English-speakers (Dixon et al., 2012).

Integrating ELLs’ parents can assist HYS to benefit from their collective cultural wealth. “Schools can benefit from the rich cultural artifacts, such as folk tales, myths, legends, and family stories, to form an integral aspect of the curriculum for ELLs” (Necochea & Cline, 2000, p. 323). Furthermore, “…opportunities for parents to engage in sharing their home cultures and their own expertise transfers a positive attitude to ELL children about their first language and learning experiences” (Panferov, 2010, p. 111). ELL parent involvement, through a home/school engagement program, can positively impact English language acquisition, the advancement of cultural understandings, and also linguistic and cultural inclusion within HYS. To this end, I will conduct ELL parent sessions to encourage participation in English and heritage language development information sessions and to highlight the importance of home/school engagement. Moreover, with the goal of increasing linguistic and cultural inclusion at HYS, I will work with faculty to integrate ELL parents in linguistically and culturally focused classroom events.

**Resources.** EAL teachers are the primary resource in this solution. EAL teachers can conduct ELL parent information sessions about English and heritage language development, thereby no external support will be required for this solution. These sessions can be held on a
grade level basis, whereby each grade level’s EAL teacher can work directly with ELL parents from that grade level. These sessions can be scheduled during the instructional day, thereby limiting EAL teachers’ additional after school engagement. Learning materials for ELL parent home support can be furnished through HYS, at no additional cost, using book room and library resources and EAL instructional materials on a check-out basis. ELL parents are also an essential resource, as they can support the advancement of linguistic and cultural inclusion at HYS. Homeroom teachers can further engage ELL parents by inviting them to participate in culturally focused activities, where they can share information about their culture with the class.

**Benefits and Consequences.** This solution does not have financial implications as it can be implemented using HYS’s existing resources. Parent maintenance of heritage languages on the home front can support ELLs’ English acquisition, which will enhance HYS’ efforts with EAL instruction and ELLs’ English language growth. Moreover, through parent engagement in this program, there will be further integration of linguistic and cultural diversity at HYS by incorporating ELLs’ parents in classroom based, diversity focused learning experiences. With this being said, based on HYS’ limited control over parents’ involvement and English or heritage language support on the home front, this solution may not yield the desired results and should therefore be considered as complementary to another solution. Depending solely on this solution cannot guarantee that there will be an improvement in ELLs’ learning experiences at HYS.

**Chosen Solution to Address the PoP**

While the proposed solutions are all applicable to addressing the PoP, attending to them all will be a considerable undertaking on the part of HYS. A combination of Solution 1A, pertaining to professional learning in international mindedness and linguistic and cultural inclusion, and Solution 2, involving training in EAL collaborative partnerships, will provide a
comprehensive solution to the PoP. Solutions 1A and 2 are complementary to each other, and if addressed within the scope of one solution can help HYS achieve the desired state. Executing Solutions 1A and 2 consecutively will be financially feasible, as the cost associated with Solution 1, approximately $21,000-25,000 to fund an external consultant, can be accommodated within HYS’ professional learning budget. Moreover, Solution 1 involves the use of one release day, which falls within HYS’ two release day allocation for professional learning, thereby not requiring budgetary approval. Additionally, there are no costs for Solution 2, as HYS’ EAL teachers are the primary resource, making this solution viable for implementation at HYS.

It is essential that there be a strong focus on solution 1A, in order to provide the foundational learning about international mindedness and linguistic and cultural inclusion, which is necessary to ensure that a shared commitment is upheld by all faculty and staff and reinforced in all curricular areas. In turn, Solution 2 is essential as it involves professional learning in EAL and homeroom teacher collaboration, which is needed in order to implement EAL inclusive practices. A professional development plan, framed around these areas, developed in conjunction with the DCI, can be readily implemented at HYS. This will be aligned to a school goal of improving ELLs’ learning experiences and will comprise the professional learning focus for the whole year. These two focal areas of professional learning are interconnected with their focus on inclusion and can be readily implemented simultaneously, within the same time frame.

Superintendent approval will be based on ELL achievement data and justification for the necessity of the change. Moreover, this goal will be supported based on leadership team concerns about ELLs’ learning experiences being an area of needed growth. Advancing this goal will entail garnering support from faculty and staff by sharing information about what the change entails and the professional learning involved, and framing it in the context of faculty and staff’s
concerns about ELLs’ learning experiences. Furthermore, I will seek to garner their support by highlighting the applicability of the professional learning associated with solutions 1A and 2, to the need for professional learning they identified in their feedback and in Endicott survey data.

This chosen solution, when implemented through my Internationally Minded Leadership Model and framed around my blended change framework, has the potential of achieving the desired future state at HYS. With this being said, the ethical leadership implications of this change must be carefully examined as addressed in the following section.

**Leadership Ethics and Organizational Change Issues**

This PoP has significant ethical implications as it is centered around improving the learning experiences of ELLs through inclusive practices. Furthermore, the ethical stance is highlighted through this OIP’s critical theory lens, which is focused on “… prioritizing values such as equality, freedom, and social justice” (Crookes, 2015, p. 486). This in addition to the critical theory’s aim of addressing inequities by “…problematizing practice…” (Crookes, 2015, p. 486), which in HYS’ case pertains to the lack of ELLs’ linguistic and cultural inclusion. In turn, ethical considerations are instrumental to my Internationally Minded Leadership Model, as it is framed around leadership practices aimed at promoting inclusion. Theoharis and O’Toole (2011) describe this leadership conviction as “Taking up the charge of ensuring equitable and excellent education for ELLs…” (p. 648). It is leaders’ ethical responsibility to “…address the racial, cultural and ethnic makeup of the school community and provide the knowledge to improve equity and equal opportunities for all students…” (Miller & Martin, 2015, p. 147).

Bass and Steidlmeier (1999) frame leadership ethics around the three components of “(1) the moral character of the leader; (2) the ethical legitimacy of the values embedded in the leader’s vision, articulation, and program… and (3) the morality of the processes of social ethical
choice and action that leaders and followers engage in and collectively pursue” (p. 182). These components are of relevance to my Internationally Minded Leadership Model and its associated transformational and inclusive leadership practices. In transformational leadership “…the processes of vision articulation and choice are matters of moral concern…” (Bass & Steidlmeier, 1999, p. 186). Transformation leaders engage in “…the moral uplifting of their followers, in the sharing of mutually rewarding visions of success, and in enabling and empowering them to convert the visions into realities…” (Bass & Steidlmeier, 1999, p. 211). Transformational leaders are also responsible for “…providing a model of high ethical behavior…” (Leithwood & Sun, 2012, p. 400). Inclusive leadership is also relevant due to its focus on social justice and equity as foundational to inclusive practice (Ryan, 2006). This in addition to inclusive leaders advancing “…an equity-oriented vision for educating ELLs…” (Theoharis & O’Toole, 2011, p. 680).

Leadership ethics are all the more pertinent when the vision is framed around an ethically grounded issue such as inclusion. According to Bass and Steidlmeier (1999) “…transformational leaders, as moral agents, expand the domain of effective freedom, the horizon of conscience and the scope for altruistic intention” (p. 211). This translates into leaders promoting social justice relative to equity within a school context (Talbert-Johnson, 2009). Leadership for inclusion that is focused on “…ensuring equitable and excellent education for ELLs is an essential component of social justice…” (Theoharis & O’Toole, 2011, p. 648). Ethical leadership framed around social justice is based on the principle that ELLs should be regarded “…as an essential part of a school community that is purposefully designed to accept and embrace diversity as a strength, not a weakness” (Theoharis & O’Toole, 2011, p. 649). Thereby, through implementing an inclusive EAL servicing model, leaders can ensure that ethical provisions are in place for ELLs. Moreover, in order to advance a commitment to ethical practice relative to ELLs, it is important
that I as a leader exhibit ethical behaviors that support linguistic and cultural inclusion. Philipp and Lopez (2013) state that “…leaders who display ethical behaviors promote an ethical work environment by modeling and encouraging ethical behavior among their followers” (p. 307).

Furthermore, it is essential that there is a strong focus on faculty and staff in order to ensure that their needs are being met during the change process. This translates into the leader’s ability “…to achieve the common good of the organization, while at the same time meeting the needs and safeguarding the rights of the various stakeholders” (Bass & Steidlmeier, 1999, p. 200). Within my leadership scope, it is necessary that I carefully consider the impact of the proposed change on the psychological contracts of faculty and staff, as this change entails a change in responsibility and associated accountability for the learning and inclusion of ELLs. Philipp and Lopez (2013) address the importance of employee perceptions of psychological contracts, highlighting that such “…perceptions are associated with their commitment levels, motivation, and behaviors in the workplace” (p. 313). It is essential that I acknowledge that EAL servicing changes can present as a concern for faculty and staff due to changes in responsibilities that may not fall comfortably within their scope of training. Relative to ethical practice, this necessitates that I am transparent in my communication and that I display a commitment to supporting implementation efforts through a comprehensive professional learning plan.

Leadership plays an instrumental role in advancing ethical practices within an organization. According to Talbert-Johnson (2009), it is essential that leaders demonstrate cultural sensitivity and cultural competence. In order to do so, leaders have an ethical obligation to expand their cultural understandings and repertoires, in order to ethically meet the needs of their diverse students. Talbert-Johnson (2009) asserts that there is a lack of preparation on the part of leaders to address diversity in the school setting. An investment in professional learning
for leaders is essential, in order to be able to lead with credibility while operating under ethical convictions. Based on leaders’ moral obligation to cater equitably to all students’ needs, they should equip themselves with the knowledge and skills needed to lead in an informed manner. Miller and Martin (2015) state that principals often fall short of creating “…the conditions for effective instruction, culturally relevant instruction or building the capacity of teachers to engage students in a culturally responsive curriculum” (p. 140). This entails that I am knowledgeable about “…what skills and strategies teachers should employ and be confident in helping teachers become socially just and culturally relevant in their practices” (Miller & Martin, 2015, p. 140). It is my ethical obligation to provide informed leadership during the change process.

Conclusion

Chapter two provided a comprehensive overview of the planning and development needed to achieve the desired state. My Internationally Minded Leadership Model, framed around transformational and inclusive leadership practices, which is grounded in principles of ethical leadership, effectively serves to lead change efforts. My leadership model will guide the implementation of the selected change framework, which is based on a combination of Cawsey, Deszca, and Ingols’ (2016) Change Path Model and Kotter’s Eight-Stage Process (1996, 2012), through increasing commitment to the change vision and empowering faculty and staff during the change process. Based on the critical organizational analysis, significant needs were identified and related solutions were examined, with one combined solution, professional learning about international mindedness and linguistic and cultural inclusion, in combination with professional learning in EAL collaborative partnerships, being chosen to address the PoP. This chapter serves to inform the development of plans for change implementation, monitoring and evaluation, and communication, which will all be addressed in chapter three.
Chapter Three: Implementation, Evaluation and Communication

Chapter three is focused on the implementation, evaluation and communication of the proposed change. A detailed change implementation plan, comprised of four stages, is presented, accompanied by a description of transition management components that are intended to support effective change implementation. Monitoring and evaluation of the change process are addressed with a focus on the utilization of the PDSA cycle. Furthermore, a four phase comprehensive communication plan is described, outlining focal areas, channels of communication, and persons responsible, relative to a communication timeline. The chapter closes with an in-depth examination of next steps and a future consideration worthy of continued investigation.

Change Implementation Plan

Driving my change implementation plan is the goal of improving the learning experiences of ELLs through inclusive practices. My change implementation plan is aligned to my blended change framework, as outlined in Table 3.1 below, combining Cawsey, Deszca and Ingols’ (2016) Change Path Model and Kotter’s (1996, 2012) Eight-Stage Process. Integral to my change implementation plan is a focus on managing the transition, which involves attending to stakeholders’ reactions, outlining the work of the guiding coalition, identifying supports and resources, considering potential implementation issues, building change momentum through short, mid and long-term goals and critically reflecting on limitations and challenges.

Stages of Change Implementation

My change implementation plan is developed around each of the four stages of my blended change framework, as presented in Table 3.1 below. Stage one combines the ‘Awakening’ stage of the Change Path Model and the first three stages of Kotter’s Eight-Stage process, ‘Establish a sense of urgency’, ‘Create a guiding coalition’ and ‘Develop a vision
and strategy’. Stage two is framed around the ‘Mobilization’ stage of the Change Path Model and stages four and five, ‘Communicate’ and ‘Empower employees’ of Kotter’s Eight-Stage process. Stage three is made up of the ‘Acceleration’ stage of the Change Path Model and stages six and seven, of Kotter’s Eight-Stage process, ‘Generate short-term wins’ and ‘Consolidate gains and produce more gains’. Stage four comprises of the ‘Institutionalization’ stage of the Change Path Model and stage eight, ‘Anchor new approaches’ of Kotter’s Eight-Stage process.

Table 3.1

<table>
<thead>
<tr>
<th>Change Implementation Plan Stages</th>
<th>The Change Path Model Cawsey - Deszca - Ingols</th>
<th>Kotter’s Eight-Stage Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage One</td>
<td>Awakening</td>
<td>Establish a sense of urgency</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Create a guiding coalition</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develop a vision &amp; strategy</td>
</tr>
<tr>
<td>Stage Two</td>
<td>Mobilization</td>
<td>Communicate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Empower employees</td>
</tr>
<tr>
<td>Stage Three</td>
<td>Acceleration</td>
<td>Generate short-term wins</td>
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<tr>
<td></td>
<td></td>
<td>Consolidate gains &amp; produce more gains</td>
</tr>
<tr>
<td>Stage Four</td>
<td>Institutionalization</td>
<td>Anchor new approaches</td>
</tr>
</tbody>
</table>

In order to achieve the main goal of improving ELLs’ learning experiences, my change implementation plan is framed around the chosen solution, comprising of Solution 1A, professional learning in international mindedness and linguistic and cultural inclusion, and Solution 2, EAL collaborative partnerships. Two sub goals have been developed to support the combined chosen solution, those being:

1. To develop a shared vision and commitment to international mindedness and linguistic and cultural inclusion with related instructional practices.

2. To implement an inclusive EAL servicing model through EAL collaborative partnerships.

Table 3.2 below presents my change implementation plan, encompassing stages one to four, according to an implementation timeline.
### Change Implementation Plan

| Goal: To improve the learning experiences of ELLs at HYS through advancing inclusive instructional practices. |
|--------------------------------------------------|--------------------------------------------------|--------------------------------------------------|--------------------------------------------------|
| **Stage One** | **Stage Two** | **Stage Three** | **Stage Four** |
| May/June (year before) | August | September-April | May/June & next year |
| Hold a data summit to share data & information about the change | Communicate information about change vision & desired state | Activate Stage Three Year One Implementation Timeline (Table 3.2 below) | Document practices in unit plans. |
| Create a guiding coalition | Conduct perception survey, gather and share perception feedback | Assess goal achievement | Gather implementation feedback, end of year goal review & celebrate goal achievement |
| Develop a change vision & belief statements | Communicate goals | Celebrate goal achievement success | Reinforce successful practices & assess need for on-going goal setting / plan forward |
| Develop short, mid and long term goals | Empower employees to support change & join the guiding coalition | Continue with implementation & goal attainment | Continue with implementation & goal attainment according to year two timeline (Table 3.3 below) |

### Stage One

Stage one sets the stage for the change process by highlighting the need for change and providing the impetus to activate the change. Stage one starts in May of the year before, with a data summit, focused on HYS’ present state relative to ELLs’ achievement data, Endicott data reflecting faculty’s perceptions about supporting ELLs, and the EAL servicing model, with the purpose of accentuating the PoP and creating urgency for improving ELLs’ learning experiences. Incorporating faculty’s feedback and ELLs’ achievement data, will further situate the PoP within HYS’s context. Next, a guiding coalition, comprised of grade level leaders, subject coordinators and department heads, will be established. Working with the guiding coalition, a change vision will be created based on HYS’ moral obligation to improve ELLs’ learning experiences through
inclusive practices. Also, belief statements pertaining to HYS’ responsibility towards ELLs will be developed. An example of such a belief statement may be: “We believe that ELLs have the right to be educated in inclusive classrooms”. The guiding coalition will serve to promote the change vision and belief statements, to foster support for the change. Short, mid and long-term goals, addressed later in the chapter, will also be developed to frame the change.

**Stage Two**

Stage two will be implemented in August, at the start of the school year. In this stage, communication plays an instrumental role, as it is the primary vehicle through which the change vision, belief statements and goals will be disseminated to faculty, staff and parents, through conducting regular information sessions, including question and answer platforms. For parents, these sessions will highlight HYS’ commitments to ELLs, relative to international mindedness and linguistic and cultural inclusion and also provide information about the new EAL servicing model. For faculty and staff, these sessions will provide an avenue to address change resistance at an early stage. Also, feedback about change receptiveness, which will assist me and the guiding coalition to tailor communication to address concerns, can be gathered through conducting a perception survey. Moreover, empowering employees, also important in this stage, can be achieved through sharing information about the change, providing feedback mechanisms, and inviting those interested to join the guiding coalition. This will increase involvement in the change process, which according to Kotter (2012) empowers employees to engage in the change.

**Stage Three**

Stage three extends from September to April, and is framed around the two sub goals associated with the combined solution, 1A and 2. As presented in Table 3.3 below each sub goal comprises of four steps, to guide stage three of the change implementation plan.
Table 3.3

**Stage Three Year One Implementation Timeline**

<table>
<thead>
<tr>
<th>Sub Goal #1: To develop a shared vision and commitment to international mindedness and linguistic and cultural inclusion with related instructional practices.</th>
<th>Sub Goal #2: To implement an inclusive EAL servicing model through EAL collaborative partnerships</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step One</strong></td>
<td><strong>Step Two</strong></td>
</tr>
<tr>
<td><strong>September</strong></td>
<td><strong>October</strong></td>
</tr>
<tr>
<td>Conduct part A of professional learning for international mindedness and linguistic and cultural inclusion</td>
<td>Conduct part B of professional learning for international mindedness and linguistic and cultural inclusion</td>
</tr>
<tr>
<td>1 professional development day (annually scheduled during September)</td>
<td>1 release half day for teams / departments &amp; 2 professional collaboration afternoons</td>
</tr>
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</table>

**Audience**

All Faculty & Staff

<table>
<thead>
<tr>
<th>Sub Goal #1</th>
<th>Sub Goal #2</th>
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<tbody>
<tr>
<td><strong>Channel</strong></td>
<td><strong>Common planning times &amp; Professional collaboration afternoons</strong></td>
</tr>
<tr>
<td>Establish EAL partnerships</td>
<td>EAL teachers and collaborating homeroom teachers</td>
</tr>
<tr>
<td>Conduct EAL collaboration readiness assessment</td>
<td></td>
</tr>
<tr>
<td>Provide EAL co-teaching models PL</td>
<td></td>
</tr>
<tr>
<td><strong>Step Three</strong></td>
<td><strong>Step Four</strong></td>
</tr>
<tr>
<td><strong>November</strong></td>
<td><strong>January - April</strong></td>
</tr>
<tr>
<td>Continue with EAL planning sessions</td>
<td>Continue with EAL direct consultation model</td>
</tr>
<tr>
<td>Begin to implement indirect EAL consultation model</td>
<td>Continue with EAL indirect consultation model</td>
</tr>
<tr>
<td>Continue with co-teaching models PL</td>
<td></td>
</tr>
</tbody>
</table>

The strength of this combined solution is the simultaneous development of two areas of professional learning, thereby accelerating the process of improving ELLs’ learning experiences while enhancing professional capital. Developing professional capital is “…the key to scaling up change efforts from individuals to groups to schools…” (Fullan, 2016, p. 44). Moreover, according to Abawi, Bauman-Buffone, Pineda-Báez and Carter (2018), with successful inclusion “…the school Principal prioritized supported capacity building and professional learning…” (p. 12). The two sub goals, in Table 3.3 above, are framed around professional learning for international mindedness, linguistic and cultural inclusion, and EAL collaborative partnerships. Fullan (2016) states that when there is a “…focus on a small number of shared goals, and when professional learning is targeted to those goals and is a collective enterprise, the evidence is
overwhelming that teachers can do dramatically better by way of student achievement” (p. 48).

**Stage Four**

Stage four involves institutionalization, whereby newly implemented practices are refined and anchored, to ensure their continuity over time. This stage involves the process of change measurement (Cawsey at al., 2016). This entails progress measurement relative to the goals that drive the change implementation plan. As addressed later in this chapter, the PDSA cycle will be used to monitor and evaluate the change. Central in stage four is celebrating progress and goal achievement to acknowledge implementation efforts and to affirm the success of the change process. Moreover, essential in this stage is a focus on gathering feedback to inform next steps. While stage four is scheduled to start in May at the end of the first year of implementation, it extends into the following year. As changes undergo a process of institutionalization, the implementation plan will once again be employed with a focus on professional learning in international mindedness and linguistic and cultural inclusion for new faculty and staff. Due to regular faculty turnover at HYS, a second implementation timeline, as outlined in Table 3.4 below, has been developed for sub goal one to train new faculty and staff in consequent years.

Table 3.4

**Stage Three Year Two Implementation Timeline**

<table>
<thead>
<tr>
<th>Sub Goal #1: To develop a shared vision and commitment to international mindedness and linguistic and cultural inclusion with related instructional practices.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step One</strong></td>
<td><strong>Step Two</strong></td>
</tr>
<tr>
<td>August</td>
<td>September</td>
</tr>
<tr>
<td>Conduct part A &amp; part B of professional learning for international mindedness and linguistic and cultural inclusion</td>
<td>Conduct part C of professional learning for international mindedness and linguistic and cultural inclusion</td>
</tr>
<tr>
<td>New Teacher Orientation Week – intensive 2 day focus</td>
<td>1 professional development day (annually scheduled during September)</td>
</tr>
<tr>
<td><strong>Channel</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Audience</strong></td>
<td></td>
</tr>
<tr>
<td>New Faculty</td>
<td></td>
</tr>
</tbody>
</table>
Furthermore, the stage three year one implementation timeline for sub goal two, presented in Table 3.3, will need to be carried out during year two, and in consequent years, to provide training to new faculty and staff and the homeroom teachers who did not engage in the year one implementation plan. This will support the institutionalization of practices by ensuring that all new faculty and staff are proficient in the desired practices. It is also essential that faculty and staff have clarity about HYS’ expectations prior to making the commitment to join HYS. Revising the teacher profile to reflect inclusive practices has been presented as a next step for this OIP, later in the chapter, for use during recruiting to communicate expectations for ELLs’ inclusion. This will ensure that all new faculty and staff are committed to inclusive practices.

Having described this OIP’s change implementation plan, it is important to address how the transition will be managed while implementing the change, as attending to all aspects of managing the transition is essential to ensuring that the change is sufficiently supported. The following section is focused on all aspects of managing the transition at HYS.

**Managing the Transition**

Successful execution of a change implementation plan requires careful transition management. Transition management is described by Cawsey et al. (2016) as “…the process of keeping the organization operating while implementing the change…” (p. 298). I will serve as the transition manager, through utilizing my Internationally Minded Leadership Model, to lead the change. Through employing transformational and inclusive leadership practices pertaining to establishing relational trust, and influencing the development of an ethical commitment to inclusion, I aim to increase support for the change. According to Ouedraogo and Ouakouak (2018), “…trust relates positively to affective commitment” and “…to change success” (p. 679).

As transition manager, I will attend to addressing stakeholders’ reactions, providing
direction to the guiding coalition, and ensuring that support and resource needs that arise during the change process are met. Integral to managing the transition will be my focus on building momentum, through short, mid and long-term goal setting, in order to increase interest and engagement in the change. I will also address potential implementation issues, in addition to limitations and challenges to account for obstacles during the implementation stages. This is necessary, as my effectiveness as transition manager can ensure “…that both the change project and the continuing operations are successful” (Cawsey et al., 2016, p. 238). Moreover, the scope of this change process necessitates that I distribute leadership responsibilities. Thereby, I will utilize my guiding coalition to aid implementation efforts, as described in the section below.

**Guiding Coalition**

Establishing an effective guiding coalition is instrumental to the success of the change implementation plan. According to Kotter (2012), impactful guiding coalitions are comprised of individuals who collectively demonstrate “positional power”, “expertise”, “credibility” and “leadership” (p. 59). My guiding coalition will comprise of grade level leaders, department heads, and subject coordinators, in addition to other faculty and staff who demonstrate interest in improving ELLs’ learning experiences. The guiding coalition will play a central role in leading implementation efforts through influencing and advancing change due to its composition, with appropriate representation of leadership, positional power, credibility and expertise, thereby increasing the group’s potential for effectiveness. Moreover, my attention to the range of members’ longevity and the representation of faculty and staff in this guiding coalition will further increase its scope of influence. Through including members who are in the first year of a renewed contact, I will ensure a two year commitment to the endeavor, which enhances the sustainability of the guiding coalition’s influence and leadership throughout the change process.
Stakeholder Reactions

As a transition manager, attending to stakeholders’ reactions is a primary responsibility. Perceptions about changes to psychological contracts are important for me to address, as this change implementation plan presents changes in practice, which may be interpreted as alterations to psychological contracts. According to Cawsey et al. (2016) “…dealing with changes to psychological contracts represent important work that change leaders need to address” (p. 229). At HYS, there may be some homeroom teachers who strongly feel that it is not their responsibility to provide EAL instruction and that this change goes against the terms of their contracts. This reaction is anticipated, as homeroom teachers have typically not been expected or required to cater to ELLs within their mainstream classroom settings, due to this service being provided to ELLs by specialized EAL teachers. Therefore, it is essential that I address changes pertaining to psychological contracts, upfront and in a transparent manner, as this can help to alleviate concerns and negative perceptions about the change and its associated implications.

Addressing such reactions can be achieved through “…the active solicitation of input from stakeholders” (Lewis & Russ, 2012, p. 268). Cawsey et al. (2016) state that such “…input can prove invaluable in identifying potential problems and risk points” (p. 225). I will be able to gauge faculty and staff’s reactions through the implementation of feedback surveys in my change implementation plan. Furthermore, conducting information sessions and providing opportunities for faculty and staff to pose questions and share concerns will enable me to gather further information about their reactions. Seeking such input is beneficial for understanding stakeholders’ perceptions of the change and in turn for confirming that they have a clear understanding of the change process (Lewis & Russ, 2012). Moreover, it will increase stakeholders’ participation in the change process. Lewis and Russ (2012) purport that there are
“… many benefits of participatory processes during change including minimizing participants’ resistance, increasing their satisfaction, and strengthening their perceptions of control” (p. 267).

In order to address such reactions, I will highlight the relevance of the PoP to HYS’ context, and the applicability of the change to faculty and staff’s moral obligation to be inclusive of ELLs and to ensure equity for ELLs. This is in line with critical theory, which frames this OIP, through its focus on equity (Mack, 2010). Emphasizing the ethical implications of inclusive practices will assist to diminish change resistance and to positively influence faculty and staff’s reactions to the change, due to their involvement being perceived as essential to furthering change efforts and the realization of the inclusive desired future state. Cawsey et al. (2016) state that stakeholders are more inclined to support the change if they perceive themselves to be active participants in it. It is also essential that I attend to stakeholders’ reactions during the change process, thereby feedback gathering is embedded throughout my change implementation plan.

Supports and Resources

When managing the transition, it is important that I carefully consider the support and resources needed to bring the change to fruition. Cawsey et al. (2016) define resources as “…the people, money, training, and consulting expertise needed to be successful” (p. 328). In terms of human resources, the guiding coalition presents as an essential resource for advancing the change, as do subject coordinators who can support with the implementation of linguistically and culturally inclusive practices and their curricular documentation. The support services department head is also a valuable resource for overseeing the implementation of EAL partnerships and the embedding of EAL practices in curricular units. The utilization of subject coordinators and the support services department head falls within their scope of instructional responsibilities and this can be readily accommodated during existing common planning periods.
Relative to financial resources, this solution entails a twelve day external consultant commitment over the course of three months. This translates into an approximate cost of $21,000 - $25,000. As described in chapter two, this can be feasibly secured as HYS’ professional learning budget can support the yearly funding of several outside consultants. Due to the unavailability of consultants locally, HYS is accustomed to securing external expertise and the professional learning budget can accommodate for this expenditure. Moreover, time is an essential resource that must be considered as it can influence the success of the change implementation plan. Through utilizing time during HYS’ professional development days, weekly professional collaboration afternoons, and common planning periods, in addition to one professional release day, this implementation timeline can be honored fully as planned.

While release days entail costs and thereby have budgetary implications, this is not the case for homeroom teachers, as their assigned assistant teachers can provide coverage at no additional cost. Likewise, when these assistant teachers, referred to as staff in this OIP, are similarly released for professional learning, no coverage will be required as homeroom teachers can assume full classroom responsibilities in their absence. With this being said, substitution will only be needed for faculty who do not have assistants assigned to them. As addressed in chapter two, there is no budgetary approval needed for professional release days if they do not exceed the two day allotment, as HYS has built this into the substitution budget to accommodate for engagement in professional learning. This is an operational practice at HYS due to the lack of locally based professional learning and the consequent need to engage with outside consultants and/or to attend regional and international professional learning opportunities.

**Potential Implementation Issues**

Four potential implementation issues have been identified for this change implementation
plan. First, professional learning in international mindedness and linguistic and cultural inclusion is aimed at ensuring overall common understandings and is not offered on a differentiated basis relative to levels of proficiency. While this may result in the professional learning not being tailored to suit all faculty and staff, it remains beneficial for supporting the development of shared understandings, whether new or consolidated learning.

Second, there may not be effective implementation of the targeted practices, thereby necessitating further professional learning, which may delay the implementation timeline. To circumvent this, it is essential that timely feedback about implementation efforts is provided by principals, subject coordinators, and the support services department head, in addition to providing on-going implementation support.

Third, due to the time intensive nature of collaboration for direct and indirect EAL consultation and the number of EAL faculty at HYS, only half the homeroom teachers at any given grade level can participate. This will entail having to provide EAL professional learning to the remaining homeroom teachers the following year. Although this will mean that homeroom teacher training will extend into the next year, it is a viable option as it is cost free and optimizes EAL teacher support through assigning EAL teachers to a manageable number of homeroom teachers. This will result in in-depth EAL professional learning, rather than surface level professional learning with all homeroom teachers.

Fourth, homeroom teachers may not be receptive to engaging in EAL partnerships. While this can be addressed through providing professional learning and support, continued resistance to engaging in collaboration will prolong the change process. To this end, I will emphasize the ethical obligation of faculty and staff to meet the needs of all students, which in the case of this PoP pertains to improving ELLs’ learning experiences. This will assist to increase motivation
and decrease resistance, which can advance implementation efforts in proceeding as planned.

**Building Momentum**

Building momentum can be achieved through the development of short, mid and long-term goals. While working towards long-term goal achievement, short and mid-term goals serve to guide the change process through milestones and achievable targets within a defined timeline. Through goal setting, short-term wins can be maximized, providing opportunities for recognizing accomplishments throughout the change process. According to Kotter (2012), “…short-term wins help build necessary momentum” and have the potential to positively influence reluctant participants to engage in the change (p. 128). In order to highlight and celebrate short-term wins, I have incorporated this focus in my implementation plan, as presented in Table 3.

**Short-term Goals:** These goals comprise of conducting a data summit to outline the shortcomings of the present state, creating a guiding coalition, developing a change vision and belief statements, and formulating goals to guide the change process. As outlined in Table 3.2, these short-term goals pertain to stage one and stage two of the change implementation plan.

**Mid-term Goals:** These goals are embedded in stage three and are associated with the two sub goals for solutions 1A and 2, as presented in Table 3.3. While these goals have a targeted completion date of April, they can be broken down into short-term goals based on the four step breakdown in the stage three year one implementation timeline, in Table 3.3, making them shorter term in nature and increasing opportunities for achieving short-term wins.

**Long-term Goals:** These goals involve stage four of the change implementation plan, pertaining to the institutionalization of internationally minded and linguistically and culturally inclusive practices, and the inclusive EAL servicing model. These goals encompass change measurement and identifying next steps, in addition to sustaining and institutionalizing change.
**Measurables and Deliverables:** Deliverables can be measured against goal achievement. The main deliverable is the inclusion of ELLs, which can be measured through leadership feedback visits focused on evidence of embedded practices in instructional repertoires. The documentation of practices in unit plans also serves as a measure of goal achievement, as does ELLs’ achievement, involving baseline and end of year language growth comparisons.

**Limitations and Challenges**

There are four areas that present as limitations and challenges for this change implementation plan. The first limitation is that the feedback and evaluation mechanisms, presently in place at HYS, do not address internationally minded and linguistically and culturally inclusive practices. In order to effectively gauge implementation efforts, it is essential that this focus is embedded in the feedback and evaluation process.

The second limitation involves the impact of the additional planning time required for EAL collaborative partnerships on homeroom and EAL teachers. This translates into an increase in workload and therefore exploring ways to alleviate this in necessary. One option is to decrease requirements, such as after school activity engagement, for EAL and homeroom teachers, to accommodate for the additional time needed for implementing inclusive EAL servicing.

The third limitation pertains to the faculty and staff turnover at HYS and the challenge it places on the institutionalization of practices. To account for this turnover, a second/consecutive year implementation timeline has been developed, as described in Table 3.4 in stage four of the change implementation plan, to ensure that new faculty and staff receive the support and professional learning they need.

The fourth limitation involves sustaining the financing of outside consultants and the time needed for professional learning to support new faculty and staff every year, as these may not be
It is important to identify an effective process for monitoring and evaluating the change process relative to the goals of the change implementation plan. While the monitoring and evaluating process primarily serves to inform, guide, and measure implementation efforts, throughout the stages of the change implementation plan, it is inevitably instrumental to determining whether the PoP has been successfully addressed. When evaluation is a continuous process and framed around milestone achievements within an identified timeline, such as that of an implementation plan, the process of monitoring comes into play (Neumann, Robson, & Sloan, 2018). Monitoring serves to track and to effectively inform the evaluation process. According to Hall (2013), change initiatives can be unsuccessful as a result of limited application of “…measures related to understanding, facilitating and measuring dimensions of change processes” (p. 264). Moreover, Neumann et al. (2018) state that in the absence of monitoring and evaluating mechanisms, it is difficult to ascertain if change efforts will be successful.

**Persons Responsible**

It is critical to identify those persons who are responsible for monitoring and evaluating the change implementation plan. Within my leadership role and while serving as the transition manager, I will be responsible for overseeing the monitoring and evaluation process. Through applying both transformational and inclusive leadership practices, I will support implementation efforts whilst also gauging progress and evaluating achievements along the way. Other leaders
at HYS can inform the monitoring and evaluation process by providing feedback pertaining to the implementation of the desired practices, as witnessed by their classroom visits.

While leaders play an instrumental role in the monitoring and evaluation of change, their efforts will be more impactful when supported and substantiated by informed others, such as members of the guiding coalition and the faculty and staff. The guiding coalition will engage in the monitoring and evaluation process by examining implementation feedback from faculty and staff. This feedback, in addition to serving the purpose of informing future communication and addressing on-going concerns, will be utilized to monitor change progress relative to the stages of the implementation plan and the short, mid and long-term goals associated with it. Moreover, those members of the guiding coalition who are subject coordinators and the support services department head, can support the monitoring and evaluation process through their oversight of the implementation of practices in the instructional program and in curricular units. Finally, faculty and staff play an integral role in the monitoring and evaluation process, through sharing their feedback in perception surveys and meetings. In-doing so faculty and staff’s experiences can inform the findings of the transition manager and the guiding coalition.

In order to enhance the effectiveness of those persons who are responsible for monitoring and evaluating the change, it is essential that there be consistent utilization of a common monitoring and evaluation tool throughout the change process. The following section describes the tool which will be utilized for monitoring and evaluating my change implementation plan.

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

I have selected Deming’s (1983) Plan, Do, Study, Act (PDSA) cycle, as the tool through which to monitor and evaluate my change implementation plan. Although, according to Moen and Norman (2010), this cycle is intended to be utilized as a comprehensive change process
through providing a “…framework for developing, testing and implementing changes…”, for the purpose of this OIP it will be used to monitor and evaluate the change process. Popescu and Popescu (2015) state that this cycle can be “…used primarily as a scheme of quality improvement” (p. 152). The PDSA cycle also serves as a mechanism to evaluate change through providing a process to monitor change and improvement (Popescu & Popescu, 2015). Moreover, according to Tichnor-Wagner, Wachen, Cannata and Cohen-Vogel (2017), the PDSA cycle can be effectively utilized throughout the change process in school based improvement initiatives.

Furthermore, Pietrzak and Paliszkiewicz (2015) purport that in addition to serving as a process for monitoring and evaluating organizational change and performance, the cycle can be used as an effective management process, in this case involving learning management through a strategic learning process. This validates the applicability of utilizing the PDSA cycle in this OIP, due to the central role of professional learning in the chosen solution which frames the change implementation plan. The PDSA cycle is comprised of four phases, those being the “Planning phase – Plan”, the “Implementation phase – Do”, the “Verification phase – Study” and the “Action phase – Act” (Popescu & Popescu, 2015, p. 695). The ‘Plan’ and ‘Do’ phases relate to the planning and implementation of the change, while the ‘Study’ and ‘Act’ phases pertain to the measurement of change implementation and the evaluation of the outcomes of the change process (Moen & Norman, 2010). The PDSA cycle phases are aligned to the stages of my change framework and my change implementation plan, as described in the phase descriptions below.

**Plan Phase**

The first phase of the PDSA cycle, ‘Plan’, involves the planning of the change process and it is focused on developing a plan for the improvement (Moen & Norman, 2009). According to Popescu and Popescu (2015), the first phase involves the two steps of determining the
problem and analyzing the problem. This phase is aligned to stage one of my change implementation plan, which combines the ‘Awakening’ stage of the Change Path Model and the stages of ‘Establish a sense of urgency’, ‘Create a guiding coalition’ and ‘Develop a vision and strategy’ in Kotter’s Eight-Stage Process. In addition to defining the problem, a key focus of the ‘Plan’ phase is to identify what the change is attempting to achieve (Moen & Norman, 2010).

Moreover, according to Pietrzak and Paliszkiewicz (2015), in the ‘Plan’ phase the emphasis is on developing a strategy aimed at achieving the intended outcomes, and strategy measurement for evaluating performance related changes. This translates into developing short, mid and long-term goals, for the implementation of inclusive practices, with measurable deliverables. These goals are described in my change implementation plan, along with associated measures and outcomes.

**Do Phase**

The second phase, ‘Do’, is categorized by two stages, the first stage involving exploring and identifying solutions for the problem and the second stage focused on enacting the solution (Popescu & Popescu, 2015). This phase is aligned to the ‘Mobilization’ stage of the Change Path Model and stages four and five, ‘Communicate’ and ‘Empower employees’ of Kotter’s Eight-Stage process, which comprise stage two of my change implementation plan. A central component of this phase is communicating the change vision, belief statements, and goals, which serve as the spring board for change engagement. According to Pietrzak and Paliszkiewicz (2015) in the ‘Do’ stage, there is an emphasis on advancing ‘intrinsic motivation’ with organizational members. This relates to my leadership model’s focus of appealing to faculty and staff’s sense of moral purpose and ethical obligation towards ELLs, through employing transformational and inclusive leadership practices. Support for the change and readiness to engage can be measured through gathering feedback from perception surveys and meetings.
Study Phase

The ‘Study’ phase is the third phase in the PDSA cycle. It is aligned to stage three of my change implementation plan, involving the ‘Acceleration’ stage of the Change Path Model and stages six and seven, of Kotter’s Eight-Stage process, ‘Generate short-term wins’ and ‘Consolidate gains and produce more gains’. This stage of my change implementation plan involves continuous implementation and measurement of integrated practices. The focus of this phase in the PDSA cycle is on the outcomes of the implementation effort (Moen & Norman, 2009). Pietrzak and Paliszkiewicz (2015) describe implementation control measures, which they refer to as “strategic surveillance”, that serve to monitor and measure goal achievement. Moreover, to address what Hall (2013) refers to as the “Fidelity of implementation” (p. 275), classroom observations and individual faculty and staff meetings can serve as effective ways to monitor and measure implementation efforts during this stage. I will utilize such observations and meetings to furnish evidence pertaining to the implementation of inclusive practices, which is essential to aiding measurement efforts. Furthermore, data from feedback surveys, embedded in my change implementation plan, will be utilized to inform measurement in this stage.

Act Phase

The final phase, the ‘Act’ phase, is aligned to stage four of my change implementation plan, comprising of the ‘Institutionalization’ stage of the Change Path Model and stage eight, ‘Anchor new approaches’ of Kotter’s Eight-Stage process. This phase is critical to monitoring and evaluating change, as it serves to measure and in turn determine if the result of the change has led to an improved state (Tichnor-Wagner et al., 2017). Pietrzak and Paliszkiewicz (2015) describe this stage’s focus as that of verifying outcomes of the change process. The focus here is on whether the implemented changes have effectively addressed the PoP, as measured through
the implementation of inclusive practices. Moreover, according to Moen and Norman (2009), the ‘Act’ phase involves identifying next steps in the implementation process. A determination of goal achievement, relative to measuring if deliverables have been met, will enable me and the guiding coalition to evaluate the change by ascertaining if the change has achieved its intended outcomes. Feedback data also serves to inform the evaluation of the change during this last stage.

**On-going Monitoring and Evaluation**

Utilizing the PDSA cycle is ideal for the process of on-going monitoring and evaluation, which must continue as new practices, inclusive practices relative to this PoP, undergo a process of institutionalization. According to Pietrzak and Paliszkiewicz (2015), due to the cyclical nature of this cycle, it allows for a “…continuous process of organizational learning…” (p. 154). In the ‘Act’ phase, evaluation can inform on-going implementation relative to refinements needed to further support continuous improvement and the institutionalization of practices. Pietrzak and Paliszkiewicz (2015) suggest that an ‘Adjust’ component be integrated into the ‘Act’ phase, which would entail bypassing the ‘Plan’ phase and directly re-activating the cycle at the ‘Do’ phase. This process is beneficial in HYS’ context of annual faculty and staff turnover and its impact on institutionalizing inclusive practices, which is addressed in the Next Steps section of this chapter. Moreover, integral to monitoring and evaluating is communicating effectively to ensure clarity throughout the change process. The following section outlines my communication plan, encompassing the approaches, principles and strategies that have informed its development.

**Plan to Communicate the Need for Change and the Change Process**

My communication plan centers around the PoP and aims to support changes associated with improving ELLs’ learning experiences. Communication is an essential part of the change process. Effective change implementation plans are accompanied by clearly articulated
communication plans, which are instrumental to supporting the change process as they can “…create beliefs that support the organizational change” (Torppa & Smith, 2011, p. 63).

Communication plans serve the purpose of providing stakeholders with essential information during the change process. Elving (2005) defines this form of communication as ‘informative communication’, as it involves disseminating information about all aspects of the change. Attending to communication is a key focus within my leadership scope and in my role as transition manager. According to Gilley et al. (2009) “Leading change requires the use of a diverse set of communication techniques to deliver appropriate messages, solicit feedback, create readiness for change along with a sense of urgency, and motivate recipients to act” (p. 79).

Additionally, effective communication “…can help reduce uncertainty and anxiety and increase employees’ trust in those who manage the change” (Tucker, Yeow, & Viki, 2013, p. 185). The focus on trust is essential in a communication plan and it is applicable to inclusive and transformational leadership, which constitute my Internationally Minded Leadership Model. Communication framed around trust “…positively affects change success, both directly and indirectly through affective commitment” (Ouedraogo & Ouakouak, 2018, p. 687). Developing affective commitment through communication is needed for increasing motivation for the change vision, which is a central component of transformational leadership (Marks & Printy, 2003), in addition to promoting “…critical consciousness…”, which is a key focus of inclusive leadership (Ryan, 2006, p. 9). According to Gilley et al. (2009), “…organizational leaders who address issues of motivation and communications are more likely to successfully implement change” (p. 90). To this end, attention should be paid to what information is communicated and how it is communicated to increase change support (Tucker et al., 2013).

When developing a communication plan, communication approaches, principles and
strategies must be carefully considered, to ensure that the communication will sufficiently support and advance change efforts. Communication approaches, principles and strategies that have shaped the development of my communication plan are described in the following sections.

**Communication Approaches**

My communication plan has been developed around two communication approaches, those being “communication as a tool” and “communication as a socially constructed process” (Johansson & Heide, 2008). As a tool, communication serves the purpose of providing all change participants with the information they need to comprehend the change and their involvement in it (Johansson & Heide, 2008). Thereby, “…communication is reduced to a tool for declaration and explanation of the planned change, often with a focus on the ‘what, when, who, and how’, and as a way to transport organizational member’s feedback of their attitudes and feelings” (Johansson & Heide, 2008, p. 292). As a socially constructed process, communication involves the development of understanding through social interactions, whereby “…sensemaking is a social process that occurs through communication” (Johansson & Heide, 2008, p. 294). According to Armenakis et al. (1993), social contexts and interactions influence the development of change readiness and collective change message interpretation during the communication process.

The approach of ‘communication as a socially constructed process’ is aligned to critical theory, which serves as the theoretical framework for this OIP. Through the lens of critical theory, educational leaders are responsible for “…creating a new more socially just society through education” (Ylimaki, Fetman, Matyjasik, Brunderman, & Uljens, 2017, p. 80). This in addition to ensuring equity in educational contexts (Mack, 2010). Such equity can be achieved through inclusive practices for ELLs. Furthermore, the approach of ‘communication as a socially constructed process’ is highly applicable to the sociocultural theory, which highlights the
importance of “…the social and the individual communicative learning processes…” (Panhwar et al., 2016, p. 184). This accentuates the applicability of this communication approach to both the PoP and the theoretical framework that guides the OIP. The approach of “communication as a socially constructed process” is also applicable to my change implementation plan, as it lends itself to the collaborative interactions and the PLC structure presently in place at HYS. Moreover, the chosen solution involves engaging faculty and staff in professional learning within social contexts and the collaborative implementation of practices.

**Communication Principles and Domains**

Effective communication plans are framed around communication principles. Klein (1996) outlines seven communication principles that organizations should attend to during change communication. Some principles pertain to how messages should be communicated, such as message redundancy, message dissemination through different mediums, message relevance to change participants, and face-to-face two-way communication (Klein, 1996). Other principles relate to who delivers the communication in order to increase message credibility, by communicating through decision makers, those in leadership roles and opinion leaders (Klein, 1996). While decision makers and those serving in leadership roles can be perceived as credible due to their positional power, it is also important to include opinion leaders, who Torppa and Smith (2011) define “…as being individuals of influence among their peers…” (p. 65).

According to Armenakis et al. (1993), “…the influence of opinion leaders on others’ sentiments can be powerful in affecting those others’ readiness for change” (p. 687).

In turn, Armenakis and Harris (2002) present five communication domains, those being: “…discrepancy, efficacy, appropriateness, principal support and personal valence” (p. 170). Armenakis and Harris (2002) describe ‘discrepancy’ as the difference that exists between the
present and desired state; ‘efficacy’ as an individual’s beliefs about success; ‘appropriateness’ as perceptions about the suitability of the change; ‘principal support’ as having resources and support to implement the change; and ‘personal valence’ as personal benefits of the change.

I have attended to these principles and domains when developing my communication plan. I have ensured that there is sufficient repetition of messages through different channels of communication. Moreover, my guiding coalition is comprised of opinion leaders, decision makers and those with leadership responsibilities, in addition to people who are interested in the change, to promote communication aimed at advancing personal connections to the change.

**Communication Strategies**

Equally important as communication principles and domains are communication strategies. Klein (1996) outlines the communication strategies of communicating justifications and the rational for the change, describing the change process, addressing misconceptions, and engaging in communication to gather feedback, clarifying expectations, communicating success, and sharing next steps. Some of these strategies apply to specific phases of my communication plan, such as communicating change justifications relating to phase one and sharing information about the change being the focus of phase two. In turn, the communication strategies of sharing information, gathering feedback, clarifying expectations and celebrating success, apply to and have been embedded in all phases of my communication plan, as outlined in Table 3.5 below.

Furthermore, Armenakis and Harris (2002) describe two communication strategies, those being “…persuasive communication (direct communication efforts), (and) active participation (involving people in activities designed to have them learn directly)…” (p. 171). Armenakis et al. (1993) refer to these communication strategies as influence strategies. The ‘persuasive communication’ strategy involves “…directly communicating through primary verbal means…”
(Armenakis & Harris, 2002, p. 172). My guiding coalition will play a central role in employing this strategy, in order to garner support for the change. The ‘active participation’ strategy, involving communicating through professional learning, is applicable to the professional learning and the implementation of desired practices in the chosen solution. I have integrated these strategies in my communication plan as described below in the communication phases.

**Communication Plan**

My communication plan comprises of four stages, aligned to the stages of my change implantation plan, as presented in Table 3.5 below. Outlined are the focal areas, communication channels, timeline, audience, and the persons responsible for the communication, who are the transition manager, the role I will carry out, and also the guiding coalition.

Table 3.5

**Communication Plan**

<table>
<thead>
<tr>
<th>Phases</th>
<th>Focal Areas</th>
<th>Channels</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phase One</strong></td>
<td>Advancing change readiness by communicating information about the change, rational / justification for change, addressing concerns</td>
<td>Data Summit – PD Day&lt;br&gt;Information Sessions &amp; faculty meetings&lt;br&gt;Face-to-face &amp; Email</td>
<td>May &amp; June of year before</td>
</tr>
<tr>
<td><strong>Phase Two</strong></td>
<td>Communicating the change vision, belief statements &amp; information about the desired state&lt;br&gt;Addressing perceptions and concerns about the change&lt;br&gt;Communicating goals</td>
<td>Information sessions, faculty &amp; team meetings&lt;br&gt;Perception survey &amp; feedback gathering&lt;br&gt;Face-to-face, email, posters, and screen displays</td>
<td>August</td>
</tr>
<tr>
<td><strong>Phase Three</strong></td>
<td>Communicating through professional learning and engagement in supporting implementation of practices&lt;br&gt;Addressing implementation concerns&lt;br&gt;Sharing goal achievement &amp; celebrating success</td>
<td>PD Days, professional release time &amp; collaboration afternoons, common planning time, faculty &amp; team meetings&lt;br&gt;Information Sessions&lt;br&gt;Implementation survey feedback gathering&lt;br&gt;Face-to-face</td>
<td>September - April</td>
</tr>
<tr>
<td><strong>Phase Four</strong></td>
<td>Sharing goal achievement&lt;br&gt;Addressing on-going concerns&lt;br&gt;Celebrating success</td>
<td>PD Day, faculty &amp; team meetings, end of year faculty/staff parties &amp; closing assembly&lt;br&gt;Feedback gathering – individual &amp; small group meetings&lt;br&gt;Face-to-face</td>
<td>May/June &amp; next year</td>
</tr>
</tbody>
</table>

**Audience:** Faculty, Staff & Parents  
**Persons Responsible:** Transition Manager & Guiding Coalition
**Phase One:**

Phase one of my communication plan is aligned to stage one of my change implementation plan, which involves the ‘Awakening’ stage of the Change Path Model and the first three stages of Kotter’s Eight-Stage process, those being ‘Establish a sense of urgency’, ‘Create a guiding coalition’ and ‘Develop a vision and strategy’. Communication in phase one is aimed at sharing information pertaining to the urgency of the PoP, with regard to improving ELLs’ learning experiences by implementing inclusive practices. Communicating to appeal to faculty and staff’s sense of moral obligation for advancing ELLs’ inclusiveness is imperative, as this will activate a sense of urgency for the change. Phase one accentuates the critical theory’s focus on ensuring equity for learners, such as ELLs, through promoting ‘critical consciousness’ (Crookes, 2015). The aim is to garner support for the change in light of the ethical implications of inclusive practices for ELLs. This phase is also focused on advancing change readiness.

Effective communication in phase one is important in order to address potential change resistance (Klein, 1996). Attending to resistance early during the change process “…has been called ‘readying’ the organization…”, as it involves preparing stakeholders for the change (Klein, 1996, p. 38). Communication at this stage involves the dissemination of pertinent information and justifications for the necessity of the change, to faculty, staff and parents. This in addition to addressing how changes in practice will affect those involved (Elving, 2005). This communication will also address concerns about the change (Elving, 2005). Thereby, phase one communication is essential to propelling the change and increasing change readiness.

Phase one will start in May, at the end of the school year, in preparation for change implementation in the new school year. During the months of May and June, information about the upcoming change will be relayed through different channels. A data summit, which serves
the purpose of igniting a sense of urgency about the change, will be held to highlight the ineffectiveness of the present state, regarding ELL’s learning experiences, by sharing ELLs’ achievement data, and EAL and homeroom teachers’ feedback relative to ELLs’ learning experiences and the existing EAL servicing model. Information sessions will also be held for faculty, staff and parents to generate interest in the change and information will be shared via email. This is in addition to eliciting faculty and staff interest in joining the guiding coalition.

**Phase Two:**

Phase two of my communication plan pertains to stage two of the change implementation plan, which is framed around a combination of the ‘Mobilization’ stage of the Change Path Model and stages four and five, ‘Communicate’ and ‘Empower employees’ of Kotter’s Eight-Stage process. Communication during phase two serves the purpose of relaying information to faculty, staff and parents about the change vision, the belief statements, and the desired state, through conducting dedicated information sessions and also through sharing information at faculty and team meetings. The ‘persuasive communication’ strategy, Armenakis and Harris (2002), is relevant here as one of the goals of communicating in phase two is to garner support for the change by increasing change receptiveness. Key here is the integration of Armenakis and Harris’ (2002) domains of ‘appropriateness’ of the change, and ‘personal valence’. To address these domains, I will communicate information around questions such as: “Is this the appropriate change to make? (and) What’s in it for me?” (Armenakis & Harris, 2002, p. 171). Phase two communication will also focus on clarifying misunderstandings (Klein, 1996). This in addition to providing opportunities to pose questions about the change. Information sessions will be impactful if they specifically target concerns and perceptions, thereby survey feedback will enable me and the guiding coalition to attend to what matters most. This feedback can assist with
tailoring communication that is relevant to specific groups, as opposed to general information (Lewis, 2007). When feedback informs communication in this way it becomes “bidirectional” (Ouedraogo & Ouakouak, 2018, p. 688) and “…a two-way endeavor” (Kotter, 2012, p. 101).

Phase two will take place in August. This is ideal timing as there is sufficient time during beginning of year preparation days to dedicate to communicating information about the change vision and the desired state. Information sessions, for parents, faculty and staff, will also be held, in addition to sharing information during team and faculty meetings. Moreover, Kotter (2012) advocates for the use of multiple communication channels to share the change vision. Therefore, in addition to face-to-face and email communication, I will promote the change vision using posters and screen displays. Lastly, conducting a perception survey, during the second half of August, will allow time for engaging in further communication to address change perceptions and concerns in preparation for the enactment of stage three of the change implementation plan.

**Phase Three:**

Phase three of my communication plan corresponds with stage three of the change implementation plan, which involves the ‘Acceleration’ stage of the Change Path Model and stages six and seven, of Kotter’s Eight-Stage process, ‘Generate short-term wins’ and ‘Consolidate gains and produce more gains’. Phase three communication will support the implementation of the chosen solution. Armenakis and Harris’ (2002) ‘active participation’ strategy is of relevance to phase three, as it serves to effectively support the professional learning and implementation of practices associated with the chosen solution. This strategy involves “…enactive mastery (gradually building skills, knowledge, and efficacy through successive involvement and practice)…”, which pertains to one part of my solution involving professional learning in international mindedness and linguistic and cultural inclusion, and “…vicarious
learning (observing and learning from others)…”, which relates to the second part of my solution that addresses EAL collaborative partnerships (Armenakis & Harris, 2002, p. 172). Moreover, Armenakis and Harris’ (2002) domains of ‘efficacy’ and ‘principal support’ are integral to phase three, as communication during the implementation of the chosen solution provides assurances that implementation efforts will be supported and that necessary resources will be furnished. This in addition to promoting individual and collective efficacy through communication, which is “…designed to motivate behavior that will alleviate threat and reduce or eliminate fear” (Lewis, 2007, p. 189). Celebrating achievements is also important in this phase, in order to “…mark progress, reinforce commitment, and reduce stress” (Cawsey et al., 2016, p. 322).

Phase three extends from September to April, with communication taking place during a professional development day, professional release time, professional collaboration afternoons, common planning time and faculty and team meetings. Continuing to gather feedback from surveys, and individual and small group meetings, is pertinent in phase three in order to inform on-going communication needs. Furthermore, updates about implementation progress, relative to goal achievement, will be shared with parents during information sessions, and with faculty and staff during team and faculty meetings, to publicize and celebrate success along the way.

**Phase Four:**

Phase four of my communication plan pertains to stage four of the change implementation plan, which is based on the ‘Institutionalization’ stage of the Change Path Model and stage eight, ‘Anchor new approaches’ of Kotter’s Eight-Stage process. During this phase, communication will focus on providing faculty, staff and parents with information about goal achievement, and celebrating success as a means for advancing the institutionalization of the change. Cawsey et al. (2016) refer to this as “Confirming the change phase” (p. 322). Similarly,
Klein (1996) refers to this as “Publicizing the success of the change” (p. 37). Communication in phase four serves the role of affirming the institutionalization “…process of making the change inherent in organizational processes” through information sharing (Cawsey et al., 2016, p. 60).

Phase four begins in May and extends into the following school year. Information about implementation progress and goal achievement will be shared with faculty and staff in the professional development day in May and professional collaboration afternoons, and during parent information sessions. Addressing on-going concerns, gathered from new survey feedback, continues to be important as it will be used to inform next steps needed to institutionalize the change. This will take place during faculty and team meetings, and information sessions. Finally efforts and success will be celebrated at the end of year assembly and faculty and staff parties.

**Next Steps and Future Considerations**

Next steps for this OIP, address the issue of change sustainability, in order to ensure that there will be a long-term commitment to changes in practice at HYS. This can be achieved through a focus on the institutionalization of practices and refining recruitment procedures. Additionally, a heritage language program enhancement is presented as a future consideration.

One next step pertains to the institutionalization of desired practices, in order to advance change sustainability in HYS’ context of regular faculty turnover. Sherer and Spillane (2011) address the importance of sustaining change by incorporating new and refined practices in organizational routines. According to Sherer and Spillane (2011), organizational routines allow leaders to reinforce a shared understanding of the vision and its application in practice, in addition to these routines serving as accountability measures. HYS can achieve this through embedding these practices in its teacher profile and formal feedback and evaluation mechanisms. This in addition to the sustainability of inclusive practices being enhanced through professional
learning for new faculty and staff, as described in stage four of my change implementation plan.

Furthermore, in order to enhance the institutionalization of practices, as a next step HYS would benefit from relying on internal expertise, whereby members of the guiding coalition could provide in-house professional learning in international mindedness and linguistically and culturally inclusive practices. This would assist HYS to sustain desired practice over time, without the support of external expertise and at no additional cost, thereby providing HYS with a viable mechanism to sustain implementation in the face of constant faculty and staff turnover.

Another next step is that HYS refines its recruiting practices with the aim of hiring faculty and staff who are knowledgeable in international mindedness, and linguistic and cultural inclusion. According to Duckworth et al. (2005), in international schools it is essential that “…teachers are committed to culturally responsive approaches to providing educational equity for all” (p. 282). Moreover, “A certain mindset and instructional repertoire (often called culturally-responsive) are essential to teaching in diverse ethnic and linguistic environments…” (Duckworth et al., 2005, p. 281). Recruitment practices at HYS do not include a focus on international mindedness or teaching ELLs. There should be a deliberate effort during recruiting to ascertain candidates’ commitment to and experience with utilizing linguistically and culturally inclusive practices. It is also important to identify candidates’ understanding about HYS’ context and its implications on their professional practice, encompassing not only knowing “…what not to do in a particular school or setting but knowing what to do to engage children, families and the community” (Shaklee & Merz, 2012, p. 17). Engaging in such discussion should be integral to recruitment procedures (Shaklee & Merz, 2012). Budrow and Tarc (2018) also highlight the importance of addressing “intercultural awareness” during international school recruitment based on the premise that teaching “…in a foreign setting requires an awareness of, and sensitivity to,
the intercultural aspects active in that location” (p. 880). Additionally, HYS’ refined teacher profile, reflecting inclusive practices, should be used in the recruitment process in conversations with candidates. This can greatly inform recruitment at HYS relative to candidate suitability.

A future consideration is the implementation of a heritage language program at HYS. This would be considered a program enhancement, as HYS does not presently offer heritage language instruction. Through integrating heritage language instruction, “…students’ heritage language proficiency can become a resource for learning English…” (Cummins, 2005, p. 587). Heritage language integration within the curriculum has positive impacts resulting from ELLs perceiving that their heritage languages are valued (Tse, 1997). Cummins (2005) states that heritage language integration “…within the school and in after-school programs can play a crucial role in encouraging heritage language speakers to view their multilingual talents as a valued component of their identities” (Cummins, 2005, p. 590). Furthermore, according to Yan (2003) “…quality curricula for CLD (culturally and linguistically diverse) students should include heritage language instruction for literacy and content area learning” (p. 109). By offering heritage language instruction, ELLs’ linguistic and cultural diversity can be advanced at HYS.

There are different ways that HYS can consider implementing this program enhancement. According to Bylund and Díaz (2012) the extent of heritage language integration may differ within a school’s curriculum. Furthermore, heritage language instruction may be offered as complementary to the curricular program, on an after-school basis (Bylund & Díaz, 2012). As employing heritage languages teachers will have financial implications, HYS will need to explore community based resources and funding options for this program enhancement.

Conclusion

This OIP has aimed to address a PoP, which is both relevant and timely to the field of
international education, relative to ELL enrolment at international schools such as HYS. This OIP’s goal of improving ELLs’ learning experiences entails an explicit focus on inclusive practices and a commitment to international mindedness and linguistic and cultural diversity.

“Teachers need to develop a deep understanding of these children as learners and appreciate the impact that their culture and discourse community may have upon their individual learning styles” (Kusuma-Powell, 2004, p. 170). Teachers must also exhibit ‘cultural understanding’ and awareness of “…the cultural nuances at play in their classroom” (Budrow & Tarc, 2018, p. 873).

Through utilizing my International Minded Leadership Model, comprised of inclusive and transformational leadership practices, support for the vision and the belief statements can be effectively garnered. Moreover, combining the Change Path Model and Kotter’s Eight Stage Process provides an effective change framework, through which to implement the chosen solution. This solution is supported by a change implementation plan which represents “…a coordinated, systematic, and collective effort…” accompanied by “…professional development strategies that are specifically designed to develop the collective capacity of educators to meet the needs of students” (DuFour & Marzano, 2011, p. 21). The strength of this solution lies in its potential to advance change based on its explicit focus on “…developing the collective capacity of educators…” (DuFour & Marzano, 2011, p. 21). Such efforts, accompanied by a commitment to improving ELLs’ learning experiences, can bring the desired inclusive state to fruition.

In light of the reality that HYS will continue to accept ELLs, a focus on improving their learning experiences should be a priority for HYS. Within our ethical responsibilities as educators is a commitment to all students, including ELLs. Moreover, improving ELLs’ learning experiences will assist HYS to capitalize on the linguistic and cultural wealth within its student body, and in turn to use this diverse tapestry to enrich the learning of all students.
References


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### Levels of collaboration in ESL – classroom teacher partnerships (Davison, 2006)

<table>
<thead>
<tr>
<th>Level</th>
<th>Distinguishing Characteristics (attitude; effort; achievement; expectations of support)</th>
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<tbody>
<tr>
<td>Passive Resistance</td>
<td>An implicit or explicit rejection of collaboration and preference for status quo; little or no real investment of time or understanding by teacher; no positive outcomes; expectation is that ‘this too will pass.’</td>
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<tr>
<td>Compliance</td>
<td>A positive attitude and expressions of ‘good intent’; efforts made to implement roles and responsibilities but with limited understanding of implications, informing documents seen as external and/or imposed, dealing with challenges and/or conflict in roles is seen as part of the teacher’s job, but it is a source of unhappiness, frustration and stress, teachers feel defensive and besieged by conflicting demands; ‘achievements’ conceptualised as nonintrusive and very concrete; expectation of high degree of practical and teacher-specific external professional development, teacher dependence on external sources of encouragement and reward.</td>
</tr>
<tr>
<td>Accommodation</td>
<td>A positive attitude and willingness to experiment; efforts made to accommodate to perceived co-teacher’s needs but conflicts/uncertainties seen as unnecessary and avoidable if ‘model’ is correctly implemented by teachers, only limited understanding of theoretical base of collaboration and little critical examination; achievements conceptualised mainly as strategies and techniques; expectation of high degree of programme-specific external professional development, teacher dependence on external sources of encouragement but also some signs of intrinsic rewards from developing partnerships.</td>
</tr>
<tr>
<td>Convergence</td>
<td>A very positive attitude, embracing opportunities to learn from peers; efforts made to engage with co-teacher’s ideas and initiate dialogue and interaction/experimentation, high degree of respect for other evident, understanding that solutions not ready-made, informing documents seen as fluid and subject to negotiation but conflicts still seen as dichotomous and requiring resolution i.e. simplifying alternatives and/or avoiding expression of contradictory views; achievements increasingly impact on content of lesson, not just delivery, but not always consistently, some co-option of other’s ideas/strategies with still limited understanding of rationale and theoretical basis; increasing satisfaction from intrinsic rewards of collaboration, increasingly seeking opportunities for peer interaction; growing preference for action research and peer-directed professional development.</td>
</tr>
<tr>
<td>Creative Co-construction</td>
<td>A very positive attitude, collaboration normalised and seen as preferred option for ESL teaching; teachers’ roles become much more interchangeable, yet more distinct, high degree of trust of other evident, responsibilities and areas of expertise continually negotiated, informing documents seen as actively co-constructed and teacher-developed, conflicts in roles seen as inevitable, accepted, even embraced, as a continuing condition which will lead to greater understanding; achievements demonstrated across whole curriculum; normalisation of teacher-based professional development such as action research and critical reflection, accompanied by extensive reading in area to extend understanding of specific theoretical concepts, possibly some formal study in each other’s areas.</td>
</tr>
</tbody>
</table>
Appendix B

Knowledge of Teaching and Learning for ELLs (Coady et al., 2016).