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Teachers Supporting New Immigrant ESL Learners

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Abstract

This Organizational Improvement Plan (OIP) examines how a teacher leader with influence can support classroom teachers in establishing a more inclusive and culturally competent learning environment. It is framed around a Problem of Practice (PoP) that emerged from a significant increase of new immigrant, English Second Language (ESL) learners enrolling at Rankin Elementary. Formal and informal school assessments revealed that ESL learners were achieving lower than their English speaking peers. This OIP serves to address how classroom teachers can effectively support new immigrant, ESL learners as they work to improve their English Language Proficiency. This OIP is viewed from a social justice lens and informed by critical theory. Transformational and culturally relevant leadership support a bottom-up approach to leadership. Culturally relevant pedagogy frames this OIP as a culturally relevant, whole child approach to instruction is explored. Lewin's three-step model of unfreezing, change and refreezing serves as the leading change framework while Nadler and Tushman's Congruence Model is used as the change path model, providing critical organizational analysis. The implementation plan outlines priorities and goals of the planned change and necessary supports and resources are identified. The PDSA model serves to monitor and evaluate the change process and a plan for communicating the need for change is developed.

Keywords: *English Language Learners, English Language Proficiency, Culturally Relevant Pedagogy, Transformational Leadership, Culturally Relevant Leadership, Cultural Competence, Culturally Relevant Teaching, Social Justice, Critical Theory*

Executive Summary

This Organizational Improvement Plan (OIP) focuses on improving the learning experiences of new immigrant, English Second Language (ESL) learners who attend Rankin Elementary. New immigrant ESL learners are recognized as a group of students who have immigrated from another country and are non-native speakers in an English-speaking environment. This OIP was developed to address an increase of youth immigrants enrolling at the school, which changed current student demographics.

The OIP is written from the viewpoint of a teacher leader with influence to address how classroom teachers can support new-immigrant, ESL learners. This OIP outlines how organizational change can be implemented using a bottom-up, transformational and culturally relevant leadership approach. It focuses on providing classroom teachers with the knowledge and skills they need to improve ESL learning achievements using culturally relevant teaching practices. This executive summary provides a glimpse into the content detailed in this OIP.

Chapter one presents an overview of the organizational context of Rankin Elementary providing information about the organization's history, vision, mission and leadership structure. The Problem of Practice (PoP) is presented which addresses the low academic achievement of new immigrant, ESL learners due to limited English Language Proficiency. A leadership position and lens statement centered around critical theory and social justice is described, and a blend of transformational and culturally relevant leadership is determined. A PESTE factor analysis (Cawsey, Descoza & Ingols, 2016) outlines environmental influences that frame and shape the PoP while lines of inquiry

address organizational gaps. A leadership vision for change is articulated outlining priorities for change and the desired future organizational state.

Chapter two discusses the planning and development for the changes needed to effectively address the PoP. Lewin's three-step change model (Lewin, 1947) of unfreezing, change and refreezing is presented as the framework for change. A critical organization analysis is presented, based on Nadler and Tushman's Congruence Model (Nadler & Tushman, 1990) outlining organizational inputs, outputs and the transformational process. Four solutions to address the PoP are discussed, with one blended solution being recommended for implementation. The chapter ends with a focus on leadership ethics, ethical considerations and challenges that apply to the change process.

Chapter three focuses on monitoring, implementation, evaluation and communication. A detailed change implementation plan is presented, comprised of three stages, which are aligned to Lewin's model for change. The PDSA cycle (Deming, 1959) is used to monitor and evaluate the change process. A communication plan is developed to address each stage of the change implementation plan. The chapter concludes with a discussion on next steps and future considerations and final thoughts regarding the PoP and OIP.

The implementation of this OIP inspires to improve new immigrant, ESL learners' experiences using culturally relevant teaching practices. It serves to provide classroom teachers with the necessary supports needed to build an inclusive, culturally competent learning environment. Based on my agency and level of influence within the

organization, the desired state of this OIP can be achieved using a bottom-up leadership approach.

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Glossary of Terms

Bottom-up leadership: Leadership that is influenced from the bottom of the hierarchical structure, such as an employee convincing management to adopt a new idea.

Cultural competence: The ability to understand, communicate with and interact with people across cultures.

Culturally relevant leadership: Originated from culturally relevant pedagogy. A form of leadership that influences the school context and address the cultural needs of the students, parents and teachers (Khalifa, Gooden & Davis, 2016).

Culturally relevant teaching: Originated from the work of Ladson-Billings (1994), that noted a cultural mismatch between students from culturally diverse backgrounds and their Caucasian middle-class teachers. A method of teaching that considers students diverse cultures and backgrounds.

Culturally relevant pedagogy: A term created by Dr. Gloria Ladson-Billings in the early 1990s. It is defined as a way for [racially and ethnically diverse] students to "maintain cultural integrity, while succeeding academically" (1995, p. 476). For the purposes of this OIP, culturally relevant pedagogy is an inclusive term to describe an approach which benefits all students.

Critical theory: A social theory that focuses on critiquing and changing society as a whole.

Democratic leadership: A type of leadership in which members of the group take a more participative role in the decision-making process.

English Language Proficiency (ELP): One's ability to understand and produce English in the form of reading and writing.

English Second Language (ESL) Learner: Individuals learning English as a second language. In many jurisdictions this would be written as ELL, however, for the purpose of my OIP with a Newfoundland and Labrador focus I will use the term ESL learner.

Inclusive education: A welcoming school culture where all members of the school community feel they belong and realize their potential. It is the right of all students to attend school with their peers, and to receive appropriate and quality programming (Newfoundland and Labrador, Department of Education and Early Childhood Development, 2020)

Leadership planning team (LPT): A term used to describe a leadership team within the professional learning community whose focus is to lead the change plan.

Lewin's Change Theory Model: A model used to understand how organizations shape and grow in response to new organizational behaviours (Verhoye, 2015).

Ministry: The provincial governing body that oversees all schools in the province.

Nadler & Tushman's Congruence Model: A model for diagnosing organizational behavior which focuses on the critical inputs, the major outputs, and the transformation processes that characterize organizational functioning (Cawsey, Descoza & Ingols, 2016).

Organizational Improvement Plan (OIP): An Organizational Improvement Plan is a major persuasive research paper that provides evidence-based pathways to address organizational problems. It is a practical yet theory and research-informed plan that aims to address and find solutions for a particular problem of practice (Western University, 2020).

PESTE factors: PESTE factors include political, economic, social, technological, and ecological/environmental factors that describe the environment of context of an organization (Cawsey, Descoza & Ingols, 2016)

Plan-Do-Study-Act (PDSA) Model: A change management model used to help assess the effectiveness of a change plan (Donnelly & Kirk, 2015).

Problem of Practice (PoP): A Problem of Practice is a statement that articulates a clear, specific, relevant gap in a place of work (Western, 2020).

Professional learning community (PLC): A professional learning community (PLC) is used to describe the continued cooperation of teaching staff as they reflect on practices together (Bradea, 2016).

Provincial English School District (PESD): The school board which oversees Rankin Elementary.

Situational leadership: A leadership approach based on the needs of the situation (Hersey and Blanchard, 1969).

Social justice: A fair and equitable distribution of power, resources and obligations in society of all people, with no discrimination (Hage, Ring & Lantz, 2011).

Top-down leadership: Traditional leadership whereby the position of highest hierarchy influences decisions.

Transformational leadership: A form of leadership based on the premise of transforming the values and priorities of followers and motivating them to perform beyond their expectations (Yukl, 1998).

Chapter One: Introduction and Problem

Organizational Context

This Organizational Improvement Plan (OIP) is framed around the context of Rankin Elementary, a Kindergarten to Grade 6, French immersion school located in an urban area of Newfoundland and Labrador and part of the Provincial English School District (PESD). Rankin Elementary has a student population of 520, one hundred ten of which have a second language background. As a teacher leader in the school, I bring the vantage point of influence with my peers. This leadership role within the school encompasses helping teachers implement new ideas in their teaching through classroom support, mentoring novice teachers and sharing appropriate instructional materials with colleagues to support classroom learning.

The organizational structure of Rankin Elementary as part of the PESD follows a top-down leadership approach. Directives are provided from the top, being the Ministry of Education (Ministry) and trickled down to the school board trustees, school board, school administrator and then teachers. The Ministry develops all educational policy and direction and also creates and monitors the French and English curriculum and programs. The Ministry is responsible for selecting and distributing learning resources to schools, provides teaching professional learning opportunities and supports inclusive education initiatives (Newfoundland and Labrador, Department of Education and Early Childhood, 2020).

The PESD is governed by elected school board trustees and managed by a team of Directors focused on programs, human resources, finances and student services (PESD, 2018). The mandate of the PESD is to "administer primary, elementary and secondary

educational services across the province and is given the authority under the *Schools Act*

(PESD, 2017, p.1). The vision of the PESD is to serve as an educational leader preparing

all students to achieve to their fullest potential in a safe, caring and inclusive environment

(PESD, 2020). The district values students first, learning, inclusion, respect,

collaboration, accountability and innovation. Priorities of the PESD include student

success, safe and caring schools and leadership development and organizational

effectiveness (PESD, 2020). The PESD works to ensure that provincially determined

curricular outcomes are being taught in each school. The Director of Schools under the

direction of the trustees is responsible for several schools in a close parameter, known as

a community of schools. The Director is responsible for school principals within this

community. School administrators manage all school operations and activities. They

oversee all staff and are responsible for class scheduling. School administrators

implement curriculum standards set by the Ministry and adhere to all PESD regulations

and policies.

Rankin Elementary is located in an urban city of the province which is recognized

for its hospitality and welcoming ways. Ninety eight percent of the city's population is

English speaking, however, increasingly it is becoming home to more individuals of

different nationalities (City of X, 2020). Most common mother tongue languages other

than English and French in the city are Arabic, Mandarin, Pilipino and Spanish, which

makes up the other 2% of the population. Statistics Canada (2016) recorded that there

were 8,135 immigrants currently living in the city. Increasingly, the city is becoming

more multicultural and a number of community events are now held yearly to celebrate

cultural diversity (City of X, 2020). The increase in immigration population was also

evident at Rankin Elementary, as a large number of ESL students registered at the school in the 2016-2017 school year, many of whom had relocated from Syria with no or minimal English language skills.

Based on a Demographic and Opinion Survey (2016) focusing on the school jurisdiction, it is now clear that the school community encompasses both families with high economic status (54.7% of the population reporting a household income of $100,000 or more) and others living at or below the poverty line (17.9% of the population reported a household income of under $50,000). The average household is 2-4 people and over 50% of the neighborhood residents have lived in the area for more than 20 years. 87% of the residents own their homes, while 13% rent. About 59% of the school community are employed either full time, part time or casual, while 41% of the residents are retired or do not work. Regarding age distribution, the survey indicates that 25% of the community population are 0-17 years of age while ages 18-64 attribute for 61% of the population.

Rankin Elementary was built about 50 years ago, and as student population increased since its opening, portable additions have been added to the school. The school is guided by council members consisting of parent, community and teacher representatives (Rankin Elementary, 2020). The mission statement of Rankin Elementary is rooted in empowering students to become an empathetic community of life-long learners, who strive to achieve personal excellence (Rankin Elementary, 2016). The school's value statements focus on providing facilities and resources that are maintained and accessible to students and teachers, open and honest communication between members of the school community, a willingness to engage in diverse programming to meet the needs of all learners, collaborative decision making and a positive, welcoming

and respectful learning environment (Rankin Elementary, 2016). The school prides itself

on maintaining a positive school climate where all members feel comfortable, safe and

accepted.

The staff of Rankin Elementary is composed of a school principal, an assistant

principal with teaching duties, a .25 ESL resource teacher, a guidance counsellor and a

teacher librarian. Currently there are about 30 classroom teachers, student assistants and

support staff. Staff at Rankin Elementary do not represent much diversity in terms of

background. Currently, the administration and all teaching staff are English speaking,

with some having French as a second language.

As part of the PESD top-down approach, the school principal leads the school.

Traditionally, the principal has led the school in a top-down manner. Current

administration at Rankin Elementary favors the situational leadership approach, adapting

their leadership style based on the needs of the situation (Hersey and Blanchard, 1969).

The school principal is the decision-maker of the school and notifies staff of changes to

policies, practices and operations. Teacher leaders may be informally appointed by the

principal based on their skill set and experience to facilitate change within the school.

The teacher leaders have influence that extends beyond their own classrooms and often

lead specific school-improvement initiatives to improve teaching and learning.

As a teacher leader at Rankin Elementary for 5 years, I have the responsibility to

be an instructional coach with classroom teachers to develop stronger lesson plans and

improve classroom management techniques. I also facilitate small group, professional

learning teams that focus on specific curricular goals and subject areas. Based on my

experience as a teacher leader and former administrator, I am confident in stating that

although welcoming and friendly, the staff of Rankin Elementary still has growth to gain

in the areas of establishing diverse learning environments and empowering both student

and teacher learning My PoP seeks to better realign the school with its original mission

and values and create a more inclusive and supportive learning environment.

Leadership Position and Lens Statement

In the broadest sense, this PoP is viewed through the lens of a social justice

framework which Hage, Ring & Lantz (2011) define as "fair and equitable distribution of

power, resources, and obligations in society of all people, regardless of race or ethnicity,

age, gender, ability, status, sexual orientation and religious or spiritual background (p.

2795). This PoP is best examined through a social justice framework as it focuses on

inequalities within the school organization impacting how students are served.

A social justice perspective is a way of understanding how people from diverse

backgrounds come together to learn and work in an inclusive setting. To provide students

with a socially just school, Carlisle, Jackson & George (2007) address five principles of

social justice education. These principles are inclusion and equity, high expectations,

reciprocal community relationships, system-wide approach and direct social justice

education and intervention.

Under this umbrella of social justice, this PoP is further informed by critical

theory which is orientated at critiquing and changing society as a whole. Critical theory

insists that we must respond to new problems and new possibilities for liberation that

arise from changing historical circumstances (Brooner, 2017). It can help us to learn to

see ourselves and our world in new ways, ways that can influence how our children are

educated and how we react to others with whom we do not agree on social or political

issues (Tyson, 2014). In relation to education, critical theory addresses the issues of

social power, social constructs, and social inequalities (Mack, 2010).

Grounded in critical theory is the concept of culturally relevant pedagogy, which

supports students' motivation, engagement, literacy outcomes, and positive identity

formation (Christ & Sharma, 2018). As this PoP is critically examined, the need for

inclusion and equality is easily identified. To best address this need, a culturally relevant

pedagogy is used to ensure that learning experiences are relevant to students. This

pedagogy focuses on the importance of linking native language and culture with

schooling. Developed by Gloria Ladson- Billings (1995), culturally relevant pedagogy is

student-centered approach to teaching whereby students' unique cultural strengths and

experiences are recognized and nurtured to promote student achievement and a sense of

well-being.

To address this PoP within my role as an emergent teacher leader at Rankin

Elementary, a bottom-up approach in contrast to a more authoritarian and traditional top-

down approach to leadership will be applied. As an emergent teacher leader, I am in a

position to influence teacher colleagues using the bottom-up leadership approach. Hoch

& Dulebohn (2017) describe emergent leaders as individuals who exert significant

influence over other members of the group, even though they may not be vested with

formal authority.

Bottom-up leadership is the most appropriate leadership approach for this PoP as it

is about putting performance and the future health of the organization first (Graham,

2012). It requires an agility and flexibility that enables leaders to stay in tune with their

environment and devote time and energy to listening to the views of others and showing

genuine empathy (Graham, 2012). Bottom-up leadership provides a more democratic way of decision-making and encourages members to take a more participative role in the problem-solving process. Benefits of a democratic approach are increased job satisfaction, a sense of empowerment, increase in creativity and innovation and a stronger commitment to performance (St. Thomas University, 2018).

  To successfully address this PoP in my role as teacher leader, I need to make organizational changes from the bottom-up. A collaborative, democratic approach to leadership is important to gain the support of my peers. However, to make significant changes to the current organizational state of Rankin Elementary a more influential leadership style is required in addition to a collaborative approach. The transformational leadership approach is most appropriate as it focuses on motivating and guiding change. Transformational leadership supports positive relationships with followers in an environment where both leader and follower strive to meet organizational goals necessary to fulfill the vision (Rolfe, 2011).   A transformational leader is a positive influence on others, inspiring others to set high standards, being creative and innovative and providing a supportive climate (Bass, 1985).

  As an emergent teacher leader for five years, I have continuously exhibited leadership behaviours consistent with the transformational approach. These behaviours include having charisma, being a role model, showing competence, articulating goals and communicating high expectations (Northouse, 2016). Bass (1985) explains that transformational leaders motivate followers to do more than expected by raising follower's levels of consciousness about the value of idealized goals, get followers to

transcend their own self-interest for the sake of the team and move followers to address higher-level needs.

The transformational leadership theory was introduced by Burns (1978) who explained that transformational leadership occurs when a leader engages the individuals within the organization to a higher degree of motivation (McCarley, Peters & Decman, 2014). The transformational approach has a political change agenda to confront oppression and addresses important social issues such as empowerment, inequality and alienation (Creswell and Creswell, 2018). It has the potential to inspire subordinates to do their best and urges followers to achieve more than expected (Alqatawenh, 2018). Transformational leadership sets a clear vision for the organization (Trofino, 2000). A transformational leadership style supports the bottom-up leadership approach as they both focus on making changes by building and maintaining relationships, showing respect and making people feeling comfortable sharing ideas (Graham, 2012).

To address specific issues relative to my PoP such as changing school demographics and the need for a more equitable, inclusive learning environment, culturally relevant leadership has also been selected as a leadership philosophy to frame this OIP. This approach seeks to improve school culture by providing processes and supports that challenge social structures. Culturally relevant leaders support teachers in their professional learning and encourages the use of pedagogies that are culturally relevant to their students' lives (Ezzani & Brooks, 2018).

Culturally relevant leadership is grounded in the work of Ladson-Billings (1995) and stems from a culturally relevant pedagogy. It is focused on developing an educational

environment where students learn cultural competence and experience academic success (Ezzani & Brooks, 2018). As Khalifa, Gooden & Davis (2016) support the connection between transformational and culturally relevant leadership when they state, "culturally responsive transformational leadership would promote the conditions and a school vision in a school that would be inclusive and validating for minorized youth" (p.17). Creating a responsive classroom and school environment in general is a joint effort between school leaders and teachers, which is in fact an aspect of transformational leadership (Khalifa et al., 2016).

Both transformational and culturally relevant leadership support my personal leadership philosophy. I strongly believe in an unbiased and fair approach to learning that promotes inclusivity. As Sapon-Shevin (2003) explains, inclusion is about social injustice. If we embrace inclusion as a model of social justice, we can create a world that fits us all.

I support the notion that all students need to find their voice and place in the classroom. Inclusive classrooms are valuable as they promote engagement and active learning among all students (The Elementary Teachers' Federation of Ontario, 2019). As a teacher leader, I am in a position of influence to promote culturally relevant, inclusive teaching practices in the classroom. Inclusive practices promote the value of students learning English and position the learner and their families, languages, and cultures as central, integral aspects of the school community (Theoharis & O'Toole, 2011). Culturally relevant teaching is an inclusive strategy that facilitates academic achievement, values students' cultures as vehicles for learning and looks for ways to integrate cultural backgrounds into instruction to improve understanding (Ruday, 2018).

In summary, my leadership philosophy comprises of transformational and culturally relevant leadership within a bottom-up, democratic approach. This leadership model will be used to promote culturally relevant and inclusive practices at Rankin Elementary. My leadership stance and how it will propel the change forward will be further addressed in chapter two.

Leadership Problem of Practice

This PoP serves to address the issues surrounding the consistent influx of ESL learners enrolling at Rankin Elementary since 2016. In the context of my PoP, ESL learners are defined by the Newfoundland and Labrador Department of Education and Early Childhood Development as "one whose mother tongue is not English. The student is learning English to live in an English environment" (Guidelines for Delivery of ESL Services in K-6, 2011, p. iii).

ESL learners are often unable to demonstrate their actual competence in subject areas as they lack the necessary language skills to understand the lesson and produce written or oral work (Ontario Ministry of Education, 2001). Those who need to develop their English speaking skills will be lacking in the area of English language proficiency (ELP). ELP can be described as one's ability to understand and produce English which includes reading and writing. ELP is one contributor to the unexplained variance in achievement of ESL learners and their native English-proficient peers (Torres & Zeidler, 2002).

Considering the increasing ESL school population and no current strategic plan in place by Rankin Elementary administration, a PoP was developed. The PoP to be addressed is, how can teachers help improve ELP of ESL learners at Rankin Elementary?

A leadership stance of transformational and culturally relevant leadership, grounded in a

bottom-up, democratic approach will be employed to address this problem.

Rankin Elementary teachers need to become more responsive to changing school

demographics. Current practices at the school, district and Ministry levels must be

challenged to better service the ESL students of the school. Currently, at the school level,

there is minimal testing done to test for ELP. New ESL students enrolling at the school

are placed in the mainstream classroom setting based on age. No assessments take place

before students begin school to determine their level of English speaking and listening

skills and many students do not arrive with a previous school file for the teacher to

review.

It is also evident that no culturally relevant teaching practices are being employed

at the school. Culturally relevant teaching is a pedagogical approach that utilizes

students' cultures as an integral part of the instructional process (Encyclopedia of

Educational Reform and Dissent, 2020). Teachers are not providing diverse learning for

students. The absence of a full time ESL resource teacher at the school contributes to this

lack of culturally relevant teaching. ESL teacher's primary role is to help students from

diverse backgrounds improve their English reading, writing and speaking skills.

The top-down leadership approach from Ministry to PESD to school does not

empower teachers to take initiative and be creative in their teaching practices. In addition,

the situational leadership approach of the school principal is not conducive to receiving

staff input on school issues. This lack of communication can make addressing problems

difficult.

Another challenge is the lack of ESL benchmarks and assessment strategies. Classroom teachers are responsible to instruct all students using the same grade level curriculum prescribed by the Ministry. There are no specific ESL guidelines or benchmarks available for students in K-6. ESL guidelines provide teachers with criteria when assessing ESL students. Benchmarks provide reference points when determining which listening and oral skills the student is deficient in.

The following section will address the PoP in broader context, looking at the history, frameworks and forces shaping the problem.

Framing the Problem of Practice

This PoP represents a new problem at Rankin Elementary as a result of changing population demographics in the province. The number of immigrants residing in Newfoundland and Labrador and particularly City X in which Rankin Elementary resides, has increased dramatically from 2011 to present. Statistics Canada (2016) shows that during 2006-2010 there were 9,165 immigrants in the province. From 2011-2016 this number jumped to 12,080 immigrants living in the province, 8,135 of which reside in City X. Of this immigrant population, Arabic and Tagalong were the most common languages spoken.

These high immigration numbers may be attributed to changes to immigration rules in Canada. For instance, CBC News (2015) reported that Newfoundland and Labrador would have a no cap stance on the number of Syrian refugees they would accept. Parishes in City X, specifically those in the Rankin Elementary school jurisdiction sponsored many Syrian refugee families in addition to those sponsored by government.

RSTP Bulletin (2018) showed that 410 Syrian refugees resettled in Newfoundland between 2015-2017, majority residing in City X.

Although these numbers may appear low in comparison to larger cities in western Canada, the sudden increase in immigration numbers has affected the demographics of the school community. Prior to 2015, classroom teachers at Rankin Elementary were accustomed to ESL students joining their classes in very low numbers throughout the school year. However, with a sudden influx in the 2016 school year, and no strategic plan in place at the school level to address large numbers of ESL newcomers arriving simultaneously, teachers felt unprepared.

Caring for Kids New to Canada (2020) explains that immigrant and refugee families have faced considerable hardships before coming to Canada. Statistics Canada (2005) identified the most significant difficulties faced by new immigrant families as finding an adequate job, learning the new language, missing support from homeland, adapting to new culture, financial constraints and lack of social interaction.

Selimos and Daniel (2017) explain that countries who receive young migrants "are faced with the challenge of integrating these populations socially, culturally, and economically" (p. 91). Brewers and McCabe (2014) describe schools as central institutions of the community that play a critical role in the social inclusion of refugee youth. Selimos and Daniel (2017) elude that due to a lack of social connections and knowledge of their new community of residence, schools are the main institutions where young immigrants can develop this cultural knowledge, build connections and begin to participate in their communities.

Based on Canadian studies, Ngo and Schleifer (2005) have determined factors that may hinder an immigrant youth's educational achievement. These include a lack of familiarity with schooling norms, lack of access to adequate English as a second language instruction, discrimination, peer exclusion and bullying, and limited participation in school activities.

Selimos and Daniel (2017) explain that traditionally when a refugee youth arrives to a Canadian school they may be placed in an English language development stream (ELD), English as a second language (ESL) stream or in regular, mainstream programs. ELD programs target students with significant gaps in their previous education and have very little or no English skills and intensive specialized literacy is necessary. The ESL stream is designed for those who have received a consistent education but require additional English language supports. Students in the regular stream will participate in courses the same as their English first language peers.

These Canadian practices presented by Selimos and Daniel (2017) differ from current practices at Rankin Elementary. Prior to the 2016 influx, traditionally, when a new ESL student arrived at Rankin Elementary they would immediately begin one-on-one and small group instruction time with the ESL resource teacher on a bi-weekly basis. The ESL resource teacher would use this time to assess the student in their English language development skills, providing the student with strategies to improve their ELP. Individual work for the student would be provided to the classroom teacher to administer during class time to further develop these language skills. However, the influx of ESL students on a weekly basis has changed this process. The ESL resource teacher, only working at the school for a limited amount of time each week cannot provide the same

one-on-one and small group instruction as they could previously. Therefore, classroom

teachers have a more significant role in ESL students learning, as they must gather and

administer resources focused on specific ELP needs often with no formal ESL

instructional training.

Currently, challenges identified regarding school policies and practices at Rankin

Elementary are viewed from a top-down approach. The school principal favors a

situational approach that is described as a high directive-low supportive style, whereby

the leader focuses on communication, goal achievement and spends a limited amount of

time on supportive behaviors such as listening, praising and asking for input (Northouse,

2016). Although this approach allows decisions to be made in a very timely manner, there

is minimal collaboration in the decision-making process, and it focuses more on

immediate needs than long-term needs.

The ineffectiveness of a top-down, situational approach has been vocalized by

teaching staff in both formal and informal settings. Formative and summative student

achievement data of ESL students also confirms that students are performing below their

English-speaking peers.

To address this PoP, as discussed prior, a bottom-up, democratic approach would

be most effective. In my position as teacher leader, I am not in a position of power to

implement the bottom-up leadership approach to the entire school structure, however I

am in a position of influence to propose this approach to effectively address the PoP.

This PoP is viewed through a critical lens, focusing on the current social injustice

that ESL learners are experiencing at Rankin Elementary. Carranza (2020) defined

educational social justice for ESL learners as an education which requires that the leader

provide high quality, research based opportunities, raise the academic achievement of

ESL learners in their school to a level that meets or exceeds proficiency levels, prepare

ESL learners to be empowered citizens, advocate for inclusive classrooms with engaging

curriculum and involve ESL parents as partners in their children's learning.

Educational social justice for ESL learners will be achieved using culturally

relevant pedagogy. Ladson Billings (1995) explains that culturally relevant pedagogy

serves to empower students and uses their culture to help them create meaning and

examine their role in creating a truly democratic and multicultural society. Educators who

create culturally relevant learning contexts see students' culture as an asset and use

student culture in their curriculum planning and implementation (Milner, 2013).

Culturally relevant pedagogy lends itself to culturally relevant teaching which

Milner (2013) describes as teachers preparing students with skills to question inequality

and to fight against phobias they encounter while building knowledge they can transfer to

other experiences. Positive outcomes of culturally relevant teaching include the ability to

empower students to examine educational content and processes and to create, construct

and deconstruct meaning. Cultural relevant teaching incorporates students' culture in

curriculum and teaching and creates classroom contexts that are challenging, innovative,

focus on student learning and build cultural competence (Milner, 2013).

To shift Rankin Elementary from a top-down, situational leadership stance to a

bottom-up, democratic, inclusive school, a blend of transformational and culturally

relevant leadership approaches will be used. This combination of leadership stances will

support a changing school that is focused on learning within the context of culture.

When addressing the PoP, it is important there be a critical examination of the organizational factors that may impact this change plan. Results from a PESTE (political, economic, social and technological) factor analysis indicate that a significant political factor is the current top-down organizational structure of Rankin Elementary. Curricular outcomes are developed by the Ministry and changes cannot be made at the school or district level. Economically, the Ministry provides a budget to the PESD that is not reflective of changing student demographics and increase in immigration. In turn, budgets to schools are not appropriate for the increased need for student supports. In addition, a part time allocation for an ESL resource teacher is not adequate to meet current demands.

 Socially, an increase in the ESL student population has changed school and classroom dynamics. There is a language barrier among many new students and their teachers and peers which can negatively impact academics as well as social interaction and inclusion. A lack of ESL-focused professional training for teachers affect their ability to provide quality instruction. Technologically, there are ESL resources available to assist in student learning, however due to a lack of professional learning opportunities, this technology is not being utilized by classroom teachers.

ESL learners at Rankin Elementary, particularly those who immigrated to the province and have limited English vocabulary are experiencing difficulties in English language skills such as reading and writing text. A review of formative and summative classroom assessments of ESL learners indicate that many students are not demonstrating growth in ELP. The ESL resource teacher and classroom teachers have noted on many

students' cumulative files that the lack of ELP is impeding their academic and social success.

Framing the PoP and critically analyzing where potential growth is needed for ESL students to be successful provides a foundation for the organizational change plan detailed in chapter two. Questions and challenges emerging from the PoP will be examined in the following section.

Guiding Questions Emerging from the Problem of Practice

This PoP leads to a series of questions and potential challenges surrounding how classroom teachers can make their classroom more inclusive and improve ELP. The following three questions have emerged from the PoP.

1. How can inclusive teaching practices increase ELP?
2. How can teachers increase cultural competence in their classrooms?
3. How can the change plan overcome teacher resistance?

Four main challenges have been identified with this PoP. The first challenge pertains to the current organizational structure of the school. The top-down, situational leadership approach has not been effective in addressing ELP and providing support for classroom teachers. However, for the change plan to be successful, the school principal must allow the proposed bottom-up, teacher-led approach. It is crucial to gain support from the school principal early in the change plan.

The second challenge relates to school resources. There is lack of both financial and instructional resources available to classroom teachers. Teachers do not have access to school funds to purchase instructional materials such as texts and assistive technology that would support ESL learning. Nor are there funds for teachers to partake in school-

sponsored professional learning opportunities to increase their knowledge on topics related to language acquisition, inclusion and culturally relevant teaching.

The third challenge concerns resistance from teaching staff. Although in a position as teacher leader with influence, there may still be some opposition from classroom teachers who are satisfied with current practices. It is important for the change leader to address any fears and concerns.

A fourth challenge is developing a change plan that will be effective for subsequent years. The student demographic of Rankin Elementary continues to change and is anticipated that student ESL populations will continue to vary each school year. Will this change plan be effective in subsequent years when student demographics change? Will teachers be open to shifting teaching practices to meet changing student populations?

Potential solutions to these questions and a plan to overcome challenges will be addressed in chapter two. The following section focuses on gaps between the current and future organizational and identify priorities for change.

Leadership-Focused Vision for Change

In order to create a new vision for change, a process needs to be put in place to examine where the organization currently is, and where they want to be. This section will discuss gaps between the present and envisioned state and examine priorities for change.

The vision for change that accompanies the organizational plan to is to approach the PoP using a bottom-up leadership approach compared to the current top-down

method. This shift in leadership is necessary to allow a more collaborative approach in the development of the change plan.

To support this approach, there needs to be influence from the bottom of the organizational structure. As a teacher leader at Rankin Elementary, I am in a position to influence colleagues to become active participants in the change process. This influence can be best accomplished using a transformational leadership approach.

Transformational leadership is based on the premise of transforming the values and priorities of followers and motivating them to perform beyond their expectations (Yukl, 1998). It is a leadership process that is systematic, with a purposeful and organized search for change, systematic analysis and the capacity to bring about strategic transformation (Bass, 1990). Transformational leaders find innovative ways to transform the values, beliefs and behaviors of their organization to meet the demands of the future (Luzinski, 2011).

To support transformational leadership, culturally relevant leadership will also be employed. Culturally relevant leaders develop and support school staff and promote a climate that makes the whole school welcoming, inclusive and accepting (Khalifa et al., 2016). Johnson (2014) explains, "culturally responsive leadership, derived from the concept of culturally responsive pedagogy, incorporates those leadership philosophies, practices, and polices that create inclusive schooling environments for students and families from ethnically and culturally diverse backgrounds" (p. 145).

As discussed in the Leadership Problem of Practice section, several gaps within the current organizational state have been identified. Considering my role as a teacher

leader, and knowing the level of influence my position entails, priority has been given to the gaps that are within my agency to improve upon.

The first priority of the change plan is to gather the support of the school principal. Without the support of administration, the proposed change plan cannot move forward. To address the PoP using a bottom-up, collaborative approach, the school principal will have to support the initiative, as the current organizational hierarchy follows a top-down decision-making style.

A second priority is to provide classroom teachers with the necessary training and resources to gain the knowledge and skills necessary to create an inclusive learning environment for students. Teachers must be prepared to teach culturally and linguistically diverse students (Boyd, Grossman, Lankford, Loeb & Wyckoff, 2009). For ESL students to become academically successful, they need to receive ongoing, appropriate instruction from knowledgeable, caring teachers (Columbo, 2008). Teachers must acquire specific pedagogical knowledge to effectively instruct ESL students and strengthen their ELP (Gandara & Driscoll, 2005). These opportunities would focus on exposing teachers to culturally relevant teaching and inclusive practices.

The third priority, increasing cultural competence in the classroom can also be supported with professional learning opportunities and access to educational resources. Cultural competence is defined as a set of behaviors, attitudes, policies, and practices that enable and empower an organization to recognize the dynamics of cross-cultural relations (Bowman, 2020). It is the ability to understand, communicate with and effectively interact with people across cultures.

A final priority is to have a contingency plan if classroom teachers are resistant to change. Teacher resistance may manifest itself into a variety of forms such as political and cultural resistance (Hjelle, 2001). If hesitations arise, it is important that all teachers feel empowered and all fears and concerns are addressed. For this change plan to be successful, it requires collaboration and cooperation from the stakeholders.

Change efforts must focus on the right drivers in action to bring about effective change. Internal change drivers encompass school administration and teachers. The support of the school administrator is essential in moving the change plan forward. Administration is in a place of power to allow the change plan to occur using a bottom-up approach. They may also be in a position to support the plan with time, financial and material resources. Classroom teachers are the major change drivers in this change plan. Teachers are in a position of power to make changes to current classroom practices. They are influential to their students learning.

External change drivers include the PESD and Ministry. The PESD is responsible to uphold the *School Act* (1997) which outlines roles and responsibilities of all stakeholders. This document outlines the responsibilities of teachers as providing instruction to students and encouraging and fostering student learning, promoting cultural identity in the school and promoting a safe and caring learning environment. With these responsibilities in mind, the PESD has an obligation to provide quality education to all students. The Ministry is also a change driver as it is responsible for government policy, funding, curriculum planning and direction for all levels of education in the province.

Political and social factors outside the school structure that may also act as change drivers include: (1) The public as their opinions on the importance of inclusive education

is important and can be voiced to many stakeholders, the school, PESD and Ministry, (2)

The socio-economic status of families living within the school jurisdiction also affects

this PoP. If students are hungry or reside in poor living conditions this affects their ability

to focus at school and in turn can affect ELP achievement. (3) Political decisions

regarding the sponsoring of refugees which can put considerable demands on the school

system.

In conclusion, the envisioned future state of Rankin Elementary is one that is led

from the bottom-up, with classroom teachers spearheading the change process,

collaboratively developing and implementing new practices. This bottom-up approach,

led with transformational and culturally relevant leadership will strive to transform the

current organizational state of Rankin Elementary, to one of inclusive learning and

cultural competence. The organization will also value professional learning, encouraging

teachers to expand their knowledge and skills.

Organizational Change Readiness

Organizational readiness for change can be described as the organizational

members' shared resolve to implement a change and shared belief in the ability to do so.

It is multi-level and multi-faceted (Weiner, 2009). Change readiness is "determined by

the previous change experiences of its members, the flexibility and adaptability of the

organizational culture; the openness, commitment, and involvement of leadership in

preparing the organization for change, and member confidence in the leadership"

(Cawsey et al., 2016, p. 106). Organizational readiness for change is affected by how

much the members value the change, or how change committed they are (Weiner, 2009).

Cawsey et al., (2016) suggest that for change leaders to gain a sense of change readiness, they need to examine the external organizational environment to determine the need. The PESTE analysis tool describes five factors which influence the need for change. They include political, economic, social, technological and ecological/environmental. The PESTE analysis provides an informative framework to review all variables and determine how they drive change.

Results from a PESTE factor analysis indicate that political factors include the top-down leadership approach and the Ministry's control over the development of curriculum. The influx of new immigrant families is also a factor as there are no current provincial limitations as to how many refugees can be accepted into the region. Economically, the Ministry provides the PESD with funds to operate schools in the province. The PESD determines how they distribute these funds. Currently, there is only one, part-time ESL resource teacher available to support ESL students and there are limited funds for teacher professional learning and instructional materials. Socially, an increase in the ESL student population has changed school and classroom dynamics. The language barrier between many new students and teachers has affected academic achievement and social inclusion with peers. Technologically, ESL students are not availing of online supports as teachers are not trained in gaining access.

In addition to the PESTE analysis, the *Rate the Organization's Readiness for Change questionnaire* presented in Cawsey et al., (2016) was used to further clarify if Rankin Elementary was ready for a bottom-up, teacher driven approach to change. This questionnaire contains 36 questions, each with a point allocation to provide a cumulative score ranging from -10 (least receptive) to 35 (most receptive). The questionnaire is

categorized by six dimensions designed to provoke consideration of what may positively or negatively impact change readiness. The dimensions are as follows:

Previous Change Experience. There has been minimal organizational change at Rankin Elementary in the five years I have worked at the school. Current mood of the organization is one of uncertainty and frustration as many teachers struggle to meet changing student demands. Through informal conversations, teachers have voiced a willingness to make changes to classroom practices. (Readiness score: -1)

Executive Support. The change plan describes a clear picture of what the future will look like. Informal conversations with the school principal indicate a willingness to allow changes to be made to current classroom practices. (Readiness score: +3)

Credible leadership and change champions. The change plan challenges the current top-down leadership approach. However, as a teacher leader I have formed positive relationships with both administration and teachers. There is fear that administration may not view the problem with the same urgency that teachers do. (Readiness score: +2)

Openness to change. "Turf" protection may be a challenge as administration must loosen the leadership reigns for a bottom-up approach. Teachers must also be willing to change current teaching practices. However, informal conversations have indicated that teachers are open to change as they have an opportunity to voice their opinions. (Readiness score: +5)

Rewards for change. The plan is not based on an award system. However, successes will be celebrated. (Readiness score: 0)

Measures for change and accountability. In the change plan, a monitoring and evaluating system will be in place to collect and measure data. A timeline will be established with short-term goals outlined to assess progress. Feedback surveys will be utilized. (Readiness score: 2)

Overall, a score of 11 was achieved on *the Rate the Organizational Readiness to Change* questionnaire. This score indicates that are is some readiness for change, however questions within the openness to change section are still debatable as it is difficult to determine exactly how teachers will react to the proposed changes. Results do however highlight the significance that positive relationships will play. Administration must trust the change leaders motive and decisions while teachers must accept the vision and attempt new strategies.

To prepare for organizational change it is also important to address competing internal and external forces that shape change. Internal factors related to this PoP include structure and culture. Organizational structure is a critical factor to the change plan as the school subscribes to a top-down hierarchical structure. Within this structure, the school principal leads with a situational leadership approach. My proposed bottom-up, transformational and culturally relevant leadership approach will challenge this structure.

The school culture also impacts the change plan. Prior to 2016, the school had a predominantly English-speaking student population and minimum disruption to class dynamics. However, current school demographics show a significant increase in ESL learners.

An external force that can shape change is focused on curriculum development (Izci, 2016). Curriculum materials are developed by the Ministry. Teachers use these

outcomes to guide their teaching. Currently, there are no ESL benchmarks or guidelines

to follow for Kindergarten to Grade 6. The absence of guidelines and assessments for

ESL learners and the inability for the school to establish their own outcomes may

negatively impact the change plan. A second external force affecting the PoP is the

increasing immigrant population enrolling at Rankin Elementary. Changing student

demographics puts a constant strain on teachers and resources.

Conclusion

This initial chapter of the Organizational Improvement Plan discussed the

organizational context of Rankin Elementary and framed the problem of practice. It was

established that the PoP will be examined through a social justice, critical lens. A bottom-

up, transformational and culturally relevant leadership approach will be employed.

Guiding questions focusing on inclusion and cultural competence were proposed and

organizational readiness was assessed.

The next chapter will focus on planning and development. Chapter two will

present a framework for leading the change and provide a critical analysis of the

organization while exploring possible solutions to address the problem of practice. It will

conclude with a discussion on appropriate leadership approaches for change as well as

leadership ethics related to the problem.

Chapter Two: Planning and Development

Chapter one introduced Rankin Elementary and presented the problem of practice, the basis of this Organizational Improvement Plan. Chapter two is focused on leadership approaches and how they support the theoretical framework. Lewin's change model (1947) is examined and its role in guiding the improvement plan is explained. Chapter two will also present a critical organizational analysis using Nadler and Tushman's Congruence Model (1980) to address gaps within the organization. Possible solutions are proposed to address the PoP and any ethical obligations that may arise.

Leadership Approaches to Change

I am a teacher leader with influence at Rankin Elementary. As a change leader of this OIP, I have recognized that the current top-down, situational leadership approach at Rankin Elementary will not be effective in addressing my PoP.

Papworth, Milne & Boak (2008) explain that Hersey and Blanchard's (1969) situational leadership model consists of three dimensions used to produce four categories: (1) guiding, telling or directing (2) explaining and persuading (3) encouraging, participating, problem-solving (4) observing and delegating. Based on personal experience and formal and informal conversations with peers, there seems to be a general consensus that current administration is more focused on directing and delegating opposed to encouraging, participating and problem-solving.

ESL students continue to enroll at Rankin Elementary, yet, no long-term goals for the future have been developed to prepare classroom teachers for these additional student demands. To address the PoP and propel organizational change at Rankin Elementary, the school requires a form of leadership that will work to change current classroom

practices. I propose this can be achieved with a combined leadership approach of transformational and culturally relevant leadership. Transformational leadership will lead up the change process with the influence of culturally relevant leadership as it focuses on social injustice and equity. Both approaches have distinct characteristics that are beneficial to the PoP.

Transformational leadership is based on the premise of transforming the values and priorities of followers and motivating them to perform beyond their expectations (Yukl, 1998). It is a leadership process that is systematic, with a purposeful and organized search for change, systematic analysis and the capacity to bring about strategic transformation (Bass, 1990). Transformational leaders find innovative ways to transform the values, beliefs and behaviors of their organization to meet the demands of the future (Luzinski, 2011).

Transformational leadership contains four components: charisma or idealized influence (attributed or behavioral), inspirational motivation, intellectual stimulation, and individualized consideration (Bass, 1999). To bring about new ideas within the organization, it is essential that the leader be persuading and compelling. Each of the four components of transformational leadership are described below.

Idealized Influence (charisma). Transformational leaders have charisma. They are confident and set high standards for emulation (Bass, 1999). Charismatic people leave a lasting impression and have huge power and capacity (Vercica & Vercicb, 2011). Idealized influence includes behaviors such as sacrificing for the benefit of the group, setting a personal example, and demonstrating high ethical standards (Bass, 1999).

Inspirational Motivation. Inspirational motivation refers to the extent to which leaders can motivate their followers by articulating an inspirational vision and cultivating a climate of safety where followers are encouraged to take risks and feel energized to perform beyond expectations (Cekmeceliogua & Ozbagb, 2016). Inspirational motivation has been linked to a range of outcomes such as extra effort, learning orientation, ethical behaviour and project success (Densten, 2002).

Intellectual Stimulation. When transformational leaders intellectually stimulate, they encourage their followers' effort to be creative by questioning assumptions, reframing problems, and approaching old situations in new ways (Cekmeceliogua & Ozbagb, 2016). Intellectual stimulation involves behaviors that increase awareness of problems and challenge followers to view problems from new perspectives (Bass, 1999).

Individualized Consideration. Individualized consideration is deemed an important leadership behaviour in the workplace (Sarros, Gary & Densten, 2002). It includes providing support, encouragement, and coaching to followers (Bass, 1999). Individualized consideration can have a positive impact on job satisfaction by acknowledging and addressing employee aspirations, abilities, and needs (Bruch & Walter, 2007).

A consistent theme in the leadership literature has been to conceptualize transformational leadership as leadership targeted at change and innovation (Bass & Riggio, 2006). Innovation can be described as the intentional introduction and application of processes, ideas and procedures within an organization that will benefit the group (West & Farr, 1990). The four components of transformational leadership: idealized influence, inspirational motivation, intellectual stimulation and individualized

consideration work together to develop organizational innovation. As a teacher leader, I must use my idealized influence to motivate classroom teachers to challenge existing assumptions and stimulate them to develop a clear vision for the future. I must coach, mentor and encourage teachers to take a leading role from the bottom-up, and collaboratively work towards the desired state.

To support the transformational approach is culturally relevant leadership. Khalifa et al., (2016) suggest that culturally relevant leadership influences the school context and addresses the cultural needs of the students, parents and teachers. Culturally relevant leaders develop and support school staff and promote a climate that makes the whole school welcoming, inclusive and accepting (Khalifa et al., 2016). As Johnson (2014) explains, "culturally responsive leadership, derived from the concept of culturally responsive pedagogy, incorporates those leadership philosophies, practices, and polices that create inclusive schooling environments for students and families from ethnically and culturally diverse backgrounds" (p. 145).

Strategies to implement multicultural education in schools have highlighted culturally relevant practices (Johnson, 2014). These practices have become known as culturally relevant teaching. Gay (2002) defines culturally relevant teaching as developing a knowledge base about cultural diversity, using cultural experiences, perspectives and characteristics in the curriculum and using effective cross-cultural communication. It is a result of culturally relevant leadership.

Culturally relevant teaching helps to bridge the cultural and language gaps between students and teachers of different cultural backgrounds. Culturally relevant pedagogy supports students' motivation, engagement, literacy outcomes, and positive

identity formation (Christ & Sharma, 2018). Schools that foster culture competence take all the cultures into account with their formal and informal strategies and practices. This type of atmosphere provides an environment in which students feel safe to be themselves, so they can concentrate on learning in a culturally safe environment (Fraise & Brooks, 2016).

Keung and Rockinson-Szapkiw (2013) suggest that transformational leadership can also be linked to cultural relevancy pedagogy as this leadership approach also focuses on students, their communities and broader social contexts about curriculum and instruction. This approach is connected to positively impacting school culture and school engagement.

To mobilize teachers to be active in the change plan, they must be inspired to do so. As a transformational leader, I must ignite interest by communicating the urgency of the problem and inviting teachers to develop a shared vision for the future. A collaborative mission statement would reinforce the desired organizational state and bring focus to the problem, supporting ESL learners in the classroom. To highlight culturally relevant teaching, I would model specific strategies and invite teachers to explore and experiment with culturally focused learning.

Although the transformational approach is best suited as the primary form of leadership for my PoP, I am aware that there are limitations to this leadership style. Fourie and Hohne (2019) explain that its most severe criticism is its lack of conceptual clarity, that the boundaries of the concept 'transformational leadership' and the interrelationship of its elements are not clear. Yukl (1999) agrees that there is a lack of clarity on what constitutes exclusion and inclusion criteria, why are some elements

included in the theory and others not. Hay (2006) outlines what he calls the 'dark side' of transformational leadership whereby leaders have the potential to abuse power. Transformational leaders can exert a very powerful influence over followers. Some leaders may be narcissistic, thriving on manipulation and power (Stone, Russell & Patterson, 2003). As an influential change agent, I must gain the respect of all stakeholders by demonstrating integrity, fairness and encouragement. I need to reassure teachers that the change forward is a collaborative effort and not solely focused on my vision for the future.

There is also a challenge regarding culturally relevant leadership. As outlined in Khalifa et al., (2016) there is limited literature around the role principals play in developing their teachers into cultural responsiveness. This is a result of a lack of leadership preparation programs that emphasize culturally responsive leadership. Since it is ultimately up to the school leader to be involved and cognizant of methods to reach all children (Becker, 1992), it is important that they set the example that educators must understand unique backgrounds of all the students, removing barriers to allow for cultural responsiveness (Gay, 2000). It is important to expose the school principal to culturally relevant practices and emphasize the significance that culture plays in students well-being. By seeing cultural leadership in action, I am hopeful that the principal will implement attributes of this approach into their own leadership to make Rankin Elementary more culturally competent.

Even with these criticisms considered, the transformational and culturally relevant leadership approaches are still most suitable for this PoP as they inspire positive change

within the organization, that focuses on the learners needs. This leadership approach will

support Lewin's change theory, the change framework used for this OIP.

Framework for Leading the Change Process

The type of change associated with this PoP can best be described as reactive, due

to the changes in demographics at Rankin Elementary. Reactive change is described as

organizational changes that are made in direct response to some external event. When

changes are forced upon the organization, they are called reactive (Nadler & Tushman,

1990). Changes that address the whole organization, in the case of the PoP, are

considered strategic changes. They involve breaking out of a current pattern of

congruence and helping the organization develop a new configuration. Strategic changes

change the frame, reshaping, bending and even breaking (Nadler and Tushman, 1990).

Under strategic change, this PoP would be considered reorientation. The emphasis

of the change is to bring about major change without a sharp break in the organizational

frame (Nadler and Tushman, 1990). This OIP is focused on expanding the types of

learning that is already occurring in classrooms at Rankin Elementary. Although

organizational wide changes are proposed, they are built upon the mission and values of

the school. "Leadership of strategic re-orientations requires not only charisma, but also

substantial instrumental skills in building executive teams, roles, and systems in support

of the change, as well as institutional skills in diffusing leadership throughout

organizations" (Nadlar and Tushman, 1990, p. 81)

This reactive, strategic change corresponds with the proposed transformational

leadership approach. Transformational leaders are recognized for their charisma as they

envision, energize and enable change. Nadler and Tushman (1990) describe a charismatic

leader as articulating a compelling vision, modelling consistent behaviours, demonstrating personal excitement and expressing confidence in people. Charismatic leaders are powerful role models whose personal energy demonstrates desired behaviours.

In my work to strategically address the PoP, two path models were considered; Duck's five-stage curve model and Lewin's change model. Duck's five-stage change curve model was considered as it focusses on people and their emotional responses to change (Cawsey et al., 2016). Since this PoP is grounded in culturally relevant pedagogy which focuses on affirming students' identities and experiences and providing empowerment, Duck's model which highlights the emotional components of change would support the PoP (Duck, 2001). However, ultimately this approach was not chosen as demand of change comes from the top and this PoP is being driven by a bottom-up approach (Cawsey et al., 2016).

Lewin's change model was deemed as the most effective framework as it is relatively easy to implement, encourages lasting change, its gradual approach creates momentum and puts change theory into practice (Lucidchart, 2019). Lewin's change model is multi-faceted, comprised of several conceptual theories that Lewin describes as planned change. These theories include field theory, group dynamics, action research and three-stage model of change (McGarry, Cashin & Fowler, 2012). Each of these change theories are interrelated and work together to bring about change.

To best address the PoP, Lewin's change model of unfreezing, changing and refreezing. The three-stage model is often cited as Lewin's key contribution to organizational change (Burnes, 2004). This model is useful in understanding how

organizations shape and grow in response to new organizational behaviours (Verhoye, 2015). It is divided into three distinct stages which focuses on overcoming resistance and letting go of old structures and habits to bring about positive change.

Lewin's change model is best represented by transformational leadership. This approach is most appropriate as it focuses on transforming organizational structure. Transformational leaders are "change agents" (Fullen, 1993) which means they have a strong moral purpose and the ability to successfully engage in the change process. Regardless of formal position, transformational change agents create new realities within their organization and not only influence their colleagues to join them in creating needed change but also lead the process of change around initiatives (Allison-Napolitano, 2013). Lewin's change model is a change process that a transformational leader can use to break through a problem as they look for solutions that consider the needs of all, especially those who are most vulnerable (Allison-Napolitano, 2013). Lewin's change model allows a leader to stop current practices, provide solutions and then restart the organization with the new positive changes. This form of strong leadership can be offered by a transformational leader.

Below is an overview of the Lewin's three-stage model and how each stage is important to the PoP.

Stage 1: Unfreezing. Lewin believed that to understand any situation it was necessary to view the present situation, the status quo as being maintained by certain conditions or forces. That the stability of human behavior was based on a quasi-stationary equilibrium, supported by driving and restraining forces (Burnes, 2004). The unfreezing stage is an essential to my PoP as this is when current organizational structure freezes,

and current processes are re-examined. This stage involves motivating individuals by

getting them ready for change. Leaders often describe the organization as being in crisis

to create a sense of urgency, driving the need for change (Cawsey et al., 2016).

The unfreezing stage encourages individuals to adopt a new perspective, viewing

the current situation as needing improvement. During this stage the forces driving

towards and restraining individuals from adopting the change are identified (Burnes,

2004). Those embedded in the system during the unfreezing stage become more

susceptible to change whereby their systems and beliefs become easier to shift (Cawsey

et al., 2016). Leaders must communicate a vision for the organization and manage the

concerns of stakeholders. The pre-established leadership planning team comprised of

influential staff members will collaborate with the change leader to develop the vision for

change. The leadership planning team recognized as the change team will be discussed

later in this chapter.

Emphasis is placed on the cultural relevancy pedagogy at the unfreezing stage.

Stakeholders have recognized that current ESL teaching practices are not working

effectively and are focused on replacing these old practices with new ones consistent with

a culturally relevant approach. A dimension of cultural relevancy is teaching the whole

child which means home-school-community collaboration, supportive learning

community and empowerment (Brown-Jeffy & Cooper, 2011). Lewin's model will

address the whole child by empowering teachers to change practices, incorporating

culture and community support in the change plan process and developing a supportive

learning classroom environment.

Stage 2: Change. This stage is the period in the process in which participants in the organizational system recognize and enact new approaches that will be more effective in the future (Cawsey et al., 2016). Movement takes place after people have bought into the need for change, where they examine the existing system and developing the new system begins (Levasseur, 2001). The change becomes real, therefore some stakeholders struggle with the new reality. As Schein (1996) explains, unfreezing is not an end, it creates motivation to learn but does not control or predict direction. Effective communication is key at this stage and to empower people to embrace the new behaviours and processes.

During this stage of the OIP, transformational leadership will lead the change plan using charisma, motivation and consideration to engage teachers in the process. The change stage is a crucial time for the change team to determine if there is resistance and work with those individuals to embrace the change. At this stage classroom teachers will begin to incorporate culturally relevant teaching practices into their instruction and partake in professional learning to expand their knowledge on how inclusion and cultural competence can influence ESL learners and enhance ELP.

Stage 3: Refreezing. This stage occurs when the change is assimilated and the system re-enters a period of relative equilibrium (Cawsey, et al., 2016). This stage calls for the change team to work actively with the people in the organization to test, use, measure and enhance the new system (Levasseur, 2001). Refreezing attempts to stabilize the group into a new quasi-stationary equilibrium to ensure that new behaviours and practices are safe from regression (Burnes, 2004). This stage requires changes to organizational culture, norms, policies and practices (Cummings & Huse, 1989).

In the refreezing stage, or the implementation of change involves the current state of the organization having to be changed to the desired state (Hussian, Tayyaba Akram, Haiderr, Hussain & Ali, 2018). The transformational leader must ensure that the change is properly reinforced and sustained. Beckhard & Harris (1987) suggest the use of activity planning, commitment planning and change management structures to bring about successful organizational change. Activity planning provides a road map for change, the specific activities involve integrated change tasks while commitment planning identifies the level of commitment required and the groups whose commitment is needed for organizational change. Change management identifies the direction and structure for managing the change process. At this final stage, solutions to the PoP are in place and the organization moves forward with these changes serving as the new norm. Goals are reassessed and the path forward is determined. At this end of this stage, the intent is that the PoP will be resolved with a continued plan for sustainability.

Levasseur (2001) explains not to let the simplicity of Lewin's three-stage model fool you as it is a practical guide to the complex issues inherent in the change process. Lewin's model provides the best change framework for the PoP as it focuses on identifying what needs to change, challenges existing behaviours and creates new ways to move forward. It is a collaborative model, that draws support from key stakeholders through ongoing communication. The model is focused on engaging people, building confidence and providing support to sustain change.

Although most appropriate for the PoP, there are some limitations to consider throughout the change process. Lewin's model has been criticized for failing to account for any feedback, and for not accounting for the situated nature of actions (Orlikowski &

Hofman, 1997). Although the change model illuminates the major steps for the change

process to be successful, Lewin's change model does not spell out in detail what change

agents need to do to effect change (Levasseur, 2001).

Using the transformational leadership approach however, I can compensate for

these limitations by providing more feedback throughout the change process and taking

others' feedback into consideration. It is important to recognize the opinions of

stakeholders so they will feel ownership in the process. It is also important that during the

unfreeze stage, that I outline the roles and responsibilities of each member of the change

team so they will know what it is expected of them during each stage of the process.

Critical Organizational Analysis

Organizational change is a complex issue; therefore, a critical analysis of the PoP

has been undertaken to identify gaps within the organization. This will ensure that the

goals of the group are aligned with the priorities and vision of the school. In the context

of a culturally relevant pedagogy, a gap analysis will identify areas in which

improvements to school instruction are needed to assist teachers in improving ELP

among ESL students. Applicable strategies and solutions to my PoP will follow.

To undertake a gap analysis, various frameworks exist that could be

advantageous. Cawsey et al., (2016) list potential frameworks such as Nadler and

Tushman's Congruence Model, Sterman's Systems Dynamics Model and Quinn's

Competing Value Model. Based on the needs of my improvement plan, Nadler and

Tushman's Congruence Model has been selected as the most appropriate framework.

This model "balances the complexity needed for organizational analysis, and the

simplicity needed for action planning and communication" (Cawsey et al., 2016, p. 64).

Nadler and Tushman's Congruence Model helps us to understand what gaps exist between where the organization is and where we want it to be. This model provides a comprehensive picture of the organization, its component parts and how they relate (Cawsey et al., 2016). The Congruence Model is based on the principle that an organization's performance is based on four fundamental elements: tasks, people, formal organization and informal organization (Cawsey et al., 2016). Alignment of these elements will positively impact an organization's performance. This model is appropriate to my PoP as it allows me to evaluate the work that needs to be done, the knowledge and skills of the people involved, how the structure of the school will be impacted and the cultural values and norms of Rankin Elementary.

An organizational analysis using this model will look at the inputs and outputs at this time, with a focus on the transformation/transition process later in the document. This model "serves as a checklist to ensure leaders consider the critical components that must be matched with each strategy and environmental demand" (Cawsey et al., 2016, p. 77).

Inputs. An input is something put into a system to achieve a result. Inputs in Nadler and Tushman's Congruence Model include environment, resources, history/culture and strategy (Cawsey et al., 2016). Environmental inputs can include political, social, economic and technological factors. As discussed in the organizational readiness section, there are several environmental factors that directly affect the PoP. The first factor being the number of immigrants arriving at City X and enrolling at Rankin Elementary. The Organisation for Economic Cooperation and Development (OECD) (2015) explains that when immigrants move to a new country, many tend to settle in neighborhoods with other immigrants. Similarly, immigrant students tend to be

concentrated in the same schools. They may choose to do this as a way to build a network

of people who share their culture and experiences or help new immigrant families secure

housing and work. Speaking from personal experience, school administration and

teachers do not have a deep understanding of how immigrant backgrounds can impact

ESL learners academically, socially and emotionally.

　　　Ontario Ministry (2013) explains that many ESL learners are raised in families

and communities where languages other than English are primarily spoken. Some speak a

language other than English at home and begin to learn English when they start school.

Others may use a combination of their first language and English in their homes. This

results in a classroom with ESL learners who understand English at much different

capabilities. Rather than creating alternative work for ESL learners, a focus should be

placed on scaffolding, engaging students with authentic and cognitively challenging tasks

(Ontario Ministry, 2013). Creating a culturally responsive classroom experience involves

teachers incorporating students' experiences and background knowledge into classroom

activities which helps to build on their learning (Ontario Ministry, 2013).

　　　There is a gap between what literature says young immigrants need and how they

are instructed at Rankin Elementary. Classroom teachers need a deeper understanding of

culturally relevant pedagogy, and what they can do to involve ESL students in their

learning. As Wiggan and Watson (2016) explain, recent studies have found that cultural

mismatch negatively impacts student achievement and it is important for all teachers to

become culturally responsive to meet student's needs. Culturally relevant pedagogy has

six distinct characteristics that classroom pedagogy must be. These are validating,

comprehensive, multidimensional, empowering, transformative and emancipatory.

"Students tend to benefit from clear goals and learning objectives; meaningful, challenging, and motivating contexts; a curriculum rich with content; well-designed, clearly structured, and appropriately paced instruction, active engagement and participation; opportunities to practice, apply and transfer new learning" (Li, Edwards & Gunderson, 2010, p. 27).

It is important for classroom teachers to instruct with a holistic approach to meet the child's academic, social and emotional needs. Holistic education entails the total development of a child, celebrating each child's culture and aims in creating experiences that are liberating to students (Noddings, 2005). Literature states that this can be accomplished by incorporating hands-on lessons from members of the community into classroom learning (Wiggan & Watson, 2016). "Teaching the whole child offers an alternative way of teaching that is less traditional" (Ward, 2018, p.13). Green (2011) suggests that engaging the whole child requires the involvement of the entire community not just teachers and administrators. Crain (2011) explains that often teachers forget what makes children in fact children. It is their imagination, curiosity, playful nature and love for learning. It is their relevant cultural experiences and support that make children feel successful in the classroom (San Martin & Calabrese, 2011). "Through holistic teaching, educators are creating, nurturing, and guiding children to think critically, boldly, and independently of their peers and teachers" (Ward, 2018, p. 32).

Birman (2005) describes immigrant children as likely to experience social and emotional needs specifically related to their and their parents' migration experiences. Refugee families and children may have been forcibly uprooted from their homes and experienced trauma and devastation. Classroom teachers need to be cognizant of

student's prior experiences and find ways to support students' successful adaptation to a new culture and language, but also remain flexible and adapt to the change needs of the students and their families (Birman, 2005).

Birman (2005) suggests that immigrant families bring with them a number of cultural strengths that have been shown to support their children's achievement in school. These strengths include a strong sense of family cohesion, high value placed on education as a path to success, and optimism regarding their children's future socioeconomic mobility. Glick and Bates (2010) explain that academic achievement is predicted by a combination of family background, parental involvement in schools and the different school contexts experienced by immigrant children. To enhance ESL learners' learning, there needs to be a positive relationship between the school and immigrant and refugee families. The more willing teachers and administrators are to learn about immigrant cultures, communication and relationships, the more engaged, comfortable and connected immigrant families will feel with the school (Birman, 2005).

A political input surrounding the PoP is the top-down organizational structure of the provincial school system. The Ministry develops curriculum for all grade levels which classroom teachers must follow. There is a lack of ESL benchmarks and guidelines for Kindergarten to Grade 6 learners. This lack of ESL-focused benchmarks puts non-English speaking immigrants at an academic disadvantage. "As student demographics continue to change and diversify, so should school curricula…it is important for the curriculum to better include non-White students into today's schools. This is achieved by incorporating multicultural perspectives in curriculum standards (Watson & Wiggan, 2016, p. 774). Without specific guidelines, the classroom teachers with support of the

ESL resource teacher must develop individualized, appropriate tasks and assessments for the students. "Unless the student has arrived with documentation or evidence to suggest otherwise, an ESL student should be placed on the prescribed curriculum. Classroom teachers will meet with the ESL teacher, where one is available, to discuss teaching strategies and expectations" (Ministry, 2005, p. 10).

Another gap due to the organizational top-down leadership approach relates to how finances are distributed. The Ministry provides all educational funds to the PESD, who distribute these funds amongst schools. Currently, there is only one part-time ESL resource teacher available at Rankin Elementary to support ESL students. The Ministry (2011) describes ESL teachers as those who assess the English language skills of newcomers in the K-12 school system and support students in developing English language skills and language learning strategies. The Ministry emphasizes the important role that ESL resource teachers play in new immigrants' lives.

"ESL teachers are a member of the support team for the student and will work closely with other members of the school team, including parents, classroom teachers, administration and/or guidance counsellor in reaching outcomes and developing goals for the student" (Ministry, 2011, p.1).

Although ESL resource teachers play a significant role in ESL programming, the Ministry provides minimal funding to increase the number of ESL teachers available within the district.

The history and culture of the organization is also an important environmental input as historical decisions can impact future actions and outcomes (Cawsey et al., 2016). It provides an understanding of how the school's mission evolved and the

envisioned school culture. It is important for teachers at Rankin Elementary to use the

school's mission as a guideline as new attitudes and practices are established to ensure

that new methods respect the core values of the school (Cawsey et al., 2016). Rankin

Elementary prides itself on engaging in diverse programming and meeting the needs of

all learners (Rankin Elementary, 2020), yet current school policies do not reflect this.

The culture of Rankin Elementary has changed since 2016 and the proposed

bottom-up, transformational and culturally relevant leadership approach will address

many of these gaps. This form of leadership will shift current practices of how ESL

students learn and will also work to strengthen the connection between the school and

immigrant families.

Outputs. An output is what an organization produces and how it performs.

Outputs can include the satisfaction of organizational members, the growth and

development of the competencies of the organization and member satisfaction (Cawsey et

al., 2016). The desired outcome for Rankin Elementary is to improve ELP among ESL

learners. For this to be achieved, teachers need additional supports. This may take the

form of additional time to plan and prepare, increased funds to purchase resources and

greater access to instructional materials and professional learning opportunities.

During the transition process "the organization's components are combined to

produce the outputs. They include work to be done, the formal structures, systems and

processes, the informal organization, and the people" (Cawsey et al., 2016, p. 70).

Work. Work is the tasks completed by an organization which can be simple or

sophisticated (Cawsey et al., 2016). Work related to my change process will be

implementing a leadership planning team who will develop a change plan, gaining

support of all stakeholders, researching appropriate ESL resources and professional

development suitable for teachers and developing new culturally relevant lesson plans.

     Formal Organization, Systems and Processes. Formal organization describes the

many ways that the organization structures, coordinates and manages the work of the

people (Cawsey et al., 2016). In relation to my PoP this would involve leading the change

plan from the bottom-up opposed to current top-down leadership. Members of the change

team will be given specific roles, responsibilities and tasks to complete. These tasks,

when complete, would be measured for effectiveness based on the established short-term

goals.

     Informal Organization. Informal organization refers to informal relationships

among people within the organization, the way things are done and cultural norms

(Cawsey et al., 2016). Organizations often create their own culture, one based on beliefs

and norms that have been developed over time. As the change leader, it is important to

establish positive relationships not only with the school principal and teachers, but also

with immigrant families to better understand their culture and background.

     People. People within the organization perform work using the organization's

systems and structures and informal culture that has evolved overtime (Cawsey et al.,

2016). It is important to understand the people within the organization, their attitudes,

knowledge and abilities. The change team will be strategically established with a

combination of classroom teachers and other professionals who are in a position of

influence at the school.

     Nadler and Tushman's Congruence Model highlights the key components of

change leaders as: envisioning, energizing and enabling (Bezboruah, 2008). Envisioning

includes creating and communicating a vision for the future. Energizing and enabling

involves empowering people involved in the change by providing them with the

necessary resources to be successful (Bezboruah, 2008). This model correlates with the

transformational leadership approach as transformational leaders empower others through

respectful relationships, bring energy to new projects and help create a shared

organizational vision.

There are however some limitations to the Congruence Model. It has been

criticized that too much emphasis on congruence can adverse organizational change

(Cawsey et al., 2016). Therefore, it is important to balance alignment with some

flexibility and adaptability (Cawsey et al., 2016). Another drawback of the model is that

it does not recommend any action strategies to help manage resistance to change

(Bezboruah, 2008). The leader must be prepared to discuss resistance and develop

effective strategies to address them. However, even with these limitations, the

Congruence Model is still the most effective method of measuring gaps within the

organization.

Once the inputs and outputs are determined it is important to outline solutions to

address the problem. The following section will reflect on the guided questions in chapter

one to provide realistic solutions that can be implemented from the bottom-up.

Possible Solutions to Address Problem of Practice

To address my PoP and achieve the future vision of the school, three possible

solutions are introduced and evaluated in this section. The solutions are described,

outlining their strengths and weaknesses as well as resources needed. A chosen solution

to address the PoP is selected and the Plan, Do, Study, Act (PDSA) model is applied.

Solution 1: Encourage the development of a professional learning community

A professional learning community (PLC) in a school can be described as continued cooperation, based on reflective practices, of the teaching staff that is most often supported by school administration and the school board (Bradea, 2016). The purpose of the PLC is to improve students learning by promoting shared values and effective teaching practices .

Based on the work of Newman (1996) in Schaap and Bruijin (2017) showed that "effective PLCs draw upon at least five elements, namely, shared values and norms, clear and consistent focus on student learning, deprivatization of practices, focus on collaboration and reflective dialogues" (p. 110). Establishing a PLC would provide teachers with an opportunity to co-learn, co-plan and co-teach while receiving ongoing feedback.

The Ontario Ministry (2007) describes that the goal of a PLC is to improve student achievement. A PLC "represents a collective effort to enhance student learning, promotes and sustains the learning of all professionals in the school, builds knowledge through inquiry, analyses and uses data for reflection and improvement" (p. 1).

A PLC begins with a group of teaching professionals who are committed to a similar goal. Collaborative inquiry is an important component of a PLC. Strategies for professional learning that promote collaboration are team teaching, teacher moderation and study groups (Ontario Ministry, 2007). Having a PLC at Rankin Elementary focused on improving inclusiveness and cultural competency in the school would provide opportunities for teachers to share information and learn from one another.

To most effectively address the gaps outlined in this OIP, I am suggesting that the PLC break into teams to focus on specific aspects of the culturally relevant pedagogy. A leadership planning team (LPT) comprised of two or three classroom teachers, ESL resource teacher and guidance will lead the change plan. As change agents, the LPT will be responsible for the development of a shared vision, creating goals, establishing timelines, providing feedback and implementing the changes. The LPT will be governed by transformational leadership focused on implementing culturally relevant strategies to address the PoP.

Solution 2:   Make ESL-specific resources (educational texts, technology, games, professional development) easily accessible

In reviewing the literature, a key element in discussions around successful schools is the value of supplemental student supports (Adelman & Taylor, 2006). These supplemental supports or resources for the context of my PoP can come in the form of educational materials such as workbooks, visual teaching aids, technology and games to strengthen language skills, which will be easily assessible in the classroom.

The traditional classroom structure has changed in the 21st century and teachers are utilizing more educational technology into their teaching. Cheung & Salvin (2013) define educational technology as a variety of electronic tools and applications that help deliver learning content and support. Lecocq (2015) explains that technology can be very beneficial to supporting ESL students if the technology is intuitive and user friendly. The technology does not replace the role of the teacher but does work to strengthen the child's learning (Won Hur & Suh, 2012).

Since classroom teachers do not have regular access to the ESL resource teacher due to human resource constraints, it is very important that teachers supplement this lack of one-on-one ELP instruction with hands-on activities for ESL students, so they can continue to expand their skills. Having a variety of games and books that are language focused will build on their knowledge and provides a fun alternative way of learning. Won Hur & Suh (2012) explain that the use of visual and audio aids is important in ESL students acquiring new vocabulary and English skills.

To improve ELP, teachers must have the knowledge and skills to provide quality instruction to the students. It is imperative that teachers are given continuous opportunities to improve their skills and deepen their knowledge about teaching for reform efforts to be successful (Garet, Porter, Desimone, Birman, & Yoon, 2001). As Chaaban (2017) explains, "the demands for improving the quality of teaching and learning have become synonymous with the demands for effective professional development" (p.593). Offering high-quality professional development can improve teaching practices, which in turn result in higher levels of student learning and achievement (Antoniou & Kyriakdes, 2013).

Research by Garet et al., (2001) suggest that professional development can produce the desired effect of altering teaching practices if the activities are directly related to teaching and learning. Core features of professional development include a focus on content, active learning and coherence (Garet et al., 2001). Professional development should deepen teacher's content knowledge, provide engaging, meaningful analysis of teaching and learning and incorporate experiences consistent with teacher's goals (Garet et al., 2001).

Professional learning can also come in the form of work shadowing. The concept

of shadowing is simple: a person (trainee teacher) follows a host (experienced teacher) to

learn how tasks are performed (Debreli, 2017). Darling-Hammond (2006) states, "it is

impossible to teach people how to teach powerfully by asking them to imagine what they

have never seen or to suggest that they 'do the opposite' of what they have observed" (p.

308).

Having easy access to resources and appropriate professional development

opportunities would improve classroom learning as teachers would have the knowledge

and skills necessary to effectively incorporate ESL resources into their teaching,

Solution 3:   **Develop English Language Proficiency through culturally**

                        relevant teaching.

Culturally relevant teaching is instruction that works to eliminate the feeling of

separation between school and community, building bridges between students' out-of-

school lives and the experiences they have in school (Tremmel, 2006). It is important to

maximize the likelihood that all students, especially those from underserved

backgrounds, are able to succeed academically (Howard, 2001). Ruday (2018) explains

that culturally relevant teaching can create an inclusive classroom, it can improve

students' attitudes, can make students' work more meaningful and increase students'

feelings of competence.

Ruday (2018) states that "culturally relevant teaching is one of the most important

components of effective education: it provides students with meaningful and rigorous

applications of academic skills, while helping them feel valued and included in the

classroom" (p.126). By teaching students in culturally relevant ways, teachers can show

them that reading, writing, and language skills are useful in all aspects of their lives and

by discussing the importance of dialects and language variations, teachers can validate

students' home language and help them think metacognitively about language use

(Ruday, 2018).

Solution 4:   Hybrid solution, combining elements of solutions 1, 2 and 3.

Upon analysis, I have concluded that a fourth, hybrid solution would be most

effective in addressing the PoP. Within my agency as a teacher leader, there are aspects

from solutions 1, 2 and 3 that I can implement using a bottom-up leadership approach.

The hybrid solution would focus on the development of a professional learning

community that will collaboratively plan and teach, providing ongoing feedback. From

the PLC, I will lead an LPT that will become the driving force for the planned change.

Solution 4 would also focus on improving teacher's accessibility to ESL resources and

professional development opportunities to support the new culturally relevant approach to

teaching. A hybrid solution encompassing the important aspects of solutions 1 to 3

provides the best option for addressing the PoP and providing strategies that are

sustainable for the future.

There are however some weaknesses to my blended solution. Without the support

of school administration, the solution may not be successful. Time and money are

necessary to make this solution viable. More time is needed for teachers to meet as a PLC

to collaborate, assess resources and attend professional development. Another weakness

is resistance from teachers. This solution is based on the premise that all classroom

teachers acknowledge the discrepancy of ESL achievement compared to their English-

speaking peers and are eager to expand their knowledge on culturally relevant teaching.

Therefore, it is essential that both administration and teachers be open to supporting this blended solution.

The table below provides an overview of the strengths, weaknesses and required resources for solution 4.

Table 1

Overview of Hybrid Solution: Strengths, Weaknesses and Required Resources

Solution	Strengths	Weaknesses	Required Resources
4	• Teacher collaboration • Scaffolding with the native language • Increased communication skills • Hands-on learning opportunities • Encourages group work with peers • PD can increase knowledge and keep teachers up to date on new practices • Can choose PD specific to teacher needs • Work shadowing provides teachers with opportunities to step outside their classroom and network with other teachers	• Need administrative support • Potential resistance from staff • As teacher leader, do not have agency to purchase materials from school budget • Time constraints to develop resources • Limited access to ESL teacher • Budgetary constraints • Host school may not be receptive towards work shadowing	• Monies to purchase resources • Time for planning and development • Local and online relevant PD opportunities • Technology • Host school and teachers

Leadership Ethics and Organizational Change Issues

Ethics can be described as moral principles which help guide individuals. It is focused on doing good and being concerned for others. Brown, Treviño & Harrison (2005) describe it as "the demonstration of normatively appropriate conduct through personal actions and interpersonal relationships, and the promotion of such conduct to followers through two-way communication, reinforcement, and decision-making" (p.120). Ethics is central to leadership and leaders help to establish, reinforce and strengthen organizational values (Northouse, 2016).

Burns (1978) proposed that transformational leadership is in fact moral leadership because transformational leaders inspire others to look beyond self-interest and work together collectively. Authentic transformational leaders are moral leaders because of the legitimacy of the leader's moral values, social motivation and avoidance of coercion (Bass & Steidlmeier, 1998). Ethical leadership and the transformational leadership have many overlapping qualities. They both have a concern for others, use ethical decision-making, have integrity and are ethical role models for others (Brown & Treviño, 2006).

Brown & Treviño (2006) categorize ethical leaders as honest, caring, principled individuals who make fair and balanced decisions. They set clear ethical standards and practice what they preach, being proactive role models for ethical conduct. These characteristics serve as a reminder that as an emergent leader with a strong ethical compass, I must align this OIP with the desired expectations, values and morals of Rankin Elementary and the PESD. Northouse (2016) offers five principals of ethical leadership: respects others, serves others, demonstrates justice, manifests honesty and builds community. These principles of respect, demonstrating justice and building

community align closely with Rankin Elementary, my personal values as well as the professional code of ethics for the teaching profession.

Respects Others. Researchers have had difficulty defining respect as it differs across various disciplines. Scholars are unsure if respect is an attitude, a code of conduct, a feeling, method of attention, sense of value, virtue or a behaviour (Rogers and Ashford, 2017).

For the purpose of my OIP I consider respect to be an attitude whereby you provide others with attention and make them feel appreciated. "Persons must be treated as having their own autonomously established goals and must never be treated purely as the means to another's personal goals" (Beauchamp and Bowie, 1988, p. 37 in Northouse, 2016). Respect can be demonstrated by providing others with individual consideration and allowing others to be themselves, demonstrating their wants and desires (Northouse, 2016).

During the planning stage of the change process, respect for others is essential as the PLC is established and the LPT is formed. As a transformational leader, it is important to gain the respect and support of the learning community and to confirm their beliefs, attitudes and values (Northouse, 2016) and make team members feel part of the planning process. During both the planning and monitoring stage, the feedback of the team must be respected and valued. This will provide others with a sense of worth and signify that their input is important.

Demonstrates Justice. Ethical leaders are concerned with issues of fairness and justice (Northouse, 2016). They are concerned with equal opportunity, person's rights, individual needs and societal contribution (Beauchamp & Bowie, 1988). The need for

justice is especially prevalent in the culturally responsive pedagogy as this approach

serves to empower students to the point where they will be able to examine critically

educational content and process and ask what their role is in creating a truly multicultural

society (Milner, 2011). This PoP is advocating for a fair educational experience for ESL

learners. It's interested in building cultural competence which helps students recognize

and honour their own cultural beliefs while having access to a wider culture (Milner,

2011). The transformational and culturally relevant leadership approaches will work

together to motivate this change.

During the monitoring and implementation phase of the change process, teachers

can use culturally responsive teaching to help students see contradictions and inequities

(Milner, 2011). They can update their own teaching to create a more inclusive classroom,

one that is fair and just to all students.

Builds Community. During the planning stage of the change process, the LPT

will be agreeing on the direction of the group (Northouse, 2016) and working together to

achieve a common goal. Northouse (2016) explains, "a transformational leader tries to

move the group toward a common good that is beneficial for both the leaders and the

followers" (p. 347).

An ethical leader must pay attention to the purposes of everyone involved in the

group and the interests of the community and culture (Northouse, 2016). As a

transformational leader, I must be concerned with how the proposed changes affect the

entire organization. How will students be affected? Teachers? Administration? Parents?

During the implementation stage, teachers must work together to make these new

culturally relevant, inclusive classrooms the new norm. As a school community, the focus

needs to remain on improving English proficiency and the educational experience for
ESL learners.

Challenges. There are often challenges in ethical leadership. The first challenge is
associated with working with administration. Administration favors the situational
leadership and top-down approach, therefore may be resistant to allowing the LPT the
ability to change the current organizational structure. The progression of the plan comes
down to mutual respect. If administration respects the professional judgment of the LPT
and can see that these proposed changes come from a place of concern for the students,
they may be more inclined to support the change plan. By using transformational
leadership, I can demonstrate its effectiveness to administration as they see a
collaborative approach to decision-making and problem-solving.

A second ethical challenge is social injustice. I believe that it is a social injustice
that all students at Rankin Elementary are not receiving the same quality of instruction.
As a teacher I am ethically and morally responsible to provide all students with a
stimulating learning environment where they can all succeed.

Theoharis (2007) along with Frattura and Capper (2007) explain that social justice
cannot be achieved for ESL learners without creating inclusive services. This means
providing each student with a sense of belonging to the school and classroom community
where differences are valued (Theoharis & O'Toole, 2011). It will be challenging to
convince all staff that we must shift our complacent thinking to one that is culturally
aware and grounded by ethical values. Using the transformational leadership approach,
staff will be exposed to new ideas, behaviours and values that will serve to eliminate
social injustice at Rankin Elementary.

Conclusion

Chapter two provided a comprehensive overview of the planning and development necessary to achieve the desired state. My transformational and culturally relevant leadership model will guide the implementation of the chosen change framework, Lewin's change model. Based on the critical organizational analysis, gaps were identified, and related solutions were examined. One hybrid solution was selected, combining attributes from each suggested solution.

Chapter three will examine the implementation of the OIP and discuss the evaluating and communicating progress towards the goal of helping teachers improve ELP of ESL learners at Rankin Elementary.

Chapter Three: Implementation, Evaluation and Communication

The previous chapter in this OIP is focused on the planning and development stages of addressing my PoP. In chapter three, a detailed change implementation plan is presented accompanied by a description of transition management components to support effective change implementation. The PDSA cycle is used to monitor and evaluate the change process. In addition, a communication plan is described outlining responsibilities, channels of communication and timelines. This chapter concludes with an examination of next steps and future considerations to ensure that the implemented changes remain.

Change Implementation Plan

Driving my change implementation plan is the goal of improving ELP of ESL learners at Rankin Elementary. Chapter two analyzed appropriate solutions for addressing the PoP. One hybrid solution was determined, a combination of all three possibilities: develop a professional learning community, increase accessibility to ESL resources and professional development as well as develop ELP through culturally relevant teaching. To achieve success, my change implementation plan is aligned with Lewin's change model (Lewin, 1947). Lewin's three-step planned approach to change is relevant to understanding how organizations both shape and grow in response to new behaviours of individuals within the organization (Manchester, Gray-Micel & Metcalf, 2014). The change model is focused on unfreezing the current organizational state, examining existing systems, developing new systems and refreezing the organization.

This implementation plan will focus on managing the transition, specifically outlining stakeholders' responsibilities as well as identifying supports and resources. The proposal will also outline expected timelines, priorities, goals and potential challenges

within the change plan. This will be accomplished through a transformational and

culturally relevant leadership approach. An overview of the proposed *Change*

Implementation Plan Overview is provided (See Appendix A).

      Stage 1. Stage one sets the tone for the change process by highlighting the need

for change and providing data and information to support this need. This stage correlates

with Lewin's first stage, "unfreeze". Stage one would start in late September/early

October of the new school year. The implementation change plan is intended to take

place over an 18 month period. The first ten months (one school year) will encompass the

implementation of the plan. The following eight months, leading into the next school year

will be focused on sustainability monitoring and planning for the future.

      As the transformational change leader, at this stage, I must first gain support of

the school principal. The success of the implementation plan is based on effective

collaboration between the teacher leader and school principal. Initial meetings with

administration will provide an overview of the proposed plan and how it will benefit ESL

learners and teachers. It is important for the school principal to feel confident in the plan,

therefore, time must be provided to the principal to ask questions and provide feedback

on the plan. Once the school principal has agreed to a teacher-led implementation plan, it

is time to establish a PLC.

      The establishment of a PLC at Rankin Elementary will allow teachers to meet and

collectively work towards improving student achievement. An LPT will be strategically

formed from professionals in the PLC. The formation of the LPT is important to the

success of the change plan. Kotter (1996) suggests that for both small and large

organizations, a successful guiding team may consist of only three to five people during

the first year. Within this team, someone needs to get these people together, help them

develop a shared understanding of the problem and create a level of trust and

communication. This would be my role as the change leader.

The LPT will be composed of myself, two to three classroom teachers, ESL

resource teacher and guidance. Classroom teachers are essential to the team as they work

with ESL students daily in their classrooms and can actively try strategies with the

students and provide feedback to the team. The guidance counselor will be able to offer

advice regarding students' backgrounds and provide insight into supporting ESL students

emotionally and socially. The ESL resource teacher is extremely valuable to the team as

they have experience and appropriate training to support ESL learners.

A critical part of Lewin's 'unfreeze' stage is to create a sense of urgency when

presenting the problem to the LPT to engage them in the change process. Jameson (2017)

explains that engaged employees will be committed to the purpose, able to design and

support a strategic plan, are competent, respectful and value feedback. As the change

leader, with the support of the principal, I will provide the team with data pertaining to

low ELP results which will come in the form of formative and summative assessments.

This data was gathered throughout the 2016-2017 school year and confirms the below

grade level achievements of ESL learners in comparison to English-speaking students.

The team will work collaboratively to develop a vision of change. Cawsey et al.,

(2016) describe a vision of change as clarifying the road ahead by outlining the purpose

of the change and providing guidance and direction for the actions ahead. The change

team will implement a leader-developed vision, one that is developed by the team and

then announced and shared with others in the organization (Cawsey et al., 2016). This

vision must be influenced by cultural relevancy and focus on the desired state of the

organization. It is important that the team consider their agency when creating the vision

statement, as long-term goals must be achievable and sustainable.

As Kotter (2012) states, "vision plays a key role in producing useful change by

helping to direct, align, and inspire actions on the part of the large numbers of people" (p.

8). He also explains the importance of creating short-term wins to keep momentum as

"without short-term wins, too many employees give up or actively join the resistance

(Kotter, 2012, p. 12). Although developing short-term goals can be a daunting task for

the change team, they are essential to keep complacency down (Kotter, 2012).

It is imperative that the LPT develop short-, mid- and long-terms goals that

correlate with each stage of the change plan to keep the plan and direction on track.

Potential goals throughout the implementation change plan can be found in the *Change

Implementation Plan Overview* (See Appendix A).

Roles and responsibilities of each LPT member is determined at this stage.

Responsibility charting will be used to determine who should do what, when, where, why

and how during the change process (Cawsey et al., 2016). This tracking method will help

keep the plan on track and offers accountability. Each team member will receive

responsibilities by me, the change leader based on their expertise. Roles and actions to be

taken will be recorded with intended timelines and this chart will be reviewed throughout

the process to keep the plan on track. Such responsibilities may include researching

professional development opportunities, reviewing the academic data of ESL students of

Rankin Elementary past and present and researching appropriate educational resources

and technology. Establishing timelines as part of the responsibility chart will hold

members accountable and the entire team will be aware of what goals they are trying to

achieve. These goals will be monitored and evaluated throughout the change process.

     Stage 2. During stage two, the LPT will begin to implement changes

corresponding with the vision and short-term goals. This stage correlates with Lewin's

second stage, 'change'. Stage two is anticipated to begin in late October following the

establishment of the LPT and development of the change plan in stage one. Stage two

will continue until March. This is the period in the process when participants in the

organization recognize that new approaches are developing and are exposed to new ideas

and concepts (Cawsey et al., 2016). The LPT will be responsible in ensuring that short-

term goals are met and implemented.

     The PDSA cycle will be used as a management model to monitor and evaluate the

change. It is effective in helping change agents stay on track and not drift from the initial

objectives (Donnelly & Kirk, 2015). This cycle will be explored further in the change

process section of this OIP.

     Surveys will be administered to capture people's attitudes, opinions and

experiences at points in the change process (Cawsey et al., 2016). Feedback obtained

through surveys and formal and informal conversations with staff will be used by the

LPT to reassess goals and timelines during the change phase. Feedback is important as it

provides frequent, ongoing review of strengths and areas to improve (Balabalajee, 2018).

The LPT will collectively review the feedback and determine if the information is valid.

If so, the team will work to incorporate the suggestions into the change plan.

     Continuous communication during this stage is crucial. There must be effective

communication between the members of the LPT as well as between the team, classroom

teachers and school principal. It is important for information to flow throughout the organization, so all stakeholders are aware of the proposed changes.

Stage 3. Stage three encompasses the institutionalization of the new processes and knowledge within the organization. This stage correlates with Lewin's 'refreeze' stage whereby individuals will need to adapt to the changes and develop new habits and systems (Cawsey et al., 2016). Stage three is anticipated to start in April, to encourage the new habits to start before the end of the school year. By doing so, it is expected that these new practices will be the new norm when staff return in September.

During stage three, the LPT will be promoting ways to sustain the change long-term. A formal gathering will take place in early June to celebrate the success of the change plan. A sustainability plan developed by the LPT will be presented at that time to outline strategies for maintaining these organizational changes. Feedback regarding the sustainability plan will be developed by the LPT and provided to staff electronically. This feedback will be considered, and the plan may be modified to reflect the suggestions.

The successful implementation of a change plan requires vigilant transition management. Transition management is making certain that both the change project and the continuing operation are successful (Cawsey et al., 2016). I will have the role of transition manager as the sustainability phase of the implementation plan begins in September, the start of the new school year. I will continue to use a transformational leadership style to lead the sustainability plan.

Throughout the entire change plan, as the change leader, it is important that I attend to stakeholders' reactions. There is always the potential of resistance from teachers who may feel that it is the role of the ESL teacher to provide specific ESL instruction, not

the role of the classroom teacher. Others may be resistant based on their "lack of experience with change and be unsure about its implications or their capacity to adjust" (Cawsey et al., p. 227). The top-down approach and situational leadership style have been present at the school for many years. Teachers may have become accustomed to this approach and are threatened by transformational organizational change.

As the change leader, it is important that I deal with these reactions factually, constructively, and sensitively to help people interpret the context and bring concerns to the surface to be addressed (Cawsey et al., 2016). Feedback surveys will be used as a method to determine staff's reactions to the posed changes. Information sessions and informal conversations will also be utilized to explain the change plan and allow for questions and feedback. Lewis (2019) writes, "Evidence suggests that soliciting input, especially in the context of a general philosophy of stakeholder participation in decision-making about change, can reap a number of benefits desired by implementers" (p. 69). These benefits may include "lowering resistance to change, increasing the satisfaction of participants and reducing uncertainty about the changes" (Lewis, 2019, p. 267).

School administration may also be resistant to change. They may have experience with change plans in the past that were unsuccessful. Since the plan is based on a bottom-up approach they be concerned that change initiatives have not been sufficiently studied or that the change will have adverse effects on the school that have not been considered (Cawsey et al., 2016). It is important that the LPT can provide administration with accurate data to support the PoP and have a clearly developed change plan to present.

It is essential that stakeholders understand the relevance of the PoP and how as educators they have an ethical responsibility to the education of their students. The

Provincial Teacher's Association (2019) outlines that "a teacher's first professional

responsibility is to the enhancement of the quality of education provided to the pupil in

his/her charge" (p.1). It is also essential that "a teacher make a constant and consistent

effort to improve professionally" (Provincial Teacher's Association, 2019, p.1).

Emphasizing these ethical implications may help to reduce change resistance and increase

stakeholder involvement in the change process.

        As outlined in chapter two, without financial support from the school the blended

solution may not be successful. Financial resources are necessary to purchase

educational tools and material resources. Time can also be linked to this resource, as

monies can be used to provide teachers with more time to collaborate and allow for

participation in outside learning opportunities.

        Three potential implementation issues have been identified for this change plan,

the first being a lack of support from administration. For the change plan to progress,

administration must be in favor of the intended changes. The school principal is delegated

by the PESD to oversee all operations of Rankin Elementary, therefore the

implementation of culturally relevant practices will not be possible without

administrative support.

        Second, there is the concern that the LPT members will not work collaboratively

and cohesively. The dynamic of members on the team may not be effective due to

personality clashes. It is important to allow the team time to sort out discrepancies,

however as the change leader it is my responsibility to move the change plan forward. If

necessary, one-on-one conversations may need to occur between myself and team

members to understand their frustrations. Based on these conversations, provisions to the responsibility chart may have to occur to accommodate members.

Third, during the implementation stage, classroom teachers who were not part of the change team may show resistance and may not want to adapt their teaching practices. I am hopeful that individual conversations regarding their apprehensions would be sufficient to gain their support, however if this is not achieved, they would be reminded of the Provincial Teachers Association Code of Ethics (2019) which outlines teacher's responsibility to enhance the quality of education for their students.

There are two prominent areas that present limitations and challenges for this change plan. The first challenge is the additional time required by LPT members and classroom teachers during the change process. This increase in workload may not be well received by all. It is important to establish realistic short-term goals within the change plan and be mindful of outside commitments. To resolve this concern, one option is to suggest to administration about decreasing teacher extra-curricular obligations. This after school time could then be used in preparing diverse student programming.

The second challenge is gaining the support of all stakeholders to make Rankin Elementary more inclusive and culturally competent. Culturally relevant teaching will be a new method to the school, and it is important that teachers embrace this new way of teaching and learning. Communication and the sharing of information and resources is key so teachers can confidently incorporate cultural relevant teaching practices into their classrooms.

Change Process Monitoring and Evaluation

Monitoring and evaluating is an important aspect of the implementation plan to ensure that progress is occurring. Hobson, Mayne and Hamilton (2013) explain that monitoring is the collection and analysis of information while the plan is ongoing, while evaluation is the periodic assessment of the plan. Monitoring and evaluation have many benefits in supporting the implementation plan. Hobson, Mayne and Hamilton (2013) explain these benefits as: help assess the effectiveness in achieving goals, improve internal learning and how the group operates, motivate and empower, ensure accountability, influence change and opportunity to share learning.

As outlined in chapter two, an effective change management model to monitor and evaluate the implementation process is Edward Deming's PDSA Cycle model. The PDSA Cycle is a useful tool to gauge effectiveness throughout the change plan. It was chosen for this OIP as the PDSA Cycle is commonly used to help teams improve their solution by considering quality, efficiency, timelines and effectiveness (Donnelly and Kirk, 2015). Using the PDSA Cycle model for managing change helps the implementation plan stay on track and results in the best likelihood of sustained improvements (Donnelly and Kirk, 2015).

While serving as the change leader, I will be overseeing the monitoring and evaluation process with the support of the LPT. Before beginning the process, it is important that the team determine guiding principles to ensure that the monitoring and evaluation is useful, credible and relevant. Hobson, Mayne and Hamilton (2013) emphasize that the information collected must be meaningful. They suggest five guiding principles to ensure that the monitoring and evaluation process is effective. First,

information gathered must be focused and feasible. The change team need to focus on

gathering the 'need to know' information and collect it in a manner that's accessible to

all, such as electronically. Second, the information gathered must be useful and timely as

the intent of the process is to improve group learning and decision-making. Third, the

team should collect credible, valid and reliable information from stakeholders. It is

important to confirm that the information being provided is from stakeholders who are

actually engaged in the process and can provide valid feedback. Fourth, the change team

must be sensitive when collecting information, ensuring that everyone's voice is

respected and heard. Fifth, all information gathered must be done so ethically.

Stakeholders must feel comfortable sharing and give consent for their feedback to be

discussed amongst the LPT.

As outlined in the *Change Implementation Plan Overview* (See Appendix A) the

LPT must decide how they will collect the information. They will determine which

formal and informal methods will be used to gather meaningful information from

stakeholders. Members of the LPT will also be responsible to evaluate if short, mid and

long-term goals are being met and if timelines are adhered to. All teaching staff will in

fact have a role in monitoring and evaluating. Through ongoing communication and

feedback opportunities both formally and informally, teachers will be able to share their

opinions on the strengths and weaknesses of the implementation plan.

PDSA Cycle Model. As outlined in chapter two, the PDSA Cycle is comprised of

four phases: Planning phase (Plan), Implementation phase (Do), Verification phase
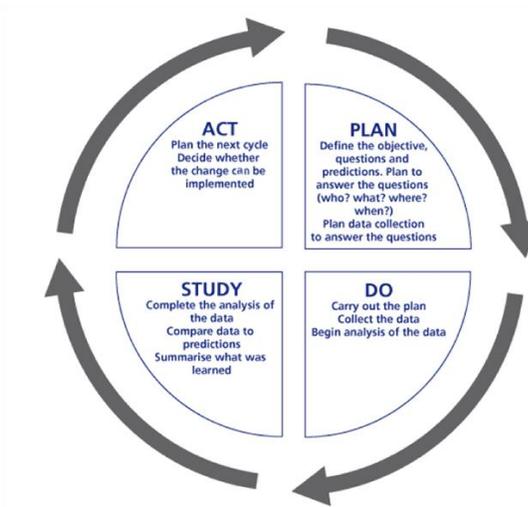
(Study) and Action phase (Act).

Figure 2.1: PDSA Model, adapted from the work of Donnelly, P., & Kirk, P. (2015).

The PDSA Cycle is aligned to the stages of my change theory and my

implementation plan. The phases are described below.

Plan Phase. 'Plan' is the first phase of the PDSA Cycle. This phase focuses on

setting your objectives based on your needs (Donnelly & Kirk, 2015). During this stage it

is important to ask questions regarding your problem. What am I trying to achieve? What

is the problem? How do I know it is a problem? This phase is aligned with the first stage

of my change implementation plan which is Lewin's 'unfreezing' stage.

Pietrzak and Paliszkiewicz (2015) describe the planning phase in two main steps.

The first step is identification of the problem, setting measurable objectives and

determining the implementation plan. The second step involves identifying the processes

that affect the question as well as data collection and analysis of the problem. Donnelly

and Kirk (2015) add that during the planning phase, potential solutions are decided on

and short-, mid- and long-term goals are discussed. Roles and responsibilities of the

change team are established and measurements for success are determined (Donnelly &

Kirk, 2015). These goals and measures of success are described in the *Change*

Implementation Plan Overview (See Appendix A).

It is essential that during the 'Plan' phase that I, as the change leader keep the

LPT team on track. As the leader, I am responsible to schedule team meetings and ensure

that short-term goals such as developing a vision and providing solutions to the PoP are

completed. I must also create a responsibility chart which will communicate the roles of

each team member. It is important to evaluate this chart during the 'Plan' phase to ensure

that everyone's expertise is best suited to their responsibilities in the change process.

Do Phase. The 'Do' phase is described as the step in which you carry out the

change and monitor what happens (Donnelly & Kirk, 2015). This phase is correlated with

the Lewin's second stage, 'change'. During the 'Do' phase, strategy is communicated,

and attempts are made to align the organization to the strategy. It is also important to

motivate and engage people for strategy implementation (Pietrzak & Paliszkiewicz,

2015). Kaplan and Norton (1996) explain that "putting strategic plan into day to day

practice is based on three pillars: communicating and educating about strategy, setting

goals and linking incentives to strategic performance measures" (p. 155). Implementing

the strategy must begin with educating those who are engaged in the change plan

execution. To gain acceptance, the strategy must be communicated. This can be

accomplished through both formal and informal methods. Aligning the components of the

organization helps to create integration and synergy which helps with effective goal

setting (Kaplan & Norton, 2006).

During this phase, short-term goals are being accomplished. Short-term goals may

consist of teachers meeting in their PLC three times a month or each teacher having

completed one professional development opportunity related to culturally relevant

pedagogy by January. The LPT must monitor if teachers are engaging in culturally

relevant teaching practices and accessing ESL resources during this 'Do' phase. By

administering a whole staff survey for feedback and completing classroom observations,

the LPT will have a better understanding of what specific goals need additional focus.

Study Phase. The third phase in the PDSA cycle is 'Study'. This phase also

relates to the 'change' stage of my change framework. This phase involves analyzing the

results obtained (Donnelly & Kirk, 2015). Popescu and Popescu (2015) add that this

phase includes checking the ability to meet objectives set, following the conduct of key

activities, ensuring that what is to be implemented is understood and identifying and

intervening in a timely manner. Pietrzak and Paliszkiewicz (2015) explain that this phase

controls implementation, tests validity, verifies assumptions and monitors changes.

The 'Study' phase uses the information obtained in the 'Do' phase to determine if

short-term goals can be met. As the change leader, it is important that I assess all

feedback surveys with the LPT to determine if modifications need to be made to the

timeline or change plan. Information gathered will be discussed with the team and a plan

to deal with any challenges will be developed.

Act Phase. The final stage of the PDSA cycle is the 'Act' stage with relates to the

'refreezing' stage of my change plan. During this stage you must "consider what

measures and procedures are in place to ensure that whatever solution or solutions you

have realized remain effective" (Donnelly & Kirk, 2015, p.280). Popescu and Popescu

(2015) explain that the 'Act' phase requires final verification of the effect of change and

determine if the solution can be adopted. Accepting the solution involves "monitoring the

effects of the implemented solution; identify opportunities for refining the solution and those that could contribute to its improvement" (Popescu & Popescu, 2015, p.685).

During this phase, the LPT must focus on determining whether the implementation change plan effectively addressed the PoP and if all goals were achieved. A web-based survey will be provided to all staff to gather their feedback. This information will be used when developing the next steps and sustainability plan following the institutionalization process.

Plan to Communicate the Need for Change and the Change Process

My communication plan is based around my PoP, helping teachers improve ELP of ESL learners. Communication is an essential part of the change process. Developing a communication plan is a systematic way of ensuring that key messaging of a project is handled properly (Cordell & Thompson, 2018). The plan should capture all intended written, spoken and electronic interaction across the change team and its stakeholders. Cawsey et al., (2016) explain that communication practices are tremendously important in the implementation of change because change plans can be very problematic. Poor communication of vision, poor follow-through and lack of top management support are among the top factors that can lead to failed implementation.

The work of Klein (1996) will be utilized to communicate the need for change. Klein's communication strategies align with Lewin's three-stage model, the framework chosen for leading the change process, as outlined in chapter two. Klein (1996) explains that a communication plan has four phases: pre-change approval, creating the need for change, midstream change and milestone communication, and confirming/celebrating the change success. An overview of these phases is presented in table 2 below.

Table 2 *Stages of the Communication Plan*

Pre-change Phase	Developing the Need for Change Phase	Midstream Change Phase	Confirming/ Celebrating the Change Phases
Communicate a sense of urgency and develop a shared vision. Communicate change plan with administration.	Communicate a rationale for change, welcome feedback and clarify the steps in the change process.	Obtain feedback from stakeholders and clarify misconceptions. Communicate new organizational roles, structures, and systems.	Inform stakeholders of the success, celebrate the change and communicate next steps in sustaining the changes.

Adapted from Klein's Communication Stages (1996), table 9.8, Cawsey et al., 2016, p. 321.

Pre-change Approval. During this phase change agents need to convince stakeholders that change is needed by linking the change to the organization's goals, plans and priorities to gain involvement (Cawsey et al., 2016). This phase forms the foundation of the communication plan and relates to Lewin's 'unfreeze' stage. During this phase, as the change leader I must first communicate the proposed change plan to the school principal to gain their input and support. It is anticipated that the school principal will have many questions regarding the change plan. As the change leader, I must come to this initial meeting prepared. I need to 'sell' the plan and convince the principal that a bottom-up, teacher-led approach to change will be most effective. Once support is gained, I can shift my focus to the LPT and put the change plan into motion.

Creating the Need for Change. This phase of the communication plan also aligns with Lewin's 'unfreeze' stages and focuses on creating awareness of the need for change. As Cawsey et al., (2016) explain, communication plans must explain the issues and provide clear rationale for the change.

As the change leader, I must work with the LPT to collectively establish a shared vision and determine goals and timelines. It is anticipated that the LPT will have many questions regarding how the change plan will unfold. This is when the responsibility chart would be shared and a plan to communicate the change vision with stakeholders would be developed. The LPT would meet together weekly and also use email to communicate ideas.

Midstream Change Phase. This phase focuses on the sharing of information during the change process and relates to Lewin's 'change' phase. To monitor communication throughout this phase, three strategies will be implemented. First, updates will be shared during formal face-to-face meetings between the LPT and classroom teachers. This may occur in the classroom setting, when a member of the LPT observes a teacher implementing new teaching practices. Or, it could occur outside the classroom, where the teacher would meet with the team in a more formal setting to provide feedback. Second, the LPT will send emails to teachers on a regular basis to provide updates and links to literature resources or training opportunities. Third, teachers will be provided with electronic feedback forms that they can submit to the LPT as success stories or challenges arise.

It is likely that the 'change' phase will generate many questions from classroom teachers. It is important that the LPT collectively address any concerns, thereby showing unison and cooperation among the team. Teachers will begin to implement strategies at this phase and will need guidance and support from the LPT to increase their confidence and build momentum. The LPT must be prepared to address all questions and concerns.

Confirming the Change Phase. The final phase of the communication plan focuses on celebrating successes. This phase aligns with Lewin's 'refreeze' stage. As Cawsey et al., (2016) explain, "celebrations are needed along the way to mark progress, reinforce commitment, and reduce stress" (p. 322). Short-term goals that have been accomplished will be communicated to all stakeholders with encouraging words to thank them for their involvement in the change process. If the long-term goal of improving ELP of ESL learners is notably achieved or on the path of future achievement, this will be celebrated with stakeholders in a formal gathering. Sustainability of the change will be addressed at this time. An online survey will be provided to all stakeholders to gather their final thoughts regarding the implementation plan.

Communication Strategies. Communication strategies are very important to the change plan. As outlined in the *Communication Schedule* (See Appendix B), the work of Klein (1996) will be utilized to provide effective communication throughout the change process. Klein (1996) explains that during the Lewin's unfreezing stage it is important to justify the change and ready the organization for change. The LPT will provide a rationale for change and will formally address stakeholders. A follow-up email outlining the vision and change plan would be communicated.

During the change phase, Klein (1996) anticipates uncertainty from stakeholders. Therefore, it is important to focus on specifics, providing relevant data and answering questions knowledgably (Klein, 1996). As part of the monitoring and evaluation process, the LPT must communicate the progress. As Klein (1996) explains, "the credibility of management is enhanced if they own up to the difficulties inherent in most changes and inform people of how the difficulties have been overcome or how the process has been

modified" (p.42). The LPT will continue to update stakeholders via email. Informal

conversations will also be used to gather feedback.

The refreezing stage focuses on celebrating the change and building

understanding (Klein, 1996). As mentioned above, the LPT will schedule a social

gathering to inform stakeholders of the successes and thank them for their involvement.

An electronic survey will be accessible by staff to provide feedback on the change

process.

As discussed prior, my communication plan will consist of four phases aligned

with Klein's (1996) communication strategy framework. The *Communication Schedule*

(See Appendix B) provides an overview of what my communication plan will look like.

This schedule will be used to ensure that there is continuous communication between all

stakeholders and that the objectives of each stage within the change model are shared in a

timely manner. Outlined are the principal areas, communication channels, timelines and

those responsible for the communication. It is anticipated that communicating through

different channels will gain buy-in, increase participation and raise awareness of the

changes taking place within the organization.

Next Steps and Future Considerations

Next steps for this OIP will address the issue of change sustainability and how the

changes can remain the new norm for the school. This will be achieved by

acknowledging the change, achieving closure, and moving on to new beginnings (Cawsey

et al., 2016). It is important to reflect on the change plan, measure goal achievement and

welcome feedback for additional goals in the future. The 'refreezing' stage is set to occur

in May/June. At this time, the LPT will be working diligently to ensure that measures for

sustainability are in place and are effective. Monitoring sustainability will continue into

the new school year. As the change leader, I must continue to communicate the new

structures and practices that were established during institutionalization so stakeholders

will continue to apply their new knowledge and skills.

During the sustainability phase, focus needs to come back to the classroom

climate. Will the hybrid solution continue to improve ESL learning? Are there additional

solutions that could be added to the plan for the upcoming school year? Are cultural

relevant teaching practices improving ELP? The LPT will work closely with members of

the PLC to gather feedback and data to determine if changes need to be made to the

sustainability plan.

Thinking towards the future, it is important to consider any challenges that may

impact the new structure. The first concern is regarding student populations. How will a

significant increase or decrease in ESL learners affect the new structure? The change plan

was developed based on the scenario that approximately 20-40 new immigrant, ESL

students would enroll each year for the foreseeable future. This number was simply based

on average enrollment from recent years. If there is a significant increase in new

immigrants, how will this affect culturally relevant teaching? If the school ESL

population increases, will teachers have enough classroom resources? If the population

decreases, will teachers resort back to old teaching habits and settle back into a situational

approach to leadership?

Future considerations should also determine teacher preparedness for ESL

learners that may have an exceptionality. The practices established during the

implementation plan may not be effective for every child. What supports are available for

students with exceptionalities? How will an exceptionality impact the student's ability to improve ELP? Additional research on instructing ESL learners with exceptionalities is required.

In an effort to continuously improve the ELP skills of ESL learners, the consideration of offering English Proficiency classes could be a viable option. Rankin Elementary could partner with an outside organization who will offer English Language enhancement classes. This could also be an opportunity for the ESL resource teacher to spearhead an after-school club for ESL students who need additional supports.

As addressed in chapter one, it is important for teachers to develop positive relationships with new immigrant families and the community. The Association for New Canadians (2020) speaks to the importance of meaningful community connections between the schools, families and community. To build these connections, English Proficiency classes could also be offered to immigrant parents. If parent and child can work on their language skills together, it may encourage more English speaking to be done in the home. This additional practice with the family may help build the child's self-confidence which may lead to increased engagement in the classroom.

Conclusion

This OIP was developed to address a PoP to reflect the changing student demographics of Rankin Elementary. This OIP's goal of improving ELP of new immigrant ESL learners would be achieved using a bottom-up, transformational and culturally relevant leadership approach. An emphasis on culturally relevant pedagogy guided the possible solutions to addressing the PoP. A hybrid solution that focused on teachers learning together, having readily available resources and implementing

culturally relevant teaching strategies into their instruction was proposed. Lewin's change

model provides an effective change framework to implement this blended solution and

frame the implementation plan. The LPT will lead the monitoring and evaluation process.

All feedback will be assessed and adjustments to the change plan may be made to reflect

this new information. Effective communication is essential throughout the entire change

process to ensure that all stakeholders are engaged and feel supported by the LPT.

  The new-immigrant ESL population of Rankin Elementary may fluctuate for

years to come. However, I feel encouraged that the desire amongst teachers to improve

inclusivity and cultural competency in their classrooms will remain. This OIP provides

Rankin Elementary with a clear plan forward in addressing how teachers can effectively

support new immigrant ESL learners.

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Appendices

Appendix A: Change Implementation Plan Overview

Change Implementation Plan		
Goal: Teachers improving ELP of ESL learners		
Stage 1 September to October	**Stage 2** October to March	**Stage 3** April to June and into next school year
- Meet with school principal - Form an LPT from PLC and discuss PoP - Share data and information about the need for change - Develop a change vision for the desired state - Role and responsibilities of team members determined - Short-, mid- and long-term goals as well as timelines are established	- Short-term goals implemented such as partaking in professional development, using technology to support learning - Implementing new teaching strategies into the classroom - Classroom observations by members of the LPT - Review feedback and reassess short- and mid-term goals - Changes to plan are determined and communicated - PDSA cycle is used to monitor and evaluate change	- Institutionalization of change plan - Review feedback from staff regarding change plan - Plan for sustainability - Continue to promote new culturally relevant strategies
Communication Channel		
September: one-on-one meeting with administration and change leader October: formal meeting with staff led by LPT Follow up emails to staff Weekly LPT meetings	LPT continue to meet weekly LPT meet with staff formally and informally Mid-point survey developed by LPT Email updates	June-formal meeting with all staff led by LPT Online survey completed to provide feedback
Stakeholders		
- LPT team consisting of 2-3 classroom teachers, guidance and ESL resource teacher - Administration	- LPT team - Classroom teachers - Administration - Students	- LPT team - Classroom teachers - Administration - Students
Goals		
Short-term: - Gain support of administration - Establish clear vision statement with LPT - Complete responsibility chart for LPT - Deliver vision to all staff Mid-term: - Development of change plan is complete	Short-term: - Support from teachers - A completed survey for feedback - Each classroom has access to ESL resources Mid-term: - Each teacher has participated in 1 PD focused on ESL or ELP - Implementation of culturally relevant teaching strategies in lessons	Short-term: - Host staff event to celebrate success - Develop online feedback survey for staff Mid-term: - Meet with administration to secure funds for September Long-term: - Identify strategies to sustain changes

Appendix B: Communication Schedule

Phase	Principal Areas	Communication Channels	Timeline	Responsibilities
1	Communicate information about change Justify the change by providing rationale	Face-to-face and emails LPT meetings	September-October	Change leader communicates plan with principal and LPT LPT collaborate
2	Address perceptions and resistance Provide relevant data Communicate goals and timeline	Email LPT meetings	November-December	Change leader and LPT communicate change plan to all stakeholders Staff feedback
3	Communicate plan to inform of progress Obtain feedback Clarify new structures and systems	Face-to-face and emails Surveys	March-May	Change leader and LPT communicate progress Staff feedback
4	Celebrate successes Future goals	Face-to-face, emails, videoconferencing	June-ongoing	Change leader and LPT communicate progress Staff feedback