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Problem-Based Learning to Improve International Student Outcomes

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Abstract

As education systems shift away from disciplinary-specific content and towards the development of skills that are transferable between disciplines, years and stages of life, many schools still note a gap between this desired state and their current reality. Problem-based learning (PBL) is gaining prominence as a method of closing this gap. PBL is grounded in constructionist theory, which believes that students learn best when solving authentic problems through a multi-disciplinary approach and when they have the opportunity to present this learning. This OIP addresses the absence of a school mission-aligned implementation strategy for innovative PBL programming in grades 11 and 12 at an international school in Asia. As a potential solution, it proposes a hybrid of a PBL program and a community-based global learning (CBGL) program that would see students apply these transferable skills to solving authentic problems in the wider community. This is a complex solution and requires several carefully selected frameworks and leadership approaches to achieve it. As an informal leader, I propose a diverse collective leadership approach that harnesses the knowledge and wisdom of a diverse range of stakeholders. This OIP will also embed an Appreciative Inquiry (AI) approach to leverage the success of the current grade 9-10 PBL program, to drive the monitoring and evaluation process and to ensure stakeholders remain connected to the purpose of the change. These approaches are aligned to the school's mission and grounded in a transformative approach to change, which believes that change should strive to make the world a better and more equitable place.

Keywords: problem-based learning, constructivism, constructionism, transformative leadership, Appreciative Inquiry, community-based global learning

Executive Summary

For over two decades now, schools have been focusing their attention on the skills they believe will make students successful in a constantly changing world. Though many different names for this set of skills exist, they all involve collaboration, critical thinking, communication, and creativity. Global citizenship is often included as well. However, many schools are unclear about how to achieve this goal, and therefore a gap exists between their current state and a state in which these skills are taught and assessed. Problem-based learning (PBL), a constructionist approach to learning, suggests that students are more likely to access and apply these skills in an environment that encourages them to solve authentic problems through multi-disciplinary approaches. However, programs like this are rare, and where they do exist, are often isolated to specific classrooms or grades. This OIP addresses the absence of a school mission-aligned implementation strategy for innovative PBL programming in grades 11 and 12 at an international school in Asia. The school has the advantage of a pre-existing PBL program in grades 9 and 10, and therefore the PoP addresses the problem of a lack of programming that specifically teaches and assesses these skills beyond those years.

Chapter one presents an organizational overview of AIS, including mission, vision, and current leadership structures. Given this context, and my own positionality as an informal leader within the organization, it will address the Problem of Practice (PoP), showing that there is a gap between the stated goal of developing learners who possess Cross-disciplinary Learning Goals (CLGs) and the current state, which lacks programming to explicitly teach and assess these goals. Next, it frames this problem through constructionist theory, highlighting the importance of experiential meaning-making for a change that aims to have transformative effects. Finally, it assesses the change readiness of the organization, relying on recent internal data, concluding that

though Covid-19 has had a detrimental effect on the organization's readiness to change, its fundamental systems and beliefs remain intact, and therefore it is an organization capable of handling the change proposed in this OIP.

Chapter two provides a detailed explanation and analysis of the approach to change and change frameworks that will be required to enact this change. It proposes a multi-pronged approach to leadership, with a transformative approach (Shields, 2010) providing the foundation and a Diverse Collective Leadership (DCL) (Grogan & Shakeshaft, 2013) approach being combined with an Appreciative Inquiry (AI) (Cooperrider et al., 2008) approach to ensure that the change leverages diverse community voices, through an inquiry process, to drive the change towards its ambitious transformative goals. This transformative approach is embedded within the school mission and CLGS.

This chapter then connects these approaches to the change frameworks, showing how AI will be embedded in each stage of the Change Path Model (CPM) (Cawsey et al., 2016), before proposing AI's continued use as a diagnostic tool. Alongside AI, Nadler and Tushman's (1980) Congruence Model will provide an organizational analysis which shows the complexity of instituting a change in an organization with several inputs.

Finally, chapter two will evaluate a range of potential solutions, from remaining with the status quo, to the establishment of a grade 11-12 program that harnesses the power of learning within a community outside of the school. It concludes that, though difficult, a program that combines PBL and community-based global learning (CBGL), has the greatest potential to close the gap between the current and desired state. Finally, given the risks associated with learning through interaction with another community, it provides an ethical analysis, providing a cautious approach for both leaders and students.

Chapter three provides an implementation plan that aligns AIS's mission and current priorities, as established in its strategic plan, to the proposed change. It details the interaction between the CPM and AI, establishing a timeline and summary of the change. It then proposes a framework for monitoring and evaluation, once again returning to AI, ensuring that this change remains grounded in inquiry and stakeholder voices throughout the process. It adds Markiewicz and Patrick's (2016) monitoring and evaluation plan to ensure that there is a direct connection between the monitoring process and the evaluating process, grounding them both in inquiry. Finally, Chapter three outlines a communication strategy built on a keen awareness of stakeholders. This plan relies on Beatty's (2016) Communication Model. This ensures that a change based on stakeholder inquiry and positive aspects of the existing PBL program have different communication plans that for different stakeholders at each phase of the implementation.

This OIP concludes by looking forward into an unknown future. While it explores potential next steps and future considerations, it does so through the cautious lens of the Covid-19 pandemic. This pandemic has complicated many aspects of this OIP, from the leadership structures to the capacity for change, to, at one point, even raising concern about the very existence of the organization if conditions did not quickly change. It also explores the ongoing challenges of data-driven decision making when data is currently under embargo and addresses the creation of a potential TFF leadership position in the future. None of these challenges, however, has altered the fact that there is a gap between AIS's stated goals and its current state, a gap I continue to believe that this OIP is well-suited to bridge.

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And finally a thank you to my international cohort. It's strange how you come to rely on the advice, feedback and wisdom of people you've never actually met. Thank you for sharpening my thinking on everything from our earliest discussion posts to draft PoPs to the final stages of understanding my OIP. A special thanks to Nick, the only person in the program who I ever actually met during this bizarre Covid-19 cohort. Our messages and occasional dinners where we could talk through this process like regular people made this journey feel less alone.

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Acronyms

AP (Advanced Placement)

AI (Appreciative Inquiry)

AIS (Asia International School)

CBGL (Community-Based Global Learning)

CL (Collective Leadership)

CLGs (Cross-Disciplinary Learning Goals)

CM (Congruence Model)

CPM (Change Path Model)

DCL (Diverse Collective Leadership)

DLGs (Disciplinary Learning Goals)

IB (International Baccalaureate)

OGL (Office of Global Learning)

OTG (Outside the Gates)

PBL (Problem-Based Learning)

PoP (Problem of Practice)

TFF (The Future Foundation)

Definitions

Advanced Placement: A high school curriculum designed to teach subject-specific thinking and content that is generally intended for college-level students.

Appreciative Inquiry: An organizational development process that leverages positive aspects of an organization for future change (Cooperrider et al., 2008).

Change Path Model: A framework for change implementation that organizes change into four key stages in order to make it clear and manageable (Cawsey et al., 2016).

Community-Based Global Learning: A course-based program where students participate in service activities that address specific community needs (Hartman et al., 2018).

Congruence Model: A model of organizational analysis that recognizes the complexity of an open system and allows leaders to consider the multiple inputs that impact change (Nadler & Tushman, 1980).

Constructionism: A theory of knowledge and learning founded on constructivism that argues that learners create meaning through the lens of their own experiences and do so best when they are conscious of their learning and are asked to communicate their learning to an audience (Harel & Papert, 1991).

Constructivism: A theory of knowledge and learning that argues that people actively construct meaning based on interaction between their experiences and ideas (Bruner, 1966).

Cross-Disciplinary Learning Goals: Learning behaviours that are applicable across multiple disciplines and years of study (communication, creativity, critical thinking, collaboration, global citizenship) (Asia International School, 2021e).

Disciplinary Learning Goals: Learning goals that are specific to a discipline, but transferable from course to course and year to year (Asia International School, 2021e).

International Baccalaureate: A rigorous academic program based on high-level critical thinking across multiple disciplines.

Organization Improvement Plan: A theory and research driven plan that addresses a specific problem within an organization by proposing a potential solution and articulating a plan for change (Western University, 2016).

Office of Global Learning: The office at Asia International School that oversees service learning, satellite campus trips and the sustainability initiative (Asia International School, 2021d).

Outside the Gates: The program at Asia International School that oversees all activities beyond the walls of school (Asia International School, 2021d).

Pathways Program: A potential solution to the Problem of Practice that involves a grade 11-12 extension of The Future Foundation that is combined with principles of Community-Based Global Learning.

Problem of Practice: A problem that exists in an organization due to a gap between the stated goals and values and the current state (Western University, 2016).

Problem-Based Learning: A style of instruction where students collaboratively respond to an authentic, real-world question over a sustained period, drawing on knowledge from multiple sources and disciplines (Larmer, 2015).

Social Constructionism: A theory of inquiry that seeks to explore how people construct, explain, and account for the world they live in through their interaction with others (Gergen, 2001).

The Future Foundation: A grade 9-10 program designed around problem-based learning instructional theories and approaches (Asia International School, 2021d).

Chapter One: Introduction and Problem

As the demand for citizens with a wide range of skills increases, schools must search for ways to develop the types of skills that are transferable between disciplines, institutions, and phases of life. Many schools have gravitated toward the 21st Century skills of communication, collaboration, critical thinking, and creativity (Griffin et al., 2012). Problem-based learning (PBL), a learning structure that believes people learn best when collaboratively solving authentic problems, provides a structure to develop these skills, aiming to combine content knowledge with collaboration, communication, and critical thinking (Ertmer & Simons, 2006; Larmer, 2015). Though significant research supports this hypothesis, PBL programs remain limited; even the schools that have these programs often only offer them for specific years of schooling (Wilder, 2015). Asia International School (AIS)¹ has implemented a grade 9-10 PBL program that it imagines will authentically develop these skills in its students. Exploring this program's extension into a grade 11-12 "Pathways" program represents the main focus of this Organizational Improvement Plan (OIP).

This OIP addresses the absence of a school mission-aligned implementation strategy for innovative PBL programming in grades 11 and 12 at an international school in Asia. Chapter one will introduce the problem and the context of the problem. First, it will explore the organizational context, including mission, goals and leadership structures. Then it will address my positionality and agency within the organization before explicitly describing the Problem of

¹ Asia International School is a pseudonym. It is used to maintain the anonymity of the institution.

Practice (PoP). Next, it will frame the problem through the lens of both a theoretical foundation and relevant, organizationally-specific approaches. Following this, it will address emerging questions before providing a leadership-focused vision for the change. Finally, it will conduct a change readiness analysis to determine the organization's willingness and ability to take on a new change.

Organizational History and Context

AIS is a non-profit, internationally accredited school located in a major Asian metropolis. It serves over 2000 students, K-12, across multiple campuses (U.S Department of State, 2020) and has a student population comprised entirely of foreign passport holders. It caters to families who have relocated to the city for business purposes, and as such, has a very transient student population. The school has a rich history of providing English education to foreigners and is among the oldest international schools in Asia (Asia International School, 2021a).

AIS refers to itself as an international school (Asia International School, 2021f), but defining "international" is a complicated task (Cambridge & Thompson, 2004; Tate, 2016). For this paper, the term "international school" will adhere to Crossley and Watson's (2003) understanding of the term as a school that prepares students for employment anywhere in the world, as well as one where students strive to build relationships across cultures and languages. This definition is sufficiently broad as to allow for a range of K-12 schools across the globe that are philosophically aligned, while also admitting that international schools are often institutions designed to prepare for entrance into universities and careers outside of the host country. This definition, notably, says nothing about the curriculum or language of instruction.

In the broader context, AIS exists in a complicated political and economic environment. Its prominence in the community means that it is often the target of extra scrutiny by government

officials from a host country with an occasionally strained relationship with the United States. However, it is also an economic powerhouse in the community, employing the largest number of foreign employees in the city, and is the single largest tax-paying organization in the district. This leads both school leaders and government officials to navigate the relationship with caution, each unwilling to upend this careful balance.

This precarious relationship has become more complicated in the current Covid-19 context. Increased on-campus safety precautions have led to an elevated presence of government officials on site. Adhering to complicated and continuously changing policies has put additional pressure on school leaders. Covid-19 has also put an economic strain on the school, as many businesses closed or reduced their overseas postings, leading to a drop in enrollment. Although this appears to be stabilizing, this did lead to several faculty losing their contracts, which has taken an emotional toll on many employees. This has also led to a shift in the leadership style in the school. It has moved away from collective leadership, where employees at every level formed committees and workgroups that directly impacted the school's direction and programming, to a hierarchical one wherein a small team of leaders makes decisions and then inform the employees of these decisions. It unclear if this shift in leadership approach is permanent or is a temporary measure borne from the necessity of quickly processing and acting on continually changing information.

AIS is a member of the *Western Association of Schools and Colleges (WASC)*. The accreditation process is a strenuous one and involves documentation and evidence of growth, evaluated every six years by a team of onsite visitors (Western Association of Schools and Colleges, 2020a). During non-review years, schools are expected to collect evidence of continued growth, issuing periodic progress reports. AIS is committed to this review cycle and

outside assessment of its practices and subscribes to the three pillars of WASC's purpose: a school's goal must be student-learning; the school has a clearly defined purpose and schoolwide student goals; it engages in regular improvement to support student learning (Western Association of Schools and Colleges, 2020b).

The chosen definition of international school is reflected in AIS's mission, which it breaks into three tenets. AIS aims to inspire students to be lifelong learners, live lives of compassion and integrity, and pursue their dreams. These are further supported by five Cross-disciplinary Learning Goals (CLGs), which are skills the school has identified as essential learning values it wants each student to possess (Asia International School, 2021a).

These CLGs (critical thinking, communication, collaboration, creativity, and global citizenship) can be taught and developed within the context of a traditional high school classroom, and often are. However, a PBL program, that is, a program that combines multiple disciplines to encourage students to collaboratively respond to complicated, authentic problems (Larmer, 2015), allows these skills to be individually targeted and assessed as each skill is needed to support the learning and conclusions of the group (Wilder, 2015). A desire to authentically teach these skills led to the establishment of The Future Foundation² (TFF), a grade 9-10 PBL program. This program was founded by eight teachers and combined four disciplines into a single educational experience. Students in the program are together for the entire day every second day, where time is allocated to each discipline, as well as to an ongoing problem that

² This is a pseudonym to protect the identity of the program and the organization.

students must collaboratively answer. It has existed for six years and has become a “flagship” program at the school, attracting participation from one-third of grade 9 and 10 students. It is intentionally aligned to both the school’s mission, encouraging students to pursue academic and civically-minded passions, and to the CLGs. The program is supported by both divisional leaders and the schoolwide leadership team.

Despite being a flagship program, it does not have a formal leader, either at an administrative level or at a program level, and therefore, out of necessity, relies on a shared leadership model (S. G. Huber, 2010; Leithwood et al., 2007). The reason for the lack of leadership is one of both design and inertia. Originally conceived of as a niche program, the founding team wanted the process of building the program to remain collaborative. At the time of conception, the program was championed by the school principal, who acted as an unofficial leader for the program, selling the idea to parents and securing funding from upper levels of leadership.

As the program grew and moved into a new space, the need for coordination between TFF and core programs increased, as did the need for communication with parents. This led to the creation of a “TFF coordinator” role. This role was filled by an instructional coach who guided curricular development and supported the teachers in organizing events and communicating with various stakeholders. However, a change in principalship led to a minor restructuring of an instructional coaches' role, which led to this particular coordinator being removed from TFF. Though the title remained the same, this role was given to the person responsible for organizing onsite testing, and the impact of the role was significantly reduced. Teachers in the program continue to search for a “champion” at an administrative level, someone who understands the program and will advocate for it at higher leadership levels.

The ongoing support of the program, from teachers to principals to the head of school, is essential to the program's success and to the development of the whole student, a concept that all leaders at the school stand behind. However, as a highly visible program, it is particularly vulnerable to attacks from within the organization, from parents who are concerned about equity between TFF and the core (traditional) model, to students, who, though they self-select the program, can become disgruntled in moments of challenge.

Organizational State

AIS prides itself on being a school that inspires students to pursue a life of learning, to live with compassion and to pursue their own goals. Institutionally, there is much evidence of this, from its rich alumni connections to its innovative programming (TFF, makerspaces, open-concept science labs), to relationships with other community organizations. However, it is a large organization and, as such, is a mechanistic organization, relying on a division of roles and labour with a clear hierarchy for decision-making (Bolman & Deal, 2017). Nearly everything is codified in comprehensive teacher and student handbooks, though some information can be challenging to access without the proper "credentials." This is partially the result of its leaders' individual styles but is also a response to a fear of running afoul of government regulations, which would result in strict penalties and further oversight.

It is an organization where formal avenues of change are most effective (Cawsey et al., 2016). While this can be slow and tedious, the school has also shown itself to be nimble and agile when necessary. For example, TFF was launched after only one year of planning, and within two years, was homed in a renovated program-specific wing of the school. When Covid-19 forced a campus closure, the school's transition to distance learning was so effective that it was used as a template by the International Baccalaureate (IB). Additionally, when alumni,

inspired by the Black Lives Matter movement in The United States, raised concerns about their experiences at AIS, a formal working group was formed, and in conjunction with the alumni, outside experts were hired and professional development days were prioritized to grapple with the issue of institutional racism.

Leadership Position and Lens Statement

I approach this OIP as an informal teacher leader with roles within both the English department and TFF. Though there is no formalized leadership structure for TFF, the program's nature means that team members often have a more prominent voice in schoolwide decision-making because it affects many aspects of the school. Decisions made within the program directly impact teacher schedules, hiring decisions, and curricular approaches. Since schoolwide CLGs have long been a part of TFF, teachers within the program have become leaders in implementing these standards outside of their individual disciplines.

With only eight people on the team, there are ample opportunities to exhibit leadership. Cawsey et al. (2013) outline four main types of power: positional, network, knowledge and personality. What I lack in positional power, I balance with the other three. I have established a close network that involves other teachers, department leaders, administrative staff and school counsellors. This allows access to information that is often not public, which can open new avenues for impacting change. Other roles within the school allow me access to a broader network of decision-makers. As a member of the "social committee," I am active in school community-building, organizing faculty events both inside and outside of school. My "knowledge power" in the field of PBL was initially lower than many of my colleagues, but over the past two years, my research in this field has added support to the assertion that PBL is a robust learning model. In an environment that values data and research, my ability to produce

academic journals has made me a "knowledge" asset. Finally, "personality power" leverages my reputation as an enthusiastic and trustworthy individual. My involvement in the Covid-19 Reopening Committee meant I had a unique opportunity to display these qualities to school leaders, and as the only in-country member of the English department, was able to take on extra responsibilities that demonstrated an enthusiasm for collaboration and a willingness to be a "team-player" in the face of adversity. While none of these give me any ultimate decision-making abilities, they combine into a persuasive power that can be used to affect change. Thus, my agency lies in my ability to push a collaborative process with a clear vision and end goal, leveraging the "soft influence" I have established in the PBL program and in the larger school community.

AIS has an established history of encouraging teachers to push and build new initiatives and has prioritized innovative initiatives as part of its strategic plan (Asia International School, 2021g). TTF is an excellent example of this, as it was established by just eight teachers on a relatively short timeline. The school has several other innovative programs, including a decade-long relationship with a school in Africa, a service-learning program, a satellite campus in another area of the country and an artist-in-residence program. These programs were teacher-led initiatives, and all have gained the school's support and have carried on beyond the initial teachers. By developing and nurturing relationships within the school, I believe I can affect the school's direction.

Personal Worldview

The most aspirational element of AIS's mission is its commitment to enabling students to pursue their dreams. To do this, students need both opportunity and a clear sense of self. PBL is founded on a constructivist worldview, meaning that students make meaning through their own

experiences (Creswell, 2014; Dewey, 1938). It also means that meaning is constructed through a cultural lens, as this is a foundational part of a person's experience. The role of community and human interaction, according to constructivist thinking, cannot be ignored (Creswell, 2014). This aligns with my worldview and approach to education, which recognizes that learning and meaning-creation are subjective experiences and that the experiences an individual brings to a situation impact their future experiences. I also recognize that this is not limited to the learner; my culture and experiences influence my leadership style and values. This poses a unique challenge when working in a cultural context that is different from my own, as I need to identify and interrogate elements of my own identity that impact my approach. This worldview also leads to the selection of Appreciative Inquiry (AI) as a framework for change. AI understands that organizations are "centers of human relatedness" (Cooperrider, Whitney, Stavros, & Fry, 2008, p.11), which means that because meaning is created through social interaction, the positive aspects of that experience can be leveraged for future change.

This approach puts an emphasis on collaboration to ensure these multiple meanings are heard and valued. However, this constructivist worldview is incomplete for the change I am proposing, which must also embrace transformative leadership. Where a constructivist approach is descriptive, a transformative approach is prescriptive. This may appear contradictory, but although meaning is created through past experiences and interactions, it is not destined to repeat those meanings. A transformative worldview posits that change contains an agenda and that power structures that create inequity must be recognized and disassembled. Its value lies in the belief that systems of inequity exist beyond the organization and that societal change is possible. PBL programming gives students the opportunity to create lasting change and a transformative approach provides a structure to seek out systemic problems and engage in solutions (Shields,

2010; Sterling et al., 2007). A transformative approach differs from a transformational approach, which, though it also focuses on liberty, justice and equity, emphasizes the organization rather than larger social conditions (Northhouse, 2019; Shields, 2010). Transformative leadership focuses on the relationship between power structures, the value of social justice, and aims for political change (Creswell, 2014; Ryan, 2016; Shields, 2010). Empirical studies have shown this approach to be successful in helping teachers to disassemble the power structures that create unequal educational outcomes between the genders (Keddie, 2006), boosting performance of underperforming students at an urban PBL science camp (Sterling et al., 2007), and empowering leaders to invert damaging power structures that put individual leaders before institutional values (Day et al. 2001).

Embedded within this OIP change initiative, and within PBL, is the belief that education has the power to make society better by “identifying and restructuring frameworks that generate inequity” (Shields, 2010, p.566). Often inequity is framed through the lens of race and socioeconomics, which can lead to the perception that it is not a pressing issue within an elite private school. However, narrow conceptions of gender, sexual orientation and disability continue to plague our school community, making a transformative approach necessary for rich, meaningful change. Because this OIP proposes changes beyond the immediate school community, a transformative approach is appropriate to guide change agents towards lasting change.

A critical component of the school’s mission is to create students who are compassionate. Through the CLGs, it further refines this idea of compassion to mean that students take action through authentic opportunities to positively impact others and that they work to understand and respect others' perspectives. In other words, a transformative approach is explicitly expressed in

the school's mission and values and must therefore be embedded within any new program or initiative that it pursues. I believe that PBL provides the best opportunity to authentically realize this mission and live these values.

Ethical Leadership and Positionality

Leadership is relational, and a shared approach means organizations change as the people within them change (Liu, 2017). This adds complexity to the notion that leaders are “doers” and must act ethically and that followers are passive entities, content to be acted "upon." This builds on the constructivist and transformative approaches described above, as it recognizes that leaders are co-constructing a reality with those around them and that their actions must be concerned with the effect they have on others (Liu, 2017). This means that anyone attempting to behave ethically must be responsive to the interpretations and reactions of those around them.

However, relationships are also political, which means the power dynamics of a relationship are defined by factors outside the control of either party, such as gender or race. Liu (2017) posits that despite many leadership conceptions as power-neutral, societal structures exist that allow some to have greater access to power than others. The result is that masculinity and “whiteness” are qualities that are viewed as powerful and, therefore, can wield disproportionate influence in organizations. A genuinely transformative approach recognizes this and seeks to disrupt it (Levine-Rasky, 2016). Grimes (2002) offers strategies for what she calls "interrogating whiteness," which is questioning and unmasking the consequences of a singular perspective in an organization. She argues that privileged groups, white and male, must be willing to acknowledge how their actions uphold the status quo and be willing to share power.

Developing a rich, complex, and nuanced understanding of my own positionality within the organization, particularly an organization where many leaders look like me, but many of the

students do not, is key to sustaining this change and ensuring that its social justice focus is met. The end goal of this OIP is to develop compassionate students and ethical citizens through the framework of a PBL program, which means that modelling ethical leadership is fundamental to success. If leadership and whiteness “are inextricably entwined” (Liu, 2017, p.350), then I need to be aware of the effects of this to avoid the unconscious perpetuation of white "practices."

This is a deeply personal approach to change, as well. Though I am "white-passing," I am Metis and am very conscious of the ways that Western colonial thinking has erased and damaged aspects of my family's culture and languages. From this stems my conclusion that transformative leadership must be paired with ethical leadership and that I must be willing to challenge and confront my assumptions about who holds power and why. It also means I must be intentional about a collective leadership approach that is intentionally constructed to expand the perspectives involved in this change. This value is also embedded in the school's mission and vision.

Leadership Problem of Practice

The problem of practice that will be addressed is the absence of a school mission-aligned implementation strategy for innovative PBL programming in grades 11 and 12 at an international school in Asia. Teacher-leaders at AIS have long been involved in the development and implementation of innovative programming and formal school leaders have historically been willing to allow informal leaders to drive this type of change. An analysis of current research, internal data, and student testimonials demonstrates that an extension of the existing grade 9-10 program into the upper years of high school would be beneficial to the academic growth of students and would develop and reinforce the values that the school has identified as essential for all graduates. The school recognizes both the success of the current 9-10 model and the need for greater access to programming to bring it into alignment with its stated goals. However, it has

been unable to do so due to the lack of clear leadership and vision around this initiative, as well as school policies preventing this implementation. The organization must ask itself what strategies and options exist to implement innovative PBL programming that allows for the explicit teaching and assessment of the school's stated values.

This OIP intends to overcome these obstacles by proposing leadership approaches and implementation strategies that are actionable from the position of an informal teacher-leader. While it is true that there are many paths to bringing the school into greater alignment with its goal of providing innovative programming that teaches and assesses the CLGs, this OIP will focus specifically on PBL programming as it is an area on which I can have a direct impact from my current position and committee involvement as well as an area already identified as a place for growth in the school. As one of just eight TFF teachers I have significant say in shaping the programming and am viewed as an expert within the school community in this field. I have access to parents, students and teachers that are involved in the program, or who have recently exited. I recently led a small initiative to rewrite the program's mission to bring it into tighter alignment with the school and am part of the TFF data team that looks to measure the long-term impact of the TFF on students, both academically (which is data we already have) and in connection to the CGLs (a work in progress). I am well positioned to lead this change from my current position and my involvement in other committee work.

The need for this program has been informally identified at a school leadership level, and a task force was created several years ago to explore the development of the program. This gap was identified based on the success and positive feedback of TFF rather than from a weakness in student outcomes. This represents an early, albeit unintentional, application of AI's belief in leveraging success. This task force began preliminary research by looking at experiential

learning models available at other schools, exploring everything from an extended PBL program to a service-learning program, to a "semester at sea" program. Ultimately, however, internal organizational politics and a restructuring of the approach to programming led to the disbandment of the task force and progress on this specific initiative has been at a standstill for over two years.

The organization's desire to have flagship programs available to students on all campuses means that one campus is currently waiting for the others to implement their own PBL programs. While the plan is to launch these new programs in the fall of 2021, the delay has frustrated many of the early leaders in the grade 9-10 program and dampened enthusiasm for the idea. However, this does not change the fact that an extended program has a tremendous potential upside for students, and that both innovative programming and curriculum aligned to CLGs has been prioritized by the organization (Asia International School, 2021g). This lost momentum has left a leadership vacuum, as many of the early leaders have left the school, changed positions, or simply focused their attention on another initiative within the school. The fact that this type of programming at AIS has always been teacher-led means that there is ample opportunity for a teacher-leader to drive this change initiative.

A meta-analysis of PBL curriculum at a medical school showed that students who used the PBL curriculum were in the 92nd percentile in communication, 79th percentile in skill-retention and graduated faster and more consistently than their traditional curriculum peers (Schmidt et al., 2009). Additionally, PBL has proven more effective in preparing students for careers and life beyond school (Strobel & van Barneveld, 2009). Internal school data indicates that students involved in PBL learning in grades 9 and 10 outperform their peers on standardized tests and overall GPA (author, personal communication, October 19, 2020). However, it is the

non-content-specific academic skills that stand to benefit the most, and implementation of a PBL program would help close the gap between AIS's current state and its articulated vision of implementing innovative programming that is able to explicitly teach and assess the CLGs. These are outcomes the school would like to move towards, but a lack of programming that teaches and measures this ensures that the gap between the current and desired state persists. So, while there is near consensus among leaders at AIS that PBL provides a strong structure to teach and assess the CLGs, there is no vision, leadership approach or strategy to develop an implementation plan for this programming in grades 11 and 12.

This OIP aims to present a vision and a framework for what a PBL program could look like in upper high school, with a final proposal specific to this organizational context. By embedding the AI model (Cooperrider et al., 2008) within the Change Path Model (CPM) (Cawsey et al., 2016), this OIP aims to leverage the enthusiasm and sense of pride that exists within the current grade 9-10 program. While many of the challenges of a grade 11-12 program will not mirror those of the 9-10 program, many obstacles will look similar, and AI allows program developers to maximize the value of that learning and experience. AI is also firmly grounded in social constructionist theory (Cooperrider et al., 2008), providing a theoretical backbone for this change. While it can appear that AI functions by moving from abstract questions to more specific conclusions and theories, it is its theoretical base that makes it an appropriate fit for this change. In other words, because a person's experiences (both individual and social) shape their learning, they must interrogate these experiences to better understanding their own learning. The integration of the CPM and AI is also an opportunity to embed many concepts within a new program that are not explicitly prioritized within the current program, like intentional tools of success measurement, social justice, and faculty diversity.

Framing the Problem of Practice

As we enter the third decade of the 21st century, the 21st Century skills no longer seem aspirational; they are now essential. Many schools, however, are struggling to authentically integrate these skills because they have not fundamentally changed the model of education (Weigand, 2015). A PBL approach is well-suited to address this gap, as it encourages and requires the development of skills well beyond the range of a traditional classroom model (Ertmer & Simons, 2006; Larmer, 2015; Ravitz, 2009a; Wilder, 2015).

PBL often faces opposition due to the significant structural changes (e.g., schedules, physical spaces, PD) that effective implementation requires and its departure from the typical assessment format that measures academic knowledge (Ertmer & Simons, 2006; Larmer, 2015). This, however, is also changing (Larmer, 2015). Like many schools, AIS is reimagining what it means to be a successful student in the modern world and is refocusing its attention on transferable skills rather than discipline-specific knowledge (AIS, 2020). This means that critical thinking, communication, collaboration, creativity, and global citizenship are now being explicitly taught and will soon be measured. A PBL program is well-suited to address this philosophical shift in education, as its model allows for the development of each of these skills in an authentic setting (Ertmer & Simons, 2006; Larmer, 2015; Wilder, 2015). This OIP relies on studies that have applied a mixed-methodology. As such, it will include analysis of current research, focusing on both quantitative outcomes, such as academic performance, as well as qualitative studies that rely on interviews and open-ended questions. It will also include conclusions from data analysis of students who have "graduated" from TFF, comparing that data against their pre-TFF performance to measure this two-year program's effect on academic outcomes.

If the goal of education extends beyond academic success, then a PBL model offers numerous advantages. It is more effective in developing long-term retention of information and results in higher knowledge-transfer levels between disciplines (Strobel & van Barneveld, 2009; Wilder, 2015). It has a positive impact on content knowledge, as well as the communication of that knowledge. This is even true when PBL strategies are applied in classes that are not part of a PBL-centered program, like Advanced Placement (AP) classes (Larmer, 2015; Parker et al., 2013). Students who participate in a PBL program are far better collaborators when compared to their traditional program peers (Ravitz, 2009b), and PBL instruction is “significantly more effective” (Strobel & van Barneveld, 2009, p.55) when evaluated on the metric of career readiness. Indeed, when whole student development, including critical thinking, communication, collaboration and creativity, is taken into consideration, PBL instruction offers significant advantages over a traditional classroom learning model (Wilder, 2015).

The evidence showing that an extended PBL program would benefit student learning is compelling, but when measured by its ability to align to and assess AIS’s core values, it is unignorable. Critical thinking, communication, collaboration, and creativity are explicitly taught and assessed, so students understand how to grow. Furthermore, in a program that demands a meta-cognitive approach, students develop a rich understanding of how they learn and can better apply the skills needed to be active and productive members of their community (Larmer, 2015). A keen sense of self, one that develops the confidence to engage in complex thinking and to collaborate with others in ways that challenge their thinking, is a key trait of an adult learner, and PBL, therefore, prepares students for a life of learning (Weigand, 2015).

Constructivism and Constructionism

As we understand it today, PBL is firmly grounded in constructivist theory, which argues

that meaning is constructed through personal experience and that learning is a subjective experience (Creswell, 2014; Harland, 2003; Schmidt et al., 2009). Constructivists argue that traditional learning strategies are less effective than ones focused on the individualization of experience (Cunningham, 2016). John Dewey (1938) was the first to articulate and advocate for this learning style, arguing that learning must be about more than information acquisition and should instead focus on life preparation through a more holistic approach. He observed a significant gap between the accepted model of education and society's direction, "where change is the rule" (p.19) and believed that experience-driven education could bridge this gap.

Bruner (1966) furthered this theory by arguing that experience creates beliefs and that values are an essential part of learning. He advocated for a view of instruction that was *prescriptive* rather than *descriptive*, a model he believed allowed for learning to extend well beyond the information an instructor could provide.

Building on these theorists, Harel and Papert (1991) introduced the theory of constructionism, which, like constructivism, believes that knowledge is constructed by the learner based on their experiences (Parmaxi & Zaphiris, 2014; Rob & Rob, 2018). He proposed, however, that the best learning occurs when a learner is aware of their learning, actively constructs the direction of their learning, and creates a product to demonstrate and articulate their learning to an audience (Harel & Papert, 1991).

PBL blurs the line between these theories and is further confused by the fact that many writers seem to use them interchangeably (Rob & Rob, 2018). This OIP is grounded in constructivist theory, not only through the lens of the PoP, but through the alignment of the leadership approach, monitoring and evaluation plan and communication plan. It is important to note that while writers may be articulating different understandings of these theories, every

mention of constructivism, constructionism or social constructionism shares the understanding that individuals are shaped by their experiences and process their learning and ideas through that lens.

School Mission and Vision

The AIS mission statement (Asian International School, 2020) is firmly grounded in the constructivist approach. It recognizes learners as individuals who create meaning from their own experiences. It views learning as something that occurs well beyond the school walls and well beyond any student's graduation date. It understands that compassion and integrity are as necessary for life success as academic outcomes. It also values the pursuit of *individual* dreams.

Furthermore, it has prioritized critical skills that it believes are essential to success beyond secondary school. These are critical thinking, communication, collaboration, creativity and global citizenship. The 2019-20 school year saw the rollout of rubrics to measure each of these skills, with teachers targeting specific skills within each course and unit. By the end of the 2021-22 school year, it is expected that teachers will be assessing students on each of these five criteria. By focusing on and assessing CLGs, the school is signalling that it is ready to prioritize a constructivist approach to learning.

School Policy

As with any change, current policy is a significant factor in achieving the desired state. The current state must be analyzed and interpreted to understand what is possible in a changed state (Ball et al., 2011). Policies themselves do not chart a path forward; they create the circumstances for achieving a goal or desired state (Braun et al., 2017). Two policies will have a particular effect on this change. The first is the "hours" requirement for graduation. While students will spend the same number of "in-school" hours as their peers, the allocation of these

hours remains unknown and may change year to year. Navigating core subjects, Advanced Placement (AP) and IB hour requirements is a consideration that cannot be overlooked and is often the first objection when discussing the proposal to extend a PBL program to grades 11 and 12.

The second policy is more a non-policy than a current policy. Currently, the school does not have any diverse hiring policies, though it does have an informal "commitment to increasing our diversity" (author, personal communication, July 23, 2019). This issue has come into sharp focus in the context of the Black Lives Matter movement and has led to some soul-searching in the school and full professional development days dedicated to dissecting the complicit role the school has played in perpetuating a racist system. If this change is grounded in the transformative worldview, with an eye towards social justice, then a program with teachers and leaders that do not reflect the student population's diversity is unacceptable. Part of this change is advocating for a more significant say in hiring to ensure the teachers more closely represent the students.

Role of Teachers

This is a change that relies on teachers acting in informal leadership roles. Beyond developing and implementing PBL specific curriculum, teachers in a PBL program must also work as project managers, vision setters, and emotional counsellors, all while working in their own collaborative team. This is psychologically, physically, and emotionally demanding, and these teachers must receive the professional development and leadership support needed to build a successful program. Given that leaders change, and support may ebb and flow, an ongoing commitment to PD must be "baked-in" to the initial program development. This allows for continued growth to ease these challenges and allows teachers the opportunity to build a supportive community of like-minded educators outside of the immediate school community.

Guiding Questions Emerging from the Problem of Practice

The problem of practice, the selected framework for charting a path to change, and the organization's cultural context, lead to multiple lines of further inquiry and the identification of two key challenges. The first question emerges from recent student conflict, which was founded in different cultural understandings of collaboration. So, a potential line of inquiry is, "what adaptations might I have to make to my leadership approaches to ensure a model developed in a western education system can be implemented in a school that is increasingly attended by families of Asian descent?" The second question considers the work of Schein (2017) within the context of the AI model and asks, "how can I ensure the AI model correctly understands the internal culture and leads to an accurate assessment of the program's strength?"

There are two significant threats to this change as well. The first is that faculty will reject the change, as there is no personal benefit for many of them, and indeed there may be drawbacks. The second challenge is related to change readiness as it pertains to social justice. A program developed with social justice as an explicit focus may gain traction within the teacher community but may be seen as overtly political by other stakeholders within the community and potentially even the government. I must be aware that when explicitly embedding social justice issues in a curriculum and program, I will not garner support through "preaching," but rather through prompting, guided discussion and aligning priorities with school goals (Ryan, 2016).

Emerging Questions

There are two questions that have emerged as a result of this effort to implement a PBL model in grade 11 and 12: (1) What adaptations might I have to make to my leadership approaches to ensure a model developed in a western education system can be implemented in a school that is increasingly attended by families of Asian descent? And (2) How can I ensure the

AI model correctly understands the internal culture and leads to an accurate assessment of the program's strengths?

The first question, “what adaptations might I have to make to my leadership approaches to ensure a model developed in a western education system can be implemented in a school that is increasingly attended by families of Asian descent” emerges from a student investigation into improving collaborative practices across cultures. They identified that collaborative conflict often arises not merely due to personal differences but also from different cultural understandings of values. They noted that students from Western cultures, where individualism is valued, are more likely to point out that a group member is not fulfilling their role. Students from Eastern cultures are uncomfortable with this approach and often withdraw from group participation when confronted, preferring a collective approach, but with clearly delineated roles and responsibilities. While it can be dangerous to oversimplify these cultures into an apparent dichotomy, it is also important to note that introducing a Western-centred approach to learning can create additional challenges in an Asian community, and therefore leadership approaches, communication strategies and stakeholder discussions need to be adapted in a way that is sensitive to various demographics and understandings of education that are present within the community (Walker & Dimmock, 2000).

The second question is “how can I ensure the AI model correctly understands the internal culture and leads to an accurate assessment of the program's strengths?” Schein (2017) posits that assessing an organization's culture requires that "insiders" speak openly and honestly about the organization. The implication is that this task is best left to an "outsider," as assessing from within is open to bias. The AI model, however, asks insiders to do just that, and to highlight what the organization does well (Cooperrider et al., 2008). Schein (2017) warns that inaccurately

assessing the culture of an organization is a significant threat. The foundation of any future PBL programming requires an accurate assessment of the current program. So, a significant leadership challenge when developing and implementing a program that is founded on the success of an existing program is ensuring that AI questions are well-written, frequently revisited and the panel of participants is sufficiently diverse. This question is directly connected to the one above, as a concern is that cultural biases and the homogeneity of teachers involved in the planning and implementation will prevent gaps and weaknesses from being identified and addressed.

Challenges

A Pathways program requires special attention be given to two significant challenges.

Communication Strategy

A change of this scale will result in significant disruptions to schedules, class allotments, and even financial priorities. So, a challenge becomes "how do I communicate a change that is beneficial to students, but may not be beneficial for many of the affected faculty?" Change recipients are most open to change when there is a personal benefit (Armenakis & Harris, 2001; Klein, 1996). A significant challenge is communicating a change that does not directly benefit many of the individuals affected.

Social Justice in a Shifting Political Context

The final challenge is one of organizational and community readiness. If social justice is embedded in the program, stakeholders need to be introspective about their role in change. While many teachers may be willing and capable of this, a change of the scope proposed involves parents, school leadership, and perhaps local government educational officials. In a political climate where "social justice" is viewed with suspicion, this challenge may prove the most difficult. However, the school's response to Black Lives Matter (BLM) and its willingness to

dedicate significant time to self-analysis means that this obstacle may soon be less rigid than it currently appears (Ryan, 2016). In summary, many of the challenges result from complicated cultural and racial dynamics, and must I rely on input, guidance, and leadership from a variety of stakeholders to navigate them.

Leadership-Focused Vision for Change

This section will outline the gap between the current state and the desired state, identify key stakeholders in this process, and describe the change-drivers that influence this change.

Gap Analysis

This change intends to address the gap between the skills AIS wants its students to possess at the end of high school and the skills they currently possess. The proposed change does not work from a deficit model of change and instead seeks to leverage what the organization is doing well and use that information to help it move towards its desired state (Cooperrider et al., 2008). The organization's desired state is one where there is strong evidence that each pillar of the mission statement is being met, and students can be assessed on the CLGs. This leads to identifying several gaps between the current state and this desired state (Cawsey et al., 2016).

The mission statement explicitly states that students will become compassionate and ethical citizens (Asia International School, 2021e). However, within the curriculum, there are few clear and intentional opportunities to teach, practice and assess this. A PBL program targets this gap by building in learning experiences that address local, national and global issues. It allows an opportunity for students to see their impact on those around them, building empathy and an ability to approach problems through a solution-based lens. The mission statement also states that students will pursue their dreams. While this is difficult to measure, PBL programming gives students ample opportunity to pursue passion-projects and dedicate

significant time and energy to self-driven learning. If the organization is committed to living its mission, then a PBL program is a step towards achieving that.

The school is also dedicated to the CLGs, which it imagines will be embedded within each unit taught in the school. However, this implementation is often tenuous and inauthentic, often done through implicit connections rather than intentional instructional design. By contrast, a PBL program can explicitly teach these goals and assess them, both as a reflective tool for students and as an evaluative one for teachers. A skills-based PBL program allows for collaboration, critical thinking, communication, creativity, and global citizenship to be the focal point of the learning (Larmer, 2015). While PBL may not be the only way to achieve greater alignment with the school's mission and goals, this narrow focus is due to my limited sphere of influence within the school. By restricting this gap analysis to PBL, I can maximize my influence as an informal teacher-leader who the school community regards as an expert in this area. Additionally, as a member of the TFF data team, I have access to internal data that is more specific and compelling than I currently have permission to publish and am confident that as we continue to measure more aspects of the program our data will come into greater alignment with the external research.

Prioritizing Stakeholders

A key element of change is that it must be accepted by employees who are impacted by the change (Cawsey et al., 2016; Whelan-Berry & Somerville, 2010). Successful change needs to create buy-in and ensuring that the perspectives of all stakeholders are heard and valued is key to creating this buy-in (Cooperrider et al., 2008; Markiewicz & Patrick, 2016). In education, there are several invested parties beyond the employees. First, there are the students. Therefore, this change must prioritize students, both in terms of the anticipated outcome, in this case, an

educational experience that provides an opportunity for growth beyond disciplinary academics, but also in terms of development. Student voices must be part of the consultation rather than simply recipients of the change (Cawsey et al., 2016).

The other essential stakeholder that must be considered is parents. In a tuition-funded school like AIS, they are the ultimate clients and must be collaborated with to add insight to program development (Fitzpatrick, 2012). Balancing school priorities with parental priorities has two key components. First, the program must offer opportunities unavailable in the traditional classroom model while ensuring that AP and IB options remain available for the students. Second, it must be responsive to the needs of students not in the program by having a minimal impact on their educational experience. As much as possible, it should avoid being disruptive to others (Markiewicz & Patrick, 2016; Whelan-Berry & Somerville, 2010). Transformative change requires a powerful political foundation, something parents at AIS can provide (Brown, 2014; Cooperrider et al., 2008; Grogan & Shakeshaft, 2013), and a key demographic that I have pre-existing relationships with as a member of the TFF team.

Change Drivers

Whelan-Berry and Somerville (2010) state that while there is no agreed-upon definition of change drivers, it is usually viewed as a behaviour that facilitates, accelerates or acts as a catalyst for change. Given that each of these has a slightly different connotation, I will focus on "catalysts," as defined as factors that create the need for a new approach. In an AI change model, however, the catalyst will often accelerate and facilitate that same change. Four change catalysts will be discussed, and I will also note whether this catalyst is primarily an internal or external force (Cawsey et al., 2016).

Market Competition (External)

AIS is located in a major Asian city, and as such, has significant competition. While it remains the only non-profit school, which gives it an advantage in reinvesting money to improve its product, the threat continues to increase as new schools offer lower tuitions or flashier facilities. Flagship programs are one way to stand out in an increasingly saturated market.

Research (External) and Data (Internal)

Over fifty years of studies demonstrate the success of PBL programs (Larmer, 2015; Strobel & van Barneveld, 2009). Much of this research comes from universities, which is why high schools are often reluctant to implement new programs (Wilder, 2015). However, the research that exists at a secondary level strongly supports the theory that PBL creates measurable gains for students in both academic outcomes and skills like collaboration and communication (Cunningham, 2016; Ravitz, 2009b). Internal data also supports this. Students involved in the program outperform their peers in grade 11 and 12 by at least 10% in all academic categories measured. This data holds true when applied to SAT and ACT scores as well as grade-point average. It was measured by examining scores in grade 8 and grade 11-12, treating TFF as a two-year intervention (author, personal communication, October 19, 2020).

Stakeholder Feedback (Internal)

An initial driver of this project came from a parent conference with a grade 12 parent who was frustrated by her son's performance. She praised TFF and lamented that it ended in grade 10, leaving many students who thrived in that environment no choice but to return to the traditional learning model. Since then, numerous parents have reiterated this, telling stories of the changes they have seen in their students' confidence levels after only one year of TFF. Students also state that they wish the program could continue after grade 10. This is anecdotal but compelling, nonetheless. This sentiment is supported by research that shows that in medical

schools, the second two years of a PBL program result in even more significant gains than the first two years (Schmidt et al., 2009).

Shift in Leadership Priorities (Internal)

In 2017 AIS prioritized the development of its CLGs, which officially launched at the beginning of the 2019 school year. These represented a dramatic shift in how the school viewed education: from primarily an academic pursuit to one that aims to develop the whole student. This caused a realignment of professional development priorities and a greater focus on collaboration and team development. Small-scale PBL became a way to progress towards the CLGs. Therefore, my proposed change is primarily born from a shift in educational philosophy at the school and aims to align programming with that vision.

Organizational Change Readiness

Despite AIS's historical success at dealing with change, past performance is not a sufficient indicator of change readiness. Cawsey et al.'s (2016) adapted change readiness survey provides a foundation for assessing how ready the organization is for change. Holt and Vardaman (2013) provide a framework for assessing change readiness that focuses on both the organization and the individuals within it. Finally, Rafferty et al. (2013) provide an approach that ensures that affective components of change readiness are addressed. When taken together, I can see that the organization can deal with change well, even if individual leaders are at times reluctant. Navigating this will require a richer understanding of the organization's culture and a dedication to coalition building (Cawsey et al., 2016).

Adapted Change Readiness Survey Results

Cawsey et al. (2016), building on the work of Stewart (1994), Holt et al. (2007), and Judge and Douglas (2009), create a change readiness survey to help organizations assess their

readiness for change and gain insight into the strengths and gaps they possess as they approach a change. It assesses six categories for change: previous experience, executive support, credible leadership and change champions, openness to change, rewards for change, and measures for change and accountability. The system works by applying scores of 1 or 2 when an organization possesses a quality that is positively associated with change readiness and subtracting scores of 1 or 2 when the organization demonstrates a negatively associated trait. The scale ranges from -10 to +35, and any score over ten is considered a positive indicator of change readiness.

To assess each statement, I referenced the 2020 AIS Climate Survey (Asia International School, 2021c). To receive a +1 or +2 rating, the question had to have a 51% or higher “positivity rating” (that is, more than 50% either agree or strongly agree with a comparable statement or sentiment on the climate survey). When this criteria was applied to AIS, the score I awarded it was a 17. This indicates that though AIS would likely be receptive to this change, there is much work to be done. AIS has generally had positive experiences with change, from physical locations to the curriculum to its entire system of instructional delivery. The school prides itself on its ability to change and look forward, values that are referenced frequently in the literature and embedded in the mission statement (Asia International School, 2021f, 2021e). However, a year of upheaval has dampened enthusiasm for change, which is reflected in a comparison of the 2019 and 2020 Climate Survey. For example, in 2020, faculty were less likely to report feeling that their opinions and ideas were valued. Similarly, faculty reported feeling less safe expressing their views and ideas (Asia International School, 2021c).

A more concerning area of weakness is in “executive support” and “credible leadership and change champion.” This is not an initiative that involves upper management, nor is it one that has thus far received attention or blessing. TFF opened seven years ago with much support

and fanfare, but as it has become a part of the established programming, it has lost some of the shine and enthusiasm to school leaders; it is now just another thing AIS does. So, while this initiative may be viewed as an exciting program, it is not yet viewed as a "needed" program to all leaders.

Though this provides insightful information for understanding an organization's change readiness and indicates an organization capable of change, it is also insufficient to thoroughly assess the readiness, and is something that Cawsey et al. (2016) explicitly warn against. First, it is too broad and often asks for binary answers to nuanced questions. For example, leadership cannot be assessed as a whole, as different leaders are trusted to different degrees by different faculty members. Secondly, and more importantly, much has changed this year, and it is unclear whether these results, which often differ significantly from the previous year, are outliers or the beginning of a new trend. This survey captured data in November 2020, when the organization was still in flux, and many difficult organizational decisions were still raw for many faculty members. So, while this data offers a snapshot of organizational readiness, a complete picture requires a greater breadth of information.

Individual Readiness

Cawsey et al. (2016) provide a framework to assess change readiness at an organizational level. Change, however, requires readiness at an individual level, and even when individuals appear ready to change, routinized behaviours may interfere if "individuals are not mindful" (Holt & Vardaman, 2013, p.14). To balance this, I will apply Holt and Vardaman's (2013) change readiness framework to assess the degree to which employees' beliefs and skills are aligned with the proposed change. While they outline four broad categories of change readiness, individual difference factors and structural factors, each analyzed at an individual and

organizational level, I am only analyzing each at an individual level, limiting this analysis to those two categories.

Individual difference factors reflect an individual's belief in the appropriateness of the change, whether a leader supports the change and whether they can be successful in the change (Holt & Vardaman, 2013). The rate of change at AIS indicates that many faculty members are inclined to take action when a change is viewed as appropriate and beneficial, even if it is not immediately apparent that there is personal gain. Curricular changes and schedule changes are two examples of this. The climate survey also indicates that individuals believe that leadership supports new change initiatives (Asia International School, 2021c). This assessment is not specific to the change proposed by this OIP but indicates that individuals within the organization are open to changes that align with their beliefs.

Change efficacy, that is, the individual's belief that they can be successful within the change, is less clear. Though AIS has a long history of successful change, it is impossible to know whether individuals were successful in the change because they believed in its success or if they came to believe it in through demonstrated success. The belief that this change is beneficial to the individual continues to be a weakness in this change readiness analysis, as a change of this scale is disruptive to schedules and course allocations and may face resistance from those not directly invested and involved in the development of a Pathways program.

Structural factors reflect the degree to which an individual's knowledge and skills support that change (Holt & Vardaman, 2013). Here, AIS demonstrates a high degree of readiness. It is a highly collaborative environment with several institutional structures that support the development of a PBL program. It has dedicated time for professional learning communities, it has trained the majority of its teachers in Adaptive Schools (a structure for healthy collaboration)

and has instructional coaches dedicated to guiding teachers through protocols to interrogate their practice. Faculty are not "siloe" at AIS and already work in highly collaborative environments. These skills are directly transferable to a multi-disciplinary program, even if teachers themselves may not recognize this yet. Increasing awareness of the skills and knowledge that teachers already possess will be an imperative focus of building the capacity for change.

Affective Readiness

Where Holt and Vardaman (2013) are able to assess the cognitive degree of individual readiness, they do not fully consider the affective readiness (Rafferty et al., 2013). Assessing the affective readiness for change is an analysis that has taken on heightened importance in light of the tumultuous school year of 2020. Individuals that may have appeared ready for change at the beginning of the 2020 calendar year are much more hesitant after the trauma of the rapid and unpredictable change of 2020 and 2021.

However, Rafferty, Jimmieson and Armenakis (2013) offer solutions to individuals who may initially appear emotionally resistant to change. This is the purpose of their research in this analysis: It provides a path forward during a year that is still in crisis mode. While 2019 reported that the majority of individuals believed there was a clear line of communication, this number dropped to under 50% in 2020. High-quality communication during change increases the likelihood that the change is accepted and committed to for the long term (Klein, 1996; Lewis, 2019; Rafferty et al., 2013). This means that despite this low score, increasing the quality and intentionality of the communication can increase an individual's affective response to change (Armenakis & Harris, 2001; Klein, 1996). AIS has already recognized this weakness and is compensating for it with weekly human resources updates, increased access to leadership and monthly video calls.

A clear vision of change is also positively connected to change readiness at an individual level. This proposed change is aligned to the school's mission, values and established priorities, which are supported by over 90% of faculty (Asia International School, 2021c). This means that articulating a clear vision of the change embedded within this mission will help build capacity for this change.

Finally, to accept a change emotionally and psychologically, the individual must believe that the change is *appropriate* to the situation (Rafferty et al., 2013). This is a current weakness in the change readiness, as an extension of the PBL program may be viewed as something that is "nice" rather than something that is "necessary." However, support for an extended program, in some format, is cross-disciplinary, as evidenced by the makeup of the disbanded "Pathways Committee," which comprised of twelve individuals representing every department and grade level in the high school.

The application of three change readiness frameworks is an attempt to ensure that the weaknesses of one framework are assessed by another. Where Cawsey et al. (2016) assess an organization, Holt and Vardaman (2013) and Rafferty et al. (2013) examine individual readiness. This assessment concludes that while both the organization and the individuals within it are structurally, cognitively, and affectively ready for change, the Covid-19 pandemic has negatively affected this readiness in all areas. It is, therefore, essential to build capacity for change by focusing on areas of both strength and weakness. The application of AI has great potential in building change readiness, as it allows individuals to recognize and leverage what the organization does well in addition to valuing perspectives and listening to diverse voices. This strategy helps individuals feel prepared for change (Cooperrider et al., 2008), and aligns the change to AIS's stated leadership approach.

Chapter One Conclusion

Chapter one has presented the organizational context for this change, my agency in enacting this change, the PoP to be addressed, the required leadership structures to achieve this change, and an analysis of the organization's change readiness. It concludes that this change, though significant, is within my sphere of influence. It also concludes that the change is aligned to the schoolwide mission and strategic plan as well as the newly prioritized CLGs. Additionally, grounding the change in constructionist theory, and connecting that theory to a transformative leadership approach, offers a foundation that attempts to balance individual change with changes to a wider community. Finally, it assesses the organization's change readiness, determining that AIS is ready for a change of this nature, though several areas must be approached cautiously. Chapter two focuses on the planning, development, and implementation of a program to address the absence of PBL programming beyond grade 10.

Chapter Two: Planning and Development

Chapter one of this OIP introduced the organizational context of the PoP, articulated my agency, the appropriate theoretical and leadership approaches, and the organization's readiness for change. It concluded that a carefully considered approach increases the likelihood of this change being enacted. Chapter two expands on this approach, providing a detailed description of the leadership approaches, the frameworks that guide the change, and an analysis of the organization. It then proposes several potential solutions to the PoP before selecting a solution that best closes the gap between the current state and the desired state. Finally, it identifies ethical concerns that may arise from this selected solution.

Leadership Approaches to Change

This change initiative is grounded in transformative change and uses two other leadership approaches to support this transformation. The first is a diverse collective leadership approach, as articulated by Grogan and Shakeshaft (2013). The second is a commitment to AI leadership (Cooperrider et al., 2008). Though AI is a process for creating change, it also requires an intentional leadership approach. All three approaches require a range of stakeholders and dampen the influence of a single leader, which make them appropriate approaches for an informal teacher-leader.

Transformative Leadership

A transformative approach to leadership is fundamentally connected to the belief that education should be a tool that changes lives (Creswell, 2014; Shields, 2010). At the core of transformative leadership are the beliefs that education must place the lives and experiences of diverse and marginalized groups at its center, that social change is a political act, and power structures must be questioned and, when appropriate, deconstructed. Any change that aims to

develop a student's ability to empathize, positively impact others, work towards social justice, and ensure the well-being of others (Asia International School, 2021e) must be grounded in transformative leadership. This approach also encourages both leaders and students to develop an appreciation of the powers and privileges of their own culture, disrupting prior learning patterns and reshaping belief systems (Shields, 2010). Put simply, transformative leadership "enhances equity, social justice, and the quality of life" (Astin & Astin, 2000, p.11). Additionally, its emphasis on questioning power structures makes it an effective approach for those without formal power.

Diverse Collective Leadership

Diverse collective leadership (DCL) is founded on collective leadership (CL), though it is a more nuanced version that focuses explicitly on sharing power with a diverse range of stakeholders (Grogan & Shakeshaft, 2013). Collective leadership describes an approach that decenters the leaders at the top of a traditional hierarchical authoritative model, instead focusing on the capacities of those within an organization that do not hold formal authority (Grogan & Shakeshaft, 2013; Leithwood & Mascal, 2008). This often relies on the relationships people have within and outside the organization (Grogan & Shakeshaft, 2013; Scribner et al., 2016). Schools are well-suited for this leadership style, as they often have a well-articulated shared interest (student outcomes) and already possess the ability to deal with difference (Grogan & Shakeshaft, 2013).

CL has become a popular approach over the last two decades, as evidenced by a near doubling of studies between 2012 and 2018 that attempt to understand the effectiveness of this approach (Fairhurst et al., 2020). While there appear to be benefits such as increased job satisfaction, better problem solving, and greater alignment with organizational mission,

Leithwood and Mascall (2008) take a more cautious approach. They argue that research shows that, in schools, this style of leadership can decrease productivity by failing to provide clarity. They found insufficient evidence to support many of the claims made by proponents of CL and found successes in organizations using this approach are difficult to connect to the leadership approach. They also concluded that teachers continue to value hierarchical power, attributing greater influence to those with formal authority. Most poignantly, they suggest that this leadership style is often occurring in name only, leading them to wonder if leaders are more concerned with “the appearance of change than the substance of change” (Leithwood & Mascall, 2008, p. 550). Interestingly, however, they also find that teachers in high-achieving schools believe that there is greater shared influence, though they stop short of hypothesizing why this might be or asserting that that CL is more appropriate for high-achieving environments. AIS, as a high performing school, seems more likely to embrace this style of leadership. Taken together, this research indicates a collective approach is appropriate for this change but must ensure that it is faithful to its intent.

An understanding of the limitations of collective leadership is what lead me to a DCL approach. This is an intentional attempt to ensure that as leadership is flattened, it is also diversified. A threat to a CL approach is that it simply captures more of the same perspective rather than truly reaching all stakeholders (Leithwood & Mascall, 2008). A PoP that targets multi-disciplinary learning skills through authentic problem-solving and experiential learning requires a diverse approach, as a network of community members and stakeholders is necessary to identify and address issues within the community.

DCL provides an intentional structure for diverse opinions, perspectives, and ideas to come together to solve problems and to ask big questions. It allows teams the opportunity for a

"cognitive shift," that is, to approach a situation from another perspective, allowing members to better understanding the "why" behind an organization's patterns and decisions. This is particularly true when participants' perspectives and opinions are valued and are heard (Cooperrider & Fry, 2020; Grogan & Shakeshaft, 2013). It posits that collaborative engagement breeds trust and that opinions are valued regardless of formalized position (Dion, 2012). Its emphasis on openness and honesty and the collection of diverse opinions makes it a well-suited approach for a change that aims to harness the power of an AI change model.

Finally, relational power of the sort that a collective leadership approach relies on is also well-suited to this POP, given my positionality. Absent a formal leadership position, relationships generate social capital, which can be leveraged into political power (Cawsey et al., 2016; Grogan & Shakeshaft, 2013).

AI Leadership

Though AI is an organizational development model, its implementation requires a specific leadership approach that values diverse opinions and aims to leverage the good that already exists in an organization (Cooperrider et al., 2008). Cooperrider and Fry, reflecting on twenty-five years of AI, state that leadership must focus on building positive institutions and that an AI leadership approach is about a "capacity to see strengths and connect and bring [people] together" (Grieten et al., 2018, p.109). The leader's role is to recognize the strengths that surface and align them towards a meaningful vision (Grieten et al., 2018). I posit that leaders must have an AI approach to their leadership to enact AI as a change framework. Its theoretical underpinnings offer two meaningful connections to foundational aspects of this change plan.

It is founded in social constructionist theory, which, though not precisely the same as constructivism or constructionism, shares their belief that meaning is acquired and built through

the lens of individuals and is impacted by their lived experiences, with a particular focus on their interactions with others (Gergen, 2001). AI is rooted in the belief that organizations must commit to various ways of “knowing” and that the change agents themselves must become adept at understanding and analyzing organizations as “living, human constructions” (Cooperrider et al., 2008, p.7). AI leadership requires that change agents view change through the constructionist lens, which leads to an approach that believes that humans control their destiny and can actively work to make the world a better place for themselves and others (Cooperrider et al., 2008; Gergen, 2001; Grieten et al., 2018).

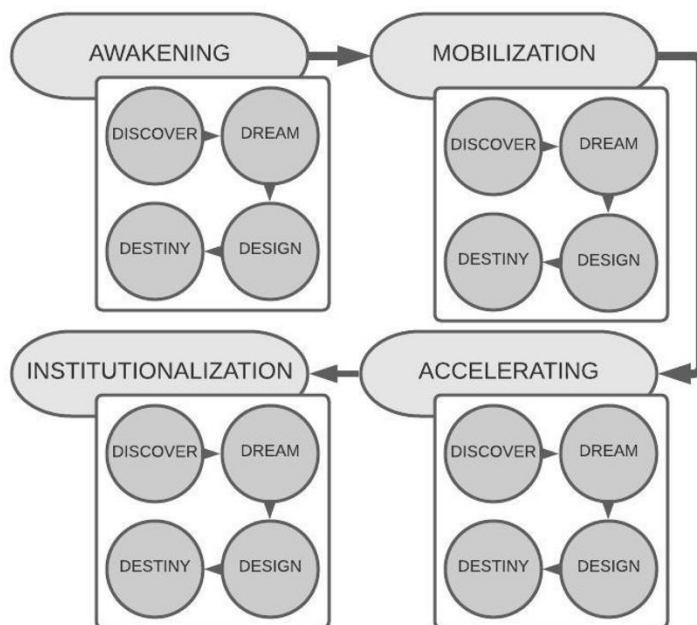
Second, it requires a transformative approach, with an intentional desire to create a better world for people within the organization and in their greater community (Bushe & Kassam, 2005; Cooperrider et al., 2008; Cooperrider & Fry, 2020). What it adds to the leadership approach is an intentional focus on leveraging an organization's strongest aspects by making deliberately positive assumptions about the institution and the people in it. It is this intentional positivity that provides the underpinning of this leadership approach. The model proposes several reasons that AI successfully creates change, many of which align with a transformative leadership approach (Bushe & Kassam, 2005). AI allows people to be “free to dream in community...free to choose to contribute...free to act with support and...free to be positive” (Cooperrider et al., 2008, p.25). Together, these allow change agents to lead transformations for social change.

A final reason that an AI approach to leadership is suitable for this change is, once again, my organizational position and my leadership strengths. Here it offers two main advantages. When combined with a diverse collective leadership approach (Grogan & Shakeshaft, 2013), AI allows multiple group members to interrogate and investigate the sources of its success, allowing

a leader to approach change that does not require the leverage and authority of a formal position (Trosten-Bloom & Lewis, 2020). AI encourages its leaders, regardless of position, to approach leadership and change with humility (Cooperrider et al., 2008). Furthermore, what I lack in positional power, I balance with network and political power. AI provides a structure to leverage these existing strengths by encouraging a vast network of participants to work together to focus on what we do well (Grieten et al., 2018; Trosten-Bloom & Lewis, 2020). It does not rely on a single person's strengths, instead relying on the "wisdom and insight that resides within the hearts and minds of people throughout the organization" (Cooperrider et al., 2008, p.41). My natural inclination for positivity, my desire to celebrate what we do well, and my belief that we can always push to do better make this approach an appropriate one for this change.

Framework for Leading the Change Process

All change needs to occur within the context of AIS's CL approach. This approach values collective power, relationships, and alliances to create, build and sustain momentum for change (Grogan & Shakeshaft, 2013; Leithwood et al., 2007). An intentional focus on diversifying the leadership structure is vital to ensuring that this model is successful because, as applied at AIS, the CL approach often captures more of the same perspective. Though application of CL is not always the lived experience at AIS, it is the model used when the organization is functioning at its best. Therefore, as a guiding framework for this change, I propose using a combination of Cawsey et al.'s (2016) CPM and the AI model (Cooperrider et al., 2008). AI allows for diverse voices to surface and emerge as leaders, and the CPM ensures that the change makes steady progress towards an articulated goal. Figure 1 demonstrates how a full AI cycle is embedded within each stage of the CPM. Completion of the "destiny" phase of AI indicates a transition to the next stage of the CPM model.

Figure 1*Appreciative Inquiry Embedded Change Path Model*

Note. Arrows are omitted between destiny and discovery to indicate that the AI cycle repeats itself in the next stage of CPM, not continuously within the same stage.

The reason for this combination is three-fold. First, where Cawsey et al. (2016) offer a model that they describe as a “linear process for change,” (location 2266) Cooperrider et al. (2008) offer a reiterative process where the final step feeds back into the first, encouraging a process of ongoing organizational discovery. This allows for growth and ideation at every stage of the CPM, ensuring assumptions and conclusions are continuously challenged as the change is implemented. Continuous review and feedback allow this change to constantly be recalibrated and adjusted to ensure alignment with the school’s values and the strengths identified by the AI process. This is essential for this change due to its multi-year timeline and constantly shifting group of stakeholders. However, the linear structure of the CPM ensures that the change consistently makes progress, regardless of shifts in stakeholder perspectives.

The second reason is that where AI loops back into itself, CPM provides a clear end,

ensuring that ideas and plans move into the implementation and sustaining phase. As the CPM progresses, the inquiry will narrow its focus on that particular aspect of the change. So, while it will start broad, asking questions like “What do you value most of your organization?” and “What is the core factor that gives life to your organization?” (Cooperrider et al., 2008, p.40), eventually, the inquiry will narrow the scope to questions like "What about our plan excites you?" and "What leads you to believe this change can be successful?" These questions remain faithful to the AI model while also ensuring that the change moves forward and does not become stuck in a permanent vision and design cycle, which has, up to this point, been the endpoint for this change. Again, the combination of consistent stakeholder input and clear markers of progress help prevent this change from replicating the organizational patterns of its past.

The third reason is approaching the change through an ongoing AI lens allows the change to be grounded in values, firmly rooting it in a transformative leadership approach (Bushe & Kassam, 2005; Cooperrider et al., 2008). While AI certainly does not ensure that the change is transformative, it encourages participants to explicitly imagine a better world both inside and outside the organization, ensuring that change is connected to social justice and equity (Bushe & Kassam, 2005; Cooperrider & Fry, 2020). This aligns the change with the school’s values of compassion and making the world better for others. Thus, the combination of these frameworks increases the likelihood of successful change given the school’s organizational context and its stated goals.

AI

AI is founded on the belief that all organizations have strengths and that by tapping into the best aspects of the organization and the people within it, change can be aspirational (Cooperrider et al., 2008). It rejects the deficit-based model, which argues that change should

only aim to fix problems within an organization; instead, it looks to the things the organization excels at and asks how it can replicate that success in other innovative ways. This model has much to offer this OIP, as the proposed change shares a constructivist approach, meaning that the change process being asked of the organization is similar to the process of change that we ask the staff and students of the TFF to engage in every year. There is a pre-established belief among teachers in the program that building on success yields greater success. It is also firmly grounded in a diverse collective leadership model, another point of strength of our pre-existing program.

The AI cycle will be embedded within each stage of the CPM. The AI model imagines the change process as follows:

Discovery

In this stage, individuals engage in the process of "meaning-making" (Cooperrider et al., 2008, p.4). This allows the organization to identify its ideals and values through positive questioning. It encourages an unearthing of the organizational aspects that individuals value and are proud of, leading to potential options for change (Trosten-Bloom & Lewis, 2020).

Dream

The second step is the move from "what is" to "what might be" (Cooperrider et al., 2008, p.3). This involves creativity and the desire to understand the *why* behind areas of strength in an organization.

Design

This stage requires individuals to work together to construct a vision and a plan based on past successes and the innovative ideas that can propel it towards a better future. This is what the authors call "strategic intent" (Cooperrider et al., 2008, p.6) – in other words, it is what the organization wants to replicate.

Destiny

In this stage, the plan becomes a reality and "delivers on the new images of the future" (Cooperrider et al., 2008. p.38). This stage remains aspirational, encouraging change agents to continue to work to collaborate and adjust their plan to meet the collective vision of the organization and change leaders.

By nesting this change model within each step of a more linear process (Cawsey et al., 2016), the organization's strengths are being leveraged to inspire individuals to work towards a better future. It also allows the school's stated leadership practices, specifically collective leadership, to be put into practice.

The CPM

The CPM is also divided into four distinct stages: Awakening, mobilization, acceleration, and institutionalization.

Awakening

This first phase involves an exploration of the problems that need solving. It encourages an organizational analysis, demanding that leaders scan both internal and external environments for change drivers. While many of the most powerful change drivers come from outside factors, this is not always the case, and indeed the "awakening" can come from a position of strength (Cawsey et al., 2016; Cooperrider et al., 2008). An examination of internal data is often an informative part of this step. While Cawsey et al. (2016) phrase this in the negative, encouraging an examination of why disturbing trends might be developing, I posit data is equally capable of revealing positive trends (Bushe & Kassam, 2005; Trosten-Bloom & Lewis, 2020).

Mobilization

This step embeds several small actions within it, including clearly identifying what needs

to change, developing a vision for that change, and continuing the process of analyzing the process of change. "Mobilizing" refers to the organization of human resources and the collection of informative data. This process can be slow, as its goal is to dig at the root cause of the problem and chart a path forward based on the best evidence available. This phase also includes a gap analysis: the distance between the current state and the desired state. Again, AI functions well within this context, encouraging leaders to imagine a future state that leverages the current state's successes. It reframes the problem response from reactive to proactive (Cooperrider & Fry, 2020).

Acceleration

This stage involves a detailed, actionable plan and the implementation of that plan. It requires careful management of change tools, including communication, and tracks small wins to maintain momentum for the change. Though Cawsey et al. (2016) describe the CPM as "linear," (location 2266) they admit that this stage is messier, as changes often need to be adapted and reconfigured. Again, this is where embedding an AI cycle improves this process. It ensures that as the change is implemented, the organization continuously reminds itself of what it excels at and how that can drive the change. The "dream" phase of the AI model encourages new ideas and novel solutions at every step of this process, ensuring that the model can adjust, and the people involved in the change are aware that even their best plans may evolve, shift, or be discarded altogether. The design phase of AI also ensures an actionable plan and process comes from this phase, something Bushe and Kassar (2005) identify as a critical factor towards achieving transformative change.

Institutionalization

This final stage involves the solidification of the desired new state. In other words, the

change has become a regular part of the organization. This does not mean it can be neglected, as measurement and monitoring are still necessary to ensure the change is achieving its intended goal.

Not only do these models complement one another in terms of process, but their language reveals a common understanding of change: it should be innovative and inspirational and aim to make the world a better place. Except for the institutionalization stage, each step of each model is instructive, and drives change agents to imagine a better future for the organization.

Key Assumptions

This OIP relies on several assumptions about the organization itself. First, it assumes that stakeholders within the organization can identify strengths and view TFF as a successful and aspirational program. Evidence, including conversations with students, families that enroll multiple children, external recognition, and prominence in organizational literature, indicate that this will not be a significant obstacle. However, without publicly available quantitative data to demonstrate these successes, the attitude towards the program remains an assumption. The CPM approach also assumes that schools worldwide will move towards greater stability in 2021 and 2022. Without a return to normalcy, large-scale changes, particularly those that involve the community outside the school, will continue to be an impossibility. Finally, this change plan assumes that I can leverage political, network and knowledge power into the power to enact change. While I believe this to be the case, there are many factors outside of my control that may affect my ability to do so, including current staff members leaving, changes in administration or a reprioritization of school goals under the leadership of the new head of campus.

Critical Organizational Analysis

Understanding how an organization functions, what needs to change, and how to change

it are fundamental to an organization's evolution (Cawsey et al., 2016). The AI cycle embedded CPM articulated above addresses the *how* of change; this section will address the *what*. This OIP will use AI as a diagnostic tool and will assess the organization using Nadler and Tushman's Congruence Model (CM) to uncover what is happening in the organization and what needs to change. This will identify gaps in the organization and provide a direction for the change (Nadler & Tushman, 1980).

AI as a Diagnostic Tool

Though AI is, in its purest form, an organizational development model, its foundations in social constructionism, which shares many beliefs with constructivism, also make it an appropriate leadership approach and diagnostic tool. Using it in multiple areas of the OIP helps ensure that the change remains philosophically and directionally aligned. Watson (2013) outlines her reasoning for using AI as a diagnostic tool, arguing that it provides broader engagement across multiple levels of an organization, is more collaborative and allows for an evaluation that provides information at an individual, team and organizational level. The title of her paper, "Who Owns the Gap?" suggests that even when a gap is identified, the temptation and practice is often to refuse blame or responsibility, pushing the task of addressing it to another level or department in the organization. She found that AI as a diagnostic tool allows greater ownership of gaps across an organization, increasing the likelihood of being collaboratively addressed. She also found it increased the change framework's coherence, as leaders could more accurately diagnose the problems through open and honest conversations with colleagues across the organization's roles and levels.

She organized this approach through the use of workshops, a model that this OIP will follow (Trosten-Bloom & Lewis, 2020; S. Watson, 2013). This OIP will focus on small teams

that include current TFF teachers, members from the school's Office of Global Learning (OGL), and senior leaders. Cooperrider et al. (2008) provide a basic structure for a 4-hour session, which I will use as a launch point for understanding dynamics and points of leverage within the program and organization. This agenda allows for over two hours of interviews focused on understanding what the organization does well. Cooperrider et al. (2008) include the following questions to drive the interviews:

- What would you describe as being a peak experience or high point in your life – personal or professional?
- What do you value most about yourself, your work, and your organization?
- What is the core factor that gives life to your organization and your world?
- What your vision of the future for the organization and your world?

This approach allows the participants to identify the gap between the current state and their idealized, desired state (Bushe & Kassam, 2005). This provides ownership over the vision and leads to greater engagement and involvement in planning the steps towards this desired state.

This approach's shortcoming is that this OIP has already identified a gap in the organization, meaning the AI “discovery” phase will be limited to this context. Another potential deficit is that it may be difficult for an organization to focus on the good in a year of upheaval and trauma. Cooperrider and Fry (2020) explicitly address this, arguing that AI, with its emphasis on finding what gives life to an organization, is uniquely situated to deal with change during a pandemic. Despite these potential limitations, I believe AI will provide data and information about the specific values and strengths that can be leveraged to drive the organization towards its desired state.

Nadler and Tushman's (1980) Congruence Model

When attempting to understand change, ensuring alignment between various moving parts of an organization becomes a complicated but essential part of building a specific plan for implementing the change. Nadler and Tushman (1980) provide a robust model of the organizational aspects that a leader must consider, but is simple enough to be applied to any organizational structure (Cawsey et al., 2016; Nadler & Tushman, 1980). It asks a change leader to consider how changing one aspect of an organization may affect other parts, providing a large-scale view of the change, recognizing that the more aligned the system's components are, the more likely it is to reach its desired outcome (Nadler & Tushman, 1980). It is designed for an open-systems model, meaning an organizational system that interacts with its outside environments. This is appropriate for an educational organization with stakeholders both inside and outside the organization, that is affected by the social and political climate of the time, and that is dependent on the satisfaction of stakeholders for its economic stability. It is also appropriate for this change's focus, which targets the development of compassion and empathy in students through interaction with outside communities. Each layer of this adds complexity to the change, and Nadler and Tushman's (1980) model helps keep these often-disparate elements aligned.

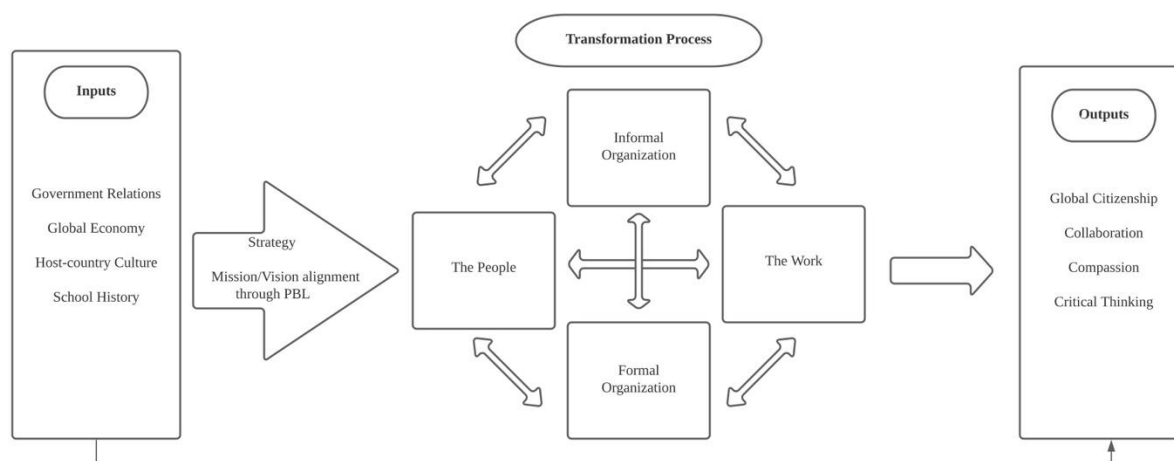
The model follows a relatively simple "Input/Output" format (see Figure 2), where the inputs are the environment, the resources and the organizational history/culture, and outputs are the product or service delivered (Nadler & Tushman, 1980). Between these two stages is the "Transformational Process," which assesses how the strategy (as used, not as defined by the leaders) affects the various aspects of an organization (formal, informal, people and work), leads to the outputs.

As a Western-education-focused school in one of Asia's largest cities, AIS has a

complicated range of inputs. It is impossible to identify every aspect of the organization's profile that may affect this change, and therefore this section will focus on the most significant factors related to this OIP.

Figure 2

Nadler and Tushman's (1980) Congruence Model



Note. Adapted from Nadler and Tushman (1980) with context-specific details in “Inputs” and “Outputs”

Environment

Politics is widely understood to be the distribution of power and how it is leveraged within an organization (Cawsey et al., 2016); however, I use “politics” here to refer more specifically to the interaction between global leaders and countries, which have a direct effect on the organization. The host country's government has a complicated and often fragile relationship with many Western countries, and these policies can directly impact the school. Shifting policies and priorities affect who can receive a visa, which nationalities are granted entry into the country and which national educational policies the school must follow. This has direct implications for the types of outside or third-party organizations that the school can work with.

Global economic factors are also directly pertinent to the school. The organization is not permitted to admit host-country citizens and therefore is competing with other international

schools for a diminishing pool of international students. This puts pressure on the school to differentiate itself from other schools, lest enrollment decline. This is particularly true in a world where a global pandemic is consistently rewriting the rules of economies and travel.

Social factors are also a key consideration. AIS is firmly founded on Western ideologies of justice, equality and democracy, values that are, at times, viewed with suspicion by leaders within the host country. Careful negotiation of the culture's social norms is essential to maintaining the precarious balance the school has established within its host-culture. Each of these factors, politics, economics, and social considerations, could destabilize the organization and lead to stalled or ineffective change.

History/Culture

Understanding the history of AIS is essential to understanding its approach to change and stability. It is an institution that has undergone decades of change and has existed in multiple locations (Asia International School, 2021a). Though a stable institution now, it has existed in the tension between knowing how precarious its existence has been and the confidence of not having failed. As Covid-19 tore the community apart, trapping its members around the globe and leading to a modified graduation ceremony, a senior leader remarked that AIS has been through difficult challenges before, and because of that, is set up to succeed again. An understanding of this history is important for two reasons. First, it drives the belief that the school can overcome any challenges and that, ultimately, it will succeed. Second, it prevents the school from simply resting on its reputation, pushing it towards innovative programming that differentiates it from its competitors. This is essential to understanding how its history leads to an internal culture of belief in the institution, how its mission and vision evolved, and how the proposed change fits into that context.

Strategy

The environment and history of the organization drive the strategy. As a well-established institution, AIS can rest on its reputation in some areas, leading to a strategy of fine-tuning certain aspects to move into closer alignment with its mission and vision. However, external pressures require it to stay at the forefront of educational philosophy, instruction, and programming, meaning it is also willing to take risks as part of its larger goal of maintaining its status as a progressive educational institution. This OIP aims to leverage that direction and bring the school into closer alignment with its stated mission and goals.

The Formal Organization

Understanding how AIS structures its people's work is necessary for identifying where gaps exist and how they can be bridged (Cawsey et al., 2016). In this case, the formal organization provides both a point of leverage and a potential obstacle. The organization's size means that roles are clearly delineated, and the process for change is heavily formalized, with approval needed at multiple levels. This provides a clear path to understanding how a change is approved and gives guidance as identifying which leaders need to understand the value of the change. However, this can also slow down the process or stop it altogether if it runs into significant leadership opposition at any level. There are not straightforward "workarounds" to unapproved change, as the previous Pathways committee indicates. Despite approval at a principal level, it was held back because it did not yet align with school-wide goals.

The Informal Organization

The informal organization refers to the practices that exist outside the formal structures of the institution. This includes how people interact, including the culture and the norms of practice. As previously mentioned, a rigid formal organization makes large-scale change slow and

difficult, even with leadership support, and nearly impossible without it. However, understanding how informal alliances function in this institution provides the opportunity to align this proposed change to other changes that are in further stages of their development. While informal norms do not necessarily lead to the type of change proposed in this OIP, understanding the school's culture of approaching change as a collective of diverse but like-minded educators increases the likelihood of enacting successful change.

Outputs

AIS's goal is to ensure students develop a passion for learning, pursue their dreams, and become compassionate people who live with integrity. However, accomplishing this is predicated on there being students to educate. This means that the school's goal is two-fold: (a) attract and maintain students, and (b) develop them into the kind of people that we believe will lead to improvements in the world. Recognizing that there are two goals here is essential to understanding this OIP because if it can help accomplish both goals, it is more likely to gain momentum and leadership support.

Congruence and Gap Analysis

Change needs to understand the interactions of four major components: (a) the task, (b) the individuals, (c) the formal organizational arrangements, and (d) the informal organization (Cawsey et al., 2016). The proposed change, then, needs to understand how redefining a task to more closely align with the organization's goal or "output" will affect the other components of its organization and structure. It also needs to ensure that the model selected is dynamic and versatile enough to absorb political, economic, and social threats. Where these components are currently misaligned, for example, a formal organizational structure that often impedes innovation, the proposed change aims to increase alignment. For example, if a new PBL program

is currently not an option as the campuses pursue greater alignment, then building on an already existing Community-based Global Learning (CBGL) program that is grounded in PBL theory becomes a strategy that maintains alignment. As proposed, this change offers the organization a structured plan to increase alignment across multiple components while still leaving it nimble enough to react to shifting external forces. Increasing alignment between programming and stated goals is the gap that this OIP aims to address. By leveraging the success of PBL into a program that combines PBL learning (on-campus) with CBGL (off-campus), the gap between our mission and our reality is reduced.

Potential Solutions

This section proposes four potential solutions before identifying the best solution to achieve the desired state. First, it examines the status quo and whether “staying the course” might be the best solution given the new context and constraints of the Covid-19 pandemic. Second, it explores classroom integration of PBL programs, which require much lower financial, human and time resources. Third, it examines an extension of the program as it exists, imagining a Pathways program that is onsite and offers a PBL experience for half of a student’s schedule. Finally, it proposes a CBGL program that extends PBL beyond the school, taking the learning experience into the local community. For each solution, I will assess its ability to move toward the desired state, the resources required, the anticipated resistance and the existing support for this change.

Solution #1: Status Quo

AIS is a functional organization that does not require this proposed change to continue to provide high student outcomes for most of its students. As identified in the change readiness analysis, there is limited demand for a PBL program, and it is not deemed a “necessary” change.

Therefore, maintaining the status quo has many advantages. It allows the organization to focus its time and resources on other identified priorities. This is particularly true as the Covid-19 pandemic drags on and even routine procedures like hiring become existential threats in the face of border closures and visa stoppages. Academic achievement at AIS is already high, with a 3.6 average GPA, 37.4 average IB Diploma score and 4 as the average score on AP exams (Asia International School, 2020). A significant extension of the current PBL program is also a considerable financial investment. The organization will continue to be a high-functioning organization, with high student outcomes, without implementing any PBL-related change.

To take this path, however, is to neglect the mission and vision of the school. If academic outcomes are the only consideration, PBL learning may not be the highest leverage option. However, if the school is committed to developing CLGs, significant changes must be made. It is not living up to this commitment in its current state, with virtually no programming specifically targeting these skills. The organization is aware of this gap, which means it is choosing not to be complacent but to continue to push its educational model forward. Therefore, though tenable and a path of least resistance, the status quo does not move the school towards its stated goals and should not be pursued.

Solution #2: Classroom-Integrated PBL

Much PBL research is based on small-scale classroom implementation (Strobel & van Barneveld, 2009; Andrew Walker & Leary, 2009; Wilder, 2015). Therefore, classroom-integrated PBL must be considered as a potential solution. Scaffolding learning in the way that PBL demands has been shown to create students that have higher achievements and better problem-solving skills (Ertmer & Simons, 2006). It has also been successful in individual AP courses, increasing the number of 4s and 5s achieved on the test. The Buck Institute created a

similar, though much more extensive, study involving over 7000 students. The researchers found that students scored higher on multiple-choice exams and demonstrated superior critical thinking skills than their traditional-model counterparts (Larmer, 2015). This was focused on a single discipline and course (AP economics) and is not the result of cross-disciplinary knowledge application. It is the most robust evidence that even single-classroom and single-subject PBL instruction impacts student outcomes.

This solution has several advantages. It allows for a status-quo approach to scheduling, staffing, and budgeting. It takes a “best-practices” approach, meaning it looks to embed solid, research-based instruction in every classroom. It also has the advantage of allowing more students access to PBL instruction, as it would become part of every course and curriculum. However, I believe this approach falls short of the desired effect for several reasons. While the research is clear that this approach provides gains, it is less clear how significant those gains are (Ertmer & Simons, 2006). It also relies on a significant shift in teaching practice, one that is difficult to make if teachers are not already engaged with the idea. Ertmer and Simons (2006) identify several areas of implementation that are particularly difficult in an individual teacher model. They identify the following challenges: (a) acceptance of new teaching roles, (b) comfort in a potentially new environment, (c) tolerance for flexibility, (d) confidence in integrating technological teaching tools, and (e) integration of pedagogies with implications beyond the classroom. At AIS, I believe “a” and “e” are the most significant challenges. Demanding staff shift their role to become learning facilitators requires both training and a willingness to change that makes many teachers nervous. PBL instruction also demands an elevated level of flexibility that makes many teachers uncomfortable, which has the potential for PBL instruction to be inauthentic and, therefore, ineffective (Kirschner et al., 2006). This approach also severely limits

the ability of students to apply inter-disciplinary learning. When measured against the school's goals, this model does not offer students the greatest opportunity to become critical thinkers, creative thinkers and ethical citizens. So, despite having some clear upside, I do not believe this solution goes far enough in leveraging PBL to move towards the desired state.

Solution #3: Extension of TFF

TFF was established in 2014 and has become a model for PBL programming. Therefore, a potential solution to a lack of PBL programming in grades 11 and 12 is an extension of the current program. This solution has several benefits. The structure of the program is well-defined. TFF, as it exists, resides in its own wing of the school, and is staffed by eight teachers, four in both grade 9 and 10. An extension of this program would mirror this, employing another eight teachers across two grades. The format and criteria of a PBL unit are also well-established, both through curricular documents and through practice. Students transitioning from TFF into a grade 11-12 program would be well-versed in this learning style and capable of approaching problems of greater complexity and real-world application. The program also has significant name recognition, both on campus and in the community. It is a flagship program and one celebrated by upper leadership. It is the only program like it in the city, and each year eight spots in the program are held for students who are transferring from other schools, making it a powerful recruitment tool. Most importantly, it is the only program in the school that is explicitly aligned with the school's mission, and that evaluates the CLGs. An extension of the program, then, would further support the school's mission and vision, making it a strong option for closing the gap between the school's current state and its desired state.

There are also significant challenges to the implementation of this goal. As stated earlier, the school is successful by all academic measurements, meaning a PBL specific program seems

unnecessary to many within the school community. Furthermore, while eight program-specific teachers (not additional teachers, but teachers pulled from other courses in the school) may not seem overly disruptive, this represents 10% of the high school staff, meaning several schedules will be affected, and other teachers will be asked to take on new course loads. This is a significant barrier and one that involves substantial planning to overcome. One option is that the current program teachers take on full-time PBL roles. For example, a teacher could teach grade 9 biology on A-days, and AP biology on B-days. This would significantly reduce the need to train and develop new program staff but may also put significant time and energy demands on those teachers, increasing burnout.

The AP and IB programs are also cause for concern. Many students transition from TFF into one of these streams and being able to merge these poses a significant challenge, though not one that cannot be solved. TFF already incorporates AP Research as one of its grade 10 courses, and there is no reason that the various disciplines could not also offer AP. Research already suggests that PBL-integrated AP courses show testing improvements (Larmer, 2015; Parker et al., 2013). Integrating AP and PBL could deliver even greater gains, as the research focuses on single classrooms and does not include any information specific to this style of program.

Ironically, moving towards an AP-based PBL solution poses another issue: It limits who can participate in the program. The program would have to offer an AP "package," meaning that students who want to take other AP courses or do not want to take one offered in the Pathways program would likely opt-out. To fill these openings, the Pathways program could open enrollment to students who have not previously participated in a PBL program, though it remains unclear if there would be demand for this transition.

The program also faces significant infrastructural hurdles. TFF is currently housed in its

own wing of the school and rotates on an A-day, B-day schedule. There is no space for a Pathways program in the same location, and therefore in the preliminary stages of the program, it would have to be adaptive. This was true for the TFF, which existed in traditional classrooms for the first two years of its existence. So, though this is a challenge, it is not insurmountable.

Perhaps the greatest challenge to a Pathways program is leadership. Two leadership gaps exist: the first is program leadership; the second is administrative leadership. This is not to say that neither exists, but that the positions are not formalized, and therefore the lines of advocacy are not well-established. The program has long relied on a shared leadership model without a formal department head, a model that is difficult to follow if the department doubles in size. The program also lacks a champion or administrative leader who advocates for the program at a higher level. This is further complicated by the fact that several leadership positions have changed recently or will change in the coming year. Familiarity with the program is low among upper leadership. It is essential, then, to identify this “champion” early in the program development stage, as without them, it will be impossible to pursue this potential solution.

The Pathways program is a model with great potential. The structure already exists, the teachers are already trained, and the students are already prepared for the added demands of this style of learning. Demand for AP and IB curriculum poses a significant hurdle, though not one that cannot be overcome with careful curricular alignment and scheduling. The main obstacle continues to be administrative enthusiasm for a Pathways program. Without leadership support, a program of this size cannot be developed. However, the school has shown that it has an appetite and tolerance for large change and has leaders capable of guiding and supporting change. It has also prioritized new initiatives aligned to the CLGs in its strategic plan (Asia International School, 2021g). By finding the proper support, I believe this change can develop students'

critical thinking, collaboration, communication, and citizenship skills, thereby closing the gap between what the school is and its desired state.

Solution #4: Community-Based Global Learning (CBGL)

CBGL is an educational approach that shares a philosophical foundation with PBL. It narrows the definition of the "problem" while remaining grounded in a constructivist approach (Hartman et al., 2018). CBGL is a course-based experiential education approach where students collaborate with community organizations to address specific and authentic issues in the community. It integrates classroom learning with real-world experiential learning through immersion in another culture for the purpose of exchanging ideas (Hartman et al., 2018). According to Hartman et al. (2018), there are seven main components to CBGL: “(a) community-driven learning and/or service; (b) development of cultural humility; (c) seeking global citizenship; (d) continuous and diverse forms of critically reflective practice; (e) ongoing attention to power, privilege, and positionality through programming and course work” (Hartman et al., 2018, p.21). These must be integrated to ensure “(f) deliberate and demonstrable learning within (g) safe, transparent, and well-managed programs” (Hartman et al., 2018, p.21).

A Pathways program grounded in the philosophies of CBGL offers several benefits to the AIS community. It aligns, perhaps even more closely than an extended PBL program, with the school's stated goals. It is explicitly focused on developing compassion and empathy and offers students an opportunity to develop and demonstrate global citizenship (Asia International School, 2021e). A significant advantage of a CBGL approach at AIS is that it already exists in various forms, and it has been identified as an area of priority and growth by the new head of campus (author, personal communication, November 5, 2020). Three years ago, the school

merged several service-based programs into the Outside the Gates (OTG)³ initiative, which reimagined the program as one that embraced a CBGL approach to learning. In doing so, it absorbed the satellite campus, an offsite learning center in a rural area of the country. The site is now used for an immersive four-week learning experience for grade eight students (Asia International School, 2021d). Program leaders, however, are actively seeking opportunities to increase student engagement beyond this single grade-level. The location is staffed by two-full time educators who have spent years developing a rich relationship with the community. The satellite campus, as it exists through the OTG program, meets the majority of the criteria of a CBGL program, though it is not currently course-based. Merging it with a PBL Pathways program has the potential to close this gap, bringing both the OTG program and a Pathway program closer to their stated goals of developing compassionate students who engage in opportunities to positively impact the lives of others (Asia International School, 2021e)

Leveraging an existing program that is already aligned with both school goals and PBL philosophy has several advantages. It reduces the resistance to the fundamental reason behind the change, as the philosophical underpinnings are already established and institutionalized. Moving large numbers of students off-campus for significant periods of time reduces the stress on the existing school infrastructure. Depending on how many students are off-campus, this could reduce the on-campus demand by as much as 75% (based on current TFF and satellite campus occupancy).

³ A pseudonym as a direct translation of the program's host-language name

From an academic perspective, CBGL provides a solid solution to merging course content with PBL while also aligning with the school's mission and goals. Its emphasis on experiential learning that is reinforced by academic course work means the theoretical foundations of PBL apply, with a strengthened focus on solving “real-world” problems. While it does not dictate the courses that need integration, the current cross-section of science, humanities, language and art would provide a strong launch point for a CBGL initiative.

While the prospect of integrating a PBL program into a CBGL program is enticing, there remain several drawbacks and challenges. Expanding PBL instruction through the framework of CBGL means that multiple initiatives and leaders within the school now have an interest in the program. While this fits the collective leadership model, it also expands the number of stakeholders, which slows down implementation. It further complicates the ethical concerns, as decisions made in the Pathway program directly impact the community. It expands the professional development requirements and demands that teachers and community members involved greatly expand their understanding of competency in a new form of learning. Current TFF faculty are not equipped to extend their knowledge into CBGL and would require significant development, including, potentially, site visits and language training.

Proposed Solution

Despite these challenges, I believe that the merging of a PBL program (solution #3) and a CBGL program (solution #4) meets the needs of both initiatives and more clearly aligns with the school's mission than either initiative on its own. Therefore, my change proposal is for the current grade 9-10 PBL program to extend into a grade 11-12 hybrid PBL/CBGL program, grounded in the belief that experiential education can change the students and the communities they interact with. I propose leveraging the power of PBL on campus as a way to prepare

students, both academically and in their skillset, to solve authentic community-based problems through a CBGL model. Figure 3 evaluates each proposed change against the resources required, awarding a higher score for greater required resources (therefore making implementation more difficult), as well as against the organizational alignment, awarding a higher score for weaker alignment to pre-existing organizational priorities and skills. A higher score indicates a greater degree of implementation difficulty. It does not assess the benefits or outcomes of each solution and therefore cannot be used as a tool to select a solution.

Figure 3

Solution Evaluation Chart

Solution	Resources Required				Resources Score	Organizational Alignment				OA Score	Difficulty Score
	Time	Human	Fiscal	Information/ Skills		Mission/ Vision	Knowledge/ Skills	Leadership Approach	Support Climate		
1 - SQ					4					7	11
2 - PD					7					9	16
3 - PBL					10					6	16
4 - CBGL					10					5	15

Legend

	1	2	3
Time	1 or less years		3+ Years
Human	Minimal effect		Affects whole organization
Fiscal	Budget already exists		Requires significant new funding
Information	Faculty already equipped		Significant PD required

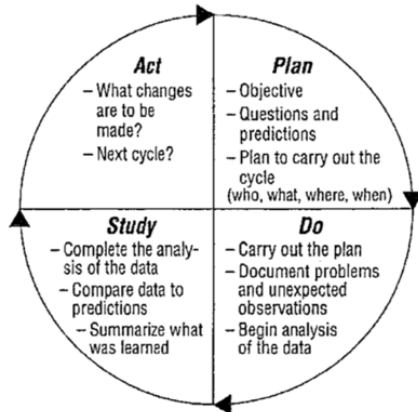
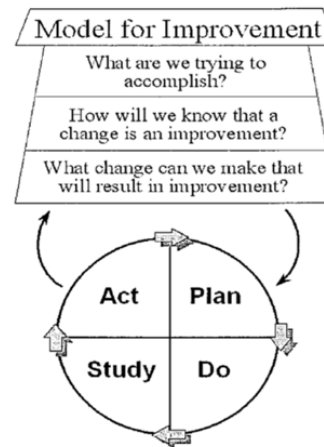
Legend

	1	2	3
	highly aligned	somewhat aligned	not aligned

Note. This chart evaluates the ease of implementation based on the current environment and does not assess the benefits of each solution.

Model for Improvement Cycle

To prepare for this change, a clear articulation of the path forward is essential. The Model for Improvement, as imagined by Langley, Nolan and Nolan (Moen & Norman, 2009), expands on Moen and Nolan's Plan, Do, Study, Act cycle (see Figure 4). It incorporates three driving questions to define the aim, measures, and possible changes (see Figure 5).

Figure 4*PDSA Cycle***Figure 5***Model for Improvement*

Note: Figure 4 and Figure 5 taken from “*Evolution of the PDCA Cycle*” by R. Moen and C. Norman, 2009, p.501.

This cycle offers several benefits to change planning and implementation:

- Encourages a theoretical foundation for planning and change
- Questions lead to predictions which help change agents identify data and tools to measure change
- Is flexible and allows for plans to adapt as change is implemented
- Provides a simple framework to guide large-scale change
- Encourages small-scale “tests” before widescale implementation
- Relies on teamwork, or a shared leadership approach
- Builds new knowledge to drive future change (Moen & Norman, 2009)

Though the selected solution is complex, requiring cooperation and leadership across departments, divisions, and community organizations, the simplicity of the Model for Improvement Cycle allows for a complicated process to be streamlined, ensuring the change has a clear structure for implementation and evaluation (Moen & Norman, 2009).

Leadership Ethics and Organizational Change

If ethics is about relationships with others, then ethical leadership in education is a social and relational practice focused on the moral purpose of education (Ehrich et al., 2015). The goal of an educational leader must be to act fairly and justly, with a particular focus on promoting values like inclusion and social justice and advocating for the most marginalized students. Liu (2017) takes a more cautious and critical approach to ethical leadership, calling into question the oft-made assumption that leadership is intrinsically ethical, with particular scorn reserved for the “heroic” model of leadership. She highlights two dominant discourses: 1) the philosophical approach that is concerned with how leaders *should* behave and 2) the social scientific approach that is concerned with how leaders *do* behave. She draws attention to their limitations, challenging the notions that ethical leadership is the domain of those who naturally possess the right traits, that context is a fixed object that the leader can manipulate, and that leadership is power-neutral (Liu, 2017).

With these power dynamics in mind, she refocuses the discussion of leadership ethics on three aspects: ethical leadership as relational, ethical leadership as contextual, and ethical leadership as political. My positionality, the social constructionist approach, and the diverse collective leadership approach lead to an evaluation of leadership ethics through this lens, as it works outside the paradigm of the traditional “authority” of leadership, examining the power dynamics of leadership and the responsibility leaders must be aware of how these dynamics shape their practice.

Ethical Leadership as Relational

Liu (2017) argues that leadership is not simply the traits that a leader possesses, but instead, the interactions and negotiations of actors within an organization. The view of ethical

leadership, then, must extend beyond the linear relationship, ethics modelled by a leader and followed by the followers, and must come to recognize that organizations are systems that involve complex relationships, unpredictable behaviours and that actors within an organization are shaped by others within the same organization. This understanding is founded in social constructionist theory (itself founded in constructivism), which explores how people make meaning of their experiences, as it recognizes that ethical leadership only works in response to the people within an organization.

This has significant ramifications for an OIP focused on developing empathy and connecting students to their wider community. While the faculty's ongoing relationships are front and center in a diverse collective leadership model, there must also be an explicit focus on the students and community members. The leadership approach must be keenly aware of how these relationships function, acknowledging that they are not static. Understanding the complicated relationship that an elite school attended by wealthy international students has with its wider local and national community is complex, and more importantly, ever-changing. The possibility of doing damage in a community because this relationship is not understood is very real, and therefore the ethical approach is to identify and avoid potential ill-intended effects, consistently working towards more positive outcomes for all stakeholders.

Failing to recognize the shifting relational and power dynamics of leadership is also a significant concern for an OIP based on the interaction between cultures. If dominant discourses of leadership remain unchallenged, there emerges the possibility that white, Western leadership theories continue to define the “ethics” of leadership (Liu, 2017). This poses a threat to the success of this OIP, as a failure to understand cultural dynamics, their power structures, and the way they evolve over time (or even quickly in response to outside events such as political

decisions) can result in harm done to individuals or groups in the community. If ethical leadership is concerned with the effect that change has on others, then it must take seriously the possibility that cultural assumptions and conflict could cause harm in the community.

Ethical Leadership as Contextual

A contextual approach to ethical leadership recognizes that organizational contexts are not “fixed” and awaiting discovery by a leader, but rather complex social dynamics that “social actors continuously produce and reproduce” (Liu, 2017, p.348). AIS is a constantly shifting environment, and failure to recognize this poses ethical concerns. The proposed change creates a problem of access. Who gets in and who is held out is a concern for any program with limited spots, and for a program designed to develop compassion and empathy in students while also benefiting the wider community, the question of who is allowed to be involved is a complicated one. TFF, as it currently functions, is a lottery system, though, on the occasions that there are more applicants than spots, the program has simply expanded by a few positions to allow anyone who wants to participate to be able to participate. A CBGL program would face a similar dilemma but may not have the luxury of simply expanding to meet a need. Allowing students who have not participated in TFF, disallowing students who have participated but have not met specific standards and ensuring a broad representation of perspectives in the program are issues concerned with the ethics of shifting contexts. What seems like the right decision today may not be in a year, and the proposed solution needs to have a clear plan to consistently re-evaluate the criteria for enrollment.

A shifting school context poses other ethical considerations for leaders. AIS leaders are predominantly white and male, something that was largely unchallenged just a few years ago. However, evolving societal discussions, combined with the hiring of more white males into

leadership positions, has elevated the volume of this discussion. My involvement in any position viewed as formal leadership is now an ethical concern for many, even if it were not in the near past. My leadership approach is designed to recognize this, but it is still a concern that diversification of perspective may fall short of what the organization now expects of its leaders.

Ethical Leadership as Political

Nowhere is my positionality more of an ethical concern than through the lens of politics. If organizational politics is the study of who has power and how it is leveraged (Cawsey et al., 2016), then Liu's (2017) concern is with why certain leaders have power in the first place. She argues that, despite popular leadership theories, leadership is not power-neutral and is enabled by pre-existing societal structures that work to privilege white, Western, educated men. The result is that we associate ethical leadership with the traits exhibited by these people, creating a cyclical understanding of leadership ethics. She points out that race, ethnicity, and gender are rarely considered when researching ethical leadership, leading to the impression that ethical leadership is universal. This assumption risks understanding ethical leadership through a narrow lens and further silencing voices as white people are enabled to speak on behalf of others. Liu (2017) concisely outlines the ethical concern:

The unreflexive reproduction of patriarchal norms (even while ironically advocating for more 'feminine' traits), white supremacist norms (while advocating for diversity), and elite class norms (while advocating for the alleviation of poverty through philanthropy) are just some examples of how leadership discourses can perpetuate self-defeating practices that preserve rather than disrupt the status quo. (p. 351)

In this quote, the parenthetical clauses identify some of the actions that this OIP intends to undertake and serves as a reminder that the betterment of society, if founded in patriarchal,

colonial norms, has the potential to harm rather than help the very lives that it aims to improve. This is a particularly challenging ethical concern. It involves a dedicated and consistent effort to step outside myself, my experiences, and how I am perceived to ensure that an imbalance of political power is not inversely affecting the good this change is attempting to accomplish.

This political imbalance is particularly true given the social status of the students at AIS. Tuition dictates that these students are in the highest socio-economic bracket in the city, and therefore may bring with them specific biases and worldviews that may conflict with the perspectives of those in the partner communities. Leadership ethics as a political concern dictates that it is the power relationship between leaders and "followers" in an organization and the power dynamic between the organization's members and the outside community that needs careful consideration. Once again, a failure to identify, appreciate and confront this imbalance creates the potential for harm where the intention is support.

Chapter Two Conclusion

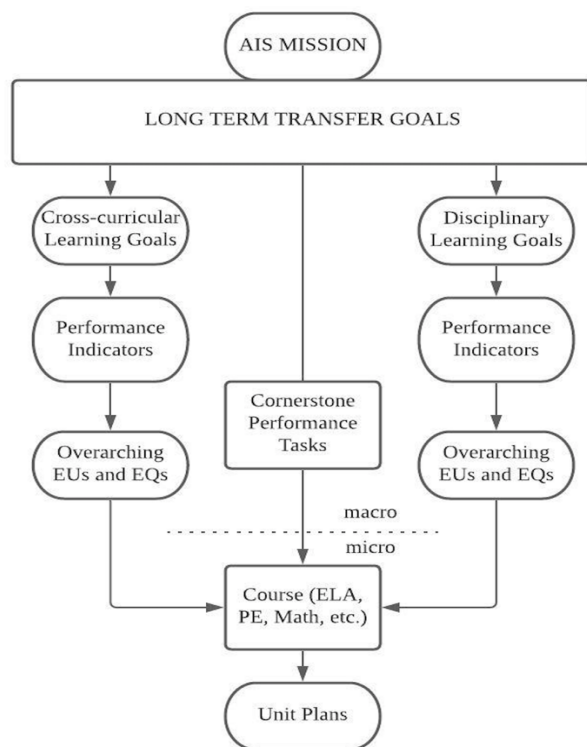
Chapter two has outlined the leadership approaches and change frameworks that are appropriate for this proposed change. It concludes that a combination of transformative leadership, DCL and AI leadership ground this change to its theoretical foundation and align it to the organization's mission and strategic plan. It proposes an AI embedded CPM as a combined framework that ensures the change process is iterative and consults all stakeholders, while also ensuring it moves forward. It examines potential solutions, proposing a combined PBL/CBGL program as a method to bring the school closer to its desired state. Finally, it addresses this change from an ethical perspective, which is driven by the desire to create students who are capable and willing to challenge injustice, but aware of their impact on others. Chapter three will outline the implementation, evaluation, and communication strategy for this change plan.

Chapter Three: Implementation, Evaluation and Communication

This chapter outlines a clear implementation plan to address the lack of programming that is intentionally aligned to the school's stated goals of creating compassionate, life-long learners through the development of cross-curricular skills. Chapter one outlined the reason for change and the change approach, which combined Cawsey et al.'s (2016) CPM with the AI model. Chapter two explored potential solutions to the gap between the school's desire to teach these skills and its current state, proposing a Pathways program that combines PBL and CBGL in a grade 11-12 program, leveraging the school's access to a satellite campus to create this connection. This chapter will provide a detailed change implementation plan that aligns AIS's current vision and priorities, sets clear milestones, establishes a timeline, and addresses potential challenges and threats. It then proposes a monitoring and evaluation plan aligned to AI and school priorities before outlining a clear change communication plan. Finally, it addresses potential next steps and future considerations.

Change Implementation Plan

In an ongoing effort to provide a "world-class education," AIS has adopted a series of CLGs that focus on developing skills that are transferable between content areas (Asia International School, 2021e). Organizationally, these standards have been giving a priority and status equal to the Disciplinary Learning Goals (DLGs), or what has traditionally been called "the curriculum" (see Figure 6). Despite the adoption, a gap remains between their prominence on paper and their implementation as taught and measured standards. TFF is, at this point, the only part of the organization that explicitly teaches and measures these goals, and the goal of this OIP is to develop a program that builds on the success of TFF and extends this style of learning beyond grade 10.

Figure 6*AIS Curriculum Flowchart*

Note: Adapted from Asia International School, 2021b

Chapter two proposed a hybrid solution that combines the current TFF learning model with a CBGL program similar to the grade 8 program managed by the OGL. This solution fits within the school’s stated goal of providing structures that support the teaching and learning of CLGs. This goal is also a recognized priority by the recently-hired head of campus. This change, then, matches the direction that the organization is heading and leverages the programs and priorities of influential change agents within the organization. As such, it does not require significant restructuring but will require careful collaboration with other change leaders in the organization and sustained support from formal leaders.

Change Management Plan

This section outlines the change management plan through the lens of Cawsey et al.’s (2016)

CPM. Each stage will address the AI-aligned questions, the key milestones, required resources, as well as potential threats. AI is embedded within each phase of this model and is, therefore, able to provide a constant source of feedback as the change is implemented, allowing the process to be adapted to meet the needs of a continually changing environment.

Awakening

This phase is dedicated to identifying why a change needs to occur and developing a clear vision for enacting that change (Cawsey et al., 2016). At this point in the process, the involvement of stakeholders will be far-reaching, as it attempts to collect diverse perspectives. This means it will be both labour and time-intensive as data is collected and analyzed. During an AI summit, teachers, students, parents, school leadership, program leaders, TFF staff and satellite campus community members will gather to answer the following questions:

- What has been a “high point” or peak in your experiences with the organization?
- What are the things you value most about the organization?
- What are the factors that “give life” to the organization?
- What are three wishes you have that would add life and vitality to the organization?

(Cooperrider et al., 2008)

These questions will provide the foundation for better understanding how and why TFF and the satellite campus have been successful in their development of CLGs, and what can be learned from the experiences of those involved. By focusing on existing and successful programs, this strategy allows this change to maintain alignment with the school’s goal of offering innovative CLG-focused programming. It is also aligned to the organization’s stated leadership model. During this phase, leaders will be identified and will form a “steering committee” (Beatty, 2016). These members will be responsible for completing a full organizational analysis using Nadler

and Tushman's Congruence Model (Nadler & Tushman, 1980), as well as the AI model. This will require time set aside to explore this framework, and to look at the factors identified in this OIP, which are constantly changing. For example, there is no guarantee that the political environment and global economy will be in the same state a year from now as they are today, which is why a timely assessment using this model is important early in the process. It will be necessary that the steering committee have a working understanding of this model, though I do not believe a complex or in-depth familiarity is required for the whole team. The basic concept of inputs affecting outcomes is sufficient, though the AI process may identify other inputs that I have not considered. My role will be to introduce the model, provide examples of inputs that may affect the change, and facilitate a discussion around inputs that could impact the change. The nature of the inputs, however, means that a full mitigation strategy cannot be articulated at this point, and may not even be possible during this phase of the CPM, as the factors are constantly shifting. The final milestone, which will follow the organizational analysis and marks the completion of this phase, is developing a clear vision and communication plan that the steering committee can use to build support for the change (Beatty, 2016; Cawsey et al., 2016).

This CPM stage will also provide the introduction to AI as a change framework. The first stage, discover, includes several steps that collectively aim to answer the question "what gives the organization life?" In this stage I will identify key stakeholders, craft guiding questions (see Appendix), decide what data needs to be collected, and the format that the interviews will follow. Finally, it will conduct interviews and attempt to make sense of the data (Cooperrider et al., 2008). This is a step that I can lead from my position on the TFF data team, as many of these steps are already in a preliminary planning stage.

The dream phase focuses on strategy and vision by bringing together stakeholders once

again to examine the interviews conducted in the discover phase. This is a time to search for emerging themes that will leverage successes to push the organization towards a better future. This stage is about envisioning an answer to the question of “what might be”, and because it is about soliciting new ideas and does not involve immediately putting them into action, it can be led by an informal leader.

The third phase, design, explores the question “how can it be?” This is a time to once again bring multiple stakeholders together to imagine what enacting the change would require. At this point it is important that formal leaders are fully brought on board, as this stage involves designing systems and strategies and a leadership structure for the change. The goal is to continue to be innovate while also providing a clear outline of what is needed to execute the change. This is when the steering committee will be formed, which will formalize positions within the planned change. In the case of this change, I anticipate a significant amount of energy will be dedicated to developing the leadership structure to lead it. The TFF currently relies on a shared leadership structure, for reasons previously noted, and it is not clear how many of the current teachers will want to be involved in this change.

Finally, the destiny phase aims to develop support for the change. This OIP has already developed a communication plan for this change, but that plan is subject to modification based on early stakeholder feedback, identified strengths and the role of the specific stakeholders involved. This is the time to adapt and solidify the plan outlined in this OIP. Cooperrider et al. (2008) note that change through the AI model often arises from self-organized groups rather than hierarchical edicts, and therefore as a teacher-leader, it is an appropriate choice.

Mobilization

This stage develops a path towards change. It will take up the second half of the first year

of this implementation process. During this stage, the steering committee will focus more heavily on the responses to the question "what three wishes do you have to enhance the life and vitality of the organization?" (Cooperrider et al., 2008, p. 20), alongside the question of "what has been a 'high point' in the process so far?" The first question will provide information that guides the gap analysis process. Here, "the organization" refers to TFF (and to a lesser extent the satellite campus), an ongoing constraint on the AI process due to my sphere of influence. Its goal is to revisit and re-engage stakeholders with the energy of the first AI cycle and dig for potential solutions or approaches that did not surface the first time. It allows stakeholders to expand on their thinking now that the process is fully underway. The second question provides vital information about the process itself, allowing the change plan to be adjusted at an early stage (Cooperrider et al., 2008). Several other milestones mark this crucial second phase. A monitoring and evaluation plan will be developed and enacted by the steering committee. This will be addressed later in this chapter but is founded on Markiewicz and Patrick's (2016) approach to monitoring and evaluation.

To ensure continued alignment of approach and in recognition of the critical information that stakeholder feedback provides, AI will be a prominent feature of this monitoring and evaluation plan. At this point in the process a clear communication plan will also be developed (Coghlan et al., 2003; Fitzpatrick, 2012; MacCoy, 2014). As several researchers have concluded, disseminating information is one of the most important aspects of a change plan (Armenakis & Harris, 2001; Beatty, 2016; Klein, 1996; Lewis, 2019). A continued focus on the "why" and "what" to stakeholders will be the first priority of this communication plan. In addition to human and time resources, this plan also requires greater access to information, both of data collected through the ongoing AI process and of internal organizational approval processes. At this point,

the change plan will have a clear direction and will need leadership approval before moving on to the next stage.

The AI cycle will continue to guide the work throughout this phase. However, at this point, the purpose of the AI cycle shifts and becomes a way to review both the larger goals of the change and the process of change itself. The discover phase will once again bring together stakeholders to reflect on the process through the first half of the year. Questions will be repeated so that thematic trends can be established. Ideally, these trends are consistent, but it is also possible that what was engaging at the beginning of the process has shifted, and this needs to be addressed at this point. The dream phase will be a sense-making process, as we look at the trends that are emerging in the interviews and data. At this point, the steering committee will have been established and will be the group tasked with analyzing the information gleaned from the second round of AI interviews. The design phase will, as noted, develop a clear communication plan and refine the monitoring and evaluation plan. The plans designed in this OIP will serve as a proposal and potential template, though AI's emphasis on stakeholder feedback may require significant alterations to the plan at this point. The destiny phase will continue to garner support, becoming increasingly targeted at specific audiences.

Accelerating

This third stage deals with detailed plans for the change and the implementation of the change itself. The proposed solution is a new program within the school, one that aligns with coursework and credits, which means that the launch of this program must occur at the beginning of a school year. The "accelerating" phase, then, will extend over a two-year period, with the first year being detailed planning and the second year being marked by the launch of the program. Both stages will be driven by the AI question, "what are the factors that give life to the

program?" This grounds all planning and development in a shared vision for a new, innovative and vibrant program and ensures that even through a long and challenging phase, a better future remains at the center of this change (Cooperrider et al., 2008).

The first part of this phase addresses the question "how does the change occur?" and requires specific and detailed plans for enacting the change. There are several concrete milestones and short-term "wins" (Cawsey et al., 2016) in this stage. For example, this stage will commence with a second AI summit to collect new voices and perspectives and to monitor the process up to this point. In the discover phase, with a clear vision and targeted direction for the change already established, stakeholders will be asked more specific questions, though still driven by the overarching theme of leveraging the success of other programs as well as the success of the process so far (Cooperrider et al., 2008). The dream phase will once again look for thematic trends from the stakeholder interviews, continuing to narrow the focus on the process of change rather than the ambitious change itself. During the design phase, program faculty will be selected. They will become key members of the steering committee (if they have not been participants already). The committee will pursue approval for a proposed budget and a space for instruction and collaboration will be secured. The destiny phase will mark the beginning of an information and promotion campaign and will include the selection of the inaugural "class." The first half of the accelerating phase will conclude with a program orientation in the late spring for both parents and students.

The second part of this phase will commence in the third year with the launch of the PBL/CBGL program. This will continue to be driven by the same question as the previous component of the accelerating phase, though there will be dramatically different aspects of the program to assess. Once the program is "live," there will be fewer milestones, though each will

be more significant and more intentionally celebrated (Kotter & Schlesinger, 1979). The first day of the program itself will be a significant marker of progress. The next significant milestone is the first interaction between the program participants and the satellite campus community. Ethical concerns cannot be ignored in interactions that have complex power dynamics, and therefore a key component of the social justice perspective is the drafting of a set of "principles of community interaction." This will clearly define how our community interacts with the satellite campus community, ensuring full collaboration and consultation on all proposed actions. Identifying a "problem" or area of focus within the community and drafting a "driving question" (Hartman et al., 2018) for the learning experience is the next significant progress marker. Finally, this phase will end with student presentations of proposed and enacted solutions, as well as next steps for the following year. Time and human labour will continue to be the most significant resource drain, but information in the form of new training and financial resources for professional development, site visits and physical space alterations will increase substantially.

New campus leadership in 2020 brought with it a new focus on social justice. While for years this consideration lingered in the abstract in the mission statement, it has been added as a key component of the school's long-term strategic goals and there is new energy being directed to ideas and programs that aim to improve the quality of the human experience for our students, and the greater community. A combined PBL/CBGL solution was selected specifically because it aligns with this goal. The OTG initiative has clearly indicated it is no longer acceptable for our school to be involved in short-term community solutions that are neither measurable or sustainable, but that change must be lasting and systemic. The PBL/CBGL solution encourages students to approach change from this perspective, examining the systems that create inequity and striving to alter or deconstruct them. CBGL is founded in principles of social justice, and

thus as this change moves towards the institutionalization phase of the CPM, it must ensure that its desire for social change is embedded in all aspects of its implementation. This change, then, represents a significant opportunity to bring the school's stated beliefs and lived values into greater alignment.

Institutionalization

The final phase is the institutionalization of the change or solidifying it to the point that it becomes a normal part of the organization. This will begin with a third AI summit, bringing back as many of the stakeholders that participated in the first iteration of the discover phase as possible. It will again be driven by all four AI questions, as there will be a new program to discuss. Though this final CPM stage will have fewer milestones, they will more significant. In an ideal situation, the beginning of this phase will mark the opening of a new or renovated space. This will mark the permanence of the program and symbolize its place as part of the organization's learning landscape. It will also be the phase where a full change evaluation is possible. This will mark the completion of a complete CPM cycle and the full implementation of the change. The evaluation will measure whether the change brought the organization closer to its desired state. At this point, the required resources will still be significant but will be better understood. Like in the awakening stage, the most significant resources will once again be people and time.

As before, this CPM phase will follow each stage of the AI cycle. The discover stage is an opportunity to celebrate and appreciate the program as it now exists. While the first discover stage focused on TFF and the satellite campus program, this discover stage can now focus on the new Pathways program and begin the cycle of program improvement. It will, as always, begin with clear questions and interviews, ideally with many of the same stakeholders who participated

years earlier. The dream phase allows for an opportunity to again look for themes that have trended throughout the process, as well as new ideas that are related to the new program, and therefore could not have been understood before. The design phase is an opportunity to rethink the structure and systems in the program, drawing on its strengths and looking to institutionalize the structures that are effective. Finally, the destiny phase will alter or rebuild a plan for continued program support, either using the communication plan outlined in this OIP, or developing a new plan based on the successes of the program and skillsets of the stakeholders within it.

Challenges and Constraints

There are four main threats or challenges to the success of this change. While some are external, related to recent world events, many are internal, and I believe they can be overcome by successfully navigating the organization's political structures.

The first threat is limited access to data. This threat exists due to an internal political issue. Data demonstrating the success of the TFF, data that would help make a compelling argument for the program's expansion remains under "embargo." This is due to the fear of releasing data that puts pressure on the school to expand a program that it does not have the capacity to do. While I do not have access to the raw data, I have been given access to the "conclusions" drawn from the data, which significantly alleviates this threat (author, personal communication, October 19, 2020).

The second threat is teacher resistance to change that directly affects them. The nature of a PBL program is such that it may impede the development of other programs. It requires special staffing, special space, and special scheduling. The TFF, as it currently exists, prevents students from taking music or theatre, as it overlaps with their art credit. In a grade 11-12 program, there

will be even greater scheduling conflicts, as it runs alongside the AP and IB programs.

Navigating this will be a crucial factor to successful implementation.

A third threat is the continued uncertainty caused by the Covid-19 pandemic. The pandemic's lasting impacts remain to be seen, but the immediate consequence is a reduced appetite for change. Stakeholders are far more concerned with "staying the course," and even small changes are difficult. The long-term effects may mean that all large-scale changes are even further delayed. While the financial situation has stabilized and enrollment has returned to pre-pandemic levels, there is no guarantee that Covid-19 will not continue to present new constraints and challenges in ways we cannot yet anticipate.

Finally, new school leadership poses a threat to the success of this change. In the past year, our campus has hired a new head of campus, a new director of educational programs and a new high school principal. Our current head of school is departing at the end of 2022. Leadership changes often mean changes in priorities. It is essential, then, that this change builds momentum quickly and across many stakeholder groups to mitigate the possibility that new leadership become resistant to this change rather than advocates for it.

Change Timeline and Summary

A challenge particular to this OIP is that internal politics, a global pandemic, and leadership changes all impact the implementation timeline. However, this is also an asset of this change plan. It is not time-sensitive and can therefore be implemented as soon as the conditions allow for it (see Appendix).

This change is complex and multidimensional and takes a long-term approach to addressing the organizational "problem". Despite the difficulty of predicting the internal conditions of the organization three years from now, precise strategic planning and closely

adhering to established change frameworks can significantly increase the likelihood that this change has the intended effects.

Change Process Monitoring and Evaluation

To enact change, leaders must be able to measure it. These measurements must be connected to clear strategic objectives, which must themselves be connected to the organizational mission (Cawsey et al., 2016; Mertens & Wilson, 2019) and assess outcomes and fidelity to intended change (Hatry, 2013; Markiewicz & Patrick, 2016). An important consideration for this OIP is a monitoring and evaluation structure that is clear and simple, aligned with both leadership approaches and implementation strategy, and can monitor a single program rather than a whole organization. The complexity and timeframe of the proposed solution means that evaluation of implementation is not enough, but that assessment be ongoing and driven by anticipated outcomes (Donaldson et al., 2002; Hatry, 2013; Markiewicz & Patrick, 2016; Mertens & Wilson, 2019).

This OIP proposes an interconnected approach to monitoring and evaluation. To ensure alignment to leadership approaches, the implementation strategy and this OIP's theoretical foundation, AI will be used as an evaluation tool to capture stakeholders' voices and aspirations (Grant & Humphries, 2006; MacCoy, 2014), a critical component to ensuring the evaluation is accurate and culturally responsive (Fitzpatrick, 2012; Khalifa et al., 2016). The Monitoring and Evaluation Framework, as outlined by Markiewicz and Patrick (2016), will be used to ensure that the change is targeted, measurable, has clear indicators of success and that there is accountability built into the plan. Finally, given that this OIP aims to leverage voices within both the school and local community as part of the monitoring and evaluation process, ethical concerns must be carefully considered (Gopichandran & Krishna, 2013; Theodos & Firschein, 2015). For this, I

will rely on Gopichandran and Krishna (2013) to provide a structure for ensuring that all aspects of the plan undergo sufficient scrutiny to ensure that there are not any unaddressed ethical concerns.

Defining Monitoring and Evaluating

The CPM (Cawsey et al., 2016) states that monitoring and evaluating is how a leader knows that the implemented changes are working. While there is considerable overlap between monitoring and evaluating, this OIP will use the definitions articulated by Markiewicz and Patrick (2016). They define monitoring as “the planned and continuous systematic collection and analysis of program information able to provide management and key stakeholders with an indication of the extent of the progress in implementation, and in relation to program performance against stated objectives and expectations” (p. 12). Evaluation, however, is focused on “forming judgements about program performance” and is “the planned, periodic and systematic determination of the quality and value of a program, with summative judgement as to the achievement of a program’s goals and objectives” (Markiewicz & Patrick, 2016, p. 12).

Understanding monitoring and evaluation through the lens of program implementation is critical to assessing the success of the change (Hatry, 2013; Markiewicz & Patrick, 2016; Theodos & Firschein, 2015). These definitions are selected due to their emphasis on "programs," as this OIP is a program-focused change. Programs can quickly become complicated and sophisticated, and an evaluation and monitoring plan needs to adapt to evolving circumstances (Larmer, 2015; Theodos & Firschein, 2015) without having to entirely rethink the measurement criteria (Markiewicz & Patrick, 2016).

Markiewicz and Patrick’s Monitoring and Evaluation Framework

Markiewicz and Patrick (2016) posit that monitoring and evaluating are critical to

establishing progress, informing decision-making processes, supporting accountability and guiding learning for program improvement. They view monitoring and evaluation as interconnected processes, with monitoring being a subset of evaluation and providing feedback against the same pre-established questions, an approach supported by other research, particularly within education and community programming (Long & Dunne, 2017; Theodos & Firschein, 2015).

Their framework is of particular use to this OIP, as it is focused on program development, which they define as "a set of planned, systematic activities and services directed to the achievement of goals and objectives through working towards results" (Markiewicz & Patrick, 2016, p. 9). They also state that their framework is focused on "social interventions" (p. 9), specifically highlighting education, justice, and human rights. Therefore, this framework ensures that the transformative approach to change is front and center from the awakening phase through to institutionalization (Cawsey et al., 2016; Fitzpatrick, 2012). This is important because it grounds the framework in a philosophical and theoretical approach that connects multiple aspects of this change.

Key Features and Strengths

This framework aims to prevent change leaders from viewing monitoring as a separate step from evaluation (Kotter & Schlesinger, 1979; Markiewicz & Patrick, 2016). It uses evaluation questions to drive both the monitoring and evaluation processes, leading to more effective learning and program improvement (Bryson & Quinn Patton, 2015; Krueger, 2015; Markiewicz & Patrick, 2016). There are several key features to this framework: Learning and program development are priorities for both monitoring and evaluating; areas of inquiry (appropriateness, effectiveness, efficiency, impact, sustainability) about the program's quality

are pursued; a single set of questions provides the foundation for both the monitoring and evaluating functions, encouraging an interconnectedness between the steps; and a wide range of performance indicators are used to assess the program's quality, producing a balanced approach. In addition to these key features, the authors have noted that their framework has several strengths, including ease of use, application to a wide range of contexts and purposes, and clear structures and systematic approaches (Markiewicz & Patrick, 2016).

The Monitoring Plan

The monitoring plan is founded in inquiry, meaning that specific questions are developed to guide the monitoring process across several aspects of the program, an approach that aligns with AI (Cooperrider et al., 2008; MacCoy, 2014; Markiewicz & Patrick, 2016). This plan asks that change leaders formulate questions and then determine what needs to be monitored to answer these questions. It proposes five areas of monitoring: (a) appropriateness (does the program respond to the needs of stakeholders?), (b) effectiveness (does the program bring about the desired result?), (c) efficiency (what is the relationship between costs and benefits?), (d) impact (what results did the program produce both short and long-term, intentional and unintentional?) and (e) sustainability (what are the continued benefits of the program, specifically related to economics, environment and social justice). For each of these areas, the leaders will generate a list of questions and then indicate how that aspect will be monitored (Markiewicz & Patrick, 2016; Theodos & Firschein, 2015).

The first step in the monitoring plan is identifying a focus (Markiewicz & Patrick, 2016). The goal of identifying a focus is to consider what needs to be monitored and is often related to the nature of the issues, policy changes, changes in understanding, or other programs or initiatives in the organization. The second step is to identify indicators, that is, what data or

information needs to be monitored. The third step is to create clear targets for success. These specify measurable aspects and are focused on numbers related to change, time or finances. Directly related to targets is the identification of a data source. Without this, it is impossible to measure the targets. Finally, the monitoring plan instructs change leaders to identify who is responsible for monitoring each step and what the timeline is for reporting. This allows monitoring to be an ongoing task shared by a team of leaders or stakeholders (Bryson & Quinn Patton, 2015).

Markiewicz and Patrick (2016) have devised a monitoring table in such a way that as a reader moves from left to right, the measurement becomes increasingly specific. The first column, for example, asks whether the solution is appropriate for the problem. It then narrows the focus by clearly articulating what the monitoring needs to examine to understand the solution's appropriateness, which in this case means looking at opportunities for the CLGs to be taught. It then increases its specificity by stating that it will establish a specific number of opportunities as a measurement of appropriateness. The fourth column establishes the marker of success, indicating the target. The fifth column then states where that data will be available, in this case, embedded within daily lesson objectives. The final column creates accountability, explicitly establishing a person responsible for the collecting and monitoring of the data, as well as a timeline for the monitoring.

To ensure a diverse range of voices and perspectives, and to mitigate potential ethical concerns when working outside the school community (Gopichandran & Krishna, 2013), these questions must be developed collectively by all stakeholders (Markiewicz & Patrick, 2016). Table 1 provides a preliminary monitoring plan based on the anticipated needs of this specific OIP.

Table 1*AIS Sample Monitoring Plan*

Evaluation Questions	Focus of Monitoring	Indicators	Targets	Monitoring Data Sources	Who is Responsible and When?
<i>Appropriateness</i> To what extent was the CBGL/PBL hybrid program suitable for addressing the explicit teaching of CLGs.	Opportunities for explicit teaching of CLGs	Number of intentional teaching opportunities	Two explicit CLG teaching opportunities per day	Lesson plans and daily objectives	unknown
<i>Effectiveness</i> Did the program lead to growth in CLG domains?	Change in CLG domains	Self-assessed growth	Demonstratable growth in multiple domains	Self-assessment data + AI interviews	unknown
<i>Efficiency</i> Is the program appropriately staffed?	Staff workload	Working hours per staff	Staff work equal hours to “core” teachers in the classroom	Self-reported working hours + AI interviews	unknown
<i>Impact</i> Did the program impact the community in the way intended?	Targeted community	Specific to community goal	Specific to community goal	Specific to community goal	unknown
<i>Sustainability</i> Will a continuation of the program have the intended impact on the program participants and the community?	Positive trends	Program objectives specific to the community	Objectives met with greater frequency and fidelity at multiple points in the monitoring process.	Survey data + AI interviews	unknown

The Evaluation Plan

A cohesive monitoring and evaluation plan is critical to ensuring that the final evaluation

can consider and assess information and data gathered through the monitoring process. Therefore, they must be developed *collaboratively*, by the same people, through the same process. As proposed by Markiewicz and Patrick (2016), the evaluation plan mirrors the monitoring plan in aspects assessed but differs in the lens through which it approaches them.

The evaluation plan focuses on the "why" and "how" of the program implementation, and therefore asks change leaders and stakeholders to construct a "summary of the monitoring" (what is monitored), address the "focus of the evaluation" (why and how it will be evaluated), develop "evaluation methods" (how information and data will be collected) and decide on "methods of implementation" (the specifics of the evaluation methods) (Markiewicz & Patrick, 2016). The evaluation plan follows a similar approach to the monitoring plan, with each row delineating an aspect of the evaluation question. It approaches assessment from a "hindsight" perspective allowing change leaders to assess how close the *actual* outcomes were from the *planned* outcomes, as well as looking for explanations as to why this might be the case (Markiewicz & Patrick, 2016).

The first column restates the question from the monitoring plan. The second column provides a quick summary of what was monitored before moving on to a more detailed examination of the "focus". In this case, the emphasis is on responding to the focus established in the monitoring plan by asking to what extent the CLGs were able to be taught. The evaluation method determines what needs to be reviewed to make the necessary determinations, in this case, relying on the quantitative data from simply counting objectives in lesson plans to the qualitative data obtained through surveys and interviews (Bryson & Quinn Patton, 2015; Krueger, 2015). The final column outlines the specific goals for ensuring that the data collected captures a sufficiently wide range of perspectives (Bryson & Quinn Patton, 2015). Table 2 provides an

example of what this may look like for one aspect of this specific OIP. Omitted from Table 2 are the people responsible and the timeline, both of which are outlined in the monitoring plan.

Table 2

AIS Sample Evaluation Plan

Evaluation Questions	Summary of Monitoring	Focus of Evaluation	Evaluation Methods	Method of Implementation
Appropriateness To what extent was the CBGL/PBL hybrid program suitable for addressing the explicit teaching of CLGs.	Explicit and intentional teaching of CLGs -How often? -Which CLGs?	To what extent were CLGs explicitly taught? Where were the most frequently taught (classroom or PBL/CBGL?) Which CLGs were most frequently taught?	Document (daily objectives) review Surveys Interviews	Weekly review of planning and objective documents Survey (all staff and program participants) Interviews with multiple stakeholders, including five staff, ten students

Note: Adapted from Markiewicz and Patrick (2016)

Limitations

This framework has two major concerns; it relies on individuals to document and report data, and its constant cycle of monitoring and evaluation can lead to "evaluation anxiety" (Donaldson et al., 2002). The first problem can be mitigated by clearly identifying a person responsible, though this might not entirely prevent it. Systemizing data collection through an online repository like Atlas-Rubicon (a curriculum management tool currently in use at AIS) may also ease the process by creating clickable boxes linked to individual lessons and units. Nevertheless, this may become cumbersome. Ultimately, a culture of documentation and accountability for that documentation is the path most likely to produce consistent data that drives decision-making.

Donaldson et al. (2002) address the issue of evaluation anxiety, stating that as evaluation has, over time, moved towards a collaborative process that requires interaction between

stakeholders, anxiety surrounding evaluation has increased. They suggest a variety of strategies to lessen the effect that anxiety can have, including a clear discussion of the purpose of ongoing monitoring and evaluation, continuous feedback, clarification of expectations on an ongoing basis and facilitating clear learning communities and organizations (Donaldson et al., 2002; Krueger, 2015). AI provides the structure for this approach, ensuring that all stakeholders have a voice in the process (Bryson & Quinn Patton, 2015; Howieson, 2012; MacCoy, 2014).

Appreciative Inquiry (AI)

AI as a tool of organizational change has existed for several decades (Cooperrider et al., 2008) and has an established record of success (Bushe & Kassam, 2005; Coghlan et al., 2003; Cooperrider et al., 2008; Cooperrider & Fry, 2020; Trosten-Bloom & Lewis, 2020). More recently, however, researchers have begun to examine AI as a tool for evaluation. For example, Howieson (2012) examines how evaluation through the AI lens leads to greater reflection and learning, and MacCoy (2014) demonstrates how it can help identify difficult-to-discuss areas, as well as strengthen the commitment to future change. Evaluation requires the voice of multiple stakeholders, and its framework must be developed in conjunction with those implementing programs and those affected by the implementation (Bryson & Quinn Patton, 2015; Krueger, 2015; Markiewicz & Patrick, 2016). AI provides a method to ensure that voices are being heard and valued, which is grounded in constructionist theory (Cooperrider et al., 2008; Dewey, 1938; Gergen, 2001; MacCoy, 2014). Applying an evaluation tool that is based on the change strategy, leadership approach, and the theoretical foundation is essential to ensuring the change maintains cohesion and focus while also remaining responsive to all stakeholders. Additionally, its emphasis on participant interviews, community forums, and questions makes it a symbiotic fit with the monitoring and evaluation plan.

AI as an Evaluation Tool

By inquiring into what gives life shape and meaning, AI has the potential to move people towards that better world (Cooperrider & Fry, 2020). AI provides a structure of investigation that allows evaluation to be “more democratic, pluralistic, deliberative, empowering, and enlightening” (Coghlan et al., 2003, p. 15). By involving more stakeholders in the evaluation, evaluators often find that they increase the data's validity, increase the uses of the data, and empower groups to affect social change (Bryson & Quinn Patton, 2015; Coghlan et al., 2003). While evaluation is often viewed as a “summative” process, one done at the end of an implementation cycle (Markiewicz & Patrick, 2016), AI encourages evaluation to be viewed as a tool for learning and change.

Criticism and Limitations

It is important to note that, though AI has much to offer this OIP as an evaluation tool, there are limitations. Evaluation is a complex process, and AI is not a panacea to every challenge that exists. The focus on “positivity” is off-putting for some stakeholders, and many are fearful of an environment that does not allow them to discuss the “negatives” of a situation (Grant & Humphries, 2006; MacCoy, 2014). AI is also limited in its ability to produce qualitative data (Howieson, 2012), a necessary component in measuring change (Creswell, 2014). The emphasis on positive experiences and a de-emphasis on clearly measurable data is jarring for many change leaders who are often preoccupied with the question of what needs to be fixed (Coghlan et al., 2003). Despite this apparent constraint, it is important to note that this monitoring and evaluation system is selected specifically because it believes that by asking rich questions, and using those to guide monitoring and evaluation, it can transcend the temptation to stumble into the polarity of strengths and weakness that can define evaluation processes. This is particularly true in the

Covid-19 educational landscape that has been so trying for so many (Cooperrider & Fry, 2020).

Critical Appreciative Process

Bridging the gap between AI and critique as a form of evaluation may seem impossible, but Grant and Humphries (2006) attempt to reconcile this tension by applying critical theory to AI. They argue that both critical theory and AI are grounded in “an emancipatory interest” and encourage “human flourishing” (Grant & Humphries, 2006, p. 410). They note that the sharing of negative aspects of an experience can still lead to positive change and that this tension is part of the design phase of AI.

They also found that negative experiences often provided necessary context for moving towards a better future (Grant & Humphries, 2006). This approach is supported by MacCoy (2014), who suggested that negative statements can be reframed as positives, and Howieson (2012), who encouraged AI to be combined with a variety of traditional research approaches that allow for negative data and information to be used as inputs. For this OIP, however, I will focus on Grant and Humphries’ (2006) Critical Appreciative Process as it most clearly keeps AI at the forefront of the evaluation while also allowing for greater honesty and vulnerability in the discussions and interviews.

Ethical Concerns

Although AI relies on rich conversation between colleagues and outside stakeholders, crosses hierarchical boundaries of power, and is rooted in social justice, there is limited writing or research addressing ethical concerns. Of the reviewed literature, only Howieson (2012) addresses the ethical concerns embedded in this approach, and even then, only through the lens of “inter-professional conversations” (p.21). More broadly, however, Gopichandran and Krishna (2013) address the ethical consideration of monitoring and evaluation. This section does not aim

to conduct a full ethical review of the monitoring and evaluation process of this OIP but rather to highlight some key considerations for future discussion.

Gopichandran and Krishna (2013) address several areas of concern pertinent to this OIP, particularly given the often-sensitive nature of AI-driven program development and evaluation. First, they note that all monitoring and evaluation must be transparent, clearly articulating what the process hopes to achieve and each stakeholder's role in that. Second, this OIP must address issues of privacy and confidentiality. It is imperative that as individual interviews and reflections are collated, they are anonymized to protect individual identities. Third, there must be careful consideration for the responsibility this program has to the community. As one that is grounded in community change and betterment, the effect that the change is having on the community is a significant concern that will be addressed early in the planning stages. Directly connected to the community is the issue of sustainability. To create relationships with communities that are unsustainable is a genuine threat to those communities and, therefore, a challenging ethical concern. Each of these areas poses a threat to the program as a whole, as well as the safety of the individuals involved.

In summary, a monitoring and evaluation plan should be grounded in the same beliefs that drive the change, which is why a combination of Markiewicz and Patrick's (2016) framework and AI is proposed for this change. They root the monitoring in inquiry, ensuring that stakeholders remain engaged throughout, indicators are tied to this inquiry, and the change's transformative goals remain at the core of the process throughout.

Plan to Communicate the Need for Change and the Change Process

A framework to plan for implementing change is important, but so is a clear plan for communicating that change. Many researchers point to a lack of communication as the main

factor in failing to implement change, and clear communication as an imperative component of limiting change resistance (Armenakis & Harris, 2001; Beatty, 2016; Cawsey et al., 2016; Klein, 1996; Lewis, 2019). Beatty (2016) states the goal of change communication is to convince all stakeholders to embrace a new vision for the future of the organization. Articulating this vision for change will require message redundancy, face-to-face communication, use of hierarchical communication channels, personally relevant information, and the use of opinion leaders to build the case for change (Armenakis & Harris, 2001; Beatty, 2016; Cawsey et al., 2016; Klein, 1996; Lewis, 2019). The components will be addressed within the larger framework of Beatty's (2016) communications model. This section will outline the change communication plan, align it to the school's mission and connect it to both the leadership approach and the change plan, and ground it in a constructivist approach to change.

Building Change Awareness

As stated in chapter one, a significant challenge for this OIP is building awareness for the need for change (Cawsey et al., 2016; Klein, 1996). In both assessing the organization's change readiness and in developing potential solutions, this OIP found that the status quo is appealing. Therefore, a significant effort and cohesive approach is necessary to "awaken" the organization to the need for change. To achieve this, a compelling change vision must be presented to and accepted by stakeholders (Nadler & Tushman, 1980; Whelan-Berry & Somerville, 2010). The success of TFF allows positive experiences and evidence to be leveraged into a vision for change that is inclusive of all stakeholders and looks to close the gap between the organization's mission and its current state. Another advantage AIS has is a new head of school who is prioritizing the school's service component and has become an immediate supporter of both TFF and the OGL. An AI summit would draw on these successes. Table 3 outlines targeted questions for

participants in the AI summit, as well as responses or themes that may emerge to help craft a clear vision for change. These themes will be used to guide and prioritize communication to stakeholders.

Table 3

AIS AI Summit Questions and Potential Responses

AI Question	Potential Response
What has been a “high point” or peak in your experiences with the organization?	<ul style="list-style-type: none"> • Overcoming moments of group tension • Moments of high creativity or collaboration • Positive contributions to the lives of others
What are the things you value most about your role in the organization? What do you value most about the organization itself?	<ul style="list-style-type: none"> • Opportunity for change and growth • Ability to push and encourage others beyond their own expectations
What are the factors that “give life” to the organization?	<ul style="list-style-type: none"> • Designated space in the school • Team of teachers • Constantly changing problems and project • Involvement of others outside the program (parents, experts, etc.) • Interactions between unique individuals • Noticeable growth
What are three wishes you have that would add life and vitality to the organization?	<ul style="list-style-type: none"> • Increased focus on community involvement and interaction • Increased alignment between grade 9 and grade 10 programs • Greater opportunities for “passion projects”

Note. In this case, “organization” refers to either TFF or the satellite campus, depending on the stakeholder.

Once the responses have been analyzed, and clear themes have been identified, a vision for change can be articulated. The involvement of multiple voices and perspectives in its creation and the identification of opinion leaders during the process form the foundation of demonstrating a need for change and enacting that change (Cooperrider et al., 2008). The steering committee then has the responsibility to communicate this need to the larger school community (Beatty, 2016). This will occur through several formal and informal channels (Lewis, 2019). Formal communication channels will include faculty meetings, assemblies, electronic communications,

and promotion material. Informal communication will include discussions with colleagues or other stakeholders, sharing stories of success, and supporting anyone negatively affected by the change. The latter form will be of greater importance than the former, given people's propensity to seek information from those most like them or closest to them, regardless of level of expertise (Contractor & Monge, 2002; Lewis, 2019; Timmerman, 2003).

Beatty's (2016) Communication Model

Beatty's (2016) communications model centers on three main questions in its discussion of change communication: why, what, and how? Stakeholders must understand why a change is taking place, as without a clear understanding of the purpose of the change, they are less likely to embrace that change (Armenakis & Harris, 2001; Beatty, 2016; Klein, 1996; Lewis, 2019).

Leaders must provide compelling reasons and evidence to demonstrate that the organization is not operating in its "desired-state" (Armenakis & Harris, 2001; Whelan-Berry & Somerville, 2010).

Building awareness using formal and informal communication channels is a first step in addressing the "why," but it must be returned to throughout the communication plan (Lewis, 2019). The "what" addresses both the vision for the change as well as the question of what stakeholders have to gain. Ensuring all stakeholders understand how they, as individuals, will be affected is critical to ensuring that support is garnered from those who most need to give it (Beatty, 2016; Cawsey et al., 2016). Finally, the "how" must be prioritized so that all stakeholders understand the plan for the rollout (Lewis, 2019). Everyone involved in and affected by the change must understand how their roles will change (or remain unchanged), what is expected of them, and what impact it will have on those around them.

To answer these questions, Beatty (2016) proposes a seven-step model that addresses the

following components of communications: roles and responsibilities; communicating guidelines; stakeholder analysis; effective messages (content); effective messages (form); messengers; and feedback. These components will be further developed below in the AIS communication plan.

Communication Alignment

The more closely the communication plan is aligned with other elements of the OIP, the more effective the plan is likely to be, as this will create redundancy and multiple opportunities for face-to-face communication (Armenakis & Harris, 2001; Beatty, 2016). First, Beatty's (2016) communication model, though not stated explicitly, is grounded in a constructivist approach in that it recognizes how individual stakeholders will attempt to create meaning through their own experiences. It rejects the notion that information is "objective" and that given access to the correct information, stakeholders will create meaning in a way that is beneficial to the organization. Instead, it stresses the importance of seeking out various stakeholder needs and tailoring messages specific to those people, recognizing the degree to which people construct meaning through the interactions of those around them (Beatty, 2016; Contractor & Monge, 2002; Timmerman, 2003). This aspect means this communication approach also clearly aligns with the AI approach to change (Beatty, 2016; Cooperrider et al., 2008).

It relies heavily on conversations with various stakeholders to set the direction of change, to solidify support for the change, to monitor the change and to evaluate the change. It ensures that stakeholders are connected to the initiative at all stages and that they can provide ongoing feedback during its development. Beatty (2016) even highlights AI as one of the recommended approaches to implementing and communicating change. Finally, the change must be clearly aligned to the school's mission and goals. This occurs in both the "why" and "what" stages of communication. Ensuring that the selected communication framework is aligned to all

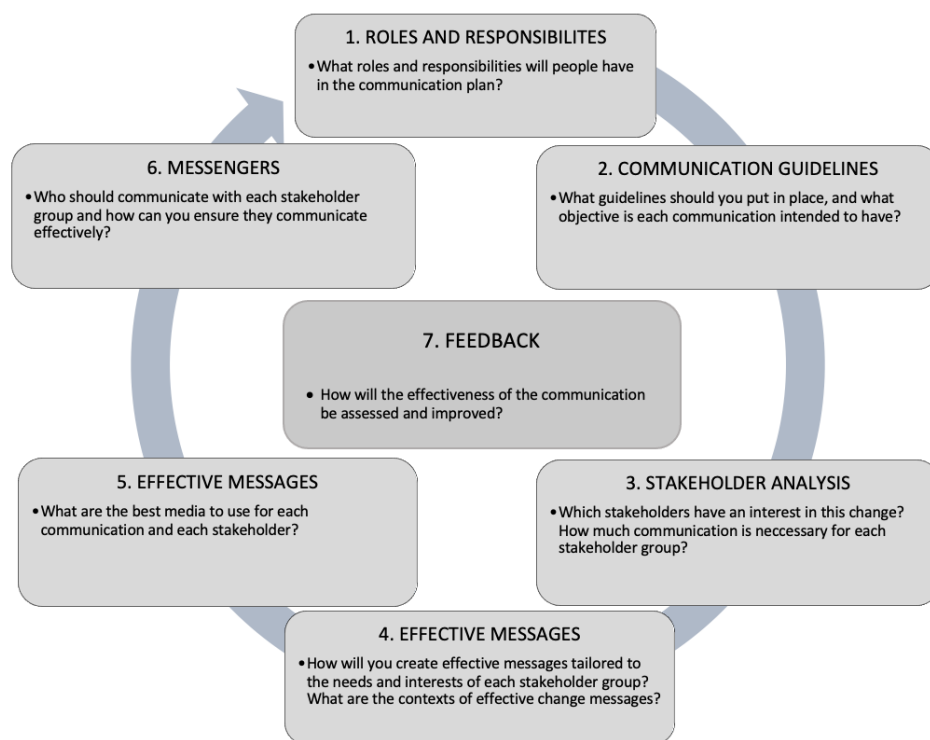
components of the OIP increases the likelihood of a successful implementation.

Communications Model

As stated above, Beatty's (2016) communication model addresses three critical questions by breaking them into seven components. Attached to each component is a key question that drives that aspect of communication. Figure 7 outlines the model, connecting each stage to the question(s) change agents must address.

Figure 7

Beatty's (2016) Communication Model



Note. Adapted from Beatty's (2016) communication model

At each stage of this model, change agents must ask themselves whether they are addressing the "why," "what," and/or "how" of the change. While this model ensures active participation from stakeholders, clear objectives, and targeted messaging, it does not include the specific strategies required to get there. Here, this OIP relies on Klein's (1996) organizational

communications principles, which can be integrated with Beatty's (2016) model. Klein (1996) outlines several communication principles that are relevant to this OIP.

- Message redundancy: more frequent communication increases retention
- Diverse media: several types of media are more effective than a singular approach
- Face-to-face communication: face-to-face is the preferred method for learning about change
- Information source: direct supervisor is the preferred and most effective method of official information
- Opinion leaders: informal opinion leaders are effective agents of change
- Personal relevance: personally-relevant information is better retained than abstract information

Table 4 aligns each stage of Beatty's (2016) Communication Model with Klein's (1996) communication principles, anticipating which principles will be most important at each stage. For example, when determining roles and responsibilities prioritizing face-to-face communication between change recipients and change agents decreases the likelihood of resistance.

Table 4

Klein's (1998) Communication Principles Aligned to Beatty's (2016) Communication Plan

Beatty's Communication Plan Cycle	Aligned Communication Principles
Roles and Responsibilities	<ul style="list-style-type: none"> • face-to-face communication • information source
Communication Guidelines	<ul style="list-style-type: none"> • face-to-face communication • information source

Beatty's Communication Plan Cycle	Aligned Communication Principles
Stakeholder Analysis	<ul style="list-style-type: none"> • face-to-face communication • information source • opinion leaders • personal relevance
Effective Messages	<ul style="list-style-type: none"> • message redundancy • face-to-face communication • information source • opinion leaders • personal relevance
Effective Message	<ul style="list-style-type: none"> • message redundancy • diverse media • face-to-face communication • information source • opinion leaders • personal relevance
Messengers	<ul style="list-style-type: none"> • message redundancy • diverse media • face-to-face communication • information source • opinion leaders • personal relevance
Feedback	<ul style="list-style-type: none"> • face-to-face communication • opinion leaders • personal relevance

AIS Communication Plan

This section will clearly outline context-specific responses to Beatty's (2016) communication model questions.

Roles and Responsibilities

The main group responsible for communicating the change and its progress is the steering committee. This committee will consist of me as the instigator of this change, members of the OGL (satellite campus, service-learning, and sustainability initiatives), a high school administrator, current TFF teachers, parents and the leadership within the local community where we will be attempting to enact change. Given that people tend to seek knowledge from

those closest to them (Beatty, 2016; Contractor & Monge, 2002; Lewis, 2019), active involvement from teachers and parents is critical to ensuring that people have reliable information sources. And given that this may affect people's schedules and course allocations, it is also useful to have school leadership as part of this steering committee, as this is when a hierarchical information source will be necessary (Klein, 1996). It is important to note here that the formal leader selected to be part of this committee must be trusted by stakeholders, or their communication may have adverse effects (Cawsey et al., 2016).

However, another component of this OIP is that as a new program, it will require promotion within the school. For this, we will partner with the communications department at AIS (Beatty, 2016; Timmerman, 2003). They will be able to support the visibility of the program through brochures, campus tours and a social-media campaign. Their focus will be on incoming students, a demographic that is beyond the reach of the steering committee.

Communication Guidelines

To ensure clear and focused communication, AIS needs a clear objective and guidelines. This OIP proposes a series of “guiding norms” to ensure that communications are cohesive.

- Purpose: communications will have clear, specific objectives, driven by precise, actionable verbs (e.g., "To *build* enthusiasm," "to *solicit* feedback,")
- Accuracy: all communications will be reviewed by several committee members before “going live” to ensure information is accurate
- Redundancy: communication will be frequent, with critical information reiterated multiple times (Armenakis & Harris, 2001; Klein, 1996)
- Media Selection: communications will be delivered in a variety of forms, including AI interviews, "principal coffees," emails, newsletters, staff meetings, informal discussions

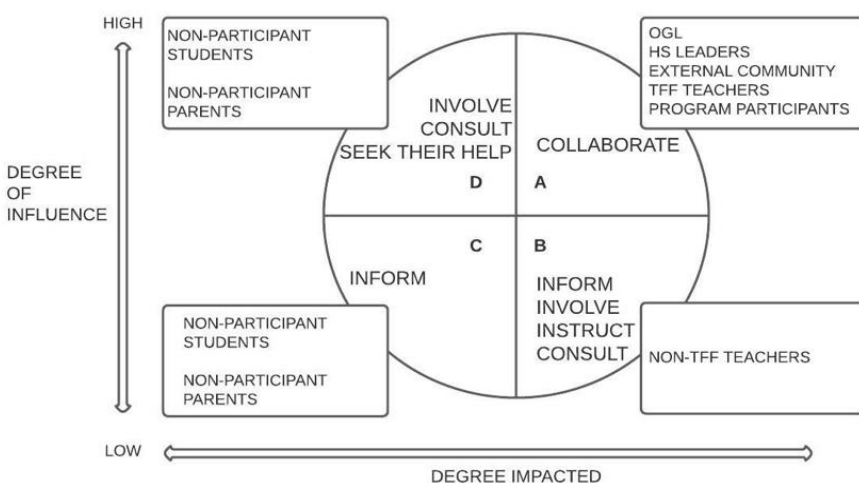
- Transparency: as much information will be available to as many people as possible, recognizing this is not always possible for privacy reasons (Cawsey et al., 2016)

Stakeholders

Identifying which stakeholders need to be involved in which stage of the change plan is as important to the communication plan as it is to the plan as a whole (Lewis, 2019). The key stakeholders in this plan are program participants, non-participating students, current TFF teachers, teachers, participant parents, non-participant parents, HS leadership, Office of Global Learning, campus leadership, and the external community (where the satellite campus is located). Beatty (2016) outlines a stakeholder map that demonstrating the degree of influence and impact of each stakeholder group. Figure 8 places each AIS stakeholder within the context of this map to identify frequency and style of communication. Stakeholders in in the A Quadrant will require more detailed collaboration strategies than those in Quadrant D, who will require periodic updates about decisions that directly affect them.

Figure 8

AIS Stakeholder Map



Note. Adapted from Beatty's (2016) Stakeholder Map

Effective Messages (Content)

The school's stated mission of creating students who live lives of compassion and integrity and who are dedicated to lifelong learning (Asia International School, 2021e) will be front and center in communications, constantly addressing the “why?” Part of the messaging will also focus on what will remain the same, as this will help quell resistance and ease anxiety (Beatty, 2016; Cawsey et al., 2016). Redundancy of messaging is also critical to this component of the communication plan (Klein, 1996). Furthermore, at this stage it is important to consider what stakeholders *must* know, what they *should* know and what they *could* know (Goodman & Truss, 2004). This assessment aids in the prioritization of messages, recognizing that it is ineffective to deliver too much information.

Effective Messages (Form)

This question deals with the selection of style and media, with careful attention given to which stakeholders require which style of communication, as well as the timing of that communication (Kitchen & Daly, 2002; Timmerman, 2003). As much as possible, this plan will use face-to-face communication, which is consistently shown to be the preferred and most effective approach (Beatty, 2016; Cawsey et al., 2016; Klein, 1996; Lewis, 2019). This will come in the form of AI when involved in early development stages, as well as for monitoring and evaluating (Cooperrider et al., 2008). It will also include components of AIS's existing communication strategy, which has a combination of department meetings, professional learning communities and faculty meetings that add up to several hours per week. There are also opportunities for face-to-face communications during the weekly "principal coffee." Finally, unique to AIS's communication strategy is the use of a popular messaging app for official communications. This will be a valuable communication tool for this change initiative, as it can quickly disseminate information and solicit responses, making it an effective two-way channel

(Cawsey et al., 2016).

Messengers

This component deals with who should oversee communication of each message and how to ensure that communication is consistent and effective. This OIP will focus on two categories of messengers. The first is formal leadership. These leaders will be critical in driving communications about the need for change, the focus of the change and the proposed solution. They will also provide the positional power to assemble the necessary stakeholders (Cawsey et al., 2016; Lewis, 2019). Opinion leaders will be essential for this component as well (Klein, 1996; Lewis, 2019). This leadership role will fall to TFF students and TFF student parents, both of whom are vocal supporters of PBL education. TFF teachers will be critical communicators as well, as their experience is imperative to both persuading people of the value of the program and communicating its successes on an ongoing basis. TFF has strong relationships with students, parents and leadership and has earned the trust of these stakeholders, and therefore will play a particularly useful role in the communication. Members of the OGL will also serve as opinion leaders as they have a history of success with service-learning.

Feedback

Consistent feedback is required to ensure that the communication is clear and is achieving its purpose. Communicative success will be measured using the same questions that drive the monitoring and evaluation plan. During AI interviews, questions about the communication style will also be added. For example, stakeholders will respond to questions such as "what aspects of the communications that you receive motivate you to act?" or "who is most likely to give you the information that you need or want when making a decision?" By embedding feedback in the monitoring and evaluation, which itself is already aligned with the AI

approach, this OIP ensures that all stakeholders experience consistency of communication in both frequency and style.

Chapter Three Conclusion

Successful organizational change requires not only a clear vision of change, including why the change needs to happen, but also a clear implementation plan, explicit criteria by which to measure the change, and a strategy to communicate that change. This chapter outlined a change plan aligned with Cawsey et al.'s (2016) CPM, breaking the change into four distinct stages, each with its own AI-based guiding questions, clear milestones, required resources and potential threats. This chapter also developed a clear plan for monitoring and evaluating (Markiewicz & Patrick, 2016) the change, which is also aligned to AI, with questions as the key drivers of feedback. Identifying ethical concerns at this stage is imperative, as the AI model requires clear and open communication among a diverse range of stakeholders. Finally, a clear communication plan was developed with focused communication for a diverse range of stakeholders. The plan recognizes the importance of diverse voices and perspectives and seeks to integrate this throughout planning, implementing, communicating, and assessing the change.

The selected frameworks and timeline in many ways represent a best-case scenario. However, it is also intentionally designed to be a flexible plan that can be put on hold or adapted to meet the needs of a constantly changing educational landscape. It is a fluid plan that is not dependent on any single leader or any specific timeframe, which I believe increases the likelihood of success.

Next Steps and Future Considerations

Educational priorities, both at the micro-level of this OIP, and at the macro-level of schooling worldwide, have shifted dramatically during this research and planning process. AIS

as an institution was among the first in the world to shift to an online platform, beginning distance learning in early February 2020. This forced a re-evaluation of priorities (away from loftier, more innovative goals and towards a “nuts and bolts” approach), a shift in leadership style (from a collective approach to a hierarchical one), and a series of temporary role changes that are still in effect as of this writing. AIS was also among the first schools in the world to return to campus, and though school was officially in session, it bore scant resemblance to the collaborative, interactive style that was such a part of our school culture. Slowly a tone of normalcy has set in, though it is unclear if we have truly stabilized. Planning for change in such an unpredictable environment is difficult. This section will explore the implications of agitating for change in this environment. It will first focus on the immediate future and what I can influence in the months ahead before looking towards long-term implications of this change.

Three main areas require immediate attention. First, I want to expand my agency to lead this change. The TFF has recently acknowledged the need for a head of department. I am actively pushing for the creation of this position, advocating both through direct channels such as discussions with the principal, as well as indirect channels like feedback surveys or colleagues who meet with leadership more frequently (for example, other heads of department or instructional coaches). However, I have recently learned that due to current staffing levels, this position will not be created for the 2021-22 school year. This means that for at least another year I will be operating from an informal leadership position. The structure of TFF still offers several avenues to agitate for change, including serving as the leader of TFF mission and vision articulation group, and as a member of the TFF data committee.

A second short-term goal is access to data. There is a vague promise from HS leadership to not only release the data that exists but also begin a formal process of longitudinal data

collection. This is a process I will actively be involved in, but, like so many things this year, it has been de-prioritized by a pandemic that has taken so much energy from so many leaders. This process is scheduled to begin in May 2021. The embargo on publishing academic data that supports TFF continues, though the data committee now has access to some data which moves this conversation in the right direction.

The third, and perhaps most important next step, is acquiring leadership support. The high school principal announced his resignation in April 2021, and the head of school a couple months before that. Acquiring this support is addressed in the change plan but must happen more immediately and with greater intentionality. Developing a relationship with the new HS principal and the head of campus is imperative to ensuring this change is fully aligned with the school priorities, as well as ensuring that the program has a “champion” from an early stage of implementation. This is also a critical step to ensuring that innovative grade 11-12 programming emerges as a “need” for leaders in the school. These are next steps that have already begun and must continue to develop before the planned beginning of this OIP.

This is a long-term change that has the potential to dramatically alter the educational landscape of the school. As personalized education increases in popularity, a trend accelerated by a pandemic and student access to online tools that allow them to learn at their own pace, a Pathways program like the one proposed is a natural complement to this focus. Understanding that this program has the potential to expand rapidly or to become a critical part of a reimagined approach to education must not be overlooked. At the very least, school policy dictates that programs available on one campus must be available on the other, which means, if successful, I have to be prepared for the development of a similar program on a potentially much tighter time frame.

While I imagine the first iteration of this program to involve roughly twenty students, I may be overestimating interest. However, it is also possible I am underestimating it as well, and there is a demand for rapid expansion. Understanding future demand and its implications will become clear in the monitoring and evaluation cycle but cannot be entirely ignored earlier in the process. Moving this program from the micro to the macro is a process I need to start considering early, even though any related action is several years away.

The final consideration is a personal one. The pandemic has prevented me from returning to my home country for over a year now, with no end in sight. It is unclear how sustainable this is, and though my intention at the time of writing is to remain at AIS for several more years, global politics and pandemic responses may alter those plans. To that end, it is vital that this is not my pet initiative but that I establish a group of like-minded team members early in the change process so that even without me, there is the possibility that this change takes place. Remaining humble and pragmatic about my ability to enact a change might be the most difficult part of this whole process.

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Appendix

Change Timeline and Summary

Year	Change Path Model Stage	Stakeholder Questions	Milestones	Resources	Constraints/Challenges
2021-22	Awakening: Why change?	<p>What has been a “high point” or peak in your experiences with the organization?</p> <p>What are the things you value most about the organization?</p> <p>What are the factors that “give life” to the organization?</p> <p>What are three wishes you have that would add life and vitality to the “desired state” plan?</p>	<ul style="list-style-type: none"> • Identify stakeholders • Identify leaders with positional power • AI “Summit” #1 • Organizational analysis • Identify change drivers • Formation of “steering committee” • Establish vision 	<ul style="list-style-type: none"> • Human • Time 	<ul style="list-style-type: none"> • Access to data • Covid-19
	Mobilization: What needs to change?	<p>What has been a “high point” or peak in the process so far?</p> <p>What are three wishes you have that would add life and vitality to the “desired state” plan?</p>	<ul style="list-style-type: none"> • Gap analysis • Communicate “why” and “what” to stakeholders • monitoring and evaluation plan • Communication plan 	<ul style="list-style-type: none"> • Time • Human • Information 	<ul style="list-style-type: none"> • Covid-19 • Financial
2022-23	Accelerating: How does the change occur?	<p>What are the factors that “give life” to the organization?</p>	<ul style="list-style-type: none"> • AI “summit” #2 • Actionable change plan • Hiring of faculty • Budget • PD • Faculty site visit • Build relationship with outside community • Promotion campaign • Inaugural “cohort” identified 	<ul style="list-style-type: none"> • Human • Time • Financial • Information 	<ul style="list-style-type: none"> • Teacher resistance • Leadership change

Year	Change Path Model Stage	Stakeholder Questions	Milestones	Resources	Constraints/Challenges
			<ul style="list-style-type: none"> • Program space identified • Program orientation 		
2023-24	Accelerating: What does the change look like in action?	<p>What has been a “high point” or peak in the process so far?</p> <p>What are the factors that “give life” to this change plan?</p>	<ul style="list-style-type: none"> • Program “Launch” • Site visit • “Driving principles” document • Establish project focus • Physical space renovated 	<ul style="list-style-type: none"> • Financial • Human • Time • Information 	<ul style="list-style-type: none"> • Teacher resistance • Leadership change
Beyond 2024	Institutionalization: Is the change accomplishing its goals?	<p>What has been a “high point” or peak in your experiences with the change?</p> <p>What are the things you value most about the new program?</p> <p>What are the factors that “give life” to the organization?</p> <p>What are three wishes you have that would add life and vitality to the “desired state” plan?</p>	<ul style="list-style-type: none"> • AI “Summit” #3 • Program Evaluation 	<ul style="list-style-type: none"> • Human • Time 	

Note. “Resources” are ordered from highest to lowest demand