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Improving Academic English Proficiency of Chinese International Students

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Abstract

This Organizational Improvement Plan (OIP) focuses on how an English for academic purposes (EAP) program launched by Vancouver Urban College (VUC; a pseudonym) can assist Chinese international students (CISs) in meeting their acculturation challenges and closing the achievement gap for studying in the Canadian academic context. This change initiative is in response to the external student demographic change in Canada and the internal context, including the organization's vision, its mission, and the strategic plan with a joint focus on building a culturally responsive and inclusive school. A tripod of culturally responsive school leadership (CRSL), transformational leadership, and transformative leadership, grounded in equity and social justice and targeted at the unique learning needs of CISs, provides a guide to shaping the school and classroom education to live up to the school's vision, which is reflected in its mission statement as 'we think, we share, we change' (Strategic Planning of VUC, 2019). The proposed solution is to develop an EAP curriculum focusing on content-based instruction (CBI) as an approach to improving the academic English literacy and intercultural competence (IC) of learners. In implementing the change, a combined framework of Cawsey et al.'s (2016) change path model and Kotter's (1996) eight stage model of organizational change is applied to guide the process. Finally, a monitoring and evaluation plan based on Deming's (1993) plan-do-study-act (PDSA) model will be utilized to assess the change implementation and how it can be used to strategically close the achievement gaps of CISs and immigrant students of Chinese origin.

Keywords: English for academic purpose (EAP), intercultural competence (IC), Chinese international students (CISs), culturally responsive school leadership (CRSL), content-based instruction (CBL), transformative leadership.

Executive Summary

With globalization opening educational opportunities to international students (ISs), who in turn have had a significant positive economic impact on the destination countries (Cudmore, 2005), the challenges that ISs face in the social, cultural, language, academic, and finance areas have also surfaced as stressors in their acculturation process (Gartman, 2016). Studies on CISs, who constitute a large proportion of international students in Canada, have identified inadequate academic English proficiency and intercultural competency (IC) as the recurring challenges among this demographic group (Andrade, 2006; Su & Harrison, 2016; Tong, 2014; Turner, 2006). Based on the research results regarding the increasingly acknowledged interplay of cultural and linguistic dimensions in foreign language education (Byram & Feng, 2005; Byram et al., 2013; Liton, 2016), this OIP focuses on developing and deploying an EAP curriculum as a solution to address the problem of practice (PoP) – lack of academic English proficiency and IC to adequately prepare students from an Eastern cultural context for the rigors and reality of living and studying in the Western world and becoming future human capital in an increasingly globalized world.

The challenges of CISs were evident both empirically and theoretically when VUC decided to commit to developing an EAP program that adapts CISs and other minoritized English language learners (ELLs) to Canadian education. This change initiative aims to provide learners with the appropriate learning resources – particularly a curriculum – and the aligned pedagogy and support to achieve the best learning outcomes as possible. This OIP serves as a guide to facilitate the change in institutional culture among VUC’s constituents in order to actualize this initiative.

Chapter 1 presents the contextual information and forces framing the PoP for this OIP. To begin with, a brief history; the current mission, vision, and organizational structure; and the future goal of the school in terms of building a culturally responsive and inclusive environment are introduced. Informed by a pragmatic-transformative worldview, I have adopted a transformative lens to address educational justice and inequities (Shield, 2010) and a pragmatic lens to derive knowledge about the problem from pluralistic angles (Creswell, 2014). The PoP is framed by Cummin's (1999) distinction of basic interpersonal communication skills (BICs) and cognitive academic language proficiency (CALP) and as well as Byram's (2008) connection between foreign language acquisition and IC development. Rafferty et al.'s (2013) multilevel framework is adopted to assess individual and collective readiness for change, which concludes that VUC is ready for this journey of change.

Chapter 2 delineates the planning and development of the change initiative. CRSL, transformational leadership, and transformative leadership approaches jointly propel change forward by focusing on generating equity with cultural knowledge frameworks (Gay, 2018; Khalifa et al., 2016), improving an organization through inspirational goals (Northouse, 2019), and challenging the disparities outside the organization that impinge on the success of students (Shields, 2010), while keeping the maximization of students' learning outcomes central to the school's strategic development. Based on Nadler and Tushman's (1990) reactive and reorienting natures of change, a combined framework of Cawsey et al.'s (2016) change path model and Kotter's (1996) eight-stage process is selected to create synergy in leading the change process. The framework, further augmented by an organizational analysis under the framework of Nadler and Tushman's (1980) congruence model, helps to identify the preferred solution to the PoP and elucidate the rationale for the solution. The chapter then ends with the ethical framework to

guide the selected solutions, which is built on Confucius' five core values: benevolence, righteousness, ritual, wisdom, and trust (Confucius & Legge, 2012).

Chapter 3 focuses on the implementation, evaluation, and communication of the change. The goals and priorities in implementation hopefully will lead VUC to an improved situation. Integral to the change implementation plan are the goals and priorities at different phases as well as transition management focusing on identifying stakeholders' reactions, supports and resources, and potential limitations and challenges. Monitoring and evaluation of this change plan will be conducted using Deming's (1993) PDSA cycle to assess the short-, medium-, and long-term goal achievements. A communication plan with detailed channels, practices, and strategies guiding each phase of the change is also included in this chapter. Finally, Chapter 3 concludes with an outline of the next steps and considerations for future organizational endeavors.

This OIP aims to reveal inadequate academic English proficiency and IC among CISs, which are two key problems that must be further studied and addressed by academia. Meanwhile, it also aims to address these problems through an internally developed EAP program. Whereas the current solutions identified focus on promoting EAP and the aligned pedagogical approach of CBI, a focus on the content requires further and in-depth cultural and linguistic research. This field of inquiry is important because at its center is a concern with helping CISs or ISs at large to become better learners and the future human capital in this globalized and interconnected world.

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List of Acronyms

BC (British Columbia)

BICs (basic interpersonal communicative skills)

CALP (Cognitive Academic Language Proficiency)

CBI (Content-based Instruction)

CCP (Chinese Communist Party)

CISs (Chinese international students)

CRSL (Culturally responsive school leadership)

DMIS (Developmental Model of Intercultural Sensitivity)

EAP (English for academic purposes)

ELL (English Language Learning)

ELLs (English Language Learners)

GDP (Gross Domestic Product)

IC (intercultural competence)

IDI (Intercultural Development Inventory)

IELTS (The International English Language Testing System)

ISs (international students)

MOE (Ministry of Education)

OIP (Organizational Improvement Plan)

PDSA (Plan–Do–Study–Act)

PLC (professional learning community)

PoP (Problem of Practice)

PTIB (Private Training Institutions Branch)

TOFEL (Test of English as a Foreign Language)

VUC (Vancouver Urban College)

Definitions

Basic Interpersonal communicative skills (BICs): The language skills needed in everyday face-to-face conversational communication (Cummins, 1999).

Cognitive Academic Language Proficiency (CALP): The language proficiency needed to understand and express the various content areas relevant to success in school (Cummins, 1999).

Content-based Instruction (CBI): A language education approach combining teaching language skills in reading, writing, speaking, and listening with teaching academic subject content, thereby enabling learners to link language to subject contents and develop English literacy in these academic subjects (Brinton, et al., 1989).

English for Academic Purposes (EAP): The reading, writing, speaking, and listening English skills that learners need to succeed in an academic setting and classroom culture.

English Language Learners (ELLs): English language learners whose English is the second language and thus need additional English language development support in order to succeed in academic contexts.

Intercultural Competence (IC): The critical knowledge and skills that enable people to engage in interpersonal interactions with people from culturally diverse contexts (Cushner, 2016).

Chapter 1: Introduction and Problem

This Organizational Improvement Plan (OIP) investigates the approaches to facilitating the cultural and academic integration of Chinese international students (CISs) into a Vancouver private college environment in which this Problem of Practice (PoP) is identified. For this facilitation, Vancouver Urban College (VUC) is developing an English-for-academic-purposes (EAP) program to improve CISs' academic English proficiency and intercultural competence (IC) as a key component of the college's strategy. Change is necessary within VUC's culture to properly support CISs who have faced significant acculturation hurdles among which a lack of English language proficiency emerging as the main stressor within this demographic group. This OIP guides the leadership approach to gaining buy-in and empowering faculty members to lead the change and attain the goal.

The OIP is divided into three chapters. Chapter 1 introduces the PoP, the organizational context, the history of the organization, and the leadership position and lens statement. It details the PoP driving this OIP, including the various lenses through which to analyze the problem; provides an evaluation of the organization's readiness for change; and outlines the leadership-focused vision for this change and the resultant plan to communicate this change.

Organizational Context

The organizational context of this OIP is organized into four sections: the broad political, socioeconomic, and cultural contexts of my organization; the aspiration of the school reflected in its vision, mission, values, and goals; the organizational structure and leadership approaches; and the organizational history with a connection to the current mission and strategy.

Introduction and Context

VUC is a private community college in Vancouver, British Columbia (BC), Canada. It offers language certificate programs and career diploma programs and services designed to be customizable to student needs. Students at VUC come from a range of socioeconomic backgrounds and a variety of nations. Most students are newcomers to Canada either as immigrants or as international students (ISs). With a view toward understanding these students' experiences and outcomes, VUC's political, economic, social, and cultural contexts must be considered.

Political Context

The political context in which VUC operates is reviewed from federal, provincial, and school jurisdictions. At a federal level, international education is positioned as an essential pillar of Canada's long-term competitiveness as specified in the *Canada International Education Strategy 2019-2024* (Government of Canada, 2020). In addition, attracting international students (ISs) to Canada is another key component of the strategy. The following benefits that ISs bring to Canada are acknowledged by the Canadian government: increasing Canada's new ideas, innovation capacity, and human and economic capital (Government of Canada, 2020). In summary, preparing Canadian citizens with international education for the global marketplace and drawing talents to Canada are the two building blocks of Canada's future prosperity (Government of Canada, 2012).

At a provincial level, each province or territory enjoys its jurisdictional autonomy recognized by the federal government (Kershaw, 2013). This provincial autonomy, particularly in "certification, curricula, education policy, legislation and teacher training" (Newton & da

Costa, 2016, p.1280), is considered a strength to allow for innovative forms of teaching and learning in response to regional priorities (Kershaw, 2013). In BC, with a large immigration and IS population, priority is given to supporting diversity and inclusion, enabling the development of intercultural competencies for BC students, teachers, and communities (British Columbia, 2021).

At the micro level, school autonomy “in aligning learning and skills development with regional priorities” (Kershaw, 2013, para. 5) allows schools in BC to respond effectively to the need for culturally and ethically diversified local communities with a commitment to “provide ESL support, together with a culturally balanced curriculum” (Goddard & Hart, 2007, p.14). While VUC is like other Vancouver colleges in providing such programs and services to students, the college is distinguished by its unremitting effort in research and developing innovative language programs to meet the acculturation and academic needs of ISs.

Socioeconomic Context

From the macro perspective, ISs studying in Canada have had a significant, positive impact on the Canadian economy. It is estimated that in 2016 alone, the total spends by ISs contributed \$12 billion to Canada’s gross domestic product (GDP), and those students accounted for 158,300 jobs, directly and indirectly supporting the Canadian economy (Government of Canada, 2017). Chinese students have made up one of the largest demographic groups of ISs studying in Western English-speaking countries including Canada (Beres & Woloshyn, 2017; Reynolds, 2018).

At the micro level, VUC is a private for-profit college established in response to market demand for accessible, flexible programming and marketable skills for students’ transitioning

from college to university or to a career. The main sources of funding for private colleges are student tuition. To ensure that VUC is the right fit for students, quality programs and services that can effectively address students' needs are not only a marketing tool but also the precondition for school development grounded in its organizational values. At VUC, a fixed proportion of funding is intended for program development and the leadership views this targeted funding as a means to support classroom teachers to improve teaching practices and hence student learning outcomes.

Cultural Context

The cultural context of VUC is analyzed at broad national, provincial, and school levels. At a broader national level, a rise in the diversity of the Canadian population with a foreign-born population representing 20 % of the total population (Statistics Canada, 2017) provides Canadian schools with a wider cultural context, which is created externally yet integrated into and thus becoming part of all schools. This external context has made equality and the understanding of other countries and peoples – the core elements of international understanding defined by United Nations Educational, Scientific, and Cultural Organization (UNESCO) (UNESCO, 1959) – natural priorities of the Canadian education system.

At the provincial level, BC has made an increasing commitment to a school system with teaching and operational practices that honour diversity, including both visible differences (e.g., race, ethnicity, gender) and less visible ones (e.g., culture, ancestry, language, religious beliefs) (British Columbia Ministry of Education, 2008).

At the school level, a high demographic composition of students from East Asian countries – particularly from China – orients leadership practices, including designing school

policies and teaching practices that represent multiculturalism, while considering the characteristics of Confucian Asian culture. As a response to the needs of culturally diverse students, VUC's leadership team has made a commitment to allocate resources to support the development of programs and curricula that reflect students' "cultural values, historical perspectives and equity in potential for student contribution to society" (Goddard & Hart, 2007, p.15).

Vision, Mission, Values, Purpose, and Goals

In view of the student demographic composition, VUC embraces its responsibility to facilitate students' successful cultural and academic adaptation to this new country. Grounded in the five core values: benevolence, righteousness, rituals, wisdom, and trustworthiness identified by an Ancient Asian philosopher, Confucius (Bi et al., 2012), VUC's teachers and management are committed to providing culturally responsive programs and services to afford students a successful acculturation experience in Canada.

The 2019 - 2024 institutional strategic plan redefined its vision as follows: to build the school into a community leader in providing quality education to develop students to be active participants in different aspects of the new cultural, academic, and social life. Meanwhile, a culturally responsive and inclusive school environment will be created to develop students with IC to enable them to be proud of their own cultural traditions and appreciative of diverse cultures and value systems (Sutherland et al., 2014).

Aligned with the vision, the school's mission is to provide quality programming and effective instruction for all students to realize their full potential to attain success in both their academic and social lives. The mission statement of VUC is "we think; we share; and we change" (Strategic Planning of VUC, 2019). "We" refers to the college's staff with a collective

vision to think critically, share knowledge, and change the status quo to gain the best student social and academic achievements.

Led by the principal and head teacher and supervised by a program advisory committee consisting of professionals with experience in language education and career education to reflect the current practices, VUC leadership has always been committed to leadership capacity building and introducing change to meet the needs of students. One of the focuses of its new strategic plan is to develop an EAP program to improve students' IC through the development of their English proficiency. By implementing the new program, VUC hopes to truly live up to its vision of developing the school into a community leader.

Concurrent with the program's development, VUC's strategic plan has identified the expansion of global engagement opportunities as one of the goals of its next stage of development. This goal aligns with the goal of developing and implementing the EAP program. By exporting its language programs overseas, VUC has established partnership with several sister-schools in China. This connection enables VUC to spread its concept of developing intercultural understanding not only within its local community but also across border to global regions.

Organizational Structure and Leadership Approaches

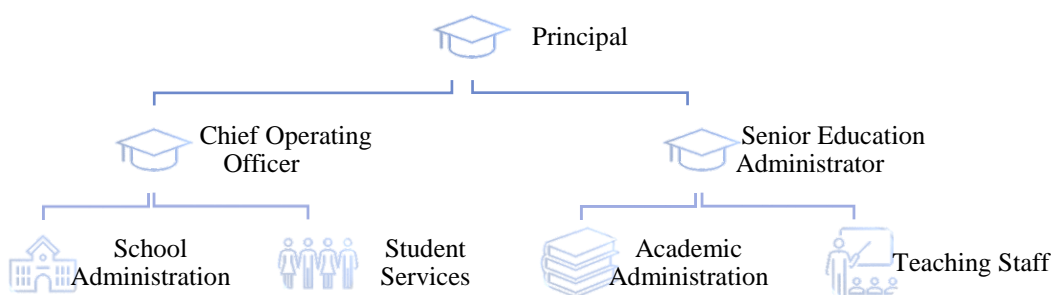
The organizational structure and leadership approaches of VUC present the design of an administrative framework in colleges. With a focus on the requirements of a small-scaled college in private sector, due importance is given to the collaboration of administrative and academic functions of the institution.

Organizational Structure

With the program advisory committee consisting of professionals with experience in language education and career education to inform the principal of the current institutional practices and issues of importance, VUC follows a traditional line structure. Figure 1 depicts VUC's organizational chart, outlining its leadership structure.

Figure 1

VUC Organizational Chart



As presented in Figure 1, VUC operates under a traditional hierarchical leadership structure. The leadership team comprises of a principal, who is responsible for overall strategic planning and leadership; a senior education administrator, who is responsible for academic administration, including the maintenance of programs, the professional development of staff, the curriculum, the evaluation of instructors and instructional support, and special projects; and a chief operating officer, who oversees clerical staff in charge of multiple administrative tasks related to human resources, bookkeeping, program marketing, office procedure, and student enrollment.

Leadership Approaches

VUC operates under a traditional hierarchical leadership structure. Its leadership practice has been grounded in instructional leadership, with the top leadership directly involved in setting the school's direction as well as leading and managing teaching and learning in schools (Hallinger et al., 2015) and a mechanistic organizational structure with centralized decision making; a formalized routine; and a clearly defined division of labor, rules, and procedures (Cawsey et al., 2016). This top-down mechanistic structure works well for reducing risks and maintaining efficiency, but it does not respond flexibly to the uncertainties and unpredictability in the context of a change initiative calling upon knowledge, skills, and participation across an organization.

Implementing the change requires knowledge sharing among faculties underpinned by a culture of communication. Both lateral and vertical communication is expected across the organization because chances are high that a teacher or staff member with expertise in a particular culture or subject matter in one faculty will be called upon by other faculties to troubleshoot a problem. To assist in the change, leadership must shift the organizational structure from a mechanistic one to an organic one with more flexibility, fewer rules and procedures, and less reliance on centralized hierarchy (Cawsey et al., 2016). This structure will focus on facilitating communication, support, and collaboration across the organization in response to a changing environment. Moreover, school leader's direct engagement with teaching and learning processes is expected to shift towards involving all participants to establish a cadre of talented teachers and to execute leadership practice (Spillane, 2006).

In my capacity as the senior education officer, I have the agency as a formal leader and a change agent to increase teachers' knowledge of how academic English proficiency and IC can

facilitate students' successful academic and social life in Canada. By thinking beyond the limits of a standardized, conversation-based, English language curriculum, we will be able to develop and implement a content-based English program and pedagogy founded on the expertise and resources of our teachers. However, a significant amount of communication and modification in leadership is yet to be completed to reach the desired state.

History of the Organization

VUC is a new player in the community. Since the school's inception in 2009, it has expanded to occupy three campuses located in three major school districts of Greater Vancouver. Within the twelve-year operation, the college has received the accreditation by the Private Training Institutions Branch (PTIB), holding an Education Quality Assurance status under the Provincial Ministry of Advanced Education, and establishing partnership with a few other educational institutions across Canada and overseas. Serving approximately 1,000 students with more than one third Chinese international students (CISs) as English language learners (ELLs) – the faculty and staff of the college are committed to creating a culturally responsive and inclusive school environment and offering diploma programs and English language programs to assist the students. Connecting to the history and current mission of VUC, this OIP aims to identify and adopt the strategies to develop CISs' academic English proficiency and IC, which hopefully will enable CISs to live and learn best in a learning context with English as the medium of instruction and prepare them to be the future human capitals with cross-cultural understanding and global citizenry.

Leadership Position and Lens Statement

My leadership position is rooted in a pragmatic-transformative worldview framed by my professional and life experiences. My leadership lens to support the OIP including culturally responsive school leadership (CRSL), transformational leadership, and transformative leadership are grounded in both organizational and social contexts in which the institution operates.

Leadership Position

As the senior education administrator, I am responsible for ensuring that the curriculum and programs relevant to their respective learning objectives and overseeing a performance evaluation process for instructors. In addition, I am undertaking a teaching role – teaching ELL courses and developing curricula across levels. My dual functions as an administrator and a teacher require me to work collaboratively with both administrative and teaching teams to improve teaching practice and to design the future direction of the school. On the one hand, the administrative role has provided me with the agency to improve academic quality through the professional development of staff, the curriculum, the evaluation of instructors, and instructional support. On the other hand, my teaching position has afforded me an opportunity to closely observe students, study, and understand what programs and pedagogy are truly needed to achieve a desired learning outcome.

Moreover, my cross-cultural life experience as a first-generation immigrant to Canada has exposed me to diverse cultures, numerous challenges, and different approaches to adapting to cultures and solving problems. I subscribe to a pragmatic-transformative worldview with a commitment to addressing educational justice and inequities as a transformative on the one hand, and a readiness to adopt “pluralistic approaches to derive knowledge about the problem” (Creswell, 2014, p. 11) as a pragmatist on the other. Upon doing research, pragmatism guides me

to focus on the research problem rather than methods and to employ pluralistic approaches to understand the problem (Creswell, 2014). Having the freedom to adopt pluralistic research methods, worldviews, and assumptions to best understand the truth at the time and in multiple contexts (Creswell, 2014) and being anchored to consequences rather than perceived ideas (Hammond & Wellington, 2013) provide me with a pragmatic lens to achieve two purposes with a transformative worldview and in the context of this OIP: a) to reflect on what a transformative worldview defines as “inequitable practices” (Shields, 2010, p. 559). In the context of this OIP, the inequitable practices refer to those that have led to the achievement gap of CISs; and b) to initiate an action agenda to offer “the promise not only of greater individual achievement but of a better life lived in common with others” (Shields, 2010, p. 559). This action agenda refers to a change initiative aiming to narrow the gap and develop the human capital of this demographic group accounting for one fifth of the world population in this globalized world.

In addition, the links between education, educational leadership, and the wider embedded social context that transformative leadership maintains (Shield, 2010) and the pragmatic approach’s focus on contexts to analyze a problem (Creswell, 2014) consolidate my belief that transformative and pragmatic worldviews, upon examining contexts to understand problems, are inextricably related. The transformative worldview pushes me to represent any culturally and linguistically marginalized group through a change agenda; the pragmatic worldview helps me to seek a solution by developing and implementing an EAP program with a culturally responsive curriculum and an aligned pedagogy (Khalifa et al., 2016).

Leadership Lens

The leadership frameworks to support my OIP are CRSL, transformational leadership, and transformative leadership. This tripod of leadership lay the groundwork to link leadership

with both organizational and social contexts, and with the goal of improving student achievement.

Culturally Responsive School Leadership

As a bilingual speaker with both academic and career experiences in China, the United States, England, and eventually Canada, I have developed a sense of who I am through the lenses of English and Chinese languages and of Western and Eastern cultures. I am aware of the importance of being culturally responsive when facing acculturation needs in a foreign environment into which one must integrate into for a productive life. Also, it is due to my position in both administrative and teaching roles that I use the CRSL to provide a model guiding my leadership approaches.

Culturally responsive school leaders are responsible for promoting a school climate inclusive of minoritized students, particularly those who are marginalized within most school contexts (Khalifa et al., 2016). As culture plays a significant role in shaping thinking, behaviors, and practices (Hallinger & Leithwood, 1998), the massive cultural disparity between Eastern and Western cultures creates differences in the above variables, constituting significant stressors for CISs upon moving to a Western country (Lin et. al, 2001). Meanwhile, their low English proficiency to face language barriers (Chataway & Berry, 1989; Dion & Dion, 1996; Li et al., 2017; Lin et al., 2001; Tong, 2014), the lingering sting of racism and discrimination (Bista & Foster, 2016; Stanley, 2011; Turner, 2006), and parents and communities' exceedingly high expectations rooted in cultural variables regarding CISs' academic and career achievements (Tang & Dion, 1999) result in a high level of anxiety, maladjustment, social isolation (Lin et. al, 2001) and eventually in the marginalization of CISs' social and cultural capital.

As a school leader working in the context of a significantly large CIS population, positioned between two languages and two cultures, and incorporating these languages and cultures into a bicultural identity, I always feel it is my responsibility to promote inclusive education and ensure optimal learning experiences for this demographic group within the sociocultural context of VUC and Canadian communities.

In my capacity as a formal change leader, there are three approaches to being culturally responsive. First, selecting and developing language programs appropriate for meeting the learning objectives of students. Second, leading and facilitating professional training to develop teachers' awareness of the context in which they teach and the inequitable factors that affect their students' potential (Gay & Kirkland, 2003). Third, engaging students in community-based activities to improve their social life and facilitate their adaptation to local culture. These leadership approaches jointly aim to achieve students' the academic success and cultural affiliation.

Transformational and Transformative Leadership

While being responsive to the needs of students (Khalifa et al., 2016), I also approach this OIP through the lenses of a) transformational leadership, which focuses on motivating employees with vision (Leithwood & Janzi, 2005; Northouse, 2019; Shields, 2010) and b) transformative leadership which focuses on analyzing and changing common patterns of inequities or injustice that led to marginalization (Capper, 2019; Shields, 2010).

The key values of justice and equity form the common ground of both transformational and transformative concepts (Shield, 2010; 2012). Both reflect the notions of transformation. Nevertheless, at VUC, transformation has led to transformative learning with a focus on a culturally responsive curriculum and pedagogy to meet the acculturation needs of students,

many of whom are newcomers to Canada. The learning process for this student demographic involves “the acquisition (or manipulation) of knowledge that disrupts prior learning and stimulates the reflective reshaping of deeply ingrained knowledge and belief structures” (Davis, 2006, p. 1). The common factors in this transformative learning include “the need for social betterment, for enhancing equity, and for a thorough reshaping of knowledge and belief structures—elements that reappear as central tenets in the concept of transformative (although not so necessarily in transformational) leadership” (Shields, 2010, p. 566).

Transformative leadership sets the lens on how inequities people experience in the wider society affect their ability to perform and succeed within an organizational context (Shields, 2010). This lens leads me to reflect on the reality of the broader social and political spheres that CISs face, and thus realize that it is the reality that has led to the marginalization of many CISs as ELLs whose cultural and social capitals are routinely unrecognized and/or devalued, and thus their potential untapped (Bista & Foster, 2016; Khalifa et al., 2016; Yosso, 2005).

While transformative leadership focuses on disparities in justice, democracy, and equity outside the organization to identify what generates disadvantages and marginalization (Shields, 2010; 2012), the focus of transformational leadership is within the organization (Shields, 2010; Northouse, 2019). Bass and Avolio (1994) define four factors of transformational leadership: (1) idealized influence, where the transformational leader’s ethical conduct drives the emulation of their followers; (2) inspirational motivation, such that followers are inspired and motivated by a shared vision for collective good; (3) intellectual stimulation, where followers are challenged to think creatively and innovatively; and (4) individualized consideration, where individual needs are addressed through the coaching of the transformational leader. While the factor of idealized influence has led me to pay attention to moral and ethical standards as the foundation for

leadership, the remaining three factors help me to identify approaches to developing people, particularly in my capacity: inspiring teachers' commitment to the organization and linking leadership to create a culturally responsive classroom and school environment (Leithwood & Janzi, 2005) with the ultimate objective of improving student learning.

In summary, CRSL, transformational leadership, and transformative leadership each has its unique view on organizational functioning – CRSL constructs cultural knowledge frameworks that generate equity (Gay, 2018; Khalifa et al., 2016); transformational leadership focuses on improving organizational change and effectiveness with motivation from inspirational goals (Bass & Avolio, 1994; Northouse, 2019); and transformative educational leadership challenges disparities outside the organization that impinge on the success of individuals, groups, and the organization as a whole (Shields, 2010). These varied angles have jointly assisted me with the identification of the problems in this PoP. On the other hand, the three leadership approaches all focus on transforming the status quo, giving voices to the voiceless, and improving students' learning (Capper & Young, 2014; Khalifa et al., 2016). Therefore, they provide me with clues to the problems in this OIP by exercising power that begins with questioning the issues related to justice and equities in a culturally responsive manner. Meanwhile, these leadership lenses enable me to position my team and myself in the change management process to identify effective practices in classroom learning to maximize students' English language proficiency at VUC.

Leadership Problem of Practice

The PoP addressed in this paper is how to improve academic English literacy along with IC among CISs through the development and implementation of an EAP program. Language and cultural barriers constitute a major acculturation stressor for CISs at VUC as well as in many other schools in Canada (Chataway & Berry, 1989; Dion & Dion, 1996). In many cases, students

have difficulty keeping up with the pace of lectures, following instructions, and joining in discussion (Su & Harrison, 2016). A lack of discussion, listening, reading, and writing skills pose challenges in studies: even diligence does not necessarily result in high academic achievement (Andrade, 2006). CISs experienced higher level of anxiety, lower English language competence, more adaptation and communication problems than their counterparts from European nations (Chataway & Berry, 1989; Li et al., 2017; Lin et al., 2001; Tong, 2014). As a result of unsatisfactory performance, CISs are often perceived as having difficulty in critical thinking or independently solving problems (Reynolds, 2018; Turner, 2006).

Nevertheless, these challenges are not due to learners' intellectual limitations, but because of a few external factors, including a lack of cultural awareness when facing culturally driven expectations in class (Turner, 2006) and/or inadequacy in academic English literacy due to the gap between what they have learned during English classes in their home country and what they are expected to already know in an academic English context (Adamson, 2002, 2004; Adamson & Morris, 1997). The roots of those externalized academic and cultural challenges can be traced deep into the different curriculum objectives of English education (Adamson, 2002, 2004; Adamson & Morris, 1997; Gao et al., 1996) and the varying and even opposing customs and values from CISs' cultural heritage (Dion & Dion, 1996), which will be further analysed later as the cultural factors shaping the PoP.

The goal of this OIP is to address CISs' challenges by developing and implementing an EAP program to improve their academic English proficiency and IC. The program focuses on content-based instruction (CBI), and learners acquire traditional English language skills, including listening, speaking, reading, and writing, combined with the acquisition of knowledge regarding specific academic subjects – science, social studies, math, and language arts – thereby

enabling them to link language to subject contents and develop English literacy in these academic subjects (Cummins, 2008; Brinton, et al., 1989; Song, 2006). In addition to the program development, the development of faculty and staff is expected to occur concurrently. This is because implementing systematic organizational change to meet students' challenges is a complex process. It requires a shared vision of change at different levels of the organization to eliminate resistance due to the added workload and different beliefs regarding English programs.

I have committed myself to a leadership path of “tak[ing] the initiative, set[ting] the agenda, establish[ing] the pace, and contribut[ing] to the conversation” (Murphy, 2013, p. 31), hoping that the program vision can be shared across the organization. However, quite often I have been struck with the dissonance of teachers who cast doubt on the vision. Even if the program objectives were communicated at several organizational meetings, some still frown on them because the most popular ELL curricula and textbooks developed by authoritative sources including prestigious universities and publishers have defined daily communication topics as the main themes of learning: starting from greetings, self – introduction to hobbies, pastimes, to family, shopping, places of interests, for instance. To shift deeply ingrained mental models of teachers from developing daily communicative English proficiency to academic English proficiency as the focus of ELL teaching requires open dialogues and effective leadership approaches.

Framing the Problem of Practice

This section is organized to incorporate the following three subsections: a literature review of factors influencing the PoP, an analysis on the relevant internal and external data, and identification of factors shaping the PoP.

Literature Review of the PoP

In framing the PoP, it is first important to define the key terms surrounding IC and EAP. Cushner (2016) defines intercultural competence (IC) as “the critical knowledge and skills that enable people to management their interpersonal interaction with people different from themselves...and thus, to be successful within a wide range of culturally diverse contexts” (pp. 203-204). The knowledge of IC can produce both internal outcomes, such as growing an adaptable, flexible, and empathetic mindset, and external outcomes, including effective and appropriate communication in intercultural situations (Douglas & Rosvold, 2018). Then depending on disciplines and approaches, IC can be known by many other terms such as “multiculturalism, cross-cultural adaptation, intercultural sensitivity, cultural intelligence, international communication, transcultural communication, global competence, cross-cultural awareness, and global citizenship” (Deardorff, 2011, p. 66). For the purposes of this OIP, the term IC will be used exclusively.

English for academic purposes (EAP) is defined as “the teaching of English with the specific aim of helping learners to study, conduct research ... in that language” (Peacock & Flowerdew, 2001, p. 8). EAP aims to develop learners’ academic English proficiency– titles as Cognitive Academic Language Proficiency (CALP) introduced by Cummins in the late seventies. According to Cummins (1999), CALP distinguishes from basic interpersonal communicative skills (BICs) by being specific to the context of schooling. EAP, a pedagogical evolution to CALP, grounds the teaching of English in building learners’ cognitive, social, and linguistic competencies in academic contexts (Clennell, 1999; Song, 2001; Hyland & Hamp-Lyons, 2002), shifting the focus of English as a second language instruction from developing

learners' daily-life communicative competence to developing both their English language and school subject knowledge or academic English proficiency.

In the field of education regarding English as a foreign language, the interplay between cultural and linguistic dimensions has been increasingly acknowledged in current research (Byram & Feng, 2005; Byram, 2008; Byram et al., 2013; Liton, 2016). As findings pertaining to the correlation between higher levels of EAP and IC reveal (Cummins, 1999, 2008, 2016), developing EAP contributes to the development of IC.

The paucity of academic English proficiency among CISs has been studied by many scholars and covered in literature reviews. Andrade (2006) outlined two main challenges that ISs face in institutions of higher education in English-speaking countries: English language proficiency and culture, both of which are evidenced by Chinese students. Su and Harrison (2016) identified language as a highly meaningful factor in determining CISs' ability to navigate both academic and social challenges. Furthermore, Adamson and Morris (1997) argued that the root of the phenomenon should be traced to the national language policy, which prioritizes to the development of learners' daily communicative skills related to cultural products such as food, holidays, stories, and clothing. Bennett (2013) defined these cultural products as the observable characteristics of culture. However, the unobservable characteristics related to behaviour, values, and ways of thinking (Bennett, 2013) were not included. Positioning English language learning as necessary for general communicative development, rather than for developing the behaviour, values, and ways of thinking related to culture and schooling, is the reason that the English language become a stressor for CISs in current and future academic studies.

Relevant Data

Quantitative data gathered from international English benchmark assessment examinations, such as the International English Language Testing System (IELTS) and the Test of English as a Foreign Language (TOFEL), also provide evidence of the gap in English proficiency for higher education among Chinese nationals compared with other demographic groups. According to the IELTS scores achieved by various demographic groups in 2019 (IELTS, n.d.), 9% of Chinese test candidates attained above the band of 7 (the score indicating proficient operational command of the language for postsecondary education), compared with 12% of Vietnamese, 16% of Hindi, and 29% of Filipino candidates, the counterparts from neighboring countries. In addition, previous studies on TOFEL also indicate that this test has been a significantly high threshold for college-bound Chinese students who commit long hours and even years of effort in preparation for the test (Matoush & Fu, 2012). However, the test performance of Chinese students in general does not match the effort invested as evidenced in the test results. In addition, the English Test Service (2018) presented that Chinese TOFEL test takers' mean average, at 79, was lower than the global average of 82. Moreover, among listening, speaking, reading, and, writing, the four language abilities tested in TOFEL, writing, the key skill for academic learning, has consistently remained the poorest language ability among Chinese students (Li, 2013).

In the context of VUC, the majority of students are from an Asian background and are of Chinese origin, empirical evidence acquired by observation, internal surveys, and case studies has continuously validated the above findings. Internal data focusing on three areas – the duration of student immersion in an academic English environment, student performance in IELTS and school subjects, student acculturation challenges in Canada highlight that CISs

emerging in the academic English learning context for a certain period, usually above three years, have demonstrated significant development in their social, cultural, and academic competences.

Factors Shaping the PoP

In the context of this OIP, I examine the political, economic, social, and cultural factors shaping the PoP. My analysis of the political factors is within the theory framework of Spolsky's (2004) language policy. The economic factors are examined from economic situations to which ISs are exposed in Canada and in VUC. The social factors are analyzed against the backdrop of globalization. Finally, the cultural factors are reviewed based on the contrast between Confucian Asian culture and Anglo culture.

Political Factors

Spolsky (2004, 2009) states that a dynamic interplay of the three components of language policy – beliefs, management, and practices – shapes the language policies of a given community. The root of the lack of IC and EAP among CISs can be traced back to the construct of language beliefs, management, and practices in China. The process is reflected in a top-down tripartite regulatory structure with the MOE as the policy maker, scholars from tertiary institutions as management, and school leaders and staff as practitioners (Adamson & Morris, 1997). English competence, being considered an asset for international communication and exchange in the field of science and technology, has been assigned priority in the language policy (Ministry of Education, 2011). However, at the top of the political hierarchy, divergent perspectives remain on the domains and influence of English education: the positivity of some regarding English as a channel for socioeconomic development and the negativity of others

condemning English as a symbol of capitalism which could potentially undermine Socialism upheld by the Chinese Communist Party (Adamson, 2002, 2004; Adamson & Morris, 1997) and a threat to national integrity (Adamson, 2002). To navigate the sensitivity surrounding this divergence, the language management composed of professors and linguists in tertiary educational institutions skillfully and tactically worked out the National Curriculum Standards focusing on developing students' ability to apply English pragmatic knowledge in daily life with Western cultural information "presented through description of food, festivals, places of interest, sports, and language...." (Adamson & Morris, 1997, p. 24). However, IC, which comprises the critical knowledge and skills to successfully manage interpersonal interaction with people from culturally diverse contexts (Cushner, 2016), extends far beyond the limit in the focus of learning defined in the national English curriculum. Furthermore, EAP, which involves the teaching of English with the specific aim of helping learners to engage in academic context is largely missing in the intent of the curriculum.

Economic Factors

Chinese students have made up one of the largest demographic groups of ISs studying in Western English-speaking countries including Canada (Beres & Woloshyn, 2017; Reynolds, 2018). With the significant number of inbound ISs, extensive literature on their social, cultural, and academic lives and challenges has also emerged. Although many of their challenges are the same such as the clearly expressed "low level of self- confidence (both perceived and real) in their perception of English language proficiency" (Trilokekar & El Masri, 2017, p. 673), the lack of English proficiency is overt among CISs (Andrade, 2006; Su & Harrison, 2016; Turner, 2006). However, people eligible to take free government-funded classes to improve their English language skills, though varying from province to province, are mostly limited to permanent

residents of Canada. Moreover, even if government provision to language training is available, the gaps in provision within Canadian education system to linguistically and culturally diverse students are significant (Cummins et al., 2012). As a result, in contrast to the need for developing academic English proficiency among ISs, no policy is in place to set forth parameters to ensure that all newcomer students would receive support in ELL learning (Cummins et al., 2012).

Furthermore, as a result of the inconsistency of the government provision, many educators fail to teach effectively due to the fact that they have had little preparation either in teacher education or through professional development (Cummins et al., 2012).

Social Factors

Globalization has greatly increased intercultural interaction among people and in different places. When intercultural interaction takes place in a language other than one's native tongue, learning the new language becomes an experience of cultural learning. This is because language and culture are seen as inseparable in the learning process, where students learn a language, along with its cultural perspectives, and experience the decentering of their previously held beliefs, values, and norms of behaviors, which consequently affords them a new and critical perspective on the world (Byram & Feng, 2005). The competence developed in this process is both intercultural and linguistic (Byram, 1997, 2008), and its implication in foreign language teaching and learning is that language teachers who might have previously regarded their jobs as developing students' linguistic skills and knowledge, will need to change their attitude and engage with culture and values (Byram & Feng, 2005) in response to the demand for a new set of competence in this globalized world.

Cultural Factors

Given that learning, development, and behavior are influenced by learners' sociocultural context (Nasir & Hand, 2006; Rogoff, 2003), disparities between Confucian Asia and Anglo cultures (Northouse, 2019) influence CISs' experiences in the Western sociocultural context (Li, 2003; Heng, 2018; Turner, 2006). An inquiry-based and performance-oriented Western education system deems critical thinking and participation to be central to learning (McMahon, 2011; Turner, 2006). In contrast, an exam-oriented and result-oriented Chinese education system emphasizing memorization and standardized answers leaves narrow scope for Chinese learners to demonstrate the critical thinking encouraged in the Western education system (Heng, 2018; Turner, 2006). A society prioritizing collectivism for social harmony rather than the unfolding of individual personalities (Gram et.al., 2013; Northouse, 2019) means that Chinese students may have difficulty abandoning their low-key norm of behavior and openly expressing themselves in a Western classroom that emphasizes in-class participation and group discussion (Gram et.al., 2013; Heng, 2018), which are the externalized behavioral patterns of critical thinking. Judged by Western standards in terms of active participation and critical thinking abilities (McMahon, 2011), Chinese learners have often been depicted as passive "rote learners" lacking a critical thinking ability (Gram et al., 2013; Heng, 2018; Li, 2003; Wang & Moore, 2007). However, their passive and rote learning behavior does not necessarily mean surface learning (Wang & Moore 2007; Chalmers & Volet 1997). Nevertheless, while there is no evidence to support the notion that Chinese students are weak at developing critical thinking and do not possess intellectual capabilities, abundant research reflect their struggles with the public articulation of knowledge and the reconstruction of understanding in a declarative "western style" (Chalmers & Volet 1997; Turner, 2006). These findings align with the recurring theme from other literature that

inadequate English language communicative competence is a great stressor among CISs (Andrade, 2006; Edwards et al., 2007; Tang, 2014).

In summary, on the one hand, political, economic, social, and cultural factors contribute to how CISs' experiences in an Anglo context are shaped. On the other hand, they are also the reasons that responsive measures are needed for both CISs and other ISs to share the same experiences.

Questions Emerging from the Problem of Practice

How to improve academic English literacy along with IC among CISs through the developing and implementation of an EAP program is the PoP of this OIP. Three parallel guiding questions arise from the PoP.

The first question relates to a visioning process – specifically, how to establish the EAP program vision as a shared vision among all faculty, teachers, and staff at VUC? As mentioned previously, there is inconsistency in how teachers perceive and approach the teaching of content-based English program. Meanwhile, the EAP program is developed by adopting the differentiation between CALP from BICs and a pedagogical approach – content-based ESL instruction aimed at integrating language acquisition into a specific academic context and enabling students to link language knowledge to subject content (Briton et al., 1989; Andrade & Makaafi, 2001; Song, 2006). Gaining buy-in of the above concepts internally is of paramount importance. However, it is difficult. The commonly accepted and adopted ELL curriculum and textbooks usually focus on developing learners' daily life communication skills. Shifting teachers' deeply ingrained mental models from developing learners' daily-life conversational proficiency to developing their academic English proficiency for the eventual development of IC

requires both open communications underpinned by an effective organizational communication protocol and teacher training guided by a well-designed in-service training plan.

The second question pertains to professional development – is there an organizational commitment to teacher training to improve IC? Specifically, will the organization be willing to fund the in-service training with competing priorities of operation? If training is mandatory, then how should leadership communicate the significance and necessity of teacher training? Finally, as the initiative constitutes a significant educational change that “consists of changes in beliefs, teaching style, and materials which can come about only through a process of personal development in a social context” (Fullan, 2007, pp. 138-139), how will leadership instill communication as part of the organizational culture that can effectively cascade the change initiative throughout the organization and eventually reach and become effective at group and individual levels (Whelan-Berry & Somerville, 2010)? Only when teaching capacity is motivated and mobilized, can the potential benefits of the program be fully tapped to realize the best learning outcomes for students.

The third question relates to a perennial issue facing VUC leadership team – how does VUC maintain this strategic focus while balancing competing priorities? There are competing priorities between funding program development and sustaining the organization over time. The program development and implementation, a time-and resource-consuming process, is executed with a lack of necessary financial, human, and material resources. With the consensus of school leadership and within my capacity as a senior school leader, a fixed proportion of funding is allocated to support the program development. This decision is based on the agreement that this targeted funding will be a means to support classroom teachers to improve teaching practices and therefore student learning outcomes. However, the following two questions remain: First, what

leadership theories can best help me and the whole school leadership team to reflect on strategies to develop resilience in dealing with the competing priorities? Second, what are effective evaluation and assessment tools to prepare leadership to make informed decisions regarding the change? Answers to these questions are provided in Chapter 2 and solutions to the problem are outlined in Chapter 3.

Leadership-Focused Vision for Change

The envisioned future of VUC is a school with a culture that supports student learning and facilitates students' acculturation. The school should ideally have a clear leadership structure with resources and policies in place to facilitate the change process; all teachers should have knowledge and expertise to guide students to attain the best learning outcome. However, a significant amount of development is still to be completed to reach this desired state.

Gap Between Desired and Current State

The first gap lies between the vision and practices of communicating the vision. Although the top leadership has affirmed its commitment to the change initiative as an integral part of its 2019–2024 Strategic Plan, a communication protocol is needed, with a specific action plan highlighting who would be contacted, how messaging would be received, and how work would be shared to attain the goals of the change. Given the lack of an effective communication protocol, from the initial mobilization stage to motivation engage in the change, some teachers have consistently failed to recognize the need and vision of the change. Moreover, resistance has become a common issue that must be addressed while moving forward with the change initiative.

Another gap lies in the leadership practice which is currently grounded in instructional leadership with the top leadership direct involvement in setting the school's direction as well as leading and managing teaching and learning in schools (Hallinger et al., 2015) and a mechanistic

organizational structure with centralized decision making; formalized routine; and a clearly defined division of labor, rules, and procedures (Cawsey et al., 2016). This top-down mechanistic structure works well for reducing risks and maintaining efficiency; however, it does not respond flexibly to the uncertainties and unpredictability in the context of a change initiative calling for knowledge, skills, and participation across an organization. Implementing the change requires decentralized knowledge control – each faculty requires staff with cultural knowledge about the students in addition to academic knowledge about subject matter. Moreover, both lateral and vertical communication is expected across the organization because chances are high that a teacher or staff member with expertise in a particular culture or subject matter in one faculty is called upon by other faculties to solve a problem.

Priorities for Change and Balance of Interests

To achieve the goal of the change, a priority needs to be given to the development of the culture of a professional learning community (PLC) because such a culture aims to achieve the best learning outcome of students (DuFour et al., 2006; Fu et al., 2002; Harris & Jones, 2010; Hord, 2008, 2009, 2015), which is what the change is committed to. Also, a balance of interest is called upon to attain a collaborative effort that will create synergy promoting the change.

Priority for Change

Since culture is “the learned beliefs, values, rules, norms, symbols, and traditions that are common to a group of people” (Northouse, 2019, p. 434), a culture of PLC should be common to the entire community of VUC to support the change vision.

Developing students’ English proficiency in academic subjects is the identified objective that I uphold as a change leader initiating this program; however, fulfilling the objective requires

collaborative efforts from a PLC – “a group of people who are motivated by a vision of learning and who support one another toward that end” (Capacity Building Series, 2007). Though the definitions of PLC vary, at its core, a PLC is a collaboration of enquiry and learning among teachers to generate new approaches that will improve learner outcomes (DuFour et al., 2006; Fu et al., 2002; Harris & Jones, 2010). In the case of VUC, only when the program objective, the aligned pedagogy, and the practices become agreed upon teaching norms – (i.e., a shared vision of the teacher community), can students truly secure the support from all sources to improve their EAP and IC.

One condition for developing a PLC– a school system change – is persistent leadership support for teachers to process new understandings and to assess their implications for teaching (Timperley et al., 2007). Another condition is reflected in Hipp and Huffman’s (2010) definition of PLC: a framework of “professional educators working collectively and purposefully to create and sustain a culture of leaning for all students” (p. 12). Therefore, more accountability is required from the leadership team to create a school culture of PLC that will engage teachers in collaborative enquiry into not only the causes and effects of CISs’ academic and social struggles, but also the solutions to those challenges, thus generating new approaches to learning and teaching that will facilitate CISs’ academic and acculturation process in Canada.

Balancing Stakeholder & Organizational Interests

Attaining the goal of the change initiative calls for a collaborative effort that exceeds the intelligence of the individuals in the system (Hargreaves & Fullan, 2012; Senge, 1990). Nevertheless, attending to stakeholders’ interests and perceptions is also a priority because stakeholders are the key individuals who will affect and be affected by the change (Cawsey et al.,

2016). On the one hand, among all the factors, CISs' struggles and VUC's leadership commitment to addressing those struggles are the key drivers of the change. On the other hand, understanding teachers' cognitive and emotional inclination toward shifted or increased responsibilities as a result of the changing ELL teaching model will help leaders to identify leadership approaches to balance the multiple interests.

Among teachers, the response to the newly developed academic English program is divided – some are reluctant or doubtful of the new change either due to their ingrained mentality regarding the objectives of English language teaching or due to their lack of updated skills in technology, for instance computer skills to deliver a content-based English Language Learning (ELL) course. Others, although willing to adopt the change into their classroom, do not fully grasp the pedagogical approaches. Apart from this, most English language teachers who are comfortably delivering courses centered on daily communicative skill development: few ask the question, “despite our best efforts, why does a student not learn?” (DuFour et al., 2004, p. 7).

Shifting deeply ingrained mental models of teachers from focusing on BICs to CALP requires a new construct of thinking and an increased workload, both of which will likely trigger resistance. As a solution, compensation and conversation are two parallel leadership approaches to balance the interests of students, staff members, and the organization. While meetings revolving around the values, objectives, and rationales of the program are held regularly, the leadership team also develop training opportunities to build teaching capacity. The need for teacher training, including but not limited to computer literacy, has thus arisen as a matter of urgency. Personal mastery of literacy in science, social studies, and math has been a goal of teacher training, and we have designed cross training sessions inviting teachers with expertise in respective fields to become trainers of teachers. Cross training has been scheduled on a regular

basis, and my role in the process is to manage the process and invite subject experts to tap into their full potential and lead the team to learn. Senge (1990) states that “unless teams can learn, the organization cannot learn” (p. 10).

Change Drivers

As a change initiative is shaped by both external and internal forces (Cawsey et al., 2016), its drivers – “events, activities or behaviors that facilitate the implementation of change” (Whelan-Berry & Somerville, 2010, p. 179) need to be examined both internally and externally.

In the context of this OIP, among the three external factors, a national policy- driven change in student demographics resulting in an increase in CISs’ enrollment internally is the first change driver to lead school to focus on addressing the special needs of this group – bridging the linguistic and cultural gap through developing EAP and IC. The second driver comes from marketing and branding need of the school in both the local and global markets. Being a for-profit private institution, the main source of funding is student tuition. Quality programing and services are the key marketing tool to attract student enrollment locally. In addition, concurrent with the program development, VUC has identified expanding global engagement opportunities as one of its strategic goals. Through exporting its language programs overseas, VUC has established partnership with several sister-schools in China. Marketing in overseas market become a significant driver for the change.

Regarding the two internal drivers, the first pertaining to the students’ needs is an easy-to-communicate change vision that encourages the buy-in of stakeholders (Whelan- Berry & Somerville, 2010). The change vision as reflected in the program objective – to develop both EAP and IC of students requires communication, training, employee participation, and the

aligned human resource practices make it operationally specific or compelling enough (Whelan-Berry & Somerville, 2010) to “capture the hearts and minds of most employees” (Cawsey et al., 2016, p. 48). Another internal change driver is leader’s change-related practices which help address how change can be implemented. And leadership practices as a change driver particularly reminds VUC to create a guiding coalition by assembling a group with enough power to lead the change (Kotter, 2012).

These drivers are particularly relevant in VUC’s context, as the college does more to engage people in the change process, potentially causing each leader and follower, as a stakeholder, to work toward positive change.

Organizational Change Readiness

The four dimensions of transformational leadership, including idealized influence, individualized consideration, inspirational motivation, and intellectual stimulation (Bass & Avolio, 1994), point to the focus of its approach to change: motivating individuals to identify with an organization’s vision, mission, and purposes. In addition, transformative leadership, with a lens on justice, democracy, and equity (Shields, 2010) and CRSL, with a goal of promoting a just, democratic, and equitable school culture that is responsive to minoritized students (Gay, 2010), both emphasizes a school culture that promotes a change forward culturally responsive and inclusive education. Therefore, the organizational change readiness of this OIP is evaluated based on both the individual’s and the school’s collective readiness for change (Rafferty et al., 2013) in order to determine the current school agency for change.

Individual Readiness for Change

“The beginning of any change journey can feel quite lonely” (Cawsey et al., 2016, p. 107). Therefore, to reap the potential of collective effort, change leaders must engage others in the process to develop a shared vision. Although these significant others either may not share leaders’ perspectives about the change or may not yet reflect on the change (Cawsey et al., 2016), their recognition or resistance to a change is one of the most critical factors influencing the likelihood of change success (Miller et al., 1994; Rafferty et al., 2013). “It is probably safe to say that those who plan an organizational change, but do not consider how to overcome potential resistance to the change, are foolish” (Miller et al., 1994, p. 59); however, ““smart”” leaders, who consider individuals’ attitudes, should proceed with both cognitive and affective components of change readiness, as defined by Holt et al. (2007): “readiness collectively reflects the extent to which an individual or individuals are cognitively and emotionally inclined to accept, embrace, and adopt a particular plan to purposefully alter the status quo” (p. 235).

The cognitive components of change readiness are assessed based on five messages, namely, an individual’s underlying belief in the discrepancy between the current and desired end state; the appropriateness of the change initiative as a response; efficacy as the perceived capability to implement a change; principal support of the change; and valance, which is an individual’s evaluation of the benefits or cost (Armenakis et al., 1993; Armenakis & Harris, 2002; Rafferty et al., 2013). Meanwhile, the affective components of change readiness involve the openness to change as encompassing “positive affect about the positive consequences of change” (Miller et al., 1994: 60). A five-point Likert scale questionnaire with questions regarding the cognitive and affective readiness was used to assess individual readiness related to the change initiative of this OIP. Overall, the assessment results suggest that while most of

VUC's employees agree with the perceived discrepancy and belief in principal support, feelings of ambivalence and ambiguity exist, as most people expressed that they were undecided on the remaining three cognitive components. In addition, confusion and resistance could be observed based on the responses to the affective components. Furthermore, according to the assessment of change readiness, an influence strategy from change agents is needed to communicate the change vision and to generate positive emotions, particularly turning confusion and resistance into feelings of hope, which reflect pleasure about the prospect of a desired event (Rafferty et al., 2013). These change agents are likely to be a working group composed of key members with credibility, expertise, and trustworthiness.

Collective Readiness for Change

Emerging from the shared individual cognitions and affects are a work group's change readiness and an organization's change readiness, both of which are influenced by shared cognitive beliefs and affective responses (Rafferty et al., 2013). An outline of VUC's work group and organizational readiness for change is presented next.

Work Group Readiness for Change

While individuals' readiness for change depends on their defining characteristics, which are influenced by "their roles and levels in the organization, their environments, perceptions, performance measures and incentives, and the training and experience they have received" (Cawsey et al., pp. 96-97), a leading work group is the pillar to manage the change. The working group is a guiding coalition composed of staff with salient features, including cultural knowledge about students, academic knowledge about the curriculum, and a shared vision of EAP.

Aligned with Kotter's model, this guiding coalition was first established at the early stage of the change (Cawsey et al., 2016) with heads of divisions and teachers with subject matter knowledge. In addition, this group's members were among the first in the organization to receive communication about and be motivated to develop collective beliefs that a) a change is needed to shift the focus of the English curriculum from developing BICs to CALP, and b) an EAP program with the aligned pedagogy of content-based instruction should be developed for the improvement of students' linguistic and cultural competencies in an academic context with English as the medium of instruction. Another feature of this group is that the members are mostly senior employees of the organization, which means that they are likely to identify with the organizational culture and share similar beliefs. The essential features of the group determine their positive cognitive response to the collective belief in the need for the change, the capacity to lead the change, and the positive outcome from the change (Rafferty et al., 2013). The leading group's cognitive readiness for the change can be rated as strong.

However, with respect to the affective responses to the change, the work group has displayed a precautionary reaction. Although the heads of departments and head teachers are positive about the change outcomes and share the feeling that the change would be in the best interests of the students and the school, they have expressed the concerns while auditing the organizational readiness. These concerns can be divided into the dimensions identified by Napier et al. (2017): cultural, technical, process, and people. Therefore, before creating and leveraging a positive emotional influence of the work group to motivate a range of individuals (Rafferty et al., 2013) to "accept, embrace, and adopt a particular plan to purposefully alter the status quo" (Holt et al., 2007, p. 235), VUC's leadership must communicate to its key employees and other

stakeholders that moving toward readiness is the most important goal. Each readiness component and its relationship to VUC is discussed next.

Organizational Readiness for Change

The belief that a change is needed and the belief that each individual and the group as a whole have the capacity to undertake change are the two key components of organizational change readiness (Armenakis et al., 2002; 1993; Cawsey et al., 2016; Rafferty et al., 2013). Napier et al.'s (2017) framework, consisting of four change readiness dimensions, is adopted to determine whether the beliefs are strongly held to underpin VUC's change readiness.

Cultural Readiness. Cultural readiness is defined as “the degree to which agencies are ready to receive change and the potential for resistance” (Napier et al., 2017, p. 137). Although culture is complex and multifaceted, to assess cultural readiness for this OIP, I consider culture to be the learned beliefs, values, and norms that are common to a group of people (Northouse, 2019). The beliefs, values, and norms of VUC as a private for-profit college can be described as follows: valuing adaptability and development, believing in embracing change more than stability-oriented cultures do (Rafferty et al., 2013), and adopting change to access opportunities and achieve positive outcomes. Supporting program development in response to external pressures – (i.e., the potential demand for EAP programs with an increasing IS population and an internal context, namely, the high number of CISs with unique learning norms and needs) is an example of the VUC leadership team's commitment to a culture of change. In addition, as culture is learned, it is “dynamic and transmitted to others” (Northouse, 2019, p. 434). This perception underscores leadership's commitment to developing the school into a PLC engaging learning among faculty, staff, and teachers because “unless teams can learn, the organization

cannot learn” (Senge, 1990, p. 10). Finally, a culture of change and learning facilitates personal development and organizational capacity building to address the PoP of this OIP, which “consists of changes in beliefs, teaching style, and materials which can come about only through a process of personal development in a social context” (Fullan, 2007, pp. 138-139).

Technical Readiness. The technical readiness is defined as “the degree of complexity, differentiation, and availability of data and material to support change (Napier et al., 2017, p. 137). The goal of the program is to develop learners’ EAP and IC. It is grounded in the distinction between BICs and CALP – a construct that is “useful in identifying educational malpractice and promoting evidence-based changes in school policies and practices” (Cummins, 2016, p. 942). However, program development is a complex project, especially when it involves EAP aimed at linking English language acquisition to specific academic subjects, such as science, social studies, math, and language arts. Although EAP has remained an ideal for linguistic and cultural development for decades, hardly any comprehensive programs and curricula are available for reference. Nevertheless, what are available concurrently as data and material references include BC recently developed New Curriculum which focuses on developing three core competencies in communication, thinking, and personal and social areas (British Columbia, n.d.), the “21st-century skills” including critical thinking, communication, collaboration, and creativity (Larson & Miller, 2011), the curriculum of International Baccalaureate (IB) programs, which emphasize multiculturalism (Resnik, 2009) and the curricula of some academic rigorous regions such as Singapore. These sources, along with expertise from teachers and ongoing support from top leadership form the foundation of VUC’s technical readiness.

Process Readiness. Process readiness is defined as “the degree of complexity, and availability of material to support change” (Napier et al., 2017, p. 137). After the change vision has been shared school wide, “from this vision comes the implementation plans and steps” (Cawsey et al., 2016, p. 48). In this regard, regular weekly meetings attended by the principal, head teacher, program designer and manager, and teachers have been held for team building. The meetings touch on the components of Murphy’s (2013) leadership framework: accumulating intelligence and wisdom from all staff and developing coping strategies to compensate for one’s weaknesses. In addition to all the strategies, the leadership team has been working to develop a horizontal process of communication. The college is on its way to developing process readiness by listening to and acknowledging different perspectives; empowering people; developing a sense of responsibilities; and when necessary, recognizing priorities by letting go of issues that can be ignored.

People Readiness. People readiness is determined based on current and future competencies, governance structures, proficiency strategies, workforce transition, and employee awareness (Napier et al., 2017). Against all odds, the college has commenced with the program’s development. With continuous communication, support, and training to foster beliefs in the vision, the majority of faculty have demonstrated their awareness of and commitment to the change initiative, evidenced by both the progress of work and an internal survey. The data suggest that ongoing organizational learning; a positive influence from the work groups; and the use of change management processes, including communication, participation, and leadership will encourage beliefs in change (Napier et al., 2017), which will in turn be demonstrated as people readiness for change.

In summary, the organizational change readiness of this OIP is analysed under both individual and collective readiness for change. The evaluation of collective readiness is further divided into work group and organizational change readiness. Overall, the findings suggest that VUC has the foundation for initiating the change, and motivating people via the change vision is a viable approach to generate positive feelings toward and increase readiness for the change.

Chapter 1 Conclusion

Chapter 1 established the context of the OIP, including VUC's organizational structure, leadership approaches, and organizational history. The PoP was also formulated, and its relevance was described in relation to my capacity as a school leader. At VUC and in Canada, CISs constitute a major demographic group of the IS population and facilitating their acculturation experience should be one of the primary school goals. Enhancing CISs' cultural and academic integration is essential through developing their EAP and IC. Moreover, considering CISs' characteristics in acquiring EAP and IC, especially the gap between expectations in the Western academic context and those students' previous knowledge and learning norms inherited from their national curriculum, VUC needs to seek appropriate academic and leadership approaches to facilitate the change process.

The aim of developing an EAP program is to provide a language learning experience that extends beyond the acquisition of linguistic competence. According to the program, learning a foreign language is both linguistically and culturally driven, emphasizing a focus beyond learners' "own society, into experience of otherness, or other cultural beliefs, values and behaviors" (Byram, 2008, p. 29). This focus turns a learner into an intercultural person who has not only linguistic competence but also certain attitudes, knowledge, skills, and awareness, which are the basic constructs of IC to act interculturally (Byram, 2008) in this globalized world.

Chapter 2 will identify the solutions to the PoP, the implementation, evaluation of change process as well as in what way communication can make the change initiative to attain its best effect.

Chapter 2: Planning and Development

Building on Chapter 1, which focuses on the PoP – the lack of academic English proficiency and IC among CISs. Chapter 2 outlines the planning and development phase for addressing the PoP. This chapter describes the chosen leadership approaches to the change, defines the framework for leading the change, conducts an organizational analysis, presents a preferred solution – the development of an EAP program that address the PoP, and offers possible ethical leadership approaches to improve the academic English proficiency and IC of CISs.

Leadership Approaches to Change

The social, political, and cultural climate of diversity pervades higher educational institutions in Canada and specifically at colleges in BC. This has driven the VUC to continuously evolve its specific leadership styles to meet diverse needs and plan for change. The context-specific tripod model for approaching change consists of culturally responsive school leadership (CRSL), transformational leadership, and transformative leadership.

Culturally Responsive School Leadership

There are various frameworks for defining CRSL, and I generally subscribe to the notion that CRSL is a process in which “educational leaders theorize their work, develop agency, take action, and build schoolwide capacity on issues of equity, diversity, and social justice” (Lopez, 2016, p. 18). This description highlights the importance of leadership practices for building school synergies that ensure the social inclusion of students’ experiences, values, beliefs, norms, and behaviors (Santamaría & Santamaría, 2015). The following section provides a list of milestones regarding VUC’s journey to becoming culturally responsive.

Develop a Culturally Responsive Curriculum

A culturally responsive curriculum respects students' cultures and past experiences by allowing them to learn from a familiar cultural base. This cultural base then allows individuals to connect new knowledge with their own experiences (Menchaca, 2001). I am cognizant of the discrepancy between CISs' English knowledge inventory developed in their home country and the academic expectations of Western schooling. As a result, I have mobilized the school's capacity and commitment to be committed to developing the curriculum and meeting the needs of students.

The EAP curriculum covers four content areas: language arts, science, social studies, and numeracy. It aims to employ English language acquisition as a vehicle for developing these subject content bases while activating students' existing knowledge repertoire as a channel for learning the language. In addition, a culturally responsive curriculum purposefully responds to the legitimacy of learners' different cultures and not just the dominant culture of a society (Brown, 2004). The curriculum also incorporates different cultural aspects that encourage intercultural understanding. For example, the introduction to literature incorporates the works from Eastern and Western writers; the introduction to festivals includes the rituals and history of Christmas, spring festival, Ramadan, Holi, etc.; the introduction to sustainable environment incorporates multiple perspectives, inclusive of the perspective of indigenous peoples and not just those of powerful economies. Furthermore, as a culturally responsive curriculum provides an educationally compatible avenue through which all students can benefit and excel (Nichols et al., 2000), we do not simply respond to the needs of CISs but all ELL learners who share similar English language acquisition processes.

Develop Culturally Responsive Teachers

CRSL focuses on teaching practices that infuse the cultural experiences of students. In the educational literature, culture is commonly defined as the distinguishing pattern of values, beliefs, norms, and behaviors of a given group (Byram, 2008; Gay, 2018). To maximize learning outcomes, teachers must gain knowledge of the cultures represented in their classrooms and then translate this knowledge into instructional practice (Villegas & Lucas, 2005). Given that I am responsible for teacher training, I must develop an awareness of the context in which teachers teach and the inequitable factors which affect their students' potential (Gay & Kirkland, 2003). By providing teachers with training and open dialogue opportunities around CRSL at staff meetings, we demonstrate how knowing students and their backgrounds is as important as knowing the subject matter that teachers intend to teach. A culturally responsive pedagogy aims to respond effectively to students' cultural learning and social needs (Gay, 2018).

Engaging Students in a Cultural Environment

Empirical evidence points to how engaging students in community-based activities is an effective strategy for improving their social lives and facilitating their adaptation to local cultures. In the context of communities where VUC resides, I have facilitated a connection between the school administration and local constituency offices to establish partnerships and create volunteer opportunities for students to participate in community services, including election campaigns. These activities allow ethnically diverse students an opportunity to understand the political, social, and cultural life of Canada, aiming to develop their IC. The culturally responsive program development, teacher preparation, and student development

practiced at VUC all aim to empower students academically, politically, and socially (Freire et al., 2018) through both academic success and cultural affiliation.

Transformational Leadership

Transformational leadership provides the VUC leadership team and me with a lens for developing others to their fullest potential, which is a key component of this leadership style (Bass & Avolio, 1994; Northouse, 2019).

Creating a Shared Vision

Central to transformational leadership is a shared vision that reflects organizational values and raises motivation levels (Leithwood & Janzi, 2005; Northouse, 2019; Shields, 2010). As VUC's values focus on IC, developing teachers, staff, and students to their fullest potential in IC is the vision that the leadership puts forward to inspire organizational motivation. This vision is reflected in the 2019 - 2024 institutional strategic plan which explicitly specifies the institutional mission to "develop students' second language proficiency and competence in another culture" (VUC, 2019). At VUC, the interplay between developing cultural competence and language proficiency invites a transformational look at how language and culture mediate intercultural processes (Byram, 2008; Fantini, 2020). This interplay also highlights how such connectivity facilitates both teaching and learning for improved student outcomes. The leadership team is working to establish a devoted image through their written communications and conversations to successfully convince the stakeholders to their vision.

Building Trust

Trust building is another key component of transformational leadership (Bass, 1985; Bass & Avolio, 1994). Tschannen-Moran (2004) suggests that "part of the art of trustworthy leadership is the ability to speak hard truths in a way that communicates value and caring" (p.

44). In the context of this OIP, the hard truth refers to how the linguistic and cultural struggles of CISs stem from curricular and pedagogical expectations fundamentally different from those in Western education. Bridging this gap involves a significant re-examination of the current language programs and building teaching capacity for developing new programs. Both these tasks consist of “changes in beliefs, teaching style, and materials which can come about only through a process of personal development” (Fullan, 2007, pp. 138-139). We can expect discomfort due to various challenges arising from approaching the tasks. In addition, developing trust as a change agent demands two focuses: the willingness to communicate the need for support from staff support in a candid manner (Hoy & Tschannen-Moran, 1999) and the commitment to inspiring innovative and creative efforts through “questioning assumptions, reframing problems, and approaching old situations in new ways” (Bass & Avolio, 1994, p. 3).

Inspiring Others

Transformational leadership is also framed around the attention to an individual’s need for achievement (Bass and Avolio, 1994). In my capacity, this involves developing teachers’ understanding and acceptance of EAP as a channel for improving IC while also understanding and accepting teachers’ needs. My tasks include listening to the concerns of teachers arisen from adopting new practices (Harris & Jones, 2010) necessitated through the program development and coaching teachers to understand how the program is developed and how courses should be delivered at class through an equitable lens. To fulfill these tasks, my priority is to create a supportive environment for developing a PLC that improves teaching practices and student achievement through the construction of new knowledge (DuFour et al., 2005; Hord & Sommers, 2008). A collaborative inquiry on how the challenges facing CISs is constructed politically, economically, socially, and culturally will be an integral part of the knowledge construction. This

construction process engenders teachers' need for reflection upon their skills and the mindset required to respond students' challenges. The leadership support to teachers can facilitate teachers' self-reflection and therefore students' achievement.

Transformative Leadership

My transformative leadership approach is kindled by the belief that “transformative concepts and social justice are closely connected through the shared goal of identifying --- frameworks that generate inequity and disadvantage” (Shield, 2010, p. 566).

Identifying the Frameworks that Generate Inequity and Disadvantage

CISs' linguistic and cultural challenges stem from a political framework with polarized thinking and treatments to English as a school subject among Chinese education policy makers (Adamson, 2002, 2004; Adamson & Morris, 1997). Among the decision-makers, some held the belief that the study of English is necessary for advancing technological and business integration in a globalized world, whereas others perceived English as an imported subject that may likely bear “uncomfortable connotations of capitalism, imperialism, or even barbarianism” (Adamson & Morris, 1997, p. 3) and “virulent anti-communists” (Adamson, 2002, p. 231).

To resolve the conflicts of the polarized views from the above, the Ministry of Education (MOE), the agency in charge of curriculum design skillfully and safely chose to adhere to the Confucius' doctrine of the mean – pursuing the harmony, while avoiding the contradiction of ideal and reality. After being cautiously negotiated, a curriculum focusing on “the use of communicative English in specific sociocultural context” (Adamson & Morris, 1997, p. 24) was adopted. It narrowed down to the cultural products such as food, holidays, stories, and clothing, the observable characteristics of culture (Bennett, 2013) that do not have any significant ideological impact. The unobservable characteristics related to behaviour, values, and ways of

thinking (Bennett, 2013) were not incorporated for the purpose of safeguarding its cultural and ideological integrity (Adamson & Morris, 1997). My identification of the framework that generates the ‘inequity and disadvantage’ of CISs in English acquisition and commitment to making identifying such identification a share goal of the faculty is the starting point of my approach to transformative leadership.

Restructuring the Frameworks that Generate Inequity and Disadvantage

My transformative leadership approach is further driven by the belief that “transformative concepts and social justice are closely connected through the shared goal of --- restructuring frameworks that generate inequity and disadvantage” (Shield, 2010, p. 566). This belief has been consolidated with the faith that inequity and disadvantages can be confronted through education (Freire et al., 2018). This requires developing my leadership into culturally responsive and inclusive leadership (Khalifa et al., 2016). My perspective is guided by an understanding of the historical and social causes of the political power wielding (Freire et al., 2018) that have shaped the status quo for CISs and my personal experience as a student of Chinese origin who had been “oppressed” by the same political power. Therefore, as an educator, I have chosen to “fight” at their side (Freire et al., 2018). This fight is transformed into designing a culturally responsive EAP curriculum focusing on expanding students’ access to subject contents that reflect the unobservable characteristics related to behaviour, values, and ways of thinking (Bennett, 2013; Byram, 2008). Specifically, the content should revolve around “to encourage respect for difference and diversity; to strengthen democracy, civic life, and civic responsibility; and to promote cultural enrichment, creative expression, intellectual honesty, the advancement of knowledge” (Astin & Astin, 2000, p. 11). The goal of the EAP curriculum is to develop

academic English proficiency and IC, the critical knowledge, skills to be successful in culturally diverse contexts (Cushner, 2016).

Critiquing Inequitable Practices and Offering the Promise

My transformative view also concurs with Shield's (2010) statement that transformative leadership "critiques inequitable practices and offers the promise not only of greater individual achievement but of a better life lived in common with others" (p. 559). The main target group of this EAP program is the CISs of VUC as they have the immediate needs regarding linguistic and cultural adaptation to the Canadian educational context. However, I also broaden my lens to all CISs immersed in Western educational contexts with English as the medium of instruction. Moreover, my transformative leadership approach also pushes me to posit my vision for the betterment of all Chinese students who have not yet received the opportunity to leave the country and get to know values, norms, and beliefs of otherness (Byram, 2009). Furthermore, my transformative lens is also inclusive to all students who have the same experience as Chinese learners do. Access to this EAP curriculum will be a vehicle for them to have "a thorough reshaping of knowledge and belief structures" (Shield, 2010) in what the goal of English learning should be. Shields (2010) argues that "transformative educational leadership not only works for the good of every individual in the school system; at its heart, it has the potential to work for the common good of society as well" (p. 580). In this sense, my transformative leadership approach is aimed at an individual, organizational, and societal transformation (Shield, 2016).

In summary, the tripod model for approaching change aids me as a formal change leader with a leadership synergy. Transformative leadership leads me to identify, critique, and restructure the frameworks that generate the inequity and disadvantages regarding English educational resources for Chinese students. CRSL aids me to seek and identify a solution to

addressing the inequity and disadvantages with a culturally responsive curriculum aligned with a commitment to developing culturally responsive teachers and facilitating a community environment for students' cultural adaptation. Transformational leadership guides me to select a strategy by considering the internal context of VUC as a small-scale institution with diverse cultures, languages, and races among faculty and students, and thus deciding upon adopting a shared vision, trust, and inspiration to unite people to make the change a reality.

Leading the Change Process

Although organizations go through change constantly, the nature, scope, and intensity of change define the types of an organisational change, which then helps inform the leadership approaches (Nadler & Tushman, 1980, 1989).

Types of Organizational Change

The type of change associated with this PoP can best be described as reactive and reorienting. The change for this PoP is reactive because it responds to external forces (Nadler & Tushman, 1989). In the context of VUC, the external political, social, and economic environment of BC and the shift in student demographics requires a response within the school related to developing an EAP program. In addition, the change for this PoP is reactive because the leadership team believes that the EAP program can provide VUC a competitive advantage (Nadler & Tushman, 1989) by distinguishing its services from other similar language training institutions. However, this change initiative involves implementing substantial schoolwide activities during a short period of time without significantly altering the existing management process (Nadler & Tushman, 1989). Therefore, the intensity of the organizational reaction is comparatively high.

In addition, the change for this PoP is reorienting in nature because it is based on the anticipation that external events may eventually demand internal change (Nadler & Tushman, 1989). In the context of the OIP, the change is based on the anticipation that the recognition of and need for the EAP program as a tool to address the need of CISs and many other students will rise with the increase in student mobility due to globalization. Moreover, the change is reorienting in nature because it is built on the existing organizational framework rather than a new one (Nadler & Tushman, 1989). For example, the goal of the EAP program reconciles with the existing school values as to provide the best programs to students. What needs to change from the current practices is the subject content and instructional approaches of the English programs.





Frameworks for Leading Change

As leadership roles vary according to the different types of organizational change (Nadler & Tushman, 1980, 1989), the nature, scope, and intensity of the change initiative in this OIP inform the leadership approach. This paper uses the combined frameworks of Cawsey et al.'s (2016) change path model and Kotter's (1996) eight-stage process. The two models mutually enhance on another, as each model can serve to supplement areas that are not fully represented in the other. For example, by combining Kotter's (1996) creation of a sense of urgency and Cawsey et al. (2016) awakening phase, it is anticipated that the organization will be shaken out of the current status quo, laying the foundation for "mechanisms for governance" (Adelman & Taylor, 2007, p. 63) and community buy-in. They also create synergies that advance the change process by addressing questions such as why change is necessary, what should be changed, and how it should be changed at each stage of the process. Table 1 illustrates the alignment between both

models and outlines how Kotter's Eight-Stage Process can be infused into the Change Path Model's four stages.

Table 1

An Alignment of Change Models

Cawsey et al.'s (2016) Change Path Model		Kotter's (1996) Eight Stages
<p>Awakening</p> <ul style="list-style-type: none"> • Identify the need for change • Confirm the problems and opportunities • Articulate the gap and analyse data • Develop and communicate vision 		<ul style="list-style-type: none"> • Establish urgency • Create a coalition • Develop a vision and strategy
<p>Mobilization</p> <ul style="list-style-type: none"> • Leverage formal structure and system to reach the vision • Analyze formal and informal dynamics • Build coalitions to support the change • Communicate the need for change and manage people • Leverage change agents' assets 		<ul style="list-style-type: none"> • Communicate vision • Empower employees
<p>Acceleration</p> <ul style="list-style-type: none"> • Continue to engage and empower employees • Build momentum, accelerate and consolidate progress • Manage the transition and celebrate wins 		<ul style="list-style-type: none"> • Generate short term wins • Consolidate gains and produce more wins
<p>Institutionalization</p> <ul style="list-style-type: none"> • Track and measure change • Develop new structure and system to revitalize change 		<ul style="list-style-type: none"> • Anchor new practices

Note. An Alignment between Kotter's (1996) eight-stage change model and Cawsey et al.'s (2016) change path model. Adapted from *Organizational Change: An Action-Oriented Toolkit*, by T. Cawsey, G. Deszca, C. Ingols, 2016 (3rd ed.). SAGE.

While both models are depicted linearly (Cawsey et al., 2016; Kotter, 1996), I view them in a cyclical manner when analyzing the change process underway at VUC. This is because “the change process is rarely a straight path” (Cawsey et al., 2016, p. 374). We may begin the process with a particular change vision and end up with a different variation. Adaptation, re-evaluation, and even compromise are constantly required throughout the change process (Cawsey et al., 2016). An institutionalized change sets the stage for future change efforts by awakening the need for change again (Armenakis and Harris, 2002; Cawsey et al., 2016). The continual cyclical approach also “represents the path through which revitalization and renewal occurs, from smaller incremental modifications to those large-scale transformational changes that need to be undertaken from time to time” (Cawsey et al., 2016, p. 375). The blended framework of the two models helps me to avoid thinking about the change as a simplistic, linear, rational, and causative process. The cyclical approach provides a lens to view change as an ongoing process with each component setting the stage for the next component to start. This leads me to anticipate a continuous changing process to occur within my organization while remaining committed to the change vision. Figure 2 illustrates the cyclical approach of both models.

The four phases to the Change Path Model: awakening, mobilization, acceleration, and institutionalization (Cawsey et al., 2016), are less prescriptive than the phases of Kotter’s model. However, the four phases provide a succinct roadmap for VUC leadership to mark the milestones in the change process. In contrast, Kotter’s Change Model, which focuses on communication efforts and internal participants’ responses to change, provides a step-by-step actionable checklist for leading the change process. The complementary nature and synergy created by both models will help move the change implementation forward.

Figure 2*A Cyclical Approach of the Change Process*

Note. A cyclical approach of the alignment between Cawsey et al.'s (2016) change path model and Kotter's (1996) eight-stage process. Adapted from *Organizational Change: An Action-Oriented Toolkit*, by T. Cawsey, G. Deszca, C. Ingols, 2016 (3rd ed.). SAGE.

At awakening stage, both models point out that change starts from identifying change need or urgency, and that vision development and communication stay as the core commitments of leadership (Cawsey et al.'s, 2016; Kotter, 1996; 2012). On the other hand, each model has its strengths to facilitate the change. For instance, data collected from gap analysis as suggested in the change path model serve as evidence to validate change need and urgency. On the other hand, it is essential to create a guiding coalition defined in Kotter's (1996) model acting as the central nervous system to develop change vision and guide each stage of change implementation tasks. In the context of VUC, the awakening stage was the reactive period wherein the

organization identifies a need for program change in response to the external and internal forces (Cawsey, et al., 2016). Externally, making Canada a destination of choice for international students (IS) has become one of the goals of the International Education Strategy 2019-2024 (Government of Canada, 2020); internally, the increase in CISS' enrollment drove the top leadership team including me to examine VUC's responsiveness to these forces. Data analysis, as suggested in the awakening stage, then moved the school leadership team to a sense of urgency (Cawsey et al., 2016) regarding what should be the appropriate programs and services to cater to the needs of students. In addition, Kotter's model guided VUC to create a coalition of a group of top leadership members with cultural knowledge of the students and academic knowledge of the curriculum. This coalition developed and communicated the change vision from which the change process unfolded. Infusing the first three stages of Kotter's (1996) eight-stage process into the key components of the awakening stage created synergies to drive the change forward.

In the mobilization stage, which leverages the formal structure and system as well as the formal and informal dynamics, the change leaders can better understand people and rally support from an extended coalition. At this stage, both models emphasize the importance of communication for mobilizing/developing employee change readiness and gaining buy-in (Cawsey et al., 2016). While the mobilization stage focuses on leveraging change leaders' assets including "personality and knowledge, skills, abilities for the benefit of the change vision and implementation" (Cawsey et al., 2016), Kotter's model highlights leveraging employees' assets through empowerment. Employees feeling empowered at work is associated with stronger job performance, creativity, and commitment to the organization (Seibert et al., 2011; Spillane, 2006). My job as a change agent was to convince teachers to recognize the consequences of

maintaining the status quo and the promises of initiating change. Changing the mindset of language teachers is challenging because of the deeply embedded belief that an ELL teacher's job mainly covers developing literacy on daily topics rather than academic English proficiency.

At the acceleration stage, the leadership commitment to empowering and developing people (Cawsey et al., 2016) claims the short-term wins described in Kotter's model (Kotter, 1996). These wins can be compared to "the milestone along the larger, more difficult path of change" (Cawsey et al., 2016, p. 299). These wins provide important evidence that the change journey is producing the expected results, as otherwise people would be likely to give up or join the resistance (Kotter, 2012), yet by rewarding people with "recognition, promotions, or money" (Kotter, 2012), the wins can become the appropriate tools and techniques, as suggested in the Change Path Model, to "build momentum, accelerate, and consolidate progress" (Cawsey et al., 2016, p. 55). At this stage, successful transition management that reinforces midpoint goals is important in managing "the emotional and behavioral issues so that neither is compromised to a danger point" (Cawsey et al., 2016, p. 55). In Kotter's point of view, one potential issue is an attempt to declare victory too soon (Kotter, 2012). According to Kotter (2012), "while celebrating a win is fine, any suggestion that the job is mostly done is generally a terrible mistake" (Kotter, 2012, p. 13). These midpoint goals, which provide "a sense of progress and accomplishment and an opportunity for midcourse changes" (Cawsey et al., 2016, p. 328), help consolidate gains. Currently, the VUC change initiative is at the stage of acceleration, wherein short-term gains have been generated. This stage involves the completion of the curriculum and textbooks for the EAP program and the recognition of three international schools in mainland China that have accepted and integrated the program into their school curriculum. Despite the need to celebrate the gains and giving recognize the work of the program development team, I

am constantly reminded of Kotter's (2012) warning regarding the fragility of any new approach and the possibility of change regression. In the context of this OIP, the change process is only regarded as being consolidated when the EAP program becomes an integral part of the culture at both VUC and the recipient schools.

The institutionalization stage is where the successful completion of a change initiative occurs (Cawsey et al., 2016). The success is validated by gauging whether the change efforts reach the desired new state (Cawsey et al., 2016). In the context of the OIP, the desired new state refers to the realization of the change vision regarding the development of academic English proficiency and the IC of CISs. The new state also indicates that the change will likely become "a part of an organization's DNA" (Cawsey et al., 2016, p. 48), embedding new organizational cultural norms and shared values (Kotter, 2012). By synergizing the two models, I will continue my commitment to keeping teachers and staff motivated towards change. I will also be working towards anchoring communication in the organizational culture. Institutionalizing a change by anchoring the change firmly into the organizational culture (Kotter, 1996, 2012) resonates with my belief that a positive organizational culture is a strong force to navigate an organization in a changing world.

To summarize, the alignment between Cawsey et al.'s (2016) change path model and Kotter's (1996) eight-stage process offers an appropriate framework for leading the change process at VUC because of the synergy created by both models. In addition, as each stage of the change is initiated based on the outcomes of the earlier stages the same way as a lifecycle does, the implementation is represented as cyclical process to reflect the evolving nature the change.

Critical Organizational Analysis

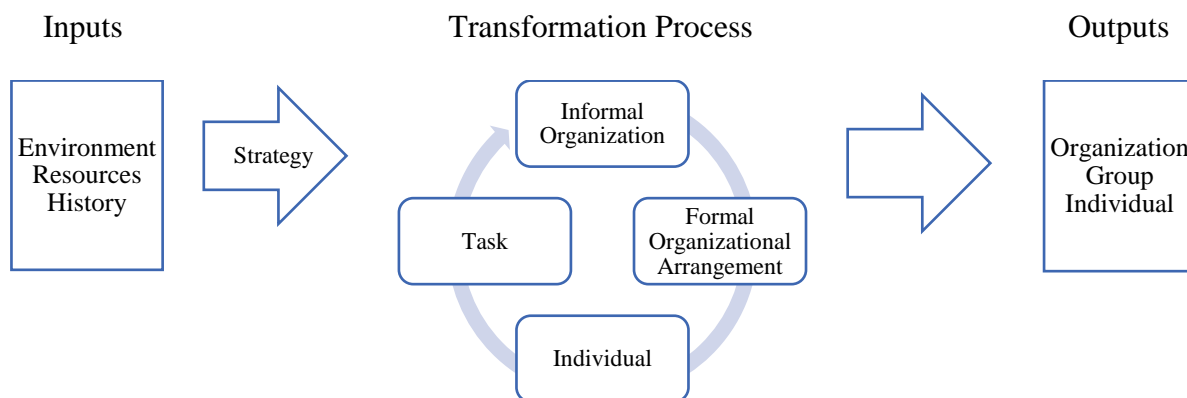
Analyzing organizational dynamics is a critical aspect to determining change (Cawsey et al., 2016). For the organizational analysis of VUC, I have adopted Nadler and Tushman's (1980) congruence model to delineate its inputs, transformation process, and outputs.

The Congruence Model

Nadler and Tushman's (1980) congruence model views an organization as a complex system operating in the context of an environment, with an available set of resources, and a history as inputs. The four core components of the transformation process, namely, the task, the individual, the formal organizational arrangements, and the informal organization, transform the inputs into outputs. The effectiveness of an organizational strategy depends on both its external fit with environmental conditions and internal harmony among the abovementioned four components (Nadler & Tushman, 1980, 1989); that is, the strategy is effective when all of the elements are congruent, as illustrated in Figure 3.

Figure 3

A Congruence Model for Organization Analysis



Note. Adapted from a Congruence Model for Organization Analysis (Nadler & Tushman, 1980)

Although the congruence model does not observe and analyse an organization from a particular template of structures or processes, it emphasizes the linkage or congruence between the various interacting components (Nadler & Tushman, 1980, 1989). This model particularly works for VUC because first the small school scale requires and makes it possible for its various components to become responsive to one another. For example, marketing personnel must regularly inform the academic administration what programs could be developed to reach a larger potential student population. Second, the model helps school leaders to predict the impact of a change on the organizational interactions and performance. For example, the redesign of a program, or the task, can affect other components including individuals as well as the informal and formal organization, which in turn will affect the performance of the task because of the linkage that exist within the organization.

The Congruence Model in the Context of the OIP

The following section describes how Nadler and Tushman's (1980) congruence model is adopted in the context of VUC to examine the impact of external forces and congruence of different components in the context of this OIP.

Inputs and Outputs

In the context of this OIP, regarding the inputs, first, the environmental force – the change in student demography – drives the change initiative. Second, the resources mainly include human resources such as faculty and staff, and financial resources such as a fixed budget for curriculum and teacher development. Third, the vision of the EAP program reflects the history of the school with its core values pertaining to culturally responsive and inclusive education. With respect to the outputs, at the organizational level, they are relative to the

realization of VUC's mission; at the group level, the outputs are linked to the development of the curriculum and the improvement of teaching capacity; and at the individual level, the outputs are associated with students' learning outcomes – the improvement in academic English proficiency and IC. To generate ideal outputs against the existing inputs, VUC must conduct a critical organizational analysis framed around its four core internal components – the task, the people, the formal organizational arrangements, and the informal organization (Nadler & Tushman, 1980, 1989) – to determine whether the internal and external elements are congruent enough to make the change strategy most effective.

Tasks

The tasks refer to the inherent work to be done or activities to be engaged in by an organization (Nadler & Tushman, 1980). The task of VUC is to provide both career diploma and language programs and services to all students, including CISs. With the increased enrollment of CISs in language programs over the past few years, VUC staff and teachers have witnessed an increase in this demographic group in Canadian academic and social contexts. Although literature and empirical evidence indicate that the acculturation difficulties of this demographic group primarily result from differences in language and cultural norms (Chataway & Berry, 1989; Gram et al., 2013; Lin et al., 2001; Turner, 2006), no significant change had occurred at VUC until the introduction of BICs and CALP hypothesis (Cummins, 1999, 2008, 2016) during a professional teaching training program initiated three years ago.

The differences in developmental patterns between BICs and CALP shed light on misconceptions regarding language acquisition that contribute to academic failure among bilingual students, in particular CISs. During the English language acquisition process, these

students are deprived of the opportunity to develop academic English. Upon moving to Canada or another English-speaking country, they find themselves challenged in keeping up with lectures, following instructions, and participating in discussion (Su & Harrison, 2016). Diligence, an innate character of Chinese learners, does not necessarily compensate and lead to strong academic results (Andrade, 2006).

The recognition of the historical and social causes of students' challenges engenders a shift in the design of this key language program at VUC from focusing on daily conversational skills to academic English proficiency. This task is also based on the gap analysis of students' current knowledge repertoire and future academic expectations. To develop a program focusing on the development and assessment of CALP requires coordination and an integration of efforts from all faculties given how this task breaks from of the traditional program design.

Individuals

Understanding employees' attitudes, values, and patterns of behaviors prior to change helps change leaders to understand how to empower others in the change process (Napier et al., 2017). This is because of the following: a) when people reach an agreement regarding why a change is needed, what should be changed, and how it should be changed, they are then likely to shift past patterns (Cawsey et al., 2016); b) an organizational change inherently involves change at the individual level in terms of the behaviors, values, or frameworks underlying employees' performances (Whelan-Berry, 2010); and c) individual perspectives on a change initiative depend on individuals' roles and levels in the organization (Napier et al., 2017). Therefore, analyzing individuals according to levels of interest, participation, and influence in the change can help enhance engagement and commitment to change.

Faculty are instrumental for an organization to perform its primary tasks. VUC, as a small-scaled college, has approximately 50 administrative faculty and academic faculty members. The administrative staff, including the department heads, director of human resources, on-site administrators, and academic registrars, are responsible for accomplishing student-facing administrative processes such as admissions, student records, attendance, and graduation. Most of the administrative staff have bicultural and bilingual backgrounds to manage students' affairs and cater to the students' needs, and most academic faculty members hold a master's degree in education or an equivalent highest-level degree in their field. All instructors in the language department possess either a master's degree in TESOL education or a TESOL certificate recognized by TESOL Canada, which is a prerequisite for recruitment at VUC as a designated institution of the Private Training Institutions Branch (PTIB) of the Ministry of Education (MOE) of BC.

The small-scaled faculty composition allows VUC to remain agile and respond swiftly to external forces. While agility and flexibility create a certain degree of freedom in initiating change and deploying resources to support the change, they also confer to the VUC leadership team, including me, the accountability for making prudent decisions in implementing any change plan. This is because, as a for-profit private institution, VUC faces budget hurdles and thus may not be able to afford the levels of time, research and development, and technology that large institutions enjoy. Each change plan should be chosen with prudence to attain the optimal result.

Formal Organizational Arrangements

According to the formal structure of VUC, the head of each faculty oversees the operation of one's own faculty. The heads then report to the top school management by

following a hierarchical approach of school management. The structure reflects all the features of a mechanistic organization with centralized authority and control, formalized routines, and practices, and rigidly defined and assigned tasks for each department. Based on the mechanistic structure, power “resides in the legitimate authority of the title and position” (Cawsey et al., 2016, p. 187). However, in the context of this OIP, power needs to rest with “those departments whose activities are central to the survival and strategy of the organization” (Cawsey et al., 2016, p. 188). The change leadership team should mobilize and coordinate organizational resources from “a myriad of other internal organization mechanisms” (Cawsey et al., 2016, p. 48) to facilitate the EAP program development, which is the project of the faculty of language training. Change leaders need to navigate the organizational structure from a mechanistic to an organic style. This entails more flexibility, fewer rules and procedures, and less reliance on centralized hierarchy (Cawsey et al., 2016) to facilitate communication and access to resources across the organization.

A system, which is a routine or process setting up how organizational tasks should be completed, must be aligned with an organizational structure to support the achievement of an organizational strategy (Cawsey et al., 2016). Not all these routines or processes have been ready to accommodate the change. For example, the current compensation system of VUC including both financial and non-financial incentive management strictly follows the governmental scheme. This practice ensures the safety and security of the organization by eliminating any legal concerns when labor disputes arise. However, due to the demands for staff with high knowledge and skills, an innovative compensation package needs to be in place to recruit and retain the people asset. This package should not disturb the overall compensation system but rather give due recognition to the employees with the relevant subject and cultural knowledge. Change

leaders should consider coordinating across the organization to identify the gaps between the existing and expected compensation system to work out the strategy of recruitment and motivation.

Informal Organization

In analysing the informal organization at VUC, I draw on the three levels of cultural analysis suggested by Schein and Schein (2017): artifacts, espoused beliefs and values, and basic underlying assumptions.

Artifacts include the visible products of the group, such as its physical environment and observed behavior routines and rituals (Schein & Schein, 2017) that reflect cultural values and beliefs. In the case of VUC, this pertains to the symbols, signs, and signals that demonstrate a school climate that values cultural diversity and focuses on developing students' IC. For example, students can access world literature ranging from both Western and Eastern authors in the school library and ELL classroom materials. Teaching materials are not limited to Western narratives, as a wide range of voices from different cultures are selected to be included in the curriculum. An inclusive school environment at VCU is most evidenced in the winter term where Christmas, new year festival, and spring festival represent three consecutive celebrations honoring cultural diversity while rejuvenating the school atmosphere at VUC.

Espoused beliefs and values refer to those “that can be empirically tested and that continue to work reliably in solving the group’s problems” (Schein & Schein, 2017, p. 19). At VUC, espoused beliefs and values pertain to a shared understanding that critical thinking, knowledge sharing, and changing the status quo are instrumental to school development. This is also reflected in the mission statement: “we think; we share; and we change” (VUC, 2019). As a

private college, VUC's underlying organizational culture is based on a belief in change leading to opportunities for organizational growth. These commitments to change can be witnessed in its technology upgrades, expanding campuses, reach to new global markets, and its reviewing and developing of existing programs and services to meet the needs of students. In the context of this OIP, the goal of the EAP program is congruent with the school's vision and strategic plan. In addition, a belief in the compatibility of the program goals with the school's strategic plan (Mento et al., 2002) has further sparked optimism among change leaders regarding the success of the program.

The underlying assumption including the variants of the dominant value orientations may also determine the behavior and perception of people in an organization (Schein & Schein, 2017). While there remains optimism and support regarding the change, others have voiced concerns. According to a teacher survey, concerns about the added workload have been overtly expressed. In addition, some staff suggested that the school maintain the status quo. At the same time, an underlying assumption that program development does not fall within teachers' scope of responsibilities also prevails.

In summary, the analysis of organizational dynamics regarding both formal and informal aspects show to the leadership that the change in the task – the program involves change in three areas: the change in individuals – the breakdown of resistance to academic English focused instruction; the change in the organizational structure – the departure from a mechanistic to an organic style; and the change in system – the establishment of an innovative compensation package to recruit and retain the best people. All these changes need to be people focused. This is because the introduction of a change, even for the better, is an unknown and adds stress for people (Kotter, 2012). At the same time, change is not possible unless it gains the acceptance of

the change recipients (Klein, 1996). Gaining people's trust and breaking down resistance should be the primary focus of the leadership team.

Possible Solutions to Address the PoP

The complexity of the problem requires change leaders to proceed with multiple approaches that improve students' learning outcomes regarding language acquisition and intercultural understanding. To achieve the best learning outcomes of students, I identify three possible solutions: 1) Developing a Content-Based Curriculum; 2) Building a PLC; and 3) Improving Teacher Agency through Hiring. While there is value in adopting these solutions collectively to create synergies to address the complexity and multiple facets of the PoP, I need to deploy the appropriate mix of human, time, and financial resources against competing commitments while weighing the benefits against consequences of each solution upon evaluating which one of these solutions can maximize the goal of the EAP program, and thus decide upon the preferred one.

Solution 1: Developing an EAP Curriculum

The OIP is rooted in the recognition of the gap between CISs' need of CALP and the existing language programs' focus on BICS. In response to the PoP, I recommend developing an EAP curriculum with CBI aiming at developing both the linguistic and cultural competence of CISs. This solution is based on the previous analysis that EAP, which involves teaching English with a goal of helping learners to engage in academic context, is largely missing in the intent of the national curriculum of CISs. This solution is also based on the precedents in countries and regions such as Singapore and Hong Kong (Feng, 2012), as well as pioneering projects in economically developed regions such as Shanghai (Hu, 2005). Their success in EAP teaching

provides strong reference for closing the gap in terms of the missing academic components of CISs and facilitate their acculturation experience.

What Needs to Change

This solution concurs with Byram's (2008) findings on the contributions of foreign language education to intercultural citizenship education. As ISs study and reside in a foreign country with a different language, lifestyle, and belief systems, their required linguistic and cultural competencies are quite different from language learning for leisure and tourism (Byram, 2008). The priority in foreign language teaching for ISs is developing CALP for schooling (Cummins, 1999, 2008, 2016) and IC for becoming intercultural citizens (Byram, 2008, 2014; Byram & Feng, 2005; Byram et al., 2013; Liton, 2016).

A curriculum and instruction linked to specific academic subjects including science, social studies, language arts, and numeracy, transforms the focus of ELL instruction to teaching both academic subject matter and second language skills (Andrade, 2006; Brinton et al., 1989; Song 2006). By integrating language acquisition into subject disciplines, students are empowered to develop English literacy in different academic subjects. In addition, these subject disciplines are chosen because they reflect the categories of knowledge that closely approximate and universally apply to the "real world" and the culture in which the learner resides (Lawton, 1975) and the categories of knowledge that students previously owned but owned in their home language and culture rather than in English and Western culture. Therefore, learning an EAP curriculum is as Byram (2008) argues, "learning a foreign language can take learners beyond a focus of their own society, into experience of otherness, or other cultural beliefs, values and behaviors" (p. 29).

Upon learning the language and subject content conveyed through the language, students negotiate and steer their pathway to the culture of the otherness. This is the purpose of the EAP curriculum with its pedagogical approach as CBI. With this approach, language instruction is concurrently linked to specific academic subjects, making it a vehicle to enhance both subject knowledge and language skills (Brinton et al., 1989). In addition, as a language can be comprehended with reference to one's knowledge about the content communicated in the language (Singer, 2013), the knowledge in the form of the meaningful information at a CBI class can facilitate learners' deeper processing and better comprehension of the language (Anderson, 1990; Iakovos et al., 2011).

Actions and Resources

This solution entails largescale allocation of time, human, and fiscal resources. Starting from the initial stage, the school has engaged in six points of action: 1) conducting an internal audit of the quality and nature of the existing language programs including evaluating teacher and student feedback; 2) identifying the subject contents to be incorporated into the future program curriculum; 3) sourcing, compiling, and editing course materials, which is the core step of the curriculum completion; 4) designing school plans for staff development, including training programs to improve teachers' expertise in program delivery; 5) marketing the program to both local and international markets through various educational outreach efforts including seminars and international conferences; and 6) assessing the effects of the program. The initiative started with the establishment of a program consultation team that consists of the head teacher, faculty heads, and the principal. External sources include consultation on curriculum design. To date, approximately over three thousand hours of work has been completed and \$30,000 has been spent in terms of wages during the three-year period of program development.

Benefits and Consequences

Several researchers have highlighted the benefits of EAP programs. These benefits include higher academic performance in English standard tests and higher GPAs among the students in the programs as compared to those who do not participate (Andrade & Makaafi, 2001; Song, 2006). In addition, many psychological benefits, such as increased motivation to learn and reduced anxiety are also evident among students according to previous research. The artificial separation between language and course content is eliminated in EAP programs (Bruen & Wagner, 2019). However, with all the benefits, the investment in resources for Solution 1 is relatively large. In the context of VUC, this means that the program development is competing for resources with the existing priorities of the school. Given the tight school budget, Solution 1 incurs significant costs, workloads, and uncertainty for the school. This in turn is likely to invite resistance, which is due to not only added burdens but also a mentality regarding any school curriculum as so well established and naturalised that any challenge to it is a waste of time (Moore, 2012).

Solution 2: Building a PLC

The second solution is to build a PLC in a learner-centered environment for teachers to learn collaboratively on how to improve achievement for students (Hord, 2009). In the context of this OIP, students can only truly secure support from all sources and learn to the maximum of their capacity when what they are expected to learn becomes a shared vision of the teacher community (Hord, 2008, 2009, 2015; Hord & Hirsh, 2008).

What Needs to Change

Hord (2009) argues that the PLC is defined by the concept of professionals, the learning, and the community. According to Hord (2009), professionals are defined as “those individuals

who are responsible and accountable for delivering an effective instructional program to students so that they each can learn well” (p. 41). Learning is defined as “the activity in which professionals engage in order to enhance their knowledge and skills” (p. 41); and community is defined as “individuals coming together in a group in order to interact in meaningful activities to learn deeply with colleagues” (p. 41). In summary, high quality PLCs focus on professional learning, collective inquiry, and a commitment to continuous improvement in teaching effectively and fulfilling student learning outcomes (DuFour et al., 2005; Hord & Sommers, 2008; Hord, 2009; 2015). Despite how interpretations of PLC vary in different contexts, there is general agreement regarding their core attributes. Hord (2009, 2015) summarizes six research-based dimensions of PLCs: 1) supportive structured conditions; 2) supportive relational conditions; 3) shared values and vision; 4) intentional collective learning; 5) peers supporting peers; and 6) shared and supportive leadership.

Actions and Resources

In the context of this OIP, the EAP program is oriented by the three questions that DuFour et al. (2005) propose to educators: “a) What do we want each student to learn? b) How will we respond when a student experiences difficulty in learning? c) How will we know when each student has learned it?” (p. 33). Answering the three questions necessitates collaborative professional learning among staff “who functioned together in an extraordinary way—who trusted one another, who complemented each other’s strengths and compensated for each other’s limitations ...” (Senge, 1990, p. 4). As the PLC is the most supportive setting to professional learning (Hord & Hirsh, 2008; Hord, 2009; 2015), building the school into a PLC is an ideal solution. To make this a reality means engaging leadership, specifically the support of principal in launching organizational meetings to discuss students’ needs and how collaborative learning

efforts can contribute to students' learning (Hord, 2009, 2015). Another important element is the principal's role in creating structural conditions, such as time and space for teachers to meet (Hord, 2009; 2015). At VUC, a two-hour study block is scheduled every week in which teachers engage in professional learning activities, discussing teaching practices and connecting with colleagues.

Benefits and Consequences

In the process of building a PLC, staff members have identified and experienced three main benefits. First, the EAP program vision has become a shared educational vision that naturally encourages experimentation and creativity within the school (Senge, 2000). Second, the traditional, isolated way of classroom teaching has been challenged and broken through peer sharing and communication, which has made the staff understand that there is “the linkage between learning with students in the classroom and learning with colleagues” (Lambert, 2003, p. 21). Third, teachers' professional improvement has been visible through peers sharing their practices to gain feedback (Hord, 2009, 2015) and open discussions to “unearth shortcomings in our present ways of seeing the world” (Senge, 1990, p. 12). This includes moving beyond the status quo in the existing curriculum and instruction. This is the key issue to be addressed given that the change in student demography, particularly in urban Canadian cities, creates a need for “a broad spectrum of curriculum, instruction, and assessment approaches” (Hord, 2008) to achieve the best learning outcome for a fairly heterogenous community of students.

On the other hand, there are certain conditions and constrains for the rigorous promotion of this solution at the current stage. Uninterrupted time for regular group meetings is a huge commitment. Technology, data from multiple sources, and human resources must be available for each gathering, and all these functions compete with other priorities. In addition, on many

occasions, the meeting and training sessions have not achieved the ideal purposes of collaborative learning because teachers focused on their own priorities, such as preparing class materials and marking students' papers. This is due to their already heavy workloads with average four to six hours' instruction to an average class size of 10 to 20 students. In addition, the top leaders' commitment is also instrumental in defining the purposes for the meetings. Therefore, they are required to adjust their schedule in order to attend various gatherings of teachers. Also, change leaders must engage in conflict resolution due to the disagreements and clashes which were unlikely to arise in the previous classroom of isolation and insulation.

Solution 3: Improving Teacher Agency through Hiring

Emirbayer and Mische (1998) defines agency, as a sense of confidence, is concerned with the capacity in which actors “critically shape their responses to problematic situations” (p. 971). Following this trajectory, Biesta et al. (2015) suggests that teacher capacity, including the personal qualities that teachers bring to work and professional knowledge and skills, forms a major part of teacher agency “to fix perceived deficits in students that have their roots in social backgrounds and general levels of ability” (Biesta et al., 2015, p. 631).

What Needs to Change

At VUC, teacher capacity or agency is developed from both personal and professional characteristics (Harris et al., 2010) to embrace the challenges of addressing the unique learning and social needs (Khalifa et al., 2016) of CISs. While teachers' personal characteristics consisting of caring, communication skills, and motivation as well as professional characteristics consisting of certification, educational background, and experience (Harris et al., 2010) can be acquired through teacher development programs, leadership team can also choose to leverage

teacher agency through hiring practices. In view of the gap between students' need and the current teacher agency, and amid the change acceleration process, effective leadership is called upon to redefine its hiring process to select the best teacher candidates with the appropriate characteristics for a culturally responsive school context.

Actions and Resources

The hiring practices at VUC follow the traditional measurement and the instructor qualification compliance standards specified by PTIB. As a certified college, VUC ensures that its teachers possess the required professional qualifications through its hiring processes including recommendations, interviews, or demonstration lessons. However, there is no articulated requirements for teacher candidates to demonstrate intercultural competence that can respond to diverse student cultures. However, to accelerate the EAP program development, the focus of the hiring practices needs to shift to recruit culturally responsive teachers with professional knowledge and skills of teaching culturally different student groups.

The priorities of hiring practices will entail redefining the personal characteristics of caring, communication skills, enthusiasm, and motivation from a general description to a more specific one reflecting the norms of behaviors related to culturally responsive teaching. In addition, the preferred professional characteristics will be certification, educational background, or experience that reflect the candidate's capability in teaching a CBI curriculum in a culturally diverse classroom. Redefining the hiring practices will also help the hiring department to collect and analyze data to determine what are the desired teacher characteristics in the context of the school. This process may entail moderate time and human resources, yet the financial resources

in terms of a compensation package for the best candidates may be large as compared to the current packages.

Benefits and Consequences

Redefining hiring practices can be a quick vehicle to develop a culturally responsive teaching team. In addition, hiring new teachers has the potential to improve the existing teacher agency at relatively low cost by spreading the message on the renewed expectations of teachers in the face of change. This may help either disturb or motivate the existing teaching group to reconsider their change readiness. However, recruiting is a complex process (Ingle et al., 2018). Previous studies indicate that schools may not hire the most effective teachers (Engel & Finch, 2015). There may be potential bias from selecting to hiring process that blocks a hiring manager from identifying the ideal candidates (Ingle et al., 2018). In addition, teacher recruitment is still a decentralized process due to the inconsistency in the list of characteristics across limited number of studies (Ingle et al., 2018). Furthermore, even if a teacher candidate with the desired traits is selected and hired, it may take time for the new teacher to adapt to the school culture. Failure in identifying oneself with the existing school culture may lead one to quit the job, and therefore result in high turnover rate of the school.

Preferred Solution

Given the nature of the change and the priorities and resources of VUC, solution 1, developing an EAP curriculum would be the preferred solution in the context of this OIP. As a culturally responsive school, it is important that VUC respond to the students' needs due to their race, language, and mannerisms (Khalifa et al., 2016). Moreover, due to a rise in CISs enrollment, the VUC leadership team is required to develop a culturally responsive curriculum to

effectively narrow the academic gap for these students. Maintaining the status quo most likely will not provide VUC with a competitive advantage over similar colleges in the long term. Only a program truly addresses their needs could potentially create a reputation for VUC as an ideal school for prospective ISs. Solution 2, which demands the entire staff's genuine commitment and enrollment in the process of professional learning (Hord, 2015), is a huge commitment that requires substantial time, human, and technical resources. However, to reap the benefits of a PLC while also considering resource allocation, VUC leaders decided to limit the scale of the PLC to be a workshop among teaching staff rather than extending it to the whole school community. Solution 3, given the commitment to fiscal and human resources, is currently not a preferred solution. Moreover, prior to initiating any change to the current hiring practices, VUC school leadership should identify answers to the following two questions: 1) what characteristics do the school value in teacher applicants and why; and 2) what hiring tools do they use to assess whether applicants have the preferred characteristics?

In summary, all solutions require commitment in terms of time, fiscal, technical, and human resources. While Solution 1 may incur significantly high allocation of time, human, and fiscal resources, the benefits reflected as the acknowledgement of CISs' gaps in and needs for EAP and the establishment of a curriculum focusing on improving the academic English proficiency make the solution an ideal one to address the PoP readily and adequately. Solution 2, building a PLC, is ideally regarded as complementary to Solution 1 because of the supportive environment of the PLC to professional learning which will ultimately improve students' learning outcome (Hord, 2009; 2015). Solution 3 is considered the least feasible due to the current resources of the school and the need for further clarification on recruitment policy.

Leadership Ethics and Organizational Change

The solution of adopting an EAP program to support CISSs' intellectual and intercultural development necessitates a particular ethical commitment of in the context of VUC. This ethical commitment is to create a culturally responsive school environment for students from ethnically and culturally diverse backgrounds, leading students to understand that regardless of differences in race, ethnicity, culture, or language, everyone is a full member of this school community. Such a school environment will attend to both the needs of social justice and academic achievement (Shields, 2010), helping students to foster confidence in learning and moving them toward their future academic and life pursuits in an English context.

Leadership Ethics

The leadership ethical commitment at VUC is underpinned by Confucius five core values: benevolence, righteousness, rituals, wisdom, and trustworthiness (Confucius & Legge, 2012; Confucius & Soothill, 1910; Bi et al., 2012). In the context of this OIP, *benevolence* as “the law of love” (Confucius & Soothill, 1910, p. 104) is grounded in a culturally responsive and inclusive school environment where each student is supported to “understand himself or herself as a unique, competent, and valued member of a diverse cultural community rather than a deprived minority in a dominant culture” (Lindsey et al., 2005, p. 44). *Righteousness* as the law of “right, equity, justice, fairness” (Confucius & Soothill, 1910, p. 105) is deeply imbued with promoting equitable learning to nurture the intellectual and social development of all students (Shield, 2012) regardless of their personal, social, cultural, or academic circumstances (Ehrich et al., 2015). *Rituals* as the norms of “courtesy, etiquette, good form or behaviour or manners” (Confucius & Soothill, 1910, p. 106) entail school cultural norms that facilitate learning, communication, and respectful behaviour. They also foster a sense of collaboration and

empowerment. *Wisdom*, which has multiple connotations, primarily refers to the knowledge to “know all men” (Confucius & Legge, 2012, p. 260). The virtue of wisdom calls for a schoolwide acknowledgement of those *men*, or any individuals, who are the stakeholders, particularly the students. Finally, *trustworthiness* as the law of “a man and his words” (Confucius & Soothill, 1910, p. 110) entails the creation of a credible vision and a trusting relationship between the change leaders and recipients. This allows them to move towards the school vision related to equipping students with IC to instil pride in their own cultural traditions and an appreciation for diverse cultures and value systems (Sutherland et al., 2014).

The Ethical Commitments of the Different Organizational Actors

Ethics is defined as the moral principles governing behaviours and conduct (Soanes & Stevenson, 2005). In the context of this OIP, transformational, transformative, and CRSL approaches jointly define the moral principles as upholding the values of inclusion, equity, and social justice (Shields, 2010). These values guide the norms, behaviours, and conduct of different organizational actors to ensure that the voices of students are heeded, while providing quality and equitable teaching and learning (Ehrich et al., 2015) that are responsive to the needs of students.

The Principal's Commitment

Given that a principal, as the key leader of a school, is charged with leading the instruction and student learning process, the ethical commitment of the principal is to “bring about change in order to maintain and enhance organizational success” (Burns & By, 2012, p. 239). This is because leadership is different from management; while the latter is about stability, the former is a process of transformative change in which the ethics of individuals are integrated

into the morals of a community (Barker, 2001). While this entire OIP can be taken as an ethical responsibility, a key ethical issue facing the principal is the faculty-level complacency in the traditional BICs focused curriculum and teaching practices which are inconsistent with building an inclusive and culturally responsive school environment. To break the status quo and move the faculty out of uncertainty, fear, and resistance surrounding the EAP curriculum, the principal needs to initiate the change to ensure that the “teachers and staff, and curriculum are continuously responsive to minoritized students” (Khalifa et al., 2016, p. 1274), as reflected in the school mission.

Benevolence. The value of benevolence as the human side of leadership (Tschannen-Moran, 2004) has a strong influence on creating an inclusive school environment imbued with love and hope. In a culturally diversified school such as VUC, the principal’s benevolence is reflected in their emphasis on the considerations of individuals’ dignity, worth, and right to be who they are regardless of race, ethnicity, and language. Newcomers and minority students, such as ISs, from diverse cultural backgrounds particularly need such a caring school environment to first value and recognize the worth of their perspectives (Khalifa et al., 2016, P. 1280) and then enable them to learn.

Righteousness. The principal’s value of righteousness is aligned with Starratt’s (1996; 2017) ethics of justice, which promotes fair and equitable treatment from students of diverse cultural backgrounds. For example, at VUC, the principal makes it a school norm that any behaviour rejecting or disregarding students’ cultural identities, including ethnicity, nationality, language, and religion, is forbidden. In addition, attending to equity, justice, and academic achievements is integral in school decision making, since it identifies and institutionalizes

professional practices affirming that students' potential will never be hindered by their cultural backgrounds.

Rituals. The principal's commitment to rituals is reflected in the creation and promotion of a school culture that honours students' cultural identities. For example, VUC celebrates students' traditional festivals and allow identity-based topics to be discussed safely in classes or incorporated into the school curriculum. Moreover, the principal also maintains the support and presence in professional development activities to ensure that the teachers, the staff, and the curriculum are continuously responsive to students' needs.

Wisdom. The virtue of wisdom, involving leaders' knowledge about the learning community they serve, entails an examination of the current school policies and practices against student demographics. This is because "as student population demographics continuously shift, so too must the leadership practices and school contexts that respond to the needs that accompany these shifts" (Khalifa et al., 2016, p. 1274). The principal's wisdom can be accumulated and reflected in the exploration of student culture, achievement gaps, and discipline gaps, and the subsequent deployment of a school structure, funding, curriculum development, and professional development to narrow the gaps and achieve the best learning outcomes.

Trust. The small organizational scale of VUC allows for high visibility of school leaders' ethically compatible approaches to change, and 'walking the talk' to demonstrate ethical acts has thus become the primary tool for the principal to build trust, as has face-to-face communication, which has proven to be the most effective channel to build a trusting relationship at all levels of the school. The principal's effort to build trust by openly communicating the change vision and

empowering others helps to ensure that the goals and values of the EAP program are shared by different stakeholders of the organization.

Above all, the ethical commitment of the principal is oriented toward bringing about change to ultimately build a culturally responsive and inclusive school environment. The principal's lead in the change initiative of this OIP is essential for approving the strategic plan, motivating staff, allocating resources, and communicating the change vision at nearly all stages of the change process.

Teachers' Commitments

Teachers interact with students daily. Therefore, their values, beliefs, and dispositions, which are demonstrated in their teaching styles, have a direct impact on students' well-being and learning outcomes. In the context of this OIP, the core ethical issue that the teachers face is the unsettling learning experience of CISs, a culturally different student group whose acculturation challenges are due to various political, economic, cultural, and social factors in which the students have experienced or are experiencing. Therefore, as the key change agents who engage with students directly and frequently, teachers need to increase the effectiveness of a change through positive influence, professional knowledge and skills, and empathy in practice. This happens with the five core values of ethics.

Benevolence. The virtue of benevolence should be embedded in the teachers' genuine care for CISs. This is because true learning happens when students believe they are taught by someone who genuinely cares about them. In contrast, students may not learn effectively from educators whom they believe do not care about them (Duncan-Andrade, 2009). In a culturally

responsive and inclusive classroom, teachers' benevolence ensures that students' voices are heard, listened to, and validated in classes.

Righteousness. A sense of righteousness requires teachers' critical self- reflection regarding their assumptions about race and culture as well as the impact of these assumptions on classroom instruction (Singleton & Comer, 2013). Continual reflection will assist teachers in exercising equity and integrity in their professional practices and avoid any inequitable factors that adversely affect their students' potential (Khalifa et al., 2016).

Rituals. Classroom norms should recognize and value the cultural and social capital of CISs. This commitment involves teachers' awareness of CISs' learning norms, which result from social and cultural expectations. For example, Chinese students who are influenced by a Confucian view of learning normally behave in a passive manner by complying with and obeying teachers. They often feel uncomfortable about confronting rules or disagreeing with teachers, who are generally regarded as authority figures (Yang et al., 2016). In addition, teachers must be aware that during class, their expectations of CISs should not be lowered based on these students' behaviour and appearance (Khalifa et al., 2016). This is because students' efficacy will be motivated when they feel they are treated as equals and their perspectives are valued (Ginwright, 2004; Khalifa et al., 2016; Kohl, 1994).

Wisdom. Teachers' wisdom in promoting a culturally responsive and inclusive school environment is reflected in adopting the knowledge and skills to identify or design a culturally responsive teaching curriculum and pedagogy to truly narrow the achievement gap for CISs. In the context of this OIP, this means that through professional development, teachers will be aware

of the need for the ELL programs to emphasize the development of academic English proficiency.

Trust. Students' trust in teachers can be built with greater teacher support in developing their abilities and confidence to embrace critical instructional methods, such as debates, group discussions, and independent reflection in an inquiry-based classroom (Yang et al., 2016). In addition, trust embodies teachers' fair, open, and equitable treatment of all students regardless of their cultural backgrounds. This ensures that no student will be disproportionately disciplined and that no one's intelligence is questioned due to their cultural differences (Khalifa et al., 2016).

Chapter 2 Conclusion

This chapter provided an overview of the planning and development needed to drive the change for this PoP. Three leadership approaches, CRSL, transformational leadership, and transformative leadership, form the synergies for me as a change leader to advance the change. In addition, an integration of Cawsey et al.'s (2016) change path model and Kotter's (1996) eight-stage process is the leadership framework guiding the change. This chapter also provides a critical analysis on the task, people, structure, and system of the organization that identifies the change needs and the preferred solution to address the problems of CISs. Furthermore, leadership ethics anchored in Confucius's five virtues (Bi et al., 2012) serve as the ethical ground for advancing the linguistic and cultural inclusion of CISs. Chapter 2 serves to inform the development of plans for change. Change implementation plan, change process monitoring and evaluation, and communication plan will all be discussed in Chapter 3.

Chapter 3: Implementation, Evaluation, and Communication

Chapter 3 outlines the goals and priorities of implementing change grounded in transformative, transformational, and CRSL principles and reflected in the chosen solution of developing a content-based EPA curriculum to addressing the PoP based on the context and reality of VUC. A plan is presented for managing transition – delineating approaches to understanding and responding stakeholders’ reactions, monitoring, and evaluating the change process, and communicating the need for the change. Moreover, an outline of the next steps and future considerations, which focuses on future organizational endeavors, is integral to this change implementation plan.

Change Implementation Plan

As introduced in Chapter 1, the focus of VUC’s organizational strategy is on developing teachers, staff, and students to their fullest potential in intercultural competence (IC) to build a culturally responsive school (VUC, 2019). Education regarding English for academic purposes (EAP) is identified as an approach to developing both students’ language proficiency and IC. This is due to the recognition of the interlink between IC and language education (Byram, 1997; Byram & Feng, 2005; Byram et al., 2013); the spread of English among diverse cultures through the process of colonisation, immigration, and the current trend of globalization (Lee, 2012); and the evolution of the focus of English language education from BICs to CALP, interwoven with academic disciplines (Cummins, 1999, 2008) to adapt ELL learners to their required academic context.

Goals and Priorities of the Planned Change

The CBI curriculum development requires an examination of the current objectives of the ELL instruction, student achievement data, the expected learning objectives, and the

organizational resources for change. The success of the curriculum development will prepare VUC to offer programs and services that genuinely respond to students' needs. During this change implementation, there will be no major organizational restructuring due to the small scale of the school, the time frame, and the resources available. The change implementation mainly relies on leveraging the strengths and interdependence of the existing organizational structure. Moreover, outsourcing services will be upon request and scrutiny. Table 2 summarizes the goals and priorities occurring at different stages of the implementation plan which is developed around each stage of the change model discussed in chapter 2.

Table 2

The Goals and Priorities at Different Stages of Change Implementation

Goals	Priorities	Change Stages and Time Frame
Set directions with a change vision	<ul style="list-style-type: none"> • Align the change vision with the organization's mission and values. • Set up a guiding coalition. 	Awakening Stage Short-term (0-3 months)
Define monitoring and evaluation parameters	<ul style="list-style-type: none"> • Select and deploy tools to anticipate results. • Provide a guide to tracking progress periodically. • Anticipate and allocate support and resources. • Fine-tune the design and implementation. 	Awakening and Mobilization Stages Mid-term (3-6 months)
Frame teacher learning	<ul style="list-style-type: none"> • Develop the cultural competence of teachers. • Develop knowledge on EAP. • Allocate support and resources for learning. • Grow a culture of learning. 	Mobilization Stage Mid-term (3-6 months)
Set up a communication network	<ul style="list-style-type: none"> • Communicate the vision. • Nurture trust. • Celebrate gains 	Mobilization and Acceleration Stages Mid-term (3-6 months)
Review the program	<ul style="list-style-type: none"> • Recognize effective practices and activities. • Anchor new practices. • Identify the future need for change. 	Institutionalization Stage Long-term (6-12 months)

Goal 1: Set Directions with a Change Vision

Transformational leadership principles indicate that a change vision sets the direction from where the ownership of the change is developed (Barnett & McCormick, 2003), that trust in leadership is built (Kotter, 2012; McBride, 2010; Tschannen-Moran, 2004), and that organizational learning and teacher efficacy are facilitated (Leithwood & Jantzi, 2005). Furthermore, it takes a powerful force from a leadership team to develop the change vision (Kotter, 2012). This leadership team or guiding coalition includes faculty heads, teachers, and administrators who have position power, expertise, and credibility (Kotter, 2012). This guiding coalition will use its leadership and management skills, including gap analysis, and align the change vision with the value and mission of a culturally responsive school to crystalize that vision. Apart from setting the direction with a change vision at the initial stage of the change, the continuous functioning of the guiding coalition, including “planning, budgeting, organizing, staffing, and problem-solving” (Kotter, 1999, p. 7), will extend to the various stages of the change process, working through people and culture to move the chosen solution forward. Setting directions with a change vision must be completed based on the need and gap analysis pertains to the awakening stage where infuses Kotter’s (1996) creating a guiding coalition as the steppingstone for the change.

Goal 2: Define Monitoring and Evaluation Parameters

A system defining the parameters of routine monitoring and periodic evaluation is ideally in place at the early stage of change implementation. This is because the clarity of objectives or transparency of an overarching plan on these parameters will provide a step-by-step guide to the operationalization and application over the life of a change program (Markiewicz & Patrick, 2016). Concurrent with defining the change vision, the monitoring and evaluation effort will guide

decision-making at each stage of the change (Markiewicz & Patrick, 2016). In the short term (i.e., within three months), the priorities of monitoring and evaluation are to select and deploy tools to anticipate results. Therefore, a monitoring and evaluation tool is ideally developed at the awakening stage of the change. In addition, monitoring and evaluation functions are integral to all stages of the change because the outcomes effective monitoring and evaluation tool will also serve as a formal system to communicate the change vision, mobilize people, accelerate, and eventually institutionalize the change outcome. In the context of the CBI curriculum development, one focus of CRSL entails providing data to identify whether the curriculum design is appropriate for the context of achieving a culturally responsive purpose. In the short term, emphasis is also placed on designing and monitoring a tool to track milestone completion. Then, in the medium term (i.e., within six months), the system emphasizes generating data for anticipating and allocating human, financial, technical, and time resources. Finally, in the long term (i.e., within 12 months), a priority is to fine-tune the change process based on the results of the evaluation.

Goal 3: Frame Teacher Learning

Although curriculum development can be an outsourcing activity to reap the benefits of curriculum designers, regarding awareness of the students' characteristics and their need for the curriculum, experiences in the field of education, and the lessons the current teaching faculty learns from its students, reaping the expertise and potentials of the faculty is a viable approach to the curriculum development. However, the task requires teacher knowledge in academic English, cultural competence, and both the aligned pedagogical skills and curriculum design skills. Integrating these aspects into professional learning will help develop a teaching team to both complete the CBI curriculum development with knowledge and skills, and work effectively with

the races, cultures, and languages represented in the classroom (Keengwe, 2010). Professional learning activities are initiated at the mobilization stage where it is essential to manage the react of and leverage the assets of change recipients for the benefit of the change vision and its implementation (Cawsey et al., 2016). In the context of this OIP, the teacher learning initiative during the change process will be primarily framed by CRSL in which the values, beliefs, norms, and behaviors of the given student group are highly emphasized. In addition, teacher learning will be guided by transformational leadership with attention to individual needs for growth and development (Bass and Avolio, 1994).

Goal 4: Set up a Communication Network

Guided by transformational leadership, communication will be an instrumental role throughout the change implementation, as it is the primary vehicle through which the change vision and goals will be disseminated to stakeholders. A powerful network of communication is needed throughout the change implementation, and particularly at mobilization and acceleration stages where the goals of communication include gaining buy-in (Cawsey et al., 2016) and empowering people (Cawsey et al., 2016; Kotter, 1996; 2012). High priorities of communication are a) disseminating the vision to enable faculty, staff, and students to understand the value of the EAP and b) confirming that the new way of working is nonnegotiable (Schein & Schein, 2017). Communication is also instrumental in nurturing trust among all these stakeholders (Kotter, 2012; McBride, 2010; Tschannen-Moran, 2004). The CBI curriculum development invites higher standards of English instruction, greater accountability of teachers, and thus higher levels of interdependence, all of which demand higher levels of trust.

Goal 5: Review the Program

The overall program review will occur at the institutionalization stage whereby change leaders recognize best practices and celebrate successes to reinforce the change. Moreover, program review will give stakeholders a voice to express their comfort level in accepting the new curriculum, ensuring that they continue to feel engaged for the long-term benefits. The task of the EAP program, which centers on incorporating CALP while walking away from the sole focus on BICs in ELL education, can be compared to “graft[ing] the new practices onto the old roots” (Kotter, 2012, p. 160). Therefore, from the perspective of transformational leadership, understanding the stakeholders’ reactions to the new practices and the impact of those practices on them is important. Gauging stakeholder reaction not only helps to form the foundation of the implementation plan (Cawsey et al., 2016; Napier et al., 2017) but also determines whether the change achieves the intended aims and what practices should be selected to become “a part of an organization’s DNA” (Cawsey et al, 2016, p. 48); that is, embedded into the organizational culture at VUC to ensure their continuity over time. Meanwhile, transformative leadership will guide me to continuously on the look for and bring about change to any inequitable, injustice, and unfair practices that disadvantage students.

In summary, by working through the four stages of change implementation, with the goals and priorities completed at each stage, the ideal ELL program norm at VUC will be that language is not only the object of learning but also the means of making meaning, organizing information, and acquiring content knowledge (Butler, 2005).

Managing Transition

Integral to the change implementation plan is transition management, which involves attending to stakeholders’ reactions; outlining the strategies for engaging and empowering

people; identifying supports and resources; considering potential implementation issues; building change momentum through short-, mid-, and long-term goals; and critically reflecting on limitations and challenges.

Stakeholder Reactions

Understanding the stakeholders' perspectives, predisposition, and reasons for supporting or resisting change will inform a change agent's assessment of the change and frame leadership approaches to generating the necessary support from stakeholders (Cawsey et al., 2016). The CBI curriculum requires breaking from the traditional teaching and learning approaches focusing on BICs in an ELL classroom; therefore, teachers and students are the most affected stakeholders whom I seek to approach first to understand their readiness for the change.

From my observation, most veteran teachers are satisfied with the knowledge and skills they had upon being hired, and they are thus interested in teaching a traditional ELL curriculum focusing on BICs. Either covertly or overtly expressed, the main reason for resistance is the satisfaction with the status quo, which is reflected as faculty-level complacency (McBride, 2010). This complacency is demonstrated in 1) the faith in the traditional BICs teaching practices, coupled with doubt about the effectiveness of the innovative concepts of CALP and CBI; 2) the fear of unknown territory, which is assumed to lead to a loss of control of the familiar methods and materials of teaching; and 3) reluctance to accept the change because of the presumed added workload. In addition to satisfaction with the status quo, the reluctance or resistance to the change initiative is also because of insufficient relevant knowledge and skills (Gaubatz & Ensminger, 2017; McBride, 2010) associated with the CALP and its aligned teaching practices.

On the other hand, some teachers are ready to discover new ideas and their own potential in delivering courses that best suit students' needs. Many of these teachers are young faculty under 30 years old, comprising approximately 30% of the faculty. They are open to new ideas and willing to exchange information with colleagues about how best to educate students, but it may still take time for them to grow knowledge and skills regarding classroom management, teaching methods and strategies, and ways of working with students from cultures different from theirs.

Furthermore, students are the stakeholders of this EAP program. Having an understanding about students' academic performance, social and academic challenges would enable change leaders and teachers to identify the validity of the change. In the context of VUC whose majority of ELLs are with Asian background and Chinese origin, internal data on students focus on three areas – the duration of student immersion in academic English environment; student performance in IELTS and school subjects; and student acculturation challenges in Canada. Both empirical evidence and data collection point out that ELLs immersing in the academic English learning context for a certain period, usually above three years, have demonstrated significant development in their social, cultural, and academic competences. This further validate the potential need for an EAP program as a solution to address students' academic and social obstacles.

Engage and Empower Stakeholders

Understanding the faculty-created context will provide a clue to promote a hospitable climate for change (Gaubatz & Ensminger, 2017). My perception of the faculty context led me to realize that implementing the change plan poses two challenges to the teachers: a break in the status quos from the traditional BICs based instruction and a need to increase knowledge and

skills regarding new teaching practice grounded in CALP. Embracing these challenges involve leveraging transformational leadership influences to motivate teachers through vision (Leithwood & Janzi, 2015; Northouse, 2019), and develop the fullest potentials of the people (Bass & Avolio, 1994).

Meanwhile, establishing a learning environment to upgrade teachers' knowledge and skills regarding the EAP delivery is also a priority. My goal is to fully engage teachers and empower them to become the leading agents of change because teachers, as the ones who directly engage with students, are able to decide whether a change idea that sounds appealing on paper actually works for students in reality (Scott, 2003). While trying to provide as much coaching as possible to teachers through multichannel communication and organized training workshops, I have also found that teachers are more likely to be convinced to accept the change vision if they see its value and validity (Kotter, 2012). Since the change vision is to address students' learning needs, students' testimony regarding the validity of the program is a viable approach to leading the faculty to see the value of the change.

Being responsive to students' need is the foundation of this EAP program. As students are both the stakeholders and change agents, engaging them in the change process by listening to their voices would both gain their support and increase faculty's awareness of the validity of the EAP curriculum. Eliciting responses from my students happened at the awakening stage, after the external data had revealed the potential need for an EAP program as a solution to address students' academic and social obstacles. Faculty has approached students through class discussions and observation on their social, cultural, and academic challenges and expectations. Students' feedback indicating a strong need to improve the academic English literacy later served as an empirical evidence to convince both school leaders and academic faculty to accept

the EAP program vision. Meanwhile, by granting students opportunities to voice their challenges and empowering them to contribute their perspectives regarding the problem identification and solution, they become more inclined to support the change as they perceive themselves as active participants in the change (Gaubatz & Ensminger, 2017).

Support and Resources

As discussed in Chapter 2, implementing the change plan requires a significant amount of input – in terms of time, human resources, and financial resources – into program research, curriculum development, and professional development. For a private institution without government funding, curriculum development must compete with the existing priorities of VUC for resources and support. Therefore, before initiating the change, the leadership team must fully understand the resources and tools at their disposal and identify the priorities of support and resources.

A main priority of support and resources is research on the objectives and content of the EAP curriculum as well as the aligned pedagogy. This is because EAP is still a relatively new concept with roughly 20 years of evolution in the teaching of English as a second/ foreign language (Hyland & Hamp-Lyons, 2002). Developing an EAP curriculum involves identifying the interdisciplinary contents that the program should encompass and selecting pedagogical approaches based on students' learning needs and characteristics. These jobs require deployment of time, financial, and human resources. Regarding the school capacity, outsourcing consultation on the curriculum design is a cost-effective approach to compensating for the internal repertoire. Consultancy services incur a financial cost of wages. This amount of expenditure can be secured as VUC's professional learning budget is leveraged only when there is insufficient internal

expertise and when the cost – in terms of time, human resources, and financial resources – of developing local expertise exceeds that of outsourcing.

The second priority of resource allocation is teachers' professional development. Even though the concept of EAP has developed rapidly, its innate complexity takes language teachers beyond developing students' daily conversational proficiency to developing their literacy to participate in academic and cultural contexts (Cummins, 1999; Hyland & Hamp-Lyons, 2002). Developing human resources first aims at developing traditional English language teachers into EAP teachers. At VUC, this means coaching teachers to make the most of previously acquired skills and resources while updating them with CBI-related knowledge and skills. Professional development in the form of training workshops is organized on a weekly based, and at VUC, professional development requires a fix budget to accommodate for engagement in teacher training.

Potential Implementation Issues

Three potential implementation issues may be constraints to this OIP. First, resistance is expected. The sources of resistance are mostly from faculty's satisfaction with the status quo associated with the traditional ELL teaching concepts and a fear of the unknown regarding the EAP. While this can be addressed by providing professional development, coaching, and communication to promote teachers' willingness and capacity to change, resistance to the change initiative is likely to persist, and it may require change leaders to contextualize the leadership behaviors to address different types of resistance at different stages of the change (Gaubatz & Ensminger, 2017).

The second potential issue pertains to the department heads' focus on the maximization of their own department operations without necessarily recognizing the broader organizational needs. Developing a new curriculum adds to the departments' workload. The department heads, in case of a lack of vision and purpose for the change, can become passive change recipients, failing to balance departmental interests and organizational vision (Gaubatz & Ensminger, 2017). In contrast, because of their daily interaction with faculty and instructional expertise, department heads are in a good position to facilitate a change (Gaubatz & Ensminger, 2017; Peacock, 2014; Tam, 2010; Weller, 2001). To circumvent subsystem maximization, it is essential that department heads be among the first group to receive communication about the change vision. This is because of the unique positioning between the administrators defining the vision and the faculty transforming the vision into action (Gaubatz & Ensminger, 2017), which allows department heads to interact with and thus have influence on both sides. Thereby, department heads can ideally be the ones selected into the guiding coalition and become the key change agents.

The third potential issue could be the top management's reluctance to allocate resources and support. The CBI curriculum development as discussed previously, is a significant investment in terms of time, money, and human capital. Each can become an issue during change implementation. In addition, there may be a prolonged process of research, editing, testing, and revision before the program validity can be proven. Key decision-makers may not immediately see how the changes will benefit the organization holistically. Therefore, it is important to generate and utilize short-term wins such as a completion of each level of the holistic curriculum as evidence that the efforts are paying off (Kotter, 2012) and that investment is being well spent.

All these potential issues have specific features, and it will take change leaders' collaborative efforts to overcome each of them. Meanwhile, communication is essential to disseminate the change vision while encouraging reluctant team members to embrace change with confidence. A detailed communication plan will be presented later in this Chapter 3, delineating the goals, priorities, and strategies of change communication.

Building Momentum

According to Markiewicz and Patrick (2016), the outcomes of changes – involving changes in knowledge, values, motivation, and skills – can usually be realized in the short term; changes in behavior and the way in which the organization operates usually occurs in the medium term; and changes in conditions that people experience take place in the long term. As presented in Table 3, and in alignment with the context of this OIP, these short-, medium-, and long-term goals can be translated into several key milestones, which aid change leaders in building momentum to achieving the desired future state.

Table 3

The Short-, Mid-, and Long-term Goals to Build the Change Momentum

Goals	Components	Change Stages	Time Frame
Short-Term Goals	Design and disseminate change vision	Awakening Mobilization	1–3 months
Medium-Term Goals	Increase knowledge and skills of EAP	Mobilization Acceleration	3–6 months
Long-Term Goals	Anchor intercultural competence and culturally inclusive practices	Institutionalization	1 years

The short-term goals center on utilizing the change program vision as a tool to promote the acceptance of the change value among stakeholders. The approaches consist of designing a change vision based on a performance gap and data analysis, as well as building a change-guiding coalition to disseminate the program vision through multiple communication channels to promote participation in and motivation for the change. These short-term goals pertain to the awakening and mobilization stages of the change implementation plan.

The mid-term goals resulting in the behavioral changes (Markiewicz & Patrick, 2016) revolve around collaborating and leveraging the power, expertise, credibility, and leadership of the coalition (Kotter, 2012) to change the dynamics of both the formal and informal structures of the school. Through consistent communication and empowerment of stakeholders, including faculty, staff, and students, the hope is that there will be an increase in knowledge and skills associated with the EAP program.

The long-term goals, involving the change in condition that people experience (Markiewicz & Patrick, 2016), will be reflected in the institutionalization stage of the change implementation. By then, students' academic and social adaptation barriers will ideally be gradually smoothed out, intercultural competence will be developed, and culturally inclusive practices will be a norm at VUC. These goals also encompass changing the student evaluation measurement and identifying the next steps, in addition to sustaining and institutionalizing change.

Change outcomes can be achieved through the development of short-, mid-, and long-term goals. While working towards the achievement of long-term goals, short- and mid-term

goals serve to guide the change process toward milestones and achievable targets within a defined timeline.

Limitations

Three challenges may be constraints to this OIP. First, an EAP program, grounding instruction in an awareness of the cognitive, social, and linguistic demands of specific academic disciplines (Hyland & Hamp-Lyons, 2002), aims to enable non-native English learners to master the English skills to succeed in learning their academic subjects (Cummins, 1999, 2008). This leads to two expectations of EAP learners: possessing the correct level of academic literacy and having the disciplinary knowledge to achieve the expected linguistic competence grounded in the academic and disciplinary content. However, the academic and disciplinary variations of EAP learners due to the differences in socioeconomic backgrounds may form constraints to the EAP program delivery. In the context of VUC, with a majority of international students from China, we have found that the variations in curricula across different regions of their home country have led to a gap in learning outcomes, with students from major cities demonstrating a higher level of English language literacy. Therefore, based on the current practices of curriculum development, we tentatively draw a conclusion that when developing an EAP program, the sociolinguistic and socioeconomic backgrounds of the target student groups should be the among the first considerations of curriculum designers.

Second, my capacity as a key change agent and curriculum designer may also be a constraint. With a teaching background in languages and social studies, my knowledge is limited to these two subjects. However, an CBI curriculum extends beyond the subjects of language and social science to science and math, which calls for the contribution of subject matter experts such

as consultants. In addition, my cultural origin or potential bias may also limit the program with an inclination to target international students of Chinese origin. However, developing academic English literacy applies to all ELL learners, whose challenges have the same roots as those of Chinese learners. Transcending the personal limitations of any single change leader or change agent requires the organizational commitment to foster meaningful, collegial, and productive collaboration among the faculty and staff of an organization.

The third limitation concerns the assessment of the program. Measurability facilitates the assessment of progress towards the fulfilment of the organizational missions and vision (Pietrzak & Paliszkievicz, 2015). However, as the expected learning outcome is related to IC, the complex theoretical construct of IC requires clarification (Deardorff, 2006) and is “best understood through the process of developing agreed evaluative criteria and standards” (Markiewicz & Patrick, 2016, p.136). Therefore, identifying measurable indicators and targets for assessment should be a continuous process of research during and beyond this change implementation.

Change Process Monitoring and Evaluation

The purpose of this OIP is to improve the academic English proficiency and intercultural competence (IC) of Chinese international students (CISs). To increase the likelihood of the program’s success, change leaders must identify effective tools and measures to keep the change progress monitored, evaluated, and as fine-tuned as necessary (Cawsey et al., 2016). As a change leader, transformational leadership guides me to recognize that the goals of monitoring and evaluation focuses on the alignment of the program vision and organizational vision as well as trust building through transparency, CRSL leads me to gauge whether the success of the change is reflected in an inclusive and culturally responsive curriculum and school culture to maximize student learning, and transformative leadership focuses my assessment on whether the

reshaping of knowledge envisioned in the change initiative truly disrupts prior learning while stimulating the reflective belief structures (Davis, 2006), thus making English language learning a transformative learning experience for CISs to see themselves as learners and productive members in this globalized world.

While both monitoring and evaluation focus on a program's appropriateness, effectiveness, efficiency, impact, and sustainability (Markiewicz & Patrick, 2016), each has its own areas of priority. Monitoring focuses on tracking a program's progress and routine outcomes (Markiewicz & Patrick, 2016), intervening at the micro level to ensure that each step of the implementation is consistent with the desired outcomes (Kang, 2015). Evaluation, by contrast, is oriented towards a deeper assessment of the program development and learning (Markiewicz & Patrick, 2016) at the macro level, while informing future decision-making.

In the context of the chosen solution, program monitoring serves four main functions, as listed in Table 4. First, it enables change agents to identify issues and concerns in translating the EAP program goals into the practices of curriculum development. Second, it measures the resources and support that are necessary to facilitate curriculum development. Third, it decides on necessary interventions during program progress. Fourth, it informs program evaluation with monitoring results from each stage (Markiewicz and Patrick, 2016). Concurrently, the program evaluation, with a focus on the overall program development, will use the monitoring results to assess 1) the alignment of the program and organizational vision, 2) the use of resources and supports, 3) the impact on stakeholders, 4) the causes for achievement and nonachievement, 5) the need for subsequent revision of the program, 6) the sustainability of the program outcomes.

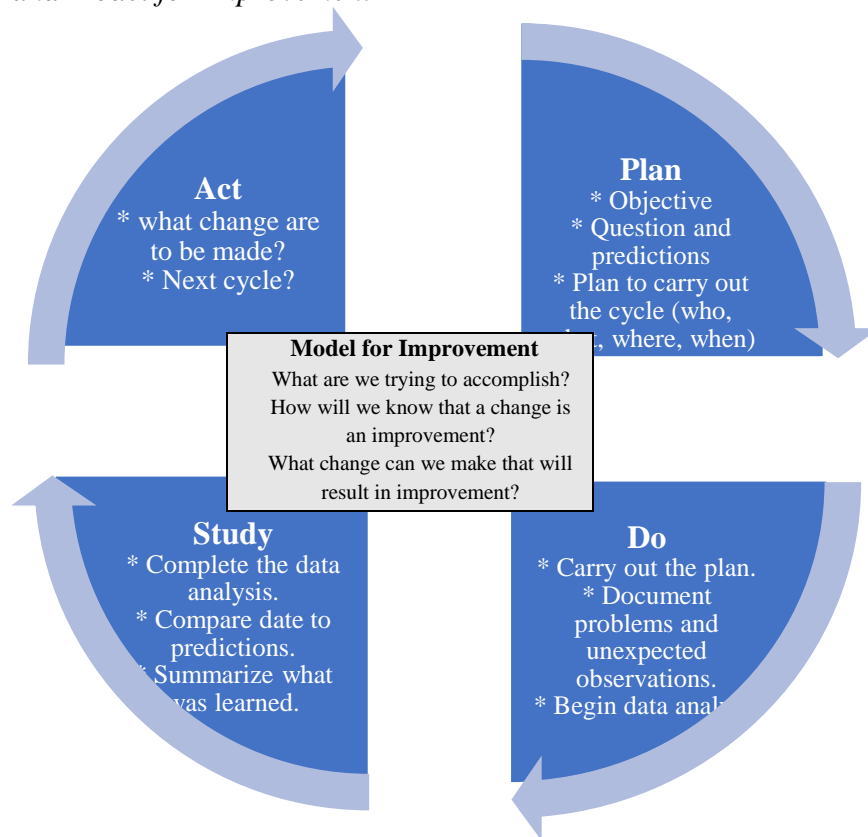
Table 4*Monitoring and Evaluation Functions in the OIP*

Monitoring	Evaluation
<ul style="list-style-type: none"> • Identify issues and concerns. • Decide on resources and support. • Decide on intervention. • Inform program evaluation. 	<ul style="list-style-type: none"> • Alignment of the program and organizational vision. • Use of resources and supports. • Impact on stakeholders. • Causes for achievement and nonachievement. • Need for subsequent revision. • Sustainability of program outcomes.

The Plan–Do–Study–Act (PDSA) Model

The monitoring and evaluation process of this OIP is informed by Deming's (1993) scientific method, later called the Plan–Do–Study–Act (PDSA) cycle (see Figure 4) to answer the three questions specified in the model for improvement: 1) What are we trying to accomplish? 2) How will we know that a change is an improvement? 3) What change can we make that will result in improvement (Moen & Norman, 2009, 2010)?

Mixed approaches, a means to overcome the limitations in using qualitative or quantitative methods alone (Markiewicz & Patrick, 2016) are chosen to assess the effectiveness of the change. Monitoring and evaluation tools including internal surveys, interviews, and case study are applied to collect data at different micro stages to answer the questions of the PDSA cycle.

Figure 4*PDSA Cycle and Model for Improvement*

Note. The PDSA cycle combines the three questions to define the aim, measures, and approaches of a change. These three questions form the basis of the model for improvement. Adapted from Moen & Norman's (2010) PDSA cycle and model for improvement. From <https://deming.org/wp-content/uploads/2020/06/circling-back.pdf>.

The PDSA cycle, beginning with a plan and ending with action, has been selected because the model can assist change leaders in both implementing and evaluating a change (Langley et al., 2009; Pietrzak & Paliszkiwicz, 2015). The synergy created by these dual functions can increase the likelihood of the success of a change initiative by benchmarking the outcome of program implementation against evaluation objectives. Moreover, the 'study', as the third phase of the cycle, emphasizes a purpose of building new knowledge (Moen & Norman,

2009), which can increase the capacity of change leaders to better predict whether the change will result in an improvement in the evolving conditions that an organization will face in the future (Langley et al., 2009). These can be the reasons the PDSA cycle is widely and easily applicable to any organizational change (Langley et al., 2009; Moen and Norman, 2009).

Furthermore, the utilization of knowledge as a reference for ‘act’ explains why the PDSA cycle can be applied to school-based improvement initiatives (Tichnor-Wagner et al., 2017). A school is a place that constantly faces the three questions from the model for improvement and with modification to suit the educational context. Table 5 represents the modified model to answer the three questions in school context 1) What are schools trying to accomplish for educational purposes? 2) How will we know that a change in curriculum or pedagogy is an improvement in educational practices? 3) What change can we make that will result in an improvement in students’ learning outcomes? To answer these questions, change leaders at school must consistently engage in knowledge-informed actions.

Table 5

The Modified Model for Improvement in the Educational Context

Model for Improvement 1991–1994		Model for Improvement in Educational Context
1) What are we trying to improve?	➔	1) What are schools trying to accomplish for educational purposes?
2) How will we know that a change is an improvement?	➔	2) How will we know that a change in educational practices is an improvement in students’ learning outcomes?
3) What change can we make that will result in an improvement?	➔	3) What change can we make that will result in an improvement in students’ learning outcomes?

The goal statement of this OIP is developing and implementing an EAP program aimed at improving the academic English proficiency and IC of CISs to assist in students' acculturation. The statement aims to answer the following three questions of the improvement model: 1) as an improvement, VUC is attempting to facilitate students' acculturation; 2) the development in the academic English proficiency and IC is a demonstrated improvement in students learning outcomes; and 3) the EAP program is the change the school is making that is believed to result in an improvement in students' learning outcomes.

The PDSA Cycle at the Macro Level

In the context of this OIP, the PDSA cycle is first utilized at the macro level of the change process to evaluate whether the directions, strategies, structure, or processes (Kang, 2015) of the EAP program lead to an improvement (Langley et al., 2009). As the EAP program development follows a change path in alignment with Cawsey et al.'s (2016) change path model and Kotter's (1996) eight-stage process, the Plan and Do phases are associated with the awakening and mobilization stages, and the Study and Act phases are linked to the acceleration and institutionalization stages. Appendix A illustrates the alignment of the PDSA model with the change stages.

The Plan phase pertains to the first stage of the change implementation, consisting of the awakening stage from the change path model (Cawsey et al., 2016) and Kotter's (1996) stages of establishing urgency, creating a guiding coalition, and developing a vision and strategy. Planning entails assessing the appropriateness of the EAP program vision against VUC's organizational vision and translating the program vision into short-, medium-, and long-term goals with measurable targets (Kaplan & Norton, 2000). The focus of monitoring and evaluation is on the

design of a monitoring and evaluation plan specifying the frequency, staffing, and data sources in accordance with the goals of the stages of change.

The Do phase fits with the components of the mobilization stage and with Kotter's (1996) stages of communicating vision and empowering employees. Mobilization involves engaging people through multiple communication channels to increase the acceptance of a change vision and boost the morale of the change participants (Cawsey et al., 2016), both of which can form a synergy driving the change to the desired results. Therefore, the focus of monitoring and evaluation is on the extent to which communication activities attain their objectives alongside the effectiveness of other practices at this change stage.

The Study phase, which creates a learning loop to review milestones in change implementation, will validate successful practices and identify potential knowledge gaps (Pietrzak & Paliszkiewicz, 2015). The data gained will be referenced to accelerate the change by balancing risks. This phase aligns with the acceleration stage and Kotter's (1996) gaining and celebrating short-term wins. Efficiency in measuring the outputs in relation to the inputs (Markiewicz and Patrick, 2016) will be the focus of monitoring and evaluation here. Furthermore, the data feedback will aid in identifying any deviations from predictions and established targets (Moen & Norman, 2010) and inform decision-making for the next stage.

The Act phase, which combines the tasks of learning, adopting, and perpetuating successful practices (Pietrzak & Paliszkiewicz, 2015), is aligned with the Stage 4 – a combination of the institutionalization stage and change anchoring – of Kotter's (1996) eight-stage process. At this stage, the monitoring and evaluation results will eventually verify the

impact of the chosen solution to the PoP and predict the sustainability of positive and desirable results.

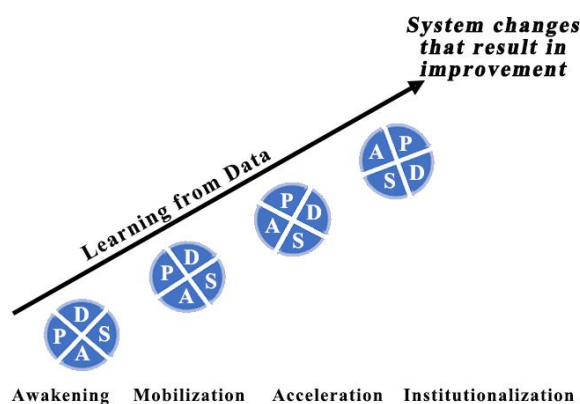
The use of the PDSA cycle at the macro level of the change implementation assists in identifying whether the chosen solution is most effective among many initiatives (Langley et al., 2009), informing program development, and supporting learning (Markiewicz and Patrick, 2016).

The Sequential Use of PDSA Cycles at Micro level

While the PDSA cycle is employed to provide a summative answer to the three questions of the model for improvement, multiple PDSA cycles following a continuous path, as depicted in Figure 5, are often needed to make successful changes (Langley et al., 2009). We can adopt a PDSA cycle at each micro stage to learn from the results, manage intervention as necessary, and then implement the change on a broader scale (Tichnor-Wagner et al., 2017).

Figure 5

The Use of the PDSA Cycle at Different Stages of Change Process



Note. The repeated use of the PDSA cycle at Different Stages of Change Process is adapted from Langley et al., (2009).

In the context of this OIP, the PDSA cycles are repeated at each stage of the cyclical path of change implementation presented above. Starting with the awakening and ending with institutionalization, each stage aims to answer its own questions from the model for improvement and with contextualized modification to address the issues and challenges. The sequential cycles of PDSA, generating knowledge about the achievements or lack of achievements of each stage, reducing risk, and scaling up the changes (Langley et al., 2009), will be continued until the institutionalization stage to mark the completion and determine the future of the change initiative. Appendix B depicts the deployment of the PDSA cycles in the monitoring and evaluation plan for the EAP Program.

The PDSA Cycle at the Awakening Stage

The Plan phase entailed defining the CBI curriculum goal and identifying data for assessing its achievement. As a key change agent and curriculum designer, I worked to ensure that the purpose, priorities, and parameters reflect the equity, justice, and inclusive education purported by the transformative and culturally responsive leadership. Mixed approaches including student surveys, interviews, and case study were applied to gather data on CISs' stressors in acculturation, the academic expectations in the local context, the availability and appropriateness of the ELL curricula, and the school resources in implementing the change.

The Do phase involved forming an evaluation team whose functioning was in parallel to the guiding coalition to keep the change leaders well informed of the change progress and enable them to make decisions accordingly. In my capacity as a key change agent, I have overseen the establishment of this team and will continue to support its functioning along the change process.

The Study phase pertains to analysing data to confirm the problems and solutions (Markiewicz and Patrick, 2016). Through research, the evaluation team has identified the CBI curriculum development as the chosen solution to the PoP. The Study phase has also involved assessing the school's capacity for managing routine monitoring and periodic evaluation alongside the change implementation.

The results of the Study regarding the chosen solution and school capacity informed the tasks in the Act phase to gather information on organizational capacity in terms of human, time, financial, and technical resources.

The PDSA Cycle at the Mobilization Stage

The Plan phase involves designing or identifying the focus, indicators, targets, data sources, and accountability (Markiewicz and Patrick, 2016) for assessing the performance regarding mobilizing the staff to enhance their will and capacity for the change. The degree of will and capacity forms key indicators of either drive or impediment to change (Spillane et al., 2002; Tichnor-Wagner et al., 2017). Some specific evaluation questions are as follows: To what extent did faculty participate in the mobilization activities such as workshops or forums? To what extent are faculty cognisant of the benefits of EAP programs? Was there evidence of ongoing benefits gained from mobilization efforts? The answers to these questions assist the evaluation team in measuring the local will and capacity for change and inform the guiding coalition of the decision-making process.

The Do phase entails assessing the growth in faculty knowledge about the EAP program and the degree of engagement in the curriculum development following the mobilization activities, such as workshops and forums. Both qualitative and quantitative indicators will be

applied to monitor the engagement of staff participants and any change in the degree of their knowledge about and commitment to the EAP program prior to and after the mobilization effort.

By analysing the data collected during the Do phase, the change leaders in the Study phase will decide on whether there are any deviations from the change vision, what the factors motivating participation are, and what the reasons are for nonparticipation (Markiewicz and Patrick, 2016). The outcome of studies on the data and feedback from teachers enables change leaders to further develop or refine the components of the CBI curriculum, while identifying needs for professional learning.

The data from the Study phase regarding the chosen solution indicated that the EAP program objective was received by most teachers, staff, and students, though resistance persisted. However, the curriculum content of the EAP program and the diction of the teaching materials were considered to be challenging for ELL learners. Based on the feedback, the program development team ‘acted’ to simplify the content and lower the diction of the teaching materials.

The PDSA Cycle at the Acceleration Stage

At this stage, as all change efforts are continued and new knowledge, skills, abilities are developed (Cawsey et al., 2016), the change process moves at an accelerated pace, with wins and milestones achieved (Cawsey et al., 2016; Kotter, 1996, 2012). The focuses of the Plan phase include identifying the indicators of wins and implementing a reward system to demonstrate to change participants that their efforts are paying off. These indicators will also help change leaders diffuse resistance and test the change vision against concrete conditions (Kotter, 2012). Concurrently, as the trial session of the CBI has been implemented within a manageable scale at

VUC, indicators for assessing students' improvement in academic English literacy and IC as an integral part of their learning outcome will also be a focus of the planning phase.

The Do phase involves collecting data on the improvement in stakeholders' – primarily teachers and students – knowledge. Both qualitative and quantitative approaches, including students' test results as well as surveys and interviews, will be applied to reveal an objective reality that allows for observation and measurement (Creswell, 2014) in order to identify the best practices, thereby preparing for the next stage of the change.

The Study phase will use the data collected from the Do phase to summarize areas of success and lack of success, and the reasons for both (Markiewicz and Patrick, 2016). The focus of evaluation is on the wins against prediction because reaching these milestones will serve as evidence to retain or seek further resources and supports from top leaders as well as to build momentum among the change participants (Kotter, 2012).

In the Act phase, the evaluation team will provide change leaders with insight into whether the intended and implemented curricula are aligned as well as whether students are achieving the expected learning outcomes. The best practices derived in this phase will be ready to spread or brought to scale across the change process (Tichnor-Wagner et al., 2017).

The PDSA Cycle at the Institutionalization Stage

Anchoring the best norms of behaviors and values to organizational culture marks the successful institutionalization of a change to a desired new state (Kotter, 1996; 2012). Change institutionalization is aided by a sophisticated monitoring and evaluation process (Cawsey et al., 2016).

The Plan phase contains three steps: 1) planning to continue tracking and measuring change, 2) planning new structure and system to revitalize change, and most importantly, 3) planning how to anchor the best practices to organizational culture. The logic behind these activities is threefold: a change is usually a long process; revitalization as an effort of reinforcement is necessary to retain the momentum; and anchoring new practices to culture can eliminate the possibility of subjecting the change to fragility and regression (Kotter, 2012), so that the predicted improvement can be truly attained.

Tasks at in the Do phase include monitoring the process of anchoring the new practices to the norms of organizational behavior and values. A key consideration at the institutionalization stage is that the degree of compatibility will determine whether an organization should graft the new practices onto the old roots or replace the old culture with the new one (Kotter, 2012). Therefore, a focus of evaluation is on whether the EAP program truly reconciles with the existing school values and can become an institutionalized practice in the future.

The Study phase, bringing together the prediction of the Plan phase and the results of the Do phase (Langley et al., 2009), will help the change leaders at VUC to make a judgment on 1) whether the momentum of change is sufficient to drive the change process to its final stage and 2) whether the predicted students' learning outcome is achieved. Provided that the prediction does not match the data collected, an opportunity still exists for the guiding coalition to advance their knowledge on the causes of and solutions to the incompatibility through a study and analysis of data for future change initiatives (Langley et al., 2009; Cawsey et al., 2016).

In the Act phase, the monitoring and evaluation functions will focus on providing feedback to help change leaders decide on whether VUC should implement the CBI curriculum

on a fuller scale beyond its own campus and extend it to other demographic groups with the same experiences as CISs, or alternatively, whether the leadership team at VUC should modify the change initiative or develop an alternative change (Langley et al., 2009; Moen & Norman, 2009, 2010).

In summary, at both the macro and micro levels of the EAP program development, the PDSA cycle is utilized as an on-going monitoring and evaluation tool to support the school's need for effective management and accountability and to guide subsequent revision to the change plan (Markiewicz and Patrick, 2016). The macro-level use of the PDSA will aid in guiding the overall evaluation of the EAP program to decide whether the change is effective for the improvement of student learning outcomes. Meanwhile, the subsidiary, sequential, and repeated utilization of the model allows for scrutiny and analysis of different domains of the program development at each micro stage and at different times. The evaluation results from both the macro and micro levels will help to build knowledge, finetune the change, and minimize risks for the ultimate change improvement, while identifying the communication needs, timing, and plan, which will be the focus of the next section of this chapter.

Plan to Communicate the Need for Change and the Change Process

Effective, constituent, and honorable communication has long been identified as a critical leadership tool in building trust, reducing resistance, minimizing uncertainty, and gaining engagement as a change initiative progresses (Klein, 1996; Kotter, 1996, 2012; Goodman, 2004; McBride, 2010). In the context of this OIP, the communication strategy is guided by the tripod leadership approaches with transformational leadership principles focusing on institutionalizing the program vision through idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Leithwood & Janzi, 2015; Northouse, 2019), transformative

leadership critiquing inequity and promoting socially just school environments (Shield, 2010), and CRSL facilitating a culturally responsive and inclusive school climate, particularly for the marginalized and disadvantaged students (Khalifa, 2016).

Design the Communication Strategy

The design of the communication plan considers the message domains (Armenakis & Harris, 2002), the communication media and channels, the power of formal and informal leaders, and the impact on individual relevance (Klein, 1996) before aligning communication practices with different stages of the change. The communication strategy first helps change leaders to leverage different channels and media to ensure that messages are conveyed. Second, it aids in connecting people of all levels to treat the change initiative as a shared accountability. Third, it opens the channel for a two-way information flow: while employees receive regular updates about the progress, they also have opportunities to ask questions and give or receive feedback.

Message Domains

As the change message both conveys the nature of the change and shapes stakeholder reactions to the change (Armenakis & Harris, 2002), identifying the message domains of communication is among the essential tasks in designing the communication strategy. The five message domains defined by Armenakis et al. (2000), namely discrepancy, efficacy, appropriateness, principal support, and personal valence, are chosen to be incorporated into the communication strategy. This is not only because these message domains apply to all transformation efforts regardless of the change model (Armenakis & Harris, 2002) but also because each domain fits into the context of this OIP by generating and answering anticipated questions regarding change communication.

Discrepancy, which pertains to the current and desired state, will help spread awareness about the program's vision and gain stakeholders' buy-in. Efficacy, which relates to the confidence in individual's abilities to implement the change, will be a motivation tool to sustain the change. Appropriateness, which addresses the concerns about whether the change is a proper response to the discrepancy, will help to minimize resistance by demonstrating to people that the CBI curriculum development is executed based on an informed decision. Principal support, which demonstrates school leaders' commitment to the change program, will be a strong tool for developing and maintaining the change readiness. Finally, personal valence, which pertains to individual needs and concerns, will help communicate to the stakeholders the anticipated opportunities for personal development (Armenakis & Harris, 2002). These five message domains will be reflected in different stages of the change, while aiding in building awareness of the need for change among various audiences in the organization, anticipating, and answering questions as listed in Table 6.

Table 6

Message Domains and Anticipated Questions.

Message Domains	Anticipated Questions
Discrepancy	Is the EAP program development necessary?
Efficacy	Can I/we implement the program development?
Appropriateness	Is the EAP program that is being introduced an appropriate reaction to the need?
Principal support	Is the leadership team committed to the EAP program development?
Personal valence	What is in it for me?

Communication Media and Channels

Klein (1996) suggests that failure to receive or understand the intended message should not be blamed on the intended receivers; the message senders are responsible for ascertaining that the message has been delivered and received. Moreover, the choice of communication media, including verbal, written, and electronic forms (Klein, 1996), is based on the significance and complexity of, as well as the need for the change stages (Goodman, 2004). In the context of VUC, the small school scale has increased the flexibility and effectiveness of face-to-face communication, which is the most effective form of communication identified by many organizations (Goodman, 2004; Klein, 1996). However, to avoid overreliance on a single form of communication, many different forums, including group meetings, memos, and staff newsletters, also aid in the distribution of messages across the hierarchical structure. The multi-channel communication at VUC enhances the accountability of message senders and the access to the message among message recipients, ascertaining that the appropriate and customized communication reach the targeted audiences.

Power of Formal and Informal Leaders

While the power of authority and hierarchy is recognized in communication efforts, (e.g., the guiding coalition has adopted the role of spreading the change vision and encouraging faculty's involvement in the change process through formal channels), the power of opinion leaders, who have a powerful influence on their peers' readiness for change (Armenakis et al., 1993), should also be considered. The opinion leaders at VUC are usually members with seniority or personal charisma to whom others are drawn. As opinion leaders' collegial authority has a disproportional impact on faculty's opinions and attitudes towards the change (Klein,

1996), the leadership team must gather their support and integrate them into the change process in positive ways (Kotter & Schlesinger, 2008). At VUC, leveraging the positive influence of opinion leaders as the conveyors of health messages proves to be an effective strategy of making the change happen.

Individual Relevance

Various sources of resistance to change, including a lack of understanding regarding the need for change, a fear of the unknown, and a deficiency in professional knowledge and skills (Kotter, 2012; Gaubatz & Ensminger, 2017; McBride, 2000), are related to individual interests regarding the change. As these sources of resistance are where the barriers to change arise, communication regarding individual relevance must be a priority of the leadership strategy. Moreover, as Kotter (2012) suggests, people both listen and are listened to in order to increase the effect of message delivery and retainment, communication to people should always become a two-way endeavor.

Implementing the Communication Plan

The communication plan is aligned with the combined model of the change path model (Cawsey et al., 2016) and Kotter's (1996) eight-stage model. Appendix C depicts how the communication plan intends to reach out to the stakeholders to build their awareness of the need for change, raise motivation, maintain momentum, and eventually institutionalize the change into the organizational culture.

Stage 1 Sharing Information

As most change begins with a critical analysis of the environmental context (Cawsey et al., 2016; Kotter, 2000, 2012), the communication during the first stage of the change focuses on

sharing information regarding market conditions and trends and analysing their impact on the development of an organization, especially regarding potential crises or opportunities the external environment brings internally (Kotter, 2000). Pertaining to the OIP, communication at Change Stage 1 emphasizes an urgency for the change of the ELL curriculum in response to the student demographic change at VUC, the potential drawbacks of maintaining the current BIC-oriented ELL curriculum, and opportunities of an EAP program is likely to improve the students' learning outcomes and the knowledge of education. Weekly meetings are scheduled for the top hierarchy with the principal and faculty heads, and I attend as a formal change leader and agent to discuss, model, and refine the change vision underpinned by the principles of CRSL and with a particular focus on how to “create school contexts and curriculum that responds effectively to the educational, social, political, and cultural needs of students” (Khalifa et al., 2016, p. 1278). Upon defining the vision statement – the development and implementation of an EAP program as an approach to addressing CISs' challenges and improving students' academic English proficiency and IC (VUC, 2019), multiple media including group meetings, newsletters, and memos were employed to communicate the vision school wide.

The small-scale structure of VUC, as introduced in Chapter 1, affords the school leaders a degree of flexibility and efficiency in disseminating information and gathering feedback. However, due to the time constraint and a sense of urgency to initiate the change, what was missing at the beginning of the communication practices in both myself and the leadership team was the utilization of message redundancy as a tool for message retention (Klein, 1996). Kotter (2012) suggests that “ideas sink deeply only after they have been heard many times” (P. 92). In the following change stages, the communication strategy was thus finetuned to turn the communication into a repeated and two-way endeavor.

Stage 2 Motivating People

No change can be imposed upon people (Shein, 2008) as people need motivation to be committed to a change, and “motivation is the responsibility of leaders” (McBride, 2010, para.7). Mobilization at VUC involves communication efforts from the change leaders first concerning the change vision, and then regarding personal valence among teachers who ideally can become key change agents to complete the CBI curriculum. To inspire teachers’ commitment, two areas of communication are emphasized: 1) that they share the responsibility for the successful learning outcomes of students, and 2) that they have independent authority to design and carry out the details of their respective assignments, with the curriculum designer and other senior leaders available as mentors and resource persons.

Communication efforts extend to the entire faculty, and ritualistic staff meetings are scheduled weekly or, upon request, bi-weekly. Moreover, two-way communication is encouraged at both formal meetings and informal discussions and is adopted as an approach to helping faculty members feel empowered. Both formal and informal leaders are engaged in the communication practices. For formal leaders, their efforts can be most successful when they exhibit a concern for people in their interactions, demonstrate expertise, and acknowledge the talents and importance of others (Gordon & Patterson, 2006). Moreover, by keeping informal leaders well informed of the program vision and desired behavior, they will aid in spreading information among peers while gathering feedback for fine-tuning the change process.

My approach of communication is to ‘walk the talk’, as I believe that “communication comes in both words and deeds, and the latter are often the most powerful form” (Kotter, 2000, p. 27). In this small-scale college with a high presence of top leaders in day-to-day functions,

setting a personal example for others, fulfilling promises, and affirming the common value shared with others (Northouse, 2019) are particularly relevant leadership qualities to guide people in both day-to-day functions and change implementation.

Stage 3 Collaborating Departmental Functions

In the Stage 3, activities revolving around the CBI curriculum design will enter an accelerated phase in which there will be a requirement for people from different functional departments to collaborate even more seamlessly. The need for cross-faculty collaboration will create a new focus of communication. This collaboration with teachers and staff from different departments will create an academic and technological synergy for the curriculum development. However, from the perspective of transformational leadership, which emphasizes the need for the smooth and efficient running of an organization (Shields, 2010), the leadership team must ensure, through actions and communication, that forming this cross-faculty collaboration will cause a minimal level of disruption to routine departmental functioning.

Stage 3 is also where I will have a deeper involvement in communication because I am accountable for teacher professional development. Engaging and empowering teachers to work collaboratively in the design of the curriculum generates the need to build a PLC group, which allows for a learning loop to communicate the details of the curriculum design and share knowledge and resources. The PLC group will meet regularly to review literature, research, and trends in the specific program area, discuss criteria for materials selection, and outline the content to be covered. Supporting teachers' professional development in knowledge and skills for the CBI is the priority of communication.

During the accelerating stage, all possible communication channels will be open to contact people and keep people engaged and motivated (Cawsey et al., 2016). This is because “real transformation takes time, and a renewal effort risks losing momentum if there are no short-term goals to meet and celebrate” (Kotter, 2000). Communicating the measurable milestones of achievement is also a priority as these milestones provide people with a roadmap to look forward to and with convincing evidence to see if efforts are paying off (Kotter, 2012). Furthermore, the completion of the curriculum development is scheduled within 12 months before its implementation, and achievable goals are set within a timeline, including monthly and yearly achievement targets.

Stage 4 Anchoring Culture

The focus of communication at this stage will be on how to anchor change as the organizational culture (Cawsey et al., 2016; Kotter, 2012). While celebrating short-term wins is an effective way of maintaining momentum, change participants should also be informed about the downside of an early conclusion of success because “the celebration of those wins can be lethal if urgency is lost” (Kotter, 2012, p. 138). To guard against the loss of momentum and regression to resistance, change leaders should communicate the necessity of embedding the new practices into the organizational culture (Kotter, 2000, 2012). In the case of VUC, this means a key communication objective is to turn the vision of EAP and the teaching of the curriculum into an integral part of school culture.

With multimedia being used to celebrate and consolidate the gains, the task of face-to-face communication can be shifted down the hierarchy with supervisors at each level conveying change messages and senior management providing lateral supporting (Klein, 1996). The CBI

curriculum objectives at VUC will be aligned with EAP program expectations and disseminated in student handbooks. The school's official website will also be updated to reflect VUC's core value of developing academic English proficiency and IC. Finally, given that improving students' learning outcomes continues to be school's mission, the evaluation of students' academic, social, and cultural competence will be the focus of the future change initiative and communication at VUC.

In summary, guided by transformational leadership, the change leader at VUC has adopted a communication strategy focusing on leading the faculty and staff to understand and then commit to the change initiative through promoting the change vision and building trust. Multiple communication channels are open to reach and rally support from the larger audience within the organization as Kotter (2012) stated the following:

A great vision can serve a useful purpose even if it is understood by just a few key people. But the real power of a vision is unleashed only when most of those involved in an enterprise or activity have a common understanding of its goals and direction. (P. 87)

The goal of the communication plan is to reduce resistance and uncertainties while maximizing the effort of a shared understanding of the vision.

Chapter 3 Conclusion

Connecting with the organizational analysis in Chapters 1 and 2, Chapter 3 identified five specific goals on VUC's trajectory for implementing a change initiative that aims to improve the learning outcomes of CISs. Moreover, aligned with these goals, the PDSA cycle is chosen to be utilized at both the macro and micro levels of the monitoring and evaluation process to measure progress and inform decision-making to drive the change forward. To facilitate the change

implementation, a communication plan specifying the path, milestones, and gains of the change was developed to facilitate sharing the change vision and motivating stakeholders, including teachers, staff, and students, to engage in the change process. With the implementation, evaluation, and communication plan in place, this 3-year pilot EAP program will facilitate the acculturation of CISs by developing both their academic English proficiency and their IC, and it will support the academic, social, and cultural life in Canada. The next section concludes this OIP by addressing potential next steps and future considerations.

Next Steps and Future Considerations

This OIP aims at utilizing an EAP program to assist CISs in adapting from an eastern cultural background to Western cultural and academic norms. Connecting to the analysis of the organizational state and the strategic vision of VUC, the following has been outlined: a change implementation plan incorporating goals and priorities at each change stage, the monitoring and evaluation plan, and a communication plan to ensure effective messaging to stakeholders. Once the EAP program is established, the achievement of the expected learning outcome involves undertaking potential next steps and future considerations.

Next Steps

The next steps regarding maximizing the effects of the EAP program involve further commitments to teacher development, program assessment of students, and school strategic reorientation.

Professional Development

An EAP classroom, holding students from diverse cultural and linguistic backgrounds, is a prime location for fostering IC (Douglas & Rosvold, 2018); however, to maximize the learning outcome of an EAP class, teachers must first infuse their understanding of IC into language

instructional strategies. Professional development on IC will be a consistent theme at VUC. One place to start would be to explore the intercultural beliefs and practices of current teachers. A further development focus would be on a) improving cultural understandings related to the behaviours, values, and beliefs (Byram, 2008) of students and b) increasing intercultural skills and sensitivity, which facilitate EAP teachers' readiness for intercultural classrooms at VUC. Professional development would also be expanded to consider administration and support staff so that IC will eventually be institutionalized into the school culture.

Program Assessment

The assessment of the EAP program can be complex and problematic. This is not only because that the multiple dimensions of the IC make it difficult to create an explicit and defensible criterion of assessment, but also because that the EAP program aims to develop both the linguistic and cultural competencies, which adds the complexity of assessment. The current program assessment takes a functional view to refer to a) standard examination results – including IELTS, which measures “the language proficiency of people who want to study or work where English is used as a language of communication” (IELTS, n.d.) – and provincial literacy and numeracy assessments as measures of students' success in academic language proficiency, and b) Bennet's (1993) developmental model of intercultural sensitivity (DMIS) and its related instrument – Hammer et al.'s (2003) intercultural development inventory (IDI) to assess intercultural sensitivity as a reference for IC. However, the need for a well-founded assessment model with specific learning objectives to be assessed is evident. Therefore, more research concerning both theoretically and empirically sound models of assessment will be a next priority of the EAP program endeavor.

Strategic Reorientation

Although education leaders primarily serve students from local communities, a globalized world with high population mobility, the instant spread of information, and a dramatic change in the outlook of human landscapes push and enable educational leaders to understand that the interaction of local and global forces shape the context of the community, school, and student learning, which education leaders are responsible for (Brooks & Normore, 2010). CISs' acculturation stressors are manifested only after students start their academic journey overseas, but the causes of the stressor are rooted in the expectation gap between domestic and international education. Therefore, an approach to address the challenges that CISs are likely to face in a Western academic environment is to prepare Chinese students academically, socially, and culturally before they choose to study in a Western academic context with English as the medium of instruction. Therefore, upon receiving indicators demonstrating favorable learning outcomes of students by taking the EAP program at VUC, the school leaders should be committed to expanding the EAP program's sphere of influence to a larger audience. Spreading the EAP program in the form of knowledge transformation to schools in China will be part of the next strategic plan of VUC. The specific practices will focus on achieving a global reach through networking and exchanges, such as international conferences on education, which are potential avenues through which to communicate the concept and the objectives of the EAP program with educational leaders in China, and by reaching, and by influencing people at a larger scale.

Future Considerations

As discussed in Chapter 1, a major contributor to the linguistic and cultural challenges of CISs lies in the language policy – an outcome of the polarized thinking and treatments of English as a school subject among educational leaders (Adamson, 2002, 2004; Adamson & Morris,

1997). Therefore, the change needs to escalate to a political domain, which requires that education policy makers review the language policy from a transformative perspective that “critiques inequitable practices and offers the promise not only of greater individual achievement but of a better life lived in common with others” (Shields, 2010, p. 559). Raising awareness about the academic, social, and cultural challenges that Chinese students face internationally is imperative for the educational leaders of their home country; however, “a myopic education focused on geographically local perspectives will not serve students well as they enter into a shrinking world” (Brooks & Normore, 2010, p. 54) because international flow of human capital will need the future talents either to partner or compete with people, institutions, and economies on a global scale (Kapur & McHale, 2005). Schools are intended to educate and prepare students with skills and knowledge to enter a global economy (Spring, 1998; 2008), and education leaders have an unshakable obligation to foster students’ competence to match the need of this globalized world.

OIP Conclusion

This OIP identifies that inadequate academic English proficiency and IC among CISs are two key problems that should be further studied and addressed by academia. It also aims to address the problems through an internally developed EAP program. Developing and implementing the EAP program actualizes VUC’s values and allows the faculty to deliver culturally responsive programs and instructions to realize students’ potential. While the chosen theory frameworks, models, and leadership approaches offer guidance for navigating various challenges during the change process, there is still room for inquiry. In the context of my OIP, while the current solutions focus on promoting EAP programs and the aligned pedagogical approach of CBI, the content requires further and in-depth cultural and linguistic research. This

field of inquiry is important because at its center is a vision to develop CISs and ISs at large to become both better learners and the future global citizens. Adapting CISs to the English cultural and language context to enable them to achieve their best learning outcomes is the ultimate goal of this OIP.

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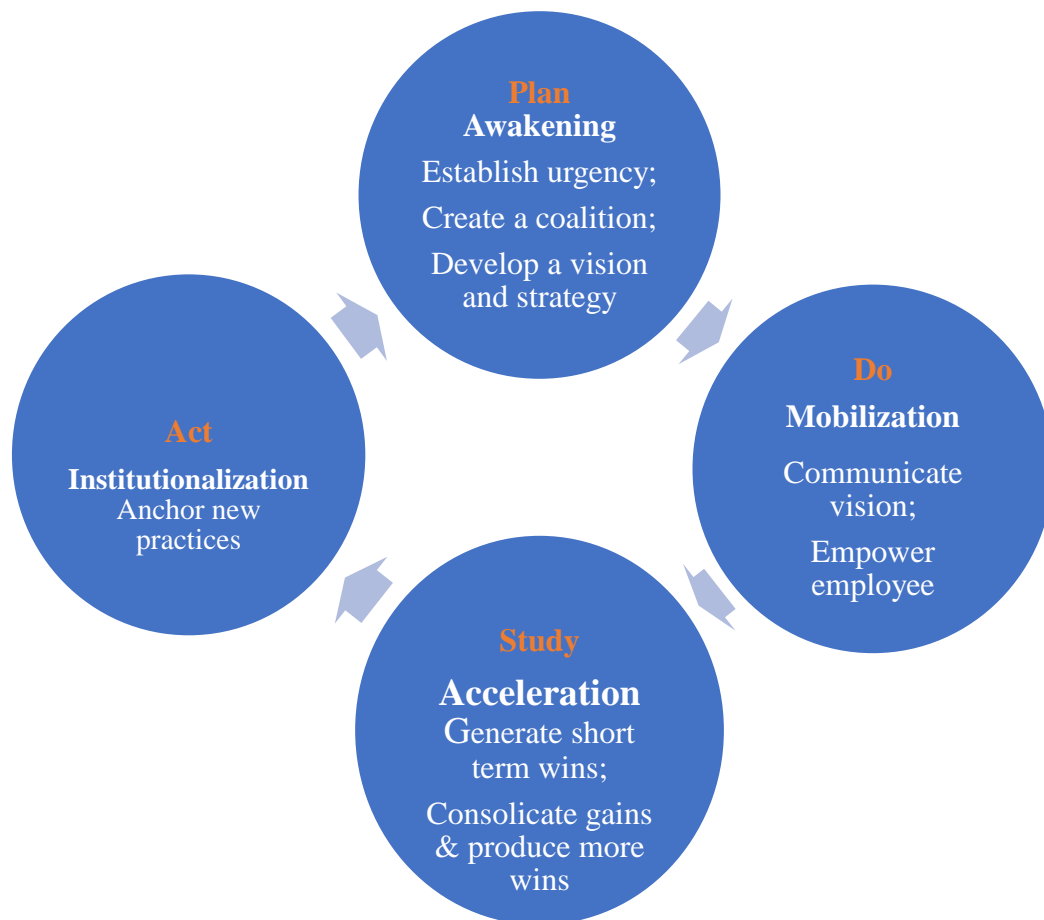
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Appendix A

Alignment of the PDSA Cycle and the Cyclical Approach of Change Process



Note. Appendix A outlines the alignment between the PDSA cycle, Cawsey et al.'s (2016) change path model and Kotter's eight stage process (1996) to form a cyclical approach.

Appendix B

The Monitoring and Evaluation Plan for the EAP Program

Stages	Phases	Focus	Who and When	How
Stage 1	Plan	Design of curriculum goal Design of assessment data	Teachers and senior management Weekly	Case study Data of English proficiency Assessment results
	Do	Formation of an evaluation team	Guiding coalition Weekly	Administrative data records
	Study	School capacity analysis	Guiding coalition and evaluation team Weekly	Attendance record and meeting records
	Act	Framework for school resources and support for the change	Evaluation team Monthly	Administrative data records Financial data
Stage 2	Plan	Change leaders' commitment to enhancing stakeholders' will and capacity to change	Evaluation team Weekly	Survey and interview Meeting records
	Do	Stakeholders' knowledge of and engagement in the change program	Evaluation team Weekly	Questionnaire and survey
	Study	Change leaders' commitment to fine tuning the change plan based on deviation research	Teachers and evaluation team Weekly	Administrative data and meeting records
	Act	Fine tuning the curriculum design	Teachers and evaluation team Monthly	Administrative data
Stage 3	Plan	Identification of indicators of wins and students' learning outcomes	Teachers and evaluation team Weekly	Financial data Internal assessment reports
	Do	Improvement in knowledge of stakeholders	Teachers and evaluation team Monthly	Internal assessment reports
	Study	Examination of increase in knowledge and acceptance of the EAP	Evaluation team Monthly	Internal survey and assessment report
	Act	Alignment of intended and implemented curriculum	Evaluation team Monthly	Case study Survey and interview

Stages	Phases	Focus	Who and when	How
Stage 4	Plan	Design practices to anchor the EAP program	Guiding coalition and evaluation team Monthly	Administrative data Records of meetings
	Do	Institutionalization of the EAP program	Guiding coalition and evaluation team Monthly	Survey Administrative data
	Study	Momentum for change Students' ultimate learning outcomes	Guiding coalition and evaluation team Monthly	Internal assessment reports Administrative data
	Act	Implement the EAP program on a full scale	Guiding coalition and evaluation team Yearly	Internal assessment reports Administrative data

Appendix C

The Communication Plan Aligning the Change Stages

Change Stages	Communication Focuses	Audiences	Frequency	Media Channels and Frequency	Goals
Stage 1 Sharing Information	<ul style="list-style-type: none"> • Environmental analysis to create a sense of urgency • Need for change • Change vision 	<ul style="list-style-type: none"> • Members of the guiding coalition • Faculty heads 	<ul style="list-style-type: none"> • High 	<ul style="list-style-type: none"> • Face-to-face meetings. 	<ul style="list-style-type: none"> • Senior management
Stage 2 Motivating People	<ul style="list-style-type: none"> • Motivate people. • Personal relevance. 	<ul style="list-style-type: none"> • Opinion leaders. • Teachers and staff. 	<ul style="list-style-type: none"> • Regular 	<ul style="list-style-type: none"> • Face to face meetings at each level of hierarchy • Informal discussion. • Multiple media. 	<ul style="list-style-type: none"> • Faculty heads • Regular senior management support
Stage 3 Collaborating Departmental Functions	<ul style="list-style-type: none"> • Cross-faculty collaboration. • Professional learning • Generating wins and consolidating Gains 	<ul style="list-style-type: none"> • Opinion leaders. • Teachers and staff. • Students 	<ul style="list-style-type: none"> • High 	<ul style="list-style-type: none"> • Face-to-face group meetings at each level of hierarchy • Informal discussion. • Multiple media. 	<ul style="list-style-type: none"> • Faculty heads • Senior management support upon request
Stage 4 Anchoring Culture	<ul style="list-style-type: none"> • New policies, process, structure • New norms and values 	<ul style="list-style-type: none"> • All stakeholders including teachers, staff, and students 	<ul style="list-style-type: none"> • Regular 	<ul style="list-style-type: none"> • Regular face-to-face group meetings at each level of hierarchy • Multiple media 	<ul style="list-style-type: none"> • Faculty heads • Periodic senior management support