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TOWARD A MORE JUST AND TRULY INTERNATIONAL EDUCATION

Jeff Leppard

Western University, jleppard@uwo.ca

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Abstract

International schools have proliferated in the last 20 years. Although one might expect students who attend such schools to represent a heterogeneous, diverse population, in reality, many schools have selective admissions practices, and their education has a strong western influence derived from the few Anglophone countries from which the majority of their teachers come. The problem of practice addressed is a lack of alignment between one school's mission and values and school practices and curricula that inadvertently continue to promote exclusion and privilege. This organizational improvement plan proposes (a) creating an admissions policy and structure that ensures that the school can include and equitably serve neurodiverse learners; (b) developing an antiracist curriculum that calls on students (and teachers) to reflect on their own privilege and learn to stand up rather than stand by; and (c) reviewing curricula, texts, and library holdings to ensure materials reflect the diversity of the student body. The ultimate goal is to help the organization become more diverse, equitable, and inclusive. Foundational to this work are transformative and transformational leadership approaches, which rely on critique of current practices combined with idealized influence and modelling for the teachers leading the change. The proposed change plan relies on a collaborative approach characterized by empathy for challenges to change; the change plan also attends to the emotional impact of the change process, offers a model for beginning and sustaining change collaboratively, offers a monitoring and evaluation framework, and provides an intentional communication plan.

Keywords: diversity, equity, inclusion, neurodiverse learners, privilege, transformative leadership, transformational leadership

Executive Summary

Despite the proliferation of international schools, some have argued that the “international” in “international school” is more locational than dispositional (Skelton, 2016). Although the word “international” has connotations of heterogeneity and openness, in reality the vast majority of such schools have selective admissions practices, and their curricula and pedagogical practices reflect the norms of the western countries from which the vast majority of their teachers come.

The problem of practice addressed is lack of alignment between the school’s mission and values and school practices and curricula that inadvertently continue to promote exclusion and privilege. This organizational improvement plan proposes to address this gap by (a) creating an admissions policy and structure that ensures the school can properly serve neurodiverse learners; (b) developing an antiracist/ally curriculum that specifically calls on students (and teachers) to reflect on their own privilege and to learn to stand up rather than stand by; and (c) reviewing curricula, texts, and library holdings to ensure materials truly reflect the diversity of the student body. If this plan is successful, World Peace International School (a pseudonym) will include a managed number of neurodiverse students, racist incidents will decrease, students will demonstrate ally behaviour, and students will see themselves represented in a diverse set of texts that populate both the library and curricula.

This organizational improvement plan is divided into three chapters. Chapter 1 provides context for the reader through an overview of the organizational context of World Peace International School and background on international schools more generally. That context includes articulation of the gap between the aspirational mission of the organization and the reality of some practices that alienate non-western or neurodiverse students. I examine my

agency to lead the change and articulate the leadership lens. The chapter frames the problem of practice theoretically and outlines the desire to pursue praxis for the diverse students served by the school. The chapter also outlines how my humanistic bent for change management is congruent with the choice of appreciative inquiry (Cooperrider & Whitney, 2005).

Chapter 2 presents my transformative (Capper, 2019; Freire, 2014; Shields, 2010) and transformational (den Hartog, 2019; Ghasabeh & Provitera, 2017) theoretical approach to leadership and articulates how the selected change-path model aligns with the intended outcomes, which originate from a social justice focus that targets inequalities of power to redress injustices faced by students who have been most disadvantaged. Central to transformative leadership is critique (Freire, 2014) because it reveals systems of oppression that in fact harm both those disadvantaged and those who seem to benefit, with the ultimate goal of liberation for all. The chapter outlines how I will complement transformative leadership practices with transformational leadership practices, which align with the need of the school's new leaders to get to know the organization while building community. Next, I offer a change-path model based on a synthesis of the work of Kotter (2012) and Duck (2001). Duck focused on the emotional impact of change, a concern addressed through the use of appreciative inquiry (Cooperrider & Whitney, 2005), and I articulate how appreciative inquiry is congruent with my transformational leadership approach. I apply Nadler and Tushman's (1997) congruence model as a diagnostic tool to assess how changes in one part of the organizational system may affect other parts by examining four fundamental elements: tasks, people, formal organization, and informal organization. This analysis allows me to anticipate unintended consequences and resistance to change. Finally, I offer four solutions to the problem of practice and evaluate them using Bolman and Deal's (2008) framework, which I selected because it allows a change leader to evaluate

solutions in terms of the extent to which an organization's formal structures and systems align with intended changes and outcomes. I also propose a change readiness assessment using the Ready, Willing and Able tool (Boston Consulting Group, 2021) because it is clear, simple, and promotes transparency so that faculty become participants in the change process. The chapter concludes with discussion of the ethical considerations of change; using a framework based on Starratt's (2012) work, I use ethical principles to both align the proposed changes and to drive them forward.

Chapter 3 offers additional details regarding how I combined Kotter's (2012) change-path model with Duck's (2001) five stages of change and the PDSA model and aligned them all with my leadership approach. The chapter offers priorities and goals for the planned change, recognizing that the process will be iterative, and offers key points in need of attention for monitoring and evaluation (Markiewicz & Patrick, 2016). After establishing the monitoring and evaluation framework, I offer a detailed communication plan. The plan synthesizes the work of Armenakis and Harris (2015), Beatty (2016), and Klein (1996) to create a communication plan that speaks to my recognition that a communication is essential to accomplishing change with a change plan. I pay particular attention to establishing psychological safety for both the leaders and faculty undergoing the changes and the students benefiting from the changes. The organizational improvement plan concludes with suggestions for further steps.

Appendices contain details of the plans presented as well as a list of readings that those in schools can use to pursue a better understanding of diversity, equity, and inclusion issues while seeking to serve all students in a more socially just way. The reading list could help inform an antiracist/ally pedagogy with the goal of helping students, faculty, and school leaders understand their own privilege.

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Third, I wish to express my appreciation for my colleagues and community members at “WPIS”. Working with the leadership team, members of the Board, and the professional faculty and staff makes for a good day nearly every day.

I am thankful to have had the opportunity to participate in what has proven to be a humbling learning experience. This organizational improvement plan represents merely the beginning of a journey during which I hope to learn much more, hone ethical practices, and become ever better at serving students well with a social justice lens.

I conclude these acknowledgements with thanks to the many, many students I have had the pleasure of working with over the last 20 years, many of whom who have helped me be better.

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Acronyms

AAP (Annual Action Plan)

AI (Appreciative Inquiry)

BLM (Black Lives Matter)

DEI (Diversity, Equity, and Inclusion)

GVV (Giving Voice to Values)

IB (International Baccalaureate)

IBO (International Baccalaureate Organization)

OIP (Organizational Improvement Plan)

PDSA (Plan-Do-Study-Act)

RWA (Ready, Willing, and Able)

SEL (Socioemotional Learning)

UDL (Universal Design for Learning)

WASC (Western Association of Schools and Colleges)

WPIS (World Peace International School)

Definitions

Black Lives Matter: a movement that attracted much attention in 2020 and helped raise awareness not only of the racist acts of individuals but also of systemic racism that perpetuates inequality and the oppression of large groups of people.

Culturally responsive pedagogy: pedagogical practices examined for their own cultural reference points, subtle (and not-so-subtle) biases, and management of emotional intelligence (Hammond, 2015).

Inclusion: serving a managed number of students (10%–12%) representing a full range of learning differences: those with mild, moderate, and intensive needs and the exceptionally able (Powell & Kasuma-Powell, 2013).

Learning leadership team: at the target school, a group composed of administrators and curriculum leaders, including the coordinators of the International Baccalaureate diploma program, middle years program, and primary years program.

Neurodiverse: neurologically atypical students, such as those on the Autism spectrum and those whose behaviour or patterns of thought are considered atypical for neurological reasons.

Privileged:

elite or privileged students as those positioned by power relations within systems of supremacy that are continuously shaped by historical social, political, and economic factors and that are made stronger when rendered invisible, consciously, or not, to those who benefit from them most. (Swalwell, 2013, p. 5)

Ready, Willing, and Able: a tool to help change leaders reflect on organizational readiness for change in anticipation of leading an organizational change (Boston Consulting Group, 2021).

Universal Design for Learning: a flexible, research-based planning framework that helps

teachers make instructional goals, methods, materials, and assessments work for everyone. The framework is guided by three principles: multiple means of representation, multiple means of action and expression, and multiple means of engagement (Kieran & Anderson, 2019).

Chapter 1: Introduction and Problem

The number of people living and working abroad has increased rapidly in the last 50 years (Hayden et al., 2000). Many of these globally mobile professionals have taken their children with them, and their children have been educated in international schools. But what is an international education if, as Cambridge and Thompson (2004) wrote, families demand “educational qualifications that are portable between countries” (p. 164)? That is, if expatriate professionals demand that, for pragmatic reasons, education be similar in different countries, how different can international education be? Pearce (2013) suggested that although international educators share a rhetoric of international mindedness, their principal training is for the national norms and expectations of their home countries.

As Haywood (2015) noted, there is “still remarkably little consensus about what constitutes an ‘international education’ and there continues to be a voluminous literature questioning what it is, what it should be and *what it could become* [emphasis added]” (p. 45). Lane and Jones (2016) asserted that “while we might anticipate international schools to be heterogeneous communities that reflect multiple cultures, religions, abilities and expectations, they are often selective” (p. 287) and far more homogenous than the word “international” might suggest. The goals of this organizational improvement plan (OIP) are to broaden admissions criteria to serve a managed number of neurodiverse students, create an antiracist curriculum, and ensure that texts and resources used reflect the diverse student body to ensure a just education for all students and make the education provided—at least in some ways—more international.

Chapter 1 first explains the context of the school that is the subject of this OIP, explains the contextual agency of the change leader, and summarizes the leader’s leadership approach. The next section delineates, then frames, the problem of practice addressed and identifies

questions that emerge from this framing. The chapter then offers a leadership-focussed vision for change and a brief analysis of the organization's change readiness that draws on the work of Cawsey et al. (2016), Holt and Vardaman (2013), and Napier et al. (2017). The chapter concludes with a brief synthesis of the leadership approach and its applicability to the problem of practice.

Organizational Context

The context for this OIP is the World Peace International School (WPIS; a pseudonym). WPIS is a private, nonprofit, coeducational day school that offers the International Baccalaureate (IB) program from elementary through secondary school; that is, the school is an IB world school, in the nomenclature of the IB Organization (IBO). The mission of the IBO is to develop “inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect” through “challenging programmes of international education and rigorous assessment” (IBO, 2018, para. 5).

WPIS is located in a developing country in Southeast Asia. WPIS opened in 1988 to serve a small number of expatriate students and has grown to serve approximately 1,100 students from more than 60 countries. The faculty comprises 156 expatriate teachers, of whom 137 are in a teaching role. The faculty come predominantly from North America, followed by the U.K., Australia and New Zealand, with a small minority from other European countries and several from other countries. The average length of service is currently five years, though the average does not provide a clear picture of faculty longevity; some have stayed much longer, and a number complete the two-year contract and move on.

The school's mission is to help students learn by engaging with real world issues to develop the skills and dispositions needed to solve real problems in social, economic, cultural,

and humanitarian domains while promoting respect for all people and fundamental human rights. Students at WPIS can easily name these goals and make connections between them and the projects they undertake in classes.

Those working and studying at WPIS value diversity, and application of nationality caps to the student body keeps the school diverse. Host country nationals make up 20% of the student body, and those from another country in the region make up another group of similar size. The student body has changed in the last five years as the number of nongovernmental organization workers posted to the host country has decreased and the number of factories and plants opened by manufacturing and technological firms from the other country in the region has increased. WPIS, located in the capital city, is considered the preeminent choice for schooling for foreigners and boasts probably the best facilities in the city.

I joined the school in August 2020 as the new principal for both the middle and high schools. Such moves allow an incoming principal the benefit of new eyes on an organization. My move from Europe to Southeast Asia, reading of recent accreditation reports, and several incidents of racial prejudice at the school over the summer inspired me to reflect, and this reflection led me to recognize that the school's curricula likely reflect an overwhelmingly western point of view, one that is not accessible to all whom the school wishes to serve. This understanding received reinforcement when a parent of a current student wrote to request a conversation about school leaders' pedagogical and curricular intentions in the time of Black Lives Matter (BLM). The school board had requested that antiracism education and a review of the school's diversity, equity, and inclusion (DEI) policies and practices be a priority for the school year; however, surprisingly, the parent was not complaining that that school leaders were doing too little, but rather that they were focusing too much on BLM, which, the parent believed,

elided the experiences of all sorts of Black people who, like his son, come from other parts of the world (e.g., sub-Saharan Africa) where racial oppression is not characteristic of their lived experiences.

Indeed, a person's relation to power structures is always a product of intersectionalities, and members of this affluent family who socialized with prime ministers did not feel a connection to the Black experience they believed the school was describing and examining. There was likely a good deal of truth to the claim. The leaders of WPIS have tried to be broad in their approach, not taking on BLM issues as such. Such issues are not a part of the lived experiences of practically any of the school's students, only about 20% of whom hail from western countries. Rather, school faculty and staff members have encouraged students to engage in discussions of various forms of privilege (a working definition of which appears below) of which students need to be aware.

Prior to the complaint discussed above, several instances of racist behaviour had occurred at the school over the summer. The incidents ranged from use of the "N" word to an equally racist but less malign request for a pass to use the "N" word with a Black person. Although the latter most likely reflected the student's interest in hip hop and "swag" and ignorance of the history of the word, the request underscored the student's lack of experience in a western context fraught with racialized history. The incidents also suggested that school leaders could be doing more to ensure students embrace the diversity that the mission statement says those in the school value and more to cultivate an appreciation of the diverse cultures represented at the school, including that of the host country.

During my onboarding process as the new principal, I noticed the values of diversity and international education were possibly not being achieved and thus misaligned with the needs of

the students. As noted above, students pursue IB diplomas, so the school is selective regarding who it admits (Lane & Jones, 2016) because, although the goals of the IB are both lofty and arguably worthy, the challenging programs and rigorous assessment assume a one-size-fits-all approach that does not meet the needs of all students. For students applying to the high school diploma program, their past achievements and academic successes weigh heavily during admissions as members of the admissions team ask whether each applicant could succeed in program. And although members of the team act ethically when considering whether the program can serve an applicant's academic needs—rather than treating applicants as mere revenue streams—the challenge and the rigor of the standardized assessments in the diploma program mean that the team turns away students because of learning differences they believe will prevent students from succeeding. Students with learning differences within the school's capacity to serve are another form of diversity the school wishes to embrace, for which the school needs to forge additional pathways.

I believe that social justice cannot be a reality in schools where students with disabilities or learning differences are excluded from regular classrooms (see Theoharis, 2007). Rejecting students because of learning differences does not align well with the school's stated value of diversity. Lane and Jones (2016) asserted that “educators must recognize that inclusion of children with disabilities is ... the development of a school culture which embraces diversity” (p. 288). As Schein (2009) contended, “Culture matters because it is powerful, tacit, and often unconscious set of forces that determine both our individual and collective behavior, ways of perceiving, thought patterns, and values” (p. 19). Therefore, for those working and studying at WPIS to truly value diversity, a cultural shift is needed in some of the school's practices. The school's latest self-study and accreditation report noted that the school lacked clear alignment

among its mission, its admissions policy, and practices in the secondary school, practices which have fallen behind the zeitgeist of inclusion current in the world of international schools; this is consistent with the findings of several researchers (Bittencourt, 2020; Vayrynen & Paksuniemi, 2020).

At WPIS, community members regularly use the language of the school mission and values to articulate their goals or make connections between current academic pursuits and the goals of outside nongovernmental organizations or intergovernmental agencies within which they have made academic connections. That is, many school community members and stakeholders embrace the vision of inclusion and diversity, a fundamental premise of the OIP—if not in relation to neural diversity, then in other domains. WPIS embraces the values of the United Nations, so it would make sense for school leaders to continually re-examine admissions practices, given that the United Nations Educational, Scientific and Cultural Organization (n.d.) has promoted the Convention of the Rights of Persons With Disabilities, adopted in 2006, which calls for people “to create knowledge societies that are inclusive, pluralistic, equitable, open and participatory for all its citizens” (para. 4).

WPIS is well situated to undergo changes that align practices even more strongly with its mission. Although the organization experienced a reduction in force for the 2020–2021 school year because of COVID-19, the school remained sufficiently staffed to support more diverse learners. The curricula offered is not nationally mandated because the school operates independently from national requirements. The school is beholden to the expectations of the IB for those students who pursue that qualification, but as an American diploma-granting institute, the school also has free rein to present alternative pathways to graduation. The school is well-resourced and has a small operating reserve that would allow programs to continue even if there

were another downturn in enrollment in the following academic year.

The focus of this OIP is on evaluating policies, practices, and curricula at WPIS with the explicit goal of ensuring they align with the mission and values of the organization. The goal of that alignment is to create a more inclusive and more intentionally international environment for students, an environment that better reflects the diversity of the students served. The social-emotional curriculum that accompanies the IB curriculum must also be more proactively antiracist and attend more intentionally to diversity in multiple forms.

This section has provided the context of the organization for which the change leader identified the direction of this OIP. The following section will briefly outline the governance structure at WPIS and articulate why the change leader has the agency to effect the intended changes; elucidate the ethical lenses through which the intended changes are viewed; and explain how this leadership lens will help frame the change process.

Leadership Position and Lens Statement

WPIS is governed by a Board of nine Board members, three of whom are appointed by the non-governmental actor with which the school is most closely associated; three are appointed by the Board itself; three are elected by the parent community. The fiduciary responsibilities of the Board are outlined in the Board Constitution. In short, the Board is tasked primarily with developing strategic plans for the school; for hiring the Head of School (HOS); and for ensuring the financial health of the organization. Operational decisions are purview of the HOS. The HOS has established a HOS team for operational decisions under her leadership. That team comprises the Elementary School Principal, the Secondary School Principal, and the Director of Finance & Operations. The Principals are supported by Deputy Principals and IB Coordinators at each division.

The changes envisioned are within my remit as the secondary principal and a member of the senior leadership team. The leadership structures and authority outlined above mean that the changes envisioned are within the remit of the secondary principal with the support of the HOS. In addition, the envisioned situation is one board members embrace. The leadership team of four in the Secondary School is composed of one principal and three deputies; three of the four people on the team are new to the school in 2020–2021, so members will need to build trust among themselves as a team and then with the broader community.

The envisioned situation is one board members embrace. The leadership team is new in 2020–2021, so members will need to build trust among themselves as a team and then with the broader community. In short, team members need to come to know the organization. As Schein (2009) suggested, sometimes the best way forward for new leaders is to evolve organization culture by “initially adapting enough to get things done and then gradually imposing new rules and behaviours that rest on different beliefs” and values (p. 5). An added challenge is that ongoing outbreaks of COVID-19 have prevented parents from visiting the campus and have also precluded the typical social functions that allow new school community members (teachers and leaders) to become integrated into the community. The overall plan for this OIP must therefore include time to come to know the organization and build the relational capital that will allow members of the school community to strive together to make a better learning environment for the students served.

Because of the reduction in force and concomitant travel restrictions that stopped staff members returning to their home countries in the summer of 2020, school leaders have also become very aware of the need for a focus on rebuilding community. This is both a challenge and an opportunity because the typical systems and expectations are in a state of disequilibrium:

This disequilibrium may provide opportunity for acceptance of change that the earlier satisfaction with the status quo had made more challenging; simultaneously, more change could also prove even more difficult. School leaders must determine the situation as they come to know the organization. One part of the annual action plan (AAP) is to build a stronger community characterized by an organizational culture that actively cultivates positivity and appreciation of others, which aligns with the goal of this OIP and the mission of wishing to foster a culture of appreciation for, and celebration of, diversity.

Being a community that serves everyone well is important to me as an educational leader because of the triumvirate of ethical obligations—care, critique, and justice (Starratt, 2012)—that come with leading a school. That is, school leaders have an ethical duty to all students in their care, which includes an ethic of critique regarding how practices help achieve the school’s mission and values and how other practices, explicit or implicit, work against such values. As an ethical school leader, it is important that I personally act fairly and justly, but it is also important that I promote adjustments to the system of schooling that reflect those principles. Modelling attention to organizational factors sends a strong message to my colleagues regarding the importance of ethical behaviour; my colleagues, in turn, should model such behaviour for students (Brown & Treviño, 2006; Conklin, 2008; Nelson Laird et al., 2005). Such ethics call on educational leaders to promote values such as inclusion, collaboration, and social justice when working with staff members and students alike.

As a principal, attending to these matters is within my scope of influence, and because principals are the interface between schools and the larger system of schooling (Ehrich et al., 2015), they are well placed to help critique systems and practices that otherwise promote marginalization and exclusion and make them more just through the application of care and

empathy (Apple, 2019; Dion, 2011). That is, they can advocate for education and systems that promote a fairer society rather than perpetuate and reproduce inequalities. Indeed, every leadership decision has an ethical dimension (Liu, 2017; Mihelic et al., 2010). Liu (2017) warned that ethical leadership is always embedded in context and posited that ethical leadership requires a leader to examine how both leadership theorizing and leadership decision making reproduce unequal power structures. A transformative leadership orientation calls on me to interrogate my own decisions and actions for the biases inherent in the intersectionalities that make up my own history and background as a White, western male; this interrogation allows me to belong to the dominant structures I wish to critique. Lumby and Foskett (2011) noted:

It is difficult for a leader not to operate in a way in which the power relationship of organizational structures and processes are not replicated in the power relationships between cultures and subcultures, with associated risks of reinforcing social difference in existing hegemonies. (p. 446)

Critical theory has guided my thinking in both of these efforts. This theory, as Capper (2019) argued, “pivots upon relationships of power – who has power, who does not – and assumes the presence of suffering and oppression in organizations” (p. 70). Critical theory and a desire for praxis, about which I say more below, bind these initiatives in a way that propels both forward. Despite staff reductions, the school has remained sufficiently resourced to embrace more inclusionary practices in a way that better aligns with the stated mission and values and engage in a review of curricula from the perspective of educating students to be activist allies (Kendi, 2019; Swalwell, 2013).

As a change leader, my approach to leadership varies to align with each goal while recognizing the importance of a clear value base on which decisions rest (Burnes, 2009;

DeMatthews et al., 2015; Furman, 2012; Khalifa et al., 2016). Specifically, I anticipate adopting, at times, both a transformational leadership style (den Hartog, 2019; Ghasabeh & Provitera, 2017; Hallinger, 2003) and a transformative one. The aim of transformational leadership is to change and transform individuals by supporting them so that they develop a desire to change, improve, and be led; accomplishing this requires assessing where members of an organization are, satisfying their needs, and valuing them. The factors that characterize transformational leadership, according to one conceptualization, are the “four I’s”: idealized influence, inspirational motivation, intellectual stimulation, and individual consideration (Northouse, 2019, pp. 169-171). Idealized influence speaks to the power of a principal as a role model for teachers and students alike; inspirational motivation is embodied in the school’s mission and values in ways that will cause teachers to rethink some of their practices because of the gap I articulate while also meeting teachers where they are and coaching them to align better with the mission and vision. I anticipate that a transformational leadership style will help me achieve the nascent goal of community building, a part of the AAP mentioned above, and expand the AAP to include a DEI strand that ensures DEI matters receive the attention they warrant.

The strong call for social justice that underpins this OIP relies on the need for critique of teaching practices and leadership practices that might be, at times, better labelled transformative (Furman, 2012; Khalifa et al., 2016; Santamaría, 2014; Shields, 2010). The use of multiple approaches to leadership reflects Hallinger’s (2003) claim that the suitability or effectiveness of a specific leadership model depends on the environment and context of a particular school. Transformative leadership, Shields (2010) claimed, takes seriously the contention of Freire “that education is not the ultimate lever for social transformation, but without it transformation cannot occur” (p. 559). Shields was careful to delineate the differences between transformational and

transformative leadership, asserting that the latter is “more activist and emancipatory” and recognizes that “people can use power not just for inspiration but also for action” that results in the pursuit of leadership for social justice (Shields, 2010, p. 563). That is, transformative education and the actively antiracist bent I wish to pursue in this OIP rest on the critique of school practices that reproduce and perpetuate inequalities inherent in gender, race, and class constructs and their intersections that legitimize some experiences while delegitimizing others. Shields elucidated the theory most clearly when she explained that the fundamental work of leaders begins with questioning and critique that “lays the groundwork for the promise of schooling that is more inclusive, democratic, and equitable for more students” (Shields, 2010, p. 570).

In short, the ethical obligation of an educational leader calls for change in practice; critical theory guides evaluation of the power relationships that reinforce social difference in existing hegemonies that lead to the othering of some racialized people (Dyer, 1999; hooks, 1994b) and of those who are neurodiverse.

This section has provided a brief overview of the governance and leadership structure of WPIS and articulated how those organizational structures will permit the change-leader to accomplish the intended changes. In addition, this section clarified how ethics inform the choice of a combination of transformative and transformational leadership styles. The next section aims to articulate the main elements of the intended change.

Leadership Problem of Practice

Part of WPIS’s stated mission is to help students learn by engaging with real world issues to develop the skills and dispositions needed to solve real problems in social, economic, cultural, and humanitarian domains; this learning is to occur while promoting respect for all people and

fundamental human rights. The mission and values reflect a desire for, and appreciation of, many forms of diversity. The problem of practice addressed by this OIP is a lack of alignment between the school's mission and values and some practices and curricula that inadvertently continue to promote exclusion and privilege. This is particularly evident in (a) the misalignment between the school's values and the admissions policy that guides acceptance decisions for neurodiverse candidates, (b) the lack of explicit antiracist teaching in curricula, and (c) representation of primarily western conceptions of the other in text choices and curricula.

Starratt (2012) asserted that cultivating an ethical school involves challenging assumptions embedded in many current practices to make “changes that qualitatively transform those practices into something richer and more complex” (p. 127). The focus of this OIP is evaluation of policies, practices, and curricula at WPIS with the explicit goal of ensuring they align with the mission and values of the organization to create a more inclusive and educationally effective environment that actively promotes social justice by admitting previously excluded students and explicitly educating students to be activist allies (Kendi, 2019; Swalwell, 2013).

Admissions

The latest accreditation report cited an inconsistency between the school's stated mission and values and its admissions policy, and this has served as a catalyst for the new administrative team, who joined the school in August 2020, to embrace the issue. The OIP will help school leaders develop clarity about the capacity of the school to serve a managed number of students with more diverse learning needs than previously accepted by refining the admissions policy, aligning practices with the mission and vision, and delineating an adequately staffed program of support for students who need assistance accessing the regular curriculum. That is, school

leaders must ensure that the array of school practices and policies do not advantage some members of the community while disadvantaging others—even unintentionally.

Pedagogy for Praxis

An unjust society dehumanizes not only marginalized people but also those who benefit from its injustice (Freire, 2014; Swalwell, 2013). In the evolving context of BLM, with which academic researchers have yet to catch up (Clayton, 2018; Maraj et al., 2018), and with growing evidence that children need to be taught not to be racist (Bryan, 2012), school leaders need to reexamine the role of antiracist teaching in the curricula to better realize the school’s mission and values. The lofty wording of the mission statement conceals historical legacies that perpetuate systems of power and domination favouring western, anglophone values and ways of being. Such a focus also aligns with the call by the Organisation for Economic Co-operation and Development (2018) to ensure that education for the future attends to environmental, economic, and social issues.

Framing the Problem of Practice

WPIS is primed to become a more socially just organization. Many international schools offer a so-called international education, suggesting freedom from bias, but in reality such an education transmits both a written curriculum and a set of western, prodemocratic values conceived of as universal, which risks homogenization rather than promotion of multicultural values. The IB program rests on good intentions and sound pedagogical practice; it offers a good education. But it is important to continue to interrogate how that education is also culturally laden and promotes the interests of some students at the expense of the interests of others. The community expectations around the IB program form one challenge for this OIP.

Broadly, the education on offer at international schools promotes globalization. Even the

IBO (2012) asserted:

In our highly interconnected and rapidly changing world, IB programmes aim to develop international-mindedness in a global context. The terms “international” and “global” describe that world from different points of view—one from the perspective of its constituent parts (nation states and their relationships with each other) and one from the perspective of the planet as a whole. Sharp distinctions between the “local”, “national” and “global” are blurring in the face of emerging institutions and technologies that transcend modern nation states. (p. 6)

Such blurring elides different ways of thinking, values, and ways of being. Tarc (2013) highlighted this concern when he warned that “unreflective intercultural exchange between cultures risks not only miscommunication or a lack of understanding between cultures, but reinscribing colonial relations and mentalities of superiority/inferiority across communities and nations” (p. 15). Such inscriptions are antithetical to the desire to teach antiracist thinking. Is it possible, then, to reconceive international education along the “pedagogical dimension” (Tarc, 2013, p. 6) to help create personal, authentic learning that promotes creativity, high-level cognitive skills, critical thinking, and emotional intelligence and embodies antiracist learning? As Freire (2014) claimed, education that liberates consists of acts of cognition not transfers of information.

In terms of the cultural make-up of the school community, students who have been involved in racist and exclusionary acts and remarks largely come from one nationality group, a group of people whom Hofstede (1984) identified as one of the most uncertainty-avoiding countries in the world; that is, citizens of this country feel threatened by ambiguous or unknown situations. This avoidance of uncertainty appears to extend to feelings of unease with members

of groups perceived as the other, though this remains an area for further investigation.

Parents have high expectations of the school with a strong focus on the IB results that allow the school's students to matriculate at universities around the world. Skelton (2016) wrote that “the real stars of the education show are performance, pre-university students, resources and teachers – in that order, and all taking precedence over learning” and further bemoaned that the heart of any “international” dimension in international education is a “sophisticated and practised *sense of the other*” (p. 76); he argued that if the term “international” in “international education” is to become anything other than a locational adjective, it must become a dispositional one that captures a quality of the character of students who attend such schools. That is to say, any change to WPIS's pedagogical and curricular practices that changed IB outcomes—perceived by some to be the *raison d'être* for the school—would concern parents, and in a time of economic uncertainty, all changes need to balance the goals and concerns of all stakeholders in the school community.

The vast majority of WPIS students are economically privileged, but many do not wish to wear that label; resistance is therefore predictable. Swalwell (2013) identified:

elite or privileged students as those positioned by power relations within systems of supremacy that are continuously shaped by historical social, political, and economic factors and that are made stronger when rendered invisible, consciously, or not, to those who benefit from them most. (p. 5)

And privilege, rather than being “a set of clear-cut, fixed characteristics, represents a context dependent, mediated process by which fluid dynamics produce complex, sometimes contradictory, identities” (Swalwell, 2013, p. 6). That is, identity consists of a number of intersectionalities, and although the majority of WPIS students are economically privileged and

benefit from the strong education offered by the school, many who also belong to racial, religious, or sexual-identity minorities may, at best, not see themselves represented in the curricula or, at worst, find themselves perpetrating or experiencing microaggressions or overtly racist acts (A. Allen et al., 2013; Huynh, 2012; Proctor et al., 2018).

Developing a DEI policy could serve as a catalyst for a number of envisioned changes and call on members of the WPIS community to ensure that explicit antiracist/activist ally pedagogy (Kendi, 2019; Maitra & Guo, 2019; Swalwell, 2013; Troyna, 1987; Utt & Tochluk, 2020) becomes an embedded part of the socioemotional learning (SEL) program in the secondary school so that members of the diverse student body are actively engaged in promoting the mission and values of the school. School faculty and leaders will also need to review curricula and texts for inherent western biases and examine the extent to which they offer a balanced representation of racial diversity. The library collection will also need examination, weeding, and supplementation with texts that reflect the goal of offering that balanced representation. In addition to ensuring curricula offer multiple perspectives, a social justice pedagogy also calls on faculty to create democratic classrooms that value students' voices and reflect their lives (Charteris & Thomas, 2017; Miron & Lauria, 1998; Mitra, 2004) and provides them with practice participating in collective action at the micro and macro levels (Hackman, 2005). That is, learning needs to be real and relevant, with efforts directed toward authentic change. At the same time, leaders and faculty must mind three common reactions of privileged students exposed to social justice pedagogy: (a) framing the issues as abstract while demonstrating deep unawareness of their root causes, (b) feeling overwhelmed by guilt or anger and resisting, and (c) framing themselves as "savior figures who help a deficient other in a patronizing or superficial way" (Swalwell, 2013, pp. 23–24).

Although this task alone is worthy of an OIP, the theme of justice also aligns with the drive to review the admissions policy regarding diversity of the students admitted. WPIS has not always admitted neurodiverse students, but school leaders and faculty have been committed to continuing to serve admitted students later identified as having additional learning needs. At the time of writing, the school has one student in Grade 10 who is blazing a trail: This student requires one-to-one assistance due to social and cognitive developmental delays and impairments recognized after admission in early elementary school. Beyond Grade 10, WPIS has traditionally offered only IB courses, which will not serve this student. Successfully bridging the gap between the school as it is and the school as it could be would allow the school to continue serving this member of the school community so that he can leave the school with his peers after pursuing a modified curriculum and earning a certificate of completion. Meeting this student's intensive needs is the most different pathway in need of development; it will be challenging to continue personalizing education pathways to serve a community much less homogeneous than previously assumed while attending to the risk of community members perceiving the changes as "dumbing down" regular classrooms by including in them those with diverse learning needs.

Recognizing diversity and normalizing it is a good first step; many international schools reject students who cannot pass the least rigorous of their typical course pathways. The school currently has two learning support professionals in the secondary school supported by a school psychologist and a speech and language pathologist. The speech and language pathologist is also professionally trained to work with students with social communication disorders. There is therefore much potential at WPIS. The learning support team are social justice warriors who have been working arduously to earn the attention and understanding of those within the formal power structures to further their work. The change in leadership offers them an opportunity.

A number of forces shape both current practices and potential ways forward. These forces include the historical practices at the school (with which members of the leadership team are still becoming familiar), current members of the student body calling on the school to change, and recent racist incidents on campus that brought the school values into sharp relief.

This section has, thus far, aimed to frame the problem of practice focusing primarily on the organizational considerations. As Cawsey et al. (2016) “much change starts with shifts in the organization’s environment” (p. 6), factors that are summed up in the acronym PESTE, which include political, economic, social, technological, and ecological/environmental that describe the context of the organization. All such factors are potentially important to an organization, and some of the more salient factors are considered below.

PESTE Analysis

Environmental factors are a salient consideration for WPIS. The open-air campus was originally constructed on the premise that students would spend much time outside. Both climate change and a worsening air quality in the host city mean that for many days of the year, students cannot be outside. Responding to air-quality concerns has proven costly as new filtration systems were retrofitted for all classrooms at considerable expense. While such changes have helped with many teaching spaces, spaces for socialization and for sport are largely outside. The school will need to engage in significant construction in order to create new spaces that reflect the challenge of air-quality that was the preeminent parental concern pre-COVID. In addition, the perception that the city suffers from poor air quality has proven a reason for faculty to leave and has posed an obstacle to recruiting some new faculty.

COVID-19 has impacted WPIS in multiple ways. The challenges of entering and leaving the country in which the school is situated has caused some internal dissent within the

community as some have left to see family while others have felt ‘stuck’; in economic terms, the pandemic has lead already to a reduction in force and to increased costs in terms of onboarding new staff and helping them to enter the country. Similarly, tight governmental restrictions may mean some families may struggle to enter the country to assume places at the school. If expatriate families are unable to enter the country, the school’s commitment to diversity of nationality is threatened as the percentage of host country nationals could become imbalanced. The diversity of the school is both Mission appropriate and a key marketing piece.

In addition, given that tuition is the main revenue source for the school, any decline in enrollment is potentially risky to the operating reserve. The school enjoys an atypical status within in the country because of its original founding documents; while this status confers a number of privileges, it also means that when regulations change WPIS needs to rely on political connections and assistance with various ministries to accomplish tasks such as obtain permission for new teachers to enter the country which can leave the organization vulnerable to the whims or prevailing sentiments about the organization at various governmental levels.

COVID-19 has also created a technological challenge, calling on faculty to teach in new ways and the expectations of the parent community have increased with each school closure. Fortunately, the teachers at WPIS have responded to this technological challenge and have become increasingly adept at delivering the instructional program in an online environment as surveys of both teachers and parents affirm. While some students have excelled in this environment, some in the Learning Support program, about whom this OIP is partially concerned, have found learning to be more of a struggle without direct support. Responding to this challenge has called on other adults in the building to “upskill” to support these students during times of distance learning. Fortunately, feedback from the community suggests that the

preference for face-to-face education continues: While a few students flourished, many report struggling academically or emotionally without on-site schooling.

Perhaps it is the social factors of the macro environment that are most salient to this OIP. The BLM movement and attention to diversity around the world is one of the compelling drivers for some of the intended changes at WPIS. For example, school operating regulations call for diversity in hiring. As Cawsey et al. (2016) noted, diversity, inclusion and equity issues will “challenge organizations with unpredictable results” (p. 11). WPIS has an ethical obligation to work even harder to increase faculty diversity so as to better represent the students we serve; simultaneously, increased diversity could lead to some questioning by the parent community who may have concerns about *why* we are changing when our objective results as indicated by IB performance have been so good. In addition, diversity will likely reflect not just a change in the appearance of some faculty, but rather differences in cultural and pedagogical traditions which will be important for school leaders to attend to, differences which could lead to misunderstandings or miscommunications that would undermine the ability of new hires to be successful (Meyers, 2014). School leaders will need to both become more interculturally competent and attend to such concerns carefully; promoting diversity is more than a question of merely hiring and onboarding will be a pertinent concern for this OIP.

In framing the problem of practice, it is important to recognize that changes to policy and practice should appear to be incremental or first-order changes (Cuban, 1992); that is, the changes should not change the structure of schooling but rather maintain the existing structure with its deficiencies corrected. Waks (2007, p. 284) argued that Cuban’s (1992) examples of incremental change also fit his definition of fundamental or second-order change; however, I believe that Cuban’s point, which his examples may not have adequately illustrated, is that

fundamental change represents what Kuhn (1996) called a paradigm shift. Such change results in new goals, structures, and roles and transforms familiar ways of doing things. This problem of practice engages with critical theory, which challenges existing power structures. Tension may arise if some members of the school community expect adding an antiracist curriculum to be an incremental change and become uncomfortable at the fundamental reevaluation of both pedagogy and curricula demanded by critical theory. One advantage of framing the problem of practice in this way is that, according to Capper (2019), engagement with organizational theories helps make leaders more conscious of the epistemologies that guide their values and leadership practices and thus may help me develop my leadership by helping me see “the commonalities across all organizations, regardless of purpose or structure” (p. 18).

Another challenge with the framing of the problem of practice is that it requires engagement with culture. Lumby and Foskett (2011) warned that productive engagement with culture must be rigorous and critical. Schein (2009) asserted that “culture matters because it is a powerful, tacit, and often unconscious set of forces that determine both our individual and collective behavior, ways of perceiving, thought patterns, and values” (p. 19). Engaging with culture explicitly in an academic way is new to me, and I will need to learn a good deal more about both the organization and the process of engagement to succeed.

Finally, Frick and Frick (2010) warned that school leaders who simply introduce students with disabilities into mainstream classrooms with equality in mind risk functionally excluding them from the intended academic and social benefits. Here, ethics must guide practice to ensure that the school can serve those admitted.

This section has framed the problem of practice and outlined some of the most important considerations for the change leader. The PESTE analysis has served to identify some of the

broader threats and opportunities for the organization while also attending to the challenges that could arise specifically in response to the OIP initiative. The next section offers five guiding questions that will drive the chosen Appreciative Inquiry approach.

Guiding Questions Emerging from the Problem of Practice

As I anticipate a more just future for the school, I imagine offering additional pathways and support that will allow neurodiverse students to succeed at the school. The future will result from explicit engagement with an antiracist curriculum, deeper reflection on curricula and library holdings with respect to representation, and critical examination of portrayals of privilege. The work is challenging and will call on many members of the organization to engage in deep, critical self-reflection about their practices and biases (Banaji & Greenwald, 2013). To conduct this sensitive work, a strengths-based approach will be adopted: appreciative inquiry (AI). AI is congruent with the transformational leadership approach and reflects my desire for faculty to engage in this work with a sense of shared purpose.

AI involves what Cooperrider and Whitney (2005) labeled the “4-D cycle”: discover, dream, design, and destiny. Researchers have recently begun to refer to the “5-D cycle,” recognizing the importance of defining the topic of AI (Tschannen-Moran & Tschannen-Moran, 2011). Indeed, the questions an investigator asks can determine what they discover in the process. AI rests on five key principles (Cooperrider & Whitney, 2005)

- the constructivist principle, which posits that a positive perception of change leads to positive outcomes;
- the principle of simultaneity, which holds that inquiry and change are concurrent and interconnected;
- the poetic principle, which asserts that the topic chosen impacts the results;

- the anticipatory principle, which connects current expectations with future results; and
- the positive principle, which focuses on a strengths-based approach to problem solving.

I chose AI because of my desire to attend to community feelings and build on strengths when working with a sensitive topic.

Five questions emerged as I looked forward; I hope AI will drive these questions.

First, why is it important to attend to diversity at the school? How might school leaders and faculty best communicate the importance of decisions made and the impact of such decisions on children and their self-perception? What might be the best way for faculty to surface the assumptions and the biases that are, no doubt, embedded in many current practices? The ethics of care, justice, and critique (Starratt, 2012) may serve well as the bedrock philosophical foundation for why this work is necessary.

Second, how can school leaders and faculty build on the excellent work of the learning support teachers who have built pathways for neurodiverse students? That is, how might leaders and faculty expand on that work while ensuring that teachers feel supported and have the capacity and feelings of self-efficacy needed to support all learners?

Third, how can development of a teaching and learning handbook for WPIS help with simultaneous reviews of texts and pedagogical practices? In creating an ethical school, Starratt (2012) argued that preconditions of creating an ethical school include creating a theory of learning that guides the school, aligns with its mission, and is consistent with academic and social curricula. Being an IB school, WPIS's de facto learning theory is inquiry-based instruction, though in practice didacticism increases with grade level more than faculty and leaders would like to admit. How might these theories of learning align with the goal of the OIP to create a unified direction for the school?

Fourth, how can school leaders and faculty prevent stigmatization of neurodiverse students and students belonging to racial minorities? That is, what elements must an ally–teacher use to promote the important community DEI values? Students will not be the only stakeholders with questions about the inclusionary model. Some parents may express concerns that school leaders and faculty are dumbing down the curriculum and reducing support for their children to support those with more challenges. The enrichment and extension program will partly answer this question, but students with social communication disorders may continue to stand out or inspire stories around the dinner table about unusual classroom behaviour.

Fifth, how can school leaders and faculty leverage existing policies and practices to engage with the challenges articulated in this OIP? How can they build on current strengths in a positive way that builds community while engaging in the dream and design phases of AI?

This section has presented five guiding questions emerging from the problem of practice and articulated how the choice of AI is aligned with the needs of the community and the chosen leadership style. The next section offers a summary of vision for the future state at WPIS and begins to explain the process for achieving that state.

Leadership-Focused Vision for Change

A compelling vision is *the* starting place for change. Because the change-path model chosen invites collaborative participation, the details of the vision may be refined during the process. At the core, WPIS will become a school that more openly embraces diversity in multiple forms. Specifically, the school will support a managed number of neuro-diverse students that better reflects the ratio of such individuals in the general population; students at WPIS will become active allies in promoting justice and equity for racialized others; students will see themselves represented in a diverse set of texts, library holdings, and increasingly in the faculty

of professionals who support their learning. The alignment of the Mission and Values with our practices will foster a congruent school that is proud of its work with students. Creating a school with a more, truly international pedagogy and curriculum, one that is oriented to justice for those whom we serve, offers a compelling desired state; for those unmotivated by justice, learning how to be more culturally responsive will serve them well in the increasingly diversity-aware international school recruiting environment should they decide to make a professional move. Knowing the educators at WPIS, an appeal to both the head and the heart, through critique and reflection, with a firm focus on the best interests of the students we serve, will be compelling. At the foundation of this OIP is an ethical commitment to our students and as Starratt (2005) argued, “In transformational ethics, the educational leader calls students and teachers to reach beyond self-interest for a higher ideal -- something heroic” (p. 130). The heroes of this work will be the teachers at WPIS as we become a school that welcomes all and where everyone feels welcome.

The primary orienting framework for leading the change will draw on Kotter's (2012) eight stages of organizational change in conjunction with Duck's (2001) five-stage change model, which deals much more with how people feel about change. For me as a leader, it is important to ensure that members of my organization know I recognize the emotional impact of change and that stakeholders feel free to voice to their concerns. I believe that engaging with faculty in AI (Magruder Watkins et al., 2011) will draw on positive emotions and serve the goal of building community, a strand of the AAP outlined above. For any organization, current success is an enemy to change. The school has been enjoying tremendous success in terms of the outcomes on average IB scores. Such averages are a marketing point for schools. Parents may have concerns about changes to curricula that could threaten these outcomes. Assurances that

changing the texts and some pedagogical practices will not compromise academic outcomes is key. In addition, the explicit use of Gentile's (2010) giving voice to values (GVV) model with members of the parent community might permit identification of some of the competing values anticipated to be part of any community composed of people from many cultural groups. Given the sensitivity of race as a topic and because this process will likely occur via an interpreter, further study is needed to ensure its success.

Simultaneously, as outlined elsewhere in this OIP, survey results demonstrate that parents have chosen WPIS because of the academic outcomes, but also because of its Mission and the diversity of the student population that makes the school unique in the host city. Indeed, the diversity of the student body is an important point of market differentiation that could be leveraged provided that change leaders are clear to articulate how the intended changes are “additions” to the strong program, and will not detract from the program outcomes. Frequent communication will be important to counter misperceptions or misinformation, as will ensuring that the school is intentional in calculating and publishing the scores so they continue to highlight both the growth and attainment of our students. School leaders will need to draw on insights from the parent community cultural reps, from small group discussions and on the GVV process to identify specific concerns so they may be addressed in a timely manner to prevent the change initiative being derailed.

Bolman and Deal's (2008) four frames guide attention to specific considerations when evaluating possible change solutions in Chapter 2. The four frames cover the various aspects of making change: structure, human resources (Duck, 2001; Gentile, 2010), politics (attending to various stakeholder groups and competing interests), and symbols (focusing on the human need for meaning and purpose; Sinek, 2009). Capper (2019) argued that Bolman and Deal's four

frames are grounded in structural functionalism and that such epistemologies tend to treat the existing social order and its institutions as legitimate and desirable. As a result, the four frames might lead to a view of change progress that is incremental, linear, and evolutionary, when this OIP calls for more transformative change. This is a fair characterization of the initial steps of the first goal, inclusion. I hope this work will lay the groundwork for changes of the types that Capper (2019) called for, changes that also include concrete steps toward a more antiracist school environment.

Ryan (2016) suggests that activist leaders—those pushing for social justice—can succeed by establishing positive relationships with colleagues, “projecting credibility, and managing their emotions” (p. 94). These qualities are all aspects of transformational leadership on which I wish to draw (Liasidou & Antoniou, 2015; Ryan, 2016; Santamaría, 2014). As someone new to the school, I also recognize good advice in the assertion that “politically savvy leaders who promote social justice indicate that it is crucial to understand organizations before acting upon them” (Ryan, 2016, p. 92). This claim aligns with Schein’s (2009) contention that the best way forward for new leaders is to adapt initially, to understand how to get things done, before gradually introducing new rules and behaviours that rest on different beliefs or values; this in turn agrees with the call by Armenakis and Harris (2009) for a thorough analysis of the root causes of discrepancies between the current and desired states to permit implementation of an appropriate change.

Kotter’s (2012) model involves an eight-step process. Once organizational analysis is complete, the first step for change will be to establish a sense of urgency by sharing examples of the gap between the current and desired state: students turned away from the school in the past and the recent racially tainted incidents at the school. The incongruence between the school’s

values and practice, which has also drawn the attention of members of the board, will help create a guiding coalition to support the initiative with positional authority and credibility. The strong belief of members of the WPIS community in the school's mission and vision, and the gap between the school's ideals and reality, will serve as a starting place for the change effort. The gap analysis, if well communicated, will be a fundamental driver, because the discrepancy between the current and desired states of an organization is one of five key change beliefs that serve to motivate change efforts (Armenakis & Harris, 2009). Because members of the WPIS community embrace the school's mission and values, it will be easier to articulate the analysis of the gap between the espoused mission and current practices (Cawsey et al., 2016) and promote acceptance of the goal. That is, many school community members and stakeholders embrace the vision of inclusion and diversity, a fundamental premise of the OIP, if not in relation to neurodiversity, then in other domains.

Changes fail when complacency is high, and people only buy into change if the potential benefits are attractive and they believe the transformation is possible, which requires a good deal of credible communication via both words and deeds (Beckhard & Harris, 1987; Kotter, 2012, 2014). Klein (1996) claimed that organizational changes founder because leaders give too little strategic thought to communicating the rationale for the change, its progress and the impact of change. Armenakis and Harris (1993) identified three message-conveying strategies: persuasive communication, active participation involving enactive mastery, and vicarious learning through modeling and participation in decision making while managing internal and external information. Chapter 3 describes these strategies more fully. Active participation in decision making connects with Kotter's (2012) fifth stage, which calls on leaders to remove obstacles and empower others. Empowerment is a characteristic of the transformational leadership style I hope to adopt at times

during community building. Making change will require power and modification driven by leadership, not just management (Kotter, 2012, p. 22), which should ultimately lead to a cultural shift at WPIS toward better alignment with the stated mission and values. This shift will only occur after people's behaviour has changed, which typically occurs first (Beckhard & Harris, 1987; Bossidy & Charan, 2002; Nadler & Tushman, 1997). The next section outlines drivers of change.

Change Drivers

Organizations experience internal and external pressures that shape change. A change leader can leverage such pressures. I will leverage the crisis represented by social change around the world, using four change drivers as catalysts to help the school move forward. These drivers derive from Kotter's (2012) eight-stage change process. The drivers are developing a compelling vision that speaks to the moral purpose with which teachers engage in their work, active participation of the subjects of change, professional learning, and formal structures.

The first driver for change is developing a compelling vision. Kotter (2012) asserted that nothing is more important for a successful transformation than a sensible vision. Both the antiracist pedagogy initiative and the proposed changes to admissions and inclusion practices align well with the school mission and vision, which are already sources of pride. By explicitly tying the change initiative to the mission and vision, the change leader may promote acceptance. This will take a great deal of credible communication in words and deeds, as Chapter 3 explains.

The second change driver is professional learning. Leaders have already created opportunities for all faculty to learn more about inclusive teaching practices in the 2020–2021 school year; leaders have encouraged teachers to engage in action research into inclusive pedagogy and have provided teachers with time to share their findings with their colleagues. In

addition, teachers and staff members have received access to a number of book clubs and antiracist training opportunities. This school year, more than 20 teachers chose to engage with DEI work. This faculty coalition is likely to create more acceptance.

The third change driver is active participation. Active participation of the subjects of change is a strong driver of change (Armenakis & Harris, 2009; Frei & Morris, 2020; Schein, 2009). For that reason, a second system or network that functions alongside the hierarchy will develop, communicate, and implement the envisioned changes (Kotter, 2014). This network will consist of faculty members who volunteer for DEI work, a coalition of the willing, and grade-level leaders and curriculum leaders, who represent middle management.

The fourth change driver comes from the point of view of the structural frame (Bolman & Deal, 2008). The structural frame relies on existing processes and structures as catalysts for change. In this case, adding the DEI initiative to the AAP, leveraging the next accreditation report, and using the ongoing curriculum review cycle to accomplish some of the work on text diversity will allow me to leverage existing systems.

I also hope to be a driver of change. To approach the community and be heard as a leader when I am new and an outsider, I will need to show that I know the organization. Friedman (2014) emphasized the need to know the history of an organization and its past accomplishments, attend to what makes the organization distinctive, and commit to the greater good while also showing that every member of the community counts. Indeed, those driving change need to understand their organizations to accurately identify the needed change (Armenakis & Harris, 2009). These precepts align with the leadership styles I wish to adopt and the goals of this OIP. As well as working to create a culture ready to embrace change, I want to ensure faculty and leaders can generate some short-term wins to keep momentum going while also highlighting the

behaviours and attitudes helping everyone reach their organizational goals. I will need to review systems of teacher appraisal and growth to ensure their alignment with the change goals.

Tools and Practices

As noted above, before launching a change process, it is important to understand the organization and to assess change readiness (Armenakis & Harris, 2009). Napier et al. (2017) noted that change often happens without preparation and suggested that applying readiness criteria and data gathering techniques prior to a project builds understanding of “where significant technology or process change is required” (p. 131). Moreover, they cautioned that when workforce behaviour change requirements are complex, the assessment for organizational readiness needs to be more intricate and sensitive. In short, readying people for change calls for empathy regarding the challenges of change and trustworthy and credible leadership.

This OIP prioritizes attention to people, as indicated by the use of the work of Gentile (2010) and AI (Cooperrider & Whitney, 2005; Magruder Watkins et al., 2011). Dudar et al. (2017) supported this attention to how people feel about change as a prerequisite to successful change; their work with the concerns-based adoption model indicates that when teachers have a voice in policy development, they are more likely to engage with the changes the policy advocates.

The concerns-based adoption model rests on three major assumptions: (a) change is a process rather than an event, (b) change requires individuals to actually implement an innovation, and (c) for individuals, change is an individual experience that they need to understand as individuals (Armenakis & Harris, 2009; Dudar et al., 2017; Rafferty et al., 2013). The three main dimensions of the concerns-based adoption model call on change leaders to monitor the perceptions and feelings of individuals during the change implementation process,

note the level of adoption and change by describing the behaviour profiles of those who have embraced the change and those who have not, and describe the extent to which change leaders see changes in action when comparing behaviour with idealized high-quality implementation of the changes proposed (Dudar et al., 2017).

By implementing changes to WPIS admissions, including students who otherwise would not have been admitted, and offering support, teachers will see that those students previously excluded can achieve some success. The process of change is that of behaviours followed by beliefs (Beckhard & Harris, 1987; Bossidy & Charan, 2002; Nadler & Tushman, 1997). Napier et al. (2017) emphasized that change involves shifting people, processes, and culture in new directions.

In the case discussed in this OIP, the gap between values and practices in the domains of admissions and antiracist efforts will drive change. An assessment of the organization's readiness for change will determine the steps needed. This assessment must include not only the cognitive readiness of individuals but also the emotional readiness of those in the organization who have recently experienced a reduction in force, who have been denied travel to see family for extended periods, and who anticipate that travel restrictions may prevent them from seeing family again in 2021. Some are feeling emotionally spent.

This section has offered a vision for the desired future state at WPIS and articulated a framework for leading the change process that aligns with the needs of the organizational context. In addition, suggested approaches to responding to anticipated conflict using AI and CBAM with faculty, and GVV with the parent community were offered. The section concluded with an explanation of how AI and GVV are aligned with the chosen leadership approach and context.

Organizational Change Readiness

Members of the new leadership team will need to spend time getting to know the organization and assessing its readiness for change (Armenakis & Harris, 2009; Schein, 2017). Napier et al. (2017) asserted that people often determine their value to an organization based on how things have always been done. For that reason, it is important that members of the leadership team understand the history of the organization and the impact of past change efforts; organizational factors play a dynamic role in determining the outcome of organizational change (Cawsey et al., 2016). A good next step is to list the major changes that have occurred in the past 3–5 years and evaluating perceptions of how much those changes contributed to planning, urgency, leadership support, and results (Reeves, 2009). This assessment can help determine how effective past change efforts were and what aspects of change management need more attention.

Cawsey et al. (2016) drew on the literature to offer frameworks for creating change-readiness assessments. These authors summarized the frameworks of Armenakis et al. (1999) and Holt (2002) for readying an organization for change before offering their own framework for assessment of change readiness. Napier et al. (2017) conducted a separate review of the literature and offered seven considerations for a planned approach to moving an organization in positive directions when it needs change. I evaluated WPIS's readiness for change using the seven considerations that Napier et al. proposed for effective change management. I triangulated these considerations with the work of Cawsey et al. and Holt, where noted.

The first consideration when assessing an organization's readiness for change is an assessment of its leadership's capacity for change. Holt (2002) cited the need for trustworthy leadership, and Cawsey et al. (2016) noted the requisite leadership credibility. The WPIS leadership team is new; weekly meetings during the first semester of 2020–2021 have thus

focused on norming and trust building exercises. Recent strengths-based tests suggest that the leadership team combines a diverse set of skills that could help with change management. Members of the team share a sense of optimism and purpose. New, regular communication, collaborative decision making, and the involvement of departmental leaders in hiring decisions this year have led to nascent trust.

The second consideration is identification of anticipated people-related risks and concerns. Getting to know the organization through ongoing observations will allow the leadership team to identify people-related risks. One risk alluded to in this chapter is faculty feelings of self-efficacy regarding the work needed, a key consideration for Armenakis et al. (1999). Holt (2002) echoed this concern and called for capable champions. The Ready, Willing and Able¹ (RWA) tool (Boston Consulting Group, 2021) can serve as an evaluative tool because it is clear, and its transparency is congruent with the desire for trust articulated in connection with the first concern. As noted above, there are risks to engaging the community when many parent stakeholders rely on engagement via interpreters and when the explicit racialized incidents thus far have come from one cultural group whose members could experience alienation if not engaged carefully. It is also important to ensure that antiprivilege education does not lead to the negative outcomes identified above for students (Swalwell, 2013).

The third consideration is gaining buy-in from key stakeholders and leaders for change. Armenakis et al. (1999) identified the need for support from key individuals. Cawsey et al.

¹ The RWA tool, in use since 2001, includes an 18-statement survey with standard survey questions that are benchmarked in a robust way with a Tableau dashboard to support analysis. While this OIP does not rely on the full power of this proprietary tool with its benchmarked analysis, the public visual depiction (Figure 1) serves as a useful, clear and transparent *aide-memoire* for the readiness dimensions considered by school leadership.

(2016) also cited the need for executive support. At WPIS, members of the board support the DEI initiative and offer a powerful voice; this is true, too, of the head of school and now also the members of the secondary leadership team; the latter have the agency and shared purpose needed to drive the initiative forward. At a board meeting in January 2021, the board reiterated its strong interest in regular updates about school initiatives.

The fourth consideration is addressing organisational and cultural issues that may impact project success. One internal and one external factor need consideration:

1. WPIS has had a long tradition of academic success using existing processes and curricula. The change is potentially large for some departments, such as English and Humanities. Sirkin et al. (as cited in Cawsey et al., 2016) suggested using a risk assessment for the proposed change using a duration, team performance integrity, commitment, and effort analysis. Evaluating the duration between formal reviews of the change initiative, the integrity of the change leader and the team's capacity to do the work, the commitment of senior managers, and the effort expected of staff leads to an estimate the riskiness of an initiative. In this case, the team's capacity for the work and the effort required are not yet clear. There was considerable risk here, but the voluntary participation in DEI learning by many members of the team seems to have quickly dissipated this risk, as of January 2021.
2. The multicultural nature of the population and the disproportionately high number of racist incidents reportedly committed by members of one subgroup, with whom school leaders communicate via translation, indicates considerable risk that appropriate communication will pose a serious concern.

The fifth consideration is targeting approaches to communications. The COVID-19

situation, which precludes having parents on campus, means that some of the face-to-face, intentional communication preferred with parent groups will be challenging. Communication with some external groups will be challenging. Internally, current campus regulations allow opportunities for two-way communication, which will be important because “when people feel acted upon with little or no voice or control in the process, dissatisfaction, frustration, alienation ... are common” (Cawsey et al., 2016, p. 29). Further, school leaders and faculty will need to tailor all communications for the various groups yet remain consistent to maintain trust. Chapter 3 addresses communications explicitly.

The sixth consideration is building training and support for users at all levels. Although support is not yet in place, 21 self-identified members of staff have been engaging in antiracist work. School leaders have been seeking additional workshops to establish common understanding before diffusing the work any further. These workshops will help address feelings of self-efficacy, and such training is also one of the change drivers outlined above.

The seventh and final consideration is creating a process and approach to guide individual behaviour during change. This remains an area of investigation; reliance on existing group norms, the seven norms of collaboration (Garmston & Wellman, 2016), and Armenakis and Harris’s (2009) six themes underlying change management and the beliefs affecting recipient motivation may offer a starting point. Further, the vision statement will address the question of what is in it for individuals (Armenakis et al., 1999), and Cawsey et al. (2016) and Holt (2002) called for accountability. Chapter 3 addresses accountability as part of the monitoring and evaluation framework.

Although I am new to the organization, one recent change that continues to reverberate was the splitting of the school into a middle school and a high school about five years ago.

The arrival of the new leadership team coincided with the reversal of this separation, which combined the two schools back into a single secondary school. The split and its reversal have potentially contributed to a feeling among community members that any changes will eventually pass, which I will need to be aware of during other change processes because it could lead to passive resistance, which would impede change, instead of the more productive active resistance (Koller et al., 2013), which would reflect a more collaborative approach (Shulha et al., 2015).

For members of a leadership team, getting to know an organization also means getting to know its people and the dynamics between individuals and work groups. Immediately apparent is a rift in the organization among faculty between those who stayed in the host country during the COVID-19 outbreak in February 2020 and those who left and were subsequently unable to return for months. The school organized a number of sessions in which outside professional facilitators helped small groups of faculty process their diverse feelings. However, according to one facilitator, feelings of hostility remain toward those who left, and those who just returned feel like pariahs. As a result, in addition to the use of the outside facilitators, the school has incorporated a community building goal into the AAP. One part of the AAP is use of the precepts of Achor's (2018) text *Big Potential* to foster a greater sense of shared appreciation and value for colleagues. This effort recognizes that emotions can be a tool for securing employee willingness and commitment to change (Rafferty et al., 2013). Recognizing the importance of participation in such organizational efforts (Armenakis & Harris, 2009), the Learning Leadership Team will provide feedback on the initiative before it becomes part of the AAP. My adoption of a transformational leadership style (den Hartog, 2019; Ghasabeh & Provitera, 2017; Northouse, 2019), which hinges on supporting others and demonstrating their value to the organization,

should prove congruent with this AAP.

Change is very much about people (Bandura, 2006; Napier et al., 2017). Rafferty et al. (2013) identified three levels of change in their multilevel review: (a) individual readiness, (b) work group readiness, and (c) organizational readiness. Heckelman (2017) supported these three levels. It will be important to attend to all three levels of change as antecedents to the change work to come. The community building initiative and adoption of a transformational leadership style aligns with my Rogerian humanistic bent. Rogers was an influential psychotherapist credited with developing the person-centred approach to therapy in the 1960s based on unconditional positive regard. Fundamental to Rogers's (2004) approach was that a therapist focus on authentic relationships with clients, whom Rogers believed had their own capacity for growth and development. As a leader, this therapeutic philosophical orientation will help me attend to change readiness at the individual level because it asks for attendance to both beliefs and emotions. The gap analysis will help measure perceptions of organizational values as outlined in the school's mission and values and the congruence between those and individuals' own values. The gap analysis will also allow change leaders to learn more about the values of those in the organization so that leaders can tailor the language used to articulate the gap as part of the visioning process to appeal to both beliefs and emotions (Denning, 2011; Rafferty et al., 2013). Further, the exercise will also allow leaders to identify those members of the organization whose values closely align with the change initiative and who could join the coalition of informal leadership and visionary work group to help effect change.

Employee participation will be key. The action-research-based annual appraisal system permits employee participation in the initiatives by directly linking employees' goals to those of the organization. Such participation is central to effective change, and this alignment of

management control processes with outcomes is an important part of the initiative because such systems can clarify expected outcomes and enhance accountability (Cawsey et al., 2016).

Cawsey et al. (2016) asserted that “good change leadership focuses on outcomes but is careful about process” (p. 30). As a change leader, I suggest that the school’s leaders will need to focus on outcomes and be careful about people. Reflection on the antecedents of change revealed that the outcome, as it became clearer, is what Sinek (2009) would label a “just cause.” A desired change is just when it is for something, inclusive (open to all who wish to contribute), service oriented (for the primary benefit of others), resilient (able to endure other change), and idealistic (Sinek, 2009). Compared to the offerings of many international schools around the world, the inclusionary model and antiracist pedagogical practices developed will be purposeful, forward thinking, and answer faculty questions regarding what they get out of the change. That is, school leaders need to tie their work to the profiles faculty would create for themselves in two important areas on the world stage: recruiting others and seeking new positions (Mancuso et al., 2010). Leaders should provide the processes and support needed to reduce learning anxiety (Schein, 2009) and increase feelings of self-efficacy (Bandura, 2006). Leaders can plan to succeed if they are careful about processes and people.

This section has outlined the importance of identifying organizational readiness for change using the seven considerations proposed by Napier et al. for effective change management. Weighing these considerations suggests that WPIS is ready to change, but also that change leaders will need to be particularly careful with regard to two considerations: leadership credibility and communication. Both have been impaired by the limitations imposed by the pandemic and exacerbated by the newness of the secondary leadership team to WPIS . Leadership will need to continue to find avenues to build leadership credibility and interactive

communication with these stakeholders. Indeed, credible and trustworthy leadership is a shared and important consideration in considering readiness for change according to all of the change-readiness novels on which this assessment was made (Cawsey et al., 2016; Holt, 2002; Napier et al., 2017).

Chapter 1 Conclusion

In many ways, international education is international in name only (Cambridge & Thompson, 2004; Hayden et al., 2000; Haywood, 2015; Pearce, 2013). The education offered at international schools includes inherent western biases reflective of the nations from which the vast majority of their teachers' hail. The school that is the subject of this OIP has strong mission and values statements that are more than words on a wall: Those working and studying at the school truly wish to live by them. The problem of practice addressed by this OIP is that the school's mission and values do not align with some of the school's practices, policies, and curricula that inadvertently continue to promote exclusion and systems of privilege.

Recent accreditation reports and racialized incidents at school have revealed a gap between the school's ideals and reality. School leaders and faculty have ethical obligations as educators (Starratt, 2012) that drive them to improve the education offered at WPIS and access to that education, with the aim of better reflecting the needs of the heterogenous student body (Bittencourt, 2020; Vayrynen & Paksuniemi, 2020). To achieve these ends will require a combination of incremental and fundamental change (Cuban, 1996) that also attends to school culture (Schein, 2009, 2017). Critical theory will guide changes to curricula and will require at times both transformational and transformative leadership approaches if leaders are to truly create a foundation for education that is more inclusive, democratic, and equitable for more students (Capper, 2019; Shields, 2010).

Nascent organizational analysis of the antecedents to change suggests there is much to do to ready the organization for change (Armenakis & Harris, 2009). Leadership must conceive of the change as a process and plan carefully. Chapter 2 offers my approach to change as a leader, a structure for leading the change process, and an ethical evaluation of possible solutions.

Chapter 2: Planning and Development

Chapter 1 introduced the context and history of the school, WPIS, as well as the problem of practice, which is the lack of alignment in relation to principles of DEI between the school's mission and values and a number of its practices. WPIS has a strong mission, which has been undergoing a process of reaffirmation during the 2020–2021 school year after 3 years of community consultation. The mission is a strong driver for change. The moment has come when the interdependency of outside forces and the school organization is clear (Beckhard & Harris, 1987).

Chapter 2 offers an overview of my theoretical leadership approach to change, which is influenced by both transformational leadership (den Hartog, 2019; Ghasabeh & Provitera, 2017; Hallinger, 2003) and transformative leadership (Capper, 2019; Freire, 2014; Shields, 2010). Next, the chapter proposes a structured plan for leading the change process that integrates the work of Beckhard and Harris (1987) and Kotter (2012, 2014) to create a framework explicitly informed by considerations for inclusive schooling (Powell & Kasuma-Powell, 2013; Theoharis & Causton, 2014). The chapter continues with a critical organizational analysis that draws on Nadler and Tushman's (1997) congruence model to anticipate the additional forces the change process needs to account for. The section after includes evaluation of four possible solutions to the problem of practice, and selection of one solution, using Bolman and Deal's (2008) four frames. The chapter concludes with an examination of the ethics of the proposed change-path model and approach.

Leadership Approaches to Change

According to hooks (1994a), "theory is not inherently healing, liberatory, or revolutionary. It fulfills this function only when we ask it to do so and direct our theorizing

towards this end” (p. 61). As the principal, and as a counsellor by training, it is my job to apply empathy and care to critique systems that promote marginalization and exclusion and make them more just (Apple, 2019; Dion, 2011; Khalifa et al., 2016). Such work is within my agency. As the leader of an independent school responsible for engaging in a self-study process to maintain accreditation by the Western Association of Schools and Colleges (WASC), the changes proposed are entirely within my control, my positional authority grants organizational authority, and the board has now mandated attention to DEI issues. Leithwood and Jantzi (1990, as cited in Khalifa et al., 2016) noted that among all school leaders, principals are the most knowledgeable about resources and best positioned to promote and support school-level reforms. Khalifa et al. (2016) used this observation to illustrate the potential agency of a principal. As principal, I have access to the means to determine resources and to allocate them in ways that align with the intended change.

Social justice issues in the context of inclusion aim to redress inequalities of power and hierarchical social relations with the view to helping those groups of students who have been most disadvantaged (Capper & Young, 2014; Freire, 2014; Furman, 2012; Liasidou & Antoniou, 2015; Shields, 2010). The aim of this OIP is thus to use a combination of transformative and transformational leadership approaches to help create systems that better serve the needs of students belonging to racial minorities and those with learning differences. hooks (1994b), writing in the context of feminism, asserted that “solidarity rooted in a commitment to progressive politics must include a space for rigorous critique, for dissent, or we are doomed to reproduce in progressive communities the very forms of domination we seek to oppose” (p. 67). Central to transformative leadership is critique. Transformative leadership, Montuori and Donnelly (2017) asserted asks us to consider what kind of world we are creating and engage in a

process of collaborative transformation for mutual benefit. Such leadership, while engaging in critique, is also humble. To return to Freire (2014), the first stage of the pedagogy of the oppressed is to reveal systems of oppression and, through praxis, to commit to their transformation with the goal of ultimate liberation for all. Leadership must be authentic, humanist, and characterized by dialogue and reflection to ensure that all involved are treated as subjects of the change process, not objects of it. As van Oord (2013) asserted, transformative leadership is a critical and collaborative process in which school-based action research and creation of situational knowledge contribute significantly to organizational decision making. Relational leadership generates political power (Barth, 2013), and I hope to use my counselling training and transformational leadership practices to provide leadership grounded in purpose, built on relationships, and with the capacity for change.

Summarizing the literature about transformative leadership published since 2010, Bukusi (2020) argued that transformative leaders should do four important things: renew institutional vision, advocate for ethical social advancement, empower individuals to make meaningful contributions to corporate goals, and sacrificially commit to realize the interests of those served. Furman (2012) proposed a conceptual framework for social justice leadership as praxis based on three concepts: (a) leadership for social justice is conceived as praxis, which involves both reflection and action; (b) leadership for social justice spans personal, interpersonal, communal, systemic, and ecological dimensions; and (c) each dimension requires development of a leader's capacities for reflection and action. That is, transformative leadership involves being a proactive change agent who is inclusive and democratic, relational and caring, and reflective and oriented toward a socially just pedagogy (Bukusi, 2020; Freire, 2014; Furman, 2012; Kishimoto, 2018; Liasidou & Antoniou, 2015; Shields, 2010). Such a leadership approach, involving critical

reflection, is central to engaging in antiracist praxis (Maitra & Guo, 2019; Santamaría, 2014; Utt & Tochluk, 2020).

The theory underpinning my transformative leadership approach with regard to antiracist education and the school's need to become more inclusive consists of Freire's (2014) concepts of a humanist and libertarian pedagogy. Such a pedagogy has two distinct stages:

In the first, the oppressed unveil the world of oppression and through the praxis commit themselves to its transformation. In the second stage, in which the reality of oppression has already been transformed, this pedagogy ceases to belong to the oppressed and becomes a pedagogy of all people in the process of permanent liberation. (Freire, 2014, p. 54)

There are echoes here of Fannon's (1987) claim that education must be reciprocal. In systems of hierarchy and power, "the [Black man] enslaved by his inferiority, the white man enslaved by his superiority alike behave in accordance with a neurotic orientation" (p. 60). That is, education must be liberatory because the power structures necessarily harm both sides, even if those on one side think they are unharmed. Freire (2014) asserted, "A revolutionary leadership must accordingly practice *co-intentional education*" (p. 69). Even as professionals, leaders must be disposed to reflection, self-interrogation, and participatory action.

Engaging in such bold pedagogy within the rigid confines of an IB world school will require a combination of transformative and transformational leadership practices. The latter are important because transformational leadership practices involve articulating an attractive and challenging vision of the future that infuses work with meaning, stimulates intellectually, and calls on others to transcend self-interest. Values drive such leadership, which can motivate others to make fundamental changes and move in new directions (den Hartog, 2019; Korejan &

Shahbazi, 2016). To recapitulate, transformational leadership consists of four dimensions: idealized influence, individualised consideration, intellectual stimulation, and inspirational motivation. Leaders can use idealized influence to develop a shared vision and improve relationships with followers (Ghasabeh & Provitera, 2017; Korejan & Shahbazi, 2016; Northouse, 2019).

A shared vision will be key to change management (Kotter, 2012, 2014), and relationships will also help with the difficult work that will come from asking practitioners to change long-engrained practices (such as the school's inclusion practices) and practices that are emotionally difficult to engage with (such as the racial inequity of the school's curricula). Swalwell (2013) suggested that students exposed to social justice pedagogy can feel overwhelmed by guilt and anger and resist or frame themselves as savior figures who help a deficient other. I intend to mitigate resistance using transformational leadership practices. I also plan to use the relational component of transformational leadership and idealized influence to encourage colleagues to understand that a savior mentality is antithetical to the transformative goal of pedagogy for praxis, which is co-constructed and eliminates the type of hierarchical relationships that classrooms typically produce. Even in a democratic classroom, where students' voices are valued (a desirable goal; Charteris & Thomas, 2017; Miron & Lauria, 1998; Mitra, 2004), teachers may discourage critical self-reflection and action for praxis.

Ghasabeh and Provitera (2017) warned that transformational leadership can give leaders too much power to determine both the ends and means of collective action, which can incentivize narcissism and hubris, both contrary to the leadership goals outlined above. The key lies in the balance between self-reflection, critique, and the relational skills needed to collaborate with others with idealized influence of a democratic nature. As Furman (2012) asserted, "there are not

‘right’ or ‘objective’ models for leadership for social justice”; all approaches must be deliberately and continuously reinvented, critiqued, and “reconstructed in response to shifting needs in the local context” (p. 195). Indeed, Furman’s exploration of praxis, summarized in the follow five points, offers perhaps the best outline of the way forward to meet the twin goals of this OIP: As the school leader, I will need to (a) engage in honest self-reflection regarding values, assumptions, and biases; (b) build trusting relationships with colleagues, parents, and students across cultural groups; (c) engage in inclusive, democratic processes as a basis for praxis; (d) assess, critique, and work to transform current school practices; and (e) attend to school-related social justice issues within the sociopolitical, economic, and environmental contexts (pp. 208–211).

This section outlined my approach as a leader to change: a combination of transformational leadership (den Hartog, 2019; Hallinger, 2003) and transformative leadership (Capper, 2019; Freire, 2014; Shields, 2010) based on building trust and engaging in critique and reflection with the ultimate goal of reducing hierarchy and redressing the inequities of power that characterize a number of systems and policies at the school. This section also delineated how the work described lies within my agency. The following section addresses the framework for leading the change process.

Framework for Leading the Change Process

As Schein and Schein (2016) posited, “a desire for change, for doing something different, for learning something new, always begins with some kind of pain and dissatisfaction” (p. 322). For WPIS, a school with a mission and values driven by the values of the United Nations, the envisioned change exists because of pain and dissatisfaction central to the gap between the school’s current and desired states (Cawsey et al., 2016). As By (2005) wrote, change is “a series

of processes that lead to re-envisioning an organization's direction, structures, and capability to serve the 'overarching' needs and demands which are both external and internal to the organization" (p. 369). Internally, the proposed change is one the mission of the school calls for; externally, the zeitgeist of inclusion for a more equitable and just world in 2021 also requires the change.

The change-path model to address this pain is informed by a combination of a number of approaches to change, including Kotter's (2012) approach, Duck's (2001) approach, and the plan-do-study-act (PDSA) model (Moen & Norman, 2009). Kotter and Schlesinger (2008) asserted that a characteristic of successful organizational change efforts is the skillful application of a number of approaches, often in different combinations: "Managers employ the approaches with sensitivity to their strengths and limitations and appraise the situation realistically" (p. 8). Indeed, the same authors posited that the most common mistake managers make is to use only one approach or a limited set of approaches; they also cautioned that the combination of approaches must be coherent and strategic rather than incremental.

Informed by the literature on how to craft a change method (Armenakis & Harris, 1993; Klein, 1996), the change-path model draws on Kotter's (2012) eight steps of organizational change as a primary orienting framework; this framework could help shift WPIS to become a more actively antiracist organization. Adoption of Kotter's (2012) eight steps should be cautious to prevent overly top-down influence unaligned with my transformative and transformational leadership approach. That is, although a transformative leader has "one foot in the dominant structures of power" (Weiner, 2003, p. 91), such a leader must also make more than a nod to democratic ideals. The role of principal is "embodied in inclusive forms of school leadership and is crucial in promoting forms of provision that challenge power inequities and practices that

marginalise and exclude students on the basis of their abilities, developmental trajectories, and biographical histories” (Liasidou & Antoniou, 2015, p. 347). The ability of educational leaders to critically self-reflect on their practices and biases is integral to leading change for education for social justice and transformative leadership; this will be true of me as the principal and change leader, and I will celebrate or evoke it in teachers leading the charge at the classroom level.

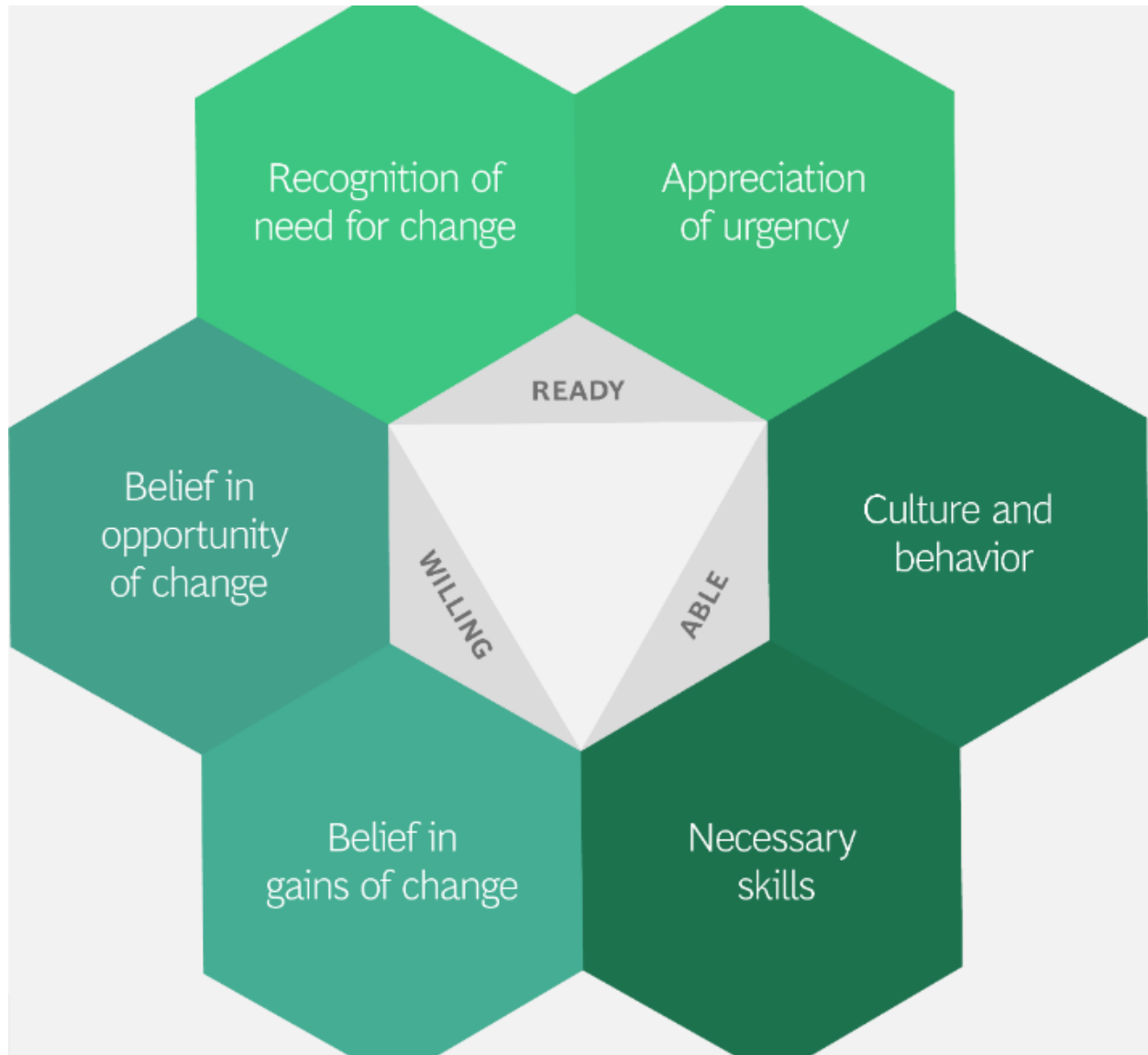
Application of Kotter’s (2012) eight steps will follow explicit attention to a number of factors. The first will be an analysis of the organization’s readiness for change (Armenakis & Harris, 2009; Schein, 2017) performed using a combination of Nadler and Tushman’s (1997) congruence model and components of Boston Consulting Group’s (2021) RWA tool. This choice reflects the strength of the congruence model for analysis of how the elements within an organization work and a desire to give additional attention to the human resources element, given the sensitive and potentially emotional nature of the change. That is, although the congruence model treats people as one element, I will supplement its analysis using the RWA tool because the latter aligns well with the chosen change-path model and is clear and transparent, which will allow for participation of others in the organization; such participation is congruent with the leadership approach adopted. The RWA tool will allow me to more easily include other voices during the readiness assessment phase.

The three domains represented in Figure 1 by light green, dark green, and teal align conveniently with Kotter’s (2012) eight steps. Specifically, the hexagons in the ready domain represent the attention paid to gap analysis (Cawsey, 2013). The teal hexagons representing willingness assessment correspond to Kotter’s (2012) development of a coalition. The dark green hexagons representing assessment of ability correspond to a change leader’s attention to the additional professional development, support, or organizational structures needed to propel work

forward and barriers that that require elimination.

Figure 1

Ready, Willing, and Able Change Readiness Assessment Tool



Note. From *Ready, Willing, and Able Tool*, by Boston Consulting Group, 2021

(<http://www.bcg.com/capabilities/business-transformation/change-management/ready-willing-able-tool>). Copyright 2021 by Boston Consulting Group.

The change process calls for school leaders to address the personal nature of change,

especially change that brings into question teachers' practices and values, which could lead to resistance (Swalwell, 2013). Leaders will address the personal nature of change with faculty by employing an AI model (Cooperrider & Whitney, 2005; Fifolt & Lander, 2013; Magruder Watkins et al., 2011; Neville, 2020; Scandura, 2017), which rests on the idea that inquiry is change (Burnes, 2009; Cooperrider & Whitney, 2005) and can give agency and control to faculty in a difficult change process. Gentile's (2010) GVV is under consideration for use with parent stakeholders to ensure respect for cultural differences.

To me, it also makes sense through a transformative critical lens to rely not only on Kotter's (2012) eight steps but also on Kotter's (2014) newer *Accelerate*, in which he offers a remedy in terms of a second system or network. The network system is more participatory and democratic and thus better aligned with my approach to change. Finally, Kotter (2014) called for leadership—not mere management—intricately entwined with change (Burnes, 2009). Kotter's (2014) approach also resonates because he called for inseparable relationships between the formal hierarchy and the network hierarchy, which reflects the model, discussed above, of having one foot in the dominant discourse; further, he called for action driven by the heart and the head, not just the head. For effective change to occur, the change message, or vision, must appeal to both the heart and the head.

Although Kotter (2014) couched the idea of using the network in contemporary language, this idea agrees well with Beckhard and Harris's (1987) call to use temporary systems or projects when normal, primary systems are misaligned with change goals. In short, Kotter's (2012) eight-step model offers a strong framework for leading change when combined with Theoharis and Causton's (2014) prescriptive steps for leading reform for inclusion of students with disabilities. Beckhard and Harris offered frameworks for arranging the organizational transition, including a

relatively rigid set of parameters that will help ensure the change is systemic and not ad hoc. The emancipatory, democratic work for which my approach calls will need to temper the prescriptive steps of the transition process. Organizational leaders must both understand the organizational system, “through their own behaviour demonstrate their own commitment to effectiveness, excellence, and improvement” (Beckhard & Harris, 1987, p. 115); I would add to this a commitment to social justice.

To accomplish such work, leaders must be ready to manage changes in environment, organizational priorities, structures, work practices, personnel policies, roles, and culture. In short, change is multifaceted, and the change process requires an ability to deal with ambiguity, manage conflicts, and demonstrate deep concern for people and their potential (Achor, 2018). As Beckhard and Harris (1987) suggested, managing complexity involves “a balance between reliance on systematic planning skills and gut feeling and – most important – having a sense of vision” (p. 116).

At the end of this chapter, Bolman and Deal’s (2008) four frames guide evaluation of potential solutions to the problem of practice. The four frames include how to change (structure), human resources (covered by the transformational leadership approach and the work of Duck, 2001, and Gentile, 2010), politics (attending to various stakeholder groups and competing interests), and symbols (focusing on the human need for meaning and purpose; Sinek, 2009).

I will need to keep in mind Capper’s (2019) criticism that Bolman and Deal’s (2008) four frames are grounded in structural functionalism, an epistemology that tends to treat the existing social order and its institutions as legitimate. This is important because such an approach could result in change that is incremental, linear, and evolutionary, when the leadership approach calls for critique of current practices that may demand change that is nonlinear or revolutionary.

Leadership will be crucial here to ensure change is not stifled; ensuring this will require use of critical conversations, leading by example, development of trust, and engagement in academic discourse and critique. Activist leaders—those pushing for social justice—can succeed by establishing positive relationships with colleagues, projecting credibility, and managing their emotions (Liasidou & Antoniou, 2015; Ryan, 2016; Santamaría, 2014), all aspects of transformational leadership on which I wish to draw and work with which I hope to engage. As someone new to the school who wishes to promote social justice, I recognize how crucial it is to heed Ryan’s (2016) warning to “understand an organization before acting on it” (p. 92). For this reason, members of the new leadership team have spent their 1st year learning, reflecting, and engaging colleagues in conversations about how things are done in the school.

Critical Organizational Analysis

This section situates WPIS’s organizational context more broadly and then discusses application of Nadler and Tushman’s (1997) congruence model as a diagnostic tool to assess how well elements of the organization work together. The tool guides examination of four elements: tasks, people, formal structures, and informal structures.

Organizational Context

COVID-19 has impacted the school, the community around it, and the global economy. Schools have been competing for fewer tuition dollars because reduce travel and relocation have led there to be fewer expatriate families near the school, which has also affected the local economy more generally. Questions about the power of community and the need to come together dominate the WPIS campus.

The world has also been shaped by the BLM that began in the United States but has drawn attention to racism around the world; the school’s board published a statement in support

of BLM protesters in Spring, 2020. Preparation for a recent board meeting required reading a letter from a former student of another international school in Europe to its board; the former student was highly critical of the education offered at schools claiming to be international. At nearly the same time, David (2020) penned an anticolonialist critique of the IB.

Such ideas have captured the climate for some recent graduates of international schools. Pearce (2013) expressed these ideas, writing that although international educators share a rhetoric of “international mindedness” (p. 61), their main training follows the national norms and expectations of their home countries. Moreover, many international school teachers come from the United States, where teachers mostly approach cultural matters by minimizing difference while aspiring to social uniformity, an approach that reflects the historical–political context of the United States (Pearce, 2013). Other researchers have found that the curricula and culture at international schools have promoted a hierarchy of identities, with the highest value placed on western and Anglo identities (Fitzsimons, 2019; Tanu, 2018).

When reviewing the discourse regarding international education since the early 1970s, Pearce (2013) noted that the main influences on international education have been western. Hammad and Shaw (2018) examined how some international schools navigate the challenges of being international in some national contexts by automatically privileging western ways of being and learning. Pearce (2013) claimed that culturally appropriate pedagogy characterized by teaching matched to the known value systems of students would provide a response to criticism that education in international schools is (overly) rooted in the western value system, even if, according to that author, schools do not advertise the current education as such. That is, the programs offered at many schools have both explicit values and implicit values; the implicit values remain unarticulated but have a strong influence on schools’ practices.

Nadler and Tushman's (1997) Congruence Model

I chose to use Nadler and Tushman's (1997) congruence model because schools are complex organizations with many interacting components. The congruence model is a diagnostic tool that helps leaders assess how well the elements within an organization work together and permits leaders to anticipate points of resistance. When contemplating change in one part of the school, it is important to anticipate how it may affect other parts of the school, so that unanticipated effects do not derail the change effort (Sabir, 2018).

The model calls for examination of four fundamental elements: tasks, people, formal organization (“structures and systems”), and informal organization (“a part of which is ‘culture’”) (Cawsey et al., 2016, p. 68); organizations are more effective when the four domains are congruent (Nadler & Tushman, 1997; Sabir, 2018).

Task

The task of the school differs depending on the perspectives of stakeholders. From the point of view of an educator, the task of the school is to educate young people so that they leave the school prepared for the real world as responsible stewards of a global society and having learned to embody and represent school values. This is the task of the school as presented in the school mission statement. From the perspective of some teachers, one of the primary goals of the school might be to ensure students leave with a command of academic English and global (western) ways of interacting in the world—what some might term “cultural capital.” For the school's parent stakeholders, 70% of whom speak languages other than English at home, English fluency and the ability to culturally interact with foreigners might be key. As noted in Chapter 1, Skelton (2016) asserted that at many international schools, university acceptance takes priority over learning and resources. That is, those who pay tuition may view the education offered at

WPIS as a means to the end of higher education; these people would therefore resist any change to curricula or pedagogy.

People

When considering the human resources element of the model, it is important to note that transformative leadership, as outlined above, rests firmly on critique of, and reflection on, existing programs, systems, and practices (Furman, 2012; Khalifa et al., 2016; Santamaría, 2014; Shields, 2010). For teachers, teaching assistants, members of the support staff, and students, this critique may prove very uncomfortable. Our school regularly achieves well in external assessments. Although teachers may bemoan being beholden to such assessments, they also take pride in delivering a program that is externally moderated and proves their worth on a much larger stage than that of one school: There is a world stage, and the school's leaders, teachers, and students perform well on it. Change here could therefore engender resistance, even though the majority will likely agree with the need to create curricula with greater racial diversity. Further, the necessary critique could engender feelings of discomfort or defensiveness. Swalwell (2013) noted that White students, when confronted by racism, can feel overwhelmed by guilt or anger and resist or frame themselves as savior figures helping a deficient other in a patronizing or superficial way. The same risk applies to teachers, and school leaders must address it as they pursue antiracist changes.

As noted above, a number of racist incidents at the school were the responsibility of members of one subgroup of the community; Hofstede (1984) would identify them as feeling threatened by ambiguous or unknown situations. Tackling antiracist pedagogy will require great care to prevent any one group feeling targeted by the change, which could impact the whole community by threatening the culture and economic viability of the school. It will be important

to recognize that family members of students could perceive any critique of privilege as a threat; resistance is therefore expected. Privilege comes in many forms, and the vast majority of WPIS students lead economically privileged lives, at times reinforced by racial, national, and other perceived power dynamics (Swalwell, 2013).

As school leaders move to include more neurodiverse students in classes, they will need to remain aware that such changes can bring about feelings of low self-efficacy among teachers unaccustomed to working with such students (Avramidis et al., 2019; Bandura, 2006; Clark-Howard, 2019; Kiel et al., 2020); change often evokes anxiety (Nadler & Tushman, 1997) and fears of incompetence, punishment for incompetence, and loss of personal identity (Schein & Schein, 2016). Members of the school community, such as teachers and parents, may also incorrectly assume that inclusion of more neurodiverse students means diminishing academic rigour; parents may assume that neurodiverse students will place an inordinate burden on teachers to the detriment of other students, which could put their own children at risk, either academically or emotionally. Leaders will need to create robust arguments refuting that idea, gather evidence that the opposite is true, articulate the benefits, and ensure that formal organizational structures are in place to appropriately support all students. Adoption of the RWA tool, which allows for participation beyond that provided by use of the AI model, may also help staff feel supported during the transition (Cooperrider & Whitney, 2005; Fifolt & Lander, 2013; Magruder Watkins et al., 2011; Neville, 2020; Scandura, 2017).

Informal Organization

Nadler and Tushman (1997) warned against underestimating the importance of culture, or informal organizational arrangements, and cautioned that organizational change plans often fail because of poor implementation rather than faulty design (p. 184). The envisioned change

involves moving to more democratic participation of all members of the community. It is worth considering that this is a change in culture, and culture can be ambiguous and difficult to change without describing the behaviour changes necessary (Beckhard & Harris, 1987; Bossidy & Charan, 2002; Nadler & Tushman, 1997). Teachers have traditionally been sources of knowledge and had the greatest power in their classrooms. Some of the changes envisioned will place teachers in the role of learner alongside students. This change for both teachers and students will likely lead to discomfort.

Costa and Garmston (2002) asserted that a person's perceptions determine all of their behaviour and that changes in perception and thought are prerequisites to a change in behaviour. They suggested that humans construct their own meaning by reflecting on experience and through interactions with others (Costa & Garmston, 2002, p. 7). I agree with their call for reflection; however, many researchers have found that changes in behaviour first can lead to changes in perception or thought (Cabral, 2021; Schein & Schein, 2016; Schooley et al., 2019; Swalwell, 2013). The changes in perception to which Costa and Garmston alluded include both the formal organizational systems of the school and the informal practices within the school. Sabir (2018) discussed the concept of person–environment fit, which she defined as the degree to which personal and environmental characteristics match; environmental characteristics may include an individual's biological or psychological needs, values, goals, abilities, or personality, while environmental characteristics could include intrinsic and extrinsic rewards, demands of the job or role, cultural values, or characteristics of other individuals and collectives in the person's social environment. (p. 36)

As Welton et al. (2018) noted, informal organizational structures can include the belief systems of an organization's members and how members feel when they interact with organizational

structures. To effect change, school leaders will need to make explicit the implicit norms and behaviours that are part of the organization and decide which are useful and which are dysfunctional. That is, the processes leaders use to mitigate challenges and resistance to the proposed changes must consider how people currently interact with school systems. Leaders will also need to align professional development activities and provide them to groups (formal and informal) in targeted ways that permit concrete definition of change goals in behavioural terms so that everyone concerned can begin to create new ways of doing things in the school. This will help with some of the more formal organizational planning for change by ensuring that all systems are congruent with the intended outcome.

Formal Organization

Formal organizations and structures influence people's behaviours; such structures can thus facilitate change (Cawsey et al., 2016; Nadler & Tushman, 1997; Schein & Schein, 2016). As school leaders consider the formal structures in need of review, it may help to consider them in terms of formal groupings because change needs will be different for different groups. For example, one such grouping is the admissions team, who will need to develop a clearer understanding of both the admissions criteria and how antiracist pedagogy infuses curricula so that they can explain these well to the families of prospective students. Deep understanding on the part of the admissions team is essential to mitigating the risks to the organization articulated above by keeping the school culturally welcoming while providing the kind of rigorous academic education viewed as the pathway to university admission.

Coordinators of the IB diploma program and middle years program are responsible for a good deal of curricular oversight, and it is essential that these midlevel leaders develop a clear conceptual understanding of the envisioned changes and their benefits. Further, these leaders will

also articulate possible challenges due to external obligations the school must meet to maintain accreditation or students' success in the programs (e.g., prescribed texts). The formal work of the deputy principal for teaching and learning and the work of the faculty DEI committee offer formal ways to participate in achievement of the goal, as long as all involved share an understanding of the goal and are involved in the constant reflection needed to meet the challenges that small changes will inevitably uncover.

Formal structures for evaluation and professional development will need reexamination to ensure alignment with the new organizational goal. Teacher evaluation is currently linked explicitly with learning, action research, and self-reflection and aligns well with the change process. There is currently little formal curricular oversight except in the final 2 years of school, where external assessments create a natural conformity. Engaging curriculum leaders and creating new responsibilities for, and definitions of, the role of curriculum leader could connect performance management expectations with broader goals. Navigating the formal structure and systems will require attending to the incongruence between formality and the democratic and inspirational leadership approach adopted. That approach combines the concept of an inspiring vision from transformational leadership with a more organic orientation to change that encourages teamwork and participation, "communication is horizontal and free-flowing", and there is reduced reliance on hierarchy and control (Cawsey et al., 2016, p. 148). Participation will increase the likelihood of acceptance of the goals.

This section offered a brief analysis of some of the external forces putting pressure on the organization, such as the growing recognition of the global influence of the BLM movement and recognition of the Eurocentric nature of (some) international schools. The section relied on Nadler and Tushman's (1997) congruence model for examination of the school as a system in

which changes to one part can have unintended consequences in another part. The model allows a change leader to evaluate change from the point of view of four elements of an organization and anticipate possible sources of resistance to change.

Possible Solutions to Address the Problem

This section offers four solutions to address the problem of practice along with evaluations of those solutions using Bolman and Deal's (2008) framework. The four solutions are a return to an earlier state of grace, maintaining the status quo, focusing uniquely on admissions policy, and a review and elimination of inequalities. I selected Bolman and Deal's framework because a change leader needs to understand the extent to which their organization's formal structures and systems align with the intended outcomes of desired changes so that they can modify such systems to enhance the strategic change agenda (Cawsey et al., 2016, p. 156).

Solution 1: Return to an Earlier State of Grace

The school is dually accredited by WASC and the Council of International Schools. The accreditation process requires schools to demonstrate evidence of acceptable student achievement and work toward school improvement. Leaders of an accredited school conduct a self-study and host a self-study visit during which outside educators establish the veracity of the self-study and identify any gaps that their fresh eyes identify (WASC, 2020). The self-study process culminates in the refinement of a schoolwide action plan; WASC expects schools to address the action plan to move the school closer to its self-selected goals. Accreditation requirements are generally not prescriptive; this open-endedness reflects the many types of schools that seek accreditation. WPIS could change its definition of inclusion to match the population it currently serves and use that definition as a reason to reject neurodiverse applicants. The alignment of policy and practices would satisfy accreditation requirements and would

represent a return to a previous state. Indeed, it was the change in the school's internal definition to better match the mission of the school that led to the misalignment. The misalignment reflects a change in progress.

Evaluation of Solution 1: Embracing Past Success

The proposed solution would be easy to accomplish, would be cost neutral from the point of view of required resources, but would come at a great cost from the perspective of addressing the gap identified in Chapter 1. That is, there would be political and symbolic costs (Bolman & Deal, 2008) because of the strong community acceptance of the school mission and values outlined above. Further, although accreditation does not explicitly require WPIS to adopt a more inclusive acceptance policy, the process depends on schools engaging in “collaborative self-reflection and analysis to assess progress in achieving its mission, vision, and schoolwide learner outcomes” (WASC, 2020, para. 4). Were the school to regress in its definition of the students it can serve, it would meet the letter of the accreditation requirements but would not adhere to their spirit. Further, any such change would breach the fundamental underpinnings of the school's mission and vision and would subject the school to multiple risks. For example, failure to adhere to the mission would eliminate one of WPIS's differentiating criteria in the local education market. A misstep in this competitive environment risks a reduction in enrolment, which would have staffing implications. Failure to live up to the mission could have deleterious effects on staff morale, as the school widens the gap between its stated mission and practices. This solution would also distance WPIS from the general trend among international schools around the world to become more inclusive, not less (Powell & Kasuma-Powell, 2013). All such considerations are vital. Viewed through the ethical lens of education for social justice, Solution 1 is unacceptable. Further, implementation of Solution 1 would indicate that the school had a greater

organizational problem than the one posed by the problem of practice.

Solution 2: Maintain the Status Quo

WPIS is enjoying the highest enrolment in its 33-year history. There are wait lists at several grade levels, and the school is in a position to contribute to its operating reserve. Faculty surveys from October 2020 suggest that teachers are generally happy with the school, and recent online parent coffees and parent teacher conferences suggest that community members are also largely happy with the operation of the school.

Student scores on standardized tests (MAP) and external results (IB diploma results) suggest that students are learning, and, importantly, they are matriculating at their chosen universities. There is little compelling call for change. WPIS leaders could tinker with the definition of inclusion to rectify the gap identified in the most recent accreditation report and continue with business as usual. The school could continue to admit students with mild learning differences who remain capable of following the IB curriculum to earn the WPIS diploma.

Texts and practices used by teachers in the delivery of curricula have allowed past students to succeed within the school and by matriculating at respected universities. Teachers appear comfortable with the written curricula, and those curricula reflect the previous teaching of experienced staff members and traditions of the western education paradigm from which most of the teachers come.

Evaluation of Solution 2: The Status Quo

The current admissions policy and the systems and structures in place, including alignment of personnel in learning support and overall professional development goals, continue to allow the school to serve students with mild learning differences. Little is compelling school leaders to make a change except for the gap between practice and the school's mission and

values.

As outlined in Chapter 1, the mission of WPIS is a point of pride and has taken on an almost symbolic meaning (Bolman & Deal, 2008), especially with regard to having a supportive community and valuing diversity. Because the school has the capacity to serve some neurodiverse students who are being denied entry and because the school's students come from nearly 60 nations, the status quo is not an ethically viable option. Although the majority of students are privileged in some way, many are simultaneously members of racial, religious, or sexual-identity minorities who, at best, may not see themselves represented in curricula and, at worst, may find themselves perpetrating or experiencing microaggressions or overtly racist acts (A. Allen et al., 2013; Huynh, 2012; Proctor et al., 2018).

The school cannot follow the principles of education for social justice and maintain the status quo without suffering. Bolman and Deal (2008) asserted that “stories grant comfort, reassurance, direction, and hope to people” (p. 247) and perpetuate values. As noted in Chapter 1, a student at the school has learning challenges that would have precluded his admission had those challenges been identified before he was accepted. And yet the school is successfully educating him and helping him to pursue a certificate of achievement. This trailblazer is the source of a future story of the success of the organization; those promoting the school can leverage the story to explain the school's culture. He also provides a compelling example of how school leaders can better align systems and personnel to come closer to representing the mission that is such a source of pride in the community (Denning, 2011). To ignore the potential to serve other students, to continue with the status quo that has failed to prevent explicitly racist incidents, and to perpetuate a uniquely western world view is ethically unacceptable.

Solution 3: Focus on Admissions Policy and Incremental Change

The last accreditation report called on the school to re-examine its admissions policy and procedures to improve their clarity and alignment. The report specifically pointed to misalignment in the secondary school. Members of the senior leadership team revisited and affirmed the inclusion policy in Autumn of 2020. They found that the intention of the policy aligned with the school's mission. However, they agreed that greater emphasis should be placed on broadening faculty understanding of the policy and the implications. With further review, the school could probably satisfy the accreditors and broaden the scope of students served.

With that end in mind, school leaders introduced whole-school professional development seminars around universal design for learning (UDL) frameworks and planned additional staffing and human resources for the 2021–2022 school year to support inclusion of additional students. Inclusion could thus be tackled in parallel with review of the formal recruitment systems by a DEI committee and book studies to promote growth of awareness of antiracist pedagogy.

Evaluation of Solution 3: Lost Potential on Multiple Fronts

The focus on broadening understanding of the definition of inclusion and reaffirming the existing definition would require some time but cost little—just the employment of one additional staff member. The solution would have a low cost to the organization in the short term because it is an incremental change (Cuban, 1996), which requires little change of a fundamental nature.

This solution seems easy but has a potential longer term cost for three interrelated reasons: the lost potential to leverage change in service of the vision, the lost opportunity for market differentiation and long-term success of the school, and a missed opportunity to align the school's values with the greater cause of social justice.

Failure to link the antiracist work directly with the work on the admissions policy and

inclusion is, at a higher level of abstraction, a lost opportunity to better align multiple systems and structures—the structural frame (Bolman & Deal, 2008)—with the mission and values in a meaningful way that serves the symbolic frame. The symbolic frame depends partially on stories. According to Denning (2011) stories allow an organization to communicate its identity, to spark action, to transmit values, to establish branding, and to lead people into the future. By not linking antiracism and admissions into a coherent narrative, school leaders lose the opportunity to champion its values and assert its identity.

There is a direct link between assertion of identity and the growing competition with other international schools that have emerged in the city. Because these newer schools are purpose-built, have much newer facilities, and charge less for tuition, there is a risk that prospective students and their families will see them as attractive alternatives to WPIS. WPIS is situated in a part of the city with infamously poor air quality, but some of the newer schools are located in suburbs unaffected by air pollution. However, although these newer schools also offer IB curricula, they are otherwise indistinguishable one from the other. WPIS thus has a market opportunity to differentiate itself based on its values and the educational tenets that underpin its mission, vision, and values.

Finally, focusing on inclusion separately from diversity and equity risks fatigue (Bernerth et al., 2011). That is, if staff members conceive of the two initiatives as separate, they may interpret each one as just one more thing to which they have to attend. Given the desire to build community among staff and recognize the increased stress and student supervision requirements resulting from COVID-19, this solution seems unsatisfactory.

Solution 4: Reviewing and Eliminating Inequalities

Solution 4 calls on school leaders to combine questions about inclusion with those about

diversity and equity and link them with an ethic of critique (Starratt, 2012) to review school practices that reproduce and perpetuate inequalities. In this solution, I as the school leader use transformative leadership practices (Bukusi, 2020; Montuori & Donnelly, 2017; Shields, 2010; van Oord, 2013; Weiner, 2003) to involve stakeholders in a process of reflection and critique that examines inequalities in admissions and problems with pedagogical practices and curricula that perpetuate inequalities based on gender, race, class constructs, and intersections thereof; the result of this reflection and critique is a collaborative vision for the future of WPIS. A shared vision is key to change management (Kotter, 2012), and a combination of Kotter's (2012) change-path model and a second participatory and democratic network (Kotter, 2014) would contribute to development of more explicitly antiracist curricula; changes to texts used in classes to broaden representation of humanity along dimensions of race, sexual orientation, class, and gender; and a more inclusive educational environment accepting and supportive of neurodiverse students.

Evaluation of Solution 4: Reviewing and Eliminating Inequalities

Solution 4 calls for much more fundamental change than the other solutions: As Cuban (1996) suggested, the aim of fundamental change is to “transform and alter, permanently, the basic structural framework of the system. The premise behind planned fundamental changes is that basic organizational structures and processes are flawed at their core and need a complete overhaul, not renovations” (p. 76). Such change comes with risk. First, such a change would call for both transformative leadership and transformational leadership, which includes establishing positive relationships with all stakeholders, projecting credibility, and managing emotions (Liasidou & Antoniou, 2015; Ryan, 2016; Santamaria, 2014). I would leverage these leadership styles to evaluate the systems and structures of the school in a wide-ranging way, including

admissions and hiring policies, curricula, and pedagogical practices. In short, the changes are potentially massive and would involve many community stakeholders.

A plus/delta analysis suggests that drivers in favour of this solution include the support of the school board for the diversity initiative; the current global context that favours reviewing systems that promote inequity; the possibility of becoming the leading school in the city, or even region, which serves market differentiation needs; the capacity and desire of faculty to engage with some of the work, based on the 25 volunteers for the DEI committee; and the ethics that indicate it is the right thing to do. At the same time, it would be important to address potential community fears that including more neurodiverse students will negatively affect the learning of other students who rely on that learning for university admission. Stakeholders would treat changes to curricula suspiciously because the existing curricula have led to IB success; teachers may not be ready for such change and may resist, feel uncomfortable, or withdraw when others suggest past practice, while not racist, was insufficiently antiracist (Swalwell, 2013). The antiracist work has the potential to reveal tensions between the various national groups at the school, tensions that are particularly difficult to manage because of the lack of a shared language. Finally, although Solution 4 requires revolutionary change, my self-reflection on change agent types (Cawsey et al., 2016) suggests that I may be more of a continuous improver (p. 271). Because I would be the lead change agent, the solution does not align with the dominant change agent style.

Summary and Evaluation

Table 1 summarizes the strengths and weaknesses of the four solutions. Bolman and Deal's (2008) four frames provide criteria for evaluation of the potential of the offered solutions to address the identified gaps using the structural, human, political, and symbolic elements. The

table also indicates the extent to which each solution could address the needed changes related to mission alignment, inclusion concerns, the DEI initiative, and ethics. The table also indicates the evaluation of each solution with respect to the cost in terms of time and human and financial resources.

Table 1

Summary and Evaluation of Possible OIP Solutions

| Characteristic | Solution | | | |
|----------------------|--|-----------|-----------|-----|
| | 1 | 2 | 3 | 4 |
| | Resources ^a | | | |
| Time | 1 | 1 | 2 | 4 |
| Human | 1 | 1 | 1 | 3 |
| Fiscal | 1 | 1 | 2 | 3 |
| | Potential to address gaps ^b | | | |
| Structural | 1 | 1 | 3 | 4 |
| Human | 1 | 2 | 2 | 4 |
| Political | 2 | 2 | 3 | 3 |
| Symbolic | 2 | 2 | 1 | 4 |
| | Needed changes addressed | | | |
| Mission alignment | No | No | Partially | Yes |
| Inclusion concerns | No | Partially | Yes | Yes |
| Diversity and equity | No | No | No | Yes |
| Ethics | No | No | Partially | Yes |

^a From 1 (*low*) to 4 (*high*). ^b From 1 (*poor*) to 4 (*good*).

I outlined and analyzed four possible solutions: reverting to earlier organizational practice to meet accreditation requirements; maintaining the status quo with minor tweaks to policy language; focusing on inclusion as a means of becoming a more just school; and an ethic-of-critique driven solution that calls for a review of mission and major changes to policies and

practices, including those of teaching and learning, resulting in a more equitable school.

As illustrated in Table 1, Solution 4 is the only solution that addresses all of the needed changes identified in this OIP. Solution 4 calls for me, as the change leader, to conduct a review and create a plan to eliminate multiple inequalities.

As the table suggests, Solution 4 also uses the most resources, especially time. To balance the high cost while still achieving the outcomes, it may be necessary to conceive of the change as occurring over an extended time, with midpoint goals as well as final goals (Beckhard & Harris, 1987). Solution 4, however, is the only solution that fulfills the ethical requirements called for in this social-justice-driven OIP.

Leadership, Ethics, and Organizational Change

The previous section presented evaluations of possible approaches to change. Because no one's approach to leadership and change is value free (Burnes, 2009; By, 2005), and because change for social justice must be ethical, there is a need to examine the ethics of the proposed change path. Leading a school that serves every student well is important to me as an educational leader because of the triumvirate of ethical obligations—ethics of care, critique, and justice (Starratt, 2012)—that are an inherent part of leading a school. DeMatthews et al. (2015) recommended that principals focus on (a) values, (b) ethical principles, (c) soft skills needed to conduct decision analysis processes, and (d) critical reflection. These four concepts guide the evaluation below of the ethics of the solutions articulated above.

The chosen approaches to leadership, transformative leadership and transformational leadership, will help me lead change centred on my values, emphasize people skills to bring people along, and use critical reflection to review how practices—both implicit and explicit—work with or against the mission and values of the school. The ethics of critique, care, and justice

call on educational leaders to promote values such as inclusion and respect for all learners, which I can only achieve in this scenario through an activist and emancipatory effort that recognizes the use of power for reflection and action that results in agency for social justice.

Reviewing the ethics of proposed Solutions 1 and 2, in which the school would revert to an earlier state or maintain the status quo, it is clear the solutions are untenable. The context of the school, the recent incidents of racism, the commitment of the board to diversity and equity, and the global push for more attention to iniquitous power structures and greater inclusion mean that implementation of either solution would lead WPIS to fall behind and fail to meet the values articulated in its mission statement regarding fostering a supportive community that respects diversity. The school would fail to meet the needs of all students, an ethic of care that every school must meet if the members of its community are to feel good about the work done in the school.

Solution 3 involves focusing uniquely on the question of inclusion. The goal in itself is worthy and reflects the recommendation of a recent accreditation review. Indeed, Solution 3 would move the school toward the goal of greater inclusion, which would align better with WPIS's mission statement. However, as Burnes (2009) asserted, ethics is about doing the right thing, not the minimum possible (p. 360). For me, an answer to the call for a more just educational system for all learners cannot focus just on neurodiverse individuals while ignoring those subject to racism or those represented in texts as the other. One of my foundational beliefs is that students do not learn when they do not feel psychologically safe. Solution 3 is simply too narrow in its conception of the problem, even if remedying that problem in itself represents a large organizational challenge.

Solution 4 offers the best way forward in terms of seeking to make WPIS a more socially

just organization. It is with trepidation that I choose that solution. Indeed, Table 1 suggests a fifth solution, and I had hoped to create a hybrid model that satisfy both the ethical and social justice needs. But no hybrid adequately addresses the needed changes. Drawing from the 10 elements in Starratt's (2012) description of leaders transforming learning and learners, Solution 4 would allow WPIS leaders to (a) draw on the school's reaffirmed mission statement to guide future decisions about curricula, admissions, and formal and informal practices and policies; (b) create authentic learning experiences that connect students to the trajectories of their lives; (c) permit the DEI committee teacher-leaders and administrators to be explicitly vocal in calls for social justice in admissions, pedagogical practices, and curricula; (d) foster working relationships with other stakeholders, including families, using processes that involve them and their voices in democratic ways, such as the GVV outlined above (Gentile, 2017); and (e) move the school closer to an explicit culture of moral and ethical purpose (p. 155).

If structures and procedures, part of the formal organization, are better aligned with the informal ways of behaving, the latter will become increasingly value driven. Burnes (2009) noted:

Culture is an interdependent set of values and ways of behaving that are common in a community – “These values form the core, the foundation, of an organization's culture (Schein, 1985; Cummings and Worley, 2005)”. Therefore, an organization's ethics are embedded in its culture and its culture is reflected in its ethics. (p. 361)

Living WPIS's mission and values can be the school's culture.

Adopting Solution 4 would move the school closer to living up to its values; the leadership approaches adopted should allow leaders to use both soft skills to conduct decision analysis processes and critical reflection and critique to engage in creation of structures, formal

and informal, that are more activist and emancipatory, with the goal of reducing and eliminating inequalities based on gender, race, and class so that the school and the education it offers align better with the strong mission of WPIS.

Thus far, this section has evaluated the proposed solutions through an ethical lens. Of course, ethics are central to the educational endeavour as a whole. Starratt (2005) argued that, those who gear the work of teaching and learning to the achievement of high test scores -- with little or no regard for the lasting meaning and significance of the curriculum -- at best are teaching a superficial pursuit of knowledge and, at worst, a meretricious mistreatment of knowledge. . . (p. 128)

That is, the intention of this OIP is to ensure that we serve all students well: The envisioned changes will not affect the academic outcomes or the rather singular measure that are the scores on the IB diploma. Yet, such scores are only one benchmark of a successful school. No school is successful if it denies anyone their dignity or their humanity; such a denial is, according to Starratt (2005) an ethical violation. Moreover, as I have asserted elsewhere in this OIP, when one person is denied dignity it is not only that person who is harmed: To echo Freire (2014), such denials of dignity harm us *all*, the perpetrator and victim. Schools have an ethical duty to prepare young people to be active global citizens -- and indeed, the mission of WPIS calls for such an education. To not attend to this call would be dereliction of duty and one that can be answered through the ethic of critique and care.

This OIP specifically calls for us to broaden both the whom we serve, but also to ensure that we attend equally to all of our students so everyone sees themselves represented in their education. The suggested changes to texts and the desire to hire a more diverse faculty is an ethical obligation. Gunzenhauser et al. (2021) found that school leaders who were “race

conscious” rather than “color evasive” showed more elaboration of what those authors labelled “critical responsibility” for students who did not look like them; that is, their approach to caring was more personal and less concerned uniquely with student performance. The same authors found that leaders who bring a race-conscious perspective to leadership “examine patterns of oppression and domination, challenge power relations. . . and identify steps for corrective action on behalf of students . . .” (p. 18). In short, leaders need to be aware of the processes that might otherwise be taken for granted that privilege some community members over others, processes such as the hiring process. Whom we have in our classrooms is an ethical choice. Miller (2020) conducted a literature review that found extensive evidence that there are academic and other benefits to students when they share the same race as their teachers. Miller notes that social justice leaders actively try to right wrongs inflicted on marginalized groups to create equity between individuals and groups.

Starratt (2005) argued that school leaders who do not risk changing organizational structures could be accused of “ethical laziness” (p. 129). Ozgenel & Aksu (2020) found that the ethical leadership behaviors of principals are related to a number of concepts relevant to this OIP, including organizational trust, organizational justice and feelings of teacher self-efficacy. In short, to echo Burnes (2009): ethics is the foundation of an organization’s culture. And we know that culture matters.

This section has evaluated each of the proposed solutions from an ethical point of view and then reaffirmed the centrality of ethics for all school leaders in the daily work they do for social justice, the central concern of this OIP.

Chapter 2 Conclusion

This chapter focussed on the planning and development of a solution to address the lack

of alignment between the school's mission and values and practices and curricula that unintentionally promote exclusion and privilege and fail to address the needs of all students.

The chapter discussed a theoretical leadership approach to change and a proposed framework for leading change. Following the outline of the framework was a critical organizational analysis drawing on Nadler and Tushman's (1997) congruence model to elucidate the additional forces that a solution would need to address during the change process. The chapter presented four solutions to the problem along with their analyses using Bolman and Deal's (2008) four frames and a discussion of the chosen solution. Finally, the chapter turned to ethical considerations of change; a framework based on Starratt's (2012) work guided application of ethical principles to alignment and promotion of the proposed solution.

Chapter 3 offers more specificity about the plan to achieve the desired state, delineates a monitoring and evaluation framework, and communicates the change process that draws on the work of Armenakis and Harris (2015), Beatty (2016), and Klein (1996).

Chapter 3: Implementation, Evaluation, and Communication

This chapter first offers a detailed explanation of the change implementation plan. The plan aligns with the transformative and transformational leadership practices outlined in the Chapters 1 and 2, drawing on the work of Kotter (2012, 2014) and Duck (2001) in conjunction with the PDSA model (Moen & Norman, 2009). Specifically, the plan summarizes the goals and priorities of the planned change; outlines the responsibilities of various stakeholders; outlines a plan to manage the transition to the desired state; provides an outline of the change process monitoring and evaluation framework and a plan to communicate the change process. The latter synthesizes the work of Armenakis and Harris (2015), Beatty (2016), Klein (1996), and other researchers. The chapter then draws on Schein and Schein's (2016) work to address methods of promoting psychological safety and engagement before concluding with ideas for next steps and future considerations.

Change Implementation Plan

A change implementation plan addresses the discrepancy between a current state and a future state with a strategy for implementation that complements the leadership style of the change manager. The intended result of this OIP is a roadmap to permit WPIS to achieve the goals of Solution 4 outlined in Chapter 2. The proposed solution addresses three specific goals connected under the umbrella of DEI:

1. Create an admissions policy and structure that ensures that the school can properly serve a managed number of neurodiverse students by creating a sustainable, alternative pathway for these students.
2. Create an antiracist/ally curriculum that specifically calls on students (and teachers) to reflect on their own privilege and learn to stand up, rather than stand by, so that all

students on campus feel safe and welcome.

3. Review curricula and text choices to ensure that materials reflect an appropriate diversity of experience and include experiences in which WPIS students see themselves represented.

The best way to reach these goals will be through a congruence between leadership style and explicit attention to the school environment.

The Right Leadership

As the change leader, I will call on a combination of transformational leadership practices (den Hartog, 2019) and transformative leadership practices (Bukusi, 2020; Capper, 2019; Freire, 2014; Shields, 2010) to create an environment that supports the creation of a vision to close the identified gap. As a principal, I have the agency needed to allocate time and human and financial resources to support the change.

Many of the anticipated changes to school cultural practices are sensitive because they call attention to race and to past practices that I and many teachers have relied on for years. This will be uncomfortable. To succeed, I will need to be able to help collaboratively design a vision for a better future for WPIS students by adopting a critical lens aligned with the mission that helps teachers see meaning and purpose in their role. This values-driven leadership will help motivate others in the organization to move in new directions through intellectual stimulation and, I hope, idealized influence (den Hartog, 2019; Ghasabeh & Provitera, 2017; Korejan & Shahbazi, 2016). I will follow the guidance of a strong commitment to realize the interests of the students served. I will simultaneously foster a critical and collaborative disposition among faculty because some of the changes may place leaders and teachers in learning roles in a form of cointentional education endeavour (Freire, 2014). I will need to remain humble, reflective, and

open because the needed changes will require the same of my colleagues, and modelling is powerful (Brown & Treviño, 2006; Conklin, 2008; Nelson Laird et al., 2005).

The Right Environment

The change strategy outlined below recognizes that change is about people (Bandura, 2006; Napier et al., 2017). Duck (2001) warned that for a “change initiative to succeed, the emotional and behavioral aspects must be addressed as thoroughly as the operational issues” (Preface, para. 5). She further cautioned that change is a dynamic process, not a series of events, and change leaders need to address both intellectual and emotional issues and systems. I took these cautions into account when formulating the implementation plan, the monitoring and evaluation plan, and the communication strategy. For example, the choice to use AI (Magruder Watkins et al., 2011) and GVV (Gentile, 2010) was specifically to permit collaborative voices to engage with leadership.

Young (1990) asserted that to “experience cultural imperialism means to experience how the dominant meanings of a society render the particular perspective of one’s own group invisible at the same time as they stereotype one’s group and mark it out as Other” (p. 58). Writing about the international school context specifically, Tanu (2018) argued that international schools rest on “the assumption that transnational social and educational spaces are neutral when they are not” (School Culture section 1, para. 1). WPIS has the environment needed to tackle these issues because, as outlined in Chapter 1, the mission is a living, known, and valued precept at WPIS. Once the gap is made apparent, change must necessarily follow.

Implementation Strategy

The implementation plan must address the anticipated poor recognition of the need for change fostered by the school’s good academic outcomes and the belief that the school is already

international. Many stakeholders remain unaware of the gap between current practice and the desired state expressed in the mission statement (Cawsey et al., 2016). Developing an appreciation of the urgency of the change will be part of the Phase 1 and will rely on reference to the recent accreditation report described in Chapter 1, the board's stated interest in the DEI work, the zeitgeist regarding inclusion, and the mission statement, reaffirmed in the Spring of 2021.

Table 2

Connecting Duck (2001), Kotter (2012, 2014), and Plan-Do-Study-Act (PDSA)

| Duck's (2001) five-stage change model | Kotter's (2012) eight-stage change process | Kotter's (2014) <i>Accelerate</i> | OIP phase | PDSA |
|---------------------------------------|---|---|-----------|-------|
| Disruption/stagnation | 1. Establish a sense of urgency. | Create a sense of urgency around a big idea. | 1 | Plan |
| | 2. Create a guiding coalition. | Build and evolve a guiding coalition. | | |
| | 3. Develop a vision and strategy. | Form a change vision and strategic initiatives. | | |
| Preparation | 4. Communicate. | Enlist a volunteer army. | 2 | Do |
| Implementation | 5. Implement. | Enable action by removing barriers. | 3 | Study |
| Determination | 6. Generate short-term wins. | Generate and celebrate short-term wins. | 4 | Act |
| | 7. Consolidate gains and produce more change. | | | |
| Fruition | 8. Anchor new approaches. | Institute change. | 4 | Act |

Note. OIP = organizational improvement plan.

Affirmation of the revised mission included a process that engaged all stakeholders over the past three years and is thus well placed to serve as a catalyst for change. In terms of culture and behaviour, faculty may not yet see the need to interrogate their practices, but they are an accomplished group of professionals with a history of engaging in action research who have the skills and dispositions necessary to engage in this work if school leaders present it in a

compelling way that honours their voice. Table 2 offers an overview of the four phases of change anticipated in this OIP and aligns those phases with Duck's (2001) five-stage change model and Kotter's (2012, 2014) work on leading a change process.

The work to be engaged in is sensitive and political. In essence, some could interpret the call for an explicitly antiracist curriculum and pedagogy to mean that there was something wrong with previous school practices. Teachers could also interpret being asked to engage in UDL and culturally responsive pedagogy as a suggestion that their previous practice was not good enough. Leaders will thus nest PDSA (Moen & Norman, 2009) and apply it at the macro- and meso-levels only. Repetition of the PDSA cycle within each stage of the change implementation plan is necessary to create opportunities for double-loop learning; this is a reflection of the need to treat change management as a continuous learning process involving adapting and rethinking strategy throughout the implementation process (Pietrzak & Paliszkievicz, 2015; Shulha et al., 2015). Aware of my own privilege, I know that the plans outlined below are likely, and I thus expect to have to revise them. I will also need to constantly engage in introspection and learning (Koller et al., 2013). In the context of this OIP, consistent use of the PDSA cycle and double-loop learning cycle will help generate information about achievements, or lack thereof, which will guide adjustment of the strategy and permit dialogic communications, the importance of which the Plan to Communicate the Need to Change section discusses. The process will also permit the gathering of information about small wins along the way, which are key in Phase 4. The mini-PDSA cycles should continue at each phase until the institutionalization/fruiting phase.

Key Stakeholders, Timelines, and Priorities

Appendices A–C outline the key stakeholders, timelines, and priorities for changes that will help close the gap between the current and desired states in the short, medium, and long

terms, aligned with the phases outlined in Table 2. The appendices also include reference to celebrations of short-term wins to create and sustain momentum for change.

The first column of the table in Appendix A identifies the relevant goal of the change plan and who is responsible for the actions given in the second column. The second column also indicates the timelines of the actions. Appendix A provides an overview of how I plan to create a sense of urgency for the change and form a guiding coalition to ensure broad acceptance of the three change goals. This sense of urgency parallels Duck's (2001) call for disruption. The clear articulation of the gap between the current and desired states, represented by the revised mission, will serve as a catalyst for change.

For dedicated educators, data about race-based incidents, development of awareness through book groups, and intellectual stimulation through community participation will help promote the sense of urgency. Combined with professional development opportunities and the resource of time, the collaborative creation of a vision will help promote a sense that the change is not top down but rather something leaders and educators are participating in together.

Appendix B articulates further steps and the development of the essential communication plan connected to Klein's (1996) communication principles, discussed further later in this chapter. The medium-term plan also establishes feedback loops that reflect the PDSA cycle and the need for ongoing communication because the change envisioned is complex and involves obtaining the support of many community stakeholders throughout the process. The communication plan is essential because it furthers the work of the professional development outlined in Appendix A; this attention to professional development and communication reflects the belief that change plans need an emotional component because change can lead to fear of loss of power, position, or personal identity (Duck, 2001; Schein & Schein, 2016).

Appendix C outlines the long-term aspects of the change plan, which include anchoring new approaches and bringing the changes to fruition. The long-term plan also reflects the alignment of policies with new practices to ensure a coherent relationship so that the organization functions congruently. The attention given to long-term successes—considered in terms of both marketing potential and, more importantly, student learning and well-being—reflects fiduciary responsibilities. Perception surveys and the creation of different pathways to success for students at WPIS provide ways to monitor long-term success.

Appendices A–C outline the short-, medium-, and long-term plans, identify specific actions aligned with the identified framework, demonstrate areas of overlap among the goals, and include suggested timelines for the achievement of the actions. Such timelines are good practice (Markiewicz & Patrick, 2016). The clear and delineated targets for identified stakeholders also offer a focus for monitoring and evaluation of the change efforts. Collaboration around the development of indicators will help ensure that those involved in the change process see the indicators as appropriate, easy to understand, and valuable. The Change Process Monitoring and Evaluation section provides more detail about the monitoring and evaluation plan.

Managing the Transition

The plan calls on leaders and faculty at WPIS to transform curricular and pedagogical practices that are Eurocentric (David, 2020) and likely reflect White privilege, the “unearned advantages benefitting White people in racially stratified societies that can be characterized as expressions of institutional power that commonly remain unacknowledged” (Schooley et al., 2019, p. 548). The antiracist work will rely on the need for critique of current practices, and that need for critique will call for transformative leadership practices (Bukusi, 2020; Montuori &

Donnelly, 2017; Shields, 2010; van Oord, 2013; Weiner, 2003). To accomplish the three goals, the RWA tool will help me identify when outside consultants working in the school on an ongoing basis could increase the coalition's speed of collaborative learning. As outlined in Appendices A–C, there will be a need for specialized training opportunities (Smith et al., 2017), and leaders need to seek, plan, schedule, and budget for these. I will need to engage in transformative critique so that leaders and faculty do not simply layer their work on top of what they already do (Spanierman & Smith, 2017). Critically, and collaboratively, all involved will need to evaluate and implement what is appropriate to the context. As a member of the senior leadership team and a leader of the secondary school I have access to the time and money needed to ensure that these professional development opportunities occur.

Heckelman (2017) argued that change takes place more effectively when worked at three levels: organization, team, and individual (p. 17). This division is similar to Kotter's (2014) dual operating system (hierarchy and network), which also calls for many people driving important change from everywhere. Kotter (2014) further asserted that change should be driven by head and heart, that people have a “get to” rather than “have to” mindset, and that leadership emanates not from a person but from a “vision, opportunity, agility, inspired action, passion, innovation and celebration” (p. 25). I thus hope to articulate the gap in a way that engages faculty, students, and students' family members and leads to creation of a collaborative vision for DEI.

Challenges and Issues

The proposed change will require hard work and demand much of teachers in terms of time and willingness to critically examine and change their own practices. To ensure that the initiative does not become merely another set of tasks for teachers to do, leaders will need to continually reinforce the connection between the daily work of the initiatives and the broader

strategic direction (National Association of Independent Schools, 2007) and leverage the power of transformational leadership practices for innovation (Al-edenat, 2018). That is, all involved must keep the purpose of the change firmly in focus (Shulga, 2020; Sinek, 2009). The sections that follow, arranged by goal, identify some of the challenges.

Challenges to Goal 1

The challenges to inclusion of more neurodiverse students are myriad. As identified in Chapter 1, the change will require a good deal of community education so that school leaders and faculty can articulate confidently and clearly to parents that the inclusion of neurodiverse students will not have a deleterious effect on the learning environment. For teachers, it will be important to attend to the feelings of low self-efficacy that working with such students might bring (Avramidis et al., 2019; Bandura, 2006; Clark-Howard, 2019; Kiel et al., 2020).

Professional development activities will mitigate this problem, as will attending to hiring practices when engaging new teachers. Creating an additional pathway for students calls for the creation of internship opportunities for students whose challenges prevent them from earning a high school diploma. Challenges here will be both finding willing business partners and finding placements for students who do not speak the language of the host country. The admissions policy, as envisioned, would still not lead to admission of students with intensive needs identified before admission; most students who would require this alternative path would be host-country nationals who have not had the transitory stays at WPIS expected of students of other nationalities.

Challenges to Goal 2

The biggest challenge to creating and implementing an antiracist curriculum is attending to how people—both students and teachers—feel about the work. Swalwell (2013) noted that

White students confronted by racism can feel overwhelmed by guilt or anger and thus resist, or frame themselves as “savior figures” who help the “deficient other” in a patronizing or superficial way (pp. 23–24). This is also a risk for teachers (Smith et al., 2017). Again, collaborative sense-making and professional development should help with teachers’ feelings of self-efficacy and communicate that everyone is a work in progress during this change (Chugh, 2018). Leaders will need to heed Galloway et al.’s (2019) warning to call antiracist education “antiracist” (rather than “culturally responsive”) if they are to challenge rather than perpetuate the status quo. Finally, although the WPIS student body is diverse, there are very few of students of African ancestry. Leaders and faculty will need to ensure that representation of entire populations does not fall on individual students. Leaders must also ensure that changes to hiring practices to increase diversity are not cosmetic, superficial, or transitory (Spanierman & Smith, 2017) but facilitate deep structural change. This means not only ensuring engagement of diverse professionals but also putting systems in place to ensure their success, while leadership remains aware of the possible cultural differences and potential misunderstandings about “fit” that could occur in evaluating performance (Meyer, 2014). The temptation must also be resisted to treat the first hires made under the new practices as diversity experts; indeed, White teachers must be involved in this work to model for students how to be allies socially, not just in education.

Challenges to Goal 3

First, time will be a challenge to offering texts that better represent diverse experiences and that reflect the student body. Teachers need time to become familiar with other texts and prepare to teach them while feeling confident about meeting expectations of external exams. A phased approach led by the teachers will mitigate this challenge. Second, meeting this goal will require developing pedagogical practices that are less hierarchical, involve more student voices

and choices, and are characterized by cointentional education. Faculty may experiment with these practices first in an antiracist/ally curriculum that will not be externally assessed; this may provide more space to try things out as all involved learn to grow. Teachers will need support—in terms of time and professional development—to learn new teaching practices (Hammond, 2015). Third, it will be important for leaders to tie the three goals together meaningfully so that teachers do not experience initiative fatigue. Communication (Barret, 2002) and a time frame balancing the urgency of the work with the capacity to do it well will be key to change success.

This section described the change implementation plan. The section began by connecting the leadership approach to the context and the specific problem of practice. The section then offered a method for assessing the organization's readiness for change aligned with the framework underpinning the change implementation plan. The section concluded by identifying potential challenges to the goals and possible mitigation strategies. The next section describes a plan for monitoring and evaluating the change process.

Change Process Monitoring and Evaluation

The purpose of the monitoring and evaluation framework is to ensure that leaders can monitor the change process, note successes and challenges, and make changes as learning occurs. Markiewicz and Patrick (2016) articulated the difference between the two aspects of the framework: “The predominant focus of monitoring is on tracking program implementation and progress,” and evaluation, by contrast, primarily focuses on “forming judgements about program performance” on a periodic basis (p. 12). Here, Duck's (2001) focus on the emotions of change inform monitoring process decisions. As Cawsey et al. (2016) noted, leaders can reduce risks by increasing the frequency of formal project reviews and by staffing change efforts with credible team leaders and other personnel. To promote psychological safety (Clark, 2020), monitoring

and feedback must be frequent, an observation reflected in the double-loop learning model outlined in the previous section. The monitoring program will provide feedback on a number of aspects of the change management process (Markiewicz & Patrick, 2016). The results of monitoring will serve as data points in the evaluation process.

The benefits of collecting evidence and evaluating it include establishing that the change makes a difference, that planning for organizational change is effective and focussed, that stakeholders value the work, and that the change influences policy as well as providing the sense of achievement that progress brings (Duff & Young, 2017). Shulha et al. (2015) added that such frameworks can help “foster meaningful relationships”, “develop shared understandings of programs,” and “clarify motivation for collaboration” (p. 194). Kotter (2012, 2014) pointed out that these frameworks also allow the celebration of small wins.

The goal of the monitoring and evaluation framework described below is to outline the short-, medium-, and long-term goals to allow for effective monitoring and (eventual) evaluation. This framework is congruent with the PDSA cycle of improvement (Moen & Norman, 2009). Three questions guide that cycle: What are we trying to accomplish? How will we know that the change is an improvement? What change can we make that will result in improvement? I chose the PDSA cycle because I believe that feedback and participation are key to encouraging people to buy in to change. The faculty are also familiar with the concept of iterative thinking and implementation from the use of design thinking (Baker & Moukhliiss, 2020) throughout the school’s design classes and as part of the curriculum review cycle. The PDSA cycle will guide the long-term goals of the OIP but also find application within each phase of the change implementation plan to create opportunities for stakeholder input and the building of understanding in the community.

Logic Model

The purpose of a logic model is to diagram a program's resources, activities, and expected outcomes and serve as a useful aid for monitoring program performance and determining adherence to planned processes. Appendices D–F provide an overview of the outcomes of the goals, their intended impacts, and suggested measures to permit monitoring and refinement of the plan. Appendix G outlines the three goals that correspond to the problem of practice identified in Chapter 1. I considered intertwining Goals 2 and 3 further because they are closely interrelated, but the importance of separate monitoring and evaluation for driving the work forward led me to maintain them as individual goals. It is worth noting, however, that the goals are complementary, which allows leaders to make use of some of the same professional development opportunities to illustrate the gap between the current and desired states.

When communicating the goals, leaders will need to help draw the connections so that faculty do not feel overwhelmed by a lack of focus. Indeed, the three goals are organized according to the concept of DEI with which school leaders wish to engage. Appendices A–C offer a rough timeline for the goals. Before setting goals, I will employ the RWA tool (Boston Consulting Group, 2021) to assess readiness for change and establish aspirational but feasible timelines. Such timelines are necessary to provide time-bound targets that allow for better assessment of performance (Markiewicz & Patrick, 2016). The success measures include completion of initiatives, outcomes of each goal, and other indicators as specified.

Appendix G provides a schedule for the change management goals. This timeline is subject to revision after deployment of the RWA tool. I am also aware that admissions season is almost here, and variables such as priority lane applicants could force faster attention to one goal than another because of political pressure put on the school. Factors at both the organizational

level and macroenvironmental level interact to influence practices at the mesoorganizational level.

Appendices D–F summarize the three phases of the change management process aligned with the synthesis of Kotter (2012, 2014), Duck (2001), and the PDSA cycle. These three appendices correspond to the three interrelated goals of this OIP. The first columns of the tables in these appendices identify phases of the change management process. The second columns identify the outcomes and intended impacts of the actions. The third columns suggest the measures used to monitor progress to support refinement of the plan using the PDSA cycle.

The purpose of the following paragraphs is to elucidate the ideas driving the creation of Appendices D–F, which represent the targets and measures of progress. For example, Appendix D provides the overview of actions and intended outputs for Goal 1, the goal related to including a managed number of neurodiverse students that better reflects the ratio of neurodiverse individuals in the general population. The first phase is disruption and preparation for change. The review of the school mission reflects the need to define and describe the desired future state; that is, perform the gap analysis (Cawsey et al., 2016). Because the school mission calls for the proposed changes and received widespread endorsement by all stakeholder groups during a nearly 3-year process that culminated in March 2021, the mission and the gap between the current and desired states is a potentially effective catalyst for change. I obtained board support for the initiative early in Phase 1 to ensure that I would have the agency needed to effect the proposed changes. Indeed, the board had responded publicly with a statement in light of the BLM protests in the Spring of 2020 before I joined the organization. Given the context in which WPIS operates, as outlined in Chapter 1, the members of the leadership team helped develop an understanding at the board level that the school could respond to the BLM movement by

engaging with questions of privilege for all students. The board agreed. With support of the board and other members of the senior leadership team comes both political influence and the ability to influence school policy not just within the secondary school but across the divisions, which is essential because the admissions department serves the school across all grades.

The collaborative creation of the vision outlined in the same phase is important because change is more effective when understood and led by several people in an organization, often in a cascading fashion within the hierarchy. Supervisors such as the curriculum leaders and grade-level leaders have significant influence on how faculty perceive change and how members of their departments react to proposed change. As Beckhard and Harris (1987) noted, “although the chief executive officer [has] the *official* authority and power as the leader of the organization, the *actual* power to change behavior was more widely distributed” (p. 40). Indeed, when supervisors are part of the coalition, they have a powerful modelling effect on the reaction to change of others less involved at the start. Further, the more coworkers see themselves as part of a high-functioning team, the more their influence can permeate the organization (Cawsey et al., 2016). It is also important that a leader act with openness, integrity, and honesty because perceptions of change leaders influence members of an organization. Cawsey et al. (2016) noted that “people react positively to courage, empathy, honesty, and sound logic” (p. 239). The measures noted thus include faculty feedback on both the change process and leadership, obtainable via survey or focus groups.

The outlined desire to establish clear admissions parameters and standardized means of evaluating candidates for admission reflects the need for organizational processes and practices to align with the proposed changes. The extent to which organizational systems and processes such as professional development and evaluation send a consistent message about the change

vision can enhance (or diminish) leadership credibility (Cawsey et al., 2016). The focus on planning for human resources needs—including staffing, training, and time—reflects the need for education and professional development to support change conditions (Beckhard & Harris, 1987). Beckhard and Harris identified the need to ensure that professional development activities engaged in by staff members are relevant, linked to the change goals, and logically sequenced so that they build upon one another in a coherent way that leads to culmination of the intended goal, or fruition.

The PDSA cycle that underpins the intended change plan recognizes the need for adaptability and flexibility in response to unexpected forces (Beckhard & Harris, 1987). The school's AAP will also incorporate the intended changes outlined in Appendices D–F. The AAP supports the school's strategic directions, which are longer term goals that offer more agility and flexibility so that a plan can respond to changes during the process or changes that result from contextual variation.

Measures to monitor progress listed in Appendices D–F also frequently identify who does what and when and permit identification of small wins to build momentum for the change effort. This helps to clarify expected outcomes and enhance accountability. Without question, the actions could include other accountability measures. I chose to limit the number of such measures because attempts to measure multiple items concurrently could lead to a loss of focus on the overarching purpose that aligns these three goals. That is, the focus on measurement could lead staff members to feel overwhelmed by initiative fatigue (Bernerth et al., 2011). The chosen measures thus represent what I see as key factors. Limiting the factors under consideration focuses the process while heeding the warning of Markiewicz and Patrick (2016) that when developing a monitoring and evaluation framework it is initially advisable to include a limited

number of indicators and add to them over time. These limits reflect a desire to ensure that the plan is realistic, appears realistic when presented to stakeholders, and also aligns with the stated goal of this OIP to be inclusive and reflective at each stage of the process.

Bandura (2006) noted that goals enhance self-regulation through their effects on motivation, learning, and self-efficacy. In other words, progress toward change can help beget change or create momentum through the celebration of small wins (Kotter, 2012).

An important part of the monitoring process is the identification of small wins. Short-term wins, according to Kotter (2012) are visible, unambiguous and clearly related to the change effort. As noted in the previous chapter, nearly 20 faculty members volunteered to be a part of the DEI professional development seminars in January 2021. This has led to their choosing to pursue work related to the initiative on their own; at times, the change leader's role was to remove barriers. The "small wins" reflect the work of the multiple change leaders who have adopted a "get to" rather than "have to" mindset (Kotter, 2014) with regard to the change. For example, the English department has conducted an audit of the texts for representation; the secondary librarian has reviewed holdings in the library and sought resources to acquire new texts. Here, the principal was able to reallocate one budget for the purposes of updating the library collection. In addition, the Learning Support teachers have worked to find internships for the trail-blazing student discussed in Chapter 1 in concert with the Advancement department. In addition, the Principal has been able to double staffing for learning support for the 2021-22 school year and worked with the department to professionalize the role of 1:1 teaching assistants who were previously employed by parents rather than the school. Additionally, the school offered to the Neurodiverse Parent group, which was open to all parents, the underlying message of which was that at WPIS we personalize learning and all students' needs are met. To close the

2020-21 school year, more than 40 teachers chose to participate in professional development training in Adult Socio-Emotional learning over the summer, learning that will help build the foundation for the work on Goal 2 to be done in the coming school year. In addition, the school leadership has allowed teachers to “pool” individual professional development (PD) funds for the following school year so that they can pursue collaborative learning that is related to the school change efforts while also permitting additional autonomy. As we look forward to recruiting in the next few months, the leadership will be guided by an updated diversity statement that will both guide our thinking and figure prominently on job-postings.

In short, much has happened very quickly. There are many ‘wins’ to celebrate. These wins are communicated in various ways as outlined in the Plan to Communicate section below and in the Appendices that also include mid-point goals, which like small wins, serve to continue to motivate (Beckhard & Harris, 1987).

Summary of Intended Outcomes

If leaders and faculty achieve the three goals arranged under the DEI initiative, WPIS will have an admissions policy and admissions practices that support serving an appropriate number of neurodiverse students in an ethical, mission-driven way; students at WPIS will become antiracist allies, more aware of their own privilege, and increasingly active as up-standers rather than bystanders; and the curricula at WPIS will reflect greater diversity, the pedagogical practices will be more culturally relevant, and the faculty will be more diverse. WPIS will welcome all, and all will feel welcome.

The overall purpose of the OIP is lofty, and the three goals are intertwined and driven by the gap between the mission of WPIS and current practice. This section has outlined the monitoring and evaluation framework. To achieve the intended outcomes, careful attention to

communication will also be essential. The next section outlines the plan to communicate the need for change in a way that aligns with the change leadership plan underpinned by the work of Kotter (2012, 2014) and Duck (2001).

Plan to Communicate the Need for Change

As members of a team new to the school this year, the deputy principals of the secondary school and I have focussed on building on our colleagues' strengths and removing obstacles to growth. We have operated with positive presuppositions and aimed to create a psychologically safe environment for faculty. We have revisited communication platforms and increased opportunities for dialogue with the goal of learning about the organization and building trust. Trust is a key prerequisite to being heard when communicating a change message, and trust influences to whom people attend (J. Allen et al., 2007; Luthra & Dahiya, 2015). J. Allen et al. found that the history of the relationship between a leader and employees and the actions of the leader influence the employees' perceptions of trust. Conrad (as cited in Cialdini, 2016) asserted that "he who wants to persuade should put his trust not in the right argument, but in the right word" (p. 102), and I suggest that the right word must come from the right people in the right way at the right time.

Failure to communicate appropriately is sure to ruin any change effort (Beatty, 2016; Schein & Schein, 2016; Simoes & Esposito, 2014). Beatty (2016) reviewed change literature and found a high correlation between change success and communication effort (p. 121). Indeed, Kotter (2012), whose work guides the change implementation plan, asserted that when change leaders neglect the first four steps (that culminate in communicating the change vision), they rarely establish a firm enough base from which to proceed with the organizational change (p. 25). This means that a change leader's plan must establish a sense of urgency, bring people

on board to create a guiding coalition, and develop a vision or strategy culminating in the communication of the change vision. In terms of this OIP, these steps correspond to Phase 1, or what Duck (2001) called the disruption/stagnation phase, which leads to preparation for change. The message must be clear and delivered in multiple ways (J. Allen et al., 2007) to build inclusion as the prerequisite for creating the guiding coalition (Kotter, 2012). Ambiguity of the change message leads to resistance (Klein, 1996), whereas quality change information can lead to greater openness to change (J. Allen et al., 2007). As Denning (2011) asserted, “organizations often seem immovable. They are not. With the right kind of story at the right time, they are stunningly vulnerable to a new idea” (p. 12). The following paragraphs offer a summary of the theory guiding the communication strategy: use the right words and share which stakeholders will be responsible for various strands of communication (the right people) and the means of communication (the right ways).

The work of Klein (1996) and Armenakis and Harris (2002) will guide my communication plan, reflecting Beatty’s (2016) contention that the success of a change initiative depends on the change leader having a coherent communication strategy that persists until institutionalization or fruition of the change management plan (p. 111). Schein and Schein (2016) addressed the fears that change brings about; understanding such fears helps maintain psychological safety within the communication strategy. My desire to attend to these concerns reflects my leadership approach to change, outlined in Chapter 2, which centres on empathy and care, with the goal of critiquing systems that would otherwise promote marginalization and exclusion and making those systems more just. Communications are at the heart of this OIP. A central part of the proposed change is that all leaders and faculty should become better at listening to others, especially students, to engage in the culturally responsive pedagogy and the

antiracist/ally curriculum and pedagogy. According to Freire (2014), such education entails as much listening as speaking, and leaders can use transformational leadership to foster the requisite trust for successful communications (Hill et al., 2012; Men, 2014).

Communication Principles

Klein (1996) made clear that one of the main purposes of communication is to help stakeholders in an organization understand the need for change and how it affects them. That is, it is important to explain both the “what” and the “why” of change. Klein offered key principles of organizational communication:

Message redundancy is related to message retention; the use of several media is more effective than the use of just one; face-to-face communication is a preferred medium; the line hierarchy is the most effective organizationally sanctioned communication channel; direct supervision is the expected and most effective source of organizationally sanctioned information; opinion leaders are effective changers of attitudes and opinions; personally relevant information is better retained than abstract, unfamiliar, or general information. (p. 34)

Others have supported Klein’s claims (J. Allen et al., 2007; Hill et al., 2012; Men, 2014; Shulga, 2020). In addition to applying Klein’s principles, I will need to attend to the ethical considerations outlined in Chapter 2, which will continue to guide my thinking and communication strategy. In particular, I must apply the triumvirate of ethical obligations—ethics of care, critique, and justice (Starratt, 2012)—not just for students but for colleagues as well.

As a change leader, the leader of multiple school divisions, and someone who believes that listening is half of communication, I will prefer face-to-face communication because it conveys more empathy. Such communication will need to occur in small groups and large

groups and between individuals, ensuring many opportunities for dialogical communication, which mirrors the chosen PDSA cycle. Klein (1996) noted that such one-on-one communication, while always valuable, can be especially valuable when communicating with informal leaders, whose influence should not be underrated. Of course, communication cannot come uniquely from me, but the AI and GVV processes outlined as a part of the change process also reflect, and are congruent with, my values as a listening leader.

Armenakis and Harris (2002) suggested five key change messages for shaping communications. Underpinning these messages is the need for a consistent change message that conveys both the substance of a change and sentiments about the change. Conrad's "right word" resonates here. Cooperrider and Whitney (2005), writing about the constructionist principle of AI, asserted that words create worlds. Denning (2011) spoke about the right word when he asserted that "analysis might excite the mind, but it hardly offers a route to the heart. And that's where you must go if you are to motivate people not only to take action but to do so with energy and enthusiasm" (p. 19). Armenakis and Harris's five key change messages are (a) discrepancy, articulating the gap that explains why the change is necessary; (b) appropriateness of the change, that is, whether the proposed change is the right change; (c) efficacy, or the confidence that those in the organization can succeed; (d) principal support; and (e) valence, or answering the question "What is in it for me?" The paragraphs that follow discuss these messages in detail.

Key Change Messages

The greatest leverage this OIP has for success is communication of the gap or discrepancy between the current state and the mission embraced by the community. As outlined in Chapter 1, students and teachers at the school can address the mission in their everyday learning pursuits, and the 3-year community consultation process that concluded in the Spring of

2021 reaffirmed its core tenets. However, the admissions process has continued to reject students that the school has the capacity to serve, which means that the student body reflects neither the mission-expressed value of diversity nor the neurodiversity in the general population.

Further, a key part of the school's mission involves the perception that WPIS is an international school driven by the values of the United Nations, one of which is respect for diversity. Despite diversity being a value of the school, students have been involved in racialized incidents on campus. What should be clear from this OIP is that I value psychological safety and believe that students cannot learn if they do not feel safe. And no student could feel safe when a fundamental part of their being, such as race, is a source of friction and fear. In addition, teachers and texts do not represent a fraction of the diversity of the student body. Stories of the students who have experienced racism and the story of the trailblazing student in learning support in the high school offer a concrete vision of the gap and the emerging desired future state.

Prior work at the school stemming from an inclusion audit in 2012, provides evidence of the need to act. The zeitgeist surrounding inclusion in international schools around the world with regard to race and diversity is also a part of the contextual analysis offered in Chapter 2. School leaders are ethically compelled to do more to serve students. The size of the volunteer DEI committee illustrates that teachers in the school may be ready to join the guiding coalition.

That the proposed change is the right one—that it is appropriate— will become clearer as the coalition and teams gain more knowledge and see examples of what is imminently possible. Providing this knowledge will rely on readings contained in Appendix H and examples from another international school recognized as leading the way in diversity and equity. It will also be important to communicate how leaders plan the intended changes and monitor resistance.

To address efficacy, I will draw on the AI process to identify good practices at the school

as well as practices in need of improvement. Adopting a transformative leadership style will allow me to both support the work and ensure that AI does not become a self-congratulatory exercise that leads only to cosmetic change. Drawing on past experience—such as how faculty embrace the internal narrative that they do not work for the IB, they make the IB work for them—will help foster that sense of efficacy. Continuing to articulate the ethics of the work, returning to the gap, and asking how to narrow the gap will move the school forward. Leaders will need to support teachers, including by providing professional development, because leaders and teachers all need to be part of the change vision. I will draw on Schein and Schein's (2016) work to further address efficacy below.

The last two of Armenakis and Harris's (2002) key change messages are principal support and valence. First, the board and head of school support making DEI invitations a part of the AAP. J. Allen et al. (2007) suggested that senior managers (here the board members and HOS) provide strategic communication. Senior leaders can also demonstrate commitment to goals via allocations of time and support. These signals are within my agency to provide because I have secured the support of the board and HOS; as a senior leader in the organization myself, I have the ability to provide financial and operational resources, such as time. The communication plan must include an answer to the valence question: "What is in it for me?" For me, the gap articulated above and the ethical need to serve students better speak to the intrinsic motivation of most teachers. It is likely enough. But it is wise to supplement this by ensuring an active process is available that allows for authentic engagement in a dialogic exchange as the school moves into the implementation phase; such an active process can address uncertainty and concerns while also aligning performance evaluation in a way that privileges growth and promotes curriculum vitae building for individual teachers as the school blazes a trail in the region.

Table 3

Overview of the Communication Plan Connected to Klein's (1996) Communication Principles

| Category | Stakeholder | | | |
|------------|--|--|---|--|
| | Principal | HOS and board | | GLLs/CLs |
| | | To employees | To parents | |
| When | Right away and ongoing | Right away and ongoing to fruition | When vision is set and change timeline is clear Ongoing to fruition | When vision is established Ongoing |
| What | Gap between current state and mission Relevance to staff Support on offer Written follow ups and question-answer sessions with department leaders | Benefit to the organization and to students Why it matters to teachers (performance, upskilling, and ethics) | Benefit to the organization and to the community (students and parents) Expected results (vision) Mission and values affirmed | Vision and how it affects those on their team |
| How | Face to face with groups and individuals Feedback loops | Faculty face to face HOS weekly | Multimedia Multiple platforms (including weekly school communication) Multiple languages | Face to face and small groups Two way Written follow ups |
| Why | Build awareness and sense of urgency. Establish drive. Establish shared vision. Psychological safety | Help set professional expectations. Highlight gap and create a sense of drive across the organization. | Address strategic priorities. Demonstrate commitment to mission and values. | Create feedback loops. Create opportunities for participation. Identify issues early and adjust. |
| Principles | Message redundancy Face to face communication Several media more effective than one | Line hierarchy most effective communication channel Senior management provides strategic communication (J. Allen et al., 2007). | Message redundancy Several media more effective than one Personally relevant information | Message redundancy Face-to-face communication Personally relevant information Defining change goal in behavioural terms (Schein & Schein, 2016) |

Note: HOS = head of school; GLL = grade-level leader; CL = curriculum leader.

Table 3 provides an overview of the communication plan based on Klein's (1996) communication principles. The purpose of the plan is to make explicit who should communicate and when, what they should communicate, how they should communicate their message, and why they should communicate. These fundamental questions are aligned with Klein's communication principles because interest in, and enthusiasm for, the change initiative is integral to the success of the change. That is, I recognize that communication of the change plan is as important as the plan itself. Hicks (2020) seemed to draw on the foundational premises that underly this OIP. Hicks wrote of the need to share a vision, tell a story, and make those in the organization heroes (or, in the terms of Kotter, 2012, celebrate short-term wins); Hicks also emphasized the need to continue to communicate throughout the process. Appendices A, B and C delineate some opportunities to celebrate small wins.

As outlined in Appendix B, a detailed communication plan needs to be further developed as the collaborative vision comes together. This plan has remained less developed as of the summer of 2021 because the fourth wave of the pandemic has left it unclear whether there will be on-site schooling, and if there is, whether parents can come on campus. Regardless, because no change initiative can succeed without early attention to both communication structures and the communication of "small wins" to build momentum for the change effort planning needs to be in place that can be adjusted according to circumstances. In keeping with the communication principles (Klein, 1996) outlined above, the change leader will rely on multiple forms of communication. Specifically, in the early stages, the change leader will leverage current organizational structures for communication. These include the weekly written communication from the Principal to all community members; the daily "Snapshot" of information provided to all faculty; the face-to-face faculty meetings that occur every early-release Wednesday, reflecting

the importance of face-to-face communication (Kotter, 2012). In addition, the start-of-the year faculty goal-setting meetings that occur one-on-one with members of the leadership team allow for differentiated communication that is dialogic and, thus, in keeping with the spirit of this plan. In addition, standing fortnightly meetings between leadership and the Grade-Level and Curriculum leaders provide opportunities for additional communication with this level of management which is essential because multiple change leaders is more likely to permit the success of the initiative than a hierarchically-driven change (Kotter, 2014).

The communication mechanisms outlined above reflect the importance of message repetition (Kotter, 2014) and messaging in multiple forms (Klein, 1996) with those most closely involved in the change, the faculty. Communicating with other stakeholders, especially the parent community, will also be important. Again, the COVID situation has left the feasibility of plans ambiguous; however, at time of writing, monthly Principal coffees on campus with parents have been calendared; the change leadership has also organized standing meetings with the members of WPIS's parent-teacher association, parents who are tremendous ambassadors for the school and its programs. In addition, reflecting the international nature of the school population, the four dominant cultural groups each have Cultural Reps, fluent in English, who are able to assist with dialogic communication between school and the parent groups. Continuing to leverage face-to-face meetings and providing important communications in the main languages of the school will serve to develop community understanding of the desire to serve the community ever better.

Addressing Faculty Concerns

The intended changes are broad in scope, and I recognize that managing the change will have an emotional component (Duck, 2001), which the communication plan needs to address

explicitly. Schein and Schein (2017) suggested that change can lead to “fear of loss of power or position”, “fear of temporary incompetence”, “fear of punishment for incompetence”, “fear of loss of personal identity”, and “fear of loss of group membership” (p. 326). To address such fears, school leaders will need to draw on the trusting relationships intentionally developed this school year.

Strengthening these relationships will be the feedback loops and opportunities for active inclusion that form the PDSA model. Simoes and Esposito (2014) asserted that communication strategies intended “to refine and align change can reduce resistance” to change because they allow constant re-elaboration of meaning attributed to change by means of “cyclical contributions” or dialogical communication structures that promote learning through “two-way interaction” (p. 325–326). Working with defensive routines requires space for reflection and dialogue (Schein, 2009; van Ruler, 2018).

To counter the fears outlined by Schein and Schein (2016), WPIS leaders will need to continue to provide formal training, involve teacher–learners, provide resources, provide positive role models, and create support groups in which faculty can share learning challenges in a two-way format. One role model is another international school on another continent that is leading the way for international schools. Leaders laid much of the groundwork for professional development in the 2020–2021 school year. All faculty have engaged in professional development over multiple days related to inclusion, including UDL and social thinking, for working with students on the autism spectrum or with executive functioning challenges. Smaller groups have engaged in antibias training and diversity training. These professional development opportunities reflect leaders’ commitment to a growth-focussed faculty illustrated by support in the form of resources, including time, money, and expertise. Once again, it is dialogic

conversations that help school leaders maximize the capacity of faculty who, in turn, maximize student performance (Independent School Management, 2019). Schein and Schein (2018) noted that psychological safety, dialogic communication, and trust allow better and faster accomplishment of goals (p. 50). Kotter (2014) advocated working in nodes as well as the traditional hierarchy and also discussed removing barriers. Uncertainty and fear are barriers to success that a good communication plan can help remove.

Chapter 3 Conclusion

Chapter 3 presented a change implementation plan drawing on the work of Duck (2001) and Kotter (2012, 2014), a draft of a monitoring and evaluation framework informed by the work of Markiewicz and Patrick (2016), and a communication plan that synthesizes the work of Armenakis and Harris (2002) and Klein (1996). The communication plan is supplemented by the work of Schein and Schein (2016) to address the prerequisite psychological safety that will allow this OIP to address three sensitive yet important issues based on the need for social justice and creation of a more ethical school. Chapter 3 also made clear that the work will be messy, iterative, and demand tireless pursuit with flexibility, humility and a good deal of self-reflection and collaborative learning. Accomplishing the lofty goals will call on school leaders and faculty to critique their own longstanding practices and decolonize of a system of education that represents a hegemonic system of thought.

The next section identifies possible next steps and future considerations that emerged as a result of writing this OIP but lay outside its immediate scope.

Next Steps and Future Considerations

This OIP is driven by a desire to create a more just and equitable international school, a school that better deserves the appellation “international” (Skelton, 2016), by which I mean an

educational experience more genuinely reflective of the world inhabited by the school's students. This would mean including more neurodiverse students or students with disabilities the school has the capacity to serve; it would mean developing an appreciation of the diversity of humanity; and it would mean offering an education that reflects the student body.

I would like to see WPIS become a regional model for how leaders of international schools can navigate changes (appropriate to their context) that help them serve students more justly in more places. The goal of this OIP is lofty. The solution and change path outlined will not adequately address all of the issues identified. However, the planned changes will move the school closer to the desired state, and the cycle of reflection and review will inspire further work. The work will generate organizational resistance at WPIS and in the broader context of international schooling. The changes aimed for could not do otherwise.

The change plan asks a lot of the teachers at WPIS. Leaders will need to be humble, reflective, persistent, and supportive of faculty and students of WPIS. I feel excited about the possibilities of working with talented faculty to bring about a more ethical school environment for students and a more just employment environment for talented educators from other parts of the world. International schools have not adequately recognized their educators' skills and dedication, which have inadvertently promoted systems of inequality. Indeed, through implementation of this plan using leadership based on critique and support, I hope to learn a lot about both the process and myself in the role of serving others.

The plan and the monitoring and evaluation framework will be subject to frequent reflection and subsequent revision; the PDSA cycle requires this, and the PDSA cycle will be central to the process because the envisioned changes are second order (Cuban, 1996), complex, and in many ways far from the status quo. A partnership with another international school—a

world leader—may inspire models applicable to WPIS.

Regarding future considerations, I am aware that although the literature listed in Appendix H will help drive an antiracist/ally pedagogy with the goal of helping all students understand their own privilege, much of it is America-centric. That is, it is not yet sufficiently international. (The irony is not lost on the author.) School leaders will need to adapt ideas, rather than adopt them, and critically interrogate how such literature is Eurocentric in its implicit biases. The process also represents an opportunity to find a way to share experiences and grow understanding about how to decentre such programs or interrogate them for the components of cultural hegemony they contain (hooks, 2015). Development of this critical lens by faculty is also an opportunity to ensure that students, too, develop a critical eye. The portable education offered by international schools demands critical evaluation for Eurocentric cultural bias.

The critical lens offers possibilities for further research. For example, I envision using the GVV process with members of the parent community, 70% of whom speak a language other than English as their first language; GVV may also have a western bias. At WPIS, 20% of the student body are nationals of the host country, and 20% are from another Asian country. As noted in Chapter 2, the students from the other Asian country, some of whom have perpetrated racist incidents, hail from a culture that Hofstede (1984) identified as feeling threatened by ambiguous or unknown situations. That component of their culture calls for further investigation. At WPIS, leaders and faculty must monitor the efficacy of their work and collect data in ways that allow desegregation of demographics to determine the extent to which all students are reached.

School leaders and faculty must remain aware that the culture of the school itself is not the same as the host-country culture but is influenced by its location in the host country. Indeed, teachers ostensibly choose to teach abroad at international schools because they want to learn

more about other cultures and peoples. However, the learning about the host culture that happens is often incidental and superficial. Given the transitory nature of teachers at international schools, there may be ways to develop acculturation or transferable intercultural competencies specific to international teaching environments that would help teachers transition more easily and in ways that honour the host-country cultures in which the schools are located. This suggests the exciting possibility for us as educators of leveraging co-intentional education to achieve praxis not just for students but ultimately to liberate ourselves.

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Appendix A: Stakeholders' Short-Term Responsibilities and Timelines
(Spring–Autumn 2021)

| Goal and stakeholders | Responsibilities/timelines |
|-------------------------------|---|
| 1–3 | |
| Principal and leadership team | <p>Complete change readiness assessment (Spring 2021) to create baseline data.</p> <p>Engage faculty and parent community in conversations about DEI to foreground the coming work (March–May 2021).</p> |
| 1 | |
| Principal | <p>Use accreditation report and gap between mission and current state to create a sense of urgency (April–May 2021).</p> <p>Draw on support from LS teachers and LS TAs and the neurodiverse parent group to create a coalition of the willing (ongoing from March/April 2021).</p> <p>Develop vision for how to serve neurodiverse learners building on work done by the LS team in 2019–2020 (e.g., pathways and internships; September–October 2021). Celebrate work of faculty and LS team.</p> <p>Work with admissions to create an admissions policy based on resource alignment (staffing and spaces; Semester 1 of 2021 for deployment in 2022).</p> <p>Foreground work with advancement regarding community internships aligned with vision (Semester 1 of 2021–2022 school year).</p> |
| 2 | |
| Principal and DPTL | <p>Collect data regarding racialized incidents and behaviours, student report surveys, and wellness surveys to articulate the gap and create a sense of urgency.</p> <p>Draw on commitment of the board to do this work, and have board publicly affirm their interest (March 2021). Share Board's exec support</p> <p>Build on interest of the self-selected DEI team who participated in antiracist professional development in December 2020 and January 2021 to create coalition. Champion/celebrate faculty volunteers for their initiative.</p> |
| Leadership | <p>Plan professional development opportunities with coalition to broaden interest (January–May 2021).</p> <p>Establish book groups to promote intellectual stimulation and build knowledge/capacity (see Appendix H).</p> <p>Research inclusion and prepare to explain/communicate how the leadership's vision for inclusion serves all students.</p> <p>Begin initial review of hiring process and explore other hiring avenues (Spring/Autumn 2021); draft a diversity/inclusion hiring policy (by</p> |

| Goal and stakeholders | Responsibilities/timelines |
|---------------------------|---|
| 3 | June 2021). Celebrate the hiring policy (June 2021 with accolades to faculty volunteers) |
| Principal and counsellors | Collect data regarding racialized incidents and behaviours; student report surveys, and wellness surveys (March 2021). Share data with faculty to outline gap between mission and reality. Create sense of urgency around the work; offer support and professional development. Identify appropriate professional development opportunities with curriculum leaders and other interested faculty (by April 2021). |
| Grade-level leaders | Ensure vision emerges that includes kids seeing themselves represented in the curriculum and library holdings; form a shared definition of privilege (by October 2021). |

Note. All short-term goals lie within Phase 1. Goal 1: Include neurodiverse learners. Goal 2: Develop and deploy antiracist/ally curriculum. Goal 3: Review and revise curricula for diverse representation. DEI = diversity, equity, and inclusion; LS = learning support; TA = teaching assistant; DPTL = deputy principal for teaching and learning.

**Appendix B: Stakeholders' Medium-Term Responsibilities and Timelines (May 2021–
October 2022)**

| Goal and stakeholders | Responsibilities/timelines |
|------------------------------|--|
| Phase 2 | |
| 1 | |
| Leadership | <p>Create a communication plan that includes communication to teachers, students and parents outlining the goals of the vision (October 2021). Establish coalition with existing parent support group for neurodiverse kids (ongoing from May–November 2021). Create opportunities for feedback loops, such as faculty meetings, parent coffees, and surveys (academic year 2021–2022). Plan Universal Design for Learning professional development for all teachers so they feel better prepared to serve more diverse learners (by June 2021).</p> |
| Admissions and principal | <p>Develop maximum numbers of students in LS who can be appropriately served and align with human resources (October 2021) to reflect budgeting cycle. Use vision created in April to make changes to student handbook to reflect course pathways for the 2022–2023 school year (November 2021).</p> |
| Principal | <p>Advocate for new LS centre that is both more functional and highlights the symbolic commitment of the school to all kids (Bolman & Deal, 2008).</p> |
| 2 | |
| Grade-level leaders and DPTL | <p>Use coalition of the willing drawn from diversity, equity, and inclusion group or book groups to invite new networking (Kotter, 2014) to work with grade-level leaders. Invite parents to be a part of the work to create the vision; engage in Giving Voice to Values process so surface beliefs. Draw on parent cultural representative groups to ensure diverse participation.</p> |
| DPTL | <p>Provide expert professional development to group creating antiracist curriculum to achieve the vision; communicate progress to faculty (December 2021).</p> |
| Leadership | <p>Evaluate current timetable and changes needed to accomplish the curriculum (by December 2021). Create mission-aligned hiring practices (Carver-Thomas, 2018; Independent School Management, 2019).</p> |
| Phases 2–3 | |
| 3 | |
| DPTL | <p>Celebrate the work of the curriculum leaders performing the curriculum audit (May 2021). Share results with faculty (September 2021).</p> |

| Goal and stakeholders | Responsibilities/timelines |
|-----------------------|--|
| Principal | Plan budget for 2022–2023 to allow for purchase of new texts to respond to audit recommendations (October 2021). Engage faculty in appreciative inquiry process to celebrate what they do well and create positive feelings toward notions of change/revision (Fall 2021/Spring 2022 and ongoing). Engage teachers in culturally responsive pedagogy and give tools and permission to teacher other texts. Invite those who are engaged in action research (teacher inquiry and action) to share with faculty and celebrate their wins (Autumn 2021, Spring 2022, and ongoing). Share the curriculum audit and proposal for changes with faculty (October 2022). |

Note. Goal 1: Include neurodiverse learners. Goal 2: Develop and deploy antiracist/ally curriculum. Goal 3: Review and revise curricula for diverse representation. LS = learning support; DPTL = deputy principal for teaching and learning.

Appendix C: Stakeholders' Long-Term Responsibilities and Timelines (October 2022–May 2023)

| Goal and stakeholders | Responsibilities and timelines |
|--|--|
| 1 | |
| Principal and LS teachers | Celebrate stories of success (current student noted in Chapter 1) and any new students. Publish stories of successful integration and matriculation in school publication and more broadly (Autumn 2022 and Spring 2023). Review systems of support for LS kids and expand or modify as needed (ongoing). |
| Advancement | Create ongoing relationships with community businesses that offer internships to neurodiverse learners (ongoing from Autumn 2021). |
| Principal | Create community events to celebrate student achievements (ongoing). Formalize pathways in handbook (April 2022). |
| Principal and director of finance and operations | Engage specialist and architect to add LS centre to facilities redevelopment plan (2022–2023). |
| 2 | |
| Grade-level learners | Celebrate wins anticipated in student surveys (2022; Grigg & Manderson, 2016). |
| Principal | Make implemented timetable changes if needed (2022–2023). |
| Faculty | Continue to engage in action research (teacher inquiry and action) to share with colleagues (ongoing). Host activist/ally conference facilitated by students (Spring 2023). |
| Leadership | Implement mission-aligned diversity hiring practices (October 2022). Expand and review mission-based onboarding to ensure support is in place for success of newly hired employees hires (2022–2023; Chugh, 2018). Engage returning faculty in growth and renewal and evaluate them based on this (2022–2023). |
| 3 | |
| Teachers | Celebrate wins anticipated in student surveys (2022) that suggest students see themselves represented in the breadth of texts they read. |
| Principal and counsellors | Ensure external International Baccalaureate exam results continue to be strong and students continue to matriculate to universities of their choice (ongoing). |

| Goal and stakeholders | Responsibilities and timelines |
|----------------------------|--|
| Admissions and advancement | Celebrate the story of the school's changes and leverage these a market differentiation tool in the competitive local environment (ongoing). |
| Librarians | Ensure library holdings invite investigation into prejudice, discrimination, and human rights and include age-appropriate and materials that cover all areas of inclusion; plan for weeding out old material (May 2022). |

Note. All long-term goals lie within Phases 3 and 4. Goal 1: Include neurodiverse learners. Goal 2: Develop and deploy antiracist/ally curriculum. Goal 3: Review and revise curricula for diverse representation. LS = learning support.

Appendix D: Actions and Intended Outputs for Goal 1

| Phase | Outcomes and impacts | Measures to monitor progress and refine plan |
|---|---|---|
| 1. Disruption and preparation for a change vision (Jan. '21-Aug. '21) | <p>School mission is reviewed and reaffirmed.</p> <p>Commitment of the board</p> <p>Affirmation of the senior leadership</p> <p>Participatory processes with students, teachers, and community</p> <p>Vision for LS created collaboratively with LS team and admissions.</p> <p>Vision for LS proposed to senior leadership for approval.</p> <p>Clear admissions parameters and means of evaluating admissions candidates established.</p> <p>Resources needed (human and physical) articulated for deployment in 2022–2023 school year.</p> <p>Faculty participate in review process to understand the goal and purpose of inclusion and connection to mission.</p> | <p>Board retreat minutes</p> <p>Meeting minutes from learning leadership team</p> <p>Presentations to faculty, students, and parent community</p> <p>Survey results affirm acceptance of renewed mission by various stakeholders.</p> <p>Senior leadership team affirms vision.</p> <p>Admissions parameters are ethical and financially sustainable (budget report).</p> <p>Plans for human resources needs are established, including staffing, training, and time, and spaces/classrooms are added to the facilities development plan.</p> <p>Faculty feedback demonstrates awareness and some understanding of the LS program and vision.</p> <p>Faculty feedback on leadership for trust, clarity, and credibility</p> |
| 2. Implementation and determination (Aug. '21 – April '22) | <p>Organizational definition of inclusion reviewed.</p> <p>Admissions team implements new protocols and caseload limits to ensure established targets are met and not exceeded.</p> <p>Additional training provided to faculty for working with the learning differences that mission-appropriate students present.</p> <p>Engage faculty in appreciative inquiry (Magruder Watkins et al., 2011) to build on strengths in preparation for inclusion.</p> <p>Engage interested parents and provide relevant information to</p> | <p>Affirmed definition added to LS handbook regarding inclusion.</p> <p>Financial resources for human resources and facility needs are secured.</p> <p>Number of neurodiverse students in the program, managed by grade level, with reference to commitment and ability to service those students appropriately</p> <p>Facilities development plan reflects a concrete, time-bound plan for the creation of new spaces.</p> <p>Parent coffee presentations and feedback provide evidence of growing understanding of program.</p> <p>Faculty report feeling ready/able to</p> |

| Phase | Outcomes and impacts | Measures to monitor progress and refine plan |
|--|---|--|
| | reduce resistance. Admissions and advancement implement policy and faculty embrace new students. | serve students. |
| 3. Fruition (celebration of the success of all students) (Aug. '22 – ongoing) | Student education in Homebase about privilege and dignity and diversity Neurodiverse students integrated into classrooms. Modified pathway exists for students whose challenges preclude a high school diploma. Extension and enrichment program continues to serve learners who require extension in particular subject areas. Evidence that all students needs are met | Student survey responses suggest a readiness to embrace diversity. School is serving the target number of students with learning differences. Faculty report feeling confident in their ability to serve these students. LS teachers report manageable caseloads. Students are successful, as demonstrated by standardized data aligned to growth. |

Note. Goal 1: Include neurodiverse learners. Phases are from Duck's (2001) change management process. LS = learning support.

Appendix E: Actions and Intended Outputs for Goal 2

| Phase | Outcomes and impacts | Measures to monitor progress and refine plan |
|---|---|--|
| 1. Disruption and preparation (Jan. '21-Sept. '21) | <p>Survey administered to create a baseline of student feelings of psychological safety on campus.</p> <p>Data shared with faculty as a catalyst to begin the work needed.</p> <p>Faculty made aware of the racist incidents that have occurred on campus and online in recent months.</p> <p>PD opportunities offered around equity and inclusion to build shared vision.</p> <p>Book club participation to build awareness and a coalition</p> <p>Parent focus groups using a GVV framework</p> | <p>Data to be used later to evaluate effect of interventions outlined below</p> <p>Groups of teachers join a coalition of the willing to engage with the subject.</p> <p>Number of teachers who participate in offered PD opportunities</p> <p>Fortnightly curriculum meetings with SEL leaders to identify gaps and examine and articulate steps for SEL curriculum development</p> <p>Number of teachers participating in training sessions</p> <p>Book club attendees</p> <p>Focus group notes indicate a growing understanding of the goals and needs.</p> |
| 2. Implementation and determination (Aug. '21-May '22) | <p>Review and revision of professional teaching expectations to incorporate DEI awareness and sensitivity as professional for growth, renewal and evaluation</p> <p>Teachers choose to learn more and grow their practice around DEI.</p> <p>GLLs and counsellors to review/revise the Homebase curriculum to ensure explicitly antiracist teaching is included</p> <p>Recruitment process reviewed for DEI alignment and recommendations made to senior leadership team.</p> <p>Homebase curriculum is reviewed by mentors and counsellors, and long-term, ongoing lessons about privilege and antiracist practices are added to the curriculum.</p> | <p>School's teaching and learning handbook is updated and professional expectations are reviewed.</p> <p>DEI awareness and action steps drafted for evaluation process to become essential.</p> <p>Number of action research projects undertaken by faculty that are dedicated to DEI questions</p> <p>Job descriptions, inclusion statement, interview questions, and placement services updated to ensure alignment with equity goals and mission statement</p> |
| 3. Fruition (Aug. '22- | <p>Students engaged in an actively antiracist curriculum that develops</p> | <p>Written curriculum demonstrates a planned, long-term antiracist</p> |

| Phase | Outcomes and impacts | Measures to monitor progress and refine plan |
|----------|---|---|
| ongoing) | <p>understandings of the intersectionalities of privilege.</p> <p>Students report increased feelings of safety on campus.</p> <p>Survey (RACES or similar tool) reflects an increase in ally behaviour (Grigg & Manderson, 2016).</p> <p>Increase in ally behaviour indicated by number of students reporting peers' use of prejudiced language, number of observations of peers avoiding peers who use prejudiced language or standing up, number of students reporting that their confidence to challenge peers' use of prejudiced language has increased.</p> <p>Hiring and recruitment policies clearly address desire for inclusion.</p> | <p>education component (Cabral, 2021; Swalwell, 2013).</p> <p>Student perception survey, monthly wellness surveys, and disciplinary incident data indicate incidents of racism and online bullying related to DEI issues decrease.</p> <p>Increase in ally behaviour from earlier baseline</p> <p>School engages more qualified, mission-appropriate faculty.</p> |

Note. Goal 2: Develop and deploy antiracist/ally curriculum. Phases are from Duck's (2001) change management process. PD = professional development; GVV = giving voice to values; SEL = social-emotional learning; DEI = diversity, equity, and inclusion; GLL = grade-level leader; RACES = Racism, Acceptance, and Cultural-Ethnocentrism Scale.

Appendix F: Actions and Intended Outputs for Goal 3

| Phase | Outcomes and impacts | Measures to monitor progress and refine plan |
|--|---|---|
| 1. Disruption and preparation (Jan. '21- Oct. '21) | DEI PD in Goal 2 works in concert with 2.1 to raise awareness and develop a coalition of the willing. Additional PD offered regarding CRP (Cabral, 2021; Smith et al., 2017). Teachers engage in a representation audit of current texts in relation to the intersections of privilege (race, class, gender, sex, etc.). | Teacher reflections on PD sessions and book club meetings provide qualitative evidence of engagement with the goal. Curriculum audit provides an overview of gaps and areas of overrepresentation in texts in humanities and English. |
| 2. Implementation and determination (Nov. '21 – May '22) | Establish goals and a definition for “representation,” and align resources to permit the purchase of additional texts for class sets, for the library, and for the classroom library. PD offered on CRP; CLs offered additional PD on coaching so they can assume mentor roles within departments. Teachers engage with the professional growth and evaluation process, including the new CRP expectations (Grigg & Manderson, 2016). | Definition for “representation” Evidence of attendance/participation Teacher midyear and end-of-year reflections and evaluations demonstrate growth and renewal. CL participation in training and logs of coaching sessions Teacher reflections, midyear meeting notes, and end of year evaluations |
| 3. Fruition (Aug. '22 – ongoing) | Texts chosen for written curriculum reflect student body. Teaching practices evidence (CRP) and awareness of systems of privilege | Documentation in Atlas demonstrates a wide variety of texts. Classroom observation data Teacher presentations on successes of teachers teaching teachers Classroom texts and libraries reflect a diversity when the same audit tool from initial evaluation is used. |

Note. Goal 2: Develop and deploy antiracist/ally curriculum. Phases are from Duck’s (2001) change management process. DEI = diversity, equity, and inclusion; PD = professional development; CRP = culturally responsive pedagogy; CL = curriculum leader.

Appendix G: Main Priorities of the Three Change Management Goals by Phase

| Goal | Phase | | |
|------------------------------|---|--|--|
| | 1 | 2 | 3 |
| 1 | <p>Visioning: participatory processes with community</p> <p>Strategy: identification of needed resources for change</p> | <p>Preparation: establishment of organizational definition and alignment of policies</p> <p>Communication: preparation for teachers to meet the demands of the updated definition via a focus on strengths (AI) and PD</p> <p>Implementation: deployment of new definition by admissions in anticipation of 2022–2023 school year</p> | <p>Short-term wins: integration of a managed number of neurodiverse students with appropriate support (& celebrations)</p> <p>Implementation: student engagement in privilege and dignity curriculum</p> <p>Short-term wins: report by teachers of comfort with curriculum and engagement in ongoing revision. Celebration of progress</p> |
| 2 | <p>Sense of urgency: baseline of student perception of psychological safety</p> <p>Create a coalition: creation of shared understanding of systems of privilege through PD</p> <p>Inclusion of community (parents) in building understanding of current situation</p> | <p>Implementation: culmination of review of teaching and learning handbook (aligned with PD expectations above) incorporating DEI awareness and sensitivity</p> <p>Communication: curriculum development for Homebase by counsellors and GLLs and ongoing review</p> <p>Implementation: realignment of recruitment process with DEI considerations</p> | <p>Fruition: delivery of curriculum across grades; regular use of PDSA cycle to revisit processes</p> <p>Reports of increased awareness in student perception data</p> <p>Reflection of student use of diversity and social justice resources in library circulation numbers</p> |
| 3. Curriculum representation | Coalition: coalition of faculty drawn from the | Communication: development of faculty | Fruition: reports by students and teachers |

| Goal | Phase | | |
|------|--|--|---|
| | 1 | 2 | 3 |
| | groups identified in Goal 2 PD Strategy: offering of additional PD about culturally responsive pedagogy to deepen understanding Beginning of audit of current texts in curriculum and library holdings | understanding and beginning of broader communication with stakeholder groups and students Implementation: requests and orders for new texts | of strong engagement with texts Reflection in library holdings and circulation reflect use of diverse holdings |

Note. Phase 1, disruption and preparation for change vision, lasts from Spring 2021 to Autumn

2022. Phase 2, implementation and determination, lasts from October 2021 to February 2022.

Phase 3, fruition, lasts from March 2022 to May 2022 and is ongoing. AI = appreciative inquiry;

PD = professional development; DEI = diversity, equity, and inclusion; GLL = grade-level

leader; PDSA = plan-do-study-act.

Appendix H: List of Resources for Development of an Antiracist/Ally Curriculum

Banaji, M. R., & Greenwald, A. G. (2013). *Blindspot: Hidden biases of good people*. Delacorte Press.

Cabral, A. (2021). *Allies and advocates: Creating an inclusive and equitable culture*. Wiley.

Chugh, D. (2018). *The person you mean to be: How good people fight bias*. Harper Collins.

Hammond, Z. (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Corwin.

Kendi, I. X. (2019). *How to be an anti-racist*. Random House.

Tanu, D. (2018). *Growing up in transit: The politics of belonging at an international school*. Berghahn.

Swalwell, K. M. (2013). *Educating activist allies: Social justice pedagogy with the suburban and urban elite*. Routledge.