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Devising a Strategic Approach to Increase Faculty's Competence for Formalized Intercultural Teaching and Learning Opportunities in an International School in Africa

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Abstract

The international school is a unique site where a diverse community of host country nationals and expatriates come together to participate in a transnational learning experience. Within this context, the international school is challenged to deliver a culturally responsive learning program with intercultural learning opportunities to meet the needs of a diverse learning community. In addition, it is perceived that with intercultural competence, an international school graduate can gain competitiveness for post-secondary institution admissions and job market movement in an increasingly globalized economy. This organizational improvement plan problematizes a lack of strategy to improve intercultural teaching and learning at a well-established international school located in Africa. It draws upon theoretical concepts of transformative learning and single loop organizational learning to drive organizational change and incorporates concepts of intercultural competence, global citizenship, culturally responsive pedagogy and professional learning communities to inform change improvement planning. The change plan is generative yet practically executed using both transformational and team leadership approaches and applies three ethical paradigm lenses, underpinned by consequentialist philosophy. An integrated, multimethod approach to change implementation, monitoring, evaluation and communication scaffolds the transformation of an adaptive learning culture and an evolved curriculum with improved intercultural teaching and learning opportunities. The outcome of the change plan represents how theory can be translated into practice to impact student learning. The ramifications of improved intercultural teaching and learning is seen to extend beyond the international school site and affect the wider communities that students and faculty frequent.

Keywords: intercultural competence, culturally responsive pedagogy, transformative learning, single-loop learning, transformational leadership, ethical paradigms.

Executive Summary

The purpose of international schooling notably changed in the 1990s as popular notions like new world order and globalization grew alongside greater interconnectedness via mass communication technologies and mobility pathways (Tarc, 2019). More recently, international schooling is seen to foster concepts of global citizenship, cosmopolitan identity and intercultural competence to support the collaborative, complex problem solving of increasing transnational issues (e.g., climate change). It follows that intercultural teaching and learning has become a core accreditation requirement by such agencies as the International Baccalaureate and the Council of International Schools and for this reason, accredited organizations must demonstrate how they define, develop and demonstrate intercultural competence for students and/ or employees. Therefore, it is unsurprising that intercultural teaching and learning is classified by some as a brand product to market as an international education commodity for consumption by a fast-growing client base. Situated within this historical context, an overview of the intercultural teaching and learning situation at the International Community School Alpha (ICSA, a pseudonym) can now be summarized.

The purpose of intercultural teaching and learning at ICSA is to develop intercultural competence, a multi-faceted and desired international schooling outcome that supports cross-cultural interactions. Intercultural competence is also a matriculation requirement of the high school division. Nevertheless, during the recent 2020-2021 accreditation self-study process, evidence for intercultural teaching and learning was surprisingly lacking. This is problematic in part because ICSA is empowered to enculturate students with intercultural literacy based on its strategic location in a large, African city and symbolic position in the local community. It has the reputation for being a leading service-learning institution on the continent. This organizational

improvement plan therefore drills down through a context that has multiple layers as outlined below.

The problem of practice focuses on the urgent need to create a strategic high school approach to improve formalized intercultural teaching and learning opportunities to serve its graduating students, meet accreditation requirements and fulfill the ICOSA school guiding statements; while at the same time, fulfilling expectations of families (paying customers) and creating an adaptive learning culture for long term, sustainable curricular change. To do all of the above, a change implementation plan is carefully strategized. It is a point of juncture where theory and practice combine as praxis; where transformative learning combines with intercultural competence and culturally responsive pedagogy to transform the existing curriculum.

The change implementation plan recommends three possible solutions: (1) hire a consultant; (2) identify capable champions in the faculty to influence change; and (3) create a purposeful divisional service-learning coordinator role to lead faculty influencers for greater synergy and success. All solutions are predicated on the notion of transformative learning and the role of professional learning communities to support growing the capacity of faculty's intercultural competence and to some degree, culturally responsive pedagogy. Single loop organizational learning of new curriculum documentation practices will also need to be pursued.

The favoured solution is number three as it has the greatest efficacy to improve faculty's personal intercultural competence in tandem with a mandated curricular review. Both transformational and team leadership approaches are used to transform the curriculum and achieve an adaptive learning community with an inspiring message and supportive system to coach and mentor faculty through the heavy lifting of curriculum review.

Various models and frameworks are identified and explained in the ICSA context. These include Nadler and Tushman's (1989) congruence model, Dufour's (1984) PLC process, Bass and Reggio (2006) 4I transformational leadership competencies model and Langley et al.'s (2009) PDSA model of continuous improvement. Each is carefully framed within the wider change path model proposed by Deszca et al. (2020) and supported by an adaptive, participant model of communication to ensure dialogical inquiry is maintained (Lewis, 2019). The duration of the change implementation plan takes place over four years.

There is an ethical responsibility for teaching intercultural competence that can help the personal success of students both now and into the future when they become more interactive with their communities as adults, an example of a social justice issue (Gay, 2010). To this end, faculty will be challenged to reflect on their own cognitive intelligence data that is collected and assessed with a specialized external tool. This will be facilitated through carefully structured professional learning community meetings. As accreditation leverages the need to perform sound curriculum documentation, resistance to organizational change is deemed to be low and manageable.

After the successful implementation of the change plan, next step efforts to sustain growth and improvement includes the following three actions: (1) ensure a carefully articulated plan of professional development is created that can mitigate disruption to on-campus meetings (e.g., from the pandemic or civil unrest); (2) amend current teaching and learning policy documents to include dimensions of culturally responsive pedagogy; and (3) work with the human resources team to align the current hiring practices with more explicit terminology of principles of justice, equity, diversity and inclusivity as every student should recognize culturally pertinent features of themselves in the trusted adults who teach them.

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This three-year journey started on one continent but finished on another. It often felt like a never ending ultra-running race with different terrains, stage challenges, and views. But like any actual marathon, it is the performance in the final stages that are critical to getting over the finish line and there are people who are there running with you to the end that really make the race a fulfilled journey to remember.

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Acronyms

AISA	(Association of International Schools in Africa)
CAS	(Community, Action, Service)
CIS	(Council of International Schools)
CQ	(Cultural Intelligence)
CQI	(Continuous Quality Improvement)
DP	(Diploma Programme)
GCAA	(Global Competence Aptitude Test)
GISS	(Global Issues Service Summit)
HSLT	(High School Leadership Team)
IB/ IBO	(International Baccalaureate/ International Baccalaureate Organization)
ICSA	(International Community School Alpha)
JEDI	(Justice, Equity, Diversity, Inclusivity)
OIP	(Organizational Improvement Plan)
PD	(Professional Development)
PDSA	(Plan, Do, Study, Act)
PEST	(Political, Economic, Social, Technological)
PLC	(Professional Learning Community)
PoP	(Problem of Practice)
SLC	(Service-Learning Coordinator)
SIA	(Structured Implementation Activity)
TCK	(Third Culture Kid)
USD	(United States Dollar)
VUCA	(Volatile, Uncertain, Changing, Ambiguous)

Glossary of Terms

These definitions will provide the reader with a clearer understanding of how these terms are used throughout this organizational improvement plan.

Concept creep is a concern of concept-based curriculum. It refers to the incremental changes over time that is mostly due to different teachers or the same teacher describing a concept in different ways or using different terminology that inhibits transference of knowledge and understanding (Laverentz & Kumm, 2017).

Cosmopolitan identity refers to the overarching identity dimension that straddles the global and the local and allows a person's home to be outside of his or her own nation state or in several parts of the world so that the person can *feel at home in the world* (Guensch, 2004).

Creeping commitment also known as the *foot in the door approach* refers to an approach that a change leader will take to advance change where an action is taken to acclimate organizational members to change ideas (e.g., using survey feedback or benchmark data) (Deszca et al., 2020).

Cultural intelligence or CQ is an outsider's seemingly natural ability to interpret someone's unfamiliar and ambiguous gestures the way that person's compatriots would (Early & Mosakowski, 2004).

Culturally responsive pedagogy is a term created by Dr. Gloria Ladson-Billings (1995) in the early 1990's to refer to curriculum and its delivery with an awareness and regard for racially and ethnically diverse classrooms so as to maintain cultural integrity for all students and support the achievement of all learners.

Global citizenship is defined in this instance by ICSA for its context and refers to a person who conducts their daily life with a commitment to understanding others; who makes decisions with

an awareness of how they affect communities locally and globally; and who advocates and holds themselves accountable for social and environmental sustainability.

International mindedness as defined by the IB refers to a person who is open-minded about the common humanity of others and accepts and respects the existence of other cultures and beliefs. The internationally minded person takes action through discussion and collaboration to help create an improved, peaceful world (IB, 2017).

Intercultural learning/ literacy refers to the understandings, competencies, attitudes, language proficiencies, participation and identities necessary for successful cross-cultural engagement (Heyward, 2002; Krajewski, 2011).

Intercultural (global) competence refers to a person's propensity for dynamic learning about, within and for a complex interconnected world and their ability to understand and relate the economic, technological and social forces that shape their lives and future work (Boix-Mansilla and Jackson, 2011).

Transformative learning can be defined as learning that transforms problematic frames of reference to make them more inclusive, discriminating, reflective, open, and emotionally able to change (Howie and Bagnall, 2013).

Meaning schema is a personal means of how something works, how to do something, how to understand something, someone or a group (Howie and Bagnall, 2013).

Meaning perspective is a fundamental belief based on assumptions from one's past experience(s) that can assimilate and transforms a new experience (Howie and Bagnall, 2013).

Morphing tactics refers to a slow and steady transformation of an organization over time that allow change leaders to frame changes in ways that reduce the sense of incongruence with existing structures and systems (Deszca et al., 2020).

Monitoring and evaluation in the ICS context refers to the process of ensuring that the written curriculum is following ICS documentation guidelines as well as meeting the internal standards of ICS curriculum using the ICS teaching and learning policy documentation and IB/ CIS accreditation standards and practices. The taught and assessed curricula are anchored in the written unit planners and are assessed through both formal and informal feedback activities.

Single loop organizational learning results in no change of core values of an organization and is designed to correct errors within an organization that does not impact beliefs (Argyris & Schon, 1996; Evans et al., 2012).

Chapter 1: Introduction and Problem

International education historically shifts in understanding and application due to changes in the geopolitical, economic, and social landscape (Tarc, 2013). More recently, it is understood to be a tool for educating citizenry in an expanding globalized economy because curricular aims can transcend national concepts of parent-state identity, culture and citizenship (Cambridge & Thompson, 2004). With deliberate planning, international education can provide authentic, experiential learning opportunities to precipitate cultural exchange that can broaden students' knowledge, attitudes and behaviours towards others (Heyward, 2002; Boix-Mansilla & Jackson, 2011). Therefore, using its unique space and curriculum, the international school can pursue cosmopolitan ideals like intercultural competence and global citizenship (Dunne & Edwards, 2010; Straffon, 2003).

Cosmopolitanism traditionally refers to the conventional notion of human beings being members of a single, expansive community (De La Rosa & O'Byrne, 2015). De La Rosa and O'Byrne (2015) argue that this expression should modernize to include the idea of helping those who are suffering some form of injustice to truly make them part of a community. Such an evolved expression of cosmopolitanism would compel the international school to examine how it applies both diversity and mobility in its unique setting to achieve the desired attributes of cosmopolitanism that can be regarded as equitable (Bolay & Ray, 2020). The international school of today is genuinely challenged to evolve the traditional notion of cosmopolitanism to be one that is critical, inclusive, and relevant in today's globalized economy because IB and CIS accreditation mandate intercultural and service learning. It must empower its learners to be agents of positive change in the different communities they claim membership of (De La Rosa and O'Byrne, 2015; Bolay & Ray, 2020).

Though the international school educates foreign national students who often move from country to country many times over the course of their primary and secondary education, it also caters to host country families who desire a transnational educational experience. The international school is therefore challenged to deliver a culturally responsive learning program with intercultural learning opportunities to meet the needs of a diverse learning community. The following organizational improvement plan (OIP) examines one such location, the International Community School Alpha (ICSA), a pseudonym for the organization under examination, where intercultural learning attributes are embedded in the vision (to be a geo-political leader of international education) and mission (educating to empower students to act with positive influence) thus making intercultural competence a valued international schooling outcome. In particular, the high school division is focused upon as it receives noteworthy praise by community members because of the opportunity for students to act as social change agents through its recognized service-learning program.

Nurturing a cosmopolitan identity and teaching intercultural competence is invaluable because the associated skills and dispositions are deemed essential for collaborative, complex problem solving of transnational issues in a globalized world (Heyward, 2002; Krajewski, 2011). Therefore, it is not surprising to observe a growing demographic of third culture kids (TCKs) represented in international schools over the past fifteen years (Jackson, 2011). TCKs are raised in a culture other than the culture of their nationality and different to their parents'. They also live in a different environment during much of their child development years (Kwon, 2018). At ICSA, TCKs demonstrate above average cultural intelligence in two of the three areas (cognitive, motivational, and behavioural) and are likely to pursue engagement in local and international activities, suggesting a true sense of global citizenship (Cushner, 2015; Gunesch, 2004).

These particular students attended previous international schools in different countries, nearly all accredited by the International Baccalaureate (IB) and Council of International Schools (CIS). Such accreditation standards are important as they ensure a school's unique learning program is framed around the common concept of international mindedness, a key construct for students to identify themselves as a member of their local community and as a global citizen (IBO, 2017). In examining the most recent CIS and IB accreditation standards, there is a noticeable shift to using the terms intercultural learning and global citizenship in their guidelines, which broaden the development of international mindedness and student agency from one of identity to include knowledge, skills and dispositions of intercultural literacy (Jackson, 2011).

Education, as an agent for leveraging cultural change, drives the growing international schools industry (Tarc, 2013). The 2018 Global Report on the International Schools Market from ISC Research totalled 9,605 English-medium international schools worldwide with a compound annual growth rate of nearly 6% over the last five years (ICEF Monitor). This growth suggests that international schools purposefully enculturate students with intercultural literacy and experiences as a means of offering choice and opportunity in the struggle for desired resources (Bunnell, 2014; Tate, 2012). Through a neoliberalism lens, it could be argued that international schools like ICSA are creeping towards a more pragmatic focus on intercultural learning to deliver the value-added qualification of global citizenship (Cushner, 2015). One reason for this shift in mission is the phenomenon of cultural convergence (i.e., the synthesis of behaviours, values and ideologies reflective of global citizens that share a common international culture) and its rise in parallel to globalization (Clarke, 2004; Mundy, 2005). With over fifty nationalities present at ICSA, providing a culturally responsive learning program to support students as they

transition to their choice destination for higher learning or training is an authentic organizational goal.

The remaining sections of chapter one will provide context for the problem of practise (PoP) and outline a compelling vision for change based on current organizational change drivers and other influencing factors framing it. Obstacles and challenges will be identified and discussed in the context of theory and evidence that together form the leadership focused vision for change basis of a comprehensive change plan. Guiding questions from the PoP will also be explained.

Organizational Context

ICSA aims to be culturally responsive to the immediate and wider community through its learning program of highly effective and learning progressive pedagogy. Being an international school in Africa, it is strategically empowered to act as a formative change agent for enculturating students with intercultural literacy based on its spatial location and symbolic position in the community (Clarke, 2004; Bolman & Deal, 2013). The surrounding diplomatic community and non-governmental development agencies select ICSA as their preferred school of choice as the learning program is both value-driven (idealist) and value-added (instrumental), which together provide an advantage to its graduating students (Bunnell, 2014; Tate 2012).

Similar to other international schools, ICSA uses school-guiding statements, school-derived policies and accreditation frameworks to shape the learning program in place of a traditional area school board or national education policy. School operations are guided by an iterative strategic plan that is compiled from community stakeholder feedback, accreditation agency feedback, and strategic board planning. The plan is revisited annually and applies its

generative objectives to derive relevant annual goals. To date, ICOSA's pedagogical model supports the school's accreditation requirement for intercultural learning.

CIS and IB accreditation contribute to the ICOSA organizational identity by providing a protocol for recognized professional accountability and organizational improvement. Historically, accreditation has been required by American tertiary academic institutions to validate the ICOSA graduation diploma. Both accreditation processes procure the guarantee of authorization and act as a quality control measure for the school's learning program because they provide a set of international standards to meet (Trilokekar & El Masri, 2017). ICOSA has evolved its vision and mission to meet these standards, including intercultural learning in recent years. A brief review of the history of ICOSA is included below.

Historical Overview

Established in the mid-1900s, ICOSA began as a typical, expatriate American school where the curriculum and learning environment were imported to preserve a familiar, western cultural experience inside the school compound walls. Intercultural learning experiences outside of the walls with the host country culture was limited. It quickly underwent growth and transformation of its original mission within five years to become the American-community school by decree of the then supreme-ruler of the country. A decade later and it changed names again becoming the International Community School Alpha and soon after broadened its curricular program to include the IB's PYP (Primary Years Programme in the elementary division) and DP (Diploma Programme, serving students in grades 11 and 12 in the high school division). ICOSA today currently serves a diverse local and expatriate community and delivers a school-developed curriculum, benchmarked against recognized international standards and frameworks for assessment. In the past three years, there has been sustained growth in student enrolment,

expansion and enhancement of existing facilities, and an accumulation of successful student learning metrics. As the campus is the community, the ICSA co-curricular program is vibrant and a prime conduit of intercultural learning experiences. ICSA has a defined organizational structure that is explained in the next section.

Organizational Structure

ICSA is led by the head of school and has three divisions (elementary, middle, high) that are each individually managed by a divisional principal, deputy principal and coordinators. For example, the high school division encompasses approximately 240 students of 37 different nationalities across grades nine to twelve and is served by a divisional leadership team comprising the principal, deputy principal, lead counselor, curriculum coordinator, service-learning coordinator and grade level leader coordinator. In addition, two counselors and eight faculty members act as grade level leaders to support student well-being and academic success. There are 29 full-time teachers and 8 educational assistants.

The office of learning supports whole-school strategic learning initiatives and is overseen by the deputy head of school and one learning director. Additional services at ICSA include divisional counseling teams, learning support specialists, a speech therapist, occupational therapist and an educational psychologist. Information technology services, admissions, maintenance, business and communications departments also contribute to ICSA's operations and student learning success through the common focus of the organization's vision and mission. Each department is represented in the organizational hierarchy through executive leadership team membership. In sum, ICSA operates as a single, not-for-profit business within the wider international schools industry with its income stream derived almost exclusively from student fees (Tarc, 2013). How the school is both led and managed is discussed in the preceding section.

Organizational Leadership Approaches

A significant pedagogical shift was declared by the newly appointed head of school in August 2018. ICSA would be working to change from a teacher-centric model to a student-centric, learning-focussed school. Students would engage with the curriculum in a personalized pathway approach based on their own goal setting, performance-based assessment, and readiness for learning. Deliberate action was taken to understand ICSA's organizational culture and cultural dimensional influences to prescribe specific leadership practises that could bridge the desired and actual organizational state of the school (Kotter, 1998).

A fundamental obstacle in the transformation to a learner-centric pedagogy was the absence of an adaptive learning culture and a long-standing, rigid organizational hierarchy (Drysdale & Gur, 2017). The faculty had been working with locally developed curriculum that was teacher-centric and applied traditional assessment practises that withstood change for at least seven years. In addition, in-group collectivism was considered a high cultural dimension due to the tenure of many long-term faculty and support staff (Northouse, 2019). Nevertheless, the community at that time agreed upon the need to prepare students for a future of ambiguity, uncertainty, globalization, complexity and change. Simply put, ICSA needed to prepare its students for the VUCA (volatile, uncertain, changing, ambiguous) horizon (Drysdale & Gurr, 2017).

With this new direction set for being a future-focussed school, the first step was implementing the beginnings of a collaborative culture using a professional learning community (PLC) model (Stuart et al., 2018). Future-focussed learning makes the student the leader of their own learning in order to uncover the agency needed to be a successful global citizen in a VUCA world. This notion deviates widely from traditional pedagogy and includes concept-based curriculum and teaching of critical approaches to learning skills (collaboration, critical and creative thinking and

intercultural competence) (Heyward, 2002). The shift to a student-centric model would be challenging and precipitated the need for creating an employee talent pool to identify incumbent staff who had both training and demonstrable experience and highlight where staffing deficits might exist.

Personnel restructuring required the promotion or external hiring of leadership positions in the middle and executive management levels for those with the right fit (Cranston, 2012). ICSA sought people who would embody the traits of a transformational leader to generate enthusiasm for the new vision and mission, while at the same time applying innovative strategies to evolve existing good practices into great ones. Transformational leadership seeks to build an organization's capacity to develop changes to the practises of teaching and learning by changing staff attitudes (Hallinger, 2003). ICSA wanted charismatic leaders who could take the right risks, be decisive, adapt easily and quickly to the organization and share collective consciousness (Robinson & Timperley, 2007). Moreover, ICSA leaders needed to work using a team leadership style that would flatten the previous, steeply sloped, hierarchical structure where the principal was the sole pedagogical leader to include pocketed teams of expertise within the faculty. Transformational leadership allows for this in that it focuses on developing a shared vision and shared commitment to school change through bottom-up, distributed participation (Hallinger, 2003).

From this synopsis, it is easy to conclude that transformational leadership could be the sole leadership approach to adopt as it is concerned with high standards, long term goals and empowering followers to succeed in times of uncertainty (Bass & Steidlmeier, 1999; Holten & Brenner, 2015). However, upon greater reflection of the context in the 2020-21 school year, it is recognized that the leadership-followership dynamic consistently dominated leadership

discussions and decisions making. This meant that the divisional leadership-followership relationship requires greater understanding. Leadership-member exchange theory is drawn upon because of its explanatory role of the dyadic relationship and how it might allow for the quick evolution of the divisional organizational culture and realization of urgent change goals (Dansereau, et al., 1975; Northouse, 2019; Vidyarathi et al., 2014).

Leadership-member exchange theory (in the ICOSA context) purports that the dyadic relationship can work at all levels; and if the right talent (with professional and personal capacity) is in the right role (coordinator or teacher leader position) more followers might be moved into the in-group (of exemplary and conformists) to increase the motivation of the whole followership to accomplish the change plan. Framing the division's social capital using leadership-member exchange theory aids to shape a vision for change that can be realized by those who enact it, the faculty (Fullan, 2006; Katz et al., 2018). Understanding the organization's motivation for change, its leadership approach and the followership personality confirm the personal agency and genuine appreciation for why change needs to be led in the high school by the principal. The organization, position of principal and job mandate were all factors that drew me to apply to ICOSA.

Leadership Position and Lens Statement

My passion for international education and lifelong learning began as a student in different international schools, which channeled into a career as an international school teacher and now administrator. I firmly believe that the international school is a unique learning environment to provide students with intercultural competence, attitude(s) and personal agency to be global citizens and positively impact the world around them. To this end, I pursue employment at IB accredited schools as the IB's mission aims to develop inquiring,

knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect (IBO, 2017). I want to broaden and deepen intercultural learning for students and faculty to be impactful to the world around them. My agency is directly connected to my role as the high school principal and position of complete responsibility for the total learning program delivered. To this role, I bring experience as a CIS accreditation team evaluator and have previously worked as an IB DP teacher and program (curriculum) coordinator. As an accreditation team evaluator, I travel to other international schools and analyse their total school operations and provide feedback against accreditation standards to support school improvement. This experience has enriched my understanding of international school finance, governance structures, leadership and curricular programming.

Being a developmental strategist now working in the VUCA world, I engage with big picture thinking and use a systems analysis approach in determining the risk to reward ratio of change action(s); always with the goal of interrupting inertia and mission drift (Deszca at al., 2020). Being a change agent, I leverage change as a function of the situation (e.g., using the external influences listed in a PEST analysis) to make gains in the pursuit of the vision of ICOSA. The leadership approach taken in the context of this OIP is transformational because it suits the organizational change scenario and naturally aligns with my professional beliefs, experiences and values. As a transformational leader, I have the capacity to engage with and inspire followers to new levels of commitment and moral purpose as well as the experience and understanding of how to restructure systems and protocols to transform the high school to its desired state (Hallinger, 2003; Burns, 1978). I also believe that this approach can best mobilize the divisional followership to incorporate culturally responsive best-practice teaching strategies that can provide greater opportunities for intercultural learning because genuine transformational

leadership rests on a moral foundation of legitimate values, which guides and sustains behaviours (Bass & Steidlmeier, 1999).

To support the mobilization of sustainable change, a team leadership approach will be purposefully pursued to grow individual capacity and collective leadership. Team leadership will foster teacher agency with the aim that in the future, followers might lead themselves (Lentz, 2012). A team, as defined in Northouse (2019), is a group that is composed of members who share common goals and can act interdependently in a coordinated manner to accomplish these goals. The team's skill set needs to be versatile yet role specific to cater for a fast response time for solving problems (Larson & LaFasto, 1989). The team must also abide by a set of strict norms of collaboration and tight task designs. In the 2021-22 academic year, it will be my responsibility as the divisional principal to lead a team of four program coordinators and deputy principal through a plan of strategic curriculum design, co-curricular activity organization and faculty professional development to improve intercultural learning opportunities. This will be done using ICSA's seven norms of collaboration (see Appendix A) and using the Hill model of team leadership where the leader will direct the team members through an analysis of an issue and proposed solutions, hedge the analysis with team input and invoke corrective measures if the team response strays away from the plan (Larson & LaFasto, 1989). How a team leadership approach can work in tandem with a transformational leadership style using leader-member exchange theory will be discussed in greater detail in chapter two. Below is a discussion of the PoP and the elements that frame it in the context of ICSA.

Leadership Problem of Practice

IB and CIS accreditation frameworks mandate intercultural learning to be a program learning expectation. The CIS accreditation standards refer to intercultural learning in four of the

eight domains that it uses to measure standards' implementation and growth over time. With reference to the IB mission, intercultural understanding is connected to bringing peace to the world through multilingualism and global engagement and is part of the IB's Learner Profile and Approaches to Learning skill set (IBO, 2014; IBO, 2017). To maintain accreditation status, ICSA must ensure it is implementing both agency's expectations for intercultural learning.

The Problem of Practice Explained

An emerging issue for international schools accredited by CIS and offering the IB DP is the challenge to nurture intercultural competence of the international faculty and to deliver a culturally responsive curriculum. Before the pandemic, ICSA teachers applied an informal agency to oversee service-learning focussed activities outside of the formal, written curriculum. This included faculty-led international excursions, after-school service-learning clubs and co-curricular activities with the local community.

Service-learning activities are an essential component of intercultural learning as these activities allow students to practise intercultural behaviours such as empathy, listening and observing, flexibility, conflict resolution skills and patience when faced with ambiguity (Jackson, 2005; Van Oord, 2008). Since faculty participate alongside students, they too are challenged to identify their personal intercultural competence and how to formalize cultural awareness and intercultural behaviours as best practises in a culturally responsive pedagogy.

It is common for intercultural learning experiences at international schools belonging to the African International Schools Association (AISA) to be predicated on interactions with those outside of the school community, making such a model of intercultural learning authentic yet vulnerable to external disruptive factors (e.g., the pandemic, civil unrest, natural disaster). Unrest outside the school campus can suddenly halt all cocurricular service-learning activities, including

international trips. The subsequent loss of face-to-face learning experiences diminishes the capacity for students to develop the cosmopolitan disposition advantage for competing in a global society (Cambridge, 2014) and jeopardizes the school's service-learning matriculation requirement.

The high school principal is ultimately responsible for the successful graduation of senior students and is uniquely positioned to be culturally responsive to the needs of a diverse learning community during the pandemic crisis. The problem of practice that will be investigated is the need to address a lack of a strategic divisional approach to increase faculty's competence for formalized intercultural teaching and learning opportunities in all curricular areas.

Framing the Problem of Practice

There are three influencing factors that shape the problem of practice that will be discussed separately below: International schooling- a brand product, geopolitical context, and influencing frameworks.

International Schooling- A Brand Product

Structural tensions between normative and instrumental agendas of international schools notably heightened in the 1990s with the emergence of such concepts as a new world order, world citizenship and globalization, in addition to greater interconnectedness through mass communication technologies and mobility pathways (Tarc, 2019). Such rapidly evolving, influencing factors even prompted consideration that international education should perhaps move into a transdisciplinary field of study to increase understanding of changes across place, space and time (Tarc, 2019). Regardless of the entanglement of influencing factors, agreement that international schooling is rapidly becoming a cosmopolitan, educational brand product is widely acknowledged (Bunnell, 2014; Marshall, 2011).

International education, like other brand commodities, has been quick to garnish appeal and success because school missions are increasingly shaped to meet the demands of its clients (Bunnell, 2014; MacDonald, 2006; Dudar et al., 2017). ICSA has followed this market trend. ICSA's clients have a unique employment demographic with many families belonging to the surrounding diplomatic community and international aid agencies that serve the African continent. They value the skill of intercultural competence, which can foster more respectful relations between cultures as well as for finding and exploiting niche markets across cultural frontiers (Tarc, 2019). ICSA's school guiding statements and accreditation affiliation are reflective of its unique socio-economic context and pedagogical brand that highlight intercultural competence as a desired outcome of international schooling and a value-added product of international education (Cushner, 2015; Marshall, 2011). Nevertheless, it is recognized through informal discussions with the admissions and communication teams as well as counselors that school employees, including faculty, are not fully cognizant of the customer expectation of culturally responsive teaching practices in relation to the ICSA brand identity. Other factors influence the PoP as well that are investigated in the subsequent two sections.

Geopolitical Context- PEST Analysis

The geopolitical context in which ICSA operates cannot go unrecognized as there are strong external influences, which can quickly disrupt school operations and influence different stakeholder groups that function within the problem of practice (Jilke et al., 2019). To identify macro level destabilizing events, a PEST analysis can be applied (Cox, 2021; Ghez, 2019). The PEST acronym stands for political, economic, social and technological influences that act upon an organization. Within the ICSA context, key factors from each attribute are outlined below that

highlight the destabilizing effect each can exert individually as well as collectively, with synergistic effect(s).

Recent political instability (e.g., civil war and national elections) impacts the social and economic climate of the city and country and can result in disruption to school services (e.g., internet availability, electricity supply, movement of students and faculty to and from school due to security concerns). Since ICOSA is an international school that is recognized and supported by the US State Department, any issue of sanctions against the host country (e.g., host country businesses or specific persons) will most likely affect how the school can conduct its local business operations (e.g., banking services, procurement of imported supplies, obtaining work/residency permits for particular foreign citizens). Recently, the American government has threatened sanctions without specific examples to analyze further at this time.

The COVID-19 pandemic exacerbates the current situation by negatively impacting expatriate families' decisions to return to the country due to vaccine shortages and limited health care services and this results in an unwelcomed economic impact through lost projected revenue stream. In combination, political and economic external factors have caused short and long-term campus closures, which subsequently depresses operating budget expenditure(s). The rate for those fully vaccinated in the country as of September 2021 is only 0.8% (World Health Organization COVID-19 dashboard).

Social influences target faculty attitudes towards change that cannot go unrecognized. Most local citizens live on less than one dollar (USD) per day and lack access to many basic health and welfare services as well as housing and sanitation infrastructure (World Bank, n.d.). Tolerance levels of living and working in a developing country in addition to perceptions of

personal safety and security vary amongst faculty and at times can have a varying impact on feelings of personal well-being and capacity for change.

A high concern amongst all faculty is the potential lack of consistency of internet availability, a technological concern (ITU, 2013). This concern became a reality two years ago when the internet was shut down by the government as a political tool to help quell protests and disruptive street riots. Moreover, with the pandemic came the impetus to move to blended and online learning and there now exists an undercurrent of concern regarding how to enhance online learning in the mainstream delivery platform versus as a supplementary learning tool. This has created a steep learning curve where adaptation of pedagogical practices while teaching lessons has left many faculty feeling that they are building the plane as it is being flown with unreliable tool access.

An overarching concern when all PEST indicators are combined is the negative impact on faculty retention/ recruitment (Cox, 2012). The international news regularly reports on all of the factors aforementioned creating a perception of ICSA being a hardship post on the international teaching circuit. As a result, ICSA must mitigate the effect of external forces to attract top talent by offering above-market contract offers with high salaries and competitive benefits, a challenge when enrolment is below expectations and the financial reserves of the organization are reduced. Hiring well trained and experienced teachers that are attracted to the mission of the school, who can fit into the organizational culture yet appreciate the diversity in the local culture, is an ongoing and persistent influencing factor. Understanding the learning needed to address the PoP is required to support hiring and retention of talented faculty. This will be discussed in the following section.

Influencing Frameworks

The problem of practice can be understood and acted upon by using two selected organizational frameworks to achieve mutually exclusive yet complementary purposes: single loop organizational learning (Argyris & Schön, 1996) and transformative learning theory (Mezirow, 1978). Single loop learning applied in the context of this OIP refers to the need to correct existing curriculum structures (e.g., unit planner templates) to include service learning and related concepts for teaching and learning of intercultural competence. In doing this, ICOSA core beliefs and values are being supported but not changed (Evans et al., 2012). Analysis of the curriculum by the visiting accreditation teams will include searching for explicit evidence in the written curriculum for intercultural teaching and learning that sparsely exists. Curriculum writing efforts, being both individual as well as collective can be accomplished during planned PLC meeting times and led by the leadership team. Transformative learning, on the other hand, aims to target understanding and awareness of intercultural competence on a personal level and in relation to the collective (e.g., the division) and wider organization (e.g., ICOSA). The use of transformative learning theory to reflect upon and evolve faculty attitudes towards intercultural teaching and learning will be discussed further below.

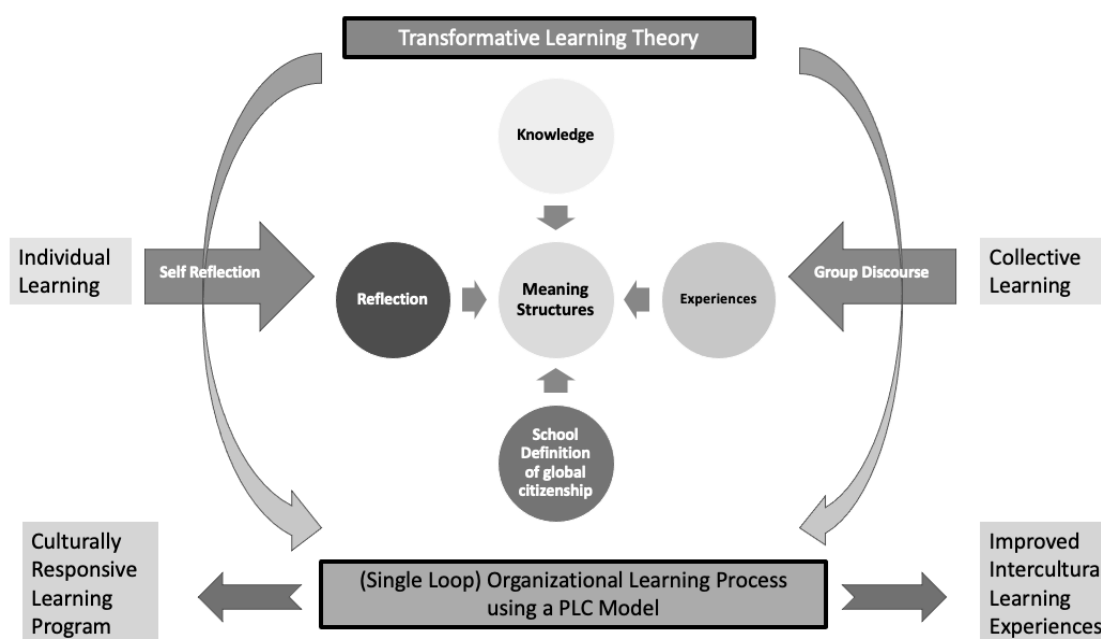
Using transformative learning theory, a person will seek to make sense of their experiences using two key processes: critical reflection and discourse with others (Martin & Griffiths, 2014). It is a particular form of adult learning focusing on how perspectives (meaning schemas) shift to inform personal frames of reference, a process of learning (Howie & Bagnall, 2013). Transformative learning theory explains how individual and collective frames of reference change to be more inclusive, discriminating, reflective, and open (Howie & Bagnall, 2013). It has great utility in the process of organizational change because it focuses on personally

and socially held beliefs; assumptions that require relating to and learning from others (Martin & Griffiths, 2014; Meijer et al., 2015). In terms of teaching practice, transformative learning supports the raising of consciousness that is critical for devising and enacting a culturally responsive learning curriculum (Howie & Bagnall, 2013; Meijer et al., 2015).

The desired organizational state engages sensemaking along a continuum of ethno-centric to ethno-relative mindset (Mitchel & Paras, 2018). To meet the collective goal of an evolved culturally responsive learning program, single loop organizational learning is chosen as organizational values and norms are not disturbed and only routine behaviours (i.e., curriculum documentation) are targeted for change (Garcia Morales et al., 2009).

Figure 1

Evolving a Culturally Responsive Learning Program to Improve Intercultural Learning Experiences



Note. Constructs from transformative learning theory (Mezirow, 1978) are applied within the process of single loop organizational learning (Argyris & Schön, 1996).

Using the PLC model, faculty will engage in activities that foster a discourse of awareness focusing on personal meaning schema and collective meaning perspective (Fullan, 2006). A conceptualization is shown in Figure 1. Meaning schema refers to beliefs about how something works, how to do something, how to understand something, someone or group (Howie and Bagnall, 2013). It is hypothesized that by using both organizational learning theories, faculty will be apt to incrementally shift their consciousness to facilitate culturally responsive teaching practices once they understand their own personal frames of reference in relation to the ICSA identity (Akkerman & Meijer, 2011; Alhanachi et al., 2021). This creeping shift of consciousness will impact teaching and learning and subsequently shift how students themselves grow their intercultural competence to positively impact their immediate and wider environments.

Intercultural Learning- An Ethical Teaching and Learning Outcome

Transformative intercultural learning is an emancipatory process (Martin & Griffiths, 2014). It frees individuals to make their own interpretations of the world and once transformed, there is no going back to the former perception. How humanity survives into the future will largely depend on how communities act together (French & Weis, 2000). Students need to figure out how to belong and how to be and recognize how to situate themselves as individuals within different communities of scale and relation (Starratt, 2007). Therefore, improving intercultural teaching and learning experiences exists in the problem of practice and is a social justice issue example because intercultural competence supports the personal success of students, including the altruistic effect on the communities they belong to now and in the future (Starratt, 2007; Gay, 2010). The teaching and learning of intercultural competence require self-awareness by the faculty as well as the students. To do this, the cultivation of social justice in the workplace is also

necessary where faculty are invited to participate in the change implementation plan with agency and to fulfill a social responsibility towards and with others (e.g., students, families, colleagues) (Collins et al., 2021). Thus, improving intercultural learning opportunities will involve the interplay of faculty professional development and mindful curricular design. Nevertheless, questions arise about the how the change process might impact the divisional culture that are discussed below.

Guiding Questions Arising from the PoP

The ICSA community has grown its multinational demographics over the years. As the school moves to better align its mission and accreditation standards, the curricular program needs to evolve richer forms of intercultural learning that will encourage examination of thoughts, beliefs, attitudes and actions related to diverse student voice and space (Kugler & West-Burns, 2010). This supports the goal for ICSA graduates to develop intercultural competence and personal agency to positively impact the world around them; a transformative learning process. Both Martin and Griffiths (2014) and Meijer et. al. (2015) claim that though experiences are one important pathway to transformative learning, dialogue and critical reflection with others must also be explored. Considering this in relation to leadership ethics and approaches to organizational change, the following two questions emerge from the problem of practice that will be discussed further in chapter two in the ethic of critique and ethic of care sections (Wood & Hilton, 2012). First, how might PLC conversations create discomfort amongst the faculty as issues of power and privilege will most certainly arise and can the obvious dichotomy between expat teachers and host-country national faculty be recognized without creating tension? Second, how might the motivation for greater intercultural competence be expressed as a moral imperative for teaching and learning? These questions must be reflected upon as the vision for

change is created to capitalize on the opportunity to grow and adaptive learning culture for the organization and on that will include social justice cultivation (Collins et al., 2021).

Leadership-Focused Vision for Change

The ICSA high school is already well regarded for service-learning-in-action within the AISA region. Nevertheless, the high school needs to strategically evolve and integrate intercultural learning into both the curricular and co-curricular divisional learning program to truly enact the ICSA vision and meet the needs of its graduates for the volatile, uncertain, changing and ambiguous (VUCA) horizon. As Cambridge (2014) candidly suggests, students who possess a cosmopolitan disposition upon graduation from an international school will be better socialized to live successfully in a global society. This prediction is also supported by Kwon's (2019) empirical study of adult TCKs finding that participants who identified with global citizenry identity agreed that their accrued linguistic and cultural assets gained through international schooling affords privileged transnational employment opportunities and travel.

To pursue this vision, it is recognized that the current high school curriculum needs to be more culturally responsive; generally a first order change, achievable with small, incremental changes but with an evolution of current beliefs with improved intercultural learning (Lewis, 2019). The change plan outlined in this OIP includes limited, tangible and measurable goals that can be perceived as stable (honoring past work); flexible (though adhering to a general timeline); implementable (faculty empowered to contribute and act); relevant to the organization's identity; and inspiring (Fullan, 2006; Evans et al., 2012). Therefore, in keeping to these goals, the faculty followership should work committedly to advance efforts seen as purposeful and significant (Scheffer et al., 2017). Faculty should be invited to participate to leverage personal agency and social responsibility towards and with others as they partake in the change implementation plan

(Collins et al., 2021). With change, comes points of leverage and resistance. Anticipating and identifying both are important aspects of successful change planning and implementation.

Change Drivers

For change to be successful, it is necessary to understand its main drivers and possibly identify points of resistance (Cawsey et al., 2016). A change driver is an internal or external pressure that can shape an organization's change plan (Smits & Bowden, 2015). There are two key change drivers in ICSA's high school. One is the external accreditation process, which governs the curricular program and validates the ICSA high school diploma as well as the IB Diploma. It is a soft change that focuses on the process of how change happens including the content and control of change in relation to the cultural and political aspects of the organization (Senior & Fleming, 2016). Nevertheless, change often depends more on mindset than skill set (Morriss-Olson, 2017). Therefore, in addition to using leadership-member exchange theory, identifying the followership typology and shaping faculty attitudes towards the vision are also essential as the followership is a prominent, internal change driver.

Stakeholders as Change Drivers

The Kelley Typology (1992) best explains the motivations of the high school followership at ICSA (Kelley, 2008; Bjugstad et al., 2006; Northouse, 2019). Applying the typology descriptors in conjunction with informal interview data (one: one meetings with the principal and faculty members), it is noted that there are about 30% of faculty who are exemplary (star performers) who can self-manage, think independently and critically, as well as respond to feedback (Kelley, 2008). There is a substantial group (60%) of faculty who are pragmatist followers but may straddle the conformists and passivist divide depending on the task or situation, and a remaining 10% who are disengaged (Kelley, 1992). It is important to

understand the disengaged minority to determine if they might include contentious resisters who may unwantedly react to proposed action plans with ceremonial compliance (Milian et al., 2016). In taking a change recipient, employee-centric lens, the focus of the vision and change plans shifts to understanding change readiness, which increases the likelihood of change recipient buy-in (Armenakis & Harris, 2009).

Recognizing that followers drive change management, divisional leadership agrees that followership must receive careful, on-going communication management. Effective communication must complement the change vision to capture both the hearts and minds of most employees (Cawsey et al., 2016). The communication strategy to support the vision will follow the participation model (Lewis, 2019) whereby implementers set initial conditions and then empower lower-level stakeholders and users to be involved in decision-making and re-inventing change. This represents active participation, and it allows for a generative role of individual interpretations of the beliefs and values (schema) of recipients (Armenakis & Harris, 2009).

It is recognized that how implementers and other stakeholders communicate about the vision and subsequent change plan will shape the type of change that ensues (Lewis, 2019). Use of language will be critical for gaining the Kelley (1992) followership's cooperation. To honor past work, the use of *and* instead of *but* will be purposefully employed to demonstrate integrative thinking and eliminate the tension that exists when different or even opposing ideas are considered (Lewis, 2019). It implies that the best of both decisions is being moved forward (Lewis, 2019). In addition, selective discussion protocols will be applied that can purposely mute or amplify known cultural dimensions to drive constructive discussions and deliver results (adaptive schools livebinders). This is critical for the accreditation self-study teams who are constructing action plans related to the vision.

Accreditation as a Change Driver

Intercultural learning is explicitly referred to in four of the eight domains that comprise the CIS accreditation framework and is assessed using rubrics to ascertain the developmental stage of a standard over time. Examples of these standards are shown below. On paper, intercultural learning expectations are supported by the school-guiding statements, definition of teaching and learning and school-based definition of global citizenship. However, consistent classroom practices of intercultural learning are lacking in the high school (Domain C) and faculty require professional development opportunities to help them improve their understanding of intercultural learning in curriculum design and delivery (Domain F).

Table 1

Expectations of Intercultural Learning in CIS Accreditation Protocol (CoIS, 2020)

Domain	Standard
A-Purpose and Direction	A3- The guiding statements endorse the school's commitment to the development of intercultural learning (CORE requirement).
B- Governance, Leadership, Ownership	B6- The leadership of the school has the intercultural competencies, perspectives and appreciation needed for the school's unique cultural context.
C- Curriculum	C4- The curriculum promotes the development of global citizenship and intercultural learning.
F- Staffing	F2 (Guiding Question/ Not a Standard)- How do the staff's experience, knowledge, skills and perspective provide the basis for educating the students for global citizenship?

The results of the accreditation visit will inform the school's wider strategic planning process that will begin in January 2021, a subsequent change driver itself. With change drivers identified, assessing change readiness is required to ascertain if the scope and pace of change will be realistic and effective. This is discussed in the next section.

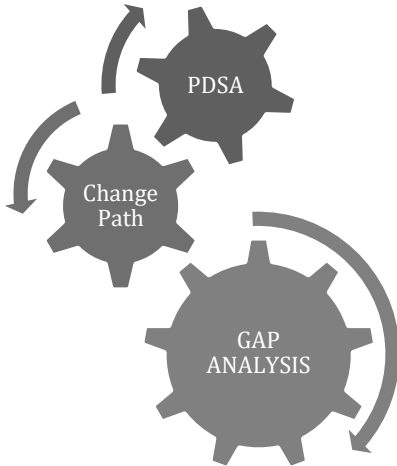
Organizational Change Readiness

Achieving the school's mission as well as the accreditation requirements of CIS and the IB is an aspirational organizational state in the high school that will be achieved through tangible intercultural learning practices and cocurricular program. As the principle change agent, it is critical for the principal to identify useful and dysfunctional norms and dynamics to ensure congruency of organizational components with the proposed change plan (Deszca et al., 2020). To do this, the major congruency components in the high school division will be identified according to the Nadler and Tushman (1989) congruence model, a useful organizing and identifying tool because successful organizations can still implement change during turbulent times if there is congruence between strategy and organizational components. The model helps to keep changes in sync with PEST factors in the changing environment, align internal components with the organization's strategy and achieve congruence among components to meet desired outcomes (Smits & Bowden, 2015). The four components (tasks, people, formal and informal structures) are outlined in Table 2 using their current state (inputs) and desired state (outputs).

Table 2

ICSA Organizational Congruence Model (High School Division)

Open System Inputs (current state)			Outputs (desired state)
Tasks	- Develop a culturally responsive learning program through PLC model and accreditation self-study action planning groups.	Transformation Process:	- Global citizenship definition applied in curricular and cocurricular programs. -Service learning becomes embedded in the curriculum. - Faculty demonstrate intercultural competence
People	-Faculty followership identified (Kelley Typology) -HS Leadership Team has 4 persons, 4 levels of hierarchy.		-The high school divisional leadership is flattened and uses distributed leadership practises and a team leadership approach; 2 levels of hierarchy with 6 persons.

<p>Formal Structures and Systems</p>	<p>Mechanistic systems are in place with traditional hierarchical leadership style; defined roles; weak middle management; centralized control of tasks; linear, simple planning, vertical communication; minimal monitoring systems to ensure accountability.</p>		<p>Organic organizational forms develop: Team focussed tasks structured using group outcomes; greater integration of roles for decision making teams; horizontal and free-flowing communications exist; scenario planning applied instead of linear strategizing.</p>
<p>Informal Structures and Systems (Culture)</p>	<p>-Long serving teachers act as proxy-leaders rather than the administration. -Host country nationals desire greater career progression opportunities. -Majority of faculty have longer tenure than admin; resistance to change is variable.</p>		<p>-Adaptive organizational culture in place. - Greater presence of host country nationals are in middle management positions. - Bi-directional feedback channeling via official and unofficial pathways is used. - Organizational identity articulated through action planning.</p>

Note. Table 2 is an adaptation of the Nadler and Tushman (1989) organizational congruence model that includes a gap analysis, the change path (Deszca et al., 2020) for change implementation and the Plan Do Study Act (PDSA) evaluation strategy (Popescu & Popescu, 2015).

Using the Nadler and Tushman (1989) congruence model, identified inputs noted in Table 2 can be feasibly transformed within the division because tasks and formal structures noted in the table suggest a technical transformation to existing protocols used by the followership (people) whereas internal structures (associated with culture) require some gradual adaptive change of identity (self/group), and belief. Technical transformations of the tasks and formal structures require accurate management planning and execution to realize the aspirational (outputs) state (Leithwood, 1994; Leithwood & Slegers, 2006).

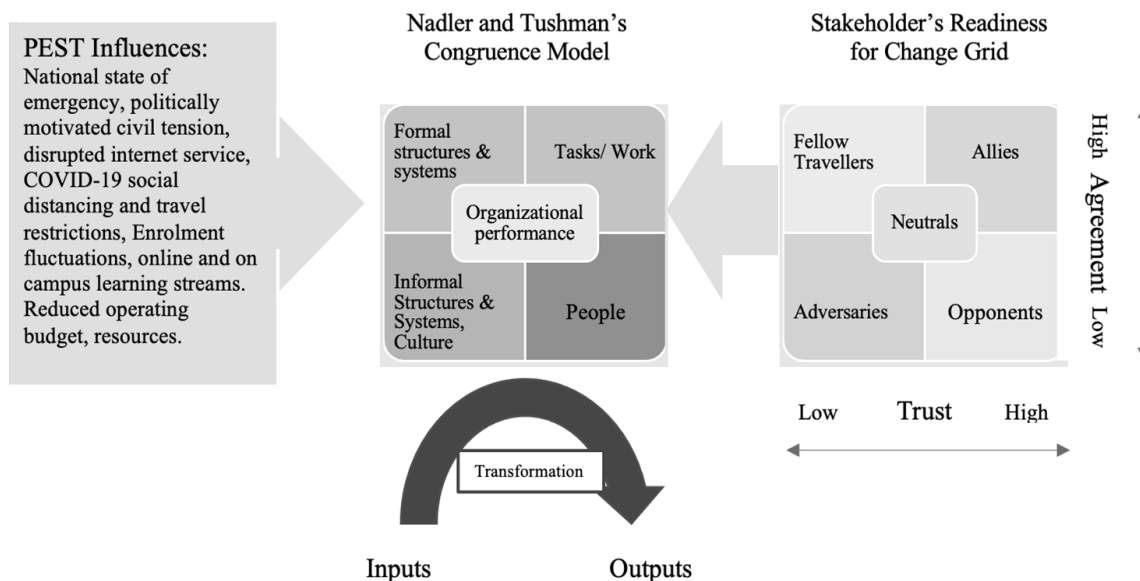
Opening-up the decision-making process by instituting a team leadership approach supports the ideation and action needed to break down former artefacts of a steeply sloped hierarchical leadership style that previously nurtured mechanistic systems of decision making. Faculty interviews with the principal in the 2020-21 school year suggest greater organic organizational change is desired prompting subject team creation that run using a governing by consensus model (no more heads of department) and voluntary membership on committees rather than appointment (like CIS accreditation teams). Augmenting the high school leadership team to include both a core and extended membership flattens the decision-making pyramid substantially and this supports succession training. Appointing faculty into the chair positions on the accreditation teams in charge of faculty designed action plans further supports a distributed leadership attempt and part of a transformational leadership approach. This deliberate action should draw more followers into the upper quartile of the star performers category as well as the pragmatist followers' group.

A widened middle management is projected to improve the capacity to design and support greater professional learning activities using the PLC model and nurture intercultural learning while supporting adaptive change towards a culturally responsive learning program. In addition, faculty leaders in the divisional leadership team as well as chairpersons for the accreditation process are considered soft change agents themselves, designing and carrying out the assessing, monitoring and evaluation of the change plan. Therefore, applying the iterative Plan, Do, Study Act (PDSA) model with increased team leadership and distributed leadership practice should sustainably grow the vision over time (Connelley, 2021; Prybutok, 2018). This will be explained in greater detail in chapter two.

In addition to the previously mentioned PEST Analysis, applying a stakeholder readiness assessment will also assist in supplying additional attitudinal information of the faculty to guide change planning efforts as shown below in Figure 2 (Kezar, 2018).

Figure 2

Gap Analysis Process to Determine Change Readiness



Note. To identify inputs for change and its transformational outputs Kezar's (2018) stakeholder's readiness for change grid, a PEST analysis and Nadler and Tushman's (1989) congruence model.

The extent that change readiness is determined at the organizational level is very much connected to the readiness of the individual stakeholder (Cawsey et al., 2016). It is also a product of the organizational culture (Schein, 2017). As noted previously, ICSA organizational culture has been shaped by a steeply sloped hierarchical structure and mechanistic method of decision making by the administration. Flattening and broadening the structure necessitates inviting both foreign and locally hired faculty to cultivate social justice in the work place. Social justice in the workplace means fostering a sense of self agency and social responsibility towards and with others that will support the state of change readiness in the followership (Collins et al., 2021).

Therefore, cultivating social justice in the work place includes improving equity, access to resources, participation, and worker rights (Collins et al., 2021). Understanding faculty perspectives around each these social justice factors will also inform the state of change readiness as well as the possible engagement strategies to take between the leadership team and followership when starting the change implementation plan. At the time of writing this OIP, no data has been archived about social justice in the workplace at ICSA.

Since people are not all in the same position in terms of readiness for change, it is necessary to gauge where individuals are at and how to intervene (if necessary) to strengthen the followership's capacity for change (Kezar, 2018). Knowing who are the allies, opponents, fellow travelers and adversaries in the divisional followership will help to identify whose individual needs might need to be pursued to make the change plan roll out smoothly. Examining social justice factors in the workplace will help to inform grid positioning of divisional members including administration members and faculty. This could be done via a simply survey or departmental focus group meetings. Obtaining such data could also inform the state of change readiness of students and parent stakeholder groups. However, the school's communication department would need to approve and obtain family feedback that is division-specific and possibly transferable to the change grid so as to avoid survey fatigue of the community.

The stakeholder's readiness for change grid assigns quadrant position using the recipient's emotional response to change. Emotion as a reaction to change by change recipients is important to recognize and validate (Armenakis & Harris, 2009). A positive reaction to change can be expected when the reason for change, the solution and its value to the recipient are internally validated by the employee. The strength of the emotion (either positive or negative) in relation to the proposed change plan is related to the strength of the perceived personal impact of

the change vision and this can be amplified or diminished when expressed as a collective followership position (Armenakis & Harris, 2009). Long term employees are assumed to interact with the outsider (e.g., the leader) according to deeper cultural assumptions than newly hired individuals and most likely have greater influence on the cultural collectivism of the larger group (Schein, 2017). Therefore, interacting with all insiders of the followership to reveal the organizational culture is necessary for an accurate analysis of stakeholder readiness and happens using the change-recipient lens, making the followership members feel that they have something to gain from the leader in doing so (Schein, 2017). In doing so, it is determined through several one: one conversations and team meetings that ICSA is ready for organizational change.

Chapter 1 Conclusion

Chapter one introduced the problem of practice in the context of a long-standing international school's high school division. The ethical importance of intercultural competence for preparing graduates to navigate a fast changing and increasingly globalized world underpins the evolution of the division's curricular and cocurricular program to be more culturally responsive. Identifying the myriad of factors that influence the problem aide the selection of leadership approaches that also speak to one's personal and professional agency as the divisional pedagogical leader. Reviewing the PEST analysis in relation to the followership typology and change readiness grid all suggest that there will be challenges to the change plan that are both internally and externally influenced. Nevertheless, change that serves to improve intercultural teaching and learning experiences will benefit all stakeholders of the ICSA community and beyond thus allowing the organization to achieve its mission. It will also cultivate social justice in the workplace, which supports the growth of an adaptive learning culture.

Chapter two digs into the detail the planning and development of the change plan in terms of what gets changed and how change will be conducted. Nadler and Tushman's (1989) congruence model as a framework to assist in diagnosing what to change will be connected to the change path model (Deszca et al., 2020) and process for implementing the change plan. Solutions to the problem and how success will be measured and monitored using the PDSA (Popescu & Popescu, 2015) process will also be explained and discussed. The various models and frameworks will be explained including how the articulate to bring the vision for change into a pragmatic change implementation plan.

Chapter 2: Planning and Development

Chapter one provides the organizational context that has shaped the vision to strategically increase high school faculty competence for formalized intercultural teaching and learning opportunities. The resulting PoP requires meeting accreditation expectations for intercultural learning while augmenting the intercultural competence of divisional faculty to deliver a culturally responsive curriculum. The divisional principal is therefore essential in addressing the PoP as they must be culturally responsive to the needs of a diverse learning community while ensuring the requirements for successful matriculation of graduating students. With this understood, a skillful and purposeful leadership approach to change planning must be strategized and appropriately executed as the organization holds an ethical responsibility for preparing its graduates for cosmopolitan citizenship (Osler & Starker, 2003; Jackson, 2011).

Leadership approaches are explored in greater detail in this chapter. The transformational leadership approach and its articulation with the Bass and Reggio's (2006) transformational 4I model are further examined because in tandem they create the rationale and desire for change. The Hill model of team leadership will be specifically discussed because an effective middle leadership team is the vehicle through which transformational change is delivered (Larson & LaFasto, 1989). With the dynamics of the divisional followership understood (using the Kelley typology (1992) and leadership-exchange theory), leveraging of social capital (e.g., the identification of key individuals) is facilitated to enact a distributed, team leadership effort of the transformational vision (Fullan, 2006; Harris, 2011; Katz et al., 2018).

The change path model will serve as the guiding framework for the change process (Deszca et al., 2020). It states four simple, sequential steps that logically and flexibly organize change actions, representative of five previous models by Lewin (1951), Duck (2001), Gentile

(2010), Kotter (1996), Beckhard and Harris (1987). The change path model combines process and prescription through the four stages: awakening, mobilization, acceleration and institutionalization (Deszca et. al., 2020). It complements the Nadler and Tushman (1989) congruence model by taking components identified for change forward into a simple, linear change path.

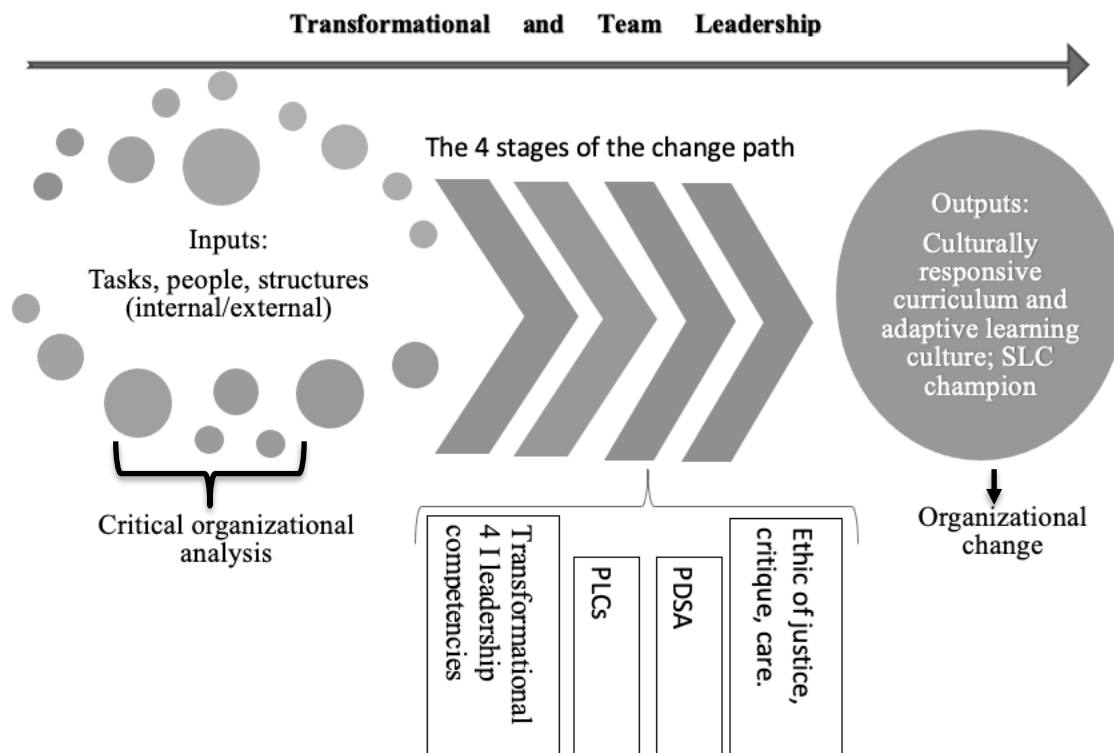
Following along this trajectory is the participation model communication strategy to enhance the transition between the four stages of the change path via accreditation committee membership and PLCs (Lewis, 2019). As well, a discussion of how to evaluate the success of the change path using the PDSA model is offered, (Laverentz & Kumm, 2017).

Chapter two concludes with an analysis of three possible solutions and highlights a singular option that best addresses the PoP, including the moral imperative of preparing students with necessary intercultural competence for 21st century global citizenship (Jackson, 2011). The role of ethical paradigms and a consequentialist philosophical approach to change is reflected upon and its role in the challenges in organizational change section of this OIP (Wood & Hilton, 2012).

A visual summary of this chapter is represented below in Figure 3 to help frontload the chapter information that follows. Both transformational and team leadership approaches are applied during the change implementation plan. During each distinct phase of the change pathway, the leadership team will apply various competencies, models/ frameworks and

Figure 3

A Summary Graphic of the Models and Frameworks Applied Using a Transformational and Team Leadership Approach to Create Organizational Change



Note. Figure 3 depicts the connection of the frameworks and models applied in chapter two.

lenses of critique to hedge desired outcomes on the projected timeline to produce organizational change. The visual is thoroughly explained in the preceding text starting with a discussion of the leadership approaches to change.

Leadership Approaches to Change

Transformational and team leadership approaches are based on a psychological philosophy where individual employees constitute the focus of the change plan, and any organizational development happens because of organizational learning (Smith & Graetz, 2011). This philosophy operates using the assumption that learning uncovers impediments to change and allows them to be removed (Smith & Graetz, 2011). It also aligns with the PoP's influencing frameworks: transformative learning theory (Mezirow, 1978) and single loop organizational learning (Argyris & Schön, 1996). The psychological philosophy underpinning organizational

change approaches supports the vision of shifting personally and socially held beliefs of intercultural competence to deliver a culturally responsive curriculum.

Unfolding change is being undertaken since the change path disrupts the current stability of the curricular program to take the high school division into a future state while PEST parameters in the external environment are also changing (Anderson & Anderson, 2001; Burnes & Todnem, 2012). The transformational leadership approach is appropriately aligned to this type of change as a learning-focussed organization is one of the transformational outputs depicted in Table 2 of the Nadler and Tushman (1989) congruence model. This output involves vision-planning and actions that align followers to reach clear and precise goals mandated by CIS and IB accreditation standards for equipping students with intercultural competence. Team leadership also serves the nature of unfolding change along with the transformational approach because an effective middle management acts to complement a leader's weaknesses with strengths that can bring success to the change path (Smits & Bowden, 2015). Both leadership approaches will be discussed in greater detail below.

Transformational Leadership

The term transformational leadership is originally described by Burns (1978) as a process in which leaders and followers support each other to further a higher level of morale and motivation. The approach specifically transforms people by focusing on emotions, values, ethics, standards and long-term goal setting (Northouse, 2019). As the notion of influence and affective elements rather than power became popularized, the original definition was eventually reoriented away from the political arena to the pursuit of change in education when school restructuring was on the rise in the 1990s (Leithwood, 1994). By 2004, Burns evolved his definition to include greater insight into the drivers of social change that takes into account both human needs and

values; specifically emphasizing how leaders can tap into the intrinsic motivations of followers to allow them to accomplish more than what is expected of them (Bass, 1985; Bass & Steidlmeier, 1999; Yukl, 1993).

Transformational leaders promote organizational learning by creating context for dialogue, construction of meaning and managing creative conflict (Nagy & Edelman, 2014). Transformational leadership is particularly relevant for addressing the PoP since a key element for change is the faculty's capacity for delivering a culturally responsive curriculum. Growing capacity requires affective reflection and collaborative construction of meaning schema/perspective to achieve sustainable change in the organizational understanding of intercultural competence (Howie & Bagnall, 2013). Disorienting dilemmas, critical reflection and rational discourse as part of a PLC process can broaden and even deepen faculty's awareness to improve existing intercultural learning opportunities for students. Such professional learning does not necessarily align within the stipulated school wide collective commitments (Appendix B) that contractually bind teachers to improving teaching and learning. Nevertheless, classroom practises must change to improve intercultural learning opportunities, and this is where the application of charisma and inspiration are required to drive change forward (Leithwood et al., 2004).

It is recognized that the ICSA collective commitments alone are insufficient for motivating faculty towards the transformational change vision of the PoP. The five declarative statements emphasize what faculty will broadly commit to as a PLC; however, they do not enhance the motivation, morale or performance of followers to redefine their identities (self, teacher, organization) towards the change vision (Nagy & Edelman, 2014). Therefore, the Bass and Reggio (2006) 4I model of transformational leadership is applied as a heuristic device to

connect key transformational leadership competencies with the ICSA working agreement statements to structure coaching and mentoring efforts. The 4I model categories are: (1) inspirational motivation, (2) idealized influence, (3) intellectual stimulation and (4) individualized consideration. Linking these with specific ICSA working agreement behaviours (Appendix C) provides a hybrid tool for delivering transformational leadership coaching behaviours listed in Figure 4 below. It is the responsibility and role of the high school principal to exude and support these competencies in the administrative team members. Being the pedagogical leader of the division, the principal is expected to exert agency to motivate and propel the administrative team to collectively implement the change plan.

Figure 4

Transformational Leadership Competencies to Support Change



Note. Figure 4 is an adaptation of Bass and Reggio's (2006) 4I Model for Transformational Leadership to include specific coaching behaviours found in the ICSA Working Agreements (Appendix C).

The three paragraphs below briefly describe each of the transformational leadership competencies stated in Figure 4 and explain how they help to achieve a desired state of authentic intercultural understanding and learning opportunities.

Idealized influences include leadership behaviours that create a positive work culture. The leader follows through on commitments in a timely fashion and models the group's shared values in addition to setting a standard for high expectations and openly celebrates success (Bass & Reggio, 2006). The transformational leader builds trusting relationships to allow followers to navigate sensitive topics such as intercultural awareness and the means of implementing a culturally responsive pedagogy (Nagy & Edelman, 2014).

Followers require a strong sense of purpose if they are to be motivated to intrinsically act (Bass & Reggio, 2006). The transformational leader will redesign perceptions and express the vision for significant change in the life of people and the organization that can be cognitively and affectively realized (Nagy & Edelman, 2014). Appreciating different identities (e.g., self, group, organization) and finding the synergy of all three is what the *inspirational motivation* competency aims to achieve (Akkerman & Meijer, 2011). At ICOSA, faculty members need to be challenged to take ownership of the curriculum and act on the moral imperative of providing students with the intercultural skills to be contributing community members in a globalized world by recognizing the need to improve themselves along the way (Jackson, 2011). Allowing faculty members to participate as agents of change in the process is vital to making change last. As principal, it is understood that personal change will be different for each faculty member. Allowing for such personalized trajectories during professional growth is both valued and encouraged as it contributes to the diversity pillar of cosmopolitanism discussed in chapter one.

Providing intellectual stimulation and individualized consideration are critical when collaborating to create a culturally responsive pedagogy. The transformational leader must act as both mentor and coach by attending to the followership's needs collectively and individually (Bass & Reggio, 2006). Both require active listening and engagement in dialogue to keep

communication focused on broader concepts of international mindedness as well as on specific learning targets of intercultural competence through group dialogue and individual voice (Alhanachi et al., 2021). What is a central goal of both competencies is the encouragement of colleagues to adopt a *what if* approach that can stimulate strategic thinking about intercultural learning (Robinson & Timperley, 2007). The PLC collaborative working process and ICSEA working agreements will provide the structure for challenging faculty to engage in substantive conversations that may be difficult, yet necessary to realize organizational change. The principal is fully responsible for ensuring both are aligned and remain as professional growth opportunities. Allowing for creativity and mis-steps encourages faculty to be learners themselves and this is a strongly held value being the foremost pedagogical leader in the division. Keep the PLC process free from the evaluation process related to contract renewal is very important.

Team Leadership

Leadership is conventionally regarded as an individual pursuit but can also be defined as the viability of leadership being shared amongst a team (Gibb, 1954; Carson et al., 2007). Team leadership assumes that an organization might glean a competitive advantage if influence was shared in the pursuit of common goals making it a leadership construct to be examined further (Katz & Kahn, 1978). With increased empirical evidence to substantiate the value and effectiveness of team leadership, scholars have examined the specific ways with which it can be enacted (Nassif, 2019).

Team leadership is applied in this OIP as an emergent property of teams that arises when leadership influence is shared across team members (Carson et al., 2007). It is a conceptualization of leadership that allows for dynamic and reciprocal behaviours of team members to both lead and follow across different types of tasks, functions, and at various points

in time (Carson et al., 2007). Team members are seen to increase the density of influence to a task, and this subsequently improves the speed, efficacy and quality of the outcome (Nassif, 2019). A team will always work beyond a single person's capacity by virtue of it simply having more perspectives, voices, skills and energy around the discussion table. The principal therefore benefits from having a wider and flattened administrative team to help innovate and problem solve. Moreover, team leadership allows members to work with greater agency due to reduced formal communication structures, thus opening-up communication pathways between members responsible for different aspects of the organization.

Meetings during the implementation plan are formally scheduled, however, informal meetings are encouraged by the administration team that can encompass different circles of professional groupings. It is often the informal communication between faculty and administrative team members that can glean feedback from which the principal can recognize and attend to directly, including disenchantment of potential adversaries or opponents. It is recognized that even though the change plan is leveraged by mandated accreditation, there will be those in the followership that see the change plan as an agenda of the administrative team or solely the principal. This possible misperception will challenge the validity of the change plan. A robust communication plan, discussed in chapter 3, will be vital to managing perception(s) and correcting for misperceptions. It will also be mitigated by the use of the Hill model of team leadership.

The Hill model of team leadership is selected as a specific leadership approach because it provides clear guidance about what intervention(s) a leader needs to take to correct their team's change path trajectory (Petkovski & Joshevska, 2013; Zhou et al., 2015). The Hill model assists the leader and team in diagnosing team problems and determining if monitoring or taking

corrective action by the leader is required as well as the focus of the action (Northouse, 2020; Clark, n.d.). The issue might be task related (e.g., clarifying goals, improving training, systems and structures) or relational (e.g., managing conflict, coaching colleagues, or improving collaborative efforts) or related to an external, environmental problem (e.g., networking, negotiating support from the Board or advocating a position to stakeholders) (Petkovski & Joshevska, 2013). The Hill model of team leadership acts as a filter for which transformational leadership efforts are delivered (Humphrey & Aime, 2014). It is projected to increase success of the PoP's change plan in reference to a positive association measured between shared leadership and team ($r = 0.35$) in recent research of 3882 teams (Nicolaidis et al., 2014). The high school leadership team under the direction of the principal will be employing the Hill model to enact the transformational change process discussed further below using Deszca et al.'s (2020) change path model. The divisional administrative team has a wide variety of experiences, skill sets and tenure time at ICSA to help the principal shape and co-deliver the change implementation plan using the change path model (Deszca et al., 2020).

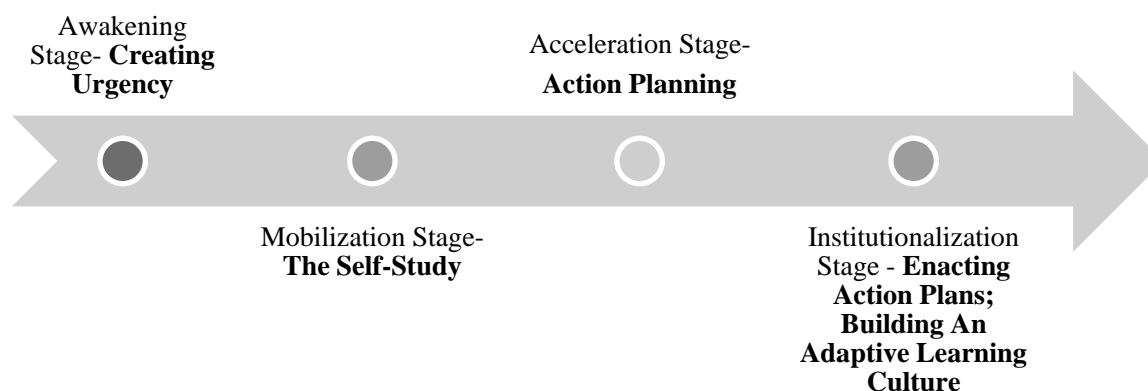
Framework for Leading the Change Process

The change path model is guiding the change process because it provides detail and direction (Deszca et al., 2020). It examines internal and external factors that favour or inhibit change while considering the humanistic (personal, organization and environmental) experiences related to change which other linear, step models do not (Cawsey et al., 2016). For example, Lewin's three stage model of change broadly examines a whole system undergoing change in terms of its component parts shifting through three distinct phases (e.g., unfreezing, change, refreezing) and Kotter's eight-step model of organizational change provides a prescriptive managerial blueprint of eight sequential directives that tightly control the change process (Lewin,

1954; Kotter, 1996). Both recognize resistors to change and pursue a linear, top-down approach towards change management (Deszca et al., 2020). Nevertheless, the change path model is more expansive than the three-step model yet less rigid than the eight-step model, providing greater functionality in an environment where change is unfolding, and external factors are fluid and uncertain (Anderson & Anderson, 2001). The change path is therefore the best model for the ICOSA context and for devising change action plans, the key to getting through change successfully (Pollack & Pollack, 2015). A visual representation of the change path applied in this OIP's context is shown in Figure 5 below.

Figure 5

Leading Change Through Four Distinct Stages of Implementation



Note. The framework for leading change is based on Deszca et al.'s (2020) Change Path Model.

As previously noted, student enrolment as well as staff recruitment and retention at ICOSA can be challenging primarily due to socio-economic and political influences. Therefore, change planning must always afford contingencies that include social capital changes (e.g., student and faculty numbers) as well as budget reforecasting. With unforeseen change being an inherent characteristic of the international school, planned change needs to be rallied with clear purpose around the PoP to make it urgent and situated in the school's strategic plan.

Awakening: Establishing a Sense of Urgency

Raising awareness and recognizing the need for change is the first step in the change path model (Deszca et al., 2020). A realized sense of urgency is a catalyst for the change path to begin and this occurs when stakeholders admit that change is both warranted and possible (Kotter, 1996). To create this feeling in stakeholders, it is vital they understand the current state of the organization, including its articulating parts, and regard the vision for change as a compelling reason to pursue it (Buller, 2015). At ICSA, the impetus for change includes both an ethical responsibility to teach a culturally responsive curriculum as well as a professional obligation to uphold the IB and CIS accreditation standards, which mandate intercultural learning (IBO, 2017; CoIS, 2020). This stage of the change path particularly aligns with the guiding question: How might the motivation for greater intercultural competence be expressed as a moral imperative for teaching and learning?

The awakening phase emerged quickly during the formulation of the IB and CIS accreditation self-study reports when it was recognized that half of the CIS domains for accreditation assessment included criteria related to intercultural competence. Demonstrating successful implementation of the IB and school's mission using a range of school artefacts is also expected (IBO, 2017; CoIS, 2020). Nevertheless, before any collection of evidence could begin, faculty and leadership would need to critically examine the definitions for intercultural learning, intercultural competence, international mindedness and global citizenship (as defined in the ICSA context) to agree upon what might constitute appropriate evidence for the reports. A common understanding of the vocabulary is critical as selected evidence is evaluated against accreditation standards and analyzed in terms of how well ICSA includes them in their school learning program and operations.

The self-study naturally circles around a discourse about the role of intercultural learning in international schools, the ethical imperative for ensuring students develop intercultural competence and the capacity of faculty for creating a culturally responsive learning program that can meet accreditation standards. In sum, accreditation requirements provide a compelling reason for examining the current state of the divisional curricular program and understanding the need for improving intercultural teaching and learning opportunities. During the awakening phase, the stakeholder's readiness for change grid displayed in Figure 2 can be utilized to determine potential resistance and if one: one sense making conversations might mitigate resistance and move adversaries or opponents to a neutral category on the grid (Kezar, 2018).

The Mobilization Stage: Leveraging Participation Through the Self-Study Process

The second stage of the change path focuses on the process of assessing the current organizational state and comparing it against the desired state to better understand the gap between them (Deszca et al., 2020). The mobilization stage begins when the divisional faculty self-select into different committees that will author the self-study reports for both accreditation agencies. During this stage, committee membership can be reviewed, and key individuals identified by the leadership team to chair the groups and oversee the authoring duties. These individuals would more than likely occupy the fellow travellers or allies categories in the stakeholder's readiness for change grid (Figure 2). They align with the rationale for school accreditation and can offer information and expertise to the self-study process (Change Management Toolkit, n.d.).

During the mobilization stage, it is important for the high school leadership team to anticipate the outcomes of the self-study process and ensure systems, roles and responsibilities are framed accordingly to ensure a robust and reflective self-assessment report is produced

(Deszca et al., 2020). Anticipating and streamlining the self-study process empowers faculty committee leaders to focus on discussions that will authentically describe the present state of the divisional curriculum because the need for a culturally responsive curriculum must come from the committee's acknowledgement and commitment to action planning efforts.

A planned, collaborative approach during the mobilization stage sets up the appropriate team dynamics to carry out a participation model communication strategy whereby leadership members and chairpersons set initial conditions and then bring to the table lower-level committee stakeholders to get involved in decision-making and action plan creation (Lewis, 2019). Self-study committees thereby represent an organic form of active participation because they allow recipients a forum to share generative interpretations of beliefs and values (schema) regarding intercultural competence and global citizenship (Armenakis & Harris, 2009). The mobilization phase conducted in this incremental way mobilizes stakeholders to participate because it is inclusive and builds collective ownership for both the process and outcome of any proposed change plan (Smits & Bowden, 2015).

The mobilization phase builds on the urgency of accreditation and applies the self-study process to leverage momentum in the followership that can overcome the inertia of maintaining the status quo of the current curriculum. Once mobilized, the followership can move to the next phase of the change path where followership and leadership co-construct action plans that can shift the current pedagogy to a culturally responsive one.

The Acceleration Stage: Creating Action Plans

The goal of the acceleration phase is to nurture and leverage the followership's adaptive energy to grown from within and upwards (Deszca et al., 2020). The self-study process requires committee members to reflect on submitted evidence of pedagogical practise against

accreditation standards and to propose what change(s) should occur and how to accomplish it in an action plan. The committees work with the leadership team to construct action plans that include deliverables and a timeline of implementation. These plans are reviewed by the accreditation team with objective, constructive advice offered if required. Committees convene during the 2020-21 school year and submit a final report for moderation and feedback in the fall of the 2021-22 school year.

A key step in the acceleration phase of the change path is making a sound action plan and this involves recognizing the paucity of formalized intercultural teaching and learning in the current curriculum and considering how it could be improved. A starting point for this discussion is the reflection on the implementation of the contextualized definition of global citizenship at ICSA (glossary of terms) within committees. The definition was released during the 2020-21 academic year, knowing there would be limited evidence to include in the 2021-22 self-study report. This issue was always projected to be addressed through the action planning process as the office of learning at ICSA knew of the requirement when the accreditation application was made the year before. Nevertheless, the accreditation standards also refer to related yet distinctly different terms (e.g., intercultural learning, intercultural competence and international mindedness) that the high school faculty admit to not strategically applying in the written, taught or assessed curriculum but rather associate them with service learning, a stand-alone cocurricular activity. This realization as well as the lack of school artefacts of intercultural learning and committee discourse corroborate the PoP and need to grow a culturally responsive curriculum using the school's PLC model of professional learning.

The Institutionalize Stage: Using PLCs to Create an Adaptive Learning Culture

The final stage of the change path focuses on tracking change using different tools to obtain balanced feedback and provide correction to deviations from the change vision (Deszca et al., 2020). It is not the goal of this stage to reach a state of permanence and stability as this can create resistance to further change when it is needed (Fleck, 2007). It is the goal to encourage sustainable change efforts that will keep the organization moving towards its vision and avoid inertia or drift (Deszca et al., 2020).

The PLC process for professional growth is a well-established professional practise at ICSEA. It is appropriate for developing faculty capacity to deliver a robust program of intercultural learning experiences and a way for monitoring change progress (Alhanachi et al., 2021). Impactful action plans include change that is both an individual (personal) and a collective (divisional) pursuit. The PLC practice is a sound means for developing faculty's personal awareness of intercultural learning attributes and professional understanding of culturally mediated instruction and curriculum design (Villegas & Lucas, 2002; Alhanachi et al., 2021).

If strategically planned for, PLC meetings can be instructional and transformational moments for organizational learning and growth (Fullan, 2006; Harris, 2011). Discussions about culturally responsive curriculum should examine concepts like power and privilege, which begs the question: How might the obvious dichotomy between expat teachers and host-country national faculty be recognized without creating tension? Before this stage of transformational discovery, the second guiding question of the PoP should be anticipated and proactively planned for with a possible *think with others approach* (Deszca et al., 2020). To facilitate this, a culturally responsive leader might consider bringing in an external consultant who is a subject

matter expert and be skilled in extricating insiders from mental traps that inhibit transformational learning (Deszca et al., 2020; Argyris, 2010).

The PLC is an effective construct that supports single loop organizational learning whereby faculty put into practise the action plan(s) developed during the mobilization phase to subsequently reflect upon and verify if what they are doing works in the classroom (Argyris & Schön, 1996). Faculty may reflect on their own transformational learning of intercultural competence and global citizenship during PLC discussion as well as professional effectiveness delivering intercultural learning opportunities to students (Akkerman & Meijer, 2011). The leadership can study action plan effectiveness through the PLC structure and determine if supportive or corrective action needs to be taken in relation to observations of PLC conversations, feedback from faculty or student learning evidence. The leadership in the institutional stage is therefore enacting the formal PDSA cycle of monitoring and evaluation to support continuous improvement (Laverentz & Kumm, 2017).

To summarize this section, it is the Deszca et al.'s (2020) change path model that is applied to frame the leadership approach to the PoP. Through its four phases, the leadership aims to develop a sense of urgency and leverage accreditation requirements to mobilize faculty. Accreditation protocols permit anticipatory change. In collaboration, the followership and leadership examine the current state of intercultural learning and co-construct impactful action plans that become realized during the acceleration phase. During the final phase of the change path, the faculty with leadership participate in a carefully strategized PLC process to reflect on individual and collective experiences while crafting and enacting the action plans. This *think with others* approach brings stakeholders into a single loop organizational learning pathway that is both instructional and transformational (Deszca et al., 2020; Evans et al., 2012). During this

time, the leadership team will engage in a formal PDSA cycle of monitoring and evaluation to track change efforts (Evans et al., 2012). In the proceeding section, the gap between the current and desired organizational state will be examined in greater detail, which the change path must bridge.

Critical Organizational Analysis


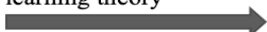


Successful organizational growth requires an adaptive, flexible learning culture that can cope with different types of organizational change when needed and sometimes at the same time (Deszca et al., 2020). Nadler and Tushman (1989) argue that people and organizations develop the emotional desire to change if faced with a negative consequence when action is delayed or ignored. They contend that by engaging in calibrated frame bending efforts, called reorientations, organizational components can malleably change while adhering to the organizational strategy to achieve growth and avoid crisis (Nadler & Tushman, 1989). The leader, however, must identify the right components and create a sense of urgency within a careful limit of tolerance to perform the critical transformation process (Nadler & Tushman, 1989). The leader must also anticipate and assess if change in one component contributes to the downstream change effect of another (Kotter, 1998).

A successful leader of change knows what, how and when to implement change (Kotter, 1998). They need to be able to engage the followership with a change plan that will not allow them to revert to past behaviours (Connolly et al., 2011). The Nadler and Tushman (1989) congruence model helps to hold the linear course of change because it applies a systems approach, examining inputs against outputs and the means for changing one to the other. A system is a combination of parts that form a more complex entity and a systems approach assumes that there are articulating relationships between the parts that affect the functioning of

the whole (Nadler and Tushman, 1989). The Nadler and Tushman (1989) congruence model specifically identifies four categories of key organizational components requiring transformation that contribute to the organization's desired state: Tasks, people, formal and informal structures (Deszca et al., 2020).

Table 3

Summary of Key Components for Transformation Using the Nadler and Tushman (1989) Congruence Model to Accomplish the Goal of Creating a Culturally Responsive Learning Program

Current State (Inputs)	Transformation	Desired State (Outputs)	Goal
Tasks Curriculum	Single loop learning 	Improved intercultural teaching and learning opportunities	Culturally responsive learning program
People Faculty	PLC process using transformative learning theory 	Increased intercultural competence (personal and collective)	
Structures Formal- steeply sloped, hierarchical leadership team	 Revised roles, systems and protocols	Augmented and flattened leadership team using new systems to enact a team leadership approach	
Informal- mechanistic decision-making culture		Adaptive organizational learning culture; Participatory approach to change implementation	

Note. Table 3 is structured using the Nadler and Tushman (1989) congruence model while including the use of transformative learning theory (Mezirow, 1978) during the PLC process (DuFour, 2004) as well as single loop organizational learning (Argyris and Schon, 1996) to illustrate how component transformation is taking place.

In the high school, improving the divisional faculty's capacity for delivering quality intercultural learning opportunities is the primary objective that requires change in all four components of the congruence model. Nevertheless, this singular task output is also tethered to the formation of an adaptive learning culture, which includes resilience for future change(s). Thus, by working to change the curriculum (e.g., a task component), it is projected that an adaptive learning culture can also be created in parallel (e.g., an internal structural component). Table 3 summarizes what is to be changed applying critical transformation processes to create the desired outputs that contribute to the goal of creating a culturally responsive learning program. The key components are further explained in the proceeding sections.

Tasks

The task output of providing a culturally responsive learning program deviates largely from the current curriculum state. PLC efforts under the previous administration focussed solely on improving academic grades through reflection and refinement of subject content and assessment design without evolving towards accreditation requirements for intercultural learning. PLC meeting records, faculty discussions and subject team meetings at the start of the self-study process support this conclusion along with the lack of evidence of intercultural learning practises to share with the accreditation teams during the self-study.

The task of developing a culturally responsive curriculum that connects cultural components of the curriculum to discussions developing critical awareness of intercultural competence requires urgent planned action (Kruger & West-Burns, 2011). The task necessitates building up faculty's self and collective capacity of intercultural learning and implementation of the ICSA definition of global citizenship. It also involves reframing service learning into the academic program as well as the co-curricular program because together, it develops principles

of social responsibility, community leadership and planning ideals requiring innovative thought (Nagy & Edelman, 2014). These three constituents of a culturally responsive curriculum at ICOSA can be developed over the next five years as stipulated by the re-accreditation timeline and therefore can be achieved if there is no delay in implementing the self-study action plans (CoIS, 2020). Curriculum transformation can be achieved using a PLC practice focussed on the process of transformational learning and single loop organizational learning (Smits & Bowden, 2015; Mezirow, 1978; Argyris & Schon, 1996).

Organizational learning captures knowledge to institute effective change (Smits & Bowden, 2015). To do so, an organization must employ strategies to integrate individual and collective learning into skills and knowledge, which would be found in unit of inquiry development (Evans et al., 2012). Transformational learning to increase faculty's capacity for intercultural awareness and competence is essential to improve the authenticity and quality of intercultural learning experiences (Alhanachi et al., 2021). Single loop learning is required to correct the existing academic curricular design to include culturally responsive pedagogy (Evans et al., 2012). Both can be accomplished through a PLC process that promotes collaborative inquiry and integrates individual learning into the wider divisional program (Fullan, 2006). In relation to the congruence model, the transformation of a curricular task also changes the internal structure (culture) of the division, bringing a desired output of improved organizational learning (Nadler & Tushman, 1989).

Internal Structures

The task output of a culturally responsive learning program brings added value to the organization because it drives the foundation for an adaptive learning culture to grow, a desired (internal) structural output. The reason for this parallel transformation process is the articulation

of system components identified by the congruence model and using a revised PLC process (Nadler and Tushman, 1989). A PLC structure can react to unfolding change, a constant reality of the ICSA context and keep the transformation of components moving forward and aligned to the vision (Smits & Bowden, 2015). When the aforementioned, organizational learning approaches are applied using a revised PLC process, team learning as well as personal mastery become the PLC's transformational effect on the followership, and these are the main ingredients for an adaptive learning culture (Rowden, 2001). An adaptive learning culture creates within the followership: a willingness to re-evaluate past assumptions and future directions; a capacity to create shared, flexible plans embraced by all; an attitude of permission to play and experiment with new ideas; and an appreciation for building on previous learning with a willingness to adjust a plan in anticipation of future change (Rowden, 2001). Along with some additional adjustments to people and internal/ external organizational structures discussed below, the impact on future teaching and learning should be highly effective (Evans et. al, 2012).

People and Further Discussion of Change to Internal/ External Structures

Divisional faculty are confident and capable. The gap of knowledge and abilities to deliver quality intercultural learning opportunities is addressed through the task and internal structural components (e.g., adaptive learning culture). The gap requiring bridging is the need for greater participation of faculty in middle management with decision-making capacities to act as change agents (Gaubatz & Ensminger, 2017). Augmenting the divisional leadership team will convert change barriers into enhancements for change through targeted leadership behaviour that can build bidirectional support for the faculty and administration (Gaubatz & Ensminger, 2017). To accomplish this, task-focussed and people-focussed behaviours are selected and emphasized in the leadership team to reduce the perceived gap between the followership and the leadership

decision making. This action also supports a participatory communication plan that can cascade accurate communication through the followership to reduce grapevine discussions (Frahm et al., 2007).

Widening the decision-making process by instituting a team leadership approach also supports the ideation and action needed to break down former artefacts of a steeply sloped hierarchical leadership style (Yukl & Mahsud, 2010). The former administration nurtured mechanistic systems of decision-making through a four person, four level hierarchy that resulted in keeping the followership at a distance and rendering them impotent to sudden change demands. Broadening the high school leadership team to include both a core and extended membership flattens the decision-making pyramid substantially and this supports building a culture of collaboration and collective ownership of decision making and outcomes (Robinson and Timperley, 2007). This flattening of decision making also gives greater opportunity for faculty (both local and foreign) to have professional growth opportunities through open apply positions for self-study committee chairpersons (6 committees) and middle management positions on the divisional leadership team, now augmented to three hierarchical levels and 15 members in total. The change in the high school leadership team mirrors a desired participative approach to change implementation that focuses on changing attitudes as much as restructuring systems such as curricular programing (Deszca et al., 2020). It also follows an adaptive, participant communication strategy approach to successful change management (Lewis, 2019).

Solutions to Address the Problem of Practice

The results of the critical organizational analysis prescribe an employee-centric solution that focuses on the change recipient (Armenakis & Harris, 2009). The goal of creating a culturally responsive curriculum to improve intercultural teaching and learning opportunities

places faculty front and center in any possible change solution as stakeholders are also the products of the transformation (Bass, 1985; Nagy & Edelman, 2014). With collective teacher efficacy being the single most important factor for successful student learning, transforming pedagogical practise that can motivate students to engage in intercultural learning activities is the focus of any proposed solution (Hattie, n.d.; Hite & Donohoo, 2020; DeWitt, 2021). Proposed solutions should presume the use of formalized engagement structures (e.g., PLC discussion protocols) that can provide teachers the means to discuss, analyze and co-construct curriculum embedded with intercultural teaching and learning opportunities (Dufour, 2004).

Employing a change-recipient lens while devising solutions is most appropriate because faculty ultimately must be encouraged to embrace personal and collective development of a culturally responsive pedagogy (Howie & Bagnall, 2013). However, the change leader (i.e., the principal) must also carefully triangulate the outputs noted using the Nadler and Tushman (1989) congruence model when assessing a solution's efficacy based on the different elements of people, tasks, and structures (external and/ or internal). This is to maintain the scope of change and avoid possible *initiativitis* (Fullan, 2006). Keeping the aforementioned in mind, three possible solutions to the PoP are first outlined below and then discussed in detail during proceeding sections.

The first option for consideration is solution one- Provide faculty with professional development opportunities using an external service-learning consultant to institute knowledge and understanding of its different forms and purposes. With their guidance, faculty will construct the foundation of culturally responsive curriculum.

A second option is solution two- Disperse and seed PLC subject team groups with 'capable champions' identified during the accreditation self-study to leverage their skills and

participation while unpacking concepts and terminology (e.g., intercultural competence, global citizenship, international mindedness, cosmopolitan identity) when faculty re-design the curricular and co-curricular program themselves. Their participation creates a direct sense-making process, which can transmit through the followership as well as providing internal validation when constructing a contextually specific, culturally responsive curriculum (Connolly et al., 2011).

A third option for consideration is Solution three- Augment the leadership team to include a divisional service-learning coordinator (SLC) position, supervised and supported by the incoming divisional curriculum coordinator and whole-school athletics and activities director in the 2021-22 academic year. Elevating the existing role of the IB DP CAS (community, action, service) coordinator to oversee all grades instead of only grades 11 and 12 emphasizes the importance of service learning across the whole curriculum and will help grow the school's pre-existing relationships with the local community (Evans et al., 2012). This niched leader of learning would already have IB service-learning training, current experience with the ICSA after school service activity program and have participated in the self-study along with the divisional followership who identified the gaps in current curriculum. This new role would be seen as a change agent position for leading faculty through the transformative learning process of intercultural learning within the PLC structure (Mezirow, 1978; Akkerman & Meijer, 2011). As well, the SLC would support the principal by facilitating single-loop learning professional development activities to embedded service-learning in the curriculum. Further reasoning to explain the possible solutions to the PoP is provided in the next section.

Rationale Underpinning Solutions One, Two, and Three

The PEST analysis of external factors impacting ICSA reveals multiple reasons for possible interruptions to on campus learning. The most noticeable and recent impact was the sudden shift to online learning in 2020 due to the pandemic, which has remained a periodic and reactionary learning modality during the 2021 school year and into the foreseeable future. Online schooling presents many challenges to the traditional teaching and learning approach familiar to faculty and students at ICSA, especially the highly valued co-curricular program. When the onset of the pandemic halted the after-school activities program in March 2020, service-learning diminished from its original form into a state of hibernation for 18 months. Only with the resumption of on campus learning and after school activities in September 2021 did service learning begin to revive. However, with a return to campus life also came the accreditation self-study process and a realization of the lack of intercultural learning practises as previously discussed.

The accreditation self-study process requires reflection of the school's contextualized definition of global citizenship. When presented with this definition along with the accreditation standards for intercultural teaching and learning practises, faculty awakened to the fact that they were not able to connect current evidence of global citizenship and intercultural learning to the accreditation discourse of the IB and CIS. Faculty identified examples of past rich experiences of service learning but could not connect them to recent, limited examples during the online learning period or predict the future and how service learning might exist according to the new accreditation literature. A gap in the curriculum continuum had to be urgently addressed and though faculty attitude towards service learning remains positive and open-minded, it deflates

when it is understood that the formal curriculum (e.g., written, taught, assessed) requires change (Frahm et al., 2007). The above notwithstanding, three possible solutions are discussed below.

Solution One: Hire an External Consultant

A culturally responsive curriculum needs to be developed and implemented and both the leadership and the faculty want to do it right the first time around. The change vision is truly transformational but the process for learning will need to be genuinely transformative and requires significant work and time (Gay, 2000). An immediate solution to the PoP is to hire a professional external expert of service learning from the AISA region to lead the curriculum transformation project. Solution one represents an immediate response to accreditation demands including a professional learning opportunity for up-skilling faculty with knowledge and understanding by an intercultural learning expert (Deszca et al., 2020).

Solution one has value because it allows for faculty subcultures to form based on formal structures (subject department teams) and informal ones (voluntary after school activity facilitation) (Nadler & Tushman, 1989). Subcultures take shape as teachers work collectively in mixed PLC teams to pursue the difficult and daunting task of overhauling existing curricula with the guidance of a service-learning consultant (Berger-Kaye, 2020). The subculture can support traditional groupings that might network outside of regular meeting structures, a sign of an adaptive learning culture (Rowden, 2021). At the same time though, subcultures might become subversive to the task and others who might not share the same enthusiasm for overhauling curriculum (Gaubatz & Ensminger, 2017). In addition, the hired consultant is external to the organization. Therefore, solution one could lack credence with teachers if the expert does not honour the past work of the faculty and/ or have regional, cultural understanding and experience that informs contextual service learning in the ICSA community (Deszca et al., 2020). Knowing

what works does not always mean knowing how it may work in different contexts (Katz et al., 2018). Moreover, a hired consultant is costly and needs to be budgeted a year in advance. It could also be difficult to find a consultant due to pandemic travel restrictions.

Solution Two: Identify Capable Champions in the Faculty

Solution two resolves the validation concern of an external consultant by leveraging select members of the faculty, capable champions, to hedge the institutionalization stage of the change path (Judge & Douglas, 2009). These faculty members are chosen from each subject department and are subsequently dispersed and seeded into self-study committees. They exhibit attributes of the Kelley (1992) followership typology's 'exemplary' category, described as those who act with intelligence, independence, courage, and a strong sense of ethics (Kelley, 2008). Capable champions are critical to the success of the change path as they help move others along the transformative learning continuum and can justify the heavy lifting of collective curriculum writing being co-authors of the self-study action plan(s). Change champions have influencing power because they hold the respect of the those being led through the change process (Smits & Bowden, 2015). Therefore, their participation can drive the collective sense-making process within the division and to some degree at the individual level, to evolve curriculum documentation to include culturally responsive pedagogical practices (Argyris & Schon, 1996).

It is important to note that before and during the accreditation self-study, the high school lacked a divisional curriculum coordinator who would normally analyze and enact accreditation self-study action plans. Previously, the division had been used to working as a mechanistic organization for several years, where faculty responded to a centralized means of planning and procedures that included a clear division of labour and routines (Deszca et al., 2020). Identifying capable champions is a solution that will immediately support the growth of an adaptive learning

culture and aid with distributed leadership to kick start the curricular redesign until needed middle management members of the leadership team (e.g., the curriculum coordinator and athletics and activities director) have arrived.

There is a value-added, enhanced output to solution two as compared to solution one. Shared experience and understanding of committee discussions by capable champions can be transmitted to the followership members outside of meetings, which nurtures an adaptive learning culture (Rowden, 2001). Exemplary faculty can indirectly form coalitions of support and share out particular sticky messages that amplify key change plan communication during the institutionalization stage of the change path (Lewis, 2019; Barrett, 2002). In effect, the capable champion can be mobilized as a ‘creeping commitment’ tactic to mitigate internal organizational influences (Deszca et al., 2020). As well, there is no additional cost incurred with solution two as there is adopting solution one.

A weakness of solution two is the possible departure of any capable champion when their employment contracts end, especially if this were to happen during the institutionalization phase of the change path. Consistency of the change plan and its momentum could be lost. As the PEST analysis indicated, increasing civil unrest and technological concerns make ICSA a challenging international teaching post that affects hiring and retention of foreign faculty. Without a critical mass of capable champions, the potential for diluting or dismantling of action plans by skeptics is a possibility. Like solution one, the accreditation report is authored by an external body of outsiders casting judgment on an internal self-study process, which is not welcomed by everyone. Unlike solution one, there is no external consultant or single internal faculty member in charge to respond to possible adversaries when curriculum work commences. The lack of an appointed position to anticipate and respond to resistance narratives is a potential

weakness of solution two until the strength of an adaptive learning culture in the wider followership becomes established.

Solution Three: Create a Divisional Service-Learning Coordinator Role

Solution three involves creating a middle management leadership role to assist the principal in their efforts to transform the organization to an organically developing team capable of delivering a culturally responsive learning program (Deszca et al., 2020). The newly appointed divisional service-learning coordinator (SLC) would act as an internal change agent with a specific focus during the institutionalization stage of the change path. Whereas the principal is acting as the primary transformational leader and catalyst of the entire change vision, the SLC will specifically adopt the change manager role of solution giver, process helper, and resource linker (Puusa et al., 2013).

Solution three requires a sound change transition manager, committed to evolving the organizational identity associated with service-learning. The position is designed to use morphing tactics to help reform over time the power and culture of the informal systems in the division that traditionally rally around the theme: This is the way we do things around here (Deszca et al., 2020). It is an important strategic appointment. It is expected that the position would be an internal promotion for a truly capable champion whose role it will be to form a key articulating piece of the intercultural learning curriculum system of stakeholders (Judge & Douglas, 2009).

The SLC role is best suited for a host country national teacher because of the local language requirement for the service-learning in action component of the position. Lengthy tenure for this position is desired as well, which is not a trait of a foreign hire. The SLC is expected to work alongside the divisional curriculum coordinator and whole-school athletics and

activities director to improve the intercultural learning experiences in both the curricular and co-curricular program. Solution three purposefully elevates the regular IB mandated coordinator position to an ICSA middle management role, strategically designed to promote shared sense-making to accelerate collaborative actions moving forward (Jappinen, 2017). Moreover, they can harness the support of capable champions identified in solution two and create a coalition of support for the change vision.

Currently, the IB DP CAS coordinator role is filled by a host country national teacher with 10 years of tenure at ICSA, based on current employment data. With their current service-learning training and experience as well as their desire for professional challenge, promotion from DPC CAS coordinator to SLC is a logical solution to ensure historical cultural and systems knowledge is retained moving forward. The role may also be applied for by any faculty member based on aforementioned qualities. Nonetheless, there is a real desire within the organization to promote host-country nationals to pedagogical leader/ manager positions and this would serve a mandate of the organization outside the scope of this OIP. Regardless of the person in the position, they would be supported and developed through the process of professional socialization (Huggins et al., 2017). The newly hired curriculum coordinator has an EdD credential with scholar-practitioner experience in the field of service learning and will help mentor the new SLC in the augmented role at no extra cost when compared to hiring an expert in solution one. The SLC will become the point-person for managing the professional development activities using the PLC model and with guidance from other leadership team members, grow faculty buy-in and cooperation to complete the work of redesigning the curriculum. Solution three aligns with the selected theoretical underpinnings of this OIP as they will apply single loop

organizational learning to evolve curriculum documentation and co-facilitate transformative learning activities to advance intercultural competence awareness during PLC meeting times.

In sum, solution three represents a comprehensive solution to the PoP because it serves to effectively address all four components of Nadler and Tushman's (1989) congruence model and provides momentum to overcome the active inertia in the current state of the curriculum. It serves to unite faculty towards an adaptive learning culture under a visible capable champion. Solution three can effectively transform people, tasks, culture and systems with the creation of the SLC role and it does so with no unforeseen financial expenditure or external hiring risk. Solution three can also fit into the PDSA model of supervision and evaluation best, as explained below and further in chapter three.

Implementing the Plan, Do, Study, Act (PDSA) Model

Implementing a culturally responsive pedagogy to improve intercultural teaching and learning begins during the institutionalization phase of the change path and is framed using the PDSA model. The PDSA model is a cycle of inquiry that will monitor the implementation of the preferred solution (Laverentz & Kumm, 2017). It is premised on the notion that all stakeholders share a common vision that will drive subsequent actions (Deming, 2000).

In an educational setting, PDSA utilizes professional development and appropriate systems such as PLC meetings and discussion protocols to guide improvement efforts (Evans et al., 2012). PDSA aligns with transformational and team leadership approaches as well as with a change-recipient solution focus because it works to make teachers the prime quality control agents for change (Evans et al., 2012). During the final stage of the change path, faculty collectively transform the curriculum to improve intercultural teaching and learning experiences and regularly reconvene to collectively analyze student outcomes and adjust curriculum

programing through professional interactions of the PLC (Evans et al., 2012; Langley et al., 2009).

The PDSA model can be employed with all three solutions (one, two, three) because it encourages job-embedded professional development involving cross-curricular and grade-level teaming of the PLC process at ICSA (Deming, 2000). However, Solution three is favoured because professional development is facilitated by an internal capable champion supported by other embedded faculty influencers. This approach is preferred over the traditional paradigm of passive transmission of information by a hired expert to teachers through a set number of training sessions, which is argued by some to be less effective for the sake of continuous improvement (Evans et al., 2012; Sparks, 1994). With the SLC leading faculty through a series of short, planned changes, data and observations can be analyzed to ensure the change in practice is either institutionalized or tweaked before it is tried again in a short cycle of plan, do, study, act (Popescu & Popescu, 2015). The cycle is what continuously improves pedagogical practise (Keleman, 2003). The PDSA cycle will be explored in greater detail in the forthcoming section: change process monitoring and evaluation in chapter three.

Leadership Ethics, Equity, Social Justice, and/or Decolonization Challenges in Organizational Change

The primary task of any leader is to bring about change to enhance organizational success (Bass, 1995; Kotter, 1996; Burnes, 1978). More often than not, a leader's change vision and decision making are grounded in experiential knowledge and personal views rather than ethical or philosophical theory (Wood & Hilton, 2012; Huggins et al., 2017). This point notwithstanding, the field of educational leadership can be described as a moral endeavour because school administrators are responsible for the stewardship of resources, personnel and

students in their care (Fullan, 2003). Responsible stewardship necessitates responding to the evolving social landscape with ethical leadership and decision making (Wood & Hilton, 2012). Therefore, to achieve sustainable and beneficial change, leadership style(s) and particular approaches to change should be considered that can bring about ethical outcomes (Burnes & Todnem, 2012). To increase the ethical clarity of chosen approaches to organizational change discussed in chapter two, a consequentialist perspective on ethics is discussed below followed by an examination of the use of an ethics paradigm (Burnes & Todnem, 2012; Wood & Hilton, 2012).

Consequentialism Philosophy

Consequentialism is a philosophy rooted in the belief that value of an action is based on the value of its consequences (Blackburn, 2008). Consequentialism is an appropriate lens to apply when discussing leadership ethics and organizational change because leaders are judged by the outcomes of their plan(s) rather than by their intention(s) (Burnes & Todnem, 2012). The PoP specifically applies a transformational leadership approach in conjunction with a change-recipient lens to shape potential solutions (one, two, three). These organizational change approaches will be examined using the lens of consequentialism below.

Transformational leadership aims to motivate stakeholders by establishing an emotional connection with them using influence, charisma and inspiration rather than positional power (Bass & Steidlmeier, 1999). It parallels stakeholder theory and the ethical notion that organizations are required to look after those affected by an organization's activities (Parmar et al., 2010). Though charismatic-transformational leaders can galvanize a followership to want to reinvent themselves and pursue transformational change, it could also result in destructive consequences if the benefit of the change is individual and not utilitarian (Burnes & Todnem,

2012). Thus, to prevent an egoistic (individual) consequentialist outcome of charismatic-transformational leaders, leaders must keep to their moral compass and maintain congruency to the values shared by the organisation's stakeholders (Moore & Gino, 2013).

The PoP is nested in the organizational values expressed in the school's guiding statements and collective commitments (Appendix B). These documents serve to keep the change vision utilitarian and the solutions (one, two, three) employee-centric with the goal of improving faculty capacity to deliver a culturally responsive learning program for students. The approach to change is audited and managed by the clear parameters of accreditation guidelines, which require a communal effort to devise action plans in a distributed leadership fashion by faculty and administration together (Harris, 2011). The PoP leverages a sense of urgency for change using the school's accreditation mandate, however, the moral imperative for teaching intercultural competence is what ultimately draws upon faculty sentiment to want to transform (Dimmock, 2012).

Creating a culturally responsive learning atmosphere demands collective and personal self-awareness that encourages a willingness to question the status quo from multiple perspectives and promote thoughtful actions (Giroux, 2003). A moral imperative therefore exists for intercultural learning to help the personal success of students now and in the future (Starratt, 2007; Gay, 2010). An ethical responsibility to improve intercultural learning opportunities can be viewed as a social justice issue that cannot be ignored since humanity's future existence depends on how communities act together now, as recently highlighted by the United Nations 2021 climate conference or COP 26 summit (French & Weis, 2000; ukcop26.org). Therefore, improving intercultural teaching and learning serves the ethical responsibility of moving students

beyond a basic awareness to actual engagement that can support meaningful change in one's immediate and wider communities (IBO, 2017; Dudar et al., 2017).

Students must learn to figure out *how to belong* and *how to be* and recognize *how to situate themselves* as individuals within different communities of scale and relation (Starratt, 2007). Faculty respect and want to respond to this need but require training to support students' intercultural competence development. Thus, the change approach should be further examined using an ethical paradigms lens to ensure stakeholder impact is thoroughly recognized (Wood & Hilton, 2012).

Ethical Paradigms

Improving intercultural learning opportunities involves mindful curricular design and faculty training informed by three particular ethical paradigms: Ethic of justice, critique and care (Shapiro & Gross, 2008; Shapiro & Stefkovich, 2005; Starratt 1991). Ethical paradigms support ways of thinking and help the leader examine how change can be perceived by stakeholders to ensure individual voice does not get lost in the group (Keeling, 2014). Each of the three paradigms will be examined below.

Ethic of Justice

The ethic of justice supports rule-based decision making (Shapiro & Stefkovich, 2005). It is an objective way to resolve dilemmas because personal and cultural influences are removed from decision-making (Wood & Hilton, 2012). The ethic of justice ensures follow-through on action plans that meet accreditation standards for intercultural learning and intercultural competence of ICSA employees. It is a non-consequentialist ethical frame because leaders do not need to consider the intention to act or reflect on an outcome. They simply need to comply with

the accreditation mandate (Northouse, 2019). Thus, the creation of a culturally responsive curriculum is an accreditation requirement that must be met by the division.

Ethic of Critique

The ethic of critique requires a willingness to reflect upon social justice, issues of access, inclusion and distribution of resources (Giroux, 2003). It examines the moral problems caused by rules, laws and codes that are imperfect but require leaders to uphold them until they are changed (Wood & Hilton, 2012). Using an ethic of critique lens, the curriculum can be analyzed for fairness in terms of balance between content, concepts, and skills as well as its contributing sources (Gay, 2000). The written curriculum can be audited for international mindedness to find a balance of western and non-western sources of knowledge and perspectives required for the curriculum of an international school (IB, 2014). The taught curriculum can also be considered using the ethic of critique in terms of instructor diversity and a culturally responsive learning climate. Informed hiring practices can be invoked to improve diversity amongst the teaching faculty who act as authentic role models for a heterogenous student body (Ladson-Billings, 1995; 2021). With diversity brings divergent perspectives and professional development is therefore needed to build reflexivity of pedagogical practice in relation to intercultural competence (Morton et al., 2020).

The ethic of critique also shapes PLC discussions that support the transformative learning process of sensemaking along the continuum of ethno-centric to ethno-relative mindset (Mitchel & Paras, 2018). Discussions allow educators to begin the process of interrogating the fit between one's beliefs and actions (Morten et al., 2020). It is anticipated that using an ethic of critique will implicitly prompt for the guiding questions emerging from the PoP (noted in chapter one): How might PLC conversations between faculty create discomfort around issues of power and

privilege; How can the obvious dichotomy between expat teachers and host-country national faculty be recognized without creating tension; and, how might the motivation for greater intercultural competence be accepted as a moral imperative for teaching and learning? Such discussions are helpful for the leadership team to assess assumptions about the position of faculty along the ethno-centric/relative continuum and to respond with appropriate professional development activities, timeline and outcomes (Wood & Hilton, 2012).

Ethic of Care

Opposite to the ethic of justice is the ethic of care, a consequentialist frame that values people rather than principles (Wood & Hilton, 2012). This frame is applied through care and concern for the individual development of employees as well as students (Shapiro & Stefkovich, 2005). Leaders apply this frame with the desire to nurture the need for understanding the socio-cultural realities of others that can improve intergroup relations (Wood & Hilton, 2012; Dudar et al., 2017). The ethic of care helps to focus reflection and decision making to include three key principles of a culturally responsive pedagogy: care, respect and understanding for students of all cultures (Ladson-Billings, 1995; 2021).

Integrating an ethic of care paradigm into the process of organizational change is facilitated using transformational leadership as it purposefully focuses on relationships and connections with stakeholders (Bass & Steidlmeier, 1999). An ethic of care also aligns well with the application of transformative learning during the PLC process because it provides a frame of reference for educators to evaluate their actions and interactions with others (Morton et al., 2020). Therefore, using both transformational leadership and transformative learning, an ethic of care lens ensures regard for an environment of collegiality and support (Wood & Hilton, 2012). It frames an adaptive learning culture that creates trust in the process of delivering an evolved

curriculum without fearing setbacks if the change plan does not unfold as expected (Armenakis & Harris, 2009). An ethic of care also establishes a learning atmosphere where students feel valued, and this enhances student success (Wood & Hilton, 2012).

Chapter 2 Conclusion

This chapter presents how transformational and team leadership styles align with the change path model to create a coherent change plan, specifically identifying what to change and how to change it (Deszca et al., 2020). Throughout the chapter, other models and frameworks are identified and explained in the ICSA context that inform the rationale and means for a successful transformation to a new organizational state. They include Bass and Reggio's (2006) transformational leadership 4I Model, Nadler and Tushman's (1989) congruence model, DuFour's (2004) PLC process and Lewin's PDSA model of continuous improvement. Using these tools in a process of critical organizational analysis, three possible solutions to the PoP emerge. One is selected (solution three) because it captures all outputs identified by the Nadler and Tushman (1989) congruence model without unforeseen financial expenditure or external hiring risk of a consultant.

Chapter two concludes with an ethical inspection of the change plan through the lens of consequentialist philosophy and three ethical paradigms: ethic of justice, critique and care. It can be concluded that the solution of creating a divisional SLC to improve intercultural teaching and learning is ethical using all three frames and brings value to change recipients. The chosen solution upholds the ethical responsibility to support student intercultural competence, an example of social justice, and the professional obligation to meet ICSA's accreditation mandate. It also supports the theoretical underpinnings of this OIP.

In chapter three, the theoretical and process knowledge accrued in this chapter will be applied in the commentary of how the change approach will be implemented, evaluated and communicated at ICSA.

Chapter 3: Implementation, Evaluation, and Communication

The final chapter of this OIP elaborates on the implementation of the change plan informed by the problem of practice presented in chapter one and the proposed solution explained in chapter two. The change implementation plan is primarily informed using the Nadler and Tushman (1989) congruence model and subsequently orchestrated by the different phases of Deszca et al.'s (2020) change path. The change implementation plan is anchored within the change path phases, which help to organize key actions that can deliver a culturally responsive learning program and grow an adaptive learning culture.

Chapter three also describes how the change plan complements the context of the wider organizational strategy. The goal of improving intercultural teaching and learning opportunities has impact beyond the direct problem of practice focus. The change plan examines how change will be managed and monitored by a purposefully appointed SLC and the different performance indicators that will be used to measure goal attainment or signal possible redirection. The communication strategy employed is identified and its rationale explained. Chapter three concludes with an assessment of the change implementation plan's limitations along with future considerations.

Change Implementation Plan

The change implementation plan speaks to the high school division but is fully nested within the school's wider strategic plan of earning IB DP reaccreditation while securing CIS accreditation together in 2021. This point notwithstanding, the change implementation plan goes beyond the stipulated required accreditation parameters of intercultural competence. It shifts the existing curriculum towards a culturally responsive learning program that aspires to meet the school guiding statements and provides the ICOSA graduation credential of global citizenship

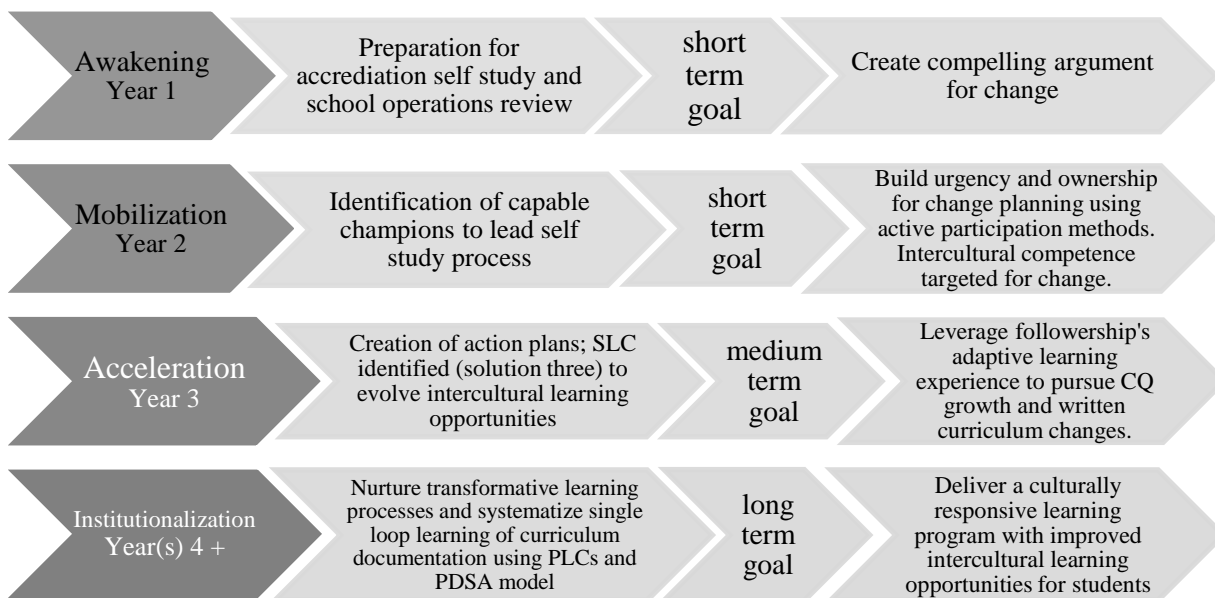
required by the IBO and desired by families (Jackson, 2011; Dudar et al., 2017). It also seeks to embed principles of justice, equity, diversity, and inclusivity (JEDI) into the curricular program.

The primary goal of the change implementation plan requires growing the faculty's capacity for intercultural awareness and competence through transformational learning that will subsequently improve the authenticity and quality of intercultural learning experiences of students (Alhanachi et al., 2021; Dudar et al., 2017). It is a change plan that directly impacts divisional stakeholders and the different communities they frequent (Starratt, 2007; Gay, 2010). Therefore, the strength of the change implementation plan has unbound potential, extending beyond a moral imperative for teaching intercultural competence or the responsibility for meeting the accreditation mandate. Improving intercultural competence provides agency for students and faculty to positively impact the world around them (Starratt, 2007).

Specifics of the change plan will be discussed in reference to the third and fourth years of the four-year change plan, namely the acceleration and institutionalization phases of the change path model (Deszca et al., 2020) as shown in Figure 6 below. Figure 6 portrays the alignment between the change implementation goal setting and change path model (Deszca et al., 2020). Both phases are not governed by accreditation protocols and are self-determined phases of improvement led by the high school principal and leadership team. The action plan is independently created by the faculty and administration including what needs to change, success criteria and the timeline for change that align with accreditation standards. The proceeding section will discuss the sub-goals and priorities of the acceleration and institutionalization phases in greater detail.

Figure 6

Change Implementation Plan Goal Setting Aligned to the Change Path Model (Deszca et al., 2020).



Note. Figure 6 aligns the goals of the change implementation plan with a particular phase of change path model (Deszca et al., 2020), noting that the institutionalization phase may extend beyond the fourth year of the plan.

Goals and Priorities

The self-study's discovery process uncovered the urgent priority to improve intercultural teaching and learning opportunities, which became the focal point for divisional improvement. This consolidated finding marked the conclusion of the mobilization phase of the change path.

Success of the change implementation plan now shifts to the prioritization of actions informed by the critical organizational analysis and goal(s) of the change path phases not governed by the accreditation self-study protocol(s). With this in mind, the final two phases of the change path should be regarded as critically sensitive because they represent a clear departure from former ways of knowing and doing to the desired goal of creating a culturally responsive

curriculum while augmenting collective teacher efficacy in tandem. Both phases are explained in greater detail in the proceeding two sections.

The Acceleration Phase

The acceleration phase is key to a successful change plan as it aims to accomplish three important tasks: (1) Engage and empower others in the change process as well as introduce new knowledge and skills; (2) Sustain momentum as change builds using appropriate tools; and (3) Manage the transition through the change path by the celebration of small yet meaningful milestones (Deszca et al., 2020). A goal of the acceleration phase is to support faculty in their personal and collective development of cultural intelligence (CQ), intercultural literacy and intercultural competence that will allow them to best deliver a culturally responsive curriculum in its three forms: written, taught and assessed (Early & Mosakowski, 2004; Ladson-Billings, 1995; 2021).

Noted previously in chapter two, the use of formalized engagement structures (e.g., PLC discussion protocols) to give teachers the means to discuss, analyze and co-construct curriculum is a critical action of the change improvement plan during the acceleration phase (Dufour, 2004; Dudar et al., 2017). The *PLC at work* structure common to ICSA involves a weekly, two-hour extended meeting time for faculty to immerse themselves in a deep-dive process of discovery, planning and execution depending on the action outcome of the session (Stuart et al., 2018).

During the acceleration phase, the action outcome needs to be nested in one or more of the following seven conditions to support the process of transformative learning and to make gains towards program improvement. These seven conditions shape PLC meeting activities and by tracking them, a varied menu of transformative learning opportunities can be offered to faculty. These include: focus on motivation to do something new; capacity building towards an

identifiable result (e.g., knowledge and understanding of culturally responsive pedagogy); learning in context; changing in context (e.g., devising new teaching and learning activities based on concepts of intercultural concepts); recognizing bias for reflexive action; engagement with others; and persistence to stay the course of change (Fullan, 2006; Alhanachi et al., 2021).

To engage and grow the faculty's awareness of culturally responsive pedagogy, the newly appointed SLC (proposed solution three) will work with the divisional curriculum coordinator and leadership team to unpack terminology and understanding(s) of intercultural teaching and learning practises using the familiarity of service-learning in the existing curriculum. Service-learning is the segue for engaging faculty in a divisional discourse of what constitutes a culturally relevant pedagogy. The overall aim of this approach is to quickly hedge the group into deeper discussions of personal and collective CQ, recognizing possible bias and engage with reflexive action, a key process of transformative learning (Howie & Bagnall, 2013). It is recognized that growing personal and collective CQ through the transformative learning process takes time and is highly individualized in terms of pace and scope (Howie & Bagnall, 2013). This is why the acceleration phase has listed a medium-term goal within the change implementation plan shown in Figure 6, because what is started in the acceleration phase will nevertheless require some revisitation in years four and beyond to compensate for faculty turnover and sustainable growth of the curriculum.

Managing the transition towards a culturally responsive learning program during the acceleration phase also requires recognition of the faculty's overt efforts to deconstruct and evolve the written curriculum (Robinson & Timperley, 2007). Planning and celebrating regular milestones (rather than deadlines) during the curriculum writing process ensures progress is both felt and acknowledged by all during the tenacious process of curriculum overhaul.

During the acceleration phase, teachers must determine where service learning and global citizenship naturally live in existing units of inquiry and must decide if cross-curricular efforts might enhance their conceptual understanding(s) and possible student action in formative and summative tasks. To support the management of the documentation process and to keep momentum for change flowing, faculty will be guided through a series of short, planned changes, in which data and observations can be accrued by the leadership team to celebrate milestones of change and to monitor and evaluate the quality of the new curriculum documentation (Keleman, 2003). This action fulfills the single loop organizational learning (Argyris & Schon, 1996) objective of faculty upgrading an expected professional practise (i.e., curriculum writing using organizational documents) to meet new standards (e.g., culturally responsive pedagogical practises) that does not require validating and rethinking of strategy (Pietrzak & Paliszkievics, 2015).

With the beginnings of an adaptive learning culture planted in the acceleration phase, enhanced growth in the faculty's capacity for delivering a culturally responsive pedagogy can be focussed upon in the institutional phase. This serves to ensure the written curriculum is diverse and inclusive, reflective of the diverse study body.

The Institutional Phase

The institutional phase of the change implementation plan marks the point where faculty are ready to implement the newly evolved written curriculum using both personal and collective CQ skills acquired in the acceleration phase. It is a key phase of the change implementation plan because change is now brought to life with students through the taught and assessed curriculum, which aims to keep the student experience at the center of the culturally responsive learning atmosphere (Kruger & West-Burns, 2011; Ladson-Billings, 1995; 2021).

Managing the transition from a culturally responsive pedagogy on paper to the live classroom is expected to produce both excitement and trepidation by faculty. It is important during this time for the SLC and their coalition of faculty influencers to encourage everyone to find value in instances of success and failure and to share their experiences with each other during the PLC process (Dudar et al., 2017). This will enable informal forms of peer feedback that can grow collective capacity (Alhanachi et al., 2021; Hattie, n.d.). It is hoped that PLC discussions will foster the notion of peer classroom walkthroughs or co-teaching experiences for faculty to learn together in each other's classrooms. Teachers learning from each other supports the adaptive learning culture goal of the implementation plan.

It is also important to discuss early on in the academic year what possible success indicators might look like that demonstrate how a culturally responsive pedagogy is coming to life. Such PLC discussions will help to develop a common understanding and language for describing forthcoming changes in the delivery of the curriculum and support a trusting, participant communication culture of free-flowing feedback (Akkerman & Meijer, 2011; Baker et al., 2013). For example, faculty will be guided to self-assess when units of study contain necessary principles of justice, equity, diversity and inclusivity (JEDI) as well as relevant examples for student analysis.

Questions to pose and answer alongside faculty to help people imagine their shift to a culturally responsive learning atmosphere include: How is intercultural teaching and learning seen and heard across grade levels and subjects; How is intercultural learning described by students in comparison to the faculty's understanding; How is intercultural competence taught and developed across the curricular and co-curricular program; and how might students describe their individualized qualities and skills that support them as global citizens come graduation and

how can this awareness inform their college application process? Answers to questions like these can come in the various forms of stakeholder reaction including but not limited to: classroom walk-throughs, anecdotal data/ observations by administration to faculty and between faculty as well as follow up discussions during PLC meeting times and even community questionnaires to instigate reflective discussions (Baker et al., 2013).

Initial data collected early on at the start of year four of the change implementation plan can be used to establish real-time preliminary goal setting by individual faculty and as a division instead of the administration setting arbitrary, generalized goals. Taking this participant approach acknowledges that the curriculum is new and is in a trial period of experimentation with an all-in feeling of togetherness and accountability (Hallinger, 2003). In addition, curriculum delivery should be a fluid process that can adapt to meet students where they are at in their growth and development. As the need for curriculum to be dynamic is more acute than ever during the pandemic, and the transition between on-campus and online/ off-campus learning often unexpected, it is recognized that the delivery of a polished culturally responsive curriculum is a process that will extend into the future and is why the institutional phase lasts four + years (shown in Figure 6). Managing stakeholders' reaction to change is one reason for allowing greater time to deliver on the outcome as discussed below.

Managing Stakeholder Reaction(s) to Change

The change leader needs to be adaptive during the change implementation process and to balance emotional reaction(s) (e.g., anxiety, frustration) with rationale reasons (i.e., accreditation requirement) to keep stakeholders moving forward (Yukl & Mahsud, 2010). To better understand reactions by stakeholders during the acceleration and institutionalization phases, several avenues for data collection are pursued and described below.

In terms of obtaining faculty feedback, there are four main methods for obtaining direct feedback of the change implementation plan: (1) Back-to-school, check-in meetings between the principal, deputy principal and faculty member to informally understand how each teacher is feeling as the academic year gets underway; (2) Formal professional growth and evaluation meetings between the principal and faculty member to discuss teaching and learning goals set by the teacher that they desire support with; (3) Weekly curriculum meetings held between subject teams with the curriculum coordinator and SLC (if needed) to discuss curriculum progress; and (4) Divisional, weekly deep-dive PLC meetings (as previously described). Even though each method above provides useful opportunities to acquire authentic feedback from faculty by the administration about how the change implementation plan is going, it is the weekly PLC meetings that have the greatest chance for capturing individual and group opinion(s) early-on and making plan redirections if required.

The PLC meeting is a dialogical space where faculty can share understandings, feelings and be challenged to listen to each other while suspending personal assumptions (Akkerman & Meijer, 2011; Kozleski, 2011). The PLC process allows for faculty to question themselves and each other, including the high school leadership team and this is where narratives of resistance can be skillfully transformed into sensemaking conversations (Kezar, 2018). PLCs are a safe group space that can nurture inclusive conversations and help move stuck faculty members forward. They also aid the leadership team in gathering anecdotal data for further team discussion that might require a tweak to the change plan process (Vescio et al., 2008).

Students, as direct recipients of intended changes, would only experience the newly introduced curriculum during the institutionalization phase. Student feedback is normally captured through anonymous feedback solicited by subject teachers and co-curricular activity

leaders. There is also an opportunity to gain greater awareness of how students might experience intercultural learning and competence training in the counselor-led advisory program too through feedback questionnaires. Ultimately, the effectiveness of the change implementation plan's progress will be gleaned through the students' ability to communicate the what, why and how of their learning across the curricular and cocurricular program when prompted, including, what is seen and heard during learning activities by observers. For example, grade 12 students present their final CAS projects in a community festival event to demonstrate their learning and gain feedback. The SLC is able to assess general program effectiveness from this event.

Parents, as community stakeholders, are regularly solicited for feedback as part of the ICSA strategic planning office's mandate. Seeking and securing CIS accreditation feeds directly into the wider ICSA strategic plan being rewritten in early 2022 after the receipt of accreditation agency feedback. The forthcoming new strategic plan will include parental involvement and their feedback on the school's site-based definition of global citizenship and their opinions of intercultural teaching and learning opportunities at the school. Therefore, obtaining divisionally relevant feedback will coincide with the strategic planning office's efforts to canvass the school community for their feedback on how ICSA is delivering its curriculum to meet its mission. These efforts will include questionnaires and stratified, focus-group discussions.

Other Supports and Resources Required

Evolving the existing curriculum to include culturally responsive pedagogy is a significant change that includes restructuring curriculum documentation as well as transformative learning activities. The change implementation plan therefore requires time and leadership facilitation for faculty to learn together, grow together, and change together (Howie & Bagnall, 2013). Time needed is dedicated via the weekly subject team meetings and through the

weekly PLC meetings but both must be carefully guarded by the divisional leadership team against potential *initiativitis* (Fullan, 2006) of schoolwide changes that often stem from different departments (i.e., office of learning).

The change implementation plan guidance is provided to faculty primarily from the SLC with the support of other members of the high school leadership team. Moreover, the triangulation between the SLC, the divisional curriculum coordinator and schoolwide athletics and activities director will effectively embed the different facets of culturally responsive pedagogy in the broader divisional learning program, a team leadership effort. Intercultural competence can be developed in the formal curricular program, taught through formal service-learning action groups and experienced via the general co-curricular program. However, when coupled between all three learning opportunities, a synergy can be created to foster intercultural competence.

To further support personal and collective CQ growth, the Global Competence Aptitude Assessment (GCAA) will be administered to determine the current level of intercultural competence of the faculty in order to plan for next steps PD (Global Competence Associates, n.d.). This tool (as described in Appendix D) is critical for identifying baseline data to structure PLC action outcomes. Since the test is expertly devised, administered and analyzed by a professional external agency, the results gain additional validity over a school-devised questionnaire (Roach et al., 2009). By using individual and aggregate faculty data early-on in the acceleration phase, the SLC can tweak professional development planning efforts for the PLC meetings. It is assumed that there will be a continuum of CQ along which some faculty will be high and others low with many in between. With a coalition of support from identified faculty influencers, using live, personalized data will provide a dynamic of interest and engagement that

can serve to encourage colleagues to continue to participate and persevere through the change process (Huggins et al., 2017). Adult learners enjoy discovering themselves and personal data analysis will serve to facilitate talking points during PLC gatherings. Face to face meetings enhance the PLC process and with the threat of an ongoing pandemic, limitations to the change plan must be realized.

Limitations of the Change Plan

Improving intercultural teaching and learning opportunities is an accreditation requirement endorsed by the ICSA administration through its forthcoming strategic plan of 2022. That being said, a limitation of the change plan is the risk of having a vacated SLC position. The SLC is the identified capable champion leading the change process as part of a wider coalition of support and may need to be easily substituted for in the event that they are unable to fulfill their role due to increasing COVID-19 spread of the Omicron variant or if they resign from the school due to the multitude of reasons that instigate faculty turnover at ICSA discussed in chapter one. If this were to happen, the team leadership approach applied by the high school division can mitigate a short- or medium-term absence of the SLC by other capable leaders rotating the curriculum coordinator, principal, and deputy principal with the support of the counseling team if required (Dudar et al., 2017).

The real limitation of the change plan though primarily rests in the disruption to the assumed scope of professional training by the pandemic and resulting unknown amount of time it will take for evolving the curriculum to include culturally responsive pedagogy. The timeline for planned PD efforts through the weekly PLC sessions will be negatively impacted by continued pandemic interruptions. The change implementation plan's timeline will need to be flexible yet abide by the accreditation timeline for expected change implementation (i.e., five years after the

successful self-study completion and final report issuance). In the fourth year, the newly evolved curriculum goes live in the classroom. It is expected that after an initial trial year that further changes will be made. There will be an additional three years after the fourth year of the change implementation plan to evolve the curriculum before the reaccreditation visit.

The above notwithstanding, through the application of the PDSA model, obstacles can be identified in the acceleration and institutionalization phases of the change implementation plan and aspects of it adapted (Laverentz & Kumm, 2017). The use of the PDSA model will be elaborated on in the next section: change process monitoring and evaluation.

Change Process Monitoring and Evaluation

Curriculum evaluation is an ongoing activity expected of ICSA faculty. Teachers are responsible for periodically reviewing and changing the curriculum to ensure quality learning experiences are afforded that reflect the school's mission and accreditation standards. This professional duty reflects an expected standard of continuous quality improvement (CQI) in education today that can be connected back to the specific PDSA model first proposed by Walter Shewhart in the 1930s and subsequently modified by W. E. Deming in 1950 and in 2009 by Langley et al. (Laverentz and Kumm, 2017; Popescu & Popescu, 2015). Monitoring and evaluation in the ICS context refers to the process of ensuring that the written curriculum is following ICS documentation guidelines as well as meeting the internal standards of ICS curriculum using the ICS teaching and learning policy documentation and IB/ CIS accreditation standards and practices. The taught and assessed curricula are anchored in the written unit planners and are assessed through formal and informal feedback activities.

The PDSA model aims to build knowledge, test a change and implement a change (Pietrzak & Paliszkievics, 2015; Langley et al., 2009). It is considered a valid tool for successful

curriculum evaluation (Laverentz and Kumm, 2017). For example, Laverentz and Kumm (2017) note that using PDSA as a tool for concept-based curriculum development along with PLC gatherings bring clarity in understanding for both teachers and students. Unpacking concepts to find a shared understanding means everyone can speak the same language of concepts and their attributes. In addition, faculty are able to examine aspects of their subject curriculum as they relate to service learning and culturally responsive pedagogy that increases the collaborative efforts of the division to reach the goal of creating a culturally responsive learning program.

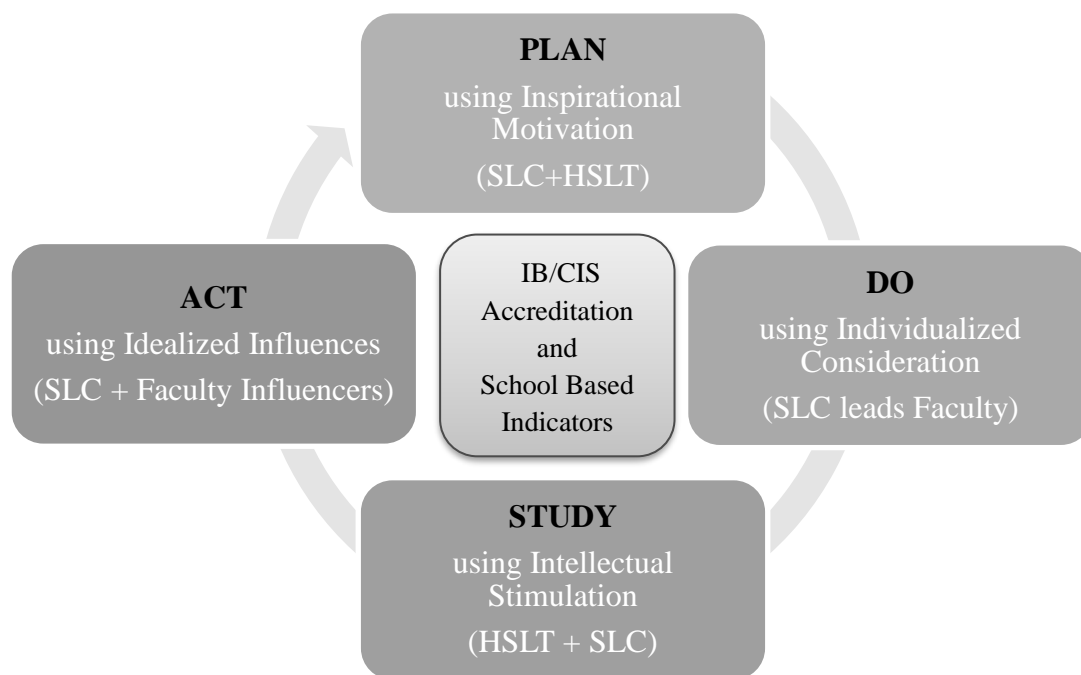
In the scope of the aforementioned change implementation plan, the PDSA model inserts appropriately into Deszca et al.'s (2020) change path model (i.e., the acceleration and institutionalization phases) by providing the SLC and leadership team members structure when deconstructing broader change goals into smaller measurable outcomes that can be quickly evaluated within the PLC process. Ideas and concepts of a culturally responsive pedagogy can be unpacked, planned and trialed with the option of reconsideration if desired action outcomes are not met or require greater enhancement (Popescu & Popescu, 2015). As a vehicle for learning and action, the PDSA model therefore supports the process of growing the faculty's capacity for intercultural teaching and learning (Pietrzak & Paliszkievics, 2015; Langley et al., 2009).

The model is dynamic and to this end complements both the Bass and Reggio (2006) 4I model of transformational leadership competencies (Figure 4) and team leadership approaches to enact curriculum transformation discussed in the preceding section. Both the acceleration and institutionalization phases require coaching of faculty through the transformative learning process of growing self and group awareness of intercultural competence, CQ and culturally relevant pedagogy that impact their ability to evaluate and change the existing curriculum. Figure 7 below illustrates the interconnection of the 4I transformational leadership approaches with the

steps of PDSA model as implemented by different members of the high school leadership team (HSLT). Within each step of the PDSA cycle are the specific coaching strategies from the 4I transformational leadership approaches to help grow faculty CQ capacity. The center of the diagram connects the success indicators (both school based and accreditation mandated) to the cycle as change(s) must align to both external and internal control checks. The next section will outline how PDSA cycle steps mesh with Deszca et al.'s (2020) acceleration and institutionalization change path stages used in the change implementation plan.

Figure 7

Evolving a Culturally Responsive Curriculum Using the PDSA Cycle of Improvement, Including Transformational and Team Leadership Approaches



Note. The HSLT members are: The principal, deputy principal and curriculum coordinator with additional support provided by the grade level leader and counselor(s).

PDSA Model Implementation

The most recent version of the Deming (1950) model, namely the Langley, et al. (2009) Plan-Do-Study-Act model will be used when describing specific actions related to the monitoring and evaluation of the change implementation plan. The PDSA model in this instance aims to improve the organizational processes of curriculum evaluation, improvement and implementation while growing the faculty's capacity for intercultural competence. The assessment of the change implementation efforts will be guided by the following three questions proposed by Langley et al. (2009): (1) What is to be accomplished? (Plan, Do); (2) How will a change outcome be determined as an improvement? (Study); and (3) What changes can be made that will result in improvement? (Act). Each question with the associated steps of the PDSA model will be discussed in greater detail below as they relate to goals for years four and five of the change implementation plan.

What Is to Be Accomplished? (Plan, Do Steps)

The plan step of the PDSA model dictates using primary data (e.g., documented comments from employees including school artefacts/ evidence) from the self-study process to determine the chosen initiative for curriculum reform (Langley et al., 2009). The do step initiates the creation of action plans to improve the written curriculum. Both steps coincide with the goal of the acceleration phase of the change implementation plan: to create sound action plans that address the identified intercultural learning deficit in the existing written curriculum using the PLC process.

Question One (What is to be accomplished?) corresponds directly to CIS and IB accreditation standards. What is overtly missing in the curriculum needs to be rectified. For example, restructuring unit planners to include concepts of intercultural learning, skills related to

intercultural competence and authentic teaching and learning activities will be systematically planned for and implemented over the course of the acceleration phase within the plan and do steps of the PDSA model and tweaked and refined during the institutionalization phase when teaching the evolved curriculum in year four.

During both the acceleration and institutionalization phases of the change path, teacher teams can evaluate the consistency of the school-based definition of global citizenship and its attributes for associated concepts. To accomplish this requires teachers to develop culturally responsive pedagogical understanding(s) in order to build horizontal and vertical exemplars that prevent concept creep and its potential disruption to the consistency of intercultural competence development (Laverentz & Kumm, 2017). To do this well, teachers must first be guided through the process of developing increased personal and collective CQ growth in year three, using the GCAA assessment tool and knowledge building PD of what constitutes culturally responsive pedagogy using service learning to bridge the discourse, as noted in the previous section. Such transformative learning needs to be carefully planned by the SLC and curriculum coordinator to ensure PD activities are impactful and motivating for faculty to want to keep moving up the proverbial ramp of continuous improvement (Popescu & Popescu, 2015).

The do step of the acceleration phase requires an ethic of care lens to be applied including using appropriate motivation strategies such as those in the Bass and Reggio (2006) 4I model of transformational leadership competencies (Figure 4). The ethic of care is used to nurture the need for understanding the socio-cultural realities of others that can improve intergroup relations (Wood & Hilton, 2012). It permits attributes of justice, equity, diversity and inclusivity (JEDI) to guide and inform group discourse. It also focuses reflection and decision making around the three key principles of a culturally responsive pedagogy: care, respect and understanding for

students of all cultures (Ladson-Billings, 1995; 2021). The SLC, members of the HSLT and other faculty influencers can be recruited to work in smaller teams to initiate the self-study action planning options during the weekly PLC process in years three, four or beyond. Their leadership is important to maintain sensemaking conversations and reduce resistance, gauge individual and collective pace to track progress and determine the success of meeting action outcomes in the study step of the PDSA model (Pietrzak & Paliszkievics, 2015).

How Will a Change Outcome Be Determined As an Improvement? (Study Step)

As noted in Figure 6, the goal of year three (i.e., the acceleration phase) is to evolve the written curriculum to be trialed in year four of the change plan and refined thereafter as part of the institutionalization phase of the Deszca et al.'s (2020) change path model. Along the way, feedback will be collected (as noted in the previous section) that involves collecting data from teachers, students and the wider community.

The study step can be applied in three ways. Firstly, it can involve a review of the change plan's subgoals (e.g., weekly PLC meeting action outcome success; student feedback); Secondly, it can be an assessment of the end of year phase goals (e.g., the changed curriculum documentation at the end of year three); Thirdly, it can represent a final evaluation of the overall change implementation plan outcome (i.e., the evolved curriculum at the end of year four against accreditation requirements). Regardless of the type or frequency of the monitoring process, the study step must gather relevant and sufficient data that can be analyzed against target outcomes (Popescu & Popescu, 2015; Pietrzak & Paliszkievics, 2015).

What Changes Can Be Made That Will Result In Improvement? (Act Step)

The target outcome for the change implementation plan is twofold. The overall goal is to improve the intercultural teaching and learning opportunities using a culturally responsive

pedagogy that will meet the reaccreditation mandate in 2026 as well as the ICSA mission. Along the way, it is understood that new ideas will be gathered and possibly adapted and/or adopted based on the data collected during the study step (Pietrzak & Paliszkievics, 2015).

The official reaccreditation process will verify the change efforts against published accreditation standards and deem them to be sufficient or warrant further refinement. Therefore, a clear tracking of changes against required curriculum standards and practices must be monitored but also checked against school-based indicators related to ICSA's school guiding statements. This builds internal accountability linked to external accountability (Dudar et al., 2017).

The monitoring process is to be routinely conducted by the SLC and curriculum coordinator with feedback shared from the communications department and school strategic planning office. However, as the responsibility for curricular change rests solely with the high school principal, it is critical that the change implementation plan is regularly checked and acted upon (e.g., corrected or amended) using the Hill model of team leadership approach (Petkovski & Joshevska, 2013). It is recognized that several evaluation and assessment reviews over time are required to accurately answer this question, being that it is iterative in nature, and may be affected by the forthcoming school strategic plan.

In sum, to ensure the efficacy of the change implementation plan, monitoring and evaluation of the plan process will be guided using the PDSA model by Langley et al. (2009). The model aids in identifying and refining the sub-goals connected to the processes and product(s) associated with the acceleration and institutionalization phases of Deszca et al.'s (2020) change path model, which anchors the change implementation plan. Connecting data collection, analysis and verification steps through the PDSA cycle of improvement within the

acceleration and institutionalization phases contribute to the achievement of creating a culturally responsive learning program with improved intercultural teaching and learning opportunities.

The next section examines the communication plan that directs the change process to stakeholders and bolsters the change plan's impact.

Plan to Communicate the Need for Change and the Change Process

A change implementation plan requires change to be introduced to stakeholders and involves both simple and sophisticated choices of communication strategies (Lewis, 2019). The change implementation plan described in chapter three applies a deliberate communication strategy that can connect with the change path model by anchoring the change process through the use of structured implementation activities (SIAs). SIAs are actions purposefully designed for stakeholders to encourage them to participate in the change process (Lewis, 2019). SIAs aim to mobilize knowledge and skills that in turn disseminate shared understandings (Lavis et al., 2003; Kaur-Gill & Dutta, 2021). Shared understandings must therefore be co-created through a relational process of transformative learning during PLC meeting time in both the acceleration and institutionalization phases of the change path (Deszca et al., 2020).

PLC gatherings provide the relational space required for teachers to learn about culturally responsive pedagogy and to learn from others (Khalifa et al., 2016). Both represent critical aspects of the transformative learning process that grows faculty capacity for intercultural teaching and learning (Skipper & Pepler, 2021). PLC interactions also further the building of an adaptive learning culture where faculty become aware of and responsive to each other's knowledge and learn with each other (Skipper & Pepler, 2021). Therefore, an adaptive approach pursued through the communication strategy complements the goal of creating a culturally

responsive learning program using the change path model during the change implementation plan (Deszca et al., 2020).

A communication plan strategy considers the nature and timing of communication that will translate into the design and frequency of messages about change (Lewis, 2019; Ji et al., 2021). A participation model approach is the chosen strategy where the implementer team (e.g., HSLT and SLC) empowers other stakeholders (e.g., faculty) in designing best use and form of change in the curriculum adaptation process that includes service-learning and robust intercultural learning opportunities (Lewis, 2019; Lines, 2004). The participation model represents an adaptive communication strategy (Roberts-Gray, 1985). Implementers set a few initial conditions related to curriculum documentation requirements and then allow teachers to get poignantly involved in decision-making and reinventing change in the curricular program (Lewis, 2019; Ji et al., 2021).

The participation model communication strategy is guided by four major goals to be accomplished through 4 specific phases. The four goals are: (1) Infuse the need for change; (2) enable individuals to understand the impact that change will have on them; (3) communicate any structural and job changes that will influence how things are done; and (4) keep people informed about progress along the way (Lewis, 2019). The goals are situated in the following four phases of the communication change process: (1) Pre-change approval; (2) developing the need for change; (3) mid-stream change and milestone communication; as well as (4) confirming and celebrating change success (Lewis, 2019). The goals and phases connect well to the change path model (Deszca et al., 2020) anchoring the change implementation plan described in chapter two. Their articulation is summarized in Table 4, with the specific communication plan phases outlined in greater detail in the proceeding sections after the table.

Table 4

*Change Implementation Plan Articulation of the Communication Strategy Goals,
Communication Plan Phases and Change Path Model Stages*

Communication Strategy Goals Using a Participant Model Approach			
Infuse the need for change	Enable individuals to understand the impact that change will have on them	Communicate any structural and job changes that will influence how things are done	Keep people informed about progress along the way
Communication Plan Phases			
Pre-change approval	Developing the need for change	Mid-stream change and milestone communication	Confirming and celebrating change success
Change Path Stages of the Change Implementation Plan			
Awakening	Mobilization	Acceleration & Institutionalization	

Note. The communication strategy and communication plan are based on an adaptive approach first proposed by Roberts-Gray (1985) that constitutes a participant model of communication found in Lewis (2019). These phases align with the Deszca et al.'s (2020) change path model stages. The alignment between strategy, communication plan and change path stages are by the column that has similar shading.

The way(s) in which communication is designed and expressed influences the sense-making of stakeholders and their motivation to move in a common direction (Lewis, 2019; Nutt, 1999). Therefore, actions taken during each phase of the communication plan need deliberate consideration to minimize the effect of rumour(s) and to galvanize support for change through enthusiasm and commitment to the change vision (Lewis, 2019; Frahm et al., 2007). To aid in the explanation of the plan, the four different communication plan phases are visually

represented below in Table 5 along with each phase's focus and examples of the communication methods aligned to that phase.

Table 5

The Different Focus and Methods Used In Each of the Four Phases Of The Communication Plan

Phase	Focus	Communication Methods Used
Pre-change approval	Compliance with the change vision	<ul style="list-style-type: none"> • Sticky messages • Use of small media • Face to face information sharing
Developing the need for change	Empowerment by uncovering and confirming the needs for change	<ul style="list-style-type: none"> • Face to face discussions of small and large group size • Development of culturally relevant meanings • Symbolic and literal representation of participation engagement
Midstream change and milestones	Monitoring strategic action and controlling strategic thrust	<ul style="list-style-type: none"> • Bidirectional feedback solicitation • Sharing of clarifying questions and responses. • Lobbying of opponents • Refutational replies
Confirming and celebrating success	Recognize individual, group and organizational success	<ul style="list-style-type: none"> • Success sharing through small and large media, letters of commendation for personnel files, conference or paper presentations.

Note. The communication plan for this OIP is based on Lewis' (2019) participant model of communication.

The following sections outline particular actions taken during each phase of the communication plan shown in Figure 5.

Pre-Change Approval Phase

The pre-change approval phase coincides with the awakening stage of the change path model (Deszca et al., 2020). The change implementer initiates the communication of the need and urgency for change to occur (Deszca et al., 2020). At ICSA, the accreditation self-study process is being planned during this stage, with the whole school community learning together. The communication of sticky messages using small media is at this point centered on the purpose and need for CIS accreditation, with the high school division additionally acknowledging renewal requirements for reaccreditation of the IBDP (Kaur-Gill & Dutta, 2021; Beatty, 2015). Small media in the ICS context is defined as interactions that take place in group settings, such as PLC meetings or town hall forums (Kaur-Gill & Dutta, 2021).

The principal, with support from the schoolwide office of learning, is disseminating information with the official view of the plan and its purpose, answering questions, correcting misinformation and invitation participation (Lewis, 2019). The principal is regarded as an opinion leader and a key individual with source credibility (Kaur-Gill & Dutta, 2021). This communication plan phase uses one-sided message delivery with positive selling for wanting to be a CIS accredited school that promotes compliance with the school leadership's vision (Lewis, 2019; Beatty, 2015). The pre-change phase also involves acknowledging others' opinions but always with a response that foreshadows the expected participation of faculty in self-selected, self-study teams during the accreditation process. In addition, efficacy messaging is issued, where change is portrayed as necessary for school improvement and competitiveness by the head

of school and board of governors (Lewis, 2019; Beatty, 2015). Efficacy messaging is seen to have motivational objectives that can elicit behavioral objectives (Ji et al., 2021).

The various aforementioned messaging strategies focus on compliance with the change vision and are accomplished using the large group meeting style of town halls for presentation and audience interaction in addition to divisional meetings and select, invitational meetings (Kaur-Gill & Dutta, 2021). Messaging also reaches change recipients via written communication in the form of the faculty weekly e-brief, school weekly newsletter to parents and students, the daily student bulletin in the high school, social media alerts and direct point email communication(s). Feedback is not a goal of this phase because there is a preformulated idea of the reason for the change and what it entails that requires repetitive and over-communication to rally stakeholders (Lewis, 2019).

Developing the Need for Change Phase

The need for change phase aligns with the change path model's mobilization stage (Deszca et al., 2020). ICSA faculty are self-selected into the accreditation self-study groups and the work of establishing the current and desired state of the curriculum is being performed through assessment of school artefacts that meet accreditation standards. During this phase, change leaders are uncovering and confirming with faculty the lack of intercultural teaching and learning opportunities in the curricular and co-curricular program, based on evidence of formal and indirect learning (Lewis, 2019; Ji et al., 2021)). Implementers focus communication on inviting change champions and faculty influencers to solicit insights and assist in the reiteration of the need for change as well as answering questions (Lewis, 2019; Lines, 2004). The need for change phase aims to provide widespread empowerment and is resource focused, where faculty

participation is considered critical for design and implementation decision-making (Kaur-Gill & Dutta, 2021).

This phase has high symbolic and literal representation of participant engagement that also includes ritualistic communication with the new school-based definition of global citizenship and accreditation standards related to intercultural learning/competence and international mindedness (Lewis, 2019). It is at this stage during the change path where the communication plan inculcates new cultural meanings into the faculty discourse that will drive subsequent efforts to reform the curriculum to include culturally responsive pedagogy (Skipper & Pepler, 2021; Goodman & Truss, 2004). Results of the communication plan for this phase are the co-authored action plans between faculty and leadership.

With action plans in place, the next step is to grow the faculty's capacity for understanding and delivering culturally responsive pedagogy using the PLC process to accelerate the change process. This goal requires an alternate messaging process found in the midstream change and milestone phase.

Midstream Change and Milestone Phase

Milestones are critical points for monitoring strategic actions and controlling strategic thrust (Pietrzak & Paliszkiewicz, 2015). This phase of the communication plan serves to monitor targets, accomplishments and note any deviations from the change implementation plan that has now moved into the acceleration phase. The midstream change and milestone phase will employ bidirectional feedback, relaxing the change implementation process through discussions of perceptions of the change context using PLC gatherings (Lewis, 2019; Goodman & Truss, 2004).

The midstream change and milestone phase is significant in that stakeholders shift from being receivers of change messaging to asking clarifying questions and participating in

sensemaking activities that see them offering opinions to others, including implementers (Lewis, 2019; Nutt, 1999). This communication phase falls within the acceleration and institutionalization stages of the change path model (Deszca et al., 2020) where faculty are actively participating in SIAs that use both transformative learning to improve CQ and single loop learning to incorporate changes into established lesson plan templates. The midstream change and milestone phase complements the study step of the PDSA model where corrections are made to the change implementation plan in terms of the curriculum redesign in years three and four.

Nevertheless, as more voices are brought to the table, resistance may rise and risk delaying plan implementation milestones because of lengthy discussions or creative sessions that might produce alternative versions of the original action plan(s) (Lewis, 2019; O'Toole et al., 2003). The above notwithstanding, the PDSA act step can mitigate for any stall and see implementers flexibly amend the timeline for curriculum implementation through successive smaller iterations of the PDSA cycle (Laverentz & Kumm, 2017). For example, if a suggestion is agreed upon to implement, a smaller PDSA cycle can be trialed first before it is implemented more broadly. A change to the unit plan structure could be trialed in one unit first with feedback solicited from teachers before agreeing to the change for all units in a course of study. It should also be noted that even though involving more voices increases engagement in knowledge creation and debate, the chances of an existing alternative overcoming the original plan diminishes if the resistor lacks the definitive status and partnerships that faculty change champions possess to influence the direction of change efforts (Lewis, 2019; Lines, 2004). In addition, strategic communication surveillance by the leadership team during this period could

result in specific lobbying of key stakeholders to alleviate communication shortcomings that result in downstream implementation difficulties (Pietrzak & Paliszkievicz, 2015).

Specific strategies that could be applied to bring individuals back on track with the goals of the change plan might require one: one facilitation and support, negotiation and agreement or even explicit or implicit coercion (e.g., using the employment contract as leverage for curriculum development). To counter-act resistance as much as possible, implementers must be ready to offer *two-sided* messaging that identifies opposing arguments with persuasive refutational messages to inoculate further counter-attitudinal messages (Lewis, 2019). Refutational messages should be framed by a perceived gain or loss (e.g., advantages of compliance with accreditation standards) to convince stuck faculty to move forward with the SIA activities (Snyder, 2007). The goal of any influencing communication strategy though is to always move stakeholders into a change acceptance zone, where motivation to change correlates with their perception of success, so that an attitudinal impetus to try new things can be sustained (Lewis, 2019; Lines, 2004).

Confirming and Celebrating Change Success

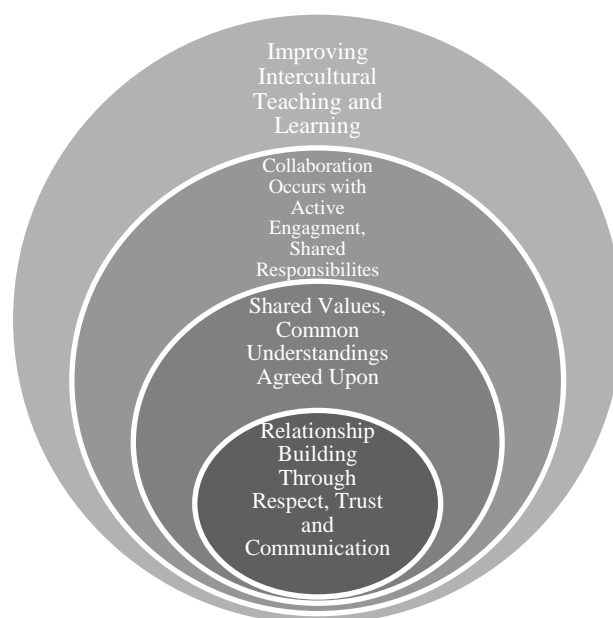
Confirming and celebrating change success begins when a culturally responsive written curriculum is completed at the end of the acceleration phase (i.e., year three) and continues along the way as teachers begin facilitating purposeful intercultural teaching and learning opportunities during the institutionalization phase (i.e., year four). This stage of the communication plan focuses mostly on the successful completion of the goals of the acceleration and institutionalization phases noted in Figure 6. Nonetheless, the communication plan can acknowledge the different efforts of individuals, the faculty as a whole, as well as the organization in achieving CIS accreditation and the changed aspects of the curriculum (Kitchen & Daly, 2002). It can also recognize the incremental growth of an adaptive learning culture as

divisional faculty collaborate and bring to life culturally responsive pedagogy in order to improve intercultural teaching and learning, as represented by Figure 8.

Figure 8 depicts particular steps that occur before genuine collaboration can ensue with a true interchange of ideas and strategies among individuals who retain varying experiences, knowledges and skills (Griffiths et al., 2021). It is a journey that requires resilience and commitment. Confirming and celebrating these different foundational points internally can be achieved with addresses made during weekly PLC meetings, messages of appreciation sent to individuals and groups, expressions of appreciation through written digital internal communications (e.g., weekly staff e-brief; ICSA weekly parent newsletter) and with personal memos of commendation from the principal that attach to end of year performance and evaluation documentation (Kitchen & Daly, 2002).

Figure 8

Growing an Adaptive Learning Culture to Improve Intercultural Teaching and Learning Based on Constructs of Collaboration



Note. Figure 8 is adapted from Griffiths et al.'s (2021) diagram of the “building blocks model of collaboration” (p. 75).

More broadly, it is hoped that the divisional leadership team would share the success of the curriculum transformation outside of the ICSA community through a forthcoming regional AISA conference paper and presentation in the 2022/23 academic year. The SLC and divisional curriculum coordinator have also applied for ICSA to host an AISA Global Issues Service Summit (GISS) in the 2023/24 school year for international school students to showcase student-led service-learning projects and curriculum framework. They have also proposed a newly defined service-learning award for the 2023 ICSA graduation ceremony.

In summary, the communication plan is informed by a communication strategy that adopts an adaptive, autonomous focus using a participant model approach (Lewis, 2019; Roberts-Gray, 1985). The participant model approach aims to clarify and strengthen collective beliefs, cognitions and attitudes towards intentions of change and change goals (Lewis, 2019; Lines, 2004). The resulting communication plan has four phases that corresponds with the goals of the change implementation plan, including the Deszca et al.'s (2020) change path model and Langley et al.'s (2009) PDSA model for monitoring and evaluation. The plan assumes that as stakeholders increase their commentary around the design, modification and clarification of the change process, they become more satisfied and supportive of the change implementation effort (Lewis, 2019; Kaur-Gill & Dutta, 2021). This process of collaboration is what will create an adaptive learning culture that can allow faculty to produce high quality intercultural teaching and learning opportunities.

Chapter 3 Conclusion

Chapter three examined in detail the change implementation plan that is mostly anchored in the acceleration and institutionalization phases of Deszca et al.'s (2020) change path model. The goals of the phases are situated primarily in the written curriculum in year three and the taught and assessed curriculum in years four and beyond as noted in Figure 6. Obtaining feedback from the different stakeholder groups (i.e., faculty, students, parents) as well as capturing and assessing baseline assessment data on faculty's intercultural awareness will help the SLC craft transformative learning activities to grow faculty capacity for developing intercultural teaching and learning activities. Using Langley et al.'s (2009) depiction of the PDSA model helps to formulate additional inquiry questions that ensure relevant and sufficient data for review is obtained.

The communication plan spans the change implementation process and aims to provide widespread empowerment using a participant model approach. This allows for strategic surveillance by change implementers using active listening while faculty are participating in different SIAs that can be triangulated afterwards (Lewis, 2019; Kaur-Gill & Dutta, 2021). This method allows for intelligence gathering that aids in refining and focusing subsequent messaging to ensure information is being received in the way it was intended (Lewis, 2019).

The OIP will culminate in the next section with conclusions, next steps and future considerations for how intercultural teaching and learning can sustainably grow.

Next Steps, Future Considerations of the Organizational Improvement Plan

The OIP presented in chapters one-three illustrates the importance of intercultural teaching and learning and how it benefits a diverse learning community at an international school like ICSA. Improving intercultural competence can transform traditional curriculum to include culturally responsive pedagogy, which in turn improves how different community stakeholders learn and act together (French & Weis, 2000). Intercultural competence provides students the knowledge, skills and dispositions to genuinely engage with others and potentially create meaningful change in one's immediate and wider communities, a social justice issue example (Gay, 2020). It is regarded as a desired product of international schooling by ICSA parents and is a required learning outcome of the school and its accrediting agencies (IBO, 2017, CoIS, 2020).

The problem of practice underpinning the change implementation plan has genuine substance as a moral imperative to support students in their development as global citizens (Clarke, 2004; Osler & Starker, 2003). It is leveraged by the ethical responsibility of the organization to meet CIS and IB accreditation mandates. Both accreditation pursuits retain the support of the ICSA administration and board of governors as part of the new organizational strategic plan currently being developed.

A first next step to further the change implementation plan is to ensure the high school leadership team and SLC are creating a carefully crafted PD plan of activities. It is plausible that the pandemic will continue to disrupt on-campus meeting times where PLC processes are most impactful and therefore an online contingency plan needs to also be constructed to mitigate those times when PD activities must be conducted virtually.

In addition to the possible pandemic disruption, faculty turnover could also delay plan implementation activities due to the volatile influences of socio-political (external) factors that

traditionally impact the school. To this end, a consideration to ponder is how to ensure continuity of the change vision and change plan goals if stakeholders enter and exit international schools with unexpected frequency? Therefore, a second action step is to bolster the current teaching and learning policy to include the dimension of culturally responsive pedagogy in addition to the ICSA statement of global citizenship. An updated policy will support the sustainable evolution of the curriculum based on ICSA values and sentiments in addition to the CIS and IBDP reaccreditation process (Schulte, 2018).

A third consideration is to work collaboratively with the human resources department to add JEDI principles to the existing inclusive hiring policy to ensure there is greater equity in future hiring planning. This would ensure the administration, current and future, continues to be reflective and deliberate in its hiring practises to support a culturally responsive learning atmosphere where students can recognize culturally pertinent features of themselves in the trusted adults teaching them (Khalifa et al., 2016).

It is anticipated that there will be favourable support from different stakeholder groups (i.e., faculty, students, parents) for the change plan goals that align with the ICSA vision, mission, and which support the necessary graduation requirement of the ICSA diploma. Intercultural competence has the value-added perception by stakeholders that students possessing such credentials hold a cosmopolitan identity in a globalized, interconnected world that can offer both advantage and agency for a fulfilling life ahead (Kwon, 2018). As a former student of international schools and now an educational leader of one, I personally believe in the value and purpose of the problem of practise and change vision to drive organizational change at ICSA. To this end, this OIP can be shared as a knowledge and/or implementation resource with other international schools with IB and CIS accreditation to kickstart a possible community of practise

for intercultural competence development. I look forward to the journey ahead of implementing this OIP, which can positively impact the ICOSA community and beyond.

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Appendix A

ICSA's 7 Norms of Collaboration

Pausing
Paraphrasing
Posing Questions
Putting Ideas on the Table
Providing Data
Paying Attention to Self and Others
Presume Positive Intentions

Note. The ICSA 7 Norms of Collaboration are based on those published by Adaptive Schools (n.d.).

Appendix B

ICSA's Collective Commitments

To become a highly effective, learning progressive school, Teachers will:

- embody the ICS learner profile traits
- ensure that all students learn at high levels
- collaboratively and positively contribute to the PLC
- facilitate the standard-based guaranteed and viable curriculum through an inquiry approach
- build professional capacity through ongoing learning and leading.

Note. The ICSA Collective Commitments are contained in the faculty contract for both local and foreign hired teachers.

Appendix C

ICSA Working Agreements

Pay Attention- diversity	Invite the ideas of others; listen with an open mind; respect different values and voices.
Make Room- conflict	Encourage conversation that may be hard, but necessary; focus on ideas, not people; zoom out to zoom in.
Message Matters- communication	Clarity- communicate a thoughtful and unified message. Timeliness- just the right words at just the right time. Consistency- cascading messages across the school and community.
Show Up- presence	Physically- be on time and come prepared. Emotionally- be responsible for your own emotions. Mentally- engage with the team, not with a device.
All In- commitment	Honor what happens inside the group, outside the group. Be all of who you are, all of the time. Disagree and commit.

Note. The ICSA 7 Norms of Collaboration are based on those published by Adaptive Schools

(n.d.).

Appendix D

The Global Competence Aptitude Assessment (GCAA)



Note. “The Global Competence Aptitude Assessment (GCAA)[®], recognized by the American Council on Education, is a widely accepted objective measure of these critical skills. The GCAA[®] measures student readiness for the global workforce, as well as educators’ knowledge gaps, so that future generations of workers are globally competent.” (Global Competence Associates, n.d.).

The GCAA takes approximately 30 minutes to fully complete the online test that has 4 distinct sections. The online test requires full internet connection for the duration of the test. A detailed report is sent to the participant with an explanation of the results. The cost of the online assessment can be comfortably absorbed through the personal professional development benefit appropriated to each professional faculty member by ICSA.