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## Fostering Asset-Based Approaches to ELA and Multilingualism in an English-Medium International School

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## Abstract

This Organizational Improvement Plan (OIP) aims to address the Problem of Practice (PoP) of the marginalization of English Language Learners (ELLs) in an English-medium International School (EMIS) by leveraging teacher-leaders as advocates for cultural and linguistic equity via asset-based approaches starting in the classroom. Underpinned by colonial modes of thought disguised as neoliberal internationalism, EMISs often perpetuate the elevation of English as the language of academia while neglecting their normative aspirational mission commitments to equity, diversity, and social justice by failing to provide pathways to foster multilingual development. Deficit-based language programs illustrate this by approaching ELLs as academically deficient based on their English abilities while neglecting to leverage their capabilities in their first language to accelerate the development of their second language using constructivist, asset-based approaches. Transformative leadership in conjunction with critical and postcolonial theory constitutes the critically-oriented dimensions of this OIP, while transformational leadership linked to constructivist learning theory represents the plan's commitment to improving organizational effectiveness while affirming current practices that are already in alignment. From the positionality of a middle leader, a critical organizational analysis is conducted using Bolman and Deal's (2017) multi-frame approach, and Nadler and Tushman's (1989) congruence model. The process of implementing, monitoring, and evaluating the solution to leverage data to institutionalize an equitable English Language Acquisition program structure is then framed using Deszca et al.'s (2020) change path model and Deming's (1993) plan, do, study, act model.

*Keywords:* English language learners, international schools, transformative leadership, transformational leadership, constructivist learning theory, critical and postcolonial theory.

## Executive Summary

This Organizational Improvement Plan (OIP) identifies the marginalization of English Language Learners (ELLs) and English Language Acquisition (ELA) departments in an International School in Japan (ISJ), an English-medium International School (EMIS) that utilizes deficit-based approaches to language acquisition, as a Problem of Practice (PoP). The organizational context is analyzed using Bolman and Deal's (2017) four-frame approach underscored by a combination of structural-functionalist and interpretive epistemologies.

Critical and postcolonial theory (CPT) further frames the PoP as an ethical issue through a critically-oriented epistemology, and a transformative leadership (TvL) lens that mandates for greater equity in society through school leadership (Shields, 2019). The concentration of wealth and power around key cultural and financial superpowers drives demand for English education as its acquisition grants a competitive edge in an increasingly western-centric neoliberal global society (Gardner-McTaggart, 2021). While international schools once only served mobile expatriate families, globalization propagated by neoliberal values has driven the proliferation of a massive, for-profit industry that has evolved to target local markets (Hayden & Thompson, 2013). The growing popularity of English as the de facto lingua franca motivates financial elites around the world to buy access into western culture as a means for social reproduction often through enrollment into EMISs (Song, 2013). EMISs are often complicit in marginalizing languages other than English as they acquiesce to demands to teach only in English despite a growing majority of their populations becoming multilingual ELLs. The placement of English at the top of a linguistic hierarchy is described as a colonization of consciousness antithetical to cultural equity (Tsuda, 2014) and intercultural learning, a normative tenet of many EMISs.

Constructivist learning theory (CLT) frames the PoP as a pedagogical issue, highlighting

the inadequacy of current policies and practices in engaging the prior learning of ELLs to foster greater proficiency using a transformational leadership (TnL) lens aimed towards achieving greater organizational effectiveness. ELLs who struggle in mainstream classrooms are often isolated by being pulled out of their world language classes to attend ELA classes aimed to accelerate their acquisition via greater exposure. This current structure neglects the role of one's native tongue (L1) on second language (L2) acquisition, as halting the progress of L1 development often negatively affects the rate at which L2 is acquired due to the nature of linguistic interdependence in language acquisition (Cummins, 2021). ELLs are often unfairly stigmatized as deficient without being provided the appropriate opportunities to demonstrate their intellectual capabilities using their L1 in their English-medium classes (Carder, 2013).

An equity-driven vision for change that also promises greater organizational effectiveness is formulated and tempered by the CPT/TvL and CLT/TnL conceptual framework, my identity as an Asian-Canadian English teacher, my positionality as a middle leader, and my transformative worldview. While TvL framed by CPT alone represents my ultimate goal to advocate for equity, social justice, and emancipation at a societal level, its uncompromising nature currently does not align with my limited level of agency as I lack the ability to directly observe classroom teaching. A pure TvL approach may also prove unpopular coming from a new hire, as equity-driven suggestions on behalf of a marginalized group may demonstrate poor personal valence within the mostly western faculty already struggling with numerous changes brought on by the COVID-19 pandemic. The TvL tenets will therefore be nested within the TnL vision as its moral compass. While this OIP represents the first cycle of implementation aimed to improve pedagogy using a TnL approach at an organizational level, as I gain more agency and trust, future cycles aim to transition into an activist TvL approach that leverages successful changes of the organization to

encourage equitable change at a greater societal level (McKee & Bruce, 2020).

Deszca et al.'s (2020) change path model is the selected framework for leading the change process based on its comprehensive amalgamation of its predecessors: Lewin's (1951) three-stage model, Kotter's (2009) eight-stage process, and Gentile's (2010) value-driven model. The awakening stage assesses the organization's readiness for change and identifies a gap in practice via a critical organizational analysis which reveals the need to adapt current language pedagogy structures to better serve the ever-increasing ELL population. The selected solution for this OIP is to implement a response-to-intervention (RtI) model for the purposes of proactively gathering data to identify and accommodate the needs of ELLs. While ISJ has historically maintained a reactive approach to language acquisition by waiting for ELLs to struggle academically before identifying them which led to the label's stigmatization, the first RtI step entails a universal language proficiency screening assessment and student questionnaires which will likely reveal a high percentage of ELLs in the school. This data would be leveraged by the English departments to collaboratively craft high quality classroom instruction that includes opportunities to utilize L1 in constructivist translanguaging approaches and targeted intervention conducted in tiers as appropriate to demonstrate a form of cultural and linguistic equity.

The knowledge mobilization plan to communicate the need for change and the change process starts with a small, localized coalition of change agents accessible within my agency lane. The RtI model will first be piloted in the classrooms of willing allies in the English and ELA departments. As the vision gains traction, more allies are recruited to accelerate the implementation schoolwide. As the changes are institutionalized, every opportunity to share and celebrate successes will be leveraged, and the impacts of the changes will be monitored and evaluated to inform further cycles of change using Deming's (1993) plan-do-study-act model.

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First and foremost, I thank my mother for her unrelenting support, love, and faith in me. She sacrificed everything to make me the person I am today; her firm discipline, backbreaking hard work, and steadfast resilience in the face of some truly difficult times always allowed me to maintain my focus on what I needed to do, and what I wanted to achieve. I also thank my friends and close colleagues for lending an ear and providing the encouragement necessary to persevere. The time we spent together outside of work is what kept me going during this lonely journey. I thank Dr. Benedict Hung for inspiring me to take on this program, and Dr. Ted Goossen for making it possible to even apply for graduate studies by serving as a reference.

With the conclusion of this EdD comes the end of some of the most stressful and grueling years of my life. Being a doctoral student during the unprecedented COVID-19 pandemic has put into perspective what is truly important in life, and why compassion, kindness, humility, and humanity are absolutely crucial for leaders to earn the respect of their followers. It is during difficult times that the true capacity and quality of a leader will be tested, and it was during my time writing this paper when I was able to experience what I felt to be the full gamut of leadership approaches that inspired, impressed, and invigorated me, but also some that disheartened and disappointed me. Moving to Japan during a pandemic and finding a place to live while the country was in lockdown and teaching at a new school all while working on this degree nearly broke me. There were a few key people at Western during this time, however, that extended compassion and kindness that truly saved me from the constant onslaughts of helplessness and despair. The influences of these people will remain with me as I strive to become a leader that is above all, human. Thank you Dr. Scott Lowrey, Dr. Alison Segeren, Dr. Phillipa Myers, Dr. Kristopher Tharris, and Yvonne Fuller at the writing centre for all your help.

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## Acronyms

BICS (Basic Interpersonal Communication Skills)

CALP (Cognitive Academic Language Proficiency)

CLT (Constructivist Learning Theory)

COA (Critical Organizational Analysis)

CIS (Council of International Schools)

CPT (Critical/Postcolonial Theory)

CUP (Common Underlying Proficiency)

ELA (English Language Acquisition)

ELL (English Language Learners)

EMIS (English-Medium International School)

IB (International Baccalaureate)

ISJ (International School in Japan)

L1 (First language/native tongue)

L2 (Second language)

OIP (Organizational Improvement Plan)

PDSA (Plan, do, study, act)

PoP (Problem of Practice)

SUP (Separate Underlying Proficiency)

RtI (Response to Intervention)

TnL (Transformational Leadership)

TvL (Transformative Leadership)

## **Chapter 1: Introduction and Problem**

This Organizational Improvement Plan (OIP) investigates the need to address current approaches to English language acquisition (ELA) which marginalize English language learners (ELLs) with a first language (L1) other than English. ELLs, particularly in the context of English-medium international schools (EMISs), are often stigmatized as deficient rather than offered support in navigating multiple cultures (Carder, 2013). Deficit-based approaches to ELA trivialize ELLs' existing knowledge systems and lived experiences formulated within their cultural contexts (Taylor et al., 2008). They also neglect the pedagogical role that L1 plays in second language acquisition (L2) through asset-based approaches (Valencia, 2020) underscored by the constructivist learning theory (CLT) (Vygotsky, 1978; Piaget, 1966; Dewey, 1938).

Chapter 1 first frames the organizational context using the structural-functionalist and interpretive epistemologies of Bolman and Deal (2017) and Capper's (2019) critically-oriented epistemology. These align with transformational/transformational leadership (TnL/TvL) approaches (Benavides et al., 2020; Kouzes & Posner, 2012; Shields, 2019; Wells, 2020) adaptively applied according to my identity, positionality, agency, and lens. The Problem of Practice (PoP) is framed using CLT to highlight effective pedagogy that supports the organization's instrumental mission, and critical and postcolonial theory (CPT) to challenge inequitable policies that perpetuate the culturally and linguistically subtractive encroachment of a coercive English hegemony which undercuts its normative ethos of international mindedness (Tarc, 2018). The vision for change will then be presented with a change readiness assessment.

### **Organizational Context and Framework**

The International School of Japan (ISJ; a pseudonym) is a private EMIS with approximately 900 students and 100 faculty. ISJ was founded shortly after the American

occupation of Japan in the 1950s as a ‘type A: traditional international school’ that primarily served mobile expatriate families from English-speaking countries who were displaced for diplomatic work or employment at international corporations (Hayden & Thompson, 2013). The expatriate population in Japan has declined since then, exacerbated by a devastating earthquake in 2011 (Shindo, 2015), causing ISJ to continually receive fewer applications from students from western countries with English as their L1 (Council of International Schools, 2018).

ISJ has strategically adapted to this environment by admitting more local students and students from other Asian countries with English as their L2; this ELL population now constitutes the majority of ISJ’s student body. While enrollment was previously restricted to foreign nationals, governments in East Asia have relaxed this requirement to allow EMISs to maintain a viable level of enrollment for continued operation (Song, 2013). This reflects a trend in Asia where EMISs are sought by local markets to provide a “free market response to a global need” (Cambridge & Thompson, 2004, p. 168): an avenue to receive an English-medium education without the need to emigrate or pay high fees for boarding schools to secure admission into western universities. This feeds into the global hegemony of English, where its dominance has been commercialized to represent social, economic, and cultural capital in both developed and developing nations (Bailey, 2015; Bittencourt & Willetts, 2018; Tsuda, 2014).

While the transplanted English-centric curriculum and policies worked for a time to preserve the linguistic and cultural associations for western expatriates living abroad, this demographic shift precipitated by economic globalization (Gaudelli, 2013) and concessions in state policy seeking to profit from EMISs (Song, 2011, 2013) have created ethical and pedagogical tensions between the instrumental function of ISJ to provide a pathway to western universities, and its normative mission to promote global citizenship through intercultural

education (International School of Japan, 2022a). These tensions highlight the need for policies and practices governing language pedagogy to evolve to accommodate this new demographic.

Bolman and Deal's (2017) multiframe approach will be used to discern various perspectives within and around ISJ to formulate diagnoses and strategies using multiple lenses. Conceptualizing an organization using their four frames allows for a deeper and nuanced understanding of the broader political, economic, social, and cultural contexts surrounding it.

### **Structural Frame**

The structural frame analyzes how an organization functions as a unit to set goals and strategies based on its circumstances to produce its intended products or outcomes (Bolman & Deal, 2017). ISJ is a hierarchical organization governed by a board of directors who work with the head of school to articulate the mission and vision of the school. ISJ's foundational principles are influenced by the Council of International Schools (CIS) and the International Baccalaureate (IB), two external organizations that evaluate the school based on criteria that reflect both the instrumental and normative dimensions of the school's functions. The instrumental dimension oversees the school's viability and sustainability using a pragmatic lens, while the normative dimension underscores the school's commitment to progressive humanist aspirational ideals framed by morals, ethics, and values delivered to the community through its pedagogical philosophy (Tarc, 2019). On five-year cycles, both accreditors examine various aspects of these dimensions unpacked through criteria that ascertain the school's governance structure, financial and strategic plans, operations and facilities, pedagogy, and definition of intercultural learning.

ISJ produces a self-study narrative report that illustrates policies and practices that uphold its mission and vision tempered by the accrediting bodies' own principles of high-quality education, global citizenship, and intercultural learning (Council of International Schools, 2022b;

International Baccalaureate Organization, 2022). An evaluation team visits to verify the report and provide results with recommendations for future cycles. While accreditors do not directly oversee or leverage legal mandates on EMISs, they provide streamlined organizational legitimacy allowing EMIS diplomas to be recognized globally (Bunnell et al., 2016, 2017; Resnik, 2012), securing their instrumental function of providing a pathway to western post-secondary education for students in foreign countries. ISJ is rather successful in this regard, as a majority of graduates matriculate to western universities (International School of Japan, 2022b).

While the mission and vision at ISJ is set by the board, head of school, and the accreditors, division principals manage policy formation to reflect them. Department heads and teachers are tasked with the implementation and enforcement of policies with limited power in creating them. The admission policy is an example where senior leadership has the sole decision-making power, as teachers are often unaware of the backgrounds of new students who are often enrolled mid-year. Division principals not only have final say in admission, but also placement into ELA classes based on criteria that are not transparent to teachers. Accreditation provides a check to the balance of this power structure by conducting private interviews at every level of the organization, offering teachers the chance to voice their thoughts. This data reflects the reality of the organization which can contrast with the report overseen by the leadership team. This allows teachers to influence leadership at the board level, as evidence supporting organization-wide understanding and adoption of policies and practices must be produced to maintain accreditation.

### **Human Resources Frame**

The human resources frame centers around the interdependencies and interrelationships between organizations and their people: how people need organizations to provide for their needs, and how organizations need the ideas, energy, and work of people to thrive (Bolman and



Deal, 2017). Teachers as frontline workers are primary human resources who impact change readiness and implementation as they interact with both students and administration directly.

EMISs predominantly hire teachers from western countries to provide services unavailable locally: English-medium education legitimized by western teaching credentials (Gardner-McTaggart, 2018). Human resources in EMISs are transient as teachers, administrators, and students frequently relocate, creating coherence and continuity issues with change initiatives (Hayden, 2011). ELA departments in particular experience high transience due to its stigmatized perception which negatively impacts the agency and sense of purpose of its teachers who must constantly negotiate their position of employment at the school while receiving fewer resources (Carder, 2009). Teachers are held accountable for improving standardized test scores on deadlines while working to make their roles with students obsolete by ‘curing’ ELLs of their language deficiencies (Cummins, 2021; Leung & Franson, 2001). There is a paradoxical downsizing of staff in ELA departments despite a rise in ELLs as EMISs promote integration into mainstream classes without adequate staffing and professional development (Harper & de Jong, 2009). Mainstream subject teachers often lack ELA training to accommodate for ELLs, and resist receiving training as they perceive that language-teaching responsibilities have been thrust upon them (English, 2009). Therefore, a push-in approach where ELA specialists support ELLs within mainstream classes through co-planning and co-teaching has become increasingly popular (Lehman & Welch, 2020). Collaboration parameters, however, are often ill-defined and inconsistent due to a lack of time and human resources invested to save on costs (Carder, 2009).

The ELA department at ISJ with a single teacher per division is chronically understaffed and misclassified as a learning support program (Baecher, 2013; Peña & Greene, 2018), as the low performance of ELLs caused by a lack of differentiation in content-heavy classes produces

low grades, mandating referrals to special education services (Carder, 2013; Macswan & Rolstad, 2006). Along with push-in services, ELA teachers conduct remedial classes for underperforming students in pull-out classes, where ELLs are removed from world languages classes into an additional intensive English class. The lack of formal policies that articulate the demonstration of proficiency required to exit the program, however, results in many students remaining as long-term ELLs (Soto, 2014). Existing on the periphery of the school community, the department is only visible by those deemed deficient enough to require its services, which is determined by metrics lacking consistency and transparency. The world languages department is also marginalized by the dominating imperative to acquiesce to the demands of English classes as they receive less time in the schedule and are considered non-essential elective classes.

The COVID-19 pandemic period has been particularly tumultuous for the people of ISJ. The challenges faced by new faculty during the extended denial of entry period followed by difficulties settling in caused by lockdowns shed new light on the hurdles of the international lifestyle, and the tenuous status of foreign residence previously taken for granted. Also, the social distancing changes necessary to keep the school operating in-person take a significant social, emotional, and physical toll on staff, leading to resentment and resistance toward new initiatives. The increased expectations of technology used to mitigate school closures during spikes in cases, for example, has affected the capacity for some teachers to accept changes beyond day-to-day survival based on staff meeting discussions and teacher wellness surveys. In addition to the cognitive burden on teachers to learn and utilize new technology, ISJ has had to divert faculty human resources to coach colleagues internally during department meetings and in-service days due to the unavailability of external professional development workshops.

With a recent turnover of principals in all three divisions, professional trust is still in the

process of being built among faculty. Administrators often function as managers who prioritize economic efficiency based on positivistic measures of accountability (Carder, 2013; Rizvi, 2010; Starr, 2019). They often hire and evaluate teachers based on their abilities to meet inspection targets impacting the perceived prestige of the school using western-developed standardized testing, reducing language to inauthentic, compartmentalized sets of grammatical rules and conventions. Language education under such constraining measurements focuses on output rather than inputs marginalizing students who show inadequate improvement in arbitrary amounts of time (Carder, 2007; Peña & Greene, 2018). Teachers beholden to these accountability measures feel a lack of incentive in crafting innovative lessons in favor of teaching to tests. Language learners in this environment become a problem to solve, affecting the motivation, self-efficacy, and social standing of both ELA teachers and ELLs (Carder, 2009; Cummins, 2000). Administrators must therefore balance positivistic and interpretivist data when proposing change and invest in the people of the organization to foster greater self-efficacy.

### **Political Frame**

The political frame considers power dynamics within and around an organization to analyze how individuals, coalitions of interest groups, and societies influence policymaking (Bolman and Deal, 2017). Like many EMISs, ISJ contributes to the dominance of the western neoliberal cultural hegemony in academia (Gardner-McTaggart, 2021; Piller & Cho, 2013; Song, 2013) as its core demographic seeks to instrumentally use its reputation to attain social mobility and reproduction (Dunne & Edwards, 2010; Tanu, 2014). Acceptance rates to elite western universities are used as a metric to validate the school's instrumental efficacy, contributing to the hegemony's perpetuation (Piller & Cho, 2013; Tsuda, 2014) while undermining the value of multicultural identities and multilingual abilities (Cummins, 2021). This hegemony in higher

education projects political and economic power perpetuating the dominance of English as a form of internationalization, causing secondary schools to follow suit in offering the appropriate marketable credentials (Rose, 2018; Le Ha, 2013; Lo, 2011). Through EMISs, local elites submit to the dominant forces that drive the world economy while coercively assimilating other cultures (Gardner-McTaggart, 2021). Education represents a vehicle of cultural domestication that paradoxically promises a competitive edge through submission, fostering dependency that reflects a form of neocolonialism (Majhanovich, 2013; Tsuda, 2014). Those who submit to this coercive model contribute to the sustained hegemony, producing alumni who feel a stronger affinity towards the dominating culture than the local one.

To combat this, accrediting bodies have recently emphasized equity-driven normative values by mandating schools to define and demonstrate intercultural learning and global citizenship (Council of International Schools, 2022a; International Baccalaureate Organization, 2022). In its last evaluation, CIS identified a lack of a schoolwide definition of intercultural learning, and how ISJ actualizes it (Council of International Schools, 2018). While a definition has since been developed by the board, its dissemination and actualization require further development as intercultural learning currently only happens one way; all students are expected to learn and communicate exclusively in English while use of other languages is discouraged. This denial is illustrated by posters on the walls of the school that remind students to use English while indicating that the only acceptable time to use another language is at home.

The internal politics of ISJ is a microcosm of the western-led cultural, economic, and educational convergence on a global scale (Mundy, 2012, 2005; Anderson-Levitt, 2003). English programs are given the highest instrumental priority while the neglect of other languages is codified in English-only policies. ISJ denies acknowledging that ELLs have become the majority

by reserving the label for the remedial pull-out classes, since it is perceived as a weakness in the hypercompetitive global academic environment, reflecting poorly on the organization's legitimacy as a western school (Bunnell et al., 2016). This cultural power imbalance prompts policy demands for rapid English development at all costs through subtractive intensive language programs (Carder, 2009) counterproductive to language acquisition (Garcia & Wei, 2013). An extra fee levied on ELLs receiving ELA support represents another coercive form of pressure to assimilate. The current policies or lack thereof both actively marginalize and benignly neglect (Cummins, 2000, 2021) ELLs who are labeled as academically deficient, contributing to a self-fulfilling prophecy of inability (Carder, 2009; Riley, 2015; Smagorinsky, 2018a; Valencia 2020).

### **Symbolic Frame**

The symbolic frame illustrates organizational functions, culture, vision, and practices using imagery and symbols (Bolman and Deal, 2017). ISJ symbolizes a gated cultural bubble that absorbs the social, financial, and cultural capital of locals into an ever-growing collective of hegemonic western power. With an almost exclusively western faculty, a western curriculum, sports and arts programs associated only with other EMISs, and a mascot from Greek mythology, ISJ actively distinguishes and isolates itself from the local community through symbolic artefacts of cultural affiliation that indicate its legitimacy as a truly western organization (Bunnell et al., 2016). The language of instruction is the predominant symbol of power; students who excel in English are the most successful, and English is the sole 'core' language subject while other languages are electives. English is elevated to represent academic sophistication by being used in all core classes while other languages are relegated to the realm of informal social discourse.

Though ISJ alone has not caused the global orientation towards privileging English, its neoliberal stance on using matriculation rates to western universities to justify its efficacy makes

the organization complicit in perpetuating inequitable perceptions of various cultures. Since English ability is the desired return on investment for most families at EMISs, other languages are perceived as a diversion from their instrumental imperatives. Schools that behave as cultural ‘melting pots’ in this way overlook the cognitive benefits of constructivist multilingualism (Roselli & Ardila, 2018) as they position English-medium curriculum as a fulfillment of the organization’s commitment to global citizenship. EMISs that lose sight of their normative aspirations resemble businesses more than sites of intercultural learning (Bittencourt & Willetts, 2018). Without investment into supporting L1 utilization, the school represents a tendrill of the far-reaching influences of western-led neoliberal globalization promoting cultural convergence into a pluralistic monoculture to willing buyers (Mundy, 2016; Cambridge & Thompson, 2004).

### **Leadership Position and Lens Statement**

This section articulates my identity, positionality, lens and approach to leadership, and role in the change process. The experiences and cultural contexts of leaders formulate unique identities and worldviews that shape their approaches to leadership.

#### **Identity**

My Korean Canadian identity provides a perspective that spurs me to critically challenge structures of dominance and cultural inequity (Keung & Rockinson-Szapkiw, 2013; Tsuda, 2014). Born in an immigrant family, the marginalization I experienced in Toronto primary schools labelled as an ESL student catalyzed my lifelong commitment to challenging structures of linguistic oppression by pursuing a career in teaching, and graduate studies in literacy development and educational leadership. Such structures influenced Canadian immigrant children in the 1990s who were often encouraged to learn English rather than Korean, as it was deemed a more useful language (Kim & Duff, 2012). The neglect of L1 often resulted in

diasporic stories where parents grew culturally estranged from their children due to linguistic barriers formed in the misguided attempts to aid the competitiveness of their children's education through a subtractive rather than additive approach (Cummins, 2021). My experiences in three EMISs across Korea and Japan reinforced these observations to inspire this OIP's PoP. The recurring policies and approaches that neglected multilingualism at each school confirmed the existence of common challenges faced by ELLs and their teachers. I witnessed firsthand the devaluation of L1 in what were purported to be "international" schools that claimed to value cultural diversity and global citizenship. The willingness to forgo L1 education for English to attend western universities resembled the behavior of immigrant parents around me, many of whom now regret their decision to neglect teaching their children Korean as they grow older.

Challenges of cultural identity faced by local EMIS students in Korea and Japan are echoed in other continents like Africa where Emenike and Plowright (2017) coin the term "third culture indigenous kid" to describe the cultural dissociation that ELLs in Nigerian EMISs feel in their own country. Each context faces pedagogical and cultural issues as teachers grow frustrated with the number of ELLs who underperform in culturally rigid classrooms while neglecting their underlying linguistic proficiencies. Students who express frustration with such marginalization are more likely to be labeled with behavioral or learning deficiencies (Macswan & Rolstad, 2006; Peña & Greene, 2018; Valencia, 2020; Carder, 2009). These contextual experiences and observations highlight the disparity in power between languages which presents cultural and ethical pitfalls that persist in education today. They inspired in me a transformative worldview (Creswell, 2008) to foster equity and social justice for ELLs who typically lack the ability to advocate for themselves. Leaders with transformative worldviews place central importance on the lived experiences of marginalized groups and the strategies they use to resist, challenge, and

subvert structures of oppression. Using critically-oriented epistemologies (Capper, 2019), they pursue societal changes that remove barriers to equity and social justice; they confront social oppression at every level aiming to challenge discriminatory policies and structures.

Multilingual teachers with critical consciousnesses are well-placed to embrace leadership identities and seek allies to form professional communities that adapt or overhaul practices deemed oppressive or lacking in efficacy (Palmer, 2018). As a multilingual who acknowledges partaking in the privilege provided by the western hegemony as a foreign-hire EMIS English teacher earning a living by teaching a subject with instrumental priority over others, I aim to leverage this positionality to advocate for cultural and linguistic equity via translanguaging (Garcia & Wei, 2013; MacSwan, 2017; Paulsrud, 2017), and culturally responsive pedagogies (Cummins, 2015; Gay, 2002) to foster asset-based approaches to multilingualism.

### **Positionality**

As an English department head in my second year of employment, my position offers little agency beyond my own classroom. Department heads at ISJ lack positional power to observe or evaluate their followers, and the resources that underscore transactional leadership strategies of using rewards or coercive power (Bolman & Deal, 2017; Shields, 2010). As these direct forms of power are unavailable, I must rely on using information and expertise to identify and frame issues as urgent to formulate alliances and networks to represent in meetings with leadership to build a reputation as a reliable change agent within the organization.

Arriving during a global pandemic has posed significant challenges in ascertaining the culture of the organization, as it is currently not functioning as it usually would. Social distancing mandates discourage face-to-face interactions, making effective communication and collaboration challenging. As I navigate the culture of the organization, the interdepartmental



relationships, history with past and current leadership, and the capacity to support further change, I must consistently evaluate the various frames of the organization to select an appropriate leadership approach that fits the context. Although I hold a transformative worldview and aim to dismantle social inequalities not only within the organization but within greater society, I must remain cognizant of my responsibility to ISJ's instrumental function as an English teacher, and the fact that my positionality limits what I may achieve outside my immediate sphere of influence. The cyclical change process monitored using a plan, do, study, act (PDSA) cycle (Deming, 1993) will ensure that consistent progress is being made towards the goal of creating a culturally equitable school as I work to build my reputation by using information and expertise to frame the issues that this OIP aims to address (Bolman & Deal, 2017).

### **Lens and Theoretical Approach to Leadership**

Tempered by my identity, worldview, and positionality, my chosen leadership approach is a combination of transformational (TnL) and transformative leadership (TvL). TnL challenges the status quo of organizations by addressing the needs of complex and diverse systems to inspire actors to redesign or reorient existing components to improve the efficiency of an organization's function while TvL focuses on identifying how material cultural disparities that exist outside organizations manifest in inequitable policies and practices within them (Shields, 2010). TvL is a critical leadership approach that mandates the pursuit of equity, democracy, and emancipation within and beyond organizations to critique systems while promising equity by dismantling frameworks and mindsets that generate inequity to create new ones that emphasize interdependence, interconnectedness, and global awareness to redistribute power (Shields, 2019). It is aligned to critical and postcolonial theory (CPT) which highlights the ubiquitous and lasting influences of colonialism (Burney, 2012) as a barrier to cultural equity evidenced by the global

dominance of English (Gardner-McTaggart, 2018, 2021; Piller & Cho, 2013; Tsuda, 2014).

These overhauling and re-creating changes (Nadler & Tushman, 1989) currently prove challenging given my limited agency and experience within the organization. TnL's orientation toward improving the effectiveness of the local organization's work towards its normative vision using an adaptive approach appears more achievable in the current context due to my positionality. Although incremental adaptive changes have greater chances of successful implementation through middle-management (Nadler & Tushman, 1989), they imply the preservation of elements of the structures antithetical to cultural equity and a lack of urgency. For ISJ, this implies the preservation of its instrumental function to provide a pathway to western universities which perpetuates the global hegemony of English. Attempting to dismantle this structure as an English teacher, however, would go against my own professional best interests.

Therefore, disruptive activism moderated by contextual realities using a blend of these two approaches will be sought to navigate ISJ as a new workplace with unfamiliar stakeholders. I will begin with the organizational improvement oriented TnL as a vehicle to initiate and implement adaptive, incremental changes while using TvL as the moral spur to pursue the dissolution of marginalizing structures. I will build a network of partnerships with a collective vision and encourage others to challenge current ELA structures while celebrating those modeling the way (Kouzes & Posner, 2012). A shift to the societal equity-oriented imperatives of TvL mandating organizational level changes to affect surrounding communities will organically evolve alongside successful cycles of TnL which over time, will grant more agency.

### **Leadership Problem of Practice**

The PoP addresses the challenges EMISs face in adapting language programs to accommodate for rising ELL populations, as multilingualism is undermined through subtractive

approaches that suppress, or neglect L1 capabilities (Cummins, 2019; Harper & de Jong, 2009). Economic efficiency and accountability imperatives in EMISs drive administrators to downsize ELA departments in favor of integrating ELLs into mainstream classes without investing in the necessary training and staffing (Lehman & Welch, 2018; Gaudelli, 2013; Harper & de Jong, 2009). As a result, ELA specialists lose their agency in marginalized ELA departments, and schools navigate tensions between fostering multilingualism as part of its normative mission, and privileging English as a language of power to fulfill its instrumental function (Gallagher, 2003).

The stigmatization of ELLs harms their self-efficacy as they are perceived to be falling below developmental expectations when they may in fact possess underlying academic capabilities that are neglected. Native English speakers are immune from such stigmatization as their second language acquisition is rarely expected to progress beyond an elementary level. This reflects the neocolonial encroachment of western hegemony in education via a double standard; the commoditization of English elevates its status as the language of academia while other languages are undermined to remain in localized social discourse (Majhanovich, 2013). For constructivist educators, this proves problematic as the underlying capabilities of students aid in the continual synthesis of new knowledge and deeper understanding in response to new contexts (Cummins, 2015; Vygotsky, 1978; Dewey, 1938). Although administrators decide organizational logistics, teacher practitioners trained in ELA may be better positioned to identify the impacts of current policies on students and propose context-appropriate changes (Carder, 2013).

The PoP in this OIP is the systemic marginalization of ELLs through inequitable language policies. This problem is underscored by the tensions between ISJ's instrumental function of providing access to western post-secondary schools and calls for more culturally equitable approaches to actualize ISJ's normative vision of intercultural learning.

### **Role in the Change Process**

Department head middle-leaders are often managerial enforcers, “buffers, conduits, pipelines, and intermediaries of communication between teachers and administrators” (Javadi et al., 2017, p. 142), but their direct connections to both students and faculty provide insight crucial to change initiation and implementation. The collaborative nature of the multifaceted position requires expertise and interpersonal skills to negotiate support for changes from a variety of actors within and outside the organization (Gaubatz & Ensminger, 2017). Teachers at ISJ have autonomy over pedagogy as long as curricular standards are met affording the agency to initiate changes in classrooms in isolation. This autonomy, however, is a double-edged sword that allows others to resist changes that do not demonstrate personal valence (benefit) (Holt et al., 2007). As collaboration is required to challenge structures of oppression at a systemic level, I will first work with English and ELA teachers to propose practices with immediate visible gains that celebrate diverse language proficiency while demonstrating increased curricular efficacy. The PoP identified in partnership with the ELA department through direct observation of ELLs in classrooms was triangulated using assessment data, teacher interviews, and accreditation reports. The shared experiences of mainstream classrooms struggling with ELLs sparked discussions during curriculum planning meetings, prompting input from leaders for solutions.

I will work to advocate for English teachers’ frustration with the perception that they alone are responsible for teaching language and create a vision to collectivize this responsibility with all subject teachers (English, 2009; Harper & de Jong, 2009). The assessment of change readiness and communication for the necessity of change are therefore crucial for the initiator implementer roles, as recipient teachers and students require assurance that the benefits will be worth the effort (McComb, 2014; Vakola, 2014). By grounding the PoP in context using the

conceptual framework explained in the following section, I aim to spark an awakening to disrupt the ingrained structure of English dominance (Tilghman-Havens, 2020) and coordinate the human resources necessary to achieve my transformative vision for change.

### **Framing the PoP**

This section discusses how the interconnected critical, pedagogical, organizational, leadership, and change frameworks align to address the PoP in this OIP (see Appendix A). Constructivist learning theory (CLT) promotes the pedagogical efficacy of active multilingualism (Cummins, 2017) and translanguaging (Garcia & Wei, 2013; MacSwan, 2017) to foster an ecology of language (Tsuda 2014), while critical and postcolonial theory (CPT) identifies structures of dominance and marginalization (Tarc, 2018; Haywood, 2015). CLT underpins transformational changes in pedagogy aimed towards organizational improvement by using an interpretivist methodology to acknowledge and leverage the experiences and backgrounds of ELLs to change the organization into a more desirable state (Capper, 2019). Critically oriented epistemologies underpinned by CPT is used to adopt a transformative approach aiming for the complete dissolution of oppressive colonial structures (Shields, 2019).

### **Constructivist Learning Theory (CLT)**

Constructivist learning theory is an asset-based pedagogy that conceptualizes learning as a lifelong endeavor of creating meaning by assimilating new information into what was already known (Vygotsky, 1978) through lived experiences (Dewey, 1938; Lambert et al., 2002). Increased demand for accountability driven by competitiveness (Carder, 2013; Blandford & Shaw, 2001) pressures students to demonstrate accelerated progress within arbitrary measurements of time using standardized assessments that fail to reflect the real-world applications by reducing ELA to a set of grammatical rules and conventions to be memorized

(Cummins, 2000). While schools use terms such as ‘scaffolding’ or ‘zone of proximal development’ to justify instruction that essentially teaches to tests, Smagorinsky (2018b) argues that many current practices fail to reflect Vygotsky’s (1978) intended vision of long-term human development through ongoing mentorship and utilization of previous knowledge to synthesize new knowledge in favor of “short-term literacy gains to meet the ubiquitous bureaucratic demands of schools and the routine administration of testing batteries” (p. 253).

L2 acquisition tends to plateau based on the cognitive complexity of curricular content, often overcome by using L1 to aid in L2 development (Cummins, 2000). Although there are general indicators of proficiency such as fluency, comprehension, and pronunciation, demonstrations are context-bound snapshots in time (De Jong, 2004). Oral fluency indicating a strong grasp of basic interpersonal skills (BICS), but not cognitive academic language proficiency (CALP) required in mainstream classes (Cummins, 2000) causes a false assumption of proficiency (Himmele, 2009). Years of exposure to English is also misused to gauge proficiency; though BICS proficiency can be achieved as quickly as 2-3 years, CALP can take 10 years or longer based on opportunities to use L2 in authentic contexts (Hakuta et al., 2000).

A fallacy propagated by intuitive appeal surrounding the concept of language immersion labeled as the “separate underlying proficiency” (SUP) model (Cummins 2021) causes hostility towards L1 by discouraging its use (MacSwan, 2017). SUP posits that using L1 can be a hindrance to acquiring L2 as each language exists in separate cognitive spaces within the brain, and that maximum exposure to L2 is the quickest path to acquisition. Though increased exposure to L2 is indeed beneficial in acquisition, it is under the condition that it occurs alongside L1 education rather than as its replacement, as crosslinguistic interdependence is utilized by ELLs in what is called the “common underlying proficiency” (CUP) model (Cummins, 2021).

Translanguaging draws on the CUP model as a constructivist approach (Kirsch, 2020) that aligns with transformative leadership's mandate for equitable change through new knowledge frameworks emphasizing interdependence and interconnectedness (Shields, 2019). Translanguaging, is defined as pedagogical strategies that attempt to draw on all the linguistic resources of students to maximize understanding and achievement (Cenoz, 2017; Lewis et al., 2012) using multiple languages for input and output in the classroom. Inclusion of ELLs' L1 makes instruction comprehensible while affirming the linguistic and cultural identities children bring from their homes and communities (Macswan, 2017), addressing the ethical pitfalls of complicitly perpetuating coercive power relations through subtractive approaches (Cummins, 2021, 2015). Acquisition of L2 is interdependent on a learner's level of L1 (Cummins, 2021), as input in both L1 and L2 builds on proficiencies that underlie both languages.

### **Critical and Postcolonial Theory (CPT)**

Critical and postcolonial theory frame the ethical dimensions of the OIP's aim to promote equity. Both theories identify the role of power and dominating ideology in perpetuating a dominant culture that marginalizes others using language as a vehicle (Horkheimer, 1995; Foucault, 1980; Gramsci 1971). Critical theory identifies and challenges societies that promote the perpetuation of unequal power relations to further ideologies, and postcolonial theory addresses power exerted by colonial forces working to maintain positions of dominance by fostering modes of dependency (Burney, 2012). CPT condemns marginalization and inequities that are presented as normal, natural, inevitable, or even common sense (Brookfield, 2014; Burney, 2012; Horkheimer, 1995; Foucault, 1980). Power sustains ideologies that define the social structures of the world, and within these hegemonies, individuals embrace ideas and practices that may work against their best interest (Brookfield, 2014; Gramsci, 1971).

As colonialism functions under the label of internationalism via education, the ‘imperial gaze’ (Ashcroft 2005; Kaplan 1997) has evolved into an ‘international gaze’ (Gardner-McTaggart 2018, 2021), as the nature of colonization has shifted from power exerted via armies and flags to language, knowledge, and communication. EMISs attain legitimacy from western accreditors that purport diversity while being overwhelmingly white both as a central organization, and within the localities of individual school leadership (Gardner-McTaggart, 2021). Leadership that does not challenge this inequity citing other priorities oriented toward greater organizational effectiveness can be labeled as a vehicle of colonization, as it perpetuates the inequity of white privilege. Such is the ‘colonization of consciousness’ through English education, a form of neocolonial assimilation openly sought for its instrumental value in a neoliberalizing world (Tsuda, 2014, p. 446; Majhanovich, 2013). Its hegemony in the global discourse as the language of academia, business, and policy (Piller & Cho, 2014; Tsuda, 2010) encourage locals to turn their backs on their culture to partake in the cosmopolitan capital that generates further inequality through social reproduction (Tsuda, 2014, Cambridge, 2004).

While local elites may be considered ‘elites’ within their own contexts, they are actually “limited in power ... becoming what the coloniser projects upon them” (Gardner-McTaggart, 2018, p. 469). Though the west did not colonize Japan or Korea, their histories of military occupation and influence by America shape the orientation of their policies and economies to pursue competitiveness in the western sphere of influence (Curran, 2013; Majhannovich, 2013; Lo, 2011). Even nations colonized by other powers such as Cambodia by the French adopt English as the preferred world language (Majhannovich, 2013). EMISs in Asia have come to enroll more locals, who now fill roughly 80% of spaces (ICEF Monitor, 2013; Lehman, 2021). The increase in demand causing a scarcity of spaces in EMISs in Asia (Bailey, 2015) contributes



to higher tuition affordable by only the most wealthy and influential locals. South Korean elites, for example, view expensive EMISs as a means of distinction from lower classes (Gardner-McTaggart, 2018; Song, 2013). In the meanwhile, managerial professionalism (Carder, 2013) which prioritizes the economic efficiency of measuring pedagogical efficacy through western standardized testing to placate parents institutionalizes structures of oppression condemning ELLs as outliers who continually fail to meet the structure's rigid demands.

### **Critically Oriented Epistemologies**

Critical researchers conduct 'concentrated looking' (Diem & Young, 2015) for marginalized perspectives and act as advocates of transformative change for social justice. Structural functionalism and interpretivist epistemologies address regulation-oriented changes for effectiveness; both epistemologies share the "assumption that the existing social order and its institutions are legitimate, necessary, and not problematic" (Capper, 2019, p. 53). It is asserted that critically-oriented epistemologies cannot be joined with interpretivist or structural functional epistemologies, as they have fundamentally different worldviews and goals (Capper, 2019). While TnL and TvL are both driven by values to transform organizations from the inside out, Appendix B illustrates that the critically-oriented TvL more explicitly attends to ethical issues that extend beyond the organization that percolate within, while the structural functionalist and interpretivist TnL focuses on internal changes that improve an organization's effectiveness; ethics in TnL is merely a factor that underscores most effective organizations (Shields, 2010). TnL purports regulation-oriented changes while maintaining overall organizational structures, running contrary to radical changes demanded by critically-oriented epistemologies (Capper, 2019) to dismantle structures of inequity the organization may perpetuate (Shields, 2019). Changing organizational components, however, paradoxically alters the entire organization while

maintaining aspects of the original structure. Regulation-oriented changes within can become critically-oriented if they are charted within a greater moral framework such as that of TvL underpinned by CPT in multiple, long-term cycles of implementation.

Therefore, rather than immediately condemn existing structures, I will seek a coalition to incrementally improve language pedagogy to establish a culture of professional learning that educates allies through this OIP's theoretical framework. COVID-19 exacerbated resistance to change by impacting the capacity of ISJ's people; teachers in faculty meetings express the desire to "stay the course" in areas that were not forcibly changed due to the pandemic. An example of resistance to systemwide change was trepidation expressed through surveys towards a schoolwide classroom observation and appraisal protocol; such direct monitoring and evaluation had never taken place before, and staff felt its implementation during a pandemic burdensome.

Radical changes spurred by the strong intolerance for inequity through TvL may cause defensive resistance as it may be perceived to divert focus and resources away from the organization's instrumental imperatives that have ensured its longevity since its inception. The prioritization of English is evidenced by the recently revised schedule that allotted more teaching time for English than any other subject. There is evidence in the CIS report that a small percentage of teachers and department heads recognize the growing ELL population and a lack of support and staffing to accommodate them as an area of improvement indicating that pre-COVID, there was greater staff capacity to consider more radical changes (Council of International Schools, 2018). Such discussions, however, have not recently been at the forefront over daily operational changes such as hallway transitions and lunch supervision.

Leading incremental changes that improve the organization's effectiveness while advocating for the marginalized highlight the ability to balance the pragmatic instrumental

imperatives of the organization while simultaneously alleviating some of the burden on ELLs. Addressing gaps in practice that keep ELLs from achieving greater success presents opportunities to celebrate material gains to validate change effectiveness and valence (Holt, 2007; Rafferty et al., 2013). As my experience and reputation within the organization grow, chances to transition towards a more critically-oriented TvL approach may become available.

### **Guiding Questions Raised from the PoP**

The conceptual framework and gap analysis form the following questions that aim to frame the PoP within context, inspire solutions, and discuss appropriate leadership approaches.

#### **Question 1: What does achieving cultural and linguistic equity mean for ISJ?**

This foundational question shapes the ethical dimensions of the solutions of this OIP; it articulates the gap between the organization's equity-driven normative vision and its instrumental function. Cultural and linguistic equity for the purposes of this OIP is defined as the continual negotiation of a fair balance of power and status between the cultures and languages represented at ISJ to celebrate multiculturalism and encourage multilingualism. This definition draws from Tsuda's (2014) 'ecology of language' paradigm, which equates language to a form of culture that is inextricably linked to one's personal identity. More than a mere tool for communication, language is an environment that shapes people's thoughts and perspectives; it is a source of cognitive and cultural diversity. Language is also a form of power or cultural capital that gives people the ability to participate in discourses that negotiate issues of power and social justice (Song, 2013). The paradigm calls for fair policies that value and defend multiculturalism and is closely aligned to ISJ's definition of intercultural learning: to foster a community that values and celebrates diversity in culture, beliefs, and experience as students are empowered to learn about their own and other cultures (International School of Japan, 2022a). Appropriate

representation of multiculturalism and role models are required in all levels of the organization in order to be considered equitable (Gardner-McTaggart, 2021).

Cultural inequity on the other hand refers to the unequal perception, treatment, and representation of languages, where English is positioned as a preferred and privileged mode of communication despite the presence of diverse cultural backgrounds and languages spoken by the organization's people. As English is becoming the default global language in various industries for the sake of efficiency, imbalances of cultural power have formed to perpetuate hegemonic linguistic inequity. (Lo, 2011; Majhanovich, 2013; Tsuda, 2014,). The neoliberal view of language education as a commercialized commodity has given rise to discrimination of languages based on the level of social, cultural, and economic capital they provide. The colonial roots of English's global reach and the resulting devaluation of other languages perceived as less profitable present inherent issues of inequity, privilege, and oppression highlighted by CPT (Majhanovich, 2013; Emenike & Plowright, 2017).

**Question 2: How might ISJ develop a culturally and linguistically equitable pedagogy that fosters multilingualism and multiculturalism while maintaining its instrumental function?**

This question shapes the solutions of this OIP by drawing on both constructivist and critical theories to advocate for equitable language policies and pedagogies that do not infringe on the provision of excellent English education which keeps ISJ financially viable. Constructivist approaches such as translanguaging (Garcia and Wei, 2013; MacSwan, 2017) and culturally responsive pedagogy (Cummins, 2017, 2019, 2021) utilize asset-based approaches towards language in the classroom. These practices encourage the utilization of the underlying L1 proficiencies of ELL to acquire L2. This is opposed to subtractive and deficit-based approaches (Valencia, 2020; Villa & Thousand, 2005) that limit ELL learning to English exclusively while

ignoring and neglecting their L1, treating any struggles during this process as an intellectual deficiency in what reflects a colonial mode of education (Piller & Cho, 2013; Tsuda, 2014).

**Question 3: How might I affect long-term transformative change by leveraging short-term transformational changes for organizational effectiveness as an English Department Head?**

This question shapes the solutions of this OIP by considering not just the limitations and responsibilities of my position, but also the opportunities it provides as a multifaceted role. As both the English department head and a transformative leader, I must advocate for pedagogical excellence in English as well as linguistic and cultural equity; neither role may be neglected. Practitioner-leaders have the ability to bridge gaps in knowledge and practice between students, colleagues and senior administrators no longer involved directly in classrooms who may assist in the allocation of resources. By creating alliances with these change actors, I aim for overhauling long-term transformative changes for social justice by leveraging and orienting shorter-term adaptive transformational changes prioritizing organizational effectiveness as stepping stones.

This question tempers solutions that may be too radical or time and resource consuming. Implementing a schoolwide program that fosters the use of multiple languages in all classrooms requires significant investment of time, financial resources, and energy, supported by careful research and a plan tailored to the specific context of the organization. Such a daunting task can paralyze change agents into complacency with the status quo or cause overt resistance against changes perceived as too radical. As the change capacity of the human resources at ISJ has been weakened by the COVID-19 pandemic, this question aims to craft long-term, critically-oriented mandates for cultural and linguistic equity throughout and beyond the organization by first utilizing interpretivist methodologies to gather common lived experiences of marginalized ELLs to form a collective narrative. This compartmentalization of the task may be achieved and

celebrated by smaller coalitions typical in the TnL approach.

### **Leadership-Focused Vision for Change, Gap Analysis, and Change Drivers**

Establishing a vision is a key initial aspect of the change-path model (Deszca et al., 2020), TnL (Kouzes & Posner, 2012) and TvL (Shields, 2010, 2013, 2019). A clear, achievable, and inspiring vision is a crucial step towards institutionalizing lasting change. Leaders working to establish a vision for change must be acutely aware of the organizational context, its actors, the surrounding environmental factors, and its resources to accurately determine a more desirable but achievable future state. The proposed vision following a diagnostic analysis must be feasible, practical, and grounded in theory; it must consider what is achievable in the short-term but work towards a longer-term goal in cycles of implementation utilizing a plan, do, study, act (PDSA) methodology (Deming, 1993; Park et al., 2013). The research and analysis conducted in the awakening phase (Deszca et al., 2020) must be communicated with stakeholders to establish a sense of urgency (Kotter, 2009). While TvL aims to establish an awakening by identifying how existing social justice issues manifest in the organization, TnL does this by proposing a more desirable and effective organization. If the vision established using TnL is critically-oriented and the proposed incremental changes are aimed toward improving the organization's effectiveness at modeling a culturally equitable EMIS, such methodologies also align with TvL.

### **Vision for Change and Gap Analysis**

The vision of this OIP is to transform ISJ into an organization true to its mission to value and promote intercultural learning and diversity. A gap in practice towards reaching this state is the culturally and linguistically inequitable practice of denying the use of languages other than English through an 'English only' policy. Replacing world language classes to attend intensive English classes (Council of International Schools, 2018) in its current pull-out structure is

another inequitable practice; it works under the perception that ELLs are better served by receiving more English exposure, as their L1 is assumed to be developed enough. This ‘maximum exposure’ fallacy in ELA is unintuitively counterproductive to English acquisition as it squanders ELLs’ underlying L1 cognitive proficiency (Cummins, 2021). It also represents a form of oppression by limiting the expression of students’ identities formed around their L1s tempered by their cultural backgrounds. ELLs requiring ELA support should be viewed as natural and essential (Carder, 2007, 2018; Cummins, 2021, 2000; Krashen, 1987), but currently, those who fall short are deemed abnormal and deficient. The consequent stigma surrounding the ‘ELL’ label represents the cultural inequities that must be navigated.

These gaps were identified using Nadler and Tushman’s (1989) congruence model through the misalignment between ISJ’s contextual factors and transformation process. The transformation process perpetuates marginalization through neglectful structures and policies of language acquisition or lack thereof, complicitly enabled by leadership who are complacent with maintaining the school’s financially favorable status quo. Outputs measured using instrumental means such as matriculation rates have so far provided unquestioned justification to these processes, revealing the need for a critical lens to advocate for ISJ’s normative responsibilities.

The vision for change requires tools to confirm that ELLs constitute a majority of the student population rather than a minority, and that L2 ability can be leveraged as a strength rather than a weakness. This requires teachers to adopt advocate identities (Bruce & McKee, 2020) to support ELLs by devising ways that to allow them to demonstrate their curricular competence in L1 while negotiating support from administration. They would advocate for a fully staffed ELA department free of the ‘support’ label associated with learning disabilities (Carder, 2009; Peña & Greene, 2018), and training for mainstream teachers. By leveraging the

diverse cultural backgrounds of its people to implement translanguaging strategies, ISJ can create a balance of power between cultures to transcend the dominance of any one over another.

### **Balance Stakeholder and Organizational Interests**

The proposed changes will require the navigation of tensions between maintaining ISJ's instrumental function of providing access to western post-secondary schools, and the call for a more culturally equitable approach. TvL calls to challenge and dismantle the very structures of privilege and oppression (Shields, 2019) that paradoxically makes ISJ an attractive option for local elites looking to side-step their own national systems (Cambridge, 2013) and gain access to the advantages of receiving education in the dominant culture (Tarc, 2013). The vision for change must also be wary of organizational actors that may seek to preserve their privilege, as their neoliberal orientations cause them to perceive the organization as successful. The gaps in practice that have endured for decades strongly imply that cultural equity is currently not an overall priority of the organization, which will be challenged by the TvL approach.

The instrumental function of producing students with high grades must continue to maintain the financial survival of the school and its reputation as an institute with a history of success led by an excellent faculty. The vision therefore is inextricably linked to TnL, as it must balance the needs of all the stakeholders, some of whom (myself included) understandably fight to preserve the aspects of the organizational structure that provides for their livelihoods. Improvement of organizational effectiveness provides greater trust both from within and outside the school to suggest changes, particularly when they are underpinned by sound theory.

### **Priorities for Change: Social Justice and Decolonization**

My priorities for change are tempered by my identity as a multicultural teacher who values intercultural learning. The coercive pressure in western countries to assimilate to the local



language and culture has extended overseas through neocolonial globalization (Gaudelli, 2013; Hayden & Thompson, 2013), prompting the formation of the artificial western cultural bubbles known as EMISs. EMISs leverage this neoliberal commercialization of English as a veil for neocolonialism; while traditional colonialism involved direct domination by one culture over another, this new form fosters social dependency through coercive economic and academic superiority (Bittencourt & Willetts, 2018; Majhanovich, 2014; Tsuda, 2014). The international gaze markets English as a commoditized form of internationalism, perpetuating the growing cultural inequities caused by the privilege of the language (Gardner-McTaggart, 2021).

ELA departments tasked with supporting ELLs are often neglected even in well-funded EMISs, lacking investment in human resources and formalized structures that are proactive (Harper & de Jong, 2009). Many ELA teachers hired in all three of my EMIS contexts lacked certification and were placed in “student support” positions whereby they functioned as teaching assistants, personally assigned to “manage” one or more students in the classroom labeled as misbehaving. Although the first two schools were still in its infancy, the much older ISJ has only recently created a formal ELA department that employs certified teachers. This reflects the second-class treatment of the important task of upholding intercultural learning and human resources to actualize it, as EMISs often do not invest the necessary resources.

EMISs often leave little room for diversity in linguistic levels in their enrollment despite their claim to promote intercultural learning; English language ability is often a core requirement for local students to have a chance at being accepted. Students from non-English backgrounds, however, are often accepted on the basis that they would not have an alternative school within the country to attend that would teach in their L1. In these cases, the students must learn English as a third language only utilized in schooling. While this relatively small population constitute

the majority of the caseloads of the ELA teachers, the school does not openly acknowledge that most of its local students are functionally ELLs that also require support.

Students in EMISs live between cultures; the local culture, and the artificial culture created within the gated boundaries of the campus (Emenike & Plowright, 2017). Parents are often unaware of the different expectations and teaching philosophies of the school (Theoharis and O'Toole, 2011), leading to rifts between the three cultural identities students adopt: one within the school led by the western faculty, the one outside of school in the local context, and a third constructed with peers who share a similar diasporic experience within their own country (Emenike & Plowright, 2017). In schools with "English only" policies signs and reminders to use English are framed as inclusionary measures for students who only speak English, but they represent microaggressions against diversity within the school, and coercive hostility towards other languages. The underutilization of multiple cultures and languages of students in the classroom is 'benign neglect' (Cummins 2019), as teachers incorrectly view them as irrelevant to the curriculum that they are mandated to teach. Policies that explicitly forbid the utilization of other languages are described as culturally hostile and assimilationist and are therefore unethical.

### **Change Drivers**

The pursuit of cultural equity and pedagogical effectiveness in language acquisition are the change drivers in this OIP. Change drivers are internal and external forces that impact an organization to want or need to change (Whelan-Berry & Somerville, 2010). The predominant external forces driving change are the commercialization of English, the shifting demographics of the organizational context, and the accreditation process. These forces reveal gaps in practice regarding the neglect of its growing ELL population, preventing ISJ from achieving its desired state as a school that values and demonstrates intercultural learning due to neoliberal pressure.

An internal force of change at ISJ is faculty who identified the need for greater ELL support in the most recent accreditation report (Council of International Schools, 2018). This coalition of faculty who recognize the equity and pedagogy dimensions of the PoP will model practices that produce favorable outcomes in both the instrumental and normative realms. This coalition will be spearheaded by bilingual teachers who can serve as insightful and inspirational models (Caldwell et al., 2012; Evans, 2019; Palmer, 2018). Another internal force is the ELLs; many express frustration with the inability to utilize their L1 in classes and in the halls, leading to occasional conflicts with teachers who are asked by administration to moderate language use in the name of inclusion through a common school language. The voices of these students are central in the critically-oriented dimensions of this OIP, as it is evidence of their marginalization.

The faculty coalition will be mobilized to gather and interpret data to inform changes in pedagogy starting in their individual classrooms. Using translanguaging (Garcia & Wei, 2014) in my classroom, I aim to empower ELLs by allowing them to demonstrate conceptual understanding using L1 and push current English monolinguals to a similar multilingual standard by requiring them to utilize their L2, as currently, there is little incentive or pressure to utilize their mandated second language education beyond their world language classes. The following section will discuss whether these change drivers demonstrate readiness for change.

### **Change Readiness Assessment**

Leaders must study the external and internal realities of their organization with regards to its people, history, resources, and prevailing structures to assess change readiness (Deszca et al., 2020; Verdú & Gómez-Gras, 2009). Measuring resistance and identifying causes of resistance is also a major aspect, as the spectrum of employee attitudes towards change extends beyond resistance to be welcoming of, or even seeking change (Conch & French, 1948). Identifying

attitudes and allies, and practices already aligned with the proposed changes highlights the OIP's CLT underpinnings that purport the efficacy of the collective construction of knowledge.

To tailor the vision to the context, a change readiness assessment using Holt et al.'s (2007) tool adapted by Deszca et al. (2020) was conducted to determine ISJ's change readiness and align the findings with the change path model. Organizations are scored between -25 to +50; a higher score indicates greater change readiness while a score below 10 indicates that an organization is likely not ready for change. The questionnaire assesses staff orientation towards previous change experiences (Gaubatz & Ensminger, 2017; Rafferty et al., 2013; Verdú & Gómez-Gras, 2009), executive support (Jones et al., 2005), leadership and change companions (Rafferty et al., 2013), openness to change, rewards for change, and measures for change and accountability (Deszca et al., 2020). Internal data to complete this assessment included ISJ policy documents, teacher goal setting and appraisal records, department and leadership meeting minutes, staff and student surveys, standardized testing results, and written communication via email and staff bulletins. External data included the comprehensive CIS accreditation report (Council of International Schools, 2018) which collected information such as student and staff demographics, retention rates, and strength/weakness/opportunities/threat (SWOT) analyses.

ISJ scored a 12, indicating that it is ready for change albeit with barriers to overcome. Though ISJ did not excel in any particular category, there was openness to change by those not in senior leadership roles, as teachers agreed with the growing need to adapt the school's ELA approach due to the increase of ELLs. Staff indicated that the measures for change and accountability were sufficient at the organization, mostly referring to the accreditation process which allowed them to contribute to setting the school's overall direction. Staff were neutral to negative about executive support and credible leadership likely due to the large turnover in

senior leadership coinciding with the COVID-19 pandemic necessitating significant changes that limit staff participation in day-to-day decision-making. With the new leadership team, teachers are currently navigating significant changes in personality, vision, and goals in relation to past precedents set by their predecessors. Previous change experiences and rewards for change scored the lowest as staff expressed frustration with the pandemic-related directive changes, and a lack of appreciation for the physical, emotional, and cognitive toll to have kept the school running face-to-face throughout the crisis. Challenges in maintaining professional collaboration due to social distancing, and wariness towards change processes that do not directly impact the day-to-day operations of the school were shared, indicating reduced change capacity.

As there is sufficient dissatisfaction with the status quo, particularly in the ELA and English departments, this OIP aims to orient and implement change from the bottom up from within classrooms of willing participants without first requiring the attention and support of senior administration in the early stages. There exists dissatisfaction with the current barebones push-in system hastily created and implemented without the necessary culture-building, staffing, and training to ensure its success. The ELA department currently provides both push-in and pull-out support for students, requiring an unprecedented level of co-teaching and collaboration. Classrooms are often bastions for teachers that take a great amount of courage and trust to open and be observed by another. The current push-in system forces teachers often unfamiliar with each other to collaborate, fomenting tension due to differences in personality and pedagogy. ELA teachers feel a sense of dissatisfaction as they feel marginalized as professionals, taking on a supportive role by being mandated to collaborate with other classroom teachers, when they themselves had not received training to do so (Council of International Schools, 2018). ELA teachers continually negotiate their jobs with senior leadership as their role is to paradoxically

exit as many students from their pull-out classes as possible; such demonstrations of efficacy leave them with less responsibility and therefore agency in the school (Carder, 2013).

ELLs expressed dissatisfaction with the pull-out intensive classes where they felt isolated from the other “normal” students who did not have modified schedules. Because they do not receive Japanese classes, local students indicated that they felt like “non-linguals” rather than multilinguals. This is a common phenomenon shared by long-term language learners who struggle to maintain their L1 while acquiring L2 (Brooks, 2018; Menken & Kleyn, 2010) also known as “zerolingualism” (Jaspers, 2011) and “languagelessness” (Rosa, 2016) The dissatisfaction expressed by the various stakeholder groups explored in this section complement the change readiness assessment to support an awakening to the need for change (Deszca, 2020).

### **Chapter 1 Conclusion**

Chapter 1 introduces the organizational context and situates it within a conceptual framework that problematizes the marginalization of ELLs within current EMIS structural paradigms. It envisions innovative changes in pedagogy to drive policy and structural changes, which will involve greater investment of human resources to shift perceptions of what a truly *international* school ought to represent. I aim to challenge the dominant hegemony of cultural power that English education projects despite reaping the benefits of said culture as an English teacher abroad. I will leverage my positionality and identity as a department head to orient my pedagogy to be culturally responsive to foster greater intercultural learning as opposed to colonial modes of education that demand assimilation. With this vision in mind the following chapters will outline the combination of TvL and TnL approaches that drive a concrete plan to improve the organization based on Chapter 1’s articulated PoP and change readiness assessment.

## **Chapter 2: Planning and Development**

Chapter 2 outlines the plan for change by articulating and justifying the choice of transformational (TnL) and transformative leadership (TvL) to approach Deszca et al.'s (2020) change path framework. Following a critical organizational analysis (COA), three solutions are presented with the most appropriate frontrunner selected and justified with regards to my agency, identity, and positionality. Finally, the ethical dimensions of the OIP which has thus far been interspersed throughout the OIP will be formally framed using Shield's (2020, 2019, 2010) critically-oriented TvL, Starr's (2019) critical lens toward the neoliberalization of education, Starratt's (2007) morality of learning, and Wood and Hilton's (2012) five paradigms of ethics.

### **Leadership Approach(es) to Change**

As CPT calls for greater awareness of the ethical pitfalls of deficit-based models of language education in EMISs, a leadership approach grounded in morality to challenge the status quo is required. In alignment with the change path model (Deszca et al., 2020) both TnL and TvL offers models to spur changes for greater equity and justice under the assumption that leadership is an inherently moral process (Bruce & McKee, 2020).

### **Transformational Leadership (TnL)**

Burns (1978) first introduced TnL as an approach that is focused on ethical values of liberty, justice, and equality, as "leaders 'raise' their followers up through levels of morality," (p. 610) emphasizing goals that extend beyond their own immediate self-interests. TnL is characterized by a collective purpose guided by an inspiring vision in contrast to transactional leadership that positions individual gains as the motivator within organizations. TnL emphasizes the greater good that the organization is working towards, as leaders work to empower their followers to take collective ownership of the bigger picture of their profession. Fostering a sense

of accomplishment and satisfaction in the challenging work that followers undertake is central to the transformational approach, as leaders strive to establish and maintain a culture of collaboration and risk-taking by celebrating successes and contributions of its members in what can be a daunting ongoing task to make the organization the best it can be (Bass, 1999).

Kouzes and Posner (2012) offer five TnL practices that align with the change path model and integrate into the tenets of Shields's (2019, 2020) more ethically ambitious TvL. Appendix C illustrates how TnL's tenets of modeling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart connect to the awakening, mobilization, and acceleration stages of the change path model. I will first model the way through my classroom pedagogy and craft a vision reimagining current processes prompted by the research and COA conducted in this OIP. Using the pedagogical and critical underpinnings, I aim for the first cycle of change to inspire my local division to awaken to the need for change. By mobilizing teachers in their individual classrooms towards the bigger picture of transforming the organization's deficit-based orientation towards ELLs, results and evidence can be used to progress into the acceleration stage, where greater populations of teachers can be engaged.

### **Transformative Leadership (TvL)**

TvL is underpinned by critically-oriented epistemologies that aim to disrupt oppression and imbalance of power to bring about social justice by engaging the participation of all members (Capper, 2019). Critical theory was initially formed within the Frankfurt School of thought in Germany through Marxism to critique equality, particularly between social classes in capitalistic societies (Brookfield, 2014; Foster, 1986; Capper, 2019). Applied to educational contexts through Dewey's (1916) ethics of democracy and social inclusion (Striano, 2019), Freire's (2000) pedagogy of the oppressed, and Said's pedagogy of the other (Burney, 2012), the



critical lens demands equity for marginalized groups and the decolonization of education.

TvL uses these epistemologies to develop an approach to leadership where the moral pursuit of democracy, emancipation, equity, and social justice is central to its vision (Shields, 2019). Leadership in the TvL approach is described as an inherently political process that cannot remain neutral to issues of social justice; inaction is a form of complicity that further perpetuates the oppression. TvL calls for disruptive change that does not stop short of the complete dismantlement of oppressive structures that act as barriers to equity in greater society using local organizations as conduits. By holding up equitable practices to represent the successful transformation of external realities within, each of the eight tenets are critically grounded to bring about change that goes beyond an individual, requiring long-term and devoted commitment by groups of individuals who share the same vision (Caldwell et al., 2012).

TvL is therefore “not for the faint-hearted” (Shields, 2019, p. 18) as it calls for full participation of its internal actors to take collective action to strengthen the organization’s commitment to equity in the global community. Transformative leaders progress along a continuum of learner, ally, advocate, and activist identities as they gain increased knowledge, skills, competence, and self-efficacy regarding issues within the context (Bruce & McKee, 2020). The learner and ally phase align with the awakening phase of the change path model. When leaders adopt a learner identity, they aim to discern what in their organization requires change for greater equity through critical analysis (Brown, 2006; Mohr & Hoover, 2020). When they progress to an ally identity, they express their support of marginalized groups while recognizing their own privilege, acknowledging the imbalances of power within the organization (Benavides et al., 2020). The advocate and activist identities align with the mobilization and acceleration steps respectively, as they aim to recruit others within the organization to influence

public policy and resource allocation based on their findings (Bruce & McKee, 2020).

The learner phase in my context concludes with the completion of my second year at ISJ and this OIP. I will transition into an ally identity to formally recognize and communicate my dissatisfaction regarding the marginalization of ELLs privately to trusted individuals around me. With increasing local awareness of the gap in practice communicated from a constructivist pedagogy perspective, my identity will shift to that of an advocate as I will suggest structural and political changes to promote greater effectiveness in tapping into the multilingual abilities of students to aid in English acquisition. In later cycles, I aim to challenge the organization to develop multilingual programs that offer academic proficiency which is currently limited to English to promote greater equity between languages: an ecology of language (Tsuda, 2014).

### **Navigating between Transformative and Transformational Leadership**

While TvL and TnL are both morally grounded to challenge the status quo in bringing about greater liberty and justice, a distinction can be drawn between their end goals and critical orientations (Kouzes & Posner 2012; Shields, 2010). TvL examines external realities that impact the outcomes of organizations to identify structures and barriers of inequity (Shields, 2019). To ELLs, English-medium education without adequate support nor a pathway to develop L1 represents the oppressive structure of Anglocentric colonization driven by neoliberalism (Starr, 2019) antithetical to cultural and linguistic equity. TvL calls for overhauling or re-creating change (Nadler & Tushman, 1989) through the deconstruction and reconstruction of oppressive social and cultural frameworks (Shields, 2019, 2010), but aiming to dismantle such a powerful global structure is neither feasible in my current positionality a middle-leader at a private school, nor would it be an honest effort, as it would go against my own financial and professional best interests as an English teacher. Disrupting the status quo involves challenging actors who

knowingly or unwittingly benefit from the current reality which may cause opposition, and resistance. As I with the rest of the faculty at ISJ benefit instrumentally from the dominance of English, changes suggesting a redistribution of power that weakens the role of these stakeholders by using a purely critical epistemology (Capper, 2019) would demonstrate poor personal and organizational valence (Holt et al., 2007), generating resistance. The orientation of TvL towards greater democracy, emancipation, equity, and social justice on a global scale may prove to be too idealistic if it fails to frame the benefits of change using instrumental forms of measurement as well as normative. The lofty end-goals of the approach may also cause stakeholders to lose sight of how their everyday work builds towards such expectations and may even function as a discouraging factor for those who may not believe such an idealistic society is even possible.

Utilizing TvL alone is therefore a daunting task for an employee in my position, carrying the risk of being labeled an idealist who does not recognize the material realities of the organization within its context. As English will remain a priority to parents and the instrumental function of ISJ to provide a diploma that certifies English-medium education, I as the English department head still have the responsibility to advocate for practices that accelerate English acquisition. My continued employment and reputation at the organization is contingent on demonstrating commitment to helping the school maintain this instrumental function, especially in the short term. Therefore, an amalgamation of TnL together with TvL will be used to address the PoP; Appendix C illustrates how the tenets of TvL will be incorporated into the vision of the organizational effectiveness-oriented TnL to bolster the emphasis on its moral dimensions.

TnL includes morals and values as a byproduct of achieving greater organizational effectiveness (Kouzes & Posner, 2012). Changes led by transformational leaders who consistently advocate for attending to moral values to achieve a higher purpose are believed to

inherently push organizations to become more equitable, as stakeholders are encouraged to look beyond their own self-interests to serve the values highlighted by the leader's vision (Kouzes & Posner, 2012). The organizational effectiveness-oriented lens of TnL promises greater personal and organizational valence (Holt et al., 2007) with ISJ's stakeholders, as the needs of the instrumental function of the school are preserved. The internally focused TnL lens ensures that the practices and policies of the organization are allowing it to achieve greater congruency to allow each component of the organization to become greater than the sum of its parts (Nadler & Tushman, 1989). Greater equity within an organization may positively influence its effectiveness by representing the voices and needs of all stakeholders to better align its resources and internal structures. This however requires a leader whose vision focuses on orienting current structures towards equity both within the organization and beyond. TvL through its eight tenets (Appendix C) will therefore be used to monitor whether the outputs of the TnL approach are appropriately oriented towards ISJ's normative vision to demonstrate and model cultural and linguistic equity.

### **Framework for Leading the Change Process**

Organizational change is a multidimensional process where leaders conduct lines of inquiry to help them identify what needs to change, why change is necessary, who might drive change, and how processes may be implemented and eventually institutionalized. Throughout Chapters 1 and 2, what to change has been addressed by the organizational framework analysis, why change is necessary through the PoP statement, conceptual framework and vision for change, and who should drive the change through the leadership position/lens statement, and leadership approaches to change. This section explores how lasting changes can be implemented.

Considering the cultural and contextual complexities of the organization and my limited experience and agency within it, the appropriate framework for leading the change process must

be one that is flexible, collaborative, and iteratively progressive. Deszca et al.'s (2020) change path model combines the simplicity of Lewin's (1951) three-stage theory, the prescriptive instructional model of Kotter's (2012) eight-stage process, with Gentile's (2010) value-laden approach. This model provides a balance of flexibility, simplicity, and prescription while acknowledging the cyclical nature of change to embed value-driven morals in the long-term.

### **Lewin's Three-stage Model**

Lewin's (1951) three steps captures the essence of change within organizations that are well-established in their processes. While the model is effective in communicating how a disruptive force may shock an organization to unfreeze and adapt to its new reality, such a shock impacting the entire organization is not likely occur in ISJ without the intervention of activist transformative leaders (Bruce & McKee, 2020). Since a power imbalance exists between ELLs who lack a voice and faculty who complicitly preserve their own positions of power by perpetuating assimilation into the English hegemony, the unfreezing step does not adequately address potential resistance that may arise. The model also implies that the organization will reach a state where it would refreeze its current practices. This is not only a dangerous mindset for an organization in a rapidly changing world (Deszca et al., 2020), it is out of alignment with the TvL approach that calls for constant vigilance towards marginalized groups to foster greater equity not only within the organization, but around it as well. While the simplicity of this model is its greatest strength, it is rather incompatible with this idealistic leadership approach where an organization dare not rest or refreeze lest social justice has been achieved at all levels.

### **Kotter's Eight-Stage Process**

Kotter's (2012) eight-stage process is more prescriptive but requires a leader with agency during the initial steps to gain traction. The research and preparation stage required to conduct

adequate lines of inquiry and assess the organization is incorporated into a lofty and daunting first step: establish a sense of urgency. While leaders with positional power can direct their followers to what they believe to be an issue of urgency, in my position, it is more appropriate to conduct a thorough assessment of the organization's resources, interrelationships, and history before attempting to create a coalition in the second step. The 10 to 50 people suggested to create a coalition is already out of my scope of influence in a department of three English teachers. While the latter stages of Kotter's approach are valuable, their incorporation into Deszca et al.'s (2020) model which places greater emphasis on the earlier stages of change is more appropriate.

### **Gentile's Giving Voice to Values Model**

Gentile's (2010) value-driven model is in line with TVL in using morality and ethics as a driving force behind change, but I must remain cognizant of my PoP's call to disrupt power structures that have historically benefited its change drivers; myself included. The proposed changes would shift resources from English to other departments, thereby challenging established structures of privilege. Gentile's model aligns with the ethical framework of this OIP, but it lacks the celebration of successes of Deszca et al.'s (2020) model. Such recognition would encourage change agents to continually work towards greater social justice while remaining grounded in their practice; to maintain perspective on progress throughout their work.

### **Deszca et al.'s Change Path Model**

The change path model uses gap analyses to inform flexible staged directions, (Deszca et al., 2020), aligning with the holistic approaches of TvL/TnL and the open systems approach of the congruence model. TvL/TnL drive the awakening phase by challenging current processes through two ethically grounded theoretical prongs: CPT which highlights cultural inequity in deficit-driven reductionist frameworks (Villa & Thousand, 2005), and CLT which highlights the

misalignment of current practices with asset-based approaches of Piaget (1966), Dewey (1938), Vygotsky (1978) and Gardner (1983); scholars whose pedagogies are celebrated in other mainstream subjects. Using the research and organizational analysis conducted in this OIP, the change message articulating the gap in performance and the envisioned future state will be shared first with English departments to begin implementing emancipatory pedagogy in practice.

The mobilization stage requires understanding of the formal systems, power dynamics, and change capacity and readiness of actors to appropriately communicate the need for change. With senior leader support for resources and staff, the plan may be accelerated to be implemented organization-wide with contextually grounded communication that presents tangible demonstrations of benefits to inspire actors in other departments. The evidence of change will be tracked through multiple measures to compile, share, celebrate, and institutionalize department-specific demonstrations of intercultural education with stakeholders.

I will leverage the capacity I have as a middle leader to coordinate pedagogical practices for my followers while navigating and advocating for changes in partnership with administration who have the capacity to accelerate the change. The institutionalization of practices into the political and structural frames of the organization requires agency currently beyond my scope, making this partnership crucial. Rather than framing the changes as a complete dismantlement of the current structure using a condemning, deficit-mindset which may cause longtime employees to become defensive, however, I will balance critique with promise (Shields, 2019) to seek and celebrate current work that supports asset-based approaches to promote multiculturalism.

### **Critical Organizational Analysis (COA)**

An awakening requires a critical analysis of the organization and its change readiness. As a learner in the transformative identity continuum, leaders must study organization's internal and

external realities and history to understand the forces and potential shifts at play (Bruce & McKee, 2020). Diagnosing an organization's problems requires an examination of its interrelated components through open systems approaches to analyze them in relation to others rather than in isolation (Deszca et al., 2020). Open system analyses such as Bolman and Deal's (2017) four-frame approach help leaders understand their context from multiple perspectives to craft appropriate solutions. Nadler and Tushman's (1989) congruence model, another such model, will be used in this section to identify misalignments causing gaps in practice: an undesirable output.

### **Nadler & Tushman's (1989) Congruence Model**

The congruence model examines the alignment of the individual components of the organization to highlight gaps for change that may prompt greater organizational effectiveness and smoother function. While focusing on effectiveness can be problematic when the intended outputs are not explicitly critically oriented, the TvL lens grounded in CPT push for changes that champion equity, diversity, and ethically driven practices. Although the journey towards social justice is rarely smooth and requires leaders to constantly look for oppressive structures to dismantle and rebuild, the model can indeed accommodate the critical underpinnings of the transformative approach. While EMISs themselves currently represent oppressive structures of colonization in foreign countries (Gardner-McTaggart, 2021), when the individual components of the transformation process and outputs become deliberately critically oriented, the greater effectiveness of the organization may represent how oppressive structures can be transformed into ones that model the successful dismantling of oppression as opposed to its perpetuation.

### **Inputs**

To build on the organizational context in Chapter 1, EMISs are experiencing difficulties caused by COVID-19 travel restrictions, mass repatriation, economic downturn due to declines



in tourism, and logistical challenges with relocation. The hiring of foreign teachers for many schools continues to pose problems, as it remains difficult to obtain residency visas required for employment. The uncertainty surrounding international mobility which had been taken for granted has dissuaded aspiring foreign faculty and families, as borders remain closed.

The pandemic exacerbates the trend of EMISs in East Asia looking domestically to fill enrollment due to these factors. It also adversely affects the degree to which changes that are not strictly related to the instrumental day-to-day function of the school are embraced, as teachers already face numerous adaptations to what may be a new normal. ISJ persevered with in-person classes throughout the pandemic, and the forced adaptation to social distancing continues to take a heavy toll on the mental and social wellbeing of teachers and students. These environmental factors obscure my agency, as during this period of turmoil, senior leaders have adopted more authoritative approaches to leadership as opposed to collaborative decision-making.

### **Formal Organization**

ISJ's formal structure is oriented towards maintaining its instrumental function as a provider of English. Parents seek the credentials and cultural education by the school to gain access to prestigious western universities, perpetuating the academic inequity skewed towards English speakers (Piller & Cho, 2013). Neoliberal education led by the western capitalist values of competition, efficiency, accountability, and productivity over equity and justice marginalize those who refuse or are unable to submit its demands (Starr, 2012). The IB diploma, reputed as the 'gold standard' of western credentials (Resnik, 2012), spearheads this cultural hegemony, as its attainment promises significant cosmopolitan capital (Gardner-McTaggart, 2021).

In the current deficit-based ELA structure, a system of concern is the main avenue through which students are identified for language support. Students only receive the attention of

the understaffed ELA department when they are flagged as problematic academically or behaviorally in mainstream classes. The marginalization of the world languages programs also represents the privilege of English, as the academic expectations placed on these programs are greatly unequal to their English counterparts. Despite being the L1 of many students, Japanese courses in ISJ rarely progress into academic proficiency, and is often marginalized on the timetable as the first course to be removed when a student is placed in ELA, further hindering English acquisition by attempting to accelerate its development through greater exposure (Cummins, 2021). The various language departments operate exclusively from each other, rarely meeting to align their pedagogy, assessments, and curricula. The organization particularly fails to serve ELLs from third countries who do not speak English or Japanese as their L1, as they are provided no pathways to continue the development of their L1 to better acquire their L2.

### **Informal Organization**

The interrelationships between people, organizational history, culture, values, and beliefs represent how organizations actually operate as opposed to how it is intended to operate (Deszca, 2020). Transience in EMISs makes crafting a strong informal organization difficult, as the interrelationships between the people are frequently interrupted, and replaced (Bunnell, 2016).

Turnover in leadership at ISJ severely impacted the culture and climate of the school, as the shifts in personalities and philosophies have caused uncertainty among the staff, severely exacerbated by the pandemic which required principals to prioritize their managerial duties of maintaining safety while still stimulating ongoing professional and organizational growth in their leadership roles. During this difficult time, a series of unpopular decisions caused staff to adopt a stance of quiet resistance against further changes due to fatigue and a lack of recognition for the sacrifices already made to keep the school fully open. One example was the addition of weekly

professional development meetings intended to foster collaboration within departments, which was identified to be lacking in previous years. Another was a rigorous formal teacher appraisal protocol that involved greater involvement with and observation of teachers' classrooms by the principals. Lacking an established culture of collaboration, transparency, and feedback, teachers who operated with nearly complete autonomy are now asked to tackle issues of cross-departmental, and cross-divisional vertical curriculum alignment. Traditional classroom routines and practices have also come under greater scrutiny against more modern pedagogical theories, causing resentment and frequent conflicts between faculty and senior leaders in staff meetings.

Teachers currently avoid conflict by adopting a stance of benign compliance. They attend meetings and accept new initiatives, duties, and responsibilities to avoid potentially creating conflicts that would create more work. While they do meet expectations, due to a lack of trust, encouragement, and inspiration, they rarely strive to go beyond. The new process for student referral to support services such as ELA, for example, has been ignored as teachers found the lengthy process to produce weeks of observational evidence cumbersome. Most staff express weariness under these conditions and are unexcited by changes regarding pedagogy. With the change readiness assessment, the proposed solutions must mind the pandemic's continued impact on teachers' attitudes toward change for the sake of equity and social justice if it will end up creating more work. The appropriate solutions will therefore need to be grounded in excellent pedagogical practices in the classroom that will produce demonstrable gains in terms of student engagement and development that will make their jobs and lives easier rather than harder.

### **Work and People**

The shifts in student population discussed in Chapter 1 has made ISJ's type A traditional school classification (Bunnell et al. 2017) obsolete. It is unclear whether ISJ is now a type B

ideological school that promotes diversity, international mindedness, and intercultural understanding to promote peace, or a type C non-traditional school: a neoliberal for-profit organization. Although ISJ does project token gestures implying normative aspirations characteristic of type B school by offering the IB programme with a mission statement that adopts diversity as a foundational pillar, the privileging of English and western culture within undercuts its perception as a legitimately ‘international’ school (Bunnell et al. 2016, 2017). This disconnect is common in type C schools that neglect the cognitive-cultural pillar of legitimacy which embody the work, structures, and policies oriented towards multiculturalism. The shift in the organization’s people affects the alignment of the formal and informal structure to the work, causing a gap in practice. The notion of legitimacy of the organization is shaped by its work and people through “alignment between an institution’s mores and practices [with] the expectations of those in the institution’s environment and context in which it is located” (Bunnell et al., 2016, p. 413). Bunnell et al. (2016) argue, however, that “providing an English medium outside an English-speaking country is not sufficient to underpin a legitimate claim to be an International School” (p. 409) for non-type A schools. The two major groups that constitute the people of the organization are the students and their families, and the faculty hired to work at the school.

### ***Students and Families***

Local students have come to constitute 80% of EMIS enrollment, a reversal of 30 years ago when 80% were filled by expatriates (Brummitt & Keeling 2013). This trend correlates with the increase of local financial elites seeking social reproduction and an aspiring middle class seeking social mobility using English as a vehicle, particularly in East Asia (Park, 2009; Piller & Cho, 2013; Song, 2013). The instrumental function of the school sought by these families are in direct conflict with the normative aspirational mission of the organization, the latter of which is

often easily neglected due to its lack of impact on its day-to-day operations. Western hegemony extends beyond the school into higher education and greater society, as the respective nations' wealthiest families contribute to the global domination of the English language to maintain their social and cosmopolitan capital (Piller & Cho, 2013; Song, 2013; Tarc, 2013). While parents submit to the hegemony to obtain social distinction through their association with the privileged culture, ELLs suffer cultural assimilation within artificially constructed cultural bubbles (Bailey, 2015; Emenike & Plowright, 2017; Tanu, 2016). Students slow to adapt are marginalized and labeled as deficient despite being receiving inadequate opportunities to demonstrate their true level of curricular understanding using a constructivist approach (Cummins, 2015, 2017).

### ***Faculty***

While ISJ has some diversity in hiring, most of the leadership team and teachers are white, holding US or UK commonwealth nationalities. This reflects the hiring practices of EMISs that traditionally favor white English or Americans (Bunnell & Atkinson, 2020; Rey et al., 2020), as “Internationalism through international schools is often an extension of Englishness and whiteness, an Anglo-Internationalism steeped in post-colonialism at once derivative and constructive of what it means to be international” (Gardner McTaggart, 2021, p. 6). While whiteness and Englishness grants symbolic capital for those who look and sound the part, it enacts symbolic violence against those who do not. Privileged with the perception of providing greater authenticity and cultural knowledge through appearances and accents, preference of white teachers by local elites is often used as a convenient excuse by administrators who neglect their commitment to ensure faculty diversity (Gardner-McTaggart, 2021; Majhanovich, 2013).

Faculty from western countries often perceive that their commitment to internationalism is fulfilled by their work of teaching in English, and that the growing demands of local markets

validates the efficacy of western education models, standards, curriculum, and training abroad (Imam, 2005; Pennycook, 2017; Le Ha, 2013). Western faculty participate in perpetuating inequity through complicity by preserving the status quo of the dominating structure in exchange for attractive salaries, lighter teaching loads, and material benefits compared to locals (Poole & Bunnell, 2021; Rey et al., 2020). This reflects the shift from direct imperialism to neocolonialism perpetrated through education: the shift from the imperial gaze to the international gaze (Gardner-McTaggart, 2021). Oppression through symbolic violence is obscured under a neoliberal free-market veil, as violence is now committed under the guise of promoting internationalism while actually promoting a pluralistic monoculture (Cambridge et al., 2004).

### *Transience*

Transience in people poses the greatest challenge in achieving and maintaining congruency at EMISs. (Blandford & Shaw, 2001; Javadi, 2014; Hayden & Thompson, 2011; Keung & Rockinson-Szapkiw, 2013). EMISs must navigate frequent shifts in its change agents, drivers, and recipients, making it difficult to ever reach a state of stability. Two major causes of faculty turnover are the lack of agency in organizational decision-making, and mismatches between job expectations and reality (Mancuso et al., 2010; Odland & Ruzicka, 2009). The precarity of international teaching ironically provides a boon for teachers who seek schools that fit their needs and worldview, contributing to this transience (Bunnell & Poole, 2021). Teachers can leverage their ability to work in various countries and systems around the globe to look elsewhere if they are dissatisfied with the organization, leadership, and potential for change. Staff mobility is accepted as a norm and celebrated as an adventurous quality (Bunnell, 2016). Actors unsatisfied with the status quo often act as observers of organizations rather than active participants, resisting initiatives by simply leaving after their stipulated contracts; students and

families are not bound by this and can leave mid-year. Those who stay either navigate transience to lead and implement changes, or adapt to the established, stagnant culture to maintain good relations with faculty with similar outlooks while reaping the benefits of the quality of life offered through the host country and compensation package. Longtime faculty at ISJ have been less likely to drive and accept change, particularly as they approach retirement age. Some actively resist, but many do so passively by stating their intention to enact the changes without following through in the isolation of their classrooms. This presents challenges in my role as a middle-leader looking to facilitate change, as I am not able to verify or evaluate the process - only suggest and encourage it. The most likely way changes may be enacted is to model demonstrable benefits in mainstream classes through highly effective pedagogical practices with measurable outcomes while encouraging others to follow suit and share their practices.

## **Outputs**

Tarc (2019) describes the duality of EMIS functions as literal/instrumental, and normative/aspirational. The literal/instrumental mission is what sustains the organization's continued function; what 'keeps the lights on' by generating the necessary revenue by serving a practical need in an increasingly neoliberal market. Aside from the issue of transience, the transformation process at ISJ works in relative congruence to achieve its instrumental purpose. Cultural distinction works to ISJ's instrumental advantage as elite families eager to assimilate into the dominant culture; ISJ provides the English-medium education that they seek.

The critical organizational analysis, however, reveals inequity under the surface silenced by dominant structures which undermine ISJ's normative/aspirational mission, forming the gap for this OIP's PoP (Capper, 2019). ISJ is currently unsuccessful in promoting cultural equity through its policies and lack of structures to accommodate ELLs. This issue was identified by the

CIS visiting team as a major concern (Council of International Schools, 2018). As ELLs are marginalized during the transformation process, ISJ currently outputs the perpetuation of inequity. Changes promoting equity within transformation processes can often be neglected out of convenience, particularly when it plays a role in challenging the power of a dominant group (Ishikawa, 2009; Majhanovich, 2013; Shields, 2019). For greater equity, privilege must be acknowledged, and steps must be taken to decolonize ISJ's work starting with ELLs who are visibly marginalized (Theoharis & O'Toole, 2011). Outputting students who take on transformative activist roles (McKee & Bruce, 2020) beyond school to model intercultural learning in society requires model educators and institutions that demonstrate similar commitment towards social justice. When a school's leadership fails to adopt such an advocate or activist stance themselves, the instrumental effectiveness of the organization cannibalizes its normative aspirations, creating an organization that is effective at cultural assimilation rather than one that promotes diversity. The ethnic makeup of the faculty, particularly in leadership, must therefore become reflective of the equity that the organization strives for.

ISJ's transience threatens the staying power of initiatives that do not directly demonstrate positivistic, measurable, instrumental impacts in an increasingly neoliberal world. Equity and social justice-oriented values often conflict with the opposing values of efficiency via uniformity and standardization (Starr, 2019). This will pose continual challenges as the organization strives to be efficient, equitable, or both while risking the possibility of achieving neither. The proposed changes are reactive to the contextual factors driving increased ELL enrollment. Although the increased enrollment of local students and those from third cultures reflect adaptations to the school's strategic economic strategy to preserve its financial sustainability, the curriculum and pedagogy operate under obsolete assumptions of students'



nativity to western countries. Changes to adapt these elements to accommodate the needs of the diversifying population have been slow as the predominant metrics of organizational effectiveness such as financial stability, test scores, and university acceptance rates remain positivistic (Starr, 2019), lacking an interpretivist and critically-oriented moral dimension (Capper, 2019). These metrics lack what MacDonald (2009) describes as the value-centered “intangible core” (p. 89): the normative ideological heart of the school. While ISJ continually validates its organizational effectiveness through its profitability, popularity, and longevity, it does so by leveraging the privileges of the western hegemony, inflicting symbolic violence on other cultures and languages (Gardner-McTaggart, 2021). This COA identifies a PoP and a more desirable, ethical, and pedagogically efficacious state pursued through the following solutions.

### **Solutions to Address the Problem of Practice**

Based on the COA that frames the organization within broader global contexts and articulates a gap in practice within the transformation process, I present three solutions with one selected based on feasibility with my agency, and alignment with my leadership approaches.

#### **Solution 1: Diversify the Organization’s People**

Mandating cultural diversity in ISJ’s people organization-wide, particularly in positions of power, would foster greater cultural and linguistic equity as a better balance of power via representation would be achieved. While ISJ students were once mostly western, with higher enrollment of local ELLs which is projected to continue due to the COVID-19 pandemic causing difficulties in immigration, ISJ now faces the prospect of becoming a for-profit type C school, which relies on mostly locals to privately fund the school’s operation (Hayden & Thompson, 2013). One avenue of maintaining diversity in the student population has been enrolling students of expatriate families from surrounding Asian countries. This has had the intended impact of

culturally diversifying the student population, but these students must demonstrate English proficiency upon enrollment, and are offered no pathway to continue developing their L1. As ISJ grows more diverse, pressure to adapt its language program to accommodate the needs of students of various linguistic backgrounds will gradually increase until it reaches a critical mass.

Cultural equity through diversity must also be represented in the faculty. While ISJ like most EMISs maintains a mostly native English-speaking Anglo-American staff, (Bunnell & Atkinson, 2020; Gardner-McTaggart, 2021, 2020; Perez-Amurao & Sunanta, 2020), there have been recent efforts to begin diversifying. My role as an English department leader of Asian descent, is an anomaly in EMISs, presenting opportunities to leverage my own cultural identity to engage ELLs and spark an awakening. My very presence among the faculty combats the notion that native English speakers and teachers are all white and monolingual. Greater diversity among faculty, particularly in leadership, is a key factor in not only dismantling structures of marginalization and oppression but promoting a stronger sense of cultural identity in students (Comprendio & Savski, 2020; Fitzsimons, 2019). Diversity is necessary to actualize ISJ's normative vision, as the authenticity of intercultural learning relies on the actual presence of multiple cultures rather than one English-speaking monoculture (Cambridge et al., 2004).

ISJ could also diversify students in terms of socioeconomic backgrounds. With its large financial reserves and powerful alumni, the school could commit to equitable education for all via tuition scholarships resembling type B: ideological schools such as the United World College schools (Hayden & Thompson, 2013). By investing profits into its ideology rather than using its endowment to further privilege the socioeconomic elite that it already serves, the school could admit students that more accurately reflect the diversity of the world outside of its walls.

### ***Resources Required***

Positional power (Bolman and Deal, 2017), which allows authority over financial resource allocation, and time is required for this solution. Yearly hiring is conducted solely by the senior leadership team; they are responsible for perusing resumes, attending job fairs, interviewing candidates, and making final decisions to hire. Due to frequent turnover, teachers with full schedules do not have the time to devote to this task. The admissions process is also handled by leadership with little opportunities for teacher input. Creating a scholarship system also requires financial and human resource investments to screen and select student recipients.

### **Solution 2: Implement Response-to-Intervention (RtI) Model through Push-in Support**

Response-to-intervention (RtI) models utilize a tiered approach to dispassionately screen, monitor, and assess all students for the purposes of proactive intervention (Bernhardt & Hébert, 2017). The first stage of the model calls for highly effective, research-based instruction such as the pedagogical approaches of culturally responsive teaching (Gay, 2002), intercultural learning (Cummins, 2015), translanguaging (Garcia & Wei, 2013; Keung & Rockinson-Szapikiw, 2013; MacSwan, 2017; Paulsrud, 2017), and asset-based teaching (Valencia, 2020) to accelerate the language acquisition process while empowering the diverse cultural identities of all students.

Universal screening of all students is conducted through tools such as the WIDA language proficiency test designed specifically to measure language proficiency using multiple modes of communication: speaking, writing, reading, and listening (Molle & Wilfrid, 2021). This assessment would be conducted across the entire school on a bi-yearly basis to chart growth over years, and departments would collaborate with a fully staffed ELA department who would parse the data and identify students who are not yet meeting proficiency to provide proactive support. Following the screening is careful assessment by a department of ELA teachers who provide ongoing monitoring and intervention strategies in tiers; the first tier involves whole

classes, small groups in tier 2, and individual intensive approaches in tier 3. This support would be provided in the student's mainstream classes without removing them from any other classes using a push-in structure, which is the most preferred approach of most EMISs (Lehman 2018).

Although there is informal consensus among teachers that ELLs are the majority population, only a small portion of students, the bottom ten percent of grade point averages, are assessed for language proficiency, and provided support. Students who perform below standards but do not meet this threshold continue to experience benign neglect via a lack of formal support in mainstream classes (Cummins, 2015). The identification process of ELLs currently acts as a structure of oppression, as it is designed to mandate pull-out classes where students are taken out of world language classes. For native Japanese students, this is problematic as they then do not receive instruction in their L1 in the interest of more exposure to English, a pitfall which has been identified as 'submersive' practices that are counterproductive (Ortiz et al., 2011).

The admissions process lacks data that would allow faculty to formally identify its growing ELA needs and mobilize to enact changes. Families self-declaring their children's English level has created a situation where ELLs are set up for failure in mainstream classrooms; the initial opportunity to screen for ELA support is often waived when students have attended other EMISs or were born in an English-speaking country regardless of their proficiency. Lacking structured assessment and monitoring for the proactive anticipation of ELL needs, ELA is approached in a reactive, deficit-based manner. ELLs have frequently been treated as temporary problems to be solved rather than a sustainable population that require support throughout their schooling years. In the eyes of administrators who are not culturally responsive, the larger the ELA department, the bigger the problem is perceived to be (Carder, 2013). This reflects the stigmatization and deficit-view of the language acquisition process which underpins

ISJ's short-term interventions aimed towards 'weaning' students off support at all costs rather than providing universally beneficial accommodations for all students in an inclusive approach. The screening will include an assessment of L1 along with English, to gather further data that would inform teachers about the underlying capabilities of the student (Cummins, 2000). Multilingual teachers are assets to this process, as their abilities may be leveraged to provide greater insight into student abilities in languages other than English (Ortiz et al., 2011).

### ***Resources Required***

This solution requires investment in a fully staffed ELA department: one push-in teacher for each grade level. This department would coordinate and administer the universal screening and assessments in collaboration with the language departments within subject classes. For the first cycle of this OIP, RtI can only take place in one grade level due to the lack of staffing.

Mainstream teachers must also be trained for push-in collaboration to effectively coordinate the tiered support structures (English, 2009; de Jong & Harper, 2005; Varela, 2010). ISJ may consider prioritizing ELA professional development opportunities such as the sheltered instruction observation protocol (Echevarría et al., 2004) or teaching in English in multilingual classrooms (TEMC) (Lexis Education, 2022) to support ELLs in content classes without the need for current practice of pulling out struggling students from mainstream classes. Greater knowledge in this area for all subject teachers would assist in the ELA department's job to coordinate the collaboration required for an integrated rather than isolated approach. The lack of time and communication between teachers has been cited to be one of the leading causes of poor implementation of programs and training structures for teachers; ISJ currently lacks formal structures for collaboration between departments and teachers, causing the ELA to be perceived as an isolated process rather than one that should be integrated into all subjects (Davison, 2006;

English, 2009). Cognitive coaching (Costa et al., 2015) and adaptive school frameworks (Garmston & Wellman, 2016) are well aligned with the TnL tenets of encouraging the heart and enabling others to act. Creating cross-departmental and divisional professional learning communities to approach culturally responsive pedagogy would provide ongoing assessment and monitoring of the process and progress through recursive cycles of collective inquiry and action to foster continuous job-embedded satisfaction and learning (DuFour et al., 2010).

### **Solution 3: Develop L1 Programs to Work Alongside ELA**

Beginning with its largest language concentrations, ISJ could express their commitment to diversity by developing a program to provide L1 education for all its students. While the school offers Japanese courses, they receive less time in the schedule compared to English classes, causing the efficacy of the program to fall short of academic proficiency. The current approach fulfills only the most minimal of requirements for Japanese to be used as a language of informal discourse rather than one that is leveraged to benefit students in acquiring other languages (Carder, 2018). The privileged status of English-medium instruction on the timetable hinders ELA as they are not able to utilize their greatest strengths to aid in the construction of new knowledge frameworks in an active multilingualism environment (Cummins, 2019).

While the instrumental function of EMISs have been to provide instruction in English, such schools have been passive in engaging the true academic capabilities of its ELLs by leveraging their L1 (Carder, 2007). There is often a lack of awareness of the cognitive benefits of L1 on L2 and training for teachers to utilize both to support ELA (Cummins, 2019, 2021). The lack of L1 development in multilingual students negatively impacts the acquisition of other languages, as cognitively appropriate concepts in are not sufficiently developed in any language (Milošević, 2019). The acquisition of academic language in other L2 stalls based on their level of

L1 development, as students are often not ready to access such conceptual complexity in L2 (Carder, 2007). The misconception that greater exposure to L2 at the expense of L1 has the paradoxical effect of slowing down the acquisition process, as L2 development would be hindered by their lack of academic language development in L1 (Milošević, 2019).

ELLs are often labeled with learning deficiencies without being given opportunities to demonstrate their true level of academic proficiency in their language of strength (Lovett et al., 2008). ISJ can take a more active role in supporting the active development of a wider range of mother tongue languages; such practices keep ELLs cognitively engaged as they learn age-appropriate concepts and content that could be transferred to their English classrooms. The development of L1 would promote opportunities to leverage translanguaging (Cummins, 2021; Garcia & Wei, 2013; Keung & Rockinson-Szapikiw, 2013; MacSwan, 2017; Paulsrud, 2017) models in English-medium subjects to promote deeper understanding of academic concepts.

An equitable L1 program would also demand higher expectations for English monolinguals to acquire an L2. L1 English users currently do not face same standard of multilingualism as ELLs, perpetuating the privileged status of the language over others; English alone is considered sufficient which is contrary to its mission to promote multiculturalism. Just as ELLs are expected to leverage their L1 academic language proficiency to acquire English, native English speakers should be held to this higher standard to go beyond learning to communicate in social settings. The expanded time offered for ELLs to develop their L1 would be mirrored for English natives to spend a greater amount of time acquiring their L2. While currently, world language classes only receive two-thirds of the time other courses receive on the timetable, the school should offer at bare minimum the same amount of world language instructional time as other subjects. This would promote the idea that the shift in resources to

provide greater equity towards marginalized populations does not necessarily mean English loses power; all languages would be empowered in this approach as the goal would be for all students to have opportunities to utilize their L1s to acquire another. A loss in power for English monolinguals may be perceived at first as they may struggle to adjust to the higher expectations, but it may be argued that they are actually being empowered via the cognitive benefits of multilingualism as they gain a sliver of perspective in the challenges that their ELL peers face.

### ***Resources Required***

While expanding the Japanese program is feasible, the cost to provide support for languages represented by lower populations remains the greatest barrier to Solution 3. ISJ may be able to expand its world languages department to offer formal language courses to serve a few of its largest demographics, but in a school with over 50 nationalities represented, the burden of acquiring teachers, facilities, and resources for all languages would be daunting. There do exist, however, opportunities to leverage community members to support the ongoing development of L1 via school-supported self-study programs. Creating a network and framework for support is key in the creation of a mother tongue program; the structure must be flexible and adaptive to the evolving needs of the students represented at the school (Carder, 2018). Parents, multilingual teachers, and tutors may be recruited within the local community or even online to allow students to continue the practice of their L1 to express their understanding of curricular concepts from their L2 English-medium classes. The insight that these community members may provide for teachers would assist in determining plans with the right accommodations to serve their needs. The IB offers frameworks for school supported self-taught courses (International Baccalaureate Organization, 2019) to chart pathways to bilingual diplomas where two languages are taken at the A-level representing academic proficiency (Carder, 2006). With the developments made in



distance learning platforms during the pandemic, the current context of online learning may be ripe for recruiting teachers seeking remote work opportunities.

### **Selected Solution**

Solution 2 was selected for this OIP as it best reflects my vision and approach to leadership within the constraints of my agency within the organization; it sets the foundations to spark an awakening to the need to accommodate a growing ELL population. It further promotes mobilization of allies by leveraging positivist data through RtI screening assessments, and interpretivist data gathered by ELA push-in teachers through its tiered support structure (Bernhardt & Hébert, 2017; Lovett et al., 2008). This data will prove the existence of a majority population of ELLs within its enrollment using universal screening assessments such as WIDA (Molle & Wilfrid, 2021). This will alert faculty to the need to develop structures to acknowledge and plan lessons tailored to this majority rather than dismissing them as deficient individuals. The need for a formal and proactive ELA program as opposed to the current reactionary one would be illuminated by this data. RtI assessments can also be conducted in multiple languages, allowing ELLs to be evaluated using both L1 and L2 to provide greater insight to their academic abilities; multilingual teachers who conduct the assessments would also gain the ability to model multiculturalism at the school (Ortiz et al., 2011).

Solution 2 aims to destigmatize the label of ELL by gathering assessment data on all students for their English language abilities and providing an inclusive form of support for those struggling within mainstream classrooms without isolating them into pull-out classes. ELA teachers currently providing reactive pull-out classes for the bottom percentage of students as half of their contracted workload would transition into a more active and involved role to co-plan and co-teach via a push-in structure full-time (Lehman & Welch, 2020), allowing them time to

work with all ELLs rather than just those who struggle. In addition to building the agency of the ELA teachers, their provision of support for both mainstream classroom teachers and ELLs through push-in models allow for the flexibility to conduct ongoing screening assessments in an efficient manner without burdening or delaying subject-specific curriculum through grouping and team-teaching strategies. Push-in arrangements are popular globally due to this flexibility and cost-effectiveness (Lehman & Welch, 2020) which helps manage any resistance from senior leadership in the realm of resource allocation. Unlike the other two options, Solution 2 is achievable with my level of agency as the changes first take place within my own classroom. As I teach an entire grade level of students and have been selected to pilot a push-in system with our sole ELA teacher, this solution which represents the first step to gather data for further change in other grade levels can be implemented without any further resources.

Solution 1 is outside of the scope of my positionality; I am a middle leader without the positional power (Bolman & Deal, 2017) to hire or appraise faculty nor influence student admission. Another limitation to Solution 1 is the fact that while diversity and representation can spark awakenings to the need for change, there is no guarantee that it alone will produce an appropriate mobilization to mandate for greater equitable changes in and beyond organization; although this solution can create the conditions for equitable change, there is a lack of a catalyzing plan to rally organizational actors to advocate and mandate for greater equity reflecting a TvL approach. While I do not have direct influence over hiring, my performance at the school as the only English teacher of Asian descent will invite both greater scrutiny and opportunities to promote the benefits of cultural and linguistic equity. My performance challenges discrimination against hiring visible minorities, and my ability to leverage my multilingual capabilities to improve the efficacy of my language pedagogy may encourage the

hiring of more multilingual allies.

Although Solution 3 aligns closely with the transformative approach to mandate overhauling systemwide change to create new equitable structures (Shields, 2019) through an ambitious and innovative L1 program, I lack agency over resource allocation to implement it within a reasonable timeline. As a new employee lacking detailed contextual understanding of ISJ exacerbated by the COVID-19 pandemic's social distancing limitations, I am currently unable to even meet all stakeholders let alone propose organization-wide change. ISJ would also be resistant to an initiative that requires such significant financial expenditures for a time due to the negative impacts of the pandemic on its finances. The pandemic poses change resistance to new initiatives, as staff feel overwhelmed by the myriad of personal and organizational changes required to accomplish their current work. The human resources frame of the school has been shaken to its core, requiring a path that transformationally demonstrates perseverance by modeling ongoing professional development, compassion through encouraging the heart, and unwavering commitment to the normative ethical, intangible core (MacDonald, 2009) of education by inspiring a shared vision that encourages others to challenge the process, even during periods of global turmoil (Kouzes & Posner, 2012).

Solution 2 is aligned to a TnL approach oriented towards greater organizational effectiveness by fostering support systems for the existing English language structure. Solution 1 and 3, meanwhile, are more aligned with TvL which mandates equitable change to redistribute power and privilege (Shields, 2019), and challenge deeply ingrained societal-level structures. Although TvL calls for a complete dissolution of oppressive structures by changing the organization's people via Solution 1, and balancing the privilege of English in Solution 3, this currently conflicts with an asset-based approach, as it may ignore the current efforts of faculty

promoting equity in the ways they can manage. To model an asset-based approach to the PoP itself, for the first cycle of change, I will gather evidence of both success and areas of improvement to promote adaptive, incremental, transformational changes via the pedagogical frameworks outlined in this OIP. The solicitation for allies will begin within my sphere of influence to slowly build the coalition from the ground up. The data on ELLs collected via the RtI model and multilingual language assessments in Solution 2 is positioned as a first step towards developing a large-scale, innovative L1 program. Using this data, I will work to influence senior leadership with the decision-making agency to mandate for organization-wide changes such as the one proposed in Solution 3 through my work within a coalition of teachers.

### **Leadership Ethics, Equity, Social Justice, and Decolonization in Organizational Change**

The TnL/TvL frameworks along with CPT emphasize the pursuit of equity and social justice on a global scale in local contexts (Burney, 2012; Foucault, 1980; Shields, 2020, 2019, 2010; Tilghman-Havens, 2020). Transformative leaders “[attend] to the moral and ethical issues related to power relationships of entire social systems that often perpetuate inequity and inequality in organizations” (Shields, 2010, p. 565) and that “morality and ethical behaviors are intrinsic components of leadership” (p. 564) as the process of wielding power inherently implies an imbalance. In ISJ, imbalances between cultures create conditions in which ELLs face disproportionate social and academic barriers.

Learning is described as an intrinsically moral process where learners internally seek authenticity through identities formed through collective experiences and relationships with others and the world around them (Starratt, 2007). Learners require authentic experiences unisolated from context, and CLT therefore functions as an ethical imperative for ISJ to its intangible core (Macdonald, 2009) of global citizenship, embracing diversity, and fostering

compassionate action. As proficiency in English is associated with academic competency despite its rare use outside of the school, local students in EMISs navigate coercive, inauthentic modes of learning using foreign standards that manipulate them into receiving education motivated by neoliberalism (Starratt, 2007). The program using such inauthentic standards not only violate ethical commitments to cultural equity, but to the learning process itself. This is often reflected in EMISs that do not take steps to integrate into its local context, choosing isolation to maintain distinction from local systems (Bailey, 2015, Emenike & Plowright, 2017; Song, 2013).

Subtractive immersion pedagogies harm self-identity through cultural dissociation sparked by the imperative to exclusively speak English in these artificially constructed cultural bubbles (Bailey, 2015; Emenike & Plowright, 2017). This unethical misuse of power assigns an inordinate amount of value on the English language while discrediting lived knowledge and experiences of students. As any change solution will require the instrumental function of the school to be preserved to remain sustainable, CPT will be used to address the normative, and CLT the instrumental dimensions of the organization's functions to establish an awakening to the fact that both aspects are equally important and achievable.

The tuition-paying parents form a paradoxical barrier to this dimension, as their commitment to the neoliberal ideals are in direct tension with social equity; they demand positivistic accountability and value for investment via high scores on western standardized tests. This behavior reflects the global impact of the neoliberal values of productivity, competitiveness, accountability, and efficiency, which undermines the ethical dimensions of education (Starr, 2019). Education is often viewed as a means to an end; a structure that is often leveraged by elites to maintain their privileged status within their localities through distinction by submitting to and perpetuating the English hegemony (Song, 2013; Tsuda, 2014). The neoliberalization of

education is in direct conflict with TvL which mandates equity, social justice, democracy, emancipation, and justice (Starr, 2009; Shields, 2019).

Current ELA structures in EMISs such as ISJ around the world reflect a colonial mode of thought that prioritizes the acquisition of one language over another, disguised as ‘internationalism’ (Carder, 2018). Internationalism has become a marketing term that promotes western colonization through neoliberal values (Gardner McTaggart, 2021); in EMISs such as ISJ, ‘international’ is interchangeable with ‘English’ or ‘American’ due to its cultural and linguistic biases. This corruption of internationalism fuels the inequitable practices of ISJ which disadvantage ELLs: while English monolinguals are often deemed to be sufficiently ‘international’ despite only speaking English on the basis that they live in a foreign country, ELLs who do not assimilate endure a stigma of deficiency that harms their social standing among peers. Equity at ISJ would mean all students are expected to become multilingual with English being just one of their languages; appropriate support would be provided to both acquire L2 and continue their development of L1.

Wood and Hilton’s (2012) five paradigms of ethics provide a framework in which leaders can articulate their impetuses for change. Each paradigm highlights a dimension from which to approach the pursuit of greater equity through ethical decision making. In this OIP, the ethics of critique, care, and the teaching profession are most relevant. The ethic of justice fails to provide the necessary foundations for critically-oriented change, as EMISs straddle the line between the authority of local national education systems, and private businesses (Shin, 2016). Although there are local laws that define and constrict international school enrollment demographics to foreign nationalities, they are often circumvented by elites leveraging their financial privilege to acquire foreign passports (Song, 2013). International school policies are in fact threatening

national education systems across Asia through stealth marketization and corporatization, perpetuating further class inequalities (Kim and Mobernd, 2019).

Juxtaposed to the ethic of justice, the ethic of critique addresses the dimensions of inequity identified in this OIP that local laws have become complicit with. The ethic of critique encourages leaders to challenge unethical incumbent laws that may act as codified structures of oppression using social justice oriented critical lenses (Wood & Hilton, 2012) such as that of the TvL and CPT frameworks. Decisions made using these critical lenses aim to address issues of power, privilege, injustice, and inequities embedded in the social order that laws and regulations may turn a blind eye to for the sake of convenience or profit. EMISs often exist in the periphery of laws with compromises made by local systems to accommodate their needs as they provide an instrumental benefit to the local community but in doing so, they continue to empower the western hegemony along with those who can afford to pay access into it (Kim & Mobernd, 2019). The ethic of critique in this OIP challenges these neoliberal organizations to promote equity without necessarily sacrificing its instrumental function by empowering those who are marginalized due to their cultural background. The TvL tenets of balancing critique and promise while mandating deep and equitable changes for greater democracy, emancipation, equity, and justice (Shields, 2019) align with this ethical approach.

The ethic of care requires leaders to value people more than principles and justice, which is central to this OIP's asset-based approach to de-marginalize ELLs. The COA identified how current policies serve as a structure of oppression that also fails to be pedagogically effective. If the school fails to utilize the ELLs' greatest assets in acquiring new languages; their L1, they face ostracization by being identified as deficient among their peers, parents, and even teachers if they fail to quickly assimilate into the school's dominant culture. Although many students

eventually adapt to the linguistic demands of the school, many stall in their progress (Hakuta, 2014) and become long-term language learners who spend as many as seven or more years in English-medium education without reaching proficiency (Kim & Garcia, 2014; Menken et al., 2012). TvL mandates leaders to become learners (Mohr et al., 2020) about the plight of the marginalized to stand with them as allies (Benavides et al., 2020) and advocate for their wellbeing (Bruce & McKee, 2020). They aim to become activists fighting alongside the marginalized (McKee & Bruce, 2020) to mandate for equity and justice within greater society.

Finally, the ethic of the teaching profession mandates for educators to strive to provide students the best possible education. Teachers are held to the scrutiny of multiple governing bodies including school boards, administrators, peers, students, and their parents. Commanding high expectations when it comes to morality, ethics, diversity, and pedagogy in order to live up to the professional calling of an educator can indeed be a powerful force in driving decision making for change. This OIP calls for a higher standard of practice not only from a pedagogical standpoint, but a moral one using both CLT and CPT in a transformative leadership approach.

## **Chapter 2 Conclusion**

This chapter articulated the planning and development of the OIP and aligned the TnL/TvL approaches to Deszca et al.'s (2020) change path model, and Nadler and Tushman's (1989) open systems COA framework. Three solutions to address the PoP were considered with the frontrunner, leveraging data to implement equitable formal ELA structures, selected based on my current of agency at the organization. The ethical dimensions OIP are central to my vision for change was articulated to frame my leadership approaches using Wood and Hilton's (2012) five paradigms. Chapter 3 will outline the change implementation, monitoring and evaluation, and communication plans within the context of ISJ, and consider the next steps for future cycles.



### **Chapter 3: Implementation, Evaluation, and Communication**

Chapter 1 of this OIP identified a PoP within a specific context, articulated my positionality, identity, and leadership lens to introduce a vision for change supported by a theoretical framework through four guiding questions. After assessing the organization's readiness for change, Chapter 2 established why change to address the critically-oriented PoP is necessary, combining TnL/TvL as an appropriate leadership approach. Following the critical organizational analysis, the solution to work towards the implementation of formal structures aimed toward collecting data to empower the ELA department was selected considering my limited agency and fledgling reputation within the organization as a new arrival.

Chapter 3 outlines how I plan to implement the solution, monitor and evaluate the process, and communicate both the need for change and change processes to stakeholders using Deming's (1950, 1982, 1993) plan-do-study-act (PDSA) cycle. Deszca et al.'s (2020) change path model which was selected for its flexibility and comprehensive synthesis of Lewin (1951) Kotter (2012) and Gentile's (2010) models will be used to frame the first PDSA cycle aligned to the four change stages which progressively involve larger groups of organizational actors to enact transformational changes internally. Because such changes in this first cycle are limited to middle school division, however, the necessity of subsequent cycles will then be discussed to highlight the ongoing nature of transformative change, which does not stop until society itself has changed to become equitable, and socially just (Shields, 2019).

#### **Change Implementation Plan**

As discussed in Chapter 1, effective change implementation begins with the development of clear goals and a vision for change. This is reflected in the awakening stage of the change path model (Deszca, 2020), and the need to inspire a shared vision in the TnL approach (Kouzes &

Posner, 2012). As the critically-oriented tenets of TvL are used in this OIP to formulate the vision to mandate for change that focuses on liberation, democracy, equity, and justice while acknowledging structures of power and privilege (Shields, 2019), it is crucial to remain cognizant of the inevitability of resistance to change arising from self-interest by those who are privileged in the current system. It is therefore prudent to adopt an approach that balances critique of current structures with the promises of growth as educators, a more ethical organization, and professional empowerment through the creation of new knowledge frameworks to emphasize both the private and public good (Shields, 2020). The goals set as part of this vision would allow the coalition of transformational leaders to respectfully and coherently challenge current processes using the experiences of the faculty and the research in this OIP.

### **Change Goals and Vision**

The incumbent goals and vision that are oriented towards greater organizational effectiveness are rooted in the realm of structural-functionalism which are fundamentally incompatible with the critically-oriented epistemology that this OIP aims to utilize (Capper, 2019). The current measurements of organizational effectiveness which have endured for decades demand conformity into culturally oppressive, monolingual structures of education (Burr, 2018). Despite the significant environmental changes taking place within its student demographic precipitating the need for more adaptive formal structures to support multilinguals, English acquisition and performance on English-medium standardized testing remain the organization's preferred measurement of success. Cummins (2021) criticizes this "effectiveness paradigm" [which] focuses on ensuring that students meet universal, one-size-fits-all standards ... in the ultimate service of greater economic competitiveness" (p. 60). Although ISJ's goals and mission do not specify a particular language of priority, it is clear even from the critical analysis

of the formal/informal structures and work that English is the organization's priority. The school currently lacks a formalized language policy as its English-medium instruction has for decades been assumed to be sufficient in fulfilling its obligation to be 'international'.

This lack of a vision to guide the multilingual development of a diversifying student population creates challenges for educators whose responses have ranged from exasperation and hostility towards ELLs' inability to conform to the school's expectations, to benign neglect of their linguistic needs, to powerless sympathy for their plight (Cummins, 2000). TnL/TvL underscored by CPT and CLT, provides an exciting opportunity for teachers to build a shared vision for equitable change by successfully modeling translanguaging practices (Garcia & Wei, 2014) to build and affirm ELLs' cultural identities to better navigate societal power relations that they encounter both within school and in greater society (Cummins, 2021).

### **Strategies for Implementation**

In Appendix D, Kotter and Schlesinger (1979, 2008) outline strategies for change that identify and address resistance to change caused by various factors whilst building capacity in change agents in relation to the speed at which the implementation is intended to take place. Fast implementation of change initiatives requires clear planning with little involvement of others; the change initiators typically require a certain level of agency and power as they attempt to overcome resistance by creating a sense of urgency by utilizing a crisis, using legitimate power (Mittal & Elias, 2016) or by leveraging persuasive and comprehensive data (Kotter & Schlesinger, 2008). Quick methods of overcoming resistance involve navigating resistance through negotiation, manipulation, co-optation, and coercion, prioritizing the tasks rather than the people involved; the change initiator balances this with the risks of generating further resistance that percolates under the surface in less visible ways. Fast change implementation

under this model is therefore inappropriate for this OIP, as it is incompatible with TnL/TvL; the tenets of each respective approach focuses on encouraging the hearts of followers and mandating equitable rather than coercive change (Bruce & McKee, 2020; Kouzes & Posner, 2012; Shields, 2020). It is also incompatible with the ethic of care paradigm (Wood & Hilton, 2012) central to the OIP's ethical framework which calls for prioritization of people over tasks.

A slower implementation which gradually involves the participation of more people using education, communication, facilitation, and support (Kotter & Schlesinger, 2008) better aligns with the selected leadership approaches, ethical responsibilities, and solution to create processes that formalize structures aimed towards greater data collection and triangulation to benefit ELLs. Although the downsides that Kotter and Schlesinger (2008) identify with slower implementation is the consumption of time and risk of failure despite appropriate responses to address resistance when there is a lack of information or inadequate information, the involvement of a greater portion of the organization better aligns with the vision to transform the organization from the inside out, bottom to top. A slower implementation also better aligns with my current agency as a change initiator, as a rapid transformation on an organizational level promoting the institutionalization of the changes proposed requires a level of legitimate power (Mittal & Elias, 2016) and follower trust that I do not yet possess nor have earned.

### **Change Path Model**

With consideration of the scope of this OIP, my agency, and the solution selected, the first three stages of the change path model, awakening, mobilization, and acceleration (Deszca et al., 2020) which are aligned with the Plan, Do, and Study stages of the PDSA cycle (Deming, 1993), formulate the phases of my change implementation plan. Institutionalization which aligns with the Study and Act portions of the cycle, on the other hand, is discussed as part of the change

monitoring and evaluation process. The development and implementation of formal structures to gather data on our ELL population is a goal that lends itself to further cycles of change based on the collected results. As the collection of such data is embedded in the goals of the action and implementation stages, the continual study and evaluation of the efficacy of the implementation can act as impetuses not only for further refinement of the processes, but the transformation of the organization's vision and approach to language education.

The implementation timeline aligned to the change path model and the first PDSA cycle is outlined in Appendix E. Although each stage in the model is organized roughly into years, the progression through each is largely contingent on my growing agency and reputation at the organization, which may allow me to access larger platforms to communicate my change vision.

Although my middle leadership position has traditionally been one of management and ensuring divisional responsibilities directed by senior administration are met (Javadi, 2017), the new leadership envision greater participation by department heads in influencing and shaping bigger picture leadership decisions. Therefore, the progression between each stage will likely not be so clearly demarcated between years, as there may be fluid periods of overlap and fluctuation, particularly between the early awakening and mobilization stages. This change plan mapped over seven years highlights the intentional slow rate of implementation and the involvement and participation of a gradually widening coalition of allies. Organizational transformation prompted by the awakening and mobilization of classroom teachers can be accelerated by leadership whose agency can be leveraged to institutionalize the changes and plan for the next steps.

### **Awakening**

The personnel shifts in leadership at both the senior and middle levels, and the changes brought by the COVID-19 pandemic alongside the continual increase of our ELL population

represents both internal and external stimuli identified by Deszca et al. (2020) as powerful opportunities for change initiators to promote awakening and mobilization for change. The awakening stage requires change initiators to energize organizational actors by seeking relevant data from a variety of sources, articulating the need for change based on the astute analysis of such data, and developing a vision for change in alignment with the central values of the organization. TvL, adds a layer to this process by requiring leaders to examine and ensure that these central organizational values are critically oriented in order to promote greater democracy, equity, and justice in and around the physical space of the organization by appealing to ethics, morality, the decolonization of education, and social justice (Shields, 2020).

The awakening stage of this OIP is aimed towards highlighting the privileged status of the English language within the organization that certain actors have benefitted from for decades as a PoP, which could be perceived as threatening. As with the principles of additive and active multilingualism, however, the awakening stage could also work to establish a progressive vision that similarly builds upon the role of English-medium educators rather than diminishing it in an asset-based approach. The critically-oriented changes mandated by TvL cannot be pursued all at once, as not only does it invite resistance due to its radical and uncompromising nature that critiques how organizations represent greater society, it poses the risk of appearing uncooperative and contrarian to current organizational strategies and approaches. The awakening phase must therefore focus on the tenet of balancing critique with promise (Shields, 2020) to acknowledge what is currently done well within the organization, often in smaller scales. Practices that align with the vision for change would need to be sought, celebrated, and shared with the rest of the faculty as data to inspire greater widespread acceptance and adoption.

The timing of my arrival at such a long running organization during a pandemic as a

middle leader limits my role to facilitating management-oriented change process under the direction of senior administration. Also, due to the nature of living multiple lives as an educator, student, and researcher, both the time and capacity required to implement or promote changes have remained a challenge during the writing of this OIP. The initial stages of my role at ISJ have therefore been limited to observing, analyzing, and preparing a plan to communicate the research conducted as part of this OIP to the appropriate change agent staff and leadership during the process of building my professional and personal relationships with faculty both newly arrived and incumbent. Therefore, as Appendix E indicates, a significant milestone in the awakening stage is marked by the completion of OIP, as the contents of its research will form the conceptual foundation and vision for my role as a change initiator (Deszca et al., 2020).

The COA framed by the theoretical frameworks in particular would be helpful in establishing a sense of urgency (Kotter, 2012) to alter pedagogical practices to be more culturally responsive (Carder, 2013; Gay, 2002) when it comes to second-language education. The slow implementation speed also supports this necessary preparatory stage of gathering information to minimize resistance by educating members for the purposes of maximizing involvement and participation through support and facilitation (Kotter & Schlesinger, 2008).

The solution of gathering data on the school's ELL population for the purposes of promoting a gradual awakening and mobilization of all the organization's departments and divisions will begin within my sphere of influence: my classroom. After conducting an organizational analysis and developing a personal vision for change grounded in theory, I will first collaborate with the ELA teacher allies who push-in to my classroom. These ELA specialists are the closest in proximity within the organization as we meet daily and share instructional time in a classroom; I will therefore share with them my vision as allies in the

awakening stage. The ELA push-in structure is ideal for the implementation of the RtI model of providing universal diagnostics and sheltered support for the purposes of identifying the needs of the greater student population. After conducting the screening for my grade level, the organization may find that the designation of ELL, which is currently limited to select students labeled as deficient and requiring additional support, is actually a majority of the population.

While this stage is mostly focused on awakening teachers around me to the gap in practice, I will need to continually discuss my observations with senior administration while remaining mindful that they are navigating an extremely difficult situation with the pandemic from an operational standpoint. The long-term oriented changes suggested in this OIP and beyond require significant time and financial investment for gains that may not be immediately visible using traditional methods of assessments. These changes may currently be difficult for divisional leaders to envision, as the circumstances have caused a shift in their responsibilities to be more managerial to maintain the school's day-to-day operations. To ensure that long-term changes endure regardless of turnover in faculty, monitoring and evaluation will take place via the CIS accreditation process. By leveraging the accreditation structure's use of focus groups to assess domains such as curriculum, assessment, and student well-being, data gathered year-to-year will be collated, monitored, and evaluated to produce reports every five years. As the chairperson for the domain of student assessment practices, I will work with principals to collect and analyze data to craft formal reports that promote the potential changes outlined in this OIP.

### **Mobilization**

The mobilization stage of implementation involves the solidification of a shared vision for change with a coalition of allies who are willing to take action to address the PoP. With the data and insight gained regarding the majority ELL population in the awakening stage at a micro



level, the universal WIDA screening and RtI model can be expanded across the remaining middle school grade levels in the mainstream English language arts classes together with the ELA department's push-in support as a conduit. Framed by CPT and CLT, the literature gathered in this OIP forms the foundations upon which the two departments can collectively understand the need for change, and craft a shared vision grounded in research to address issues both of equity and pedagogy simultaneously. The data obtained and analyzed during the awakening phase in my grade level where RtI is piloted would ground the research in context and model the way for the adoption of the processes at gradually larger scales within the organization.

The alliance between the two departments may empower the marginalized ELA teachers who are often placed at the periphery of program planning, needing to consistently negotiate their role at the school (Carder, 2014). With clearer formalized structures in place that not only clarifies their roles but cements it as an essential one, the department members may be emboldened to better utilize their time and energy to promote mandates for change that is not only more pedagogically effective, but equitable, democratic, and socially just. Negotiating such transformative changes currently remains a challenge for a department that is assigned to serve a minority population of students who are perceived as deficient and therefore problematic. In conjunction with the core English language arts teachers successfully leveraging push-in teaching models to conduct RtI, both departments stand to gain greater professional development via a culturally responsive pedagogy, which in turn may improve the experience and performance of ELLs in their classrooms. Both departments will conduct surveys and interviews of ELLs (see Appendix F) regarding their L1 and L2 language use and development to craft context-specific narratives that provide greater insight into their individual needs.

The mobilization of teachers in other grade levels and cross-departmental collaboration

initiatives will be introduced in the final third of a school year upon reflection on the current one. In-house, teacher-led professional development workshops are typically scheduled to take place near the end of an academic year to promote the sharing of ideas, tools, and successful changes in practice. Leveraging this platform would be crucial in the mobilization stage to reach a wider audience without the intervention of senior leadership. Although the plan is to expand based on proximity to my sphere of influence starting in the middle school, professional conversation opportunities via workshops offer the chance to access and inspire faculty from other divisions to consider implementing changes in their own classrooms earlier than planned. These independent initiatives may coalesce and expand exponentially through teachers inspiring others within their own spheres of influence. Stories of success may eventually garner administrative support for further resources to be invested into developing an even more robust program.

### **Acceleration: Action Planning and Implementation**

The action planning and implementation aspects of the acceleration stage focus on building momentum by systematically seeking to recruit more people within the greater community to support the change, and empowering existing allies in the meanwhile (Deszca et al., 2020). After teachers in the English language arts department and ELA department develop and articulate a vision for change within our respective classrooms and begin implementing changes to adopt greater cultural identity building practices with students (Cummins, 2021) and translanguaging (Burr, 2018; Garcia & Wei, 2014), larger-scale adoption requires the recruitment of senior administration allies. To do this, evidence of progress and efficacy driven by theory within the classrooms must be monitored, recorded, and eventually presented together to both administration and the greater faculty community using multiple channels of communication. Although my role in the organization is that of a follower under the principals, TnL/TvL

envisions change within organizations sparked and implemented by leaders at every level, and in every direction: top-down, bottom-up, inside-out, and outside-in (Kouzes & Posner, 2012; Shields, 2020). Middle leaders influencing senior leader decision making through feedback, presentation of evidence, and professional discourse could in itself be considered demonstrations of leadership behavior conducted under the constraints of their agency.

As this change plan is intended to take place from the middle, both top-down and bottom-up, I as the change initiator and leader may face the potential challenge of resistance from leadership due to differences in philosophy, priorities, and understanding of the underpinning research. While I aim to adopt Kotter and Schlesinger's (2008) method of participation and involvement with administration as much as possible similarly to how I approach resistance in followers, I may need to transition into negotiation and agreement-seeking and float in between the two approaches during certain stages in the implementation due to the potentially significant financial investment. Changes beyond our current ELA and English language arts classrooms, for example, would require the hiring of additional ELA teachers, additional resources and facilities allowing classes to break out into smaller, sheltered support groups, and ongoing professional training for teachers across departments, and divisions. While a certain degree of education to address leadership resistance to the change plan appears necessary based on the lack of movement towards building such a program, I must remain mindful of my positionality and present the short-term wins earned by our department members by modeling to show rather than tell them about the potential benefits. The change process monitoring and evaluation outlined in the next section is crucial for gathering the data required to articulate these examples of success for further effective cycles of implementation.

### **Change Process Monitoring and Evaluation**

A robust monitoring and evaluation framework for change must be developed to track progress, identify challenges, celebrate successes, and adjust the planning for future cycles of implementation (Donohoo & Katz, 2020). Monitoring processes focus on impacts of the current cycle of implementation to obtain data, while evaluation processes use this information to form judgements about program efficacy and future decision making (Markiewicz & Patrick, 2016). Change monitoring and evaluation is an often an ongoing, cyclical process that utilizes data during all stages of implementation to adjust current and future strategies and approaches (Neumann & Sloan, 2018). It encompasses the study and act stages of Deming's (1950, 1982, 1993) PDSA cycle which align with Deszca et al.'s (2020) model via the latter half of the acceleration stage, and the entirety of the remaining institutionalization stage.

### **Acceleration: Monitoring Processes**

While the four stages of Deszca et al.'s (2020) change path model may appear linear and straightforward, the broad simplicity of four-stage delineation coupled with the unpredictability of reality necessitates flexibility and adaptability between each stage, particularly between mobilization and acceleration. The acceleration stage of the change path model involves not only action planning and implementation, but monitoring processes to manage the transition, as leaders must identify small wins and achievements to build momentum in order to leverage this evidence of progress to further inspire change within the greater organization (Deszca et al., 2020; Donohoo & Katz, 2020). Similarly, monitoring is defined by Markiewicz and Patrick (2016) as the "planned, continuous and systematic collection and analysis of program information able to provide ... an indication of the extent of progress in implementation, and in relation to program performance against staged objective expectations" (para. 30). In order to reach the greater faculty, parent, and administrator communities outside of the coalition of

English Language arts and ELA departments, the evidence building identities of culture (Ladson-Billings, 1995) and competence (Manyak, 2004) through culturally responsive (Gay, 2002) and translanguaging (Burr, 2018; Garcia & Wei, 2014) pedagogies on academic and personal development would need to be displayed, shared, and celebrated publicly as much as possible.

In this second half of the acceleration stage, a combination of the RtI assessment data and the interpretative survey, interview, and narrative data gathered from the ELL population in the mobilization phase will be analyzed and shared with the world languages and ELA departments. This coalition of language arts and ELA teachers can collaborate to reframe the language pedagogy using a translingual lens (Garcia & Wei, 2014), allowing all students to leverage their multilingual abilities in order to attain greater academic success while strengthening their individual identities tempered by their own unique blend of experienced cultures (Cummins, 2021; Taylor et al., 2008). With this expanded coalition, the progress of each student's development in multiple languages would be consistently monitored to track their true cognitive and academic abilities rather than just in English. Beginning with the largest population of ELLs that ISJ serves, the local Japanese students, this coalition may work to develop opportunities for assessments that allow students to leverage both their L1 and L2 in order demonstrate their full cognitive abilities along with their understanding of curricular concepts.

ELL-produced assessment artifacts which demonstrate competent demonstrations of translanguaging will serve as the primary source of evidence of the impact of L1 in acquiring L2. This will empower ELLs by giving them a platform to demonstrate exhibit their latent abilities using every possible linguistic medium they have access to (Burr, 2018; Milošević, 2019; Paulsrud et al., 2017). This evidence produced within the classrooms under the guidance of language teachers, when publicly displayed in the halls and bulletin boards of the school, may

work to further awaken other members in the organization to the underlying academic capabilities of ELLs. These students may have previously struggled to express their curricular knowledge in English, and given no opportunity to communicate in their L1, their abilities may have been trivialized and underestimated. These works would represent and celebrate the successes of both students and their teachers who would strive to implement cultural identity-building pedagogy at every opportunity (Alford, 2014; Cummins, 2021), which would continually be monitored and communicated with the greater community using multiple avenues such as but not limited to: social media accounts, community gallery walks, recorded performances hosted online, and monthly newsletters.

By leveraging the successful implementation of translanguaging and culturally responsive pedagogies into the classroom to produce tangible artifacts that showcase and celebrate the multilingual capabilities of ELLs, the coalition of language educators may then begin to approach the senior leadership with proposals to increase collaborative planning time to align the departments at the divisional level. This proposal would also necessitate a negotiation to create equitable timetables, departmental resources, adequate staffing, and professional development to develop structures to recognize, expand and support the various languages of instruction at the school, thus beginning the first steps of elevating foreign languages to be on more equitable terms with English. As the agency to allocate such resources is reserved for senior administration, the transformative leadership approach from the middle encourages the adoption of advocate (Bruce & McKee, 2020; Palmer, 2018) and activist (McKee & Bruce, 2020) identities to influence upper leaders through the initial learner stage (Mohr & Hoover, 2020) through an awakening, ideally into the ally (Benavides et al., 2020) stage and beyond. By having senior leadership first understand the PoP identified as a concern for the organization

shared by a significant portion of its teachers, they may join the effort to encourage divisional and schoolwide change implementation to address the deep cultural inequities of privileging the English language that acts as a pitfall for many EMISs (Gardner-McTaggart, 2021; Milošević, 2019; Tanu, 2014, 2016; Tate & Thompson, 2012).

The processes implemented and data gathered in this phase will also most likely reveal the need to support students whose L1 is not formally offered at the school, and their institutionalization may lay the foundation for future cycles of change that could eventually evolve into a fully-fledged L1 program at the school as per my third, unselected solution. This reflects the adjustment and expansion of the vision for change and the corresponding transition management that Deszca et al. (2020) identify as a crucial aspect of this stage.

### **Institutionalization**

The institutionalization stage of the change path model is in alignment with the study and act phases of the PDSA cycle (Deming, 1950, 1982, 1993) as both call for concurrent and consecutive methods of monitoring and evaluation using multiple balanced measures to assess what is needed, gauge progress towards the goal, make necessary modifications, and mitigate risk (Deszca et al., 2020). While ongoing monitoring continues to take place in this stage to identify and celebrate successes while adjusting aspects of the implementation that require adaptive improvement, the institutionalization stage further encompasses the process of program evaluation which assesses the efficacy of the implemented changes to formulate the next steps. The criteria for evaluation are formulated using the guiding questions outlined in Chapter 1, and the quantitative data collected during the screening and whole-class assessments as well as the interpretive data via surveys and interviews of ELLs and teachers collated into narratives. This data will highlight the needs of the program as well as track the progress of implementation and

identify early results being produced (Markiewicz and Patrick, 2015).

Institutionalization of the change plan outlined in this OIP will involve the implementation and normalization of translanguaging (Garcia & Wei, 2013; MacSwan, 2017; Paulsrud, 2017) and cultural identity-building pedagogies (Cummins, 2021) within all mainstream English and ELA classrooms at the middle school level. Ongoing monitoring and formative evaluation will be conducted in weekly department meetings during the development process to improve the implementation, and periodic summative evaluations will be conducted biannually to study its impact on all stakeholders. Faculty in these weekly and biannual meetings will share and discuss data and insights to be used to guide professional development and training needs. Following institutionalization at this co-department level, the PDSA cycle will begin anew to expand to other departments and division in alliance with senior leadership. Given that English-medium instruction is a primary source of revenue for ISJ, English acquisition must remain a priority manage senior leadership resistance. Using the organizational effectiveness oriented TnL approach, the benefits of additive multilingualism promoting deeper understanding of both L1 and L2 (Cummins, 2021) will be consistently communicated to parents and administrators. RtI, translanguaging, and cultural identity-building pedagogies will be framed as strategies to bolster English acquisition rather than undermine or detract from it.

### ***Prerequisites for Program Monitoring and Evaluation***

Neumann and Sloan (2018) identify key prerequisite areas as essential for the effective deployment of program monitoring and evaluation. Strategic planning and target setting is a prerequisite that requires identifying a focus, and the development of performance indicators and targets such as SMART (specific, measurable, achievable, relevant, time-bound) goals to outline the preferred qualities of the set targets (Castro, 2011; Kusek & Rist, 2004; Markiewicz &



Patrick, 2015). The program planning must include pre-defined criteria for success that is meaningful and realistic given financial, physical, and time constraints, and leverage all available forms of data in order to craft a consistent approach using the most appropriate methods, tools, and technology (Mertens & Wilson, 2012). For this OIP, the timeline for success is outlined in Appendix E, whereas the specific SMART goals aligned to the change path model stages outlined in Appendix G are oriented towards the production and celebration of artifacts that showcase the multilingual capabilities of all students, particularly ELLs, using mainstream curricular standards and criteria. These artifacts could, for example, include dual-language writing tasks, renditions of plays adapted into other languages, or the creative sharing of stories from various cultures in second languages (Cummins, 2021).

Transparency and clarity in outlining the specific responsibilities of stakeholders along with measures for accountability along clear timeframes and clear structures for guidance, support, and oversight by leadership is another prerequisite. In addition to building a sense of collective responsibility within the change coalition (Donohoo & Katz, 2020), transparent governance and leadership using open and honest communication during the monitoring and evaluation builds in stakeholders confidence and trust in the system, as it can validate their contributions to the organization's overall vision (Neumann & Sloan, 2018). Following the institutionalization of translanguaging pedagogy in the English departments, the collective responsibility of all departments in delivering explicit English language instruction while providing opportunities for multilingual demonstrations of curricular competency will need to be clearly outlined and communicated with all divisional faculty (English, 2009).

Finally, the monitoring and evaluation plan must be sensitive to the various cultures within the organization and its positionality within broader contexts (Newcomer et al., 2015).

The comfort levels of stakeholders and potential allies for the implementation must be continually monitored and assessed through feedback via professional conversations in meetings, and department-wide surveys (see Appendix H) to develop plans that are adequately challenging to prompt improvement without becoming overwhelming or demoralizing (Deszca et al., 2020). As the ISJ faculty hail from diverse cultural backgrounds and educational training, each member is influenced by their respective cultural contexts. The culture of the organization also influences stakeholders' attitudes towards change, which can often function as a barrier, particularly if they have negative prior experiences with change plans. It is therefore necessary to establish a common understanding of the program's goals, consistent methods of monitoring and recording progress, and meaningful evaluation of the impact of the changes during each cycle.

### ***Formative and Summative Evaluation***

Neumann and Sloan (2018) outline two types of evaluation: formative and summative. Formative evaluation occurs alongside monitoring as an ongoing process that guides stakeholders to improve the program's quality and operations, thus improving its implementation (Stufflebeam & Shinkfield, 2007). As a live and proactive activity, stakeholders continually evaluate the efficacy of small implementations of change and provide continuous feedback for the purposes of revision, adjustment, and fluid troubleshooting (Russ-Eft & Preskill, 2009). For example, teachers might bring to the weekly department meetings samples of ELL writing to compare with samples written by English L1 students to identify common struggles. In this way, faculty may be able to avoid singling out ELLs for perceived deficiencies if they were to discover that a particular set of errors may actually be attributable to a wider group of students.

Summative evaluation retroactively analyzes the overall success of the program's implementation for the purposes of acting on and supplementing the collected data (Russ-Eft &

Preskill, 2009). The results of the comprehensive WIDA language assessment administered school-wide twice a year may be analyzed alongside the work produced in mainstream classes to construct a well-rounded understanding of the students' capabilities. L1 language assessments might also be included to add further dimensions to the ELLs' capabilities. While formative evaluations focus on short-term outcomes, summative evaluations focus on the impacts of the program on all stakeholders; these learner profiles would be kept on record and shared with future teachers who would proactively seek information about the capabilities of their students.

For the implementation plan timeline (see Appendix E), formative evaluation will occur throughout years 4 and 5 following the mobilization of the ELA and mainstream English department. Summative evaluation will be conducted at the end of each year and beyond to consolidate data, analyze results, and develop insights to share with a greater audience. Both formative and summative evaluation would therefore take place in the acceleration and institutionalization stages, as well as during the study and act phases of the PDSA cycle.

### ***Tools for Monitoring and Evaluation***

In addition to Deming's (1950, 1982, 1993) PDSA model utilized to frame the ongoing and cyclical nature of change implementation, monitoring, and evaluation, a process to gather, manage, and analyze data must be developed (Markiewicz & Patrick, 2015). To this end, key stakeholders (the who) must be identified to designate the possible roles and responsibilities of potential allies, and to employ tools (the how) for monitoring and evaluation (Neumann & Sloan, 2018; Newcomer, 2015). To ensure that long-term changes endure regardless of turnover in faculty, monitoring and evaluation will take place through the CIS accreditation cycles. By leveraging the accreditation structure's use of focus groups to assess domains such as curriculum, assessment, and student well-being, data gathered year-to-year will be collated,

monitored, and evaluated to produce reports every five years. As the recently appointed chairperson overseeing the domain of student assessment practices, I will work with principals to collect and analyze data to craft formal reports that promote the changes proposed in this OIP.

The COA conducted during the awakening stage of the change path model not only identifies gaps in practice; it can also identify potential change agents and instruments to obtain and collate relevant, quality data from a variety of sources for use in the latter stages and cycles of implementation. The selected solution for this OIP reflects how the current change implementation plan is aimed towards developing the foundational structures for collecting such data by recruiting key allies within my scope of agency to become transformational change agents by adopting ally, advocate, and activist identities (Bruce & McKee, 2020).

Some key tools that this change coalition may use for monitoring and evaluation are meeting and reporting, dialogue and feedback, reviews and assessments, and survey-based questionnaires (Neumann & Sloan 2018). Regular meetings by stakeholders to share and record the collective progress of the implementation, as well as to discuss professional practice and insights allows for the planning and development of more meaningful and relevant assessments. The current weekly middle school English/ELA department meetings offer the ideal environment to collaborate on discussing the ongoing development of the change implementation. Progress reports, dialogue, and feedback can be shared openly via survey-based questionnaires (see Appendix H) in this low-risk, small group gathering of colleagues; it is an environment ideal for building trust and confidence within the professional community by encouraging each other to take risks for the purposes of conducting professional discourse with the aim of improving the department's collective pedagogies. Following the institutionalization at the local department level, the team may then present the evidence of success to a wider audience of potential change

agents via the monthly middle school meetings for cross-departmental interdisciplinary collaboration, and bi-monthly cross-divisional department meetings for vertical alignment.

Using tools such as the WIDA test (Molle & Wilfrid, 2021) to universally assess the academic language proficiency of all students provides a quantitative foundation for stakeholders to conduct further discussions in the process of interpreting the data. The WIDA test comprehensively assesses language proficiency through a combination of reading, writing, listening, and speaking, placing student progress on a rubric with 6 levels, the highest two representing fluency. While using this quantitative benchmark data to plan RtI programs that provide progressively tiered support for ELLs, there are opportunities for change agents to utilize the results to implement translanguaging pedagogies to produce qualitative, interpretive data in the form of student artifacts which demonstrate ELLs' capabilities given the appropriate support.

The regularly occurring dialogue and feedback recorded via meeting minute documents regarding the support and inclusion of ELLs may then be reviewed by senior administration for divisional vision and goal setting as well as professional development opportunities. With both quantitative and qualitative data to support the need for formalized ELL support structures that promote and celebrate the efficacy of ongoing development and use of L1, other divisions, departments, and administrators may be influenced by the results.

Finally, survey-based questionnaires ideally conducted face-to-face (Newcomer, 2015) in small groups during department meetings would be used to gauge the change readiness of stakeholders before the implementation, and to collect feedback during and after the implementation for the purposes of monitoring and evaluation. The input of both faculty and students, particularly ELLs, provide the qualitative insight necessary to drive the change initiatives to achieve a more equitable and socially just organization (Theoharis & O'toole,

2011). With success defined and the appropriate monitoring and evaluation tools selected, the implementation of the plan requires clear communication to all stakeholders to foster buy-in while minimizing resistance (Schulz-Knappe et al., 2019).

### **Plan to Communicate the Need for Change & the Change Process**

The internal and external data gathered through the COA conducted in the awakening stage and the gap analysis conducted in the mobilization stage of the change path model requires leaders to consider the best methods for communicating the need for change within the organization (Deszca et al., 2020). Although the need for change may be apparent for leaders who conduct and understand the research, others within the organization may require education, persuasion, and support to become allies, advocates, and activists to the process (Bruce & McKee, 2020). An effective communication plan initially aims to encourage change recipients to first adopt learner identities (Mohr & Hoover, 2020), as leaders work to enable individuals to understand the impact that the change will have on them (Deszca et al., 2020).

To unfreeze (Lewin, 1951) ISJ's practices regarding an identified PoP, leaders must communicate a sense of urgency (Kotter, 2012) using their knowledge to challenge current processes, and inspire a new, shared vision crafted alongside their followers (Kouzes & Posner, 2012). The vision for change surrounding this OIP's PoP underpinned by CPT that calls for the decolonization of education and destruction of what makes the school so profitable, for example, requires unpacking and contextualization as to why change needs to occur, and how the roles and responsibilities of each organizational member may shift to adapt.

### **Knowledge Mobilization**

Lavis et al. (2003) outlines several considerations to be made to mobilize knowledge obtained through research and analysis. As with this OIP, researchers are often not the ones with

the decision-making power to actualize changes required to address their PoPs. A PoP itself may not be fully understood by decision makers or considered a priority even if they do recognize its existence. A knowledge mobilization plan identifies which audiences are high priority recipients of clear, efficient, and persuasive communication, and how the knowledge should be transferred.

### **What to Transfer to Decision Makers**

The research conducted in this OIP identifies a PoP through a COA which includes a stakeholder and gap analysis. While a sense of urgency (Kotter 2012) is intended to be established by appealing to the ethical values (Gentile, 2010) of equity and social justice in faculty, the current privilege of the English language may not be fully recognized or understood as an oppressive force. Broader contextual changes impacting the organization's demographics may also not be recognized as a problem to address, as the increasing power of the international gaze (Gardner-McTaggart, 2021) around the globe has silently normalized the elevation of English an imperative to accessing and perpetuating the dominant western capitalistic culture.

The pedagogical dimension of the research for this OIP must also be transferred to decision makers, as ELLs are currently unable to utilize their best assets to achieving greater academic and multilingual success: their L1. The correlation between L1 development and L2 acquisition illustrated in Cummins's (2000, 2015, 2019, 2021) underlying proficiency theory (CALP) is often misunderstood due to its unintuitive nature. Although it may seem reasonable to believe that greater exposure to the target language of instruction may warrant greater priority given to it at the expense of one's L1, contemporary ELA research claims otherwise (Cummins, 2021; Garcia & Wei, 2014; Menken et al., 2012; Milošević, 2019; Paulsrud et al., 2017; Peña, 2018). The unintuitive nature of this phenomenon makes it difficult to convince both senior administration without a specialized background in EAL, and parents who often demand greater

exposure to English in the hopes of rapid acquisition. Therefore, the communication plan must not only emphasize and present relevant research, but it must also continually provide evidence of success that demonstrates the efficacy of maintaining the development of ELLs' L1.

### **To Whom Research Knowledge should be Transferred**

To progress beyond the passive and private approaches of support extended via the learner (Mohr et al., 2020) and ally (Benavides et al., 2020) transformative leader identities, I must begin taking the initiative to publicly share knowledge with relevant parties (see Appendix I), to adopt the role of an advocate (Bruce & McKee, 2020). Leveraging the insight gained as learners and allies on marginalized populations within specific contexts, advocates increase their level of visibility to disseminate calls to action with urgency to awaken and mobilize institutions into enacting equitable changes. Beginning within the leader's sphere of influence, advocates work to voice what they have learned, and encourage others to engage in transformative identities themselves (Bruce & McKee, 2020a, 2020b). The knowledge gained through the completion of this OIP formally concludes my role as a learner and ally as I transition into a more visible role of advocating for the need to develop formal structures to support ELLs.

As a middle leader, I can influence my department-level followers as well as my senior administration superiors into adopting the initial learner identity regarding the identified PoP. As mentioned in the change implementation plan, I will begin by sharing and mobilizing knowledge with the English departments who have already expressed their frustrations and challenges with the increased number of ELL students in their classes that they feel are not adequately supported. By sharing with them the pedagogical theoretical underpinnings that purport the efficacy of leveraging student L1s in language acquisition instead of undercutting them, the goal would be to generate further knowledge through localized, practical applications that may be shared with



wider audiences within the organization (Malin & Brown, 2019).

As I am limited in my agency and decision-making to my department level, it is crucial to share the knowledge gained from both theory and practice within the localized context with senior administration. As it is the leadership team that has the agency and control over resources and hiring to implement and institutionalize formal processes at the divisional or schoolwide level and compel the faculty to adopt learner identities by mandating professional alignment to the school's vision, their support is necessary to accelerate the mobilization of both knowledge and change implementation. As administrators are in public positions of power, it is more likely that they will be able to rapidly progress through the transformative leadership identity continuum (Bruce & McKee, 2020a, 2020b) and become advocates and activists themselves. Although it has been the practice of many school leaders to prioritize efficiency and economic pragmatism through a managerial approach to EAL program-building (Carder, 2013, 2007), the knowledge shared which is underpinned by critical and constructivist theories may awaken leaders to their responsibility to take action in making pedagogically and ethically sound decisions. In the context of ISJ, the staffing of the ELA of department is a major example of how economic efficiency takes priority: the school is reluctant to hire any more than one specialist per division regardless of how many students are identified as ELLs.

Finally, the knowledge and rationale for developing the new structures to approach ELA must be communicated with the parents who are the financial pillars of the school's instrumental operation. It is the faculty's professional duty to report and educate parents on the most recent and effective pedagogical theories. It is also necessary to maintain the ethical integrity of the school's vision and commitment to global citizenship and international-mindedness, and emphasize to parents that the school values diversity and aims to deliver a multilingual

education. This may create tension with misinformed and misguided desire to rapidly acquire English while neglecting ELLs' L1 development, which may require frequent and regular parent education sessions. Currently, ISJ hosts bi-monthly parent coffee meetings at each division led by the principal to share community news and updates which could be used for this purpose. Faculty could join these meetings to open lines of communication that would strengthen the faculty's ties with the parent community, building trust, relationships, confidence, and credibility.

### **By Whom Research Knowledge should be Transferred**

The knowledge transfer will be conducted by practitioners who have progressed through the learner phase and have become comfortable with adopting the public and visible transformative advocate or activist identities (Bruce & McKee, 2020a, McKee & Bruce, 2020). The coalition of language teachers within the English departments represent trained professionals with ELA teaching education and experience. Although there is some variance in the levels of education and experience, each member has a solid foundational background on linguistics and language acquisition via their teacher training, and/or graduate degree programs. Members of the department will be asked to adopt learner and ally identities in researching and developing translanguaging (Garcia & Wei, 2014) and cultural identity building (Cummins, 2021; Taylor et al., 2008) pedagogies appropriate to the ISJ context, and as the coalition grows, they will be encouraged to seek mentoring and supporting additional learners and allies of their own.

Administration will also be approached as new learners and potential allies by the department leader with evidence of successful implementation and practice to accelerate the process. As administrators work with multiple departments, it would be appropriate to distill the voices of the English department to one representative voice, and to produce an efficient and

concise executive summary that proposes additional investment in further programs.

### **How Research Knowledge should be Transferred**

To leverage the existing structures to facilitate the proposed changes (Deszca, 2020) and avoid potential resistance caused by additional work, the findings of this OIP will be shared, and work to implement the change plan will be conducted only during scheduled collaboration times. As protected meeting times are accounted for within the weekly workload responsibility of teacher, such an environment is the ideal context in which to collaborate and workshop initiatives that contribute to this OIP's solution, particularly during the challenging time of the COVID-19 pandemic. As a community of practice bound by shared subject area expertise and profession (Wenger & Snyder, 2000), orienting the meetings to develop practical and relevant pedagogies serves the best interest of all stakeholders. My role as a knowledge mobilizer in these sessions would be to create resources such as executive summaries and presentation notes that distill and consolidate relevant research, encourage engagement with the literature, and support the department in testing the impact of the research locally (Malin & Brown, 2019).

The departmental meetings are also potential avenues to build teacher capacity for leadership by offering opportunities to share evidence of successes from the classroom. By collecting, showcasing, and celebrating student work that demonstrates the efficacy of translanguaging pedagogies, teacher practitioners may adopt advocate identities (Bruce & McKee, 2020) in promoting greater equity in language instruction and cultural identity building (Cummins, 2020). This evidence can be collated with the quantitative data obtained in the monitoring and evaluation stages, namely the WIDA test, along with anecdotal classroom observations and judgement to further strengthen the change message when recruiting other members to the cause.

Additionally, teacher-led workshops to consolidate personal professional development initiatives throughout the year may also serve as an excellent avenue for knowledge transfer and mobilization. Held twice a year, teachers are offered the opportunity at ISJ to host in-house workshops to share their professional experiences and insights with an audience of colleagues whom they may not work with directly on a regular basis. These workshops present opportunities to awaken other divisions to the necessity of a more equitable language program at the school and inspire them to adopt a transformational learner and ally identity.

***Crafting a Change Message for Transformational Readiness.***

Armenakis and Harris (1993, 2001, 2012) identify the need for leaders to communicate a consistent change message to foster positive stakeholder responses to change initiatives. While change implementation progresses, overlaps, and regresses, it is communication that keeps organizations ready and motivated until and beyond institutionalization. To craft a clear, consistent, concise, and relevant change message, they outline five key components to communicate to stakeholders: discrepancy, efficacy, appropriateness, principal support, and personal valence (Armenakis et al., 1999, 1993; Vakola, 2014).

Discrepancy clarifies how ISJ's current performance differs from the desired end state articulated in the gap analysis of the COA. As part of the awakening phase, the English department members must be informed about the current literature regarding approaches to multilingual education and become convinced that a change is needed on the bases of both ethics and pedagogy. While doing this, leaders must demonstrate efficacy via the confidence in the individual and team's capacity to succeed as they outline the specific assets each member brings to the table. The change message must encourage and validate the work of teachers who are exhibiting desirable practices prior to and during the implementation, as "individuals will only be

motivated to attempt a change to the extent that they have confidence that they can succeed” (p. 170). Using positive reinforcement and celebrating the contributions of individual members can build confidence and trust in the leader’s ability to recognize the efforts made by the team while providing data for change monitoring and evaluation.

The appropriateness of the change plan will also need to be negotiated while crafting a shared departmental vision. Paying close attention to the nuances of the including but not limited to individual teacher workload, interpersonal relationship dynamics, past experiences with change, and hierarchical power structures in the organization may assist leaders in anticipating resistance to change and its causes. The appropriateness of the solution can therefore be adjusted to consider the department’s positionality, agency, history, and perception within the organization to develop a plan that is both relevant and achievable.

The fourth component, principal support, calls on leaders to provide the necessary resources and commitment to institute the changes. Although I am unable to directly provide or allocate the organization’s resources as a middle leader, I can consolidate the individual voices of the department to present proposals for investment. I am also able to allocate the resource of time via the weekly departmental meetings for stakeholders to collaborate on this issue.

Finally, personal valence will be considered in the change message to inform stakeholders on the individual benefits that the change plan proposes. The lack of structure in supporting the ever-growing ELL population in the school requires all teachers to assess and teach students individually and provide extra support on a case-by-case basis. They must also devote time and resources to identifying students as requiring support within the current structure, which is burdensome, time-consuming, and rather ineffective without the appropriate program of instruction ready to accommodate their needs. Although progressing into the learner

phase within the program's transformation will require some initial investment of time by all teachers in collaborating to develop a new structure, the benefits of encouraging students to leverage their L1 to assist in the demonstration of their curricular understanding within each class would provide greater insight for teachers into their students' true capabilities.

### ***Strategies for Influencing Individuals***

Klein (1996) encourages change messages to be provided across multiple channels consistently. Message redundancy is correlated with message retention, preventing confusion caused by leaders assuming that followers have received and understood the message. Face-to-face communication will always be preferred as it is the most effective way to engage in the two-way process of presenting ideas and receiving feedback. He also identifies the power of line authority as a communication channel, and to leverage hierarchical structures and roles to build consistent patterns of communication via reporting and consultation. The change message must always remain relevant to the individual teacher's practice to demonstrate its value. Therefore, I must maintain keen understanding of the individual contexts in which my allies work to craft messages that resonate with them. I will identify and ally with opinion leaders within organizations, whether they are in formal, or informal positions of leadership and influence. Due to factors such as integrity, positive reputation, agreeable personality, or high level of interpersonal skills, their voices of support of the change plan often influence those around them regardless of its contents. Department meeting notes which record shared evidence of progress will serve to fulfill these key principles of effective communication within the department. By keeping discussions localized within the practice of a small group of teachers, it will be possible for me to seek opportunities for recognition and positive reinforcement. The insights of the opinion leaders within the department will be respected, and their contributions and opinions will

need to be heard both privately and publicly to gain their support.

To influence and work with multiple groups of stakeholders, Kotter and Schlesinger's (2008) approaches for influencing individuals for change will be used to respond to various stakeholder types. While I will begin the conversation to propose change with education and communication in order to present the research conducted in this OIP, my role will shift to participation and involvement as the members of the department who are more familiar with the context are given the voice to share their insights and contribute to the shared vision for change. This will require the participation and contribution of department members, as I will continually communicate the rationale and theoretical underpinning behind the drive for change. Depending on the levels of resistance to change or challenges encountered by the department members, another shift to facilitation and support may be necessary as I strive to communicate only what I see as positive contributions to change implementation, and simply listen and provide emotional support for those who are struggling and unable to actively contribute for various reasons.

The three strategies of negotiation and agreement, manipulation and co-optation, and explicit/implicit coercion will be avoided or unused as communication strategies. Negotiation and agreement represent compromises that are not aligned with transformative leadership which strives to completely dismantle structures of oppression (Bruce & McKee, 2020b; Capper, 2019). Transformative and transformational leaders are authentic, ethical, and critically oriented, and the strategies of manipulation and coercion are not only misaligned with this approach, they are also completely outside of my current level of agency to use viably.

### **Intended Effects of Knowledge Transferred**

The intended effect of transferring knowledge is for stakeholders to adopt transformative identities to better understand and actively advocate for the pedagogical and ethical issues

presented in the PoP and critical organizational analysis. It is the aim of the communication plan to inform, inspire, encourage, mentor, and support members to act and stand publicly with ELLs in their marginalized plight, and to work to dismantle inequitable structures of oppression both within the local organization, and beyond in greater society (Bruce & McKee, 2020). The knowledge transferred should simultaneously inform language teachers about their responsibility to know and use the best available pedagogical practices in multilingual education while alerting them to the ethical pitfalls and privileges embedded and perpetuated in current approaches.

### **Chapter 3 Conclusion**

This final chapter framed the change implementation, monitoring, and evaluation plan using Deszca et al.'s (2020) change path and Deming's (1993) PDSA models. The plan to communicate change uses a combination of Armenakis and Harris's (2001) change message components, Kotter and Schlesinger's (2008) strategies for influencing individuals, Lavis et al.'s (2003) knowledge mobilization model, and Klein's (1996) principles for creating an effective strategy. As this OIP encompasses only the first PDSA cycle of change, the selected solution to create formal processes to support ELLs and the subsequent change implementation plan does not yet address the full scope of transformative leadership. The final section outlines the next steps and future considerations beyond the scope of this OIP; although there may be little to no change in my positionality and agency at the end of the planned timeline, the research conducted as part of this PoP and organizational analysis will guide ongoing professional conversations.

#### **Next Steps, Future Considerations of the Organizational Improvement Plan**

Due to my current lack of agency and uncertain future with ISJ, the change implementation plan outlined in this OIP falls short of transformative change, which calls for the dismantlement of all structures of oppression to bring about an equitable and socially just



organization (Shields, 2013, 2019; Tilghman-Havens, 2020). It, however, adopts critically-oriented epistemologies (Capper, 2019) to promote a transformative vision grounded in my sphere of influence. Transformational leadership will be used to improve ISJ's effectiveness while keeping social justice and equity at the forefront of my ethically-driven long-term goals.

While the selected solution may perpetuate oppressive structures of assessment that promotes distinction by continuing to label students as ELLs, I contend that it is a necessary step in awakening ISJ to recognize the disparity in the language education it offers, and the demographics they have come to serve. The current deficit-view (Valencia, 2020) towards the label of ELL which attributes a connotation of deficiency, or even disability (MacSwan & Rolstad, 2006; Ortiz et al., 2011) due to a lack of English language proficiency is contrary to the school's aspirational mission to promote intercultural learning and global-mindedness as it undercuts the value of linguistic diversity. Furthermore, such a deficit-view promotes the neocolonial international gaze which compels countries around the world to embrace the English language as a form of cultural capital to remain competitive (Gardner-McTaggart, 2021).

The two unselected solutions in this OIP offer opportunities to continue the organization's transformation into a more equitable and pedagogically effective state. Shifting hiring practices to reflect the growing linguistic diversity in the school would offer the school the capacity to build a fully-fledged mother tongue language program. While the world languages department could continue being staffed with certified professionals to teach languages that have the greatest demographic representation at the school, multilingual teachers and community-based tutors may be recruited to develop a school-supported self-taught program using the framework proposed by the IB (International Baccalaureate Organization, 2019). The work and research conducted beyond this OIP will continue to blend CPT with CLT to advocate for greater

cultural equity in schools underpinned by excellent, research-based pedagogical practices. The maintenance and development of all students' L1 alongside their L2 is imperative from both a critical and pedagogical standpoint, and the creation of a full-time coordinator role in the leadership overseeing this may prove a wise investment for such an ambitious project.

The goal to decolonize education and de-stigmatize language learners is a deeply personal journey as a multilingual, Asian-Canadian English teacher working in an EMIS. At this stage in my career, I am limited to adopting learner (Mohr & Hoover, 2020), ally (Benavides et al., 2020), and advocate (Bruce & McKee, 2020) identities due to my lack of influence over how the organization allocates its resources. I am, however, able to mobilize my department and those adjacent to me by presenting the research conducted in this OIP to spark an awakening. With successful mobilization and evidence of efficacy, I aim to work with senior administration to garner greater support and investment of resources in actualizing the coalition's shared vision. As my agency and experience with translanguaging practices grow, I plan to progressively transition into an activist identity (McKee & Bruce, 2020) using a transformative leadership approach that uncompromisingly fights on behalf of those who are marginalized not only within ISJ, but in the international school community and beyond.

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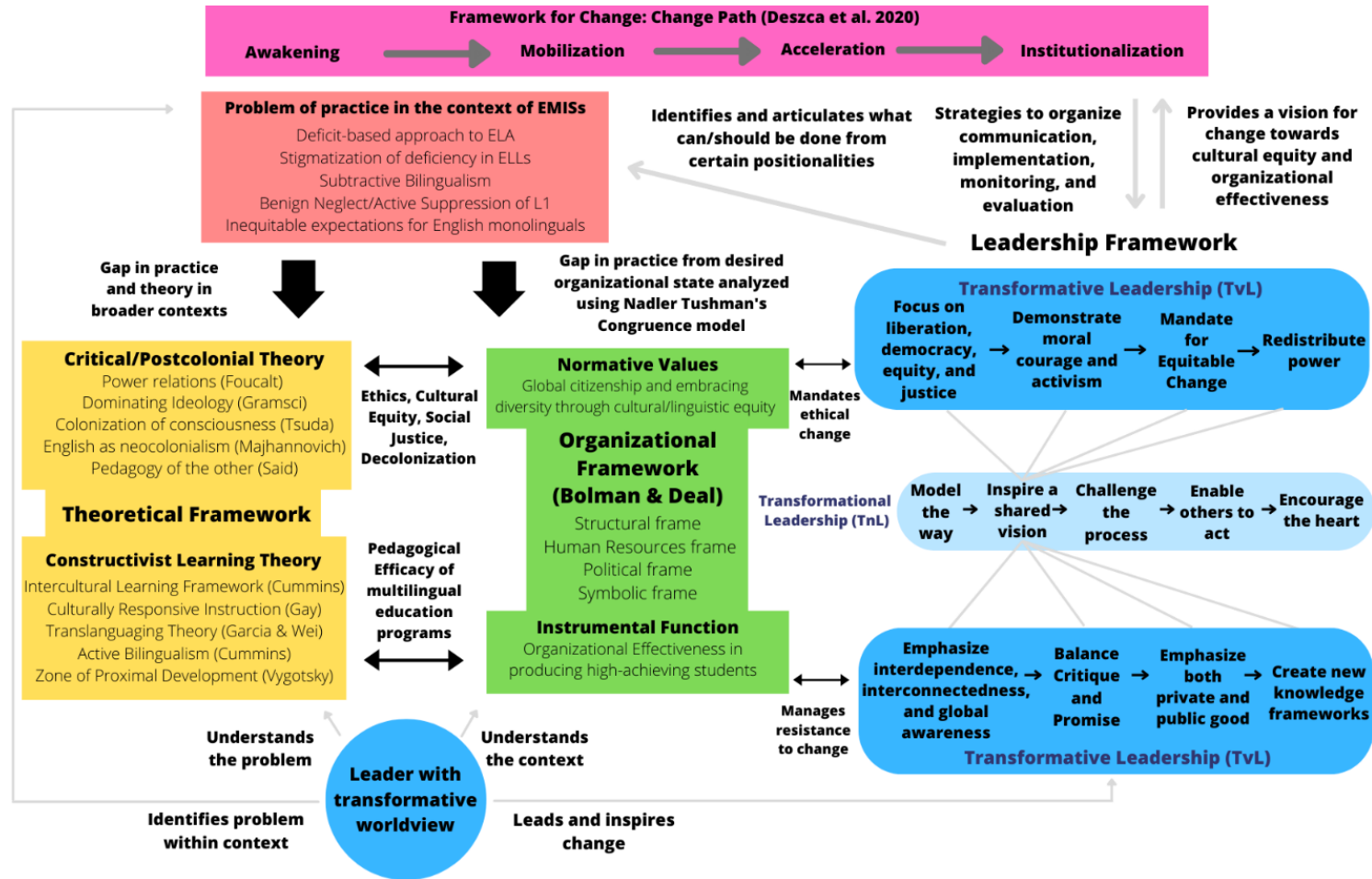
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Appendix A

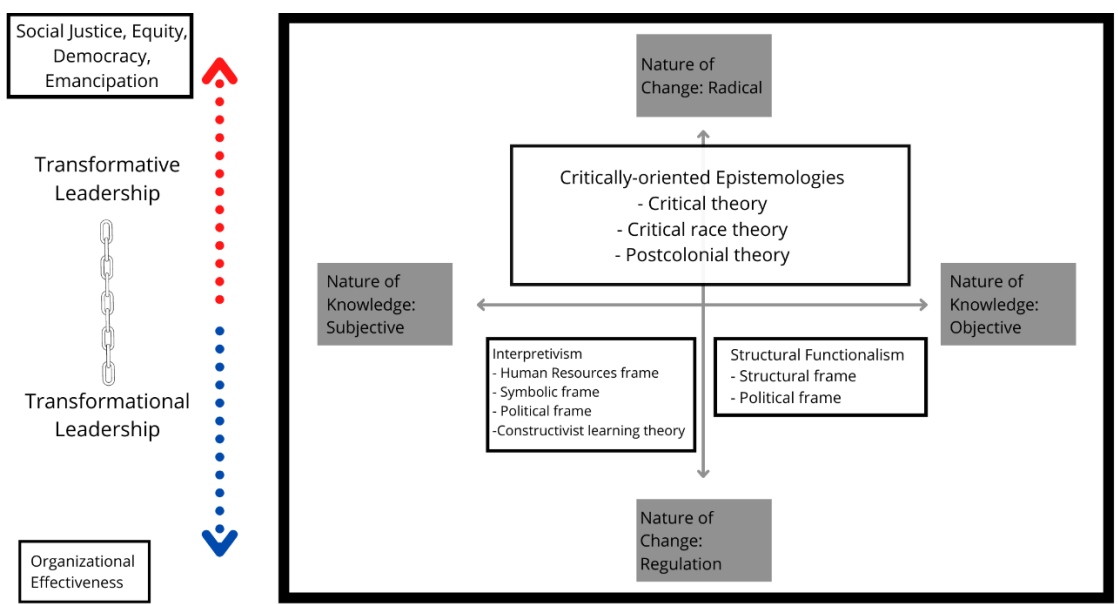
Conceptual Framework Visual



Note. This visual outlines the interconnected theoretical (CLT, CPT), organizational (Bolman & Deal, 2017), leadership (TnL, TvL), and change (Deszca et al., 2020) frameworks of this OIP.

### Appendix B

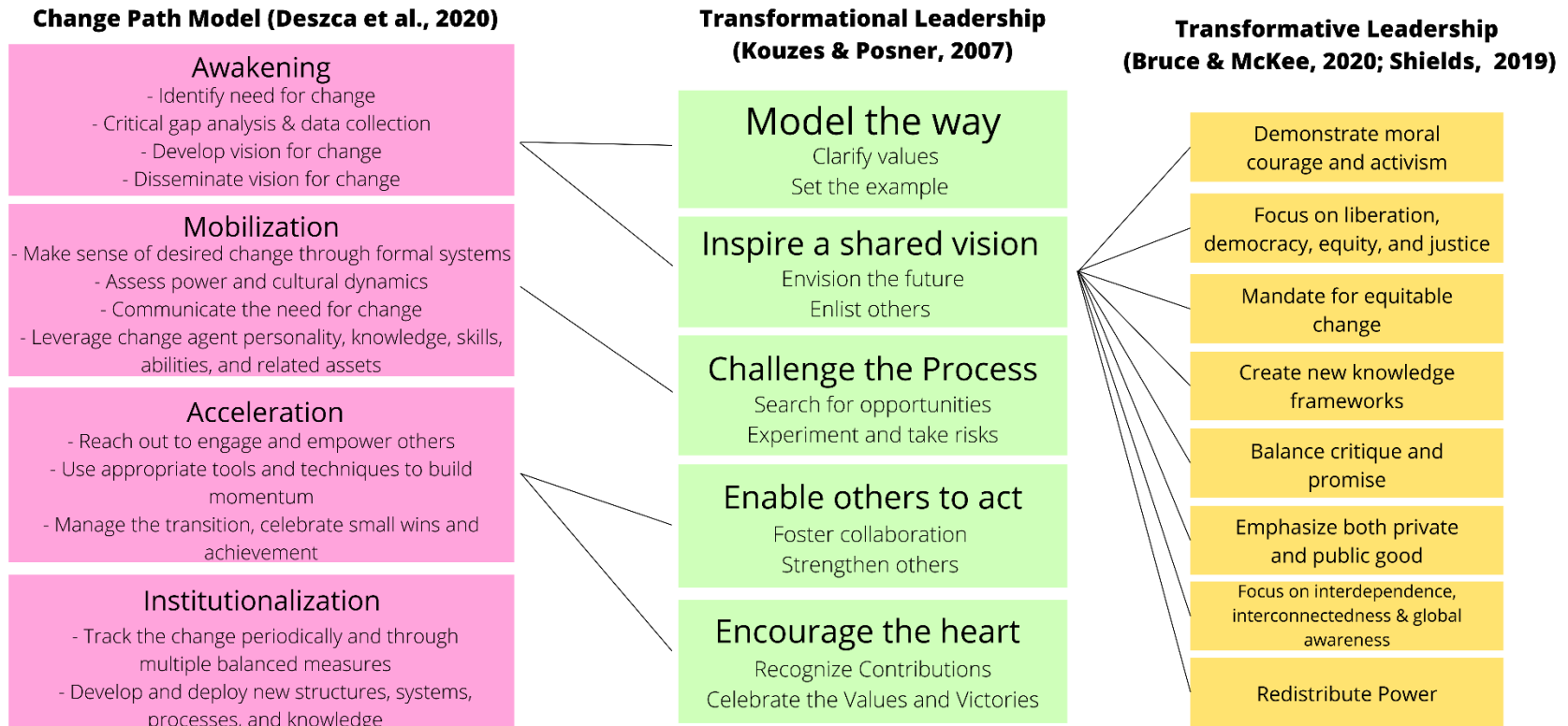
#### Epistemologies Framework with TvL and TnL



*Note.* Change orientation and epistemologies of TvL and TnL. Adapted from *Organizational theory for equity and diversity: Leading integrated, socially just education* by C. Capper, 2019, Routledge.

### Appendix C

#### Alignment of TvL/TnL Approaches to Deszca et al.'s (2020) Change Path Model



*Note.* The TnL model incorporates the TvL model within its vision and aligns to the intended change path. When the vision for change established through a gap analysis assumes that social justice and equity are necessary components of an effective organization, the regulation-oriented adaptive changes of TnL can be positioned to dismantle structures of oppression piece by piece. Appendix D

**Strategies for Change Strategic Continuum (Kotter & Schlesinger, 2008)**

**Strategic continuum**



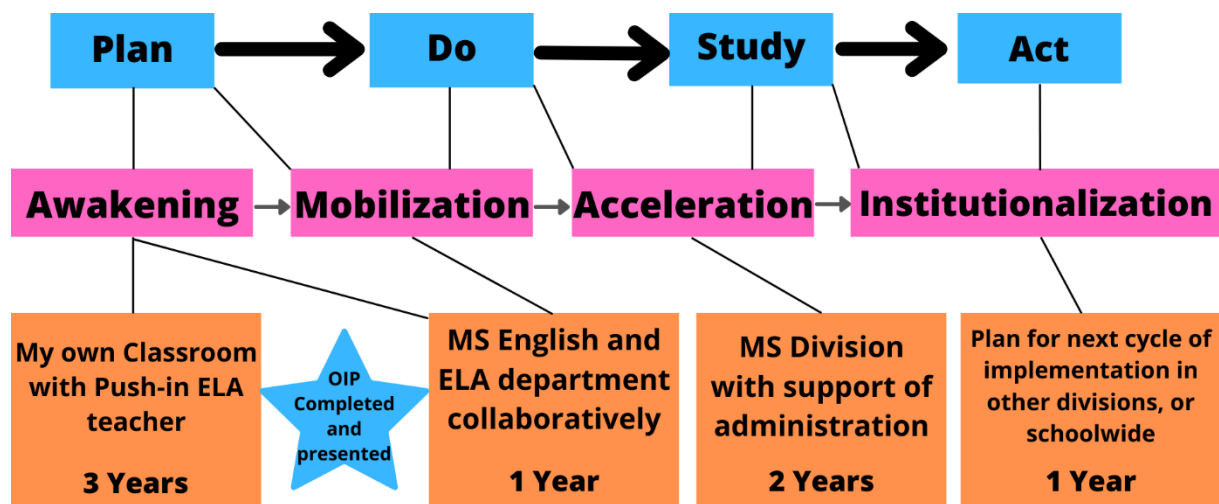
Techniques	Fast	Slower	Techniques
Negotiation	Clearly planned.	Not clearly planned at the beginning.	Education
Manipulation	Little involvement of others.	Lots of involvement of others.	Communication
Co-optation	Attempt to overcome any resistance.	Attempt to minimize any resistance.	Facilitation
Coercion			Support

Key situational variables
The amount and type of resistance that is anticipated.
The position of the initiators vis-à-vis the resisters (in terms of power, trust, and so forth).
The locus of relevant data for designing the change and of needed energy for implementing it.
The stakes involved (for example, the presence or lack of presence of a crisis, the consequences of resistance and lack of change.)

*Note.* Strategies for change strategic continuum. Adapted from “Choosing Strategies for Change,” by J. P. Kotter, and B. Z. Schlesinger, 2008, *Harvard Business Review*, 86(7-8), Routledge.

## Appendix E

## Change Implementation Timeline Aligned to Change Path Model and First PDSA Cycle



*Note.* Although each stage has an intended target demographic for recruitment into the coalition of change agents marked in orange, new allies will continually be sought and welcomed as opportunities to interact and collaborate arise. The organizational actors who participate in implementing the change are therefore fluid depending on the opportunities that arise.

## Appendix F

### Survey Questionnaire for Students

1. What would you consider your **first language (L1)**? This would be the language you learned first, and speak natively at home with your parents.
  - a. In what ways are you continuing the academic development of your L1 in addition to English?
  - b. In what ways are you developing academic proficiency in another language in addition to English?
2. What languages other than English are you able to use? Where and how are you learning/did you learn these languages?
  - a. First language you are most confident in (L1):
  - b. Second language you are most confident in (L2):
  - c. Third language you are most confident in (L3):
  - d. Other languages spoken:
3. In order of confidence, what languages do you feel the most comfortable expressing your thoughts and feelings in? (1 = Most confident, 2 = Second most confident, etc.)
4. Do you feel ISJ supporting your development as a multilingual student? How might the school better support this?
5. What language courses would you like ISJ to offer in the future, and why?
6. In what ways are you able to use your L1 to help you learn in your classes?
7. In what ways are you able to use your L1 to help you express your understanding of ideas and concepts in your classes?

## Appendix G

### SMART Goal Setting for Monitoring and Evaluation Plan

	Specific	Measurable	Achievable	Relevant	Time-bound
Awakening (Year 1-4)	PoP identified and articulated in partnership with English departments	Successful completion of OIP shared with department members. Acknowledging need to support ELLs in ISJ	Yes – does not require anyone’s permission or support	Understanding the challenges faced by ELLs and compiling interpretive anecdotal data	Findings of OIP shared with department within one year of OIP completion
Mobilization (Year 4-5)	Implementing formalized ELA assessment structures, translanguaging and cultural identity building pedagogy in classes	Initial WIDA screening test results available for analysis, artifacts demonstrating translanguaging and cultural identity building	Yes – teachers maintain autonomy in teaching pedagogy in classes as long as curricular expectations are met	Implementing accommodations for ELLs in the classroom level	Each teacher plans and implements at least one assessment that demonstrates translanguaging and cultural identity building by the end of the year
Acceleration Year 5-7	Evidence of success is shared with administration for wider implementation across departments	Administration provides investment of resources to formalize ELA structures across departments	Achievable with support of administration lobbied through demonstrations of efficacy in English classrooms	Support of administration crucial for obtaining greater resources and wider adoption	Depending on response of administration, cross-departmental collaboration arranged within 2 years
Institutionalization Year 7+	With full implementation in the middle school, the results will be monitored and evaluated summatively for future cycles across the school	Sufficient WIDA data is collected for trend analysis, and artifacts demonstrating student success is continually collected and celebrated	Achievable with support of administration in other divisions lobbied through demonstrations of efficacy in the middle school	Support of administration crucial for obtaining greater resources and wider adoption	Depending on response of administration, divisional collaboration started within 1 year

*Note.* SMART goals for each stage of the change path model stages.

## Appendix H

### Survey Questionnaire for Teachers

The following questions could be used in meetings in the form of a survey-based questionnaire to drive professional discussion, review and assess practices, and provide feedback, (Neumann & Sloan 2018).

### Goal-setting and Monitoring Questionnaire

1. According to the most recent WIDA test results for your class, what is the population of students who require language acquisition support, and how might you design your classes to provide the appropriate RtI tiers of support?  
(Tier 1: Whole class, Tier 2: Small-group, Tier 3: Intensive intervention)
2. In what ways do you plan to support ELLs by differentiating the content, process, or the products of the course to best demonstrate their level of curricular understanding?
3. How might your lessons leverage the use of English Language Learner' (ELLs') native tongue (L1) in order to demonstrate their understanding of the class's concepts, or build proficiency in English?
4. How might you best leverage the push-in ELA teacher to best support your ELLs without excluding them from their peers?

### Summative Evaluation Questionnaire

1. In what ways did you provide tiered instruction for particular groups of students, and how did it evolve over the year? Did the same groups of students require similar tiers of instruction and intervention throughout the year?
2. What evidence can you provide of your differentiation strategies assisting ELLs in demonstrating their curricular understanding?
3. Are there any artifacts you might share that demonstrates an ELL's use of L1 to assist in demonstrating curricular understanding, or to assist in the acquisition of English?
4. In what ways did the push-in ELA teacher support the learning of ELLs beyond what the classroom teacher was able to provide without excluding them from the rest of their peers?
5. In what ways can you demonstrate the growth of your ELL students in both English language acquisition, and their own cultural identities?



## Appendix I

### Key Messages for Target Audiences

Target Audience	Key Messages to Communicate to all Stakeholders	Key Messages to Communicate to Specific Stakeholders	How to Communicate Key Messages
Students	<ul style="list-style-type: none"> <li>- Language is a form of <b>culture</b> and <b>identity</b></li> <li>- ISJ’s definition of intercultural learning: foster a community that <b>values and celebrates diversity in culture</b>, beliefs, and experience as students are empowered to learn about their own and other cultures</li> </ul>	<ul style="list-style-type: none"> <li>- Students are welcome to utilize their L1 and tools using L1 to help them understand class content. (Tools include multilingual dictionaries, peers or adults who speak the same language, machine translation, etc.)</li> <li>- Students may use translanguaging strategies to better comprehend content material, and produce demonstrations of understanding. (Strategies include multilingual notetaking, multilingual flashcards, drafting using L1, dual-language products, peer coaching between students that speak the same language, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>- Schoolwide language policy in student handbook</li> <li>- Homeroom/advisory sessions</li> <li>- During lessons in class</li> </ul>
Parents	<ul style="list-style-type: none"> <li>- Developing and utilizing L1 assists in the acquisition of L2</li> <li>- All students should strive to become multilingual; second language proficiency is compulsory for graduation from ISJ with the IB Diploma.</li> </ul>	<ul style="list-style-type: none"> <li>- Students should continue the development of their L1 through (a) ISJ’s world languages program, (b) self/parent-led study at home, or (c) an external language education provider (online or in person.)</li> </ul>	<ul style="list-style-type: none"> <li>- Monthly parent coffee meetings with faculty</li> <li>- Parent-teacher conferences</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>- English language assessments for reading, writing, listening, and speaking will be conducted for all students each year</li> <li>*For ELLs, language assessments will also be conducted in their L1.</li> <li>*For non-ELLs, language assessments will also be conducted in their L2.</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers must strive to create an inclusive environment that supports the needs of all enrolled students</li> <li>- Teachers will collaborate with ELA specialist teachers to co-plan and co-teach using flexible strategies to support all students</li> <li>- Lessons should be designed to be as comprehensible as possible; written/oral/visual illustrations and definitions should be provided for subject domain-specific vocabulary.</li> <li>- Students should be encouraged to utilize their L1 to understand content material, and be provided opportunities to demonstrate understanding using methods that support L1 use.</li> </ul>	<ul style="list-style-type: none"> <li>- All-staff meetings</li> <li>- Department meetings</li> <li>- Divisional meetings</li> <li>- Faculty workshops during professional development in-service days</li> <li>- Accreditation focus group meetings</li> </ul>
Senior Leaders	<ul style="list-style-type: none"> <li>- An English language acquisition specialist teacher will be co-planning and co-teaching with most subject teachers to provide support for groups and individuals without the need for pulling students out.</li> </ul>	<ul style="list-style-type: none"> <li>- A culturally and linguistically equitable language policy must be developed and implemented.</li> <li>- Teachers require professional development opportunities both internally and externally: workshops, job-alikes, online courses, certifications, etc.</li> <li>- Teachers and ELA specialists require protected time in their schedule to collaborate.</li> <li>- Diversity in faculty hiring is required to model global citizenship and intercultural learning.</li> </ul>	<ul style="list-style-type: none"> <li>- Department leader meetings</li> <li>- Divisional meetings</li> <li>- Teacher goal-setting meetings</li> <li>- Accreditation task force meetings</li> </ul>

*Note.* Key messages to be communicated to stakeholders to facilitate change.