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Breaking Barriers: A Blended Mosaic Model of Inclusion for English Language Learners

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Abstract

This organizational improvement plan (OIP) presents a holistic, authentic, and proactive inclusion plan for English language learners (ELLs) at Graus Secondary School (GSS). It is framed around a problem of practice (PoP) that emerged due to an influx of newcomers to Ontario in 2016. This OIP proposes a solution to the inevitable exclusion that ELLs experience, builds on existing initiatives and offers additional support to administrators and school staff that maximizes authentic inclusion in the reception and inclusion of incoming ELLs. This solution, the author's blended mosaic model of inclusion (BMMI), transforms the view of diversity from a fixed mosaic to a blended one that allows space for critical dialogue and authentic connection. This OIP is guided by social justice leadership and the PoP is framed by critical race theory (CRT) and critical sociocultural theory. The leadership approaches to change adopted are for a culturally responsive, social justice, and transformative leadership. Combined, these leadership approaches bridge gaps in the required conditions for equitable learning opportunities that are inclusive of and responsive to ELLs' needs. A combination of Kang et al.'s (2020) and Deszca et al.'s (2020) change path models is used to outline the process of change. The change implementation plan outlines goals and priorities through the BMMI to close the gap between the current and desired states for ELLs. The monitoring and evaluation plan combines assessments before, during, and after change implementation, and the PDSA model, and is guided by the chosen change path model and leadership approaches.

Keywords: English language learners, authentic inclusion, critical race theory, social justice leadership, marginalization, newcomers

Executive Summary

This organizational improvement plan (OIP) focuses on the authentic inclusion of English language learners (ELLs) within the school environment at Graus Secondary School (GSS). It aims to provide ELLs with equitable opportunities at academic success through proactive planning that is rooted in leadership for social justice. This OIP came about in response to the influx of newcomers at Educational Mastery School Board (EMSB) in recent years since the Syrian refugee crisis in 2016. Written from the viewpoint of a teacher who was once a newcomer to Canada, who also worked directly with the Syrian newcomers at the reception centre erected by EMSB in response to the influx of refugees, this plan aims to provide a humanistic argument for the importance of an authentic inclusion of newcomers to GSS.

This OIP outlines a change plan at GSS that aims for a specific plan for inclusion of ELLs, a holistically inclusive school culture, an authentic welcoming of ELLs' identities, an understanding of ELLs' investment in learning, and an empowering school culture for ELLs. This OIP outlines the necessity of a student-centred, responsive, and whole-school approach that targets the inclusion of ELLs. It is driven by tenets of culturally responsive leadership (CRL), social justice leadership, and transformative leadership. It focuses on engaging and including all stakeholders involved in the process of inclusion of ELLs. This maximizes equitable learning opportunities for ELLs. This executive summary provides a concise outline of this OIP.

Chapter 1 presents an overview of the organizational context of GSS, including its history, vision, mission, leadership structure, operational plan, and strategic plan. The problem of practice (PoP) is simply stated to address the exclusion of ELLs at GSS from a school environment that provides maximized equitable opportunities at academic success. The current environment contributes to ELLs' exclusion through factors such as cultural exclusion, lack of a

trauma-informed approach by staff to the inclusion of ELLs, linguistic exclusion, and more. A leadership position and lens statement centred on social justice are presented. The PoP is framed through critical race theory (CRT) and critical sociocultural theory. The leadership approaches to change adopted are culturally responsive leadership (CRL), leadership for social justice, and transformative leadership. An in-depth political, economic, social, technological and ecological/environmental (PESTE) factor analysis (Deszca et al., 2020) is conducted to frame the PoP within the broader context within which GSS operates. Guiding questions are contextually and comprehensively outlined. A gap analysis between the current and desired states for ELLs at GSS identifies the bridging work required. Following that, a leadership vision for change which aims for the holistic inclusion of ELLs inside and outside the classroom is stated.

Chapter 2 begins with a walk-through of the leadership approaches that will propel change at GSS. A framework for leading change, which considers the context, values, and process required to reach the end goal of authentic inclusion of ELLs at GSS is then discussed. Relevant change path models are discussed, culminating in the choice of a uniquely combined Kang et al.'s (2020) and Deszca et al.'s (2020) models, which fits well with the needed changes at GSS as per the comprehensive critical organizational analysis presented in this chapter. Three solutions are then proposed based on the needed changes at GSS. A comparative analysis of the three yields the choice of a novel, unique and powerful solution: the author's blended mosaic model of inclusion (BMMI), presented here for the first time. The BMMI is chosen for its advocacy for a holistic, collaborative, authentically inclusive, and whole-school approach to including ELLs, and its aim of removing systemic and practical barriers hindering the authentic inclusion of students from minoritized backgrounds. Considerations, responsibilities, and commitments of GSS are then addressed from an ethics, equity, and social justice perspective.

Chapter 3 practically brings the BMMI to life at GSS through a comprehensive, socially just, and equitable change implementation plan that is reflective of the context of GSS. This plan spans short to long-term goals and is inclusive of all stakeholders' voices and potential needs. A specific, comprehensive plan for monitoring and evaluation that combines the plan-do-study-act (PDSA) model with the chosen change path model for this OIP, alongside a series of assessments before, during, and after change is devised. Communicating the need for change to stakeholders is then also discussed in detail, including an ongoing knowledge mobilization (KMb) plan. This chapter ends with next steps and future considerations of this OIP that deepen the roots of required systemic change for students from marginalized backgrounds.

The successful implementation of this OIP will not only provide ELLs with a holistically and authentically welcoming environment at GSS, but it will also provide them with equitable opportunities at academic success. This OIP provides teachers and administrators with research-based information that is rooted in social justice leadership that urges inclusive practice and provides fertile ground for equity to be achieved. This OIP also provides an example for other educational institutions welcoming newcomers to follow. The power that the novel solution for change, the BMMI, holds in its visual presentation and in the meaning behind it, which this OIP delves into, makes this OIP stand out in its promise for a future that authentically includes all students of marginalized backgrounds.

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My mother once told me: “Your pain has made your writing flourish in a beautiful way.” She is the first person to whom I owe my thanks. She was my first home and the first person who defined for me the meaning of belonging. The pain she is referring to is the pain of exclusion, the pain of never feeling like I belonged.

I would also like to thank all my friends and family who believed in me since day one and who continued to motivate me to reach for the moon.

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List of Acronyms

CRL (Culturally Responsive Leadership)

CRT (Critical Race Theory)

DAC (Developmental Assistance Committee)

DBIR (Design-Based Implementation Research)

ELL (English Language Learner)

ELT (ESL Lead Teacher)

EMPIC (Educational Mastery Parent Involvement Committee)

EMSB (Educational Mastery School Board)

ESL (English as a Second Language)

GSS (Graus Secondary School)

GVV (Giving Voice to Values)

ILT (Inclusion Leadership Team)

KMb (Knowledge Mobilization)

OECD (Organization of Economic Cooperation)

OIP (Organizational Improvement Plan)

OME (Ontario Ministry of Education)

PDSA (Plan-Do-Study-Act)

PESTE (Political, Economic, Social, Technological, Environmental)

PLC (Professional Learning Community)

PLN (Professional Learning Network)

PoP (Problem of Practice)

Definitions

Authentic Inclusion: The inclusion of students that extends beyond the lens of academics (Shi & Watkinson, 2019) and ultimately aims for equity and social justice (Theoharis & O’Toole, 2011). Driven by tenets of social justice, equity, and distributed leadership, authentic inclusion pushes for rethinking and restructuring educational systems (Capper, 2019; Theoharis & O’Toole, 2011) to abolish oppression towards marginalized students (Kander & Roe, 2019). The purpose is to provide them with a holistic educational experience that welcomes and respects the intersectionality of who they are and their lived experiences (Bacquet, 2020; Baghban, 2015; Cummins et al., 2015; Danforth, 2016).

Blended Mosaic Model of Inclusion (BMMI): The author’s versatile and dynamic model that advocates for a holistic, collaborative, authentically inclusive, and whole-school approach to including ELLs, presented here for the first time. It aims to remove systemic and practical barriers hindering the authentic inclusion of students from minoritized backgrounds.

Critical Race Theory (CRT): A framework used to understand inequalities that exist in schools (Ladson-Billings & Tate, 1995). This framework “adopts a race-conscious approach to uncover and better understand institutional and structural racism in our society with the aim of promoting and achieving social justice” (Ricucci, 2022, p. 1).

Culturally Responsive Leadership (CRL): A leadership approach that calls for critical self-awareness of cultural identity and implicit bias, and for promoting a culturally responsive and inclusive school culture for students (Khalifa et al., 2016). It aims for students to see themselves within the school environment. It is oriented in equity and social justice (DeMatthews & Izquierdo, 2020).

Distributed Leadership: A leadership approach that calls for the development of democracy in school leadership, building human capacity and including all stakeholders involved in the organization (Esch, 2018; Mayrowetz, 2008).

English Language Learner (ELL): A student whose first language is not English and who is engaged in the process of learning English.

Humanistic Leadership: A leadership approach that prioritizes human rights in policy and practice (Waddock, 2016). It urges leaders to move past their role as a manager of an organization, to leading collaboratively with all involved stakeholders through wisdom (Waddock, 2016). It pushes a holistic view of the context at hand (Senge, 1990).

Intercultural Education: Education that offers opportunities where host students and newcomers exchange information about one another's cultural backgrounds in a way that nurtures positive attitudes towards culturally diverse groups (Steinbach, 2010).

Intersectionality: A concept that facilitates the understanding of how multiple identities and lived experiences can shape people's lives (Cuba et al., 2021).

Knowledge Mobilization (KMb): "The active and dynamic process whereby stakeholders (e.g. researchers, practitioners, policy makers and community members) share, create, and use research evidence to inform programming, policy, decision-making and practice" (Malik, 2016, p. 10). The ultimate goal of knowledge mobilization is to improve educational outcomes (P. Briscoe et al., 2016; Campbell et al., 2017).

Leadership for Social Justice: A leadership approach that advocates for equity for marginalized students by addressing and eliminating historical and current issues that lead to marginalization based on race, class, religion, sexual orientation, and more.

Plan-Do-Study-Act (PDSA) Model: A monitoring and evaluation tool that is used to improve the quality of change in an effective, efficient student-centred, and equitable manner (Donnelly & Kirk, 2015). It aims to maximize the effectiveness of organizational change (McNicholas et al., 2019).

Professional Learning Communities (PLCs): Communities of educators from different levels of an organization who engage in reflective inquiry with the goal of improving educational outcomes for students (Harris et al., 2017).

Third Space: A concept that represents the space where a student's spaces of the home and school intersect to create the potential for authentic interaction and learning to occur (Gutiérrez et al., 1997). It represents the space where curriculum, language, and culture intersect (Gutiérrez et al., 1997). Teaching in the third space requires teachers to incorporate students' sociocultural context, comprised of students' language, experience and culture, and provide them with authentic, integrated literacy development (Gutiérrez et al., 1997).

Transformative Leadership: A leadership approach that ties education with social context, and critiques inequitable educational practices. It serves inclusive and socially just practices (Shields & Hesbol, 2020).

Chapter 1: Introduction and Topic

The response to the influx of newcomers to Ontario in 2016 as a result of the Syrian refugee crisis uncovered a troubling problem of practice (PoP) that is deeply rooted in equity and social justice; the exclusion of English language learners (ELLs). This chapter presents the PoP within the organizational context of one high school in Ontario that offers ELL programming. Three guiding questions and a conceptual framework pertaining to the authentic inclusion of ELLs are discussed. A leadership-focused vision that is driven by social justice is proposed, followed by a discussion of the organizational readiness for change. All in all, this chapter makes a case for the authentic inclusion of ELLs being central to educational equity and social justice.

Organizational Context

Graus Secondary School (GSS, a pseudonym) is one of the high schools in Educational Mastery School Board (EMSB, a pseudonym), a public school board in Ontario, that is designated to serve the needs of ELLs. GSS is a hub for diversity in terms of the student populations it serves. It is also a champion in its inclusion efforts. For example, it has a strong developmental education program that effectively includes students with exceptionalities within the school community as well as a specialized program for First Nations, Métis, and Inuit students. GSS has over 170 staff, including four guidance counsellors, and five developmental education teachers. Of those, one lead teacher of English as a second language (ESL) is appointed for one semester of the school year to help students with all aspects of their academics. The ESL program was incepted at GSS in 2017 due to an influx of ELLs. GSS already served a diverse population of students with an intersectionality of identities and needs at the time. Hence, its foundations were suitable for responding to the needs of ELLs. Ten percent of students who participated in the EQAO testing in 2018–2019 were ELLs, higher than EMSB's total of 8

percent and the province's 7 percent (EQAO, 2021). This makes the ELL student population one that draws additional attention to inclusion efforts.

At GSS, ELLs are predominantly students incoming from war-torn countries, Syria in particular. They either registered at GSS upon their arrival in Canada or registered at an elementary school and were assigned GSS as their high school. Specific challenges they face upon their arrival at GSS are: lack of trauma-informed professional learning opportunities for teaching staff, lack of the presence of a caring adult within the school, lack of pedagogical and cultural awareness professional learning opportunities for teachers that reflect students' cultures and lived experiences, as well as a language-acquisition-focused approach to their programming. The novelty of the ESL program at GSS, alongside the recent COVID-19 pandemic and its effect on education, present a pertinent PoP: the exclusion of ELLs from a school environment that otherwise provides maximized equitable opportunities at academic success.

From my observation as a teacher at GSS, incoming ELLs to GSS are excluded from an immersive orientation that teaches them about the school dynamics and daily routines. A task as simple as learning how to use a locker is not taught to ELLs. Extracurricular activities inherently exclude ELLs as effort is not put forth to inform and recruit ELLs. Since the focus on programming for ELLs is predominantly language-acquisition-focused, ELLs are excluded from opportunities to socialize, and thus their social development is not as nourished as that of their non-ELL peers. Books in ELLs' first languages are not available at the school library, thus excluding ELLs from ongoing literacy development and engagement in language that reflects their lived experiences. Another way that ELLs are excluded at GSS is in the exclusion of their parents from being able to assist them with schoolwork, which is mainly in English—a translation is not provided for parents. In addition, GSS does not culturally reflect ELLs visually.

Incoming ELLs are not exposed to language or visuals around the school that reflect them visually or linguistically. This leads to their cultural exclusion.

These examples of exclusion are not intended to judge teachers at GSS. Teachers are likely unaware of certain ELL needs. For ELLs to feel included in the school environment, their identities must be welcomed, their investment in language learning must be nurtured, and they must be empowered to learn in a way that authentically respects their identities and lived experiences (Bacquet, 2020). It is worthwhile to note that this PoP addresses the issues that surface at the level of GSS, but it is necessary to consider the context of EMSB as a whole as policy at the board level impacts and shapes initiatives and efforts to include ELLs. Policy at the board level (macro) impacts school-level (micro) policies and praxis in schools that welcome newcomers (Arar et al., 2020).

Political, Economic, Social, and Cultural Contexts

As EMSB and GSS do not operate in a vacuum, looking at the broader political, economic, social, and cultural factors that comprise the context of GSS is necessary. In a province that is most ethnically diverse in Canada, one that welcomes 40 percent of immigrants and is on track to increase that percentage to 68 percent by 2036 (Ontario Ministry of Finance, 2011), the PoP of inclusion of a diversity of students is inevitable for all school boards and leaders in Ontario (Tuters & Portelli, 2017). Tuters and Portelli's (2017) work, grounded in a critical-democratic perspective, argues that education is always political as "knowledge is socially constructed and always involves issues of power relations" (p. 600). Equity and social justice are central to education, as is inclusion of all voices (Pinto, 2013). Unfortunately, current neoliberal discourses hinder education for social justice (MacDonald-Vemic & Portelli, 2020).

Since political ideology frameworks shape educational policies (Manzer, 2019), it is worthy to assess how different political ideologies have historically affected high schools in Ontario, including GSS. Public education “enables individuals and communities to possess and perpetuate knowledge and skills required to meet basic human needs” (Manzer, 2019, p. 8). A social order exists in schools and classrooms, and because of that order, students either feel respected or discriminated against. Similarly, according to Manzer, that order either cultivates student creativity or hinders it.

Language and culture are central to this PoP, as they are to educational politics and policies in Canada. Due to this centrality, Canadian politics and educational policies have been heavily shaped by conservative communitarianism, with focus on individual needs rather than wants. Liberalism, on the other hand, emphasizes fair equality of individual needs and the right to pursue individual goals. Essentially, any threat to individual liberty is rejected. Conservatism puts individuals second to the goal of preserving language and culture. Community rights supersede individual rights. This impacts EMSB and GSS in that linguistic assimilation is an inevitable result of language and culture being central to conservatism. Multiculturalism under conservatism still operates from a place of segmentation and isolating culturally different communities. This translates to educational policy by institutionalizing segmentation. Conservatism and economic liberalism, which now informs neoliberal discourse, are similar in their disservice to those from minority linguistic and cultural backgrounds (Manzer, 2019).

Ethical liberalism, driven by the pursuit of distributive justice, began influencing public education policies regarding language and culture in Canada in the 1960s. Ethical liberalism would likely shape educational policies in Ontario to authentically serve the needs of ELLs. It calls for educational pluralism and acknowledges individual needs and their multi-faceted nature.

Ethical liberalism does not standardize learning experiences as conservatism or economic liberalism do. It also calls on educational policy makers to incorporate the language and communities to which students belong in their decision making (Manzer, 2019).

Under neoliberal political agendas, which heavily resemble economic liberalism, cuts to funding of programs that serve the population of ELLs is prevalent (Groenke & Hatch, 2009). This is mainly due to economic concerns (Coelho, 2012). In a climate where academic achievement which serves economic growth, as opposed to serving student populations, drives funding of educational initiatives, diversity falls behind (Tuters & Portelli, 2017). Policies in place regarding inclusion, such as Ontario's Equity and Inclusion Strategy (Ontario Ministry of Education, 2014), use language of inclusion, and prioritize it, but that is not reflected in the budgets allocated to schools. This leads educators and leaders to often find themselves working towards serving diversity with little budgetary support (Tuters & Portelli, 2017). Especially in the context of increasing migrants and refugees, Tuters and Portelli point to an evident lack of support for the needs of students from diverse backgrounds, including ELLs. While policies to support inclusion exist, such as the Equity and Inclusive Education Strategy (Ontario Ministry of Education, 2014), achievement data show that inequities exist that disservice students of diverse backgrounds (Tuters & Portelli, 2017).

Within the context of this PoP, examining the sociocultural aspect of learning (C. Lewis et al., 2007) requires the examination of identity, agency, and power within broader systems of power (Kander & Roe, 2019). The success of newcomer students has not only economic but also social benefits for provincial and national jurisdictions (Lara & Volante, 2019). Culture, viewed through cultural pluralism as fluid and encompassing of identities and today's youth culture (Paris, 2012; Paris & Alim, 2014), must be looked at as a political, social, and economic agent of

change (Lopez, 2015). Therefore, for students of diverse backgrounds to feel positive changes in their experiences in schools, praxis that challenges the status quo, as it pertains to culturally responsive leadership (CRL), is necessary (Lopez, 2015).

EMSB is affected by the aforementioned circumstances since it is publicly funded. With the recent events in Afghanistan and the welcoming of Afghan newcomers into Canada, this inevitably increases the pressure on EMSB and GSS to create an inclusive environment for students, which is supported by governmental prioritization of this issue. Examples of sociopolitical factors impacting the inclusion of ELLs specifically at GSS include the attitudes and perceptions of teaching staff towards ELLs, their first language, and their political and religious affiliations. For example, when students arrived from Syria in 2016, the political and religious conflicts quickly became evident as ELLs engaged in heated arguments and physical fights over their differences. From my observation, this negatively impacted teachers' views of these ELLs and deterred them from engaging in sensitive topics and from contextualizing their learning in ways that reflected their culture in Syria. Examples like these further exclude ELLs and require special attention from the leadership of GSS that involves targeted interventions at conflict resolution among ELLs and culturally sensitive professional learning opportunities for staff.

Organization's Aspirations

EMSB and GSS aspire to reach every student (EMSB, "Operational Plan," 2020b). That includes ensuring equitable opportunities for all students with an intersectionality of identities. EMSB's aspirations pertaining to ELLs are to ensure a positive school climate and have an inclusive curriculum and assessment practices (GSS, "Equity Page," 2021). Their goal is also to

foster culturally responsive pedagogy, inclusive design, and equitable and inclusive education for all students, with reference to diversity (EMSB, “Equity Policy,” 2021b).

The program designated for ELLs at GSS offers a five-level progression of courses in the English language. One teacher, the ESL lead teacher (ELT), is responsible for preparing, guiding, and integrating ELLs into the ESL program. The ELT is also responsible for helping students exit the ESL program into mainstream classrooms. In addition, they oversee advertising extracurricular activities to ELLs and connecting them with teachers in charge of these activities. Only one teacher fills this role and is only allocated one period a day for one semester for all ELLs. This, once again, puts into question how realistic it is to achieve the goal of equitable, inclusive, and socially just practices when there is such a disproportion in the ELL student to teacher ratio. Having one teacher taking on all those responsibilities does not allow for the development of a plan that not only integrates, but also includes, ELLs into the school environment in a manner that meets their needs of their identities being affirmed and included.

Learner identities are defined as “the ways we come to understand ourselves within and in relation to the institution of schooling and how this identity shapes our own self-perceptions of efficacy, ability, and success in relation to academic potential, performance, and achievement” (Hatt, 2012, p. 439). The lack of a plan to include ELLs has most likely negatively affected ELLs’ self-perceptions in the aforementioned areas. This stands in contrast with both EMSB and GSS’ aspirations and theoretical principles, which are evidently embedded in leadership for social justice, humanistic leadership, and CRL. This means that change is imminently required.

Organizational Structure and Established Leadership’s Relationship to Theory

EMSB’s organizational structure is simultaneously hierarchical and distributed. Following its theoretical foundations, the shared and holistic vision of EMSB demonstrates an

undertone of distributed leadership (Esch, 2018). However, even though leadership is encouraged at all levels of the organization, operational and budgetary decisions specifically related to ELLs, are made by those who hold positions of power at a board level. As a teacher in the languages department at GSS, I need the approval and support of higher leadership in EMSB.

Senior EMSB leaders need to shift from operational management to knowledge management leadership (Hannay et al., 2013). Since GSS and EMSB are social organizations that follow social patterns, being inherently bureaucratic in structure poses a barrier to authentic change (Hannay et al., 2013). The gap between what EMSB and GSS aspire to achieve and the initiatives in place to achieve those aspirations is clear. This requires reflexive thinking (Savage et al., 2021) at all levels of the leadership organizational structure regarding the practice of CRL, leadership for social justice, and humanistic leadership. How are these types of leadership reflected in decision making?

Leadership Position and Lens Statement

Addressing the PoP of exclusion of ELLs requires extensive study of the needs to mitigate this problem and the available resources to meet those needs. Though the theorization and conceptualization of the problem are necessary, more necessary in this case is praxis within classrooms and the school environment. I position myself in the humanist paradigm as it focuses on “gathering and theorizing from the experiences and biographies of those who are leaders and those who are led” (Hartley, 2010, p. 275). It is the focus of the humanistic paradigm to understand the experiences of both leaders and who they lead (Hartley, 2010) that I identify with.

Personal Leadership Position

I have been a teacher with EMSB for ten years. During this time, I worked with ELLs across elementary and secondary schools. I was previously responsible for teaching ESL to a

group of Libyan refugees who arrived in Canada in 2011. This was while I studied multiliteracies and multilingualism in my Master of Education program, which equipped me with the knowledge involved in second language acquisition. I specifically focused on notions of investment and intrinsic motivation in language learning. I also was the teacher in charge of welcoming and integrating all EMSB high school students who were newcomers to Canada during the Syrian crisis in 2016. I was assigned the responsibility of preparing them for the Ontario classroom. I led and assisted in multiple initiatives to bridge gaps between parents of students from minority backgrounds and the EMSB community. This placed me at the table where decisions related to newcomers and ELLs were discussed and made. I have gained the trust of multiple senior leaders within EMSB due to the effectiveness and professionalism of my approach to the inclusion of ELLs. During this time, I came across the *third space*, a concept initially introduced by Gutiérrez et al. in 1995. For Gutiérrez et al. (1997), this is the space where students' spaces of the home and school intersect to create the potential for authentic interaction and learning to occur. It represents the space where curriculum, language, and culture intersect. The concept applies to language learning, in that teaching in the third space requires teachers to incorporate students' sociocultural contexts, comprising their language, experience and culture, providing them with authentic, integrated literacy development.

I also discovered Darvin and Norton's (2015) model of investment in language learning. These authors' research is focused on issues of power inside and outside the classroom. They say that language learners, teachers and researchers navigate "unequal relations of power in seeking to claim a wider range of identities from which to speak and be heard" (Al-Hoorie & MacIntyre, 2019, p. 153). Identity, capital, and ideology have implications for investment (Darvin & Norton, 2015). When investment in language learning is examined through this critical framework,

inclusion and exclusion related to language learning in a broad, systematic context allows for the examination of how power circulates at micro, meso and macro levels (Al-Hoorie & MacIntyre, 2019). Incorporating the third space into education specifically for students of nondominant groups is essential in an equity-oriented, just and democratic educational system (Gutiérrez, 2008). I have therefore incorporated both the third space and investment pieces into my leadership position as they stand on identities and lived experiences and ELLs.

I share with the ELLs I intend to serve the lived experience of being a newcomer. I arrived in Canada at sixteen and was immediately welcomed into a high school in EMSB. Even though I was not placed in an ESL classroom as I was proficient in the language, I experienced exclusion which inevitably impacted my view of myself and the world for years, which is confirmed in Lamb's (2011) examination that identity is in an everchanging state based on context and how a student sees themselves in relation the world. This taught me that including ELLs is not limited to teaching them the language, which is also affirmed by Barker (2021). Living the newcomer experience urged me to change that experience for all newcomers.

My Role in the Change Process

I position myself as a critical inclusionist. With my current position in the languages department at GSS, I am involved in schoolwide activities for a holistically inclusive learning environment for all. I was also on the Culture for Learning committee, which overlaps with the work I observed needs to be done for ELLs at GSS. I have the approval and support of my department head, principal, and vice principal in this work. My experience and knowledge, alongside the highly trusted role I hold, position me in the ideal place to lead the change to which ELLs at GSS are entitled. I will lead, facilitate, delegate, monitor, and evaluate all the proposed aspects of my organizational improvement plan (OIP). I will also ensure clear communication

with administration and staff on the proposed change and contribute to empowering my colleagues to participate.

Personal Leadership Lens to Leadership Practice

The lens through which the inclusion of ELLs must be examined is social justice. The leadership approaches to change adopted, further elaborated in Chapter 2, are CRL, leadership for social justice, and transformative leadership.

Social Justice Leadership

Educational reform, especially for students with an intersectionality of identities that inherently marginalize them, is not only part of but central to social justice in education (Kander & Roe, 2019). My lived experience of exclusion as a newcomer to Canada and my experiences teaching newcomer students place the lens of social justice before every aspect of inclusion of ELLs. Both the end goal and journey of education is one: social justice. Leadership for social justice aims to create equitable and just learning environments for all students, especially those already marginalized (Theoharis & Scanlan, 2015). With the relatively recent global political changes including Donald Trump's term in office, neoliberalism resurged internationally, which caused a heightened resistance to social justice (Sensoy & DiAngelo, 2017). As ELLs are already disadvantaged because of the intersectionality of their identities (Jiménez-Castellanos & García, 2017), it is essential to apply the foundations of social justice leadership to this OIP. For Sensoy and DiAngelo, understanding these foundations allows for recognition of the presence of unequal relations of power at individual (micro) and structural (macro) levels. If leadership for social justice is the goal, change begins with looking through a critical lens as it requires reflective thinking about existing practices that aim for equity for ELLs (Savage et al., 2021). Critical race

theory (CRT), which is used to frame this PoP, and social justice come together when leaders reflect critically on their positions in unequal relations.

Leadership Approaches to Change

The leadership approaches to change, which will be elaborated in Chapter 2 are CRL, leadership for social justice, and transformative leadership. These approaches were chosen as they are driven by equity and social justice.

Since ELLs walk into school carrying identities with a degree of intercultural capital (Oikonomidou, 2015) stemming from the social contexts to which they belong (Collazos Mona & Gómez Rodríguez, 2017), authentically including them necessitates looking within and without the classroom environment to the holistic context of the school (Dove et al., 2014). Students must see themselves within the school environment (Khalifa et al., 2016). It is necessary to consider that newcomers negotiate their sense of identity and belonging in multicultural common spaces of the host community which they enter (Gosselin & Pichette, 2014). In their study of ELLs' belonging in schools, Shi and Watkinson (2019) identify strategies to nurture ELLs' sense of belonging to subsequently promote their academic success. They emphasize an evidence-based framework that describes the problem at hand, the intersectional nature of student identities, and targeted interventions. This view is adopted in this OIP. If the issue at hand is the inclusion of ELLs, the intersectional nature of their identities must be accounted for, as well as a targeted intervention. You cannot include who you do not know.

Through his examination of culturally responsive leaders who transformed their entire school cultures, Khalifa (2020) observed that they did so by reallocating resources to serve students of marginalized backgrounds according to the specific needs of the school, as well as interrupting harmful practices to the equitability of opportunities among groups of students. For

example, stopping any practices that police student identities or criminalize them is deeply helpful. The bottom line is students are wholly accepted as they are. Thus, according to Khalifa, promoting a culturally responsive, equitable and inclusive school which is collaboratively crafted by all stakeholders (e.g., educators, students, parents and community), is effective. All five leadership approaches will facilitate this goal.

Leadership Problem of Practice

To understand the weight of the PoP, an understanding of the effect that inclusion has on ELLs' academic achievement and sense of belonging within the school culture is important.

Problem of Practice

Simply stated, the PoP addresses the exclusion of ELLs at GSS from a school environment that otherwise provides maximized equitable opportunities at academic success. Success for ELLs moves beyond learning the English language. For ELLs to feel included in the school environment, their identities must be welcomed, their investment in language learning must be nurtured and they must be empowered to learn in a way that authentically respects their identities and lived experiences (Bacquet, 2020). In addition, students' funds of knowledge, all the knowledge and skills they come with (Moll et al., 1992) must be welcomed. This means welcoming each ELL as a whole student, not just as an English language learner. Inclusion provides students with an authentic sense of belonging to the school environment (Theoharis & O'Toole, 2011). A strong sense of belonging and connectedness to the school community contributes to a student's motivation and success (Faircloth & Hamm, 2005). Rethinking school structure is essential for this authentic inclusion to occur (Theoharis & O'Toole, 2011).

Essentially, for ELLs to be given a maximized opportunity at academic success, they need to see the school environment inside and outside the classroom as safe (Conteh & Brock,

2011) and welcoming. In a school as big and diverse as GSS, with 10 percent of the students writing the EQAO literacy test being ELLs, the urgency of devising a plan for the authentic inclusion of ELLs is evident. This plan should follow Ontario's (Ontario Ministry of Education, 2014) equity and inclusion policy to ensure a student-centred, inclusive, and responsive approach. Administrators, teachers, and support staff given the autonomy to welcome ELLs into their schools as they arrive may be effective, but a proactive, holistic, and research-informed plan that aims to authentically include ELLs into the school culture would achieve social equity and justice for these students (Vega et al., 2018). Lack of such a plan contributes to a gap in the required conditions for equitable learning opportunities that are inclusive of and responsive to the needs of ELLs (Migliacci & Verplaetse, 2017). These inequities manifest in missed opportunities of engaging learning experiences, discrimination, and oppression (Rossiter & Rossiter, 2009), which evidently carries negative long-term effects on students (Asanova, 2008). From an equity, inclusion, and social justice standpoint, what holistic, authentic, implementable plan of action that ensures authentic inclusion can GSS proactively prepare for incoming ELL students? What evidence-based, critically inquisitive, and actionable steps must be taken at an organizational structure level in EMSB to ensure the authentic inclusion of ELLs at GSS?

Framing the Problem of Practice

Framing the PoP allows for a holistic, inclusive view of the exclusion of ELLs in general and within GSS, both currently and historically. Framing also allows for a unique look at the PoP from a social justice angle, the achievement of which is a driving goal of this OIP.

Historical Overview of the Problem of Practice

The following walk-through history provides a glimpse of the educational literature on which inclusion of ELLs stands. One of the first noteworthy findings is Dewey's (1929/2004)

assertion that schools are places for social exchanges between students who carry different interests and levels of power, and that for education to happen, the social context must be meaningful to students. The issue of inclusion of ELLs clearly dates back in educational literature for almost a century. P. Freire's (1970/2004) identification that a curriculum that does not include the cultures of all students constitutes cultural invasion and causes oppressive education is still evident in education systems today, including EMSB and GSS. Apple's (1971) observation of the hegemony present in educational practices that grants power to a certain culture and takes it away from others is also still evident in education systems. Teaching the language, which inherently carries the culture, of one group creates a cultural imbalance in schools and society (Apple, 1971). These observations led to a reconceptualization of the curriculum to focus on the freedom and creativity of students, which slowly allowed for the view of diversity to be normalized (Pinar, 1978/2004).

Shortly after, Delpit (1988) pressed for educators' responsibility to educate themselves on cultural, linguistic, and ethnic diversity, and how to reflect students' knowledge and home experience, referred to as funds of knowledge, in the classroom. The author wished to combat the presence of a culture of power in classrooms. Culturally relevant teaching to combat oppressive education necessitated the same strategy of bringing students' cultures into the classroom (Kumashiro, 2000). With time, there was more confirmation that students learn most when what they are taught is socially relevant to them (Hussey & Smith, 2002).

As schools became more culturally diverse, reciprocal learning (Archibald, 2008) and respecting students' cross-cultural experiences (Glazier, 2005) became more required. Research on students' investment in language learning tied in the affirmation of their identities (Byrd Clark, 2008) and urged the incorporation of students' cultural backgrounds and experiences into

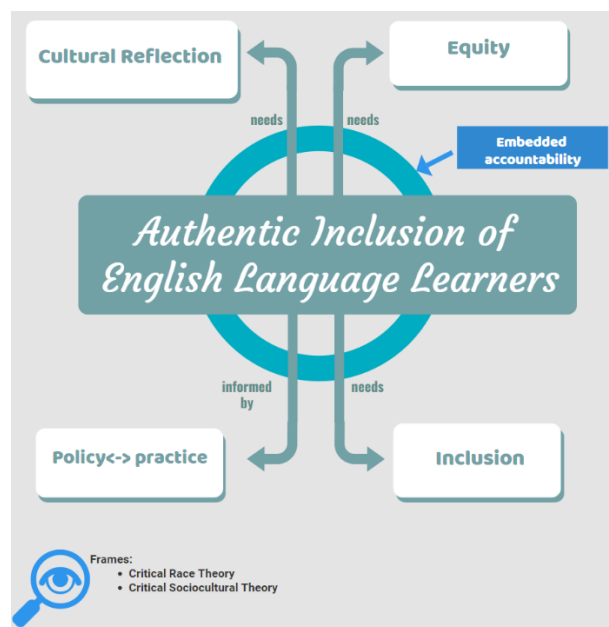
their learning (Willis, 2003). With the rise of cultural pluralism in Western society, the risk of alienating certain populations of students by not including them and their lived experiences, cultures and ways of making sense of the world in the curriculum became clear (Kelly, 2009).

Recent research on the inclusion of ELLs ties notions of investment (Norton, 2013) and the third space and their connection to equity and social justice (Gutiérrez, 2008), empowerment (Bacquet, 2020), the reciprocal process of practice and policy informing one other (Bogotch & Kervin, 2019; Lopez, 2016), and the necessity for professional learning on ESL pedagogy (Rossiter & Rossiter, 2009). In Ontario, the Ministry of Education (Ontario Ministry of Education, 2007) released a document in 2007 entitled “English Language Learners/ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12.” This document, shockingly, does not refer to student identities, or inclusion at all. Even though “Equity and Inclusive Education in Ontario Schools” (Ontario Ministry of Education, 2014) speaks of ways to ensure inclusive education, when referencing ELLs, the aforementioned 2007 document is mentioned as a recommended resource.

Inclusive education is defined as “education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected” (Ontario Ministry of Education, “Equity and Inclusive Education in Ontario Schools,” 2014, p. 87). This supports the earlier identification of a gap in inclusion considerations in Ministry documentation and within the school environment.

Key Organizational Theories and Models

The following conceptual model displays the framing of the PoP.

Figure 1*Conceptual Framework for Authentic Inclusion of ELLs*

The conceptual framework represents the complex and holistic nature of authentic inclusion of ELLs. There is an ongoing, reciprocal process of practice and policy informing one another (Bogotch & Kervin, 2019; Lopez, 2016). Ongoing accountability, which involves a process of critical reflection and evaluation of practices by leadership stakeholders (Lopez, 2016), holds the framework together as it is essential to ensuring that authentic inclusion is happening. Accountability ensures that the organization is ready for change (Fawbush, 2019), that the inclusion is holistic to students' past, current and future experience (Bogotch & Kervin, 2019) and that praxis is reflective of the context including the intersectional nature of students' identities (Liou & Hermanns, 2017; Volante et al., 2017). According to "Equity and Inclusive Education in Ontario Schools" (Ontario Ministry of Education, 2014), intersectionality refers to:

The overlapping, in the context of an individual or group, of two or more prohibited grounds of discrimination under the Ontario Human Rights Code, or other factors, which may result in additional biases or barriers to equity for that individual or group. (p. 88)

Equity, inclusion, and cultural reflection are integral to long-term authentic inclusion and, together, ensure the removal of barriers to equitable opportunities and social integration. This includes but is not limited to culturally appropriate assessments, evidence-based intervention, flexibility of programming, and proper teacher professional learning (Rossiter & Rossiter, 2009). These elements also ensure the work is student-centred (J. S. Brooks et al., 2017), humanistic (United Nations Human Rights Council, 2016) and emotionally reflexive (Zembylas, 2010).

CRT is used to frame this PoP. As critical theory in general focuses on power relationships and their impact on those with and without power (Mazzone, 2020), it emphasizes that achieving the vision of authentic inclusion of ELLs requires strong roots in equity and social justice. It urges leaders to disrupt power structures to stop the perpetuation of oppression among those who have access to resources and those who do not. Critical theory also reunites facts with values, which serves the goal of social justice praxis where theory is informed by practice; in other words, critical praxis (Capper, 2019). Dialogues about PoPs, with a focus on social justice, lead to social justice (Apple, 1988, as cited in Capper, 2019). When educators intentionally involve students of marginalized identities to identify issues and solutions, this empowers students to validate their experience of oppression and act upon it (Capper, 2019).

Critical theory is an “approach to cultural criticism and social philosophy” (K. A. Mills, 2015, p. 46), focusing on the way social life is shaped by overarching systemic ideologies. This theory aims to challenge the status quo to stop the perpetuation and reproduction of inequities that ultimately affect students’ lives (Yuan et al., 2019) and calls for a restructuring of education (Fairclough, 1989). A critical view of education for ELLs shows oppression that stems from systemic factors that disempower ELLs (Yuan et al., 2019). A way to combat this is to nurture ELLs’ identities in ways that combat the coercive power relations that exist when students’

identities are devalued (Cummins et al., 2015). Critical inquiry into bridging the gap between schools and families of ELLs (achievement and cultural gaps) gives insight into areas including “communication gaps, culture clashes, lack of a systemic, articulated district ELL plan, lack of teacher preparation in multi-culturalism, language acquisition, ELL institutional strategies for families transitioning to a new environment and new culture” (Good et al., 2010, p. 327). It is worthwhile to note the way in which language acquisition connects to the PoP of exclusion of ELLs, for paying attention to the environmental factors that support language development—such as student identities and investment in language learning, as opposed to teaching without attention to that context—affects the students’ sense of their identities being welcomed.

Critical theory values questions over answers and exposes how power relations operate on various personal and institutional levels. Not only does critical theory question relations of power, but it also makes injustice in an educational setting visible. It shakes established organizational structures, therefore leading to change through action. Critical theory recognizes that the how of language learning empowers students to reach their potential. (Gorlewski, 2018). This will add value in the vision for change for GSS.

It is evident in EMSB’s operational plan that fostering a culture of belonging, inclusion and respect is integral to practice (EMSB, “Operational Plan,” 2020b). EMSB’s tagline is its commitment to reaching every student from every background (EMSB, “Vision Statement,” 2020e). The vision, mission, operational plan, and strategic plan of EMSB, and GSS, are embedded in leadership for social justice, humanistic leadership, and culturally responsive leadership. EMSB’s operational plan states that a learning environment that is responsive to and inclusive of students’ social and cultural identities is a driving goal for EMSB. This is evidence of culturally responsive leadership (Khalifa et al., 2016). In addition, an equity action plan is in

place to affirm EMSB's commitment to affirming students' identities. This affirms leadership for social justice (Theoharis & Scanlan, 2015). EMSB prioritizes reflection of human rights in all levels of policy and decision making. This affirms humanistic leadership (Waddock, 2016).

The focus on establishing social justice, cohesion and diversity is evidence of critical democracy driving the organizational view (Tabrizi, 2014). The stated focus on the individual versus collective, as opposed to the case in neoliberalism, is also evidence of critical democracy (Tabrizi, 2014); however, this stands in opposition with the neoliberal political agendas that influence the direction of funding in school boards like EMSB (Tuters & Portelli, 2017). Is it possible that what is aimed for on paper opposes reality? This question is necessary to ponder. With the theoretical framing in documents, gaps in inclusion of ELLs exist. The missing piece is moving beyond theorizing to practising (Lopez, 2016). Not only is it the responsibility of leaders at GSS and EMSB to consciously reflect on their application of theory to practice in the school environment, but it is also the responsibility of leaders at a broader political level to ensure that this praxis is supported not only theoretically, but also financially. CRT questions the foundations of liberal order and pushes for transforming the relationship of race, racism and power (Delgado & Stefancic, 2017), which breaks power differentials inside and outside the classroom (Soloranzo & Yosso, 2002).

Framing this PoP within a CRT framework calls for the "destruction of oppressive structures and discourses, reconstruction of human agency, and construction of equitable and socially just relations of power" (Ladson-Billings, 1998, p. 9). CRT allows for understanding how race shapes society in systematic ways that affect certain groups of people in ways that go unacknowledged (Bradbury, 2020). In the context of this OIP, newcomer students who carry multiple identities that inherently marginalize them (Mitchell, 2011; Yosso, 2005) would benefit

from a CRT framework as it analyzes how racial inequalities and systemic discrimination against students from minority backgrounds are sustained through policies pertaining to them (Bradbury, 2020). CRT also looks at both the intersectionality of an individual's identity, which is the "examination of race, sex, class, national origin, and sexual orientation" (Delgado & Stefancic, 2001, p. 51) and the way in which combinations of these elements interplay in different contexts. CRT also combats assimilationist views of education which place pressure on newcomers to adopt the host society's norms and values (Delgado & Stefancic, 2017). CRT also places students' cultures above classroom norms that typically perpetuate inequity and exacerbate the power differential between students and teachers (Delgado & Stefancic, 2017).

Adding critical sociocultural theory to the view of this PoP will be helpful in the examination of interactions for all those involved in a social context with their distinct makeup of knowledge, practices and socially created unique identities (Poehner et al., 2018).

Social Justice Context

EMSB not only recognizes but also affirms its commitment to ensuring equity and inclusion of all students with recognition of intersectionality in identities (EMSB, "Equity Action Plan," 2017). This equity action plan upholds the *Human Rights Code* (1990), the *Education Act* (1990) and the *Canadian Charter of Rights and Freedoms* (1982). It also states specific goals and their success criteria adopted from the Ontario's education equity action plan (Ontario Ministry of Education, 2017) and the guide on developing and implementing equity and inclusive education policies in Ontario Schools (Ontario Ministry of Education, 2014). This places an outstanding responsibility for adhering to these commitments on EMSB and all its schools, especially those with ELLs.

It is the responsibility of EMSB to ensure that students are educated in a manner that is responsive to their identities (Lee & Walsh, 2015). ELLs not only come carrying an intersectionality of identities but also “funds of knowledge” comprised of information, knowledge, and skills (Moje et al., 2004). Based on the commitments of EMSB, it is the moral responsibility of EMSB to critically address issues that ELLs face and consider their holistic experience; social, cultural, emotional, political, and economic. All staff involved with ELLs, at all GSS and EMSB levels, carry a shared responsibility and accountability to ensure the application of research-based strategies for equitable learning opportunities for ELLs (J. S. Brooks et al., 2017). For J. S. Brooks et al., those in positions of leadership must ensure accountability through assessing the implementation of effective ELL pedagogy.

Social justice education extends beyond serving students academically (Lee & Walsh, 2015); it is also essential to prepare ELLs to deal with the host society they are joining. Lee and Walsh found that there is also a threat of economic maldistribution among ELLs and the host community of students in terms of what career paths those students are geared towards and prepared for. At GSS, ELLs are not allocated a guidance counsellor with an understanding of the realities and needs of ELLs.

Another consideration for school leaders is ensuring through culturally responsive and socially just leadership, that they do not further disadvantage students already marginalized in educational contexts (Lopez, 2016). Specifically looking at GSS, multiple challenges present themselves. First of all, ELL programming is relatively new to GSS. Steinbach’s (2010) study of the host community students’ views on the inclusion of newcomers identified a fear on behalf of the host society to lose its cultural identity and to protect the culture and language, which has the power to result in excluding these newcomer students to GSS. This finding must be considered.

The attitudes of the host community can contribute to the inclusion of ELLs through intercultural education (Steinbach, 2010). This responsibility falls on GSS leadership. The emphasis here is that the days when it is only newcomers who have to learn about the host community are long gone. Steinbach argued that implementing intercultural education means that school leadership creates opportunities where host students and newcomers get opportunities to exchange information. It is also worthy to note that the concept of third space is also connected to equity and social-justice-based practices as it defies one-size-fits all approaches to curriculum and policy that are driven by high stake assessment performances (Gutiérrez, 2008).

Guiding Questions from the Problem of Practice

Since the exclusion and marginalization of ELLs poses a threat to equity and social justice (DeMatthews & Izquierdo, 2018) and given the barriers that exist in the face of the inclusion of ELLs, such as the host community's fear of losing their cultural identity (Steinbach, 2010), discriminatory practices (Lerner, 2012), and the history of marginalizing students who are not white (Shin, 2016), a question addressing the work that needs to be done at GSS poses itself. School leaders who aim to lead through CRL face systemic challenges (Marshall & Khalifa, 2018) that need to be met, in order to facilitate the inclusion of ELLs. What steps must they take to ensure equitable opportunities for academic success for ELLs?

Another question that will guide this OIP pertains to the holistic inclusion of ELLs. Brennan and Guo-Brennan (2021) found that a holistically welcoming school environment is part of a culturally responsive strategy (Guo-Brennan & Guo-Brennan, 2021) for ELLs. For these authors, a culturally competent school culture adds to social and cultural cohesion, equity, and inclusion of students from diverse backgrounds. Since holistic inclusion for ELLs extends beyond the classroom, and invites their lived experiences in their learning and since students'

involvement in the school environment as a whole creates space for them to connect with other students, counteracting power inequities (Bacquet, 2020), what steps should leaders at GSS take to ensure a holistically authentic school environment for ELLs?

The final guiding question of this OIP pertains to systemic changes that are needed to filter down to the classroom level at GSS. Banks (2009) argued for an educational system that values the intersectional nature of student identities; race, culture, religion, language, and more. Such a system would be driven by respect and value for human rights, as well as equity and social justice. Programming and planning for ELLs on a practical level is complex in nature (Rossiter & Rossiter, 2009). Looking through a CRT lens uncovers gaps and misalignments between policy and practice that have the power to exacerbate inequities in schools (Savage et al., 2021). Given the power that praxis and critical reflection on behalf of leaders has over the equitability of education for ELLs (Lopez, 2016), how do leaders at GSS close the gaps between policy and practice as they pertain to the inclusion of ELLs?

Leadership-Focused Vision for Change

A leadership-focused vision for change ensures the formulation of a vision that is research-based. It also creates a drive for the vision that keeps it in alignment with the identified leadership approaches to change.

Vision for Change

The holistic inclusion, inside and outside the classroom, of ELLs at GSS is the ultimate vision of change for this OIP. Fostering a culture of inclusion, belonging, equity and respect is GSS's (2021) and EMSB's ("Operational Plan," 2020b) vision for organizational change, part of which is responsive assessment practices. This is achieved in four areas: literacy, numeracy, feedback, and credit attainment. The vision of change ensures those goals are aligned with school

practices. For example, targeted, frequent and differentiated feedback identifies gaps in students' knowledge and can inform teachers on their progress (Grünke et al., 2017). Another part of the outlined change is establishing a culture of belonging, inclusion, and respect. This contributes to student success, mainly through focus on students' identities and lived experiences to ensure practices that minimize inequities and maximize cultural reflection in the classroom. Finally, engaging with the community of stakeholders is also a goal as it emphasizes student voice (Fielding, 2004) and stakeholders' voices in ensuring a welcoming, culturally responsive learning environment (Gutiérrez et al., 1997).

Culturally responsive pedagogy in the classroom and a holistically welcoming school climate that affirms ELLs' identities and nurtures their sense of belonging is GSS's vision. Since GSS does not operate in a vacuum, the buy-in of the stakeholders involved contributes towards change in school climate that reflects a more engaged learning community (Dove et al., 2014).

This OIP will honour EMSB and GSS's vision for change to ensure alignment of the two. Just as lessons and assessments are differentiated, so should a plan to include ELLs in EMSB schools. CRL necessitates the acknowledgement that every school community is different and often welcomes students from different diverse backgrounds. Every school has its needs, resources, and culture. Therefore, the plan to include ELLs must be specific to both the specific school community and the incoming ELL students (Callahan et al, 2021).

The way that EMSB and GSS's vision for change will manifest through this OIP is through an actionable, accountable, and holistic process that focuses on the application of the aforementioned goals to the context of ELLs. The end goal is for ELLs to receive equitable opportunities at success that every student is afforded. Words like *inclusion*, *belonging*, *equity*, and *respect* are powerful. Though they seem like fair and reasonable goals, the steps required to

achieve them are complex and deeply rooted in leadership for social justice. The barriers to ELLs receiving the opportunities they need must be acknowledged and removed (Good et al., 2010).

Gap Between Present and Future

In EMSB's operational plan (EMSB, 2020b), there is no focus on the process of creating a holistically inclusive school environment. The end goal of including students is outlined but the process is not. EMSB and GSS have done an exceptional job researching and documenting what is required to ensure every student is included. The gap exists when taking this research and documentation and applying it. Therefore, praxis is the missing piece (Lopez, 2016).

The existing program for ELLs at GSS, previously mentioned in the Organization's Aspirations section, does not allow for the required involvement from an ESL teacher in students' inclusion within GSS. The gap between ELL needs that position them at a maximized opportunity for equitable success and the steps required for that to be achieved must be addressed. Language must be seen as a social practice where students practice their identities in a complex system of unequal power relations, not just a system of words (Al-Hoorie & MacIntyre, 2019). According to Cho et al. (2019), CRT helps understand how educators view their ELL students, which ultimately affects these students' learning experiences.

The next section outlines five specific gaps in inclusion of ELLs at GSS.

Gap #1: A Specific Plan for Inclusion

Even though GSS outlines equity and inclusive education as a goal, there does not exist a plan specifically for the inclusion of ELLs. EMSB's website showcases resources on inclusive design, which they define as a model that enables schools to identify and remove barriers in students' experiences of a safe and inclusive school environment. This is generalized to all students and there is no such plan made for ELLs (EMSB, "Strategic Priorities," 2021c). To

ensure an inclusive learning environment for ELLs, a specific plan to include them in the school environment is required. Callahan et al. (2021) confirmed that successful leaders analyze their unique school context and plan according to its unique needs.

Gap #2: A Holistically Inclusive School Culture

EMSB's (2021c) strategic priorities outline the importance of students feeling safe, respected, and included in the school environment. Diversity kits that educate schools on racial diversity, bullying, and mental health are available. On their website, EMSB has made available the Ontario Ministry of Education's (2013) "Culturally Responsive Pedagogy Towards Equity and Inclusivity in Ontario Schools," from the November Capacity Building Series. In this resource, culturally relevant teaching (Ladson-Billings, 1995) is referenced to integrate students' backgrounds and experiences into the classroom. This pedagogy has three tenets: "holding high expectations for all students, assisting students in the development of cultural competence and guiding students to develop a critical cultural consciousness" (Ontario Ministry of Education, 2013, p. 2). This moves schools from merely acknowledging students' identities, to nurturing them (Ontario Ministry of Education, 2013). This resource urges educators and school leaders to move past cultural celebrations as an attempt to be culturally inclusive to intentionally and authentically welcoming each student's cultural uniqueness. Again, EMSB and GSS do not have a specific plan to execute this.

School climate surveys are also used in EMSB schools, as required by the Ontario Ministry of Education. This voluntary survey aims to collect information on engagement, school safety, and school environment. The results of these surveys are shared with schools to facilitate their planning in creating a safer, more inclusive school environment. There are no surveys done

to meet the specific needs of ELLs. Knowing these specific needs, in whichever form GSS chooses to use, is essential in aiming to create a holistically inclusive school culture for them.

Gap #3: An Authentic Welcoming of ELLs' Identities

EMSB has made available a resource, a ten-minute video, on the importance of affirming students' identities. While this video demonstrates the importance of seeing the lived experience of individuals, it does not offer practical ways for affirming ELLs' identities. This is necessary in achieving a vision of authentic inclusion for ELLs.

Gap #4: An Understanding of ELLs' Investment in Language Learning

The notion of investment is necessary to look at as it affects an ELL's motivation in language learning (Norton, 2013). Investment is a "learner's commitment to learn a language, given their changing identities and hopes for the future in frequently inequitable social contexts" (Al-Hoorie & MacIntyre, 2019, p. 161). Investment, according to Al-Hoorie and MacIntyre, determines a language learner's agency in social interaction. For Norton (2013), looking at ELLs through investment allows a view that acknowledges the complexity of their stories and identities; an ELL's investment in learning a language involves a constant change in their identity. A plan to understand each ELL's investment in learning the English language is required to tap into their unique pathway to learning. Norton argued that an ELL's investment in learning a language is related to their identity construct and therefore must not be discounted as part of planning for authentically welcoming and respecting ELLs into GSS.

Gap #5: An Empowering School Culture for ELLs

Empowerment gives ELLs the power to act upon what they deem important, thus inherently integrating their lived experiences in their learning experience (Bacquet, 2020). Empowering students to take part in school activities inside and outside the classroom allows

them autonomy over their learning (Dörnyei, 2005; Ushioda, 2011). This empowerment allows space for them to develop relationships and offsets power inequities (Bacquet, 2020). This must be an intentional, collaborative effort.

How the Future State Improves the Situation

When there is an intentional process to authentically include ELLs in the school environment, that ensures the gap between the end goal as outlined by EMSB and GSS of including all students and the current state is closed. Including ELLs improves the learning environment for all students at GSS (Dei & James, 2002). If the plan follows the principles of Universal Design (Rao & Torres, 2017), then holistically speaking, making the school environment more reflective and welcoming of one student population makes it more reflective and welcoming of the student population.

With the universality of mobilization of students all around the world, the issue of inclusion of ELLs is global. Because of this, this OIP can be adopted and adapted by schools in EMSB and internationally that welcome students who are learners of the host language.

Priorities for Change

EMSB's current outlined priorities are heavily focused on equity and diversity. EMSB aims to provide an equitable and inclusive environment where all students receive equitable learning opportunities. This includes programs and services that work towards this goal, as well as an environment where everyone feels valued and heard. In addition, embedding the embracing of culture and diversity in all services and programs is highlighted. Their other priority is focused on achievement and well-being of students. This comes with a specific focus on literacy and numeracy, instructionally speaking, and safety and well-being in the learning environment.

EMSB and GSS must answer the question: what does inclusion look like for ELLs? How can it be ensured that ELLs receive equitable opportunities at success as other students do?

Change Drivers

Social justice is the central driver for change in inclusive education (Lee & Walsh, 2015; Slee, 2001). Lawler and Worley (2006) go as far as describing change as a necessary evil, which would be reflected in the resistance to change that stakeholders may have (Kotter & Schlesinger, 2008). Since each organization is unique, the methods of change differ based on the organization itself (Beycioglu & Kondakci, 2020).

What will drive change at GSS is what makes EMSB unique; its mission to reach each student and its commitment to equitable and inclusive practices. That end goal is powerful enough to push stakeholders to invest in a plan that authentically includes ELLs. Capper (2019) indicates that lack of coherence between different levels of leadership hinders leadership for social justice and Dove et al. (2014) affirm that a shared belief system and vision are a primary driver in change. As previously mentioned, part of EMSB's operational plan focuses on fostering a culture of belonging, inclusion, and respect as well as responsive assessment practices, the keyword being *responsive*. As Khalifa et al. (2016) stated, CRL promotes a whole-school climate of inclusion for all students, especially minoritized ones. This encompasses the academic and socio-emotional aspects of ELLs' lives.

All in all, the change drivers at GSS will be a combination of EMSB's commitment to its mission and vision, GSS's administration and teachers' commitment to inclusive practices (Dove et al., 2014) reflected in classroom environments and practices that are representative of and responsive to the needs of ELLs, as well as the commitment to foster a sense of belonging within the whole-school context. Since the word *authentic* is central to this work, change must be driven

from the heart (Kotter, 1996) of each person involved; from their compassion and empathy towards ELLs as humans, not mere numbers. Since school plays a big role in shaping students' identities (Collazos Mona & Gómez Rodríguez, 2017), CRL, heavily embedded in empathy (Baghban, 2015), is necessary as it makes space for educators to transform their knowledge on English language learning to compassionate action (H. Miller, 2000). It is the investment of all those involved that will drive this change. It is their investment in closing the gap at a macro-level between ELLs and the dominant community of students that will filter down into practical micro decisions that will ensure the authentic inclusion of those students.

Organizational Readiness for Change

One of the measures of effective school leadership is the organization's readiness for change (D. Lynch et al., 2019). It is essential to assess where GSS is before a plan is devised on where it should be. The readiness of GSS is assessed using Deszca et al.'s (2020) readiness-for-change questionnaire. GSS scored 17 on this assessment. Its weakest areas are those of executive support and openness to change. This has implications for GSS that need to be addressed.

Schiemann's (2014) alignment, capability, and engagement (ACE) model is another tool to test organizational readiness for change. It assists in talent optimization and delegating tasks. For Schiemann, alignment is a measure of stakeholders working in the same direction. GSS's alignment is not strong, as there is a gap between what teachers deem necessary for ELL students and what is allowed by administration. Capability is related to how equipped with resources, competencies, and information the organization is to meet student needs. GSS is capable through information. However, competencies and resources must be supported as teachers require new professional learning on inclusive pedagogy for ELLs. Finally, engagement is made of satisfaction, commitment, and advocacy. This assesses teachers' willingness to engage in roles

additional to their daily roles to advocate for and serve students. GSS is strong in this area as teachers are willing to expend time to serve students. From my observation, the majority of the staff and administration at GSS are highly committed to creating an inclusive learning environment for all students, especially those who carry unique identities. Under the principal's supervision, one vice-principal is assigned the portfolio of ELLs and she is extraordinarily driven to include ELLs. Empowering staff and administration with the required supports from EMSB as well as professional learning and tools will harvest the fruits of this readiness for the change proposed in this OIP. It is the holistic nature of these elements among senior administration, GSS administration, and teachers that is lacking. Since executive decisions on distribution of resources is handled by senior administration, their readiness to be in alignment to provide necessary capabilities and required conditions for engagement is essential.

Internal and External Forces that Shape Change

Change to any organization urges members to step outside of their comfort zones (Rothwell et al., 2016). Change urges organizations to alter their familiar mode of functioning, so it will be essential to take these factors into account when communicating the plan for change to all stakeholders (Tsoukas & Chia, 2002). For holistic organizational improvement to occur, a deep change in a culture of learning and local ownership of the learning agenda are necessary (Fullan, 2016). In addition, Fullan stated, the process of change ideally occurs through a reciprocal approach that is simultaneously top-down and bottom-up. A reciprocal approach that involves stakeholders at all levels is an indicator of the role that distributed leadership plays in organizational improvement (Esch, 2018). In order for change to be continuous and encompassing of work practices and routines, it must be communicated in a manner that is not perceived as forced by leadership (Beycioglu & Kondakci, 2020).

In terms of internal factors that shape change, one must look at the stakeholders within the school environment: teachers, administration, guidance, and students. The buy-in of stakeholders involved is necessary (Dove et al. 2014). Therefore, communicating this plan must allow room for stakeholders to ask questions and seek clarity. The OIP must be presented to all stakeholders with a focus on the potential positive outcomes that it will yield for students at GSS. Specifically, when presented to senior leadership, the approach to this presentation will include research-based evidence of the necessity of such work and of the promises it makes for students in alignment with GSS and EMSB's strategic and operational goals. Giving a clear image of how this change will enhance the school culture as a whole will be a selling point.

Should resistance by teachers arise, it will most likely stem from not feeling properly prepared and equipped with tools (Pettit, 2011). Equipping them with ELL-specific knowledge and skills serves transformation at a curricular level (de Jong & Naranjo, 2019). Fullan's (2016) work on organizational change guides in formulating a research-based argument for a culture of collaborative learning that leads to effective change. For this change to be long-term, change must be embedded in a dynamic of co-learning among teachers, students, and administrators.

The medium through which the OIP could be implemented is an inclusion leadership team (ILT). The inception of ILT is intended to organize and facilitate the needed work as well as serve as a centre point of reference when it comes to inclusion of ELLs at GSS. Teachers will be invited with a compelling vision for the committee. Fostering a shared vision to not only reach, but also include every student, which aligns with GSS and EMSB's priorities, is essential. When the vision for change does not stem from shared values and clear goals, students ultimately become the victims of not having their needs met (Frattura & Capper, 2007). Presenting this in a group setting ensures the message about a shared sense of responsibility is communicated

(Staehr Fenner, 2013); one that empowers teachers to share leadership with the shared goal of fostering a school climate that authentically includes all students (Dove et al., 2014).

The broader context pertaining to GSS and EMSB requires a look at the political, economic, social, technological and ecological/environmental (PESTE) factors (Deszca et al., 2020). This is necessary as no organization operates in isolation. Political systems heavily influence policy as policy is an outcome of political plans to public problems (Fowler, 2013). This process involves power (Fowler, 2013) which has implications for equity and justice, which is why school leaders must be critical in their applications of policies (Lopez, 2016). As the current provincial government is conservative, and with the upcoming election, looking at the political party in power will have implications for policy at EMSB and GSS's level. Tuters and Portelli (2017) found that, with Ontario's governmental leadership being heavily rooted in neoliberal political agendas, the focus even in policies that target diversity tends to be on academic achievement as opposed serving holistic student needs. This focus on academic achievement would ultimately serve economic growth, which is evident in Ontario Ministry of Education policies. Most troubling for Tuters and Portelli was the use of language in policies to support inclusion but that is not reflected in the budgetary considerations. These authors also point to the existence of systemic inequities that negatively affect those from diversely ethnic and socioeconomic backgrounds.

Similarly to political factors, economic factors influence educational policies and how school leaders and teaching staff consequentially practice their leadership (Fowler, 2013). Not only does EMSB's budgeting impact the allocation of resources within GSS, so does provincial prioritizing of the inclusion of newcomers (Tuters & Portelli, 2019). Clearly, EMSB's budgeting stands in the way of GSS allotting more instructional time for the ELT. Environmental factors

influencing the context of GSS are not limited to the existing number of ELLs but extends to the recent influx of newcomers from Afghanistan that will need additional programs and resources that not only address linguistic needs but also mental health needs. In an increasingly multicultural society, the pressure on EMSB and GSS to strive to reflect society in both instruction and school environment is amped (Lopez, 2015). For Lopez, there must be an acknowledgement of power and privilege within society that must be challenged by school leaders, which necessitates support by senior leadership.

Conclusion

This chapter discussed the PoP of exclusion of ELLs within the organizational context of GSS. The PoP was framed through CRT and critical sociocultural theory. Leadership approaches that driven by social justice will be used to drive change. Guiding questions focused on the holistic and authentic inclusion of ELLs were proposed and organizational readiness was assessed. In Chapter 2, I discuss planning and development of this OIP. A framework for leading change is presented. Critical organizational analysis of GSS is outlined and possible solutions to address the PoP are discussed with their requirements. Leadership approaches to change are elaborated and potential ethical, social justice, and equity challenges are discussed and addressed.

Chapter 2: Planning and Development

Authentic inclusion is deeply rooted in social justice (Capper, 2019). Therefore, social justice must be at the heart of every leadership approach to achieve the change of authentic inclusion of ELLs. The end goal of authentically including ELLs in this OIP is to afford them equitable opportunities at achieving their full potential at GSS. A change path model that connects to these leadership approaches and that provides a step-by-step process to change is also necessary. In addition, it is critical to analyze the holistic nature of inclusion that extends beyond the wall of the classroom and into the school environment (Dove et al., 2014). All of this will be discussed in this chapter. Furthermore, potential solutions to the PoP will be proposed followed by a discussion of leadership ethics, equity, and social justice in the context of GSS.

Leadership Approaches to Change

Culturally responsive leadership, leadership for social justice, and transformative leadership will lead change at GSS. Equity and social justice are the golden thread that connects these approaches. Though it may seem that too many approaches are used, it is the intertwining efforts through them that will cause an exceptionally powerful difference for ELLs.

Culturally Responsive Leadership

The heart of CRL being equity and social justice (DeMatthews & Izquierdo, 2020) is the predominant reason this leadership approach will propel change at GSS. Students must see themselves represented in the school environment (Khalifa et al., 2016). Since language proficiency needs to be understood through sociocultural integration, it is necessary for leadership that is critically responsive to analyze elements of sociocultural integration (Scanlan & López, 2015). It is the responsibility of a school that leads through CRL to create a learning architecture, including equitable educational opportunities, resource and policy mechanisms and

high-quality teaching and learning (Scanlan & López, 2015). It is evident from research that students from diverse backgrounds fall short of achieving as equally as their white peers (Carter & Welner, 2013; Lopez, 2016). Lopez (2016) also argued that it is not students who are broken and need fixing; rather, the school system needs to be culturally responsive to their needs and realities. This applies to GSS.

If the role of a leader who adopts a culturally responsive approach is to challenge and disrupt the status quo (Bogotch, 2014), leaders at GSS will be propelled to engage in a process of reflecting, rethinking and adjusting (Lopez, 2016). Because CRL is inherently inclusive (Lopez, 2016), it empowers students collectively and individually (Ladson-Billings, 1995). It also creates a learning environment where students have the freedom to be their best selves (Davis, 2002). Cross-cultural interactions within the school environment affect ELLs' intercultural capital (Oikonomidou, 2015), that is, "the personal reservoir of intercultural experiences and skills that enable the respective individual to competently engage in intercultural encounters" (Pöllmann, 2013, p. 540). Intercultural capital directly affects ELLs' identities and self-perceptions (Oikonomidou, 2015).

The qualities of culturally responsive school leaders, which will propel GSS forward towards a more inclusive learning environment for ELLs, as defined by Khalifa (2020) are:

- Routinely engaging in critical self-awareness of cultural identity and implicit bias.
- Intentionally recruiting hiring and retraining culturally responsive teachers.
- Promoting a culturally responsive and inclusive school culture.
- Mentoring and modelling culturally responsive teaching.
- Engaging with students, families, and communities in culturally responsive ways.

The way in which school leaders promote CRL is through action with the school community including teachers, students, and parents (Riehl, 2000).

Leadership for Social Justice

Social justice leadership and CRL are inherently interconnected (Bogotch, 2014). Social justice is achieved at GSS when ELLs receive equitable opportunities at success as their peers (Capper, 2019; Mellom et al., 2018). With the influx of newcomers to Canada, school leaders are universally prompted with challenges (White & Cooper, 2012) and must look beyond the reality of this influx to the powers that shape society (Lopez, 2014). It is the responsibility of school leaders to advocate for students, especially those who are already disadvantaged due to their diverse backgrounds (Jean-Marie et al., 2009). This advocacy not only pushes for students from marginalized backgrounds to receive equitable opportunities at success, but it also raises awareness of their situation and propels change at a police level (Jean-Marie et al., 2009).

Social justice, at its heart, aims for education reform as it works for students who carry an intersectionality of identities and factors that marginalize them (Kander & Roe, 2019). Leading through social justice brings unequal power relations to the surface (Sensoy & DiAngelo, 2017). This leadership approach also calls for the needs of ELLs to be met (Dantley & Tillman, 2006). Social justice leadership urges leaders to practice distributive and cultural justice (DeMatthews & Izquierdo, 2016). This is done through ensuring equitable access to resources and cultural reflection in curriculum, pedagogy, and a school culture that values students' variable diversities (DeMatthews & Izquierdo, 2016). Social justice leadership calls for the engagement of parents and guardians (Lenski, 2012; Walker, 2005), community (Khalifa, 2012), and educators (Echevarria, 2006) in the inclusion of ELLs.

According to Fraser (2009), there are three foundational elements of social justice leadership: redistribution, recognition, and representation. Redistribution pertains to the allocation of resources and it serves distributive justice (Arar, 2020). Recognition pertains to the distribution of power. Representation pertains to focusing on the multiplicity of identities that students carry. The absence of equality for ELLs affects all students, since it hinders social cohesion and decreases motivation (Wilkinson, 2004).

Social justice leadership is even more pressingly needed at GSS because in a diverse school context like that of GSS, achieving equity and social justice is a challenge for educators (J. S. Brooks, Normore, et al., 2017). This is the case globally (J. S. Brooks, Normore, et al., 2017).

Transformative Leadership

Transformative leadership has connections to both CRL and social justice leadership. It poses questions about justice and democracy (Shields & Hesbol, 2020). It offers a critique of inequitable practices and a promise for greater individual experience and a “better life lived in common with others” (Shields, 2010, p. 2). Since EMSB’s (2020a) leadership commitments highlight engaging leaders in conversations about privilege, power, and oppression, with the goal of empowering them to practice the disruption of systemic barriers that serve to perpetuate the marginalization of students, transformative leadership is a powerful driver of this OIP.

Transformative leadership benefits all staff and students as it pushes for social justice and oversteps any intellectual bias in schools (Capper, 2019). Not only is transformative leadership associated with distributed leadership through redistributing power to give students more agency over their learning (Shields & Hesbol, 2020), but it also builds upon leadership for social justice and CRL (J. S. Brooks, Normore, et al., 2017; Marshall & Khalifa, 2018; Theoharis, 2007).

There are eight tenets of transformative leadership: moral courage; public and private good; critique and promise; interdependence, interconnectedness, and global awareness; mandate for equitable change; new knowledge frameworks and mindsets; democracy, emancipation, and equity; and redistribution of power (Shields & Hesbol, 2020). It is worthwhile to note that both distributed and humanistic leadership, both of which are natural elements of this transformative change at GSS, operate through tenets of transformative leadership. For example, the ways in which distributed leadership propels change in general and at GSS is through empowering stakeholders to lead themselves, developing capacity in them, developing communities of practice among them, re-examining power structures and re-evaluating communication in the current global context of education (M. Lynch, 2012). This is through transformative leadership's tenet of redistributing power. Distributed leadership focuses on the fact that leadership is relational and cannot be captured by solely examining individual attributes (Cope et al., 2010). It focuses on empowering stakeholders in the school environment to create an environment that is conducive to student success (M. Lynch, 2012). Humanistic leadership connects to the moral courage and public and private good tenets of transformative leadership. It prioritizes human rights in policy and practice (Waddock, 2016). This aligns with the commitment of EMSB's strategic plan (2022) to respecting students' human rights. Waddock (2016) argued that humanistic leadership urges leaders to move past their role as a manager of an organization, to leading through wisdom; the integration of the good—morality and attention to ethical issues of the context (Werhane, 2008); and the true—a holistic view of the context (Senge, 1990). All in all, for Waddock, humanistic leadership aims to be of service for the greater good. According to this author, its purpose is to contextualize an organization within the holistic journey that led it to be what it is and that currently influences it, from history to politics

to society. Creativity, curiosity, and holistic thinking propel organizations to be more humanly led. EMSB (2022) committed to nurturing creativity, innovation, and critical thinking. The focus is therefore on both the individual and the collective; all stakeholders are included in the change process (Waddock 2016).

Framework for Leading the Change Process

Leading the change process at GSS requires a unique approach that considers its context and values as well as the process required to reach the end goal of authentic inclusion of ELLs. Examining possible change path models and how they fit into the context of GSS is necessary.

How to Change

There is no doubt that social justice is the leader of change in inclusive education (Lee & Walsh, 2015; Slee, 2001). For the path to change to be authentic to an organization, it must be based on its context (Beycioglu & Kondakci, 2020). A focus at GSS on the authentic execution of their mission and vision to provide equitable practices, and an acknowledgement of the need for change, will propel the process of determining the how of change.

Relevant Frameworks and Types of Organizational Change

Since change models differ in their focus on system, organization or individual (Deszca et al., 2020), an examination of the ones that focus on the organization and individual is essential. The how of change is most critical in the context of GSS. Therefore, finding a model that provides a step-by-step, prescriptive process is ideal.

Design-Based Change Model: Kang

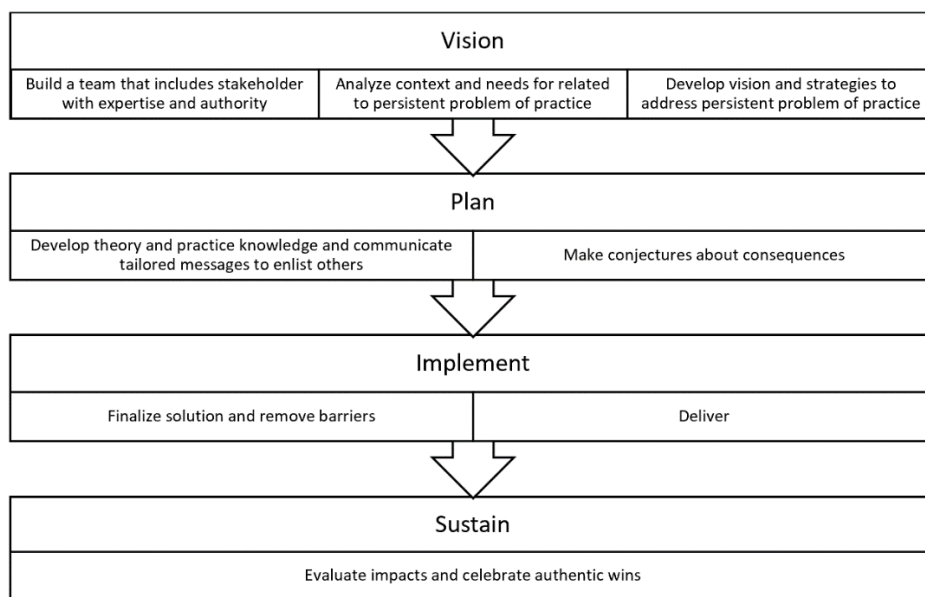
Kang et al.'s (2020) approach to organizational change aims to improve faculty buy-in to the proposed change. It draws upon Kotter's (1996) eight-step change model which makes it a linear and sequential change process. Kang et al.'s study and observation of his eight-step change

plan resulted in many steps being considered nonsupportive of dissemination; faculty autonomy; and a more distributed, collaborative—not top-down—approach to change. Therefore, Kang et al. joined Kotter’s eight-step plan with Fishman et al.’s (2013) design-based implementation research (DBIR). DBIR emphasizes iteration as part of effective change that supports building capacity and sustaining change. In other words, faculty can, over time, and as they develop understanding of what needs to change and why, adapt to ongoing change (W. Chen et al., 2015).

Kang et al.’s (2020) design-based model (see Figure 2) to change includes four steps: vision, plan, implement, and sustain, with iteration as key, not in the sense of refinement, but change that involves stakeholders taking ownership over change (Springer et al., 2012).

Figure 2

Design-Based Change Model



Note. Source: Kang et al., 2020.

Giving Voice to Values: Gentile

Gentile’s (2010) model of giving voice to values (GVV) applies in this context as it focuses on the ethical implications of organizational change and also emphasizes Deszca et al.’s

(2020) advocacy for the need to change. Its emphasis on beginning by recognizing what is wrong is pertinent to the context of GSS. Deszca et al. outlined three steps—clarification, and articulation of one’s values; post decision-making analysis and implementation plan; and the practice of speaking one’s values and receiving feedback—in a curriculum intended to train leaders in handling conflict pertaining to values. Deszca et al.’s key assumption was that a conflict pertaining to values that is addressed and handled propels change in an organization.

GVV urges educators to use their “moral muscle” (p. 19) while they walk in the shoes of their students (Goodstein & Gentile, 2021). It urges educators to practice ethical integrity as they respond to the reality in the classroom, even in situations that contradict the educator’s values (Deszca et al., 2020; Goodstein & Gentile, 2021). Even though this model is value and ethics-driven, it only represents a way to make leaders more ethical in their decision making and practice (Gentile, 2017) but does not present a step-by-step framework for organizational change.

Change Path Model: Deszca et al.

The change path model combines powerful learnings from Kotter’s (1996) model, Beckhard and Harris’s (1987) model, and Gentile’s (2010) model. It applies to the context of GSS as it walks leaders through the process of change from identifying a need for change, to imagining a future state, to working towards that state, to tracking change and making modifications. The change path model provides a flexible path to organizational change due to the dynamic nature of organizations, the presence of layers of change, and the reality of ongoing organizational change (Deszca et al., 2020).

There are four stages to change in this model: awakening, mobilization, acceleration, and institutionalization. Awakening involves the identification of the need for change, a gap analysis between the current and desired state, and devising a vision for change. Mobilization involves

assessing present power and cultural dynamics, communicating the need for change, and leveraging the abilities of stakeholders for change. Acceleration involves the systemic engagement of stakeholders, building momentum for change, managing the transition and celebrating wins and milestones. Institutionalization involves tracking change and developing needed new structures, systems, and processes and knowledge (Deszca et al., 2020).

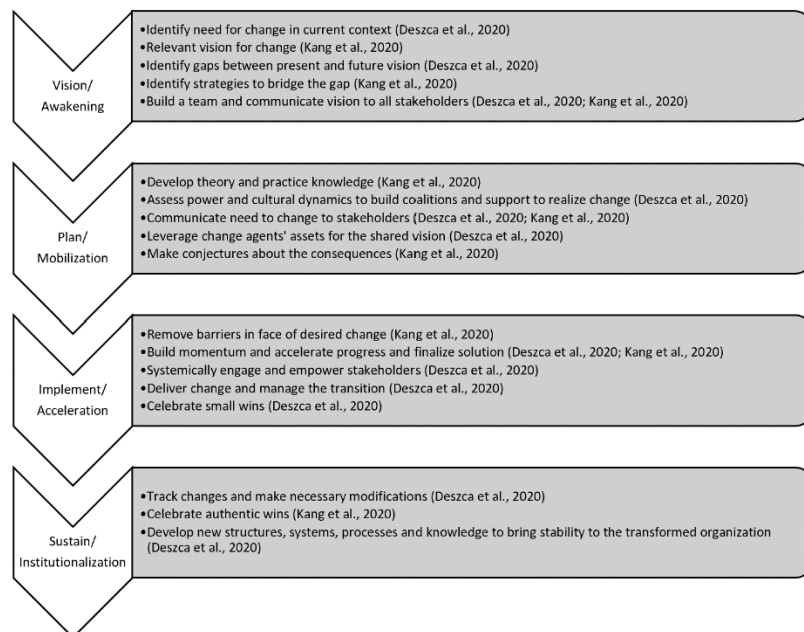
Looking at the models above, a combination of Kang et al.'s (2020) adaptation of Kotter's (1996) model and Deszca et al.'s (2020) change path model might be best in the context of GSS. This is because Kang et al.'s model places emphasis on leaders' buy-in and distributed leadership in the change process, as well as the change process itself. Deszca et al.'s model focuses strictly on the process. The four stages are similar in their focus. For example, the awakening stage in Deszca et al.'s model emphasizes identifying the need for change and the vision step in Kang's model emphasizes developing a vision for change to the PoP. An amalgamation of the two that brings the strengths of both together would be ideal.

Leadership for social justice calls for holistic social cohesion of newcomers within the host community (Arar, 2020), which requires understanding on behalf of school leaders of the context of their school to plan for inclusion accordingly (DeMatthews & Tarlau, 2019). This aligns with both Kang et al.'s and Deszca et al.'s change models. Through CRL, educators can aim for educational equity while navigating difficulties that marginalized students face (Rodela & Rodriguez Mojica, 2020). This aligns with several elements of both models that address systemic inequities and culture dynamics of GSS. Arar et al. (2018) argued that schools need a transformative, holistic model that is responsive to the context within which it is embedded and the diversity which it envelopes. In all steps of the combined Kang et al.'s and Deszca et al.'s models (see Figure 3), through the holistic focus on engaging stakeholders, authentically

reflecting on the system and context, it harbours elements of both humanistic leadership and transformative leadership. The relational element of change that distributed leadership advocates for (Kempster et al., 2010) is relevant here.

Figure 3

A Combination of Kang's Design-Based Change Model and Deszca et al.'s Change Path Model



Critical Organizational Analysis

Successful change leaders understand what and how to change their organization (Beycioglu & Kandakci, 2020; Deszca et al., 2020). Since change disrupts the routine operation at GSS (Tsoukas & Chia, 2002), considering this disruption is necessary. The following section outlines what changes are needed in GSS and how the chosen change path model will facilitate that change.

Needed Changes at GSS

The obvious need for change at GSS is the inclusion of ELLs into the learning environment in a way that maximizes their opportunities at success. First and foremost, it is essential for the leadership of GSS and EMSB to identify and acknowledge that much work must

be done to authentically include ELLs, as both identified in Kang et al.'s (2020) and Deszca et al.'s (2020) change path models.

As identified in the gap analysis, the lack of a specific plan for inclusion must be addressed and changed. In addition, the school culture must be made into a holistically inclusive one. The welcoming of ELLs must be addressed as more than posters with multiple languages. School practices must also reflect an understanding of ELLs' investment in learning (Norton, 2013). The school culture must also be empowering for ELLs in its aim to diminish power inequities (Bacquet, 2020). These changes should be prioritized and supported by senior leadership and reflected within GSS and EMSB.

The stakeholders involved extend beyond the parameters of GSS. As outlined in the PESTE analysis, GSS and EMSB are subject to external factors that ultimately effect change. A look at the stakeholders involved in change brings a new perspective to change in this context.

The organizational structure of EMSB places GSS under the supervision of one superintendent who supports all aspects of educational success for students. GSS has one principal and three vice principals, one of whom oversees the ESL portfolio. The superintendent operates under the instruction of the director of education, who outlines optimism, resilience, proactivity, and self-efficacy as essential to leadership (EMSB, "Director of Education," 2021a), and indicates that welcoming all students is necessary. This renders the goal of authentically including ELLs under leadership that seems supportive of this plan. In addition, two learning coordinators oversee supporting ESL teachers in the designated high schools in EMSB. Teachers of ELLs and the ELT at GSS, students, parents and community are also stakeholders in this change who must be involved in this whole-school change (Dove et al., 2014).

Effective school leadership requires organizational readiness for change (D. Lynch et al., 2019). As previously mentioned, Deszca et al.'s (2020) readiness-for-change questionnaire yielded a score of 17. Two of the major areas of improvement outlined are openness to change and executive support, which must be changed within both GSS and EMSB. Openness to change must be addressed first as removing this barrier will propel the presence of executive support. Schiemann's (2014) ACE model also facilitates the view of GSS's readiness for change with focus on talent optimization. Alignment represented by all stakeholders sharing the vision of inclusion of ELLs, maximizes the effectiveness of the OIP at GSS.

Types of Organizational Change

Anticipatory and incremental change is extremely effective in the context of GSS as it breaks change into smaller steps as opposed to major overhauls (Nadler & Tushman, 1989, as adapted in Deszca et al., 2020). GSS and EMSB outline being proactive as the choice of change type (EMSB, "Operational Plan," 2020b). Beycioglu and Kandakci (2021) have advocated for continuous, as opposed to planned, change, since that follows a bottom-up approach that is fuelled by several factors such as trust, communication, and knowledge sharing (Kondakci et al., 2019). In looking at organizational change, the cultural element in an organization facilitates change management (Driskill & Brenton, 2018). The change that I believe is most applicable to the context of GSS is redirecting, which combines anticipatory and radical change (Nadler & Tushman, 1989, as adapted in Deszca et al., 2020). With the sporadic nature of newcomer influxes to EMSB and GSS, there must be a re-positioning to a new reality, one that propels a proactive change based on predictable changes. EMSB has welcomed masses of newcomers in the past, most notably in 2016 as the Syrian refugee crisis began. A sense of urgency is created

under this type of organizational change by senior leaders (Nadler & Tushman, 1989, as adapted in Deszca et al., 2020), which incentivizes stakeholders to lead change.

How the Framework and Change Model Analyze the Need for Change

The first step in identifying how the proposed change framework for leading change and change path model analyze the need for change is examining what GSS is currently doing to include ELLs. Examining publicly available information at GSS shows no identified need for change to include ELLs. This observation demonstrates that GSS has much work to do in acknowledging the need for a better way to include ELLs. A closer analysis, outlined below, of the four steps in Kang's design-based change model and Deszca et al.'s change path model (see Figure 3) allows for the diagnosis of need for change at GSS.

Vision/Awakening

A uniform vision of change among stakeholders (Dove et al., 2014), which identifies the need to close the gap between the current and future state is necessary. Since GSS has not yet specifically identified those needs as priorities, building a team to address this change and implement it will not be seen as a requirement. As a result, a vision to address the PoP cannot be created because there is no identified PoP. Leading through equity and social justice, leaders at GSS and EMSB are responsible to work towards an organizational structure that dismantles oppressive school cultures that disadvantage minoritized students (Irby et al., 2020). Their responsibility is to place the issue of exclusion of ELLs, which is rooted in equity and social justice, as part of their organizational improvement plan (Irby et al., 2020). They should include responsiveness to the needs of students from diverse backgrounds as part of school improvement (Lopez, 2016). Having a school vision that centralizes issues that marginalize certain groups of students is a necessary element of school leadership for social justice (Theoharis, 2007).

Plan/Mobilization

The current information and resources available at GSS for inclusion are not specific to ELLs, which automatically means that leadership at GSS must look at the needs of students who identify as ELLs and devise a plan accordingly (Callahan et al., 2021). Developing theory and practice knowledge on this topic requires a goal that is differentiated to ELLs.

Implement/Acceleration

Removing barriers to the inclusion of ELLs necessitates first the acknowledgement that barriers do exist. By association, finalizing an effective solution for the inclusion of ELLs at GSS requires the solution to address those barriers. Irby et al. (2020) have identified that school leaders must look at these barriers, structural, interpersonal, or attitudinal, as part of their organizational improvement efforts. Some school leaders avoid initiatives that better the education experience for marginalized students out of fear of disrupting the status quo (A. E. Lewis & Diamond, 2015; Lewis-McCoy, 2014). In their study on humanizing school communities through CRL, Marshall and Khalifa (2018) identified challenges such as “bureaucracy, establishing trust with teachers, ‘unlearning,’ and the practicality of implementing culturally responsive practices” (p. 537). For Marshall and Khalifa, initiatives that focus on culturally responsive practices for marginalized students demonstrate leaders’ prioritization of equity and social justice for these students. As leaders at GSS work to implement this OIP, they must engage in an ongoing process of critical inquiry (Cochran-Smith, 2003) where they centre equity for students and remove barriers that have historically caused their oppression (Lopez, 2016). Challenging the status quo through ongoing action and adjustments to practice is essential (Bogotch & Kervin, 2019; Lopez, 2016).

Sustain/Institutionalization

Developing new structures, systems, processes and knowledge at GSS requires first having a vision, a plan, and implementation (Deszca et al., 2020) that allow for the identification of necessary changes, followed by an ongoing process of refining the process.

Looking at the considerations of the identified leadership approaches (see Figure 4) in the framework for leading change and comparing the current state at GSS with the one desired through each approach will also grant a new perspective on the analysis of need for change.

Figure 4

Considerations of Leadership Approaches at GSS

<p>Culturally Responsive Leadership</p> <ul style="list-style-type: none"> - presence of culturally responsive leadership in policies at GSS - praxis, monitoring and evaluation in policy and practice - classroom environment and school environment (Dove et al., 2014) 	<p>Leadership for Social Justice</p> <ul style="list-style-type: none"> - students getting equitable opportunities at success - any gaps in student achievement between ELLs and dominant student population - advocacy on behalf of school leaders in both practice and policy (Jean Marie et al., 2009)
<p style="text-align: center;">Transformative Leadership</p> <ul style="list-style-type: none"> - mandate for deep equitable change - changing mindsets - redistributing power in more equitable ways - building capacity for democratic citizenship - focus on democracy, emancipation, equity, and justice - interconnectedness and interdependence - increasing parent involvement - exhibiting moral courage - assessing progress (Shields, 2019) 	

In conclusion, in a general sense, the gaps at GSS between the current environment that excludes ELLs and the desired environment that authentically includes ELLs are: lack of a specific plan for the inclusion of ELLs, lack of a holistically inclusive school culture, lack of an authentic welcoming of ELLs' identities, lack of effort put forth by educators to understand ELLs' investment in language learning, and lack of an empowering school culture for ELLs. Therefore, the needed changes on the ground at GSS include an acknowledgement on behalf of both GSS and EMSB leadership that the exclusion of ELLs is present and that their inclusion is a

priority. An authentically welcoming environment for ELLs would be reflected in efforts put forth to understand ELLs' investment in learning (Norton, 2013), a holistically inclusive school culture, a specific plan targeted at the inclusion of ELLs, and an empowering school culture that diminishes power inequities (Bacquet, 2020). On a broader level that involves both GSS leadership and the higher leadership structure of EMSB, the needed changes are in areas of openness to change, talent optimization, alignment of stakeholders on the vision, and executive support. This change will be facilitated through the chosen leadership approach for this OIP. Social justice leadership, CRL and transformative leadership call for an emancipation of the inherently marginalizing practices and decision-making processes at GSS and EMSB levels.

Solutions to Address the Problem of Practice

The PoP must be addressed to achieve equity and social justice for students (Theoharis & O'Toole, 2011). Change is not only needed as it pertains to language learning, but for including ELLs as whole humans in the school (Dove et al., 2014). The gaps identified between the current context of GSS and the desired future should not only be bridged, but also fully closed. There is a need for a specific plan for inclusion, a holistically inclusive school culture, an authentic welcome of ELLs' identities, an understanding of ELLs' investment in language learning and an empowering school culture for ELLs. The solutions below aim to close the identified gaps in pursuit of these goals. Stakeholders include GSS teaching staff, administration, EMSB senior leaders, students, parents, and community.

Solution #1: Devise a Plan for Inclusion of ELLs

One of the most notable realities at GSS is the absence of a unique plan to include ELLs. The process of ELLs being welcomed into the school begins at an external welcoming centre, where ELLs expect a reception, orientation, and assessment procedure that ultimately determines

their placement in the ESL program, the high school at which they will be enrolled, and their course load (EMSB, “Welcoming Centre,” 2021d). GSS is one of four high schools in EMSB where ELLs are placed. Although this formal process appears to meet the academic placement of ELLs, it pays no attention to their inclusion in the school community. While there is a settlement worker allocated to GSS whose role is to assist in welcoming students and their families and assisting them with their settlement needs, including learning English, employment, housing, rights, and responsibilities (EMSB, “Welcoming Centre,” 2021d), this does not fulfill the needs of ELLs to be included at GSS.

When inclusion is considered strictly from the lens of academics, it fails students. It fails to see them as whole humans with needs that extend beyond academic achievement (Shi & Watkinson, 2019). Therefore, this solution urges GSS leadership to devise a holistic and differentiated step-by-step plan that aims to include each ELL. This solution includes a shared vision, mission, values, and goals by all stakeholders to foster an inclusive culture of learning.

Needed Resources

First and foremost, the acknowledgement on behalf of the administration at GSS of the PoP is necessary (Kang et al., 2020). This will allow for inclusion to be prioritized and advocated for before the superintendent overseeing GSS, who will ultimately advocate for strategic and operational prioritization of this issue at a school board level (Jean-Marie et al., 2009). Evidently, this requires collaboration among the stakeholders involved, specifically those with power to effect change on a board level; GSS administration and the superintendent in charge of GSS. This also requires considering the voices (Butler et al., 2021; Whitehead & Greenier, 2019) of ELLs, their parents, and the community to understand their needs related to inclusion. School climate surveys in this case provide some information regarding engagement (e.g., cultural, and

linguistic competence, relationships, and participation), safety (e.g., emotional safety, bullying and physical safety), and environment (e.g., physical environment, instructional environment, mental health, and discipline; EMSB, “Research and Assessment,” 2018). However, these surveys study the whole-school climate without special attention to ELLs. The development of a survey that specifically assesses the school climate for ELLs or allowing them to self-identify when they partake in the survey will generate data that highlights gaps between ELLs and the rest of the student population.

Change that is holistic to GSS would require departments in the school to brainstorm how they will contribute to a holistically welcoming school environment for ELLs. GSS is a leader in inclusion and the school environment is exceptionally inclusive of the needs of students with special needs and those of Indigenous students. All departments, in their own unique way, include these student populations in their programs. Therefore, departments are already aware of ways in which they can include a new population of students.

According to Dove et al. (2014), this plan requires trust and respect among stakeholders, a democratic style of leadership that fosters teacher autonomy and shared decision making, collaboration, engagement, and sharing among stakeholders, the preparation of mainstream classrooms to support the learning of all students through inclusive models of instruction, and assessment practices that reflect the whole student. This plan also requires a shared sense of responsibility (Staehr Fenner, 2013) and distributed leadership that empowers stakeholders.

EMSB needs to approve funding to research evidence-based inclusive practices (Deppeler, 2015) and possibly look at what other school boards are doing to combat the exclusion of ELLs. EMSB is not foreign to a specialized inclusion plan for ELLs as they opened a centre specifically for that purpose in response to the 2016 Syrian refugee crisis. That plan

could be used as a starting point. More teaching lines must be allocated for the ELT position that span the whole year and lower the teacher to ELL ratio. In addition, a resource teacher and guidance counsellor who are equipped with ESL pedagogy are required (Pettit, 2011).

Teaching staff at GSS must be afforded professional learning opportunities (Dove et al., 2014) that facilitate their learning of inclusive practices for ELLs and ESL pedagogy. This directly ties into the importance of considering teacher voices and concerns in this change planning process (Butler et al., 2021; Calderon et al., 2011). It is also necessary to continuously check in with stakeholders to ensure all problems are addressed and that stakeholders specifically in charge of effecting change are empowered to continue (Deszca et al., 2020; Kang et al., 2020).

Benefits

Enhanced inclusion of ELLs is the ultimate benefit of devising a plan to include them. This has ties to equity and social justice in general, and specifically to identifying any gaps between school climate survey results between ELLs and the remaining school community. Distributed and transformative leadership are evident in the involvement of all stakeholders and in the sharing of power (Shields et al., 2017). Inclusion of ELLs has a direct result on their academic achievement (Theoharis & O'Toole, 2011). Because this inclusion plan will necessitate teachers get professional learning opportunities on inclusive practices inside and outside of the classroom, this will empower students in both settings (McCain & Farnsworth, 2018).

Possible Consequences

One of the possible consequences is resistance to this change by teaching staff and leadership (Deszca et al., 2020). Of all the possible reasons for resistance, the one that applies to the context of GSS is misunderstanding (Kotter & Schlesinger, 2008). Teachers at GSS are a collaborative and caring community where the teacher body genuinely wants to do what is best

for students. Therefore, offering an open space for teachers to ask questions, perhaps as an adaptation of the learning conversations protocol in Katz et al. (2018), would eliminate potential barriers in their openness to change. Teachers are not the only ones who might demonstrate resistance. School leaders as well as senior administrators might also resist this change with the financial and operational demands it implicates (Guo-Brennan & Guo-Brennan, 2021). Based on what the collaborative effort of stakeholders potentially results in based on the needs of GSS, such as increasing teaching staff, financial constraints might be present.

Solution #2: Hire Additional Staff to Tend to ELLs' Needs

Only one ELT, for only one semester, oversees all aspects of integrating and including ELLs at GSS. This is evidence of a problem as it automatically means that for half the school year, ELLs do not have a point of contact in the school who specifically tends to their needs. This must be changed. In addition to increasing the line allotment for an ELT, the more staff who are involved in meeting ELLs needs and who are engaged in professional learning in the process, the better that is for ELLs' academic achievement (Calderon et al., 2011). In addition, having a co-teacher in an ESL classroom contributes to increased student achievement (Theoharis & O'Toole, 2011). Increasing teaching staff in the classroom is part of this plan. This means not only hiring staff who are equipped with tools and knowledge to meet the needs of ELLs, but also offering professional learning opportunities to teachers who may be assigned these roles.

Looking at the centre that EMSB opened in 2016 to address the Syrian refugee crisis, the teacher to student ratio was 1 to 10 at most. There was a trauma-informed and specialized social worker designated for addressing the emotional and mental health aspects of their inclusion needs. This means that EMSB is aware of the positive impacts of having focused efforts on

including ELLs that involve multiple teaching staff with unique designations. The model adopted in 2016 should be adapted to the context of GSS.

Needed Resources

The most prominent need is funding from EMSB. More of the yearly budget released by the provincial government must be allocated towards hiring more teaching staff with qualifications in ESL pedagogy and inclusive practices to achieve EMSB's goal of equity and inclusion. This funding will also cover the cost of professional learning opportunities for staff who will assume the aforementioned roles. Determining specific roles or job descriptions of each requires research into relevant evidence-based approaches that resemble this one. That also requires funding.

One of the most humanistic (Whitehead & Greenier, 2019) requirements of this plan is to listen to the voices of students, teachers, and parents. Since there would be many roles as part of this plan, collaboration among those filling these roles is necessary (Esch, 2018; Fullan, 2016; Khalifa et al., 2016; Schiemann, 2014). Administration will also have to allocate time to interview applicants for positions to ensure they are eligible and have the required experience.

Benefits

Similar to the first solution, the inclusion of ELLs is the ultimate benefit of hiring more staff. Decreasing the teacher to ELL ratio will allow for more differentiated instruction which ultimately improves the equitable and socially just practices at GSS. Part of this is increased student achievement (Firmender et al., 2013). With more teachers involved, there would be more opportunity to focus on each student's investment in learning, which is necessary in understanding the interplay of ELLs' identities with power relations in their learning environment (Darvin & Norton, 2016). That ultimately enhances their learning experience as it is

based on the intentional choice and desire of the student (Kramsch, 2013). More time and staff would be available to ensure each ELL's needs are addressed. This relieves the pressure off one ELT and distributes the role of including ELLs.

Possible Consequences

Resistance (Deszca et al., 2020) at the level of senior leadership is highly likely as budgets are carefully decided upon. The creation of multiple job positions places financial pressure on EMSB and potential job re-allocations to create more teaching lines for ELLs. This might cause some teachers to be forced into a position they do not want or one for which they need to be qualified. This might pose an issue of not having enough qualified teachers.

Solution #3: Adopt a Blended Mosaic Model of Inclusion

The blended mosaic model of inclusion (presented in this OIP for the first time) advocates for a holistic, collaborative, authentically inclusive, and whole-school approach to including ELLs. It does so through its emphasis on honouring and respecting the identities with which students enter the system, as well as their sense of belonging. Figure 5 portrays a visual representation of BMMI. The work of this solution is to effect change that propels barriers to inclusion to break and disappear.

Figure 5

The Blended Mosaic Model of Inclusion



Note. Source: Author.

The BMMI is versatile and dynamic in nature. It is a model that aims to break down barriers that hinder inclusion. It may be applied to a variety of contexts based on the issue at hand. For example, if the issue at hand is the inclusion of ELLs among other students, each colour would represent a different student and the solid black lines would represent the barriers that exist specifically between newcomer and host students. If the issue at hand is the holistic inclusion of ELLs at GSS, the colours would each represent a different stakeholder. To elaborate on this example as it is the overarching PoP in this OIP, moving from the right (see Figure 5), each coloured block represents a different stakeholder; teachers, students, administrators, parents, and community. The differences in colours represent the identities, beliefs, and backgrounds unique to each stakeholder. The solid lines are the barriers to inclusion that may include discriminatory practices (Lerner, 2012), lack of parent engagement (Vera et al., 2012) due to linguistic and cultural differences (Copeland, 2007), the differences among the intersectionality of the identities of ELLs and the host community (Steinbach, 2010), the history

of marginalizing students who are not white (Shin, 2016), the different cultures of stakeholders and the funds of knowledge they bring to the school environment (Y. Chen et al., 2019), a negative school climate for ELLs through not valuing linguistic diversity (Araujo, 2009), language barriers (Helfrich & Bosh, 2011), historical marginalization (Khalifa et al., 2016) and more. Barriers specific to the context of GSS include the lack of a specific plan to include ELLs, lack of a shared vision for inclusion, lack of a holistically inclusive school culture, lack of authentic welcoming of ELLs' identities, lack of effort put forth to understand ELLs' investment in learning, and lack of an empowering school culture for ELLs. Although EMSB and GSS have put forth effort to break these barriers, the road towards fully breaking them and allowing for spaces of inclusion is not fully paved.

Moving from a fixed mosaic to a blended one, those barriers would be broken through CRL (Lopez, 2016), leadership for social justice (Capper, 2019, Lopez, 2016), and transformative leadership (Shields & Hesbol, 2020) to allow for spaces where the colours (stakeholders with their unique identities, beliefs and backgrounds) share spaces of understanding (Steinbach, 2010), reciprocal learning (Guo-Brennan & Guo-Brennan, 2021), critical inquiry and consciousness (Cochran-Smith, 2003; Lopez, 2016), and mutual respect and understanding of differences.

Culture is a fluid and dynamic construct in classrooms that contain students of various cultures (Baker, 2015). The creation of a school environment in which identities, cultures and backgrounds blend without completely omitting each person's unique identity and culture, creates a blended mosaic. Each member of the mosaic has their own third space, the sense of who they are and what they can accomplish individually (Gutiérrez, 2008). By default, the

BMMI cannot be what it is without the representation and contribution of each member of it. Hence, it inherently fosters a sense of collaboration and community where everyone feels valued.

I created the BMMI presented in this OIP out of my lived experience of exclusion as a visibly different newcomer to Canada in the twelfth grade. I recall always feeling like I did not belong in high school because I did not live the same way as my white peers. I felt unseen and unheard. I knew I needed to learn the culture around me, but no one put effort forth to learn about me. I felt that I needed to hide everything that made me unique; my first language, my culture, my religion, my beliefs, and more. When I became a teacher, I saw my experience as a student being lived by every ELL I taught. This is when the critical inclusionist in me was born. I knew the answer was no longer to hide in order to fit in, but to fight all the structures that force marginalized identities into isolated pieces of a mosaic that are not allowed to connect to others. This is when my work began to create a vision for every piece of the mosaic to have permission to authentically belong to the whole mosaic while maintaining all the uniqueness inherent to it.

Needed Resources

A whole-school approach, with the buy-in of all stakeholders that fosters a shared vision for inclusion is essential (Dove et al., 2014). Part of this buy-in is a whole-school activity where all stakeholders, including ELLs, will take part in painting a visual of the BMMI along a wall in the school. This will be preceded by an explanation of its purpose, as explained above, to all stakeholders and affirming them that they are all an integral part of the school community.

The reciprocal understanding and exchange of identities inside and outside the classroom fosters empathy to make the learning environment a more authentically engaging one (Baghban, 2015). All school practices inside and outside the classroom will have an embedded element of aiming to represent and include all students, especially those from already marginalized

backgrounds. From increasing the allotted time of the ELT, to having a concrete plan to include ELLs, to providing teachers and guidance counsellors with professional learning opportunities about ESL pedagogy, to affirming the message that the shared vision of the BMMI has across the school, to encouraging teachers to tap into ELLs' investment in learning and empowering them, to creating a holistic school culture for ELLs, this plan requires funding from both EMSB and GSS leadership. Activities such as painting the BMMI on a main wall in the school, which anchor the new approach to the culture of the school, will be a tool for future change.

This solution also requires time allotment for stakeholders to meet and plan ways to tackle each barrier. For example, professional learning opportunities on what investment in learning means and how to incorporate that into the classroom (Collazos Mona & Gómez Rodriguez, 2017). Lopez (2016) suggested four tenets of collaboration between administrators and teachers: critical understanding of diversity and equity, critical space for dialogue, practical forms of support, and reflection and agency.

Benefits

The BMMI allows for authentic inclusion of ELLs as it opens space for reciprocal learning between ELLs and the host community (Barker, 2021). Implementing the BMMI at GSS will contribute to a positive school climate for all students and staff. Even though it involves many elements, it will be the driving vision for change; a school community where students of all identities are respected and valued, are engaged in reciprocal learning about one another and have a strong sense of belonging. When ELLs visibly see themselves and their home languages represented in school, this heightens their sense of belonging, identity, and linguistic awareness (F. M. Briscoe, 2014; Tjandra, 2021). This will empower ELLs to achieve the best outcomes and contribute to the removal of barriers to equity and social justice (Lopez, 2016).

Not only will the BMMI serve to include ELLs, but it also includes all students and stakeholders. This plan will bring GSS closer to its goals and commitments pertaining to equity and inclusion. It also might inspire other schools in EMSB and other school boards adapt and adopt this vision into their schools on their journey to be socially just and equitable.

Possible Consequences

This solution introduces a whole-school change to GSS. It requires restructuring of GSS's vision in a way that fundamentally changes the leading intentions of change. Instead of directly aiming to increase student achievement, GSS will be working from the root of the problem—the exclusion of ELLs—to make available maximized opportunities at academic success. This will require the buy-in of stakeholders at GSS and EMSB. In this process, one cannot overlook the role that implicit bias affects the view of how important this effort is (Gullo et al., 2018). As with the first two solutions, resistance is possible. Having to embed the message of everyone being part of the blended mosaic will require intentional effort by stakeholders.

Most Promising Solution

All three solutions have the capacity to effect the desired change at GSS. However, the BMMI is the most unique and innovative approach. The first two solutions are limited in scope in terms of tackling one or two of the identified gaps. The BMMI is more inclusive of the whole-school community. It tackles all the gaps. Devising a unique plan to include ELLs and hiring more staff are effective ways of meeting the goal of including ELLs, but the BMMI combines both solutions and adds layers of change that reflect the five identified leadership approaches.

Ensuring Improvement

Following the combined Kang et al.'s (2020) design-based change model and Deszca et al.'s (2020) change path model (see Figure 3) will allow for ongoing assessment of the change

process and the identification of needed modifications. In the sustain/institutionalization stage, tracking changes, celebrating wins, and developing new structures, systems, processes, and knowledge serve this purpose. Taking any identified needed changes and placing them at the vision/awakening stage again propels ongoing contextualized change that is responsive to reality. Taking stakeholders' input on the effectiveness of the model periodically will aid in this process.

Leadership Ethics, Equity, Social Justice Challenges in Organizational Change

It is impossible to speak about inclusion without touching upon the ethicality of it. Inclusion is rooted in social justice and equity (Capper, 2019) and is the cure for inequities and unethicities standing in the way of students of all identities feeling included (Artiles et al., 2006). It began as a response to the need for schools to provide equitable opportunities to students with a vast intersectionality of identities, backgrounds and needs (Danforth, 2016). This section will address challenges to these topics.

Considerations and Challenges

It is the ethical and moral responsibility of school leaders to create a school environment that is humanly responsive and in which students are treated equitably. School leaders must restructure their schools in a way that builds ethical schools. Using ethical inquiry, school leaders can move their schools towards leading through a moral purpose. This means they move towards “school-based management, teacher empowerment, and participatory decision making” (Starratt, 2017, p. 80). This breaks systemic and bureaucratic barriers, which have already been identified as contributing forces to GSS and EMSB governance (Starratt, 2017).

Noddings (2013) asserted the importance of recognizing that the process of change must be ethical in its care for students and their experience of the process and should not be viewed as separate from the end goal of change. The biggest challenge in the context of GSS and EMSB is the bureaucratic structure (Hannay et al., 2013). That means that all stages of the change plan will hold challenges to break and challenge the status quo. The context of how EMSB functions is quite technocratic in practice, and inclusive and distributed in the way its goals are articulated on paper. It is top-down in terms of decision making, so it assumes that most knowledge is at the top of the organization (Apple, 2004). Assuming that most knowledge is at the top of the organization is a threat to authentic inclusion (Danforth, 2016). As voice is an essential part of change to policy, culture, and practice (Armstrong & Moore, 2004), these observations about EMSB and GSS are problematic.

Rebore and Stollenwerk (2001) indicated that it is the responsibility of educational leaders to make decisions through ethical analyses of their organizational context as this pushes incorporating human values in decision making. However, according to Duignan (2012), this poses a challenge because it involves values, choices, dilemmas, and character. Duignan says that placing emphasis on ethical considerations poses a challenge to accountability as it urges educational leaders to take responsibility for their decisions. Other challenges include initiating and following through with action and prioritizing organizational over individual needs.

Ethics paradigms discussed by Shapiro and Stefkovich (2016) also apply here. The ethics of profession paradigm urges leaders to reflect on who they are and the community they serve. One of the challenges educational leaders face with the increase in student diversity is balancing the acceptance and support of difference; that is, is supporting difference through equity and equality in the best interest of students? The ethic of critique also applies here in its focus on

social class and inequities. The ethic of critique urges leaders to reflect critically about power, race, class, and gender with the goal of enabling all students regardless of those labels. This approach generates options related to “oppression, power, privilege, authority, voice, language, and empowerment” (Shapiro & Stefkovich, 2016, p. 31). The ethics of care paradigm applies in its prompting of educators to help meet student needs. The ethic of justice also applies in its contemplation of policy and its relationship to the context at hand (Shapiro & Stefkovich, 2016).

Kang’s design-based change model and Deszca et al.’s change path model align with the pre-existing vision of GSS and EMSB. As GSS’s vision is to reach every student in an inclusive way, realizing that vision will not be an issue. However, the implement/acceleration and sustain/institutionalization phases create multiple considerations when it comes to planning. Planning at GSS requires a tailored series of steps to its context (Callahan et al., 2021). ELL programming is relatively new to GSS. Steinbach’s (2010) study of host community students’ views on the inclusion of newcomers identified a fear on behalf of the host society to lose its cultural identity and a need to protect the culture and language, which has the power to exclude newcomer students to GSS. This consideration is relevant to this OIP. For Steinbach, attitudes of the host community can contribute to the inclusion of ELLs through intercultural education. This responsibility falls on the leadership of the school. The emphasis here is that the days when it is only newcomers who have to learn about the host community are long gone. Steinbach says that implementing intercultural education means that school leadership creates opportunities where host students and newcomers may exchange information. It is the responsibility of school leaders to carry on their shoulders the role of dismantling the oppressive structures that minoritized students, such as ELLs, have been historically combatting (Khalifa et al., 2016). Regardless of whether these structures have led schools to intentionally or unintentionally disservice or oppress

ELLs, the responsibility to obliterate this oppression is on school leaders, not students (Khalifa et al., 2016). Since GSS places the responsibility of integrating ELLs on the ELT, this centralizes responsibility instead of distributing it, which poses another issue to the holisticness of this process. In addition, the time allotment for this teacher does not reflect the amount of work required. The implications of this will also be financial on both GSS and EMSB. Since this is a whole-school approach, the buy-in of all teachers might pose a challenge (Dove et al., 2014).

Responsibilities of the Organization

Social justice leadership requires the needs of students who were historically marginalized to be met (Dantley & Tillman, 2006). From a social justice lens, school leaders have the power to shape school culture, student expectations, budgets, hiring practices, and parent engagement strategies (DeMatthews & Izquierdo, 2016; Scanlan & López, 2012). With that, comes great responsibility. Through a social justice, school leaders must practice distributive and cultural justice through ensuring equitable access to resources and cultural reflection in curriculum, pedagogy, and a school culture that values students' variable diversities (DeMatthews & Izquierdo, 2016). This ties into the responsibility of school leaders to practice distributed leadership and CRL. It is the responsibility of school leaders to offer professional learning opportunities to educators (Echevarria, 2006). It is also important for them to involve the home environment (Walker, 2005). Involving parents in their children's education is important (Lenski, 2012). School leaders must also engage community (Khalifa, 2012) and pay attention to issues outside of the school that perpetuate injustices in school and be activists against these issues (Ryan, 2016).

Providing equitable learning opportunities for ELLs is central to social justice leadership (Theoharis & O'Toole, 2011). EMSB recognizes and affirms its commitment to ensuring equity

and inclusion of all students with their intersectionality of identities (EMSB, “Equity Action Plan,” 2017). As previously mentioned, EMSB’s (2017) equity action plan upholds the *Human Rights Code* (1990), the *Education Act* (1990) and the *Canadian Charter of Rights and Freedoms* (1982). It states specific goals and success criteria adopted from the province’s equity action plan (Ontario Ministry of Education, 2017), and the guide on developing and implementing the equity and inclusive education policies in Ontario schools (Ontario Ministry of Education, 2014). To put the equity action plan into practice is an immense responsibility of EMSB and GSS in the context of accountability.

Danforth (2016) argued that when inclusion does not consider moral, cultural, and political value, it risks becoming inefficient, rendering a limited scope for educators of what inclusion means: one that is heavily defined by technocratic goals. The social justice narrative of inclusive education urges educators to look at the moral purpose of education (Sapon-Shevin, 2003). Danforth suggested that policy be looked at as a narrative—it is necessary to look at policies through a critical investigation lens to understand what the purpose, processes, and desired outcomes are. This approach to policy allows a complex view that illuminates the foundations underpinning social values and theories, and the practice aspects of it. Danforth said it would allow a view of policies as stories that have cultural, ethical, and political aspects that influence the implementation planning and process. This allows for highlighting critical issues in the way of socially just policies (Linville & Whiting, 2019) and understanding how values and theories drive human action through policy initiatives (McBeth et al., 2007; Roe, 1994; Yanow, 2000).

EMSB is responsible for providing education that is responsive to ELLs’ identities (Lee & Walsh, 2015), and that accounts for their funds of knowledge (Moje et al., 2004). It is the

moral responsibility of EMSB to critically address issues that ELLs face and consider their holistic experience; social, cultural, emotional, political, and economic (Capper, 2019). Serving students academically and preparing them for the nuances of the host community is GSS's responsibility (Lee & Walsh, 2015).

Commitments of Organizational Members

The learner is the priority in social justice leadership (Suttmiller & Gonzales, 2006). It is necessary for all stakeholders to be involved in the vision and planning for ELLs (Coady et al., 2008). It is also necessary to have a distributed, schoolwide effort by all stakeholders involved. It is the responsibility of school leaders to foster a shared vision of inclusive education and encourage collaboration between other members in the school environment in a distributed way that allows for agency and autonomy (Pedaste et al., 2021).

Theoharis and O'Toole (2011) argued that inclusive education provides every student with an opportunity at an authentic sense of belonging in the school community. They said that part of social justice-related responsibilities and commitments of GSS is an asset-based orientation towards language and knowledge of research on second language acquisition. Educators should examine their roles and relationships among each other (Shaw, 2003) to secure a way that ELLs socially and academically participate.

Another commitment is the understanding on behalf of stakeholders that language is a right, not a problem (Ruíz, 1984). It is the responsibility of school leaders to see it that way and act accordingly to ensure equitable opportunities for students (Crawford, 2004). This propels school leaders in their drawing of a vision that acknowledges the need for change and achieves social justice for ELLs (Theoharis & O'Toole, 2011). When school leaders follow this approach, ELLs achieve more success (Montecel & Cortez, 2002).

Addressing Organizational Responsibilities

From an equity and social justice lens, it is the role of GSS and EMSB to view the education of ELLs beyond language learning (Bernstein et al., 2020). It is necessary for leaders to reflect on the historical trend of programming for ELLs that only focuses on language, excludes students' cultures and students themselves (Cervantes-Soon et al., 2017; Flores, 2016; Flores & Chaparro, 2018; Flores & García, 2017; J. A. Freire, 2020; Valdez et al., 2016), and move towards a trend that necessitates their belonging, value and worthiness of respect (Flores & García, 2017). Planning and programming for ELLs must function to engage them in social transformation by empowering them to see the value in their voices (Bernstein et al., 2020).

In their study of socially inclusive teaching strategies for students whose second language is English, Malebese (2017) found that engaging students' experiences and customs are effective in providing them a quality education. For Malabese, not only does an approach of socially inclusive teaching strategies do this, but it also allows students to see themselves in the learning, which is an integral element of the BMMI. Through CRL, leaders can create a "community of learners" (Ladson-Billings, 1995, p. 163) through empowering them to bring their funds of knowledge to the classroom (Pirbhai-Illich et al., 2017). This allows for educators and learners to collectively explore issues of social inequality that they all experience with the aim of "deepening the understanding about the transient nature of knowledge (curriculum, resources, the purpose of schooling and social change) and of co-constructing critical consciousness." (Pirbhai-Illich et al., 2017, p. 15).

One of the goals in EMSB's board improvement plan is to enhance public confidence. Barsky (2008) iterated that when unethical decisions are perpetuated in an organization, that erodes public confidence; with the same power, any organizational member with power to

protest an unethical practice has the potential to effect system change. In their study of ethical leadership in social organizations, Pasricha et al. (2018) found that ethical leadership influences and enhances corporate responsibility and creates positive social impact. These authors said that ethical leadership also serves the restructuring of organizational cultures to make them more flexible, adaptive, and free of bureaucratic influences.

According to Duignan (2012), ethical and value-based frameworks of change are needed in the decision-making process. He said it was essential for leaders to employ ethical analysis in their decision-making process, because ethics is at the core of any given human enterprise (Rebore, 2001). In involving all stakeholders, ethical dialogue that acknowledges the diversity of voices is necessary (Duignan, 2012). This aligns with the adopted approach in this OIP.

One of the barriers to ethical judgment is clarity about how to make ethical judgments (Duignan, 2012). Therefore, in the context of GSS's change plan, clarity on the vision is necessary. According to Deszca et al. (2020), change members will respond to change in a variety of ways; active resistance, passivity, or active support, based on their perceptions of change. Responding to organizational members based on their reaction to change is the approach that will be adopted in this OIP.

Conclusion

This chapter outlined in comprehensive detail the planning and development required for GSS to bridge the gap between its current and desired state. The leadership approaches to change selected in this OIP were outlined. This was followed by selecting a combination of Kang et al.'s (2020) and Deszca et al.'s (2020) change path models. After that, a critical organizational analysis was conducted, with focus on the work that needs to be done at GSS to identified gaps between the current and desired states. Three solutions to the PoP were then proposed, and the

BMMI was selected as the most promising solution in the context of GSS. Leadership ethics, equity, and social justice were then discussed in detail. Chapter 3 elaborates on the selected solution and will discuss the change implementation plan, monitoring, evaluation, and communication with all stakeholders. This chapter serves to inform the development of plans for change implementation, monitoring and evaluation, and communication.

Chapter 3: Implementation, Evaluation, and Communication

ELLs have the right to belong at GSS in a manner that does not require them to combat oppressive systemic barriers that have historically disadvantaged students from marginalized backgrounds (Lopez, 2016; Marshall & Khalifa, 2018). They deserve equitable opportunities at success at GSS as their white peers. To address the exclusion of ELLs at GSS through the BMMI, a change implementation plan is required. This chapter outlines a plan, which will follow the selected change path model that combines Kang et al.'s (2020) and Deszca et al.'s (2020) change path models. Goals are outlined under the four stages: vision/awakening, plan/mobilization, implement/acceleration, and sustain/institutionalization. This plan begins with the approval of administration and senior administration of the BMMI and ends at the evaluation of the whole approach once the plan is implemented and sustained to assess what needs to be done next. Change process monitoring and evaluation before, during, and after the implementation, as well as using the PDSA model, are also stated in this chapter. Finally, future considerations and next steps are outlined in a manner that is dynamic, proactive, and contextual.

Change Implementation Plan

Educational leaders who lead for social justice ought to be intentional in their efforts to eradicate oppressive practices that marginalize students based on their race, language-spoken, class etc. (Frattura & Capper, 2007; Theoharis, 2007). This intentionality will manifest through a change implementation plan at GSS. The process of taking the image of a fixed mosaic to a blended one (see Figure 6) requires breaking the barriers that isolate and marginalize ELLs.

Figure 6*Change Through the Blended Mosaic Model of Inclusion*

Note. Source: Author.

The change implementation plan addresses closing the gap between the current state and desired state of inclusion of ELLs at GSS through the BMMI as proposed in Chapter 2.

The BMMI addresses five main goals. It:

- devises a specific plan for ELL inclusion at GSS;
- creates a holistically inclusive school culture for ELLs;
- ensures an authentic welcoming of ELLs' identities;
- encourages the understanding of ELLs' investment in language learning; and
- creates an empowering school culture for ELLs.

Reaching these goals will require the employment of the leadership approaches identified in Chapter 1 in the process of planning for effective change, alongside evidence-based research put into practice. Together, CRL, social justice leadership, and transformative leadership will propel the implementation of the BMMI. For example, in its push for equity and social justice (DeMatthews & Izquierdo, 2020), and through its identification that students from diverse

backgrounds fall short of achieving equally with their white peers (Carter & Welner, 2013; Lopez, 2016), CRL will propel this change implementation plan. CRL also calls leaders at GSS to reflect, rethink, and adjust (Lopez, 2016); engage in critical self-awareness about cultural identity and implicit bias; promote a culturally responsive and inclusive school culture; engage students, their families and communities in a culturally responsive manner; and more (Khalifa, 2020).

Social justice leadership will propel the change implementation plan through its acknowledgement of the presence of disparities that fail to serve students from marginalized backgrounds, and its emphasis on advocacy for students from marginalized backgrounds (Theoharis & Scanlan, 2015). The heightened resistance to social justice (Sensoy & DiAngelo, 2017) present in schools means that social justice approach is required. Through pushing school leaders at GSS to recognize the unequal power relations that do not serve ELLs, and through reflective thinking on existing practices, and through offering professional learning opportunities for staff at GSS (Echevarria, 2006), social justice leadership will serve the implementation of practices that serve ELLs through the BMMI at GSS. Through its push for equitable access of ELLs to resources and cultural reflection in curriculum, pedagogy, and a school culture that values students' variable diversities (DeMatthews & Izquierdo, 2016), social justice leadership supports the implementation of the BMMI.

Transformative leadership will propel the implementation of the BMMI through its emphasis on changing the mindsets of stakeholders, building capacity for democratic citizenship, redistributing power in equitable ways, and more (Shields, 2019).

Effective planning, especially in the context of this OIP at GSS, must holistically address school and community concerns through systems thinking (Shaked & Schechter, 2016). Seeing

the system's components as interacting parts of a whole, as opposed to focusing on each component on its own, systems thinking is effective in dealing with the present school leadership challenges (J. Brown, 2012; Shaked & Schechter, 2016). The interrelatedness of all the elements of inclusion of ELLs is what will drive the change implementation plan. The tentative, step-by-step, change implementation plan (see Appendix A) follows Kang's design-based change and Deszca et al.'s change path models' stages of change. The BMMI will effect a root cultural change at GSS necessary for the authentic, holistic inclusion of ELLs.

Change Plan Within the Context of GSS

Since this OIP addresses and proposes a solution for the issue of exclusion of ELLs, which goes against what GSS and EMSB stand for, it is suitable to say that this OIP aligns with the operational and strategic goals of GSS and EMSB (EMSB, "Operational Plan," 2020b). Systemic change that shifts the culture of GSS is needed (Wiemelt & Welton, 2015).

GSS has policies and procedures in place (EMSB, "Policies, Procedures and Guidelines," 2020c) aimed at including several populations of students that are commonly marginalized, such as Indigenous students, students with special education needs, and students who belong to the LGBTQ2+ community. From my observation, teachers at GSS value inclusivity and differentiation of students with various needs. According to Weiner (2009), the more organizational members see the value, worth, and need for change, the more likely they are to engage in its implementation. GSS stands out among Ontario high schools as the plans it has in place are exceptional in their differentiation for student needs as well as the intentional nature of the detailed programming that not only represents student identities but also aims to include them in the school environment as a whole. For example, part of the special education programming is to have students from leadership classes volunteer in special education classes. Another example

is the inclusion of Indigenous student voice in everyday school functions such as the national anthem. Therefore, it is evident that GSS has a foundation for a plan to include ELLs to be implemented. This is fertile grounds for transformative change (Jeong et al., 2016).

An Improved Situation for Other Actors and Equity and Social Justice

The end goal of planning for the authentic inclusion of ELLs is ultimately equity and social justice (Theoharis & O'Toole, 2011). If the BMMI stands on both the theoretical and practical tenets of leadership for equity and social justice, the desired situation will ultimately embody those tenets. To achieve inclusive practices for ELLs, Theoharis & O'Toole say that stakeholders must collaborate and gain new skills, which requires presence of opportunities to connect and engage in professional learning communities (PLCs). PLCs focused on equity and social justice allow for conversations regarding ELLs to shift from being language-focused to being focused on broader systemic inequities and power structures (K. Brooks et al., 2010).

EMSB already provides staff with multiple opportunities at professional learning. Getting approval and funding from senior administration for professional learning sessions focused on inclusive ELL pedagogy for all teaching staff and for PLCs will facilitate the goal of a holistically inclusive school for ELLs (K. Brooks et al., 2010). It is essential that school leaders put the needs of students and families of historically marginalized populations as a priority and driver in their leadership practices (Theoharis & O'Toole, 2011). In the process of preparing inclusive practices for ELLs, a collaborative effort between the home and school environments is necessary to bridge gaps in equitable learning opportunities for students and their families (Theoharis & O'Toole, 2011). Parents, with the intersectionality of race, language, needs, and background that they carry, contribute positively to the inclusion of their children when they are included (DeMatthews et al., 2021). Since measuring and evaluating the effectiveness of this

collaboration is beyond the scope of this OIP, drawing upon evidence-based research that proves this effectiveness will suffice as an argument for this collaborative effort. A qualitative study of leading inclusive schools by DeMatthews et al. (2021) highlights the importance of including parents in the process of including ELLs. Leading through equity and social justice ensures that cultures of students from minoritized linguistic and racial backgrounds are affirmed so that their identities may be affirmed, that students and staff understand how history, context and power interplay to affect education for ELLs, and that students and staff cultivate a shared vision to eradicate injustices within and outside their school (Bernstein et al., 2020; Cervantes-Soon et al., 2017; Palmer et al., 2019).

School leaders hold the power to perpetuate and to disrupt injustices and inequities through the way they exercise their power (Bernstein et al., 2020). Should they choose the path of transformative, culturally responsive, and socially just leadership, the latter may become the driving force for an authentically inclusive school environment for ELLs (Esch, 2018; Capper, 2019; DeMatthews & Izquierdo, 2020; Khalifa et al., 2016; Shields & Hesbol, 2020; Waddock, 2016).

Plan to Manage the Transition

Managing the transition will require the development of a clear communication plan to all stakeholders (Deszca et al., 2020). To move from effective planning for change to execution, Ramani (2018) indicated that understanding transition management is necessary. Transitions must be taken seriously as one that goes wrong has the potential to shake the trust of stakeholders in change, which not only impacts current changes, but also future ones.

Leaders must lead through modelling change and fully adopting it as well as prioritizing communication, trust and increasing employees' trust and affective commitment to the desired

change (Noufou & Ouakouak, 2018). Lack of proper communication jeopardizes the success of the desired change (Frahm & Brown, 2006). Effective communication as part of change transition management includes clear and consistent communication of the vision, plan, and assigned roles and expectations (Noufou & Ouakouak, 2018). Included in such communication is GSS, the administrators at EMSB in charge of GSS, and parents, students, and community, and the communication could take place in one-on-one contexts as well as larger information sessions catered to diverse groups. Another consideration for leaders as part of managing change will be managing anticipated hurdles on a personal level for stakeholders, such as fatigue, fear, distraction and disengagement (Tropman, 2020).

In the process of managing the transition of GSS from an environment where the inclusion of ELLs does not holistically meet their needs, and may cause their exclusion instead, to an environment that facilitates holistic inclusion, it is necessary to respond to the cultural dynamics of the change. Different stakeholders, through collaborative team efforts, form systems within systems of change. A central part of transition is stakeholders individually gaining the knowledge required for their part of the change. In this way, outlined goals are focused upon by those who directly have power to execute them. All efforts to meet the outlined goals collectively intertwine in a powerful and effective way. Given the autonomy to engage in problem-solving, innovation, and collaborative reform, all the systems may form a more powerful ecosystem for change (Hadfield & Ainscow, 2018).

This model of transition aligns with Schiemann's (2014) ACE model, which was used in Chapter 1 to test organizational readiness for change. Alignment, engagement, and capability are necessary elements of this model. Alignment ensures that stakeholders are working towards one

vision. Engagement ensures stakeholder satisfaction, commitment, and advocacy. Capability ensures that required resources for change are assessed and provided.

In my role as the critical inclusionist, I will aim to manage the transition through the evidence-based research cited above. I will do so through communicating, building trust, and tending to the reactions of all stakeholders. Part of transition management will also be assessing for the supports required by each group, as well as assessing potential limitations of the OIP. Ensuring engagement by stakeholders and addressing potential implementation issues, limitations, and challenges, will be part of my focus.

Through principles of transformative leadership, CRL, and leadership for social justice, I will guide this change. I will do this through the ILT. Through my role as a critical inclusionist, my priority will be equity and social justice for ELLs, as per Marshall and Khalifa's (2018) suggestion. Encouraging leaders at GSS to engage in critical inquiry (Cochran-Smith, 2003) in order to remove barriers facing inclusion of ELLs (Lopez, 2016) will also be part of my role. I will challenge the status quo through pushing for ongoing action and adjustments to practice (Bogotch & Kervin, 2019; Lopez, 2016). A critical element of my role will be to help identify social injustices existing at GSS so as to comprehend the impact of policies (at a board level) on perpetuating and combatting these injustices. Another goal of mine will be to highlight the power imbalances within EMSB and GSS, and call for the disruption of these power imbalances towards equity and social justice (Mazzone, 2020). Since critically examining education reveals that systems disempower ELLs through oppression (Yuan et al., 2019), it will be my goal to critically examine the gaps between an educational environment that nourishes the identities of ELLs and combats coercive power relations that disempower ELLs (Cummins et al., 2015). It will also be my goal to bridge those gaps through a critical inquiry that focuses on specific

challenges within GSS, such as cultural clashes and lack of teacher preparation for ELLs (Good et al., 2010).

Inclusion Leadership Team

The ILT will comprise myself, the principal, and vice principal of GSS, the superintendent in charge of GSS, the language department head, the ESL teacher, and any teachers who are interested in joining this team. The role of this team will be to ensure that short-, medium-, and long-term goals of this OIP are implemented. I will guide the assignment of roles based on the strengths and interests of each member. The job of this team will be guided by the combined Kang's design-based change model and Deszca et al.'s change path model (see Figure 3). This will allow for ongoing assessment of change and the identification of needed modifications. In the sustain/institutionalization stage, tracking changes, celebrating wins, and developing new structures, systems, processes, and knowledge serve this purpose. Taking identified needed changes and placing them at the vision/awakening stage propels ongoing change that is responsive to reality. Taking stakeholders' input on the effectiveness of the model periodically will serve this process.

Plan to Understand Stakeholder Reactions

In planning for engaging stakeholders, it is important to focus on the positive direction ahead than to focus on what needs to be avoided. In other words, a positive outlook is more conducive to engagement than the opposite. It is better practice for leaders in charge of change to contextualize the PoP and what needs to be done, who can and should do what than it is to ask an open-ended question of what should be done. This helps build trust. Therefore, I aim to clearly outline the PoP, why it is a problem and what goals we need to aim for as a team.

Tropman (2020) suggested the use of the SMART (specific, measurable, achievable, relevant, and time-bound) mnemonic for outlining goals. SMART goals are usually used as a framework for planning for students in special education programs but are applicable to other areas in education. This is a testament to the power of Universal Design for Learning, which aims for inclusive pathways to learning (Griful-Freixenet et al., 2021). Use of these goals ensures clarity and understanding for stakeholders. Adapting this as a checklist (see Appendix B) when devising goals is conducive to the effectiveness of implementing goals (Tropman, 2020).

Engaging Employees for Individual and Cultural Change

In addition to the aforementioned creation of PLCs for staff to engage in professional learning on various areas of ELL inclusion, it is necessary for leaders to dedicate time to meeting with staff and those involved to discuss new changes that are being aimed for. It is also necessary for them to discuss monitoring and how it will occur and at what frequency. Deciding on timelines, milestones and desired outcomes will also propel the engagement of employees (Tropman, 2020). After change, it is necessary to complete an evaluation of changes and decide what must happen next. As per Kang's design-based change model and Deszca et al.'s change path model, developing new structures, systems, processes and knowledge to bring stability to the transformed GSS after the OIP is executed is part of the sustain/institutionalization stage.

It will be my responsibility as the leader of this OIP to keep track of timelines and milestones and to ensure stakeholders are doing the work required of them. Combining suggestions from Tropman (2020) and the chosen change path model for this OIP, a checklist (see Appendix B) will aid in keeping the desired change on track.

In my view, for the process of inclusion of ELLs to be authentic and holistic, those involved must feel that their voices are welcomed, valued, and respected. To the extent that this

OIP allows, planning for change will heavily engage all individuals involved. During the kickoff meeting for the BMMI, teachers who signed up to be part of the ILT will engage in a brainstorming activity for what they believe are effective ways to execute the BMMI. In addition, being the one who devised the BMMI, I will make sure that members are aware that I am open to constructive feedback from them. Additionally, during the kickoff student conference that presents the BMMI and its tagline of We All Belong Here, students will be able to give anonymous feedback on what would make them feel like they belong. The same will occur at the parent and community engagement symposium. Feedback will be presented to staff during biweekly meetings where they will be given time to discuss and make decisions accordingly.

When stakeholders demonstrate commitment to implementing change that ensures equitable opportunities for ELLs and other students from minority backgrounds, this pushes for broader and deeper systemic changes (Sampson, 2019).

In GSS's efforts to afford ELLs equitable opportunities, it is essential that they listen, demonstrate care, and respect employees and stakeholders. This ensures those who are willing to be engaged in equity-focused efforts get the chance to take part in them, and that those who demonstrate resistance to engagement are challenged to do so (Sampson, 2019; Tropman, 2020).

Needed Supports

As outlined in Chapter 2, the required resources propel a whole-school approach with the buy-in of stakeholders (Dove et al., 2014), which ensures the fostering and executing the BMMI.

Human Requirements

To the extent that this OIP allows, all stakeholders involved are considered human resources. That includes the ILT leader; the principal at GSS, vice principal at GSS, the ELT, ESL department head, ILT members; and students, parents, and community.

Financial Requirements

Funding for the BMMI will be required from EMSB. To decide upon a required budget, the administration at GSS will be consulted as their experience on matters regarding monies far exceed my capacity as a classroom teacher. After the approval of funding from EMSB, a plan will also be brainstormed with the administration at GSS on how the money will be allocated. Money will be invested in the physical activity of painting the BMMI, supply teaching line allotments for teachers who decide to join the ILT to engage in meetings, PLCs, and professional learning opportunities on inclusive ELL pedagogy, the student, parent and community symposiums etc. If EMSB approves increasing lines for teachers involved in efforts to include ELL students, that will require funding as well.

Time Requirements

While planning and executing the BMMI, time investment will be key. I project that the time investment on my part, as the leader in charge of communicating the plan to all stakeholders, will be ten hours per week during the beginning phases of the OIP. This is due to the time involved in explaining the plan to the administration at GSS and the planning of communicating it to EMSB administration. The time investment on behalf of the GSS administration will be the same. Once the plan is put in motion, teaching staff who decide to join the ILT will be expected to meet biweekly for no longer than 30 minutes as well as dedicate an estimate of 30 minutes per week engaging in online discussions through the employee portal. This is until the vision/awakening, plan/mobilization, and implement/acceleration stages are completed. Once the sustain/institutionalization stage begins, the time requirement will be adjusted according to what is needed at the time. In addition to this, staff will be expected to engage in professional learning opportunities that involve learning more about inclusive

pedagogy and holistic school practices for ELLs. The estimated time allotment for this is one full day per month for the first two stages of the change path model. This time allotment will also be adjusted according to what is needed after the implement/acceleration step commences.

Information Requirements

In addition to the requirements of research that supports the proposed elements in this OIP, as well as the information required for PLCs to run, one of the most important parts of this OIP is communication. It will not be sufficient that I, as the ILT leader, communicate all aspects of it. There will be a need, especially during the projected planned conferences that involve parents, community, teachers, and students, that experts specializing in various areas of inclusion of minority students and ELLs, are hired to speak on these issues and potentially run professional learning activities and discussions on their areas of expertise. These people could include York Faculty of Education course directors, Sayema Chowdhury and Vidya Shah, who are members of the UnLeading Project, which centres leadership to address systemic silencing perpetuated by leadership that follows the status quo. Since they are both women of colour with an intersectionality of identities that inherently marginalize them and lived experiences that intersect with those of ELLs, their voice will be powerful in speaking for authentic change. This will require funding allocation from EMSB at a rate the speakers propose.

Addressing Potential Implementation Issues

In addition to the potential implementation issues identified earlier (e.g., resistance by stakeholders, misunderstanding by stakeholders, financial constraints etc.), some stakeholders might carry implicit biases towards the BMMI. Defining implicit bias as “stereotypes and attitudes that occur unconsciously” (Gullo et al., 2018 p. 3), Gullo et al. noted that it may be unconscious, but it still has the power to affect perceptions, actions, and decisions. Due to

globalization and the mobility of students, alongside implicit teacher assumptions, discrimination inevitably happens, whether it is intentional or not (Riley, 2015). From a CRT perspective, increasing globalization increases complexities in seeing individual identities without making generalizations about the group to which the individual belongs (Ladson-Billings, 2013, p. 37). The plan to address these issues will begin proactively, before the implementation occurs, with clear and open communication. Throughout the implementation, PLCs, ongoing effective communication, openness to feedback, one-on-one communication, and backing the plan with EMSB's goals, will be strategies to combat issues.

As part of their equity action plan, EMSB ("Equity Action Plan," 2017) has already outlined a goal to build capacity to learn and put into practice equitable, inclusive, and anti-racist practices. This targets all students of minority backgrounds, including newcomers to Canada and ELLs. In this equity action plan, EMSB states its plan to offer teachers with professional learning opportunities focused on topics of equity, anti-oppression, and culturally responsive pedagogy and leadership. This policy acknowledges the growth needed in these areas as well as barriers being present between the current and desired states for students of minority backgrounds. EMSB ("Accessibility Plan," 2019) also highlights the importance of implicit bias-free decision making as part of its accessibility plan, which implies an acknowledgement of the presence of it.

Short-, Medium-, and Long-Term Goals

The first long-term goal for the OIP, as outlined in Chapter 1, is having a specific plan for inclusion of ELLs at GSS so that when an ELL walks through the door, there is a set list of steps that must be taken to ensure a maximized opportunity at inclusion and academic success. Secondly, a holistically inclusive school culture reflected qualitatively through school climate surveys and student, parent, and community feedback is another long-term goal. The authentic

welcoming of ELLs' identities, as reflected in feedback from students, parents, community, and teachers as well as other indicators which will be discussed later, will be another long-term goal. A systemic understanding of ELLs' investment in English language learning as evidenced by available professional learning opportunities for staff and more, as well as an empowering school culture for ELLs are long-term goals of this OIP.

These goals will be the guiding ends in mind that will drive the curation of smaller goals through the ILT until the desired state is reached. Benchmarks and key performance indicators along the way will also be brainstormed and decided upon by the ILT once it is created. In the meantime, the benchmarks and key performance indicators identified are: increased parent and community engagement and presence at GSS, more ELL student engagement in school activities, better school climate survey results for ELLs, the creation of an official inclusion plan for ELLs, and a school culture that visibly welcomes ELLs. An example of a school culture that visibly welcomes ELLs is the visual presence of the BMMI.

Throughout the planning and implementation process, I will utilize my lived experiences of exclusion to bring a relatable, human cause to this OIP.

Potential Limitations

In addition to the possible consequences identified and noted in Chapter 2, such as implicit bias (Gullo et al., 2018) and the requirement of organizational structuring, systemic resistance (Sampson, 2019) may challenge the success of equity-oriented efforts. The absence of a unified focus and prioritization of the needed changes for ELLs by EMSB, and the presence of a culture that focuses on immediate results, might hinder the implementation process, as noted by Sampson (2019). Emphasizing leadership, Sampson added that evidence-based research confirming the power to create an equitable learning environment for ELLs—through CRL and

active engagement with stakeholders—would aid in combatting this limitation. One way to ensure evidence-based research is communicated in a relatable and applicable way to leaders is to communicate in a language that reflects their experience, which minimizes the challenge of transforming research to practice (Campbell et al., 2017).

Funding, potential strategic and structural limitations in the BMMI, as well as the fact that a climate change within GSS will likely take a long time (Elving, 2005) are among limitations that may occur in the implementation of this OIP. Continual advocacy on behalf of the ILT and PLCs created for the necessity of inclusion of ELLs will combat this.

Change Process Monitoring and Evaluation

M. C. Jones and Rothwell (2017) have noted how the dynamic nature of organizations such as GSS necessitates change over time. The authors indicated that in an organization that identifies as innovative, growth, and development depend on successful change. It is not sufficient for GSS and EMSB to identify the PoP; they must effectively make decisions to fix the problem. According to these authors, managing and evaluating change efforts is essential for the forward movement of the organization. Evaluation is necessary as it examines whether the proposed solution to the PoP is appropriate and that tasks are delegated to the right members.

Deszca et al. (2020) indicated that measurement and control must begin with the beginning of change, not only at the end of it; this helps change agents “clarify expectations, assess progress and make mid-course corrections” (p. 375). In addition, it allows change agents to assess the level of implementation of change and identify outstanding changes for the future (Deszca et al., 2020). The fact that most change programs in organizations end in failure (Neumann et al., 2018) intensifies the need for monitoring and evaluation of change. Monitoring

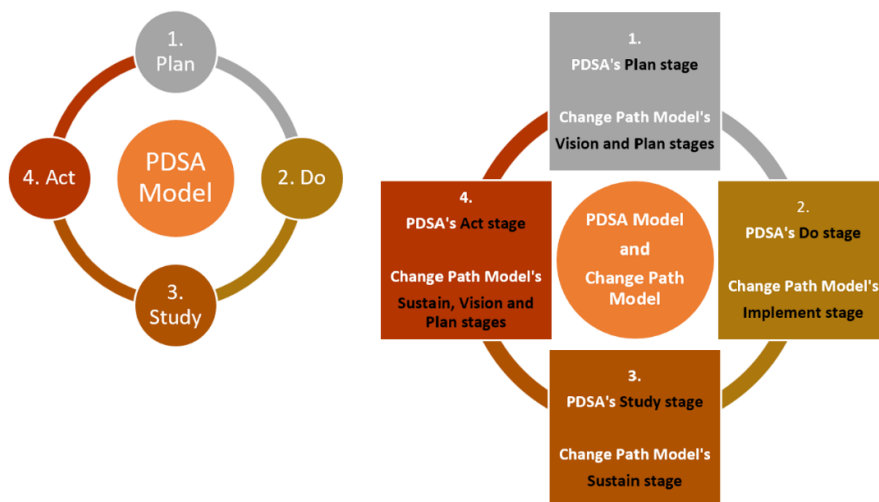
and evaluation are integral to the assessment of the effectiveness of change programs as they lessen the uncertainty of the outcomes of change (Millmore et al., 2007).

Monitoring and evaluation complement each other in their contribution to organizational change. While monitoring focuses more on accountability and management and “involves the routine collection of quantitative and sometimes qualitative performance information with a particular focus on the program’s processes and outcomes, usually measured against a set of performance indicators and targets” (Markiewicz & Patrick, 2016, p. 95), evaluation focuses more on learning and program development, is periodic, and takes place through deeper assessments (Markiewicz & Patrick, 2016). Combining monitoring and evaluation and their points of focus provides a holistic look at the change process (Markiewicz & Patrick, 2016).

The PDSA cycle (see Figure 7) aims to improve the quality of change in an effective, efficient student-centred, and equitable manner (Donnelly & Kirk, 2015). Using this model will maximize the possibility of sustained change by the proposed change implementation plan (Donnelly and Kirk, 2015). The chosen change path model aligns with Deming’s (1983) PDSA cycle (see Figure 7). The change path model automatically instates the need to track changes, make necessary modifications, and develop new structures, systems, processes, and knowledge to bring stability in the sustain/institutionalization stage. Stakeholders and the change process affect change. In other words, the who and how affect the what of change. Stakeholders have power for positive or negative impacts on change (Neumann et al., 2018). Therefore, this OIP adopts the PDSA model to monitor and evaluate the change process and plan for communicating the need for change. For best use of this cycle, those involved should consider the intention, understanding and application of the PDSA to maximize its effectiveness (McNicholas et al., 2019).

Figure 7

The PDSA Model for Monitoring and Evaluation and Its Intersection with Kang's Design-Based Change Model and Deszca et al.'s Change Path Model



Note. Adapted from the work of Donnelly & Kirk, 2015.

PDSA

The PDSA model (see Figure 7), consists of four elements; plan, do, study, and act. Each element will be explored in the context of GSS. In addition, the alignment between each step and the enrichment which the chosen change path model will provide will be highlighted.

Plan

The purpose of this phase is to outline goals based on desired change (Donnelly & Kirk, 2015). Based on the identified PoP, the ILT will be tasked with the role of articulating an aimed statement that provides an answer to what we are trying to achieve. The ILT will answer the following questions: what is the problem? How do we know it is a problem? The answers to these questions will direct the ILT to solutions which will be outlined in short-, medium-, and long-term goals (Donnelly & Kirk, 2015). This stage aligns with the vision/awakening phase in the selected change path model (see Figure 7) as it requires the identification of the need to

change and the gap between the current and desired states (Deszca et al., 2020; Kang et al., 2020).

This phase covers the identification of the PoP and the outlining of the change implementation plan through measurable goals (Pietrzak & Paliszkiewicz, 2015). Potential solutions, roles, responsibilities, and timelines are an essential part of this phase (Donnelly & Kirk, 2015). The change implementation plan is outlined in Appendix A. My role as the change leader necessitates that I ensure all stakeholders are communicated with through proper and effective channels and that timelines are met, and that priorities are set. Communicating short-, medium-, and long-term goals with each responsible stakeholder is also necessary.

Do

In this phase, change is implemented and monitored periodically (Donnelly & Kirk, 2015). The outlined long-term goals and desired state at the forefront of this OIP will form the basis of what measurements and observations will be documented. Engaging stakeholders is an essential part of this phase (Pietrzak & Paliszkiewicz, 2015). Measuring key performance indicators and benchmarks identified in the change implementation plan section against a specific timeline is part of this phase (Donnelly & Kirk, 2015). This phase aligns with the implement/acceleration stage in the chosen change path model as it focuses on the solution and implementation of it, including the removal of barriers in the face of change, systemically engaging stakeholders and delivering change (Deszca et al., 2020; Kang et al., 2020).

Study

In this phase, the change that occurred as a result of the change implementation plan is assessed (Donnelly & Kirk, 2015). This phase asks if the desired outcome was achieved and what lessons can be learned from the outcomes of the change implementation plan (Donnelly &

Kirk, 2015). Verification of underlying assumptions for the identified change implementation plan is essential to this phase (Pietrzak & Paliszkievicz, 2015). This phase also checks for GSS's ability to meet set goals, understand, and follow specified steps in the change implementation plan, and whether potential issues along the change path were addressed efficiently and in a timely manner (Popescu & Popescu, 2015). This phase aligns with parts of the sustain/institutionalization stage of the chosen change path model in that it calls for tracking change and making necessary modifications. It will be my responsibility as a critical inclusionist to engage stakeholders in a process of reflection and collaboration to outline learnings and next steps.

Act

Based on results of the study phase, this phase aims to make required modifications to the change implementation plan and reflect on the clarity of the solution and the readiness of GSS for more change (Donnelly & Kirk, 2015). In addition, this phase calls for identifying the effectiveness of the solution and what, if any, refinements make it more effective (Popescu & Popescu, 2015). This phase aligns with the sustain/institutionalization and plan/mobilization stages in the chosen change path model, since they call for the development of new structures, systems, processes, and knowledge to bring stability to the organization as a result of the implemented change as well as identifying a new vision and the gaps that must be bridged.

Monitoring and Evaluation at GSS Before, During, and After

In the context of GSS and given the history of change in EMSB and their readiness for change based on the readiness-for-change questionnaire, monitoring and evaluation will play a critical role (Deszca et al., 2020). In devising a plan for monitoring and evaluation, Deszca et al. indicated that it is necessary to match the precision of measurements to the change context. They

also noted that in the context of GSS and the intended change, complexity, and ambiguity are high and the time to completion of the plan is long, which makes more appropriate measures that are more approximate and that focus on vision and milestones, and ongoing learning as the plan unfolds (Deszca et al., 2020). It is worthy to highlight the limitation in devising a monitoring and evaluation plan before the change plan is collaboratively decided upon by stakeholders involved.

Nu'Man et al. (2007) specified that, before evaluation, a clear plan of the change initiative must be in place. This was devised in the change implementation plan section of this OIP (see Appendix A). Thus, GSS needs to be clear about the necessity of change and what changes are anticipated. A collective understanding of the PoP is necessary when devising a plan that addresses the PoP (Russ-Eft & Preskill, 2009). Required and available resources should be documented (Nu'Man et al., 2007). Looking at gaps between the current and desired state in Chapter 1 will guide the formulation of anticipated outcomes.

Devising a monitoring plan with the ILT will involve four steps: identifying the focus of monitoring, developing performance indicators, identifying data collection processes; and determining responsibilities and time frames (Markiewicz & Patrick, 2016). It is helpful to use evaluation domains to guide the selection of evaluation questions. These domains, developed by the developmental assistance committee (DAC) of the Organisation for Economic Co-operation (OECD), are: relevance (changed to “appropriateness” by Markiewicz & Patrick, 2016); effectiveness; efficiency; impact; and sustainability (Markiewicz & Patrick, 2016). These guidelines will be used in the process of developing monitoring and evaluation measures with the ILT.

The following section will outline how developing a specific plan for the inclusion of ELLs at GSS will be tentatively monitored and evaluated. Through my position as a teacher in

the languages department, with the qualifications I have in teaching ESL, and with the knowledge I acquired through my master's degree program in curriculum studies specializing in multiliteracies and multilingualism, I will employ that knowledge in my execution of this plan.

Appendix C outlines tentative monitoring and evaluation measures that will be taken before, during, and after the change implementation plan. By June of 2023, a solid plan for the inclusion of ELLs should be documented and ready for future use and refinement. For this plan to be authentically holistic., it is necessary for it to serve the needs of the school community (Lopez, 2016) and not exclude any member integral to it. A collaborative, whole-school approach involving all stakeholders is necessary in this execution (Dove et al., 2014). An essential element to the monitoring and evaluation that will occur after the change implementation plan is an assessment of the effectiveness of the BMMI itself as the chosen solution for this OIP. The ILT will carefully devise qualitative surveys that will be differentiated to stakeholders (the ILT, GSS administration and EMSB senior administration, students, parents, community, staff) and completed anonymously. These qualitative surveys will ask questions about the effectiveness of the BMMI and ask for feedback on what needs to change, remain, and be improved.

Possible Resistance and Barriers to Monitoring and Evaluation

According to the list of reasons that Russ-Eft and Preskill (2009) identify as barriers to monitoring and evaluation, a few reasons that apply at GSS are: fear of the evaluation findings by stakeholders, leaders thinking they know what works and does not work, skepticism about data use after its collection based on past experiences with change evaluation, and the perception that evaluation costs more than the benefits of change do, that no one made it a requirement, and that stakeholders simply do not value evaluation. Another barrier at GSS is the willingness of

stakeholders to engage in this process (Neumann et al., 2018). There is skepticism associated with how realistic the success of the plan is from previous experiences of attempted change (Neumann et al., 2018). In the face of any potential challenges, approaching this change implementation plan with a “transparent, open, and learning-oriented approach” (p. 46) cultivates a positive culture that proactively combats challenges (Markiewicz & Patrick, 2016).

Monitoring and Evaluating Through Leadership Approaches

In the process of monitoring and evaluation, it is the responsibility of school leaders to disrupt the status quo (Bogotch, 2014), which requires stakeholders to engage in a process of reflecting, rethinking, and adjusting (Lopez, 2016). One of the core principles of CRL that applies to monitoring and evaluation is engagement in reflexive practices whereby educators critically examine the work they do (Riehl, 2000). This will be reflected in the meetings that take place among stakeholders. It is the responsibility of school leadership to create a learning architecture, including equitable educational opportunities, resource and policy mechanisms and high-quality teaching and learning (Scanlan & López, 2015). Another element that needs to be accounted as a goal for change evaluation is the comparison of achievement between students of diverse backgrounds and those of their white peers (Lopez, 2016). Since this is beyond the scope of this OIP, these requirements will be communicated with GSS and EMSB in an attempt to propel them to act upon them through CRL, which is highlighted in EMSB’s (2017) equity action plan. Deszca et al. (2020) indicated that measurement and control systems serve the purpose of clarification of expected outcomes and enhancing accountability. Deszca et al. (2020) stated: “identifying assessment measures, building them into the change process, adapting them as needed, and using them as tools to aid in decision making, communication, and action taking” as elements of leadership skills (p. 373).

Social justice leadership will be evident in the monitoring and evaluation process as it ultimately aims for ELLs to achieve equitable opportunities at success as their peers (Capper, 2019). Advocacy for students from diverse and disadvantaged backgrounds, reflected at levels in policy change, will be an ongoing point of reflection throughout the monitoring and evaluation process as that is the responsibility of leaders at GSS (Jean-Marie et al., 2009). This advocacy not only works for students from marginalized backgrounds, but also raises awareness of their situation and propels change at the level of policy (Jean-Marie et al., 2009).

Finally, transformative leadership serves a role as it calls for redistributing power in more equitable ways, building capacity, increasing parent involvement, and assessing progress (Shields, 2019).

Communicating the Need for Change and the Change Process

Effective communication throughout the process of change is essential to organizational change (Beatty, 2016; L. Lewis, 2019). According to McMahon (2022), leadership is the most effective form of communication in an organization. It is necessary that communication is a two-way street of delivering the message of change and receiving feedback on it (McMahon, 2022). The following section outlines how communication will drive organizational change at GSS.

Necessity of Change Communication

A goal of communication is both to help stakeholders understand change and to convince them to be part of it (Kotter et al., 2004). It is necessary for leaders to identify the exact messages they want to communicate, in which effective ways, and to whom (Scarlatescu, 2014). In addition, identifying supporters of change and those who oppose it is also necessary (Scarlatescu, 2014). Those who lead change are transmitters of information and therefore must ensure clarity, understandability, effective and efficient communication, and that there is no distortion of

information (G. R. Jones & George, 2008). Communication builds trust between the leader of change and teachers (van Vuuren & Elving, 2008) and enables stakeholders to make sense of change (C. E. Mills, 2009). It is also vital in overcoming resistance to change (Tanner & Otto, 2016). Communicating effectively with stakeholders removes the possibility of rumours and misinformation about the change plan and ensures the mobilization of support for change, as well as sustaining the enthusiasm and commitment of stakeholders (Deszca et al., 2020) which is the final stage in the selected change path model for this OIP. Convincing employees to move forward in one direction towards the change goal (Deszca et al., 2020) and eliminating confusion through effective communication is necessary (Goodman & Truss, 2004).

The chosen leadership approaches in this OIP will propel the communication of the needed change by grounding the needed changes in research that supports the need for the authentic inclusion of ELLs. Examples of the ways in which the leadership approaches will support communication are as follows. CRL will aid communication, through engaging stakeholders in critically reflecting on their practices (Riehl, 2000). Social justice leadership will propel communicating the need for change through its emphasis on raising awareness and advocacy for equitable opportunities for students from marginalized backgrounds (Jean-Marie et al., 2009). Transformative leadership, through its critique of the current inequitable practices at GSS (Shields & Hesbol, 2020), will propel this communication plan.

Organizations, including GSS, have a diversity of stakeholders internally and externally. Demands of stakeholders are dynamic and challenging to manage as each stakeholder may serve multiple roles and purposes (L. Lewis, 2019). Stakeholder theory explains the ways in which organizations identify stakeholders who will be involved in the change process and how they strategize relationships with each group. The normative approach to this theory is concerned with

the moral and ethical responsibilities of change leaders towards stakeholders (L. Lewis, 2019). Educational leaders are responsible for fostering humanistic values of education and for creating meaning, community, and responsibility by fostering humanism through their leadership. Part of that is ethical decision making (Starratt, 2017). Effective leaders engage parents of ELLs through communication and creatively and meaningfully seeking their support. This bridges the gap between home and school, including the marginalization and underrepresentation of parents in partaking in advocacy for their children (Peterson & Haywood, 2007).

Communication is integral to change management (Newton, 2009). Scarlatescu (2014) argued that poor communication is reasonable to blame when difficulties arise in the change process. One of the earlier identified potential barriers to change, resistance (Deszca et al., 2020), is minimized through efficient communication. Communication allows for understanding stakeholders' attitudes towards change as well as encouraging them to share information relevant to the desired change.

In the process of communicating the BMMI to GSS and EMSB leadership, as well as the ILT, this evidence-based information will have to be communicated clearly to invested members to ensure their adoption of effective communication in their approach to this change.

Building Awareness of the Need for Change

To effectively move stakeholders to change, leaders should frame the PoP as a cause (Anderson & Brown, 2014; Kouzes & Posner, 2007). They should aim at the hearts and minds of stakeholders in explaining the need for change (Beatty, 2015; McMahon, 2022). Following Kang's design-based change model and Deszca et al.'s change path model (see Figure 3), in the vision/awakening stage, creating a sense of urgency is important. This can be created by aligning it to a "commonplace power structure" (Kang et al., 2020). In my view, the best way to position

an argument that creates a sense of urgency is to contextualize the PoP through a CRT frame. Highlighting the increase in ELLs at GSS and in Ontario as a whole, the marginalization they experience in multiple aspects, and the responsibility of educators to ensure equitable opportunities for them and to include them will aide in the creation of a sense of urgency. Communication of the urgent need for change will occur through input-focused communication (L. Lewis, 2019). This allows stakeholders to express their concerns about change and allows those implementing it to address those concerns and, in the process, create a community through communication (Elving, 2005; L. Lewis, 2019). Communication aimed at informing and creating a sense of community reduces members' uncertainty about the change, and positively affects readiness for change, which makes change more effective (Elving, 2005).

On a practical level, guaranteeing approval by the superintendent overseeing GSS began with securing the approval of GSS administration, specifically the principal and vice principal in charge of the ESL portfolio. This will also be facilitated with the languages department head, who is highly trusted by administration. Having spoken to the principal and languages department head, they are in approval of this OIP and look forward to its execution. Therefore, the buy-in needed is that of the superintendent in charge to allocate more funding to the ESL portfolio at GSS. My plan to build awareness in that context is to prepare a proposal to be presented by me and the principal of GSS. This proposal will include a compelling, research-based argument for the need for this plan to include ELLs at GSS. The proposal will highlight a sense of urgency on a CRT foundation and contextualize this PoP within the local and global context of migration and its current, imminent and long-term impacts on students. The proposal will also highlight the gaps between the current and desired state and how the BMMI will bridge those gaps through the ILT. This will explain the need for approval and funding from EMSB. It

will also provide them with confidence that we, as a team at GSS, have a solid plan to bridge those gaps. Knowing that EMSB highly values student achievement, relationships, and diversity and equity (EMSB, “Strategic Plan,” 2022), the argument for this proposal will highlight how those strategic goals will be enhanced and supported by the BMMI.

Once approval is acquired, it will be an ideal time to begin building awareness at GSS, where, from my observation, staff are highly engaged when goals are centred on students and making the school environment more holistically inclusive. Building awareness of the need for change will be relatively easy among GSS staff if effective means are used. For example, during monthly staff meetings, which occur in an auditorium equipped with big screen projectors, staff are required to attend and are always heavily engaged in inquiring about changes and voicing their concerns. It is essential for the plan to be clearly articulated and presented using distinct visuals. The BMMI will be presented on the big screen and its goal of moving GSS from a fixed mosaic with barriers among the school community (e.g., students, parents and staff included), to a blended mosaic where everyone may continue to carry their individual identities, will be explained. In addition, the importance of the presence of pockets of shared and open spaces for those identities to blend in such a way that everyone feels safe to be who they are and safe to be part of a bigger community will be explained.

Explaining the scholarly and theoretical background for the BMMI is also essential. Presenting how the BMMI aligns with GSS’s and EMSB’s strategic goals will facilitate staff’s buy-in. In addition, explaining the benefits of such a model to the whole-school community will maximize acceptance and adoption of the model by staff. From my knowledge of the GSS staff community, a concept of inclusion that is this meaningfully visualized will be easily accepted and adopted. In fact, most departments will volunteer to contribute in some way. For example,

the Art department, as they have historically done, might volunteer to design the BMMI and spend time ensuring it is painted properly and in a convenient space. The English department might volunteer adding inclusive quotes around the BMMI.

Building awareness for the need for change to students, parents and the community is also essential and will take place during the kickoff conferences that I intend to plan through the ILT with the message of We All Belong Here being the takeaway message. Explaining the BMMI will take place in language that is student-, parent-, and community- friendly.

Framing Issues for Various Audiences

Cornelissen & Werner (2014) defined framing as “sense-making devices that aid in organizing and classifying experience” (p. 389). The metacommunicative nature of messaging refers to the creation of messages about change initiatives to facilitate the understanding of the vision for change (Bateson, 1972). Bateson’s theory of interpersonal communication process states that communication serves two purposes; reporting and commanding. Interpersonal communication allows for enhanced relationships among stakeholders and in the construction of organizational realities. Werner and Cornelissen argued that framing, though it aims for a shared vision, has the potential to generate uncertainty among stakeholders and that is what propels paradigmatic shifts at an organizational level. Tying this to EMSB’s (2022) strategic plan, innovation is highlighted as essential to student achievement.

Werner and Cornelissen (2014) described interactive framing as occurring through social interactions that involve face-to-face communication. “An active, processual phenomenon” (Benford & Snow, 2000, p. 614) framing, for Werner and Cornelissen, involves an ongoing process of reflexive thinking on behalf of members that allows for ongoing reciprocal interactions and meaning making. These authors compare it to looking at a picture frame as a

separation between the picture and the background with which it is in, which functions as an invitation to several forms of interpretation. As a critical inclusionist leading change, I have a duty to create a safe environment for stakeholders to express their views and concerns (Bushe & Marshak, 2009). Such a process allows for framing to be interactive, involving stakeholders, as opposed to bearing one static message (Cornelissen & Werner, 2014, p. 389). Frames have three features that impact practice: systemic embeddedness, recursion, and ambiguity (Cornelissen & Werner, 2014, p. 389). Therefore, reflection-in-action, a notion by Schön (1983), is necessary as it emphasizes the dynamic, evolving, and interactive nature of organizational change.

At different levels of EMSB, framing the issue of inclusion of ELLs will be different (Deszca et al., 2020). As leaders navigate their various roles, their concerns will be different (Deszca et al., 2020). While a superintendent might worry about where the issue of inclusion of ELLs ranks amongst other strategic priorities, a teacher's worries might be an increase in their responsibilities in an already full teaching day. Therefore, there must be a differentiated approach to presenting this plan to different audiences (Deszca et al., 2020). Appendix D explains the framing and communication of the initial plan to stakeholders.

As the plan progresses, stakeholders with whom communication will occur will change. For example, before the buy-in of the senior administration, there will not be an ILT at GSS. Also, before this plan is presented to teaching staff to encourage them to participate in the team, the ILT will not be in existence. At that point, the approval of the senior administration will be of less significance than it was for the initial kickoff of the OIP. Once the approval from senior administration is received, an important step is to begin communication with staff at GSS to assess interest in joining the ILT. This can occur at the end of the presentation planned for the

staff meeting to recruit teaching staff on this team. Once that recruitment occurs, it will be necessary for the ILT to meet regularly to ensure alignment and transparency on goals.

Knowledge Mobilization Plan

Since education is driven by practice and dominated by professional knowledge (B. Miller & Pasley, 2012), it is necessary to move from strictly research-based interventions to ones that embrace the diversity and agency of teachers and students (Olson, 2004) and to engage “professional knowledge, practical experience, parent and student voice, public opinion, media, and political perspectives” (Campbell et al., 2017, p. 211) as well as evidence-informed practice. Evidence-informed practice improves practice by joining professional expertise, experiential knowledge, and the most relevant research in each specific subject area (Sharples, 2013). Achieving evidence-informed practices requires “blending the importance of quality products, collaborative relationships, commitment to developing capacity and addressing challenges system-wide” (Campbell et al., 2017, p. 225) as those elements are crucial to the mobilization of research and professional knowledge.

Knowledge mobilization (KMb) conceptualizes “the active and dynamic process whereby stakeholders (e.g. researchers, practitioners, policy makers and community members) share, create, and use research evidence to inform programming, policy, decision-making and practice” (Malik, 2016, p. 11). The goal of KMb is to improve educational outcomes (Campbell et al., 2017). At GSS, this is done through ensuring equitable opportunities for ELLs, which requires individual and group collaboration that reaches system level, as that is the hierarchical structure that allows for practical change on the ground (P. Briscoe et al., 2016; Campbell et al., 2017).

The necessity of making connections between research and practice in the teaching profession has gained attention in recent years (Cain, 2015). Since the perception of research by

teachers is affected not only by their attitudes towards it but also by the practicality they see within it, it is necessary to look at research from different perspectives (Cain et al., 2016). KMb reflects the complex and interactive nature of the relationship between research and practice (Levin, 2013). It is a two-way street (Levin, 2013). A key element of KMb is how knowledge is transferred from research to other policy and practice communities (Cain et al., 2016). According to Nelson and Campbell (2017), KMb must reflect how capable the receiving audience is to access, understand, share, and act on the research available in a certain area. Naturally, barriers to KMb in schools exist (Dimmock, 2016). First, the gap between research and policy, and the gap between policy and practice must be bridged. That can only happen when knowledge is mobilized through stakeholders working collaboratively. Second, it is necessary to value both academic knowledge and knowledge which is more implicit. Finally, reflexivity (Savage et al., 2021) of stakeholders within a school setting is a necessity (Dimmock, 2016) and the absence of it blocks KMb. It is essential to take this information into consideration when looking at KMb at GSS since communication through KMb is what will drive the change implementation plan.

Communicating the Path of Change

The plan in Appendix A outlines the change implementation plan and engaging stakeholders through the selected change path model. Appendix D outlines communicating and framing the initial change plan to stakeholders, and Appendix E outlines the KMb plan throughout the change path model. The milestones of this plan are cultivating a shared vision for inclusion at GSS, creating the ILT and PLCs, documenting a plan for the inclusion of ELLs at GSS, collaboratively creating a BMMI visual at GSS, organizing and executing a student voice conference, organizing and executing a parent symposium, and organizing and executing a community engagement symposium.

Since engaging stakeholders requires understanding how their actions impact change, involvement, information sharing, rewards and recognition (McMahon, 2022), and celebrating wins in a way that sees their contributions and increases engagement in change is necessary. Examples of how celebrating wins will place are present in Appendices C and E.

Next Steps and Future Considerations

In the process of developing this OIP, I have deepened my understanding of the meaning of leadership that serves equity, inclusion, and social justice for ELLs. I have also developed a deeper understanding of the theoretical frameworks guiding this OIP. In my role as the ILT leader and critical inclusionist for this change, I plan to continue being a vehement advocate for the authentic inclusion of ELLs at GSS, especially with the current world climate.

Several future steps and considerations are required to ensure this at GSS. Since the need for inclusion of newcomers will most likely be consistent throughout the existence of GSS and EMSB, there will always be a need for initiatives to proactively guarantee that ELLs are granted equitable opportunities at academic success.

Next steps of this OIP include extending the BMMI to other high schools in EMSB, starting with the two other high schools that offer an ESL program. Other next steps include collaborating with external community organizations to expand the BMMI model holistically through the city for all newcomers. In addition, developing PLCs will be continued as it has the potential to improve teaching practice in a way that serves the culturally and linguistically diverse nature of the ELL population (Penner-Williams et al., 2017). In addition, PLCs will be continuously used for capacity building, praxis and increasing teaching effectiveness (Penner-Williams et al., 2017).

Research learning networks (RLNs) are another future consideration as they aid in executing research-informed change (C. Brown, 2015). RLNs not only lead to better outcomes for students and teachers, but they also effect positive changes at a system level (Cain, 2015; Hammersley-Fletcher & Lewin, 2015). This is necessary as there is a recognized global failure of research to effect authentic change in teachers' practices (Bryk et al., 2011).

Following the plan used in this OIP, as well as the adopted change path model, there will have to be ongoing monitoring, evaluation and adjustments made as time goes on (Deszca et al., 2020). Naturally, with the context of migration in the world, there will be more research on the topic of authentic inclusion of ELLs and that will require an ongoing development and implementation of a knowledge mobilization plan that will aid in transferring knowledge from research to policy and practice and vice versa (Flynn, 2019).

There must also be an ongoing assessment of the current contextual needs to make sure that the change initiatives match the needs of the student and school population (Turner, 2015). With the inevitable turnover of teachers as well as administrative staff, there must be a consistent, stable leadership of the ILT that will make sure the BMMI is given the required prioritization. In addition, the ILT will oversee keeping new administration on track of what has historically happened through the ILT and BMMI and what needs to happen next. This ensures continuity of efforts.

A positive next step will be to execute this BMMI within other school boards to achieve social justice and equity in a broader sense. In addition, since the evaluations for school leaders, senior administrators, and teachers do not include any reference to efforts put forth towards including ELLs, not in mainstream classrooms or in ELL classrooms, efforts to include that measure in their evaluations ensures accountability. Without accountability, there might never be

an incentive for educators to transform their practices. With time, it will be helpful for EMSB to implement accountability measures that will not only evaluate whether school leaders and teachers are applying the knowledge mobilized about the authentic inclusion of ELLs, but also that they are prepared with knowledge and openness to learn about the inclusion of ELLs and to embed that knowledge in their practices before they enter the teaching profession with EMSB. A consideration for the Ontario Ministry of Education would be to mandate that teacher candidates complete a course on holistically inclusive pedagogy for ELLs.

There must exist a mobilization towards a major and radical shift in the way that ELLs are perceived not only at GSS but also within EMSB as a whole. There must be zero tolerance for separatism or otherism, both in the classroom and the school community as a whole. Just as EMSB implemented a zero-tolerance policy to address bullying, that policy must exist for the exclusion of ELLs as well. At the root of it, inclusion is a basic human right.

Looking back at the adopted leadership approaches in this OIP, moving forward, it will be helpful to view them as guiding lights along the evolving journey of continuing to ensure the authentic inclusion of ELLs at GSS. The adoption of CRL will assess for evidence of cultural relevance in policies at GSS. It will also ensure the monitoring and evaluation of policies through a CRL lens. The focus of CRL on both the classroom and school environments will benefit the progression of authentic inclusion of ELLs.

The ongoing adoption of leadership for social justice, with its focus on students receiving equitable opportunities at success, will be necessary in the process of identifying new goals and next steps. As the ILT meets regularly, reflecting on the presence of leadership for social justice in their discussions and decisions will amplify the role of advocacy they play for students on both policy and practice levels. In addition, the gaps in student achievement between the

dominant and ELL student populations will be a constant point of reflection for leaders at GSS (Jean-Marie et al., 2009).

The BMMI will not entirely abolish leadership practices that inherently marginalize students, but it is a start. Just as I was propelled from my own lived experiences of exclusion as a newcomer to Canada to create change for ELLs years later, perhaps each ELL who is impacted by the BMMI will be inspired by their experiences of inclusion to propel that change for others one day; the change of We All Belong Here.

Conclusion

The purpose of this OIP is to address the PoP of exclusion of ELLs at GSS. This OIP aims to devise a change implementation plan that authentically and holistically includes students from marginalized backgrounds. The breadth of information and research on inclusive practices for ELLs is wide, but the application of it on the ground yields gaps in praxis. A conceptual framework for the authentic inclusion of ELLs is presented, framing the PoP through CRT. A gap analysis yields five gaps that require bridging for the inclusion of ELLs. Leadership approaches to change leading the proposed change are identified as culturally responsive, socially just, and transformative leadership. These leadership approaches drive change towards a holistically inclusive learning environment for ELLs. The change path model chosen for this OIP is a combination of Kang et al. (2020) and Deszca et al. (2020) change path models. Three solutions are presented and the chosen one, the BMMI, promises the most effective change. It combines a deep and wide range of research and models implications in a way that targets real change, not just words in policies. A change implementation plan for the BMMI is devised and an intricate monitoring and evaluation plan is detailed. To ensure maximized effectiveness and

longevity of this OIP, future considerations are outlined to take the change to a deeper systemic level.

Epilogue

I yearn for the day when the topic of inclusion of students from marginalized backgrounds, especially ELLs, does not require this many books, articles, and OIPs as proof that these students have the right to belong in school authentically and holistically. Perhaps the saddest part of this work has been fighting to prove that there is much work to be done in schools to grant students a basic human right: the right to belong. The most hopeful part of this work has been knowing the difference this OIP will make for students. The BMMI presented in this OIP is just the beginning of transforming the unfair educational melting pot and the isolating cultural mosaic to an educational and cultural blended mosaic that does not require the erasure or isolation of anyone.

I once was a student who needed someone with power to tell me in words and in action “you are welcome here.” There was no one to do that. So, I became that person with power who is aiming to tell every student who has the experience of being new, in every sense of the word, to a school, and different from the main population of the school: “you belong here.” It is my hope that every educator chooses to break the barriers of comfort they have around them, engage in reflexive critical inquiry, and not shy away from holding themselves accountable for unlearning what centuries of history taught them. It is my hope that educators give themselves permission to awaken their empathy for students as humans so that they may share spaces of understanding, welcoming, and willingness to challenge the status quo. It is time.

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**Appendix A: Change Implementation Plan and Engaging Stakeholders
via Selected Change Path Model**

Model step	Priorities	Strategy	Action	Responsibilities	Timeline
Vision	<p>Getting approval from both GSS admin and senior admin of EMSB to start the ILT and begin the work.</p> <p>Deciding with GSS administration on an appropriate budget and approving it by EMSB administration.</p> <p>Identifying a need for change, vision for change, gaps between current and desired state, and strategies for change.</p> <p>Communication with and buy-in of stakeholders.</p>	<p>Build an ILT at GSS that includes admin (vice principal in charge of ESL and principal), the ESL lead teacher, myself, and the ESL department head.</p> <p>Identify an end goal: shared vision of authentic inclusion of ELLs through the BMML.</p> <p>Ensure the buy-in of all stakeholders, including senior admin in charge of funding by outlining the benefits of addressing this problem.</p> <p>Present research evidence on the power of PLCs.</p>	<p>Meet with the principal and vice principal at GSS, explain the OIP and the gaps between the current and desired state at GSS in alignment with EMSB's strategic and operational plans.</p> <p>Decide on a proper budget to ask of the superintendent.</p> <p>The identification of a need for change, vision for change, gaps between current and desired state, and strategies for change are brainstormed and decided upon collaboratively.</p> <p>Hold a meeting with stakeholders to explain from theory and practice the importance of a shared vision to include ELLs that addresses the elements.</p>	<p>ILT leader, principal, vice principal, ESL lead teacher, ESL department head</p>	<p>Beginning of school year: September 30, 2022</p>

(Appendix A continues)

Appendix A (cont'd.)

Model step	Priorities	Strategy	Action	Responsibilities	Timeline
Plan	<p>Devise a specific plan for the authentic inclusion of ELLs that includes all 5 outlined goals of this OIP.</p> <p>Develop theory and practice knowledge on the topic of inclusion of ELLs.</p>	<p>Assess power and cultural dynamics at play and ensure that these dynamics are addressed and that there is support for their change.</p> <p>Communicate to all stakeholders, including senior admin, parents, and teaching staff the need for change.</p> <p>Equip school staff involved with ELLs with practice and theory knowledge on the topic.</p> <p>Build capacity by utilizing the strengths and knowledge of staff at GSS by assigning roles based on that.</p> <p>Prepare for possible challenges and consequences to proactively address them.</p>	<p>Recruit teachers from GSS interested in assisting with the ILT</p> <p>Meet with the ILT and explain the OIP, explaining the gaps between the current and desired state and the importance of devising a plan that addresses these gaps.</p> <p>Present research-based evidence of the power and cultural dynamics at play in schools where ELLs are integrated and included to the ILT.</p> <p>Create professional learning opportunities for staff that present from theory and practice the importance of the authentic inclusion of ELLs.</p> <p>Hold biweekly meetings whereby goals are outlined, and possible challenges are identified.</p> <p>Create PLCs</p> <p>Gather feedback from teachers, parents, community on needed change.</p>	The ILT leader, principal, vice principal, ESL lead teacher, ESL department head, staff at GSS interested in leading change	By October 31, 2022, and ongoing from then

(Appendix A continues)

Appendix A (cont'd.)

Model step	Priorities	Strategy	Action	Responsibilities	Timeline
Implement	<p>Remove barriers in the face of desired changes.</p> <p>Build momentum for the BMMI and accelerate progress.</p> <p>Systemically engage and empower stakeholders.</p> <p>Deliver change and manage the transition.</p> <p>Celebrate small wins.</p>	<p>Identify and present from the OIP what elements stand in the way of the desired change being achieved.</p> <p>Begin to engage the whole-school community in the shared vision of a BMMI.</p> <p>Paint the BMMI as a collaborative, group activity.</p> <p>Begin change from the senior admin level to the school level.</p> <p>Maintain a positive, celebratory attitude among all staff involved and include the school community in these celebrations.</p>	<p>Prioritize with the ILT the practices that must be stopped, continued, and started</p> <p>Explain during the school assembly (to students) and staff meeting (to staff) the vision of what GSS will look like once we can include students from all backgrounds</p> <p>Ensure the senior team is aware of the demands to reach this goal; financial, timely, and strategic prioritization</p> <p>Share ongoing successes with the ILT and the school community</p>	<p>The ILT leader, principal, vice principal, ESL lead teacher, ESL department head, ILT members</p>	<p>November 15 – June 20, 2023</p>

(Appendix A continues)

Appendix A (cont'd.)

Model step	Priorities	Strategy	Action	Responsibilities	Timeline
Sustain	<p>Track changes and make necessary modifications.</p> <p>Evaluate change using decided upon questions brainstormed initially.</p> <p>Celebrate authentic wins.</p> <p>Develop new structures, systems, processes, and knowledge to bring stability to the now transformed GSS.</p>	<p>Have accountability of the ILT to its goals from the shared vision.</p> <p>Monitor measures of success (ELLs' achievement, school climate survey results, progression through ELL program rates etc.).</p> <p>Keep track of what is working and highlight the difference it is making for ELLs.</p> <p>Create a more solid plan for the inclusion of ELLs informed by the creative, collaborative, ongoing process of learning what is needed and what works.</p>	<p>Keep a log of all intended goals and what progress has been made, and what changes need to be made</p> <p>Assign the ELL lead teacher to ask their ELL students to share what certain strategies of inclusion have impacted them</p> <p>Gather feedback from all stakeholders involved based on a series of questions that address the implementation of goals that serve desired outcomes and use them to solidify a plan that is open to modification based on ongoing feedback</p>	The ILT leader, principal, vice principal, ESL lead teacher, ESL department head, ILT members	Ongoing over the next school years

Appendix B: A Checklist to Keep the Desired Changes on Track at GSS

1. Begin with the end in mind.
2. Outline all the steps, in detail, that need to be completed to reach the desired.
3. Identify the resources, including human resources, needed for each step.
4. Assess which of those resources are available.
5. Communicate expectations and understandings regarding change with stakeholders.
6. Pencil a schedule of expected timelines one approval from administration is secured.
7. Be realistic with balancing this schedule with other projects executed simultaneously.
8. Brainstorm possible obstacles along the way and how they will be addressed.

**Appendix C: Monitoring and Evaluation Checkpoints and Measures Before, During,
and After the Change Implementation Plan**

Before	During	After
Change readiness assessment (Deszca et al., 2020)	Biweekly meetings of the ILT and reporting progress on set goals from the change implementation plan	Qualitative feedback surveys from stakeholders: Is there an authentic welcoming of ELLs' identities reflected in school culture? Has there been a development of understanding of ELLs' investment in language learning? Is there an evident empowering school culture for ELLs? Has a holistically inclusive plan for ELLs been put in place at GSS?
Devising a monitoring plan with the ILT: identifying the focus of monitoring developing performance indicators identifying data collection processes determining responsibilities and time frames (Markiewicz & Patrick, 2016)	Monitoring according to the agreed upon monitoring plan (Markiewicz & Patrick, 2016)	Assessing the effectiveness of the monitoring plan through formative feedback (Markiewicz & Patrick, 2016)
Devising a change action plan (clear goals and targets to be achieved, monitored, and evaluated) (Neumann et al., 2018)	Quarterly status reports and communication with stakeholders	Comparison of ELL EQAO scores at GSS, and in comparison to other schools with ELL departments, before and after the implementation of the BMMI
Assessing for available and required resources as per the change implementation plan	Dialogues and feedback among stakeholders (talks, exchange of data and information, feedback)	Comparison of publicly available school climate surveys at GSS before and after the implementation of the BMMI
Ensuring the buy-in of stakeholders	Surveys and questionnaires to ensure stakeholder satisfaction and clarity on change plan progress	Surveys and questionnaires to prompt stakeholder feedback and input for future modifications

(Appendix C continues)

Appendix C (cont'd.)

Before	During	After
Securing funding from EMSB and ensuring their expectations on the allocation of funds is clear	Celebrating small wins along the way via: highlighting steps in memos that go out to staff, student/parent/community conferences sharing successes (as confidentially as required) via EMSB and GSS's social media channels recognizing stakeholders at EMSB's annual recognition ceremony highlighting successes during morning announcements providing small monetary value rewards for classroom supplies, teaching tools etc.	Assessments of the quality of the BMMI from: the ILT GSS administration and EMSB senior administration students parents community staff (Markiewicz & Patrick, 2016)
Understanding change context, implications, and interdependencies of the change plan (Neumann et al., 2018)	Engaging stakeholders in PLCs and encouraging them to provide feedback	Answering, with stakeholders, the agreed upon guiding evaluation questions (Markiewicz & Patrick, 2016)
Collectively and collaboratively defining, describing what constitutes success and identifying necessary success factors (Neumann et al., 2018) Deciding upon monitoring and evaluation approaches that will be taken (Neumann et al., 2018; Markiewicz & Patrick, 2016)	Providing opportunities for stakeholders to be part of PLC to acquire knowledge and practice on inclusive ELL pedagogy (Printy & Liu, 2021)	Assessing the effectiveness of PLCs through feedback from staff involved on how effective, informative, and practical they were as well as feedback on how their benefit could be maximized
Collecting available public data on current state of ELLs at GSS (e.g., EQAO scores, enrolment numbers etc.) (Neumann et al., 2018)	Monitoring that funding is allocated appropriately as per EMSB's outlined expected allocations (keeping a record of all expenses and frequently auditing expenses through EMSB procedures)	
Brainstorming with stakeholders guiding evaluation questions that are agreed upon, practical and useful (Markiewicz & Patrick, 2016)		

Appendix D: Communicating and Framing Initial Change Plan to Stakeholders

Stakeholder	What they need to know	Communication vehicle
EMSB senior administration	<p>The necessity to have a shared vision to include ELLs that addresses the gaps between the current and desired state at GSS</p> <p>The change implementation plan</p> <p>The gaps that ought to be bridged between the current and desired state and how they align with EMSB's operational and strategic plans</p> <p>The funding required for such a plan</p>	<p>Formal written proposal</p> <p>In-person meeting</p> <p>Visual PowerPoint presentation</p>
GSS administration	<p>The necessity to have a shared vision to include ELLs that addresses the gaps between the current and desired state at GSS</p> <p>The change implementation plan</p> <p>The gaps that ought to be bridged between the current and desired state</p> <p>Discussion of the funding required for such a plan</p>	<p>In-person meetings</p> <p>Visual PowerPoint presentation</p>
ESL Lead Teacher	<p>Their role in the process of the implementation of the BMMI</p> <p>The level of involvement that will be required of them with students, staff, and parents</p> <p>The reports they have to prepare regarding ELL students</p>	<p>In-person meeting with the administration, languages department head, and myself</p>
Teaching staff	<p>The shared vision for the inclusion of ELLs through the BMMI</p> <p>The change implementation plan</p> <p>The responsibilities on teaching staff to meet ELLs' needs</p>	<p>Visual PowerPoint presentation during the staff meeting</p> <p>A memo uploaded to the teachers' conference on Outlook (server used by EMSB) that explains the BMMI plan for GSS</p>

(Appendix D continues)

Appendix D (cont'd.)

Stakeholder	What they need to know	Communication vehicle
Students	<p>The importance of them embracing their identities</p> <p>Highlights of the change implementation plan that pertain to them</p> <p>The importance of their voices</p> <p>The commitment of GSS to include them and ensure that they have equitable opportunities at success</p>	<p>A visual PowerPoint presentation and what the BMMI stands for, how each of them fits into it, and why it is important for them to take part in it</p>
Parents	<p>The importance of them and their children embracing their identities, bringing their culture into the school</p> <p>Highlights of the change implementation plan that pertain to them</p> <p>The importance of their and their children's voices</p> <p>The commitment of GSS to include them and their children and to ensure that they have equitable opportunities at success</p>	<p>An announcement on the parent portal</p> <p>Memos sent home with students about the BMMI</p> <p>Contacting EMPIC (educational mastery parent involvement committee) so they can also send out information about the BMMI to members from GSS</p> <p>Coordinating a parent involvement symposium to inform the parent community about this plan, give both the host and newcomer community an opportunity to connect and network, and showcase services available through EMSB and GSS</p>
Community	<p>How the BMMI will enhance the learning environment for all students</p> <p>Highlights of the change implementation plan that pertain to them</p> <p>The importance of their role in including newcomers and their families</p> <p>The commitment of GSS to keep them informed and to ensure them on all activities occurring pertaining to the BMMI</p>	<p>An announcement on the parent portal</p> <p>Memos sent home with students about the BMMI</p> <p>Contacting EMPIC so they can also send out information about the BMMI to involved parents from GSS</p> <p>Coordinating a parent involvement symposium to inform the parent community about this plan and showcase services available through EMSB and GSS</p>

Appendix E: Knowledge Mobilization Plan Throughout the Change Plan Stages

Stakeholder	Vision	Plan	Implement	Sustain	Communication vehicle
EMSB senior administration	<p>Communicate need for change based on context and research</p> <p>Communicate the vision for change based on context and research</p> <p>Highlight gaps between current and desired state</p> <p>Present specific strategies to bridge the gap as per the BMMI solution from Chapter 2 of this OIP</p> <p>Upon approval of this solution, the ILT will be built and will communicate change throughout this process</p>	<p>Communicate knowledge from theory and practice</p> <p>Analyze cultural and power dynamics in GSS and EMSB and seek the support of available committees such as the Safe Schools Committee (leveraging the assets of change makers)</p> <p>Communicate a plan in case of possible setbacks</p>	<p>Identify barriers in the face of the proposed change and communicate how they will be removed based on research on inclusion of ELLs</p> <p>Identify appropriate human resources supports required for the BMMI</p> <p>Come up with a to-do list for the change plan and assign roles based on available assets</p>	<p>Based on outlined desired goals and timelines agreed upon, track quantitative and qualitative change</p> <p>Celebrate wins at every identified milestone</p>	<p>Formal written proposal</p> <p>In-person meetings</p> <p>Visual PowerPoint presentations</p> <p>Checklist</p> <p>Responsibility charting</p> <p>Contingency planning</p>
GSS administration	Same as above	Same as above	Same as above	Same as above	<p>Formal written proposal</p> <p>In-person meetings</p> <p>Visual PowerPoint presentation</p> <p>Checklist</p> <p>Responsibility charting</p> <p>Contingency planning</p>

(Appendix E continues)

Appendix E (cont'd.)

Stakeholder	Vision	Plan	Implement	Sustain	Communication vehicle
ESL lead teacher	Same as above + PLCs	Same as above + PLCs	Same as above + PLCs	Same as above + PLCs	In-person meetings Visual PowerPoint presentation Checklist Responsibility charting Contingency planning Feedback/face-to-face communication
Inclusion leadership team	Same as above	Same as above	Same as above	Same as above	In-person meetings Visual PowerPoint presentation Checklist Responsibility charting Contingency planning Surveys/feedback/face-to-face communication, and appreciative inquiry
Teaching staff	Same as above	Same as above	Same as above	Same as above	Visual PowerPoint presentation during the staff meeting Surveys/feedback/face-to-face communication A memo uploaded to the teachers' conference on Outlook (server used by EMSB) that explains the BMMI plan for GSS

(Appendix E continues)

Appendix E (cont'd.)

Stakeholder	Vision	Plan	Implement	Sustain	Communication vehicle
Students	<p>Kickoff the vision during the student voice conference</p> <p>Communicate the vision for change</p> <p>Communicate GSS's commitment to including every student (as per EMSB's mission statement)</p> <p>Communicate the importance of students' feeling like they belong</p> <p>Take student feedback on what they would like to see and feel in school</p>	<p>Take feedback from students along the way</p> <p>Ensure students are aware of steps taken during monthly lunch meetings with ILT</p> <p>Make an announcement during morning announcements about the BMMI</p>	<p>Take feedback from students along the way</p> <p>Engage students (both mainstream and ELL streams) in the process of implementing the BMMI at GSS (e.g. students may go to classrooms and speak to them for a few minutes about the BMMI, why it is important, and how they can be engaged)</p>	<p>Celebrate wins with students during monthly lunch meetings with ILT</p>	<p>A visual PowerPoint presentation and what the BMMI stands for, how each of them fits into it, and why it is important for them to take part in it</p> <p>A student voice conference</p> <p>Morning announcements by ELLs</p> <p>Surveys/feedback/face-to-face communication</p>
Parents	<p>During the parent engagement symposium:</p> <p>Communicate GSS's commitment to including every student (as per EMSB's mission statement)</p> <p>Communicate the importance of students' feeling like they belong</p> <p>Take parent's feedback on what they would like to see in school for themselves and their kids</p>	<p>Take feedback from parents along the way</p> <p>Ensure parents are aware of steps taken through communications by EMPIC and school administration memos</p>	<p>Take feedback from parents along the way</p> <p>Celebrate wins with parents by highlighting progress in memos from GSS administration</p>	<p>Take feedback from parents along the way</p> <p>Celebrate wins with parents by highlighting progress in memos from GSS administration</p>	<p>An announcement on the parent portal</p> <p>Memos sent home with students about the BMMI</p> <p>Contacting EMPIC so they can also send out information about the BMMI to members from GSS</p> <p>Coordinating a parent involvement symposium to inform the parent community about this plan, give both the host and newcomer community an opportunity to connect and network, and showcase services available through EMSB and GSS</p> <p>Surveys/feedback/face-to-face communication</p>

(Appendix E continues)

Appendix E (cont'd.)

Stakeholder	Vision	Plan	Implement	Sustain	Communication vehicle
Community	<p>Communicate the vision for change</p> <p>Communicate GSS's commitment to including every student (as per EMSB's mission statement)</p> <p>Communicate the importance of their participating in goals to include ELLs and their families at GSS and EMSB</p>	<p>Request input from the community regarding the inclusion of ELLs at GSS</p> <p>Ensure community is aware of steps and milestones taken through communications by EMPIC and school administration memos</p>	<p>Request input from the community regarding the inclusion of ELLs at GSS</p> <p>Celebrate wins with community by highlighting progress through memos from GSS administration, social media, and news articles</p>	<p>Request input from the community regarding the inclusion of ELLs at GSS</p> <p>Celebrate wins with community by highlighting progress in memos from GSS administration, social media, and news articles</p>	<p>An announcement on the parent portal</p> <p>Memos sent home with students about the BMMI</p> <p>Contacting EMPIC so they can also send out information about the BMMI to involved parents from GSS</p> <p>Coordinating a parent involvement symposium to inform the parent community about this plan and showcase services available through EMSB and GSS</p> <p>Surveys/feedback/face-to-face communication</p>