

Proposal:

Stage 1: Planning, learning, and discovering (September 2017 – December 2017)

During this first stage, our goal was to identify the specific challenges faced by Chinese English Language Learners, specifically related to transfer between their L1 (Chinese) and L2 (English).

Throughout this stage I will work with administrative staff and volunteer teachers to identify specific areas of concern, highlighted by the research. Our core group of practitioners, will then assess various strategies to support students development to overcome specific identified deficits.

Plain language summaries will be provided for research articles for ease of consumption and engagement. By the end of this stage, a core-team of administration and teachers (no more than 4) will be selected to work on the implementation process.

In preparation for Stage 2, we will also identify our own data-gathering capacities. What kind of information can we gather? How can it be distributed among staff? What pressing questions do we have regarding our students? Can it contribute to future research initiatives? What kind of data can be distributed ethically, and how? When aggregating student data for local and external use, what steps must be taken to ensure student privacy? How can we document and assess the success of our intervention efforts?

Already, our Vice-Principal has expressed interest in identifying trends in student's English fluency, and whether this is influenced by (a) parental fluency in English and/or (b) parental presence in the home. By identifying pressing questions, we can better decide how to organize student data.

Stage Two: Selecting and establishing (January – February 2018)

Upon consideration of our school community, and the difficulties faced by our learners, our core team will identify specific intervention strategies to be implemented in the classroom, as well as the mechanisms and strategies used to monitor and chart their effectiveness.

Our discussions will be guided by “Collaborative Inquiry: A Facilitator’s Guide” by Jennifer Donohoo (http://misalondon.ca/PDF/collabpdfs/Collaborative_Inquiry_Guide_2011.pdf). This will allow us to identify initiatives with the greatest level of reach and influence, and organize our implementation process.

Once interventions have been selected, the core team will work to develop a *Program Evaluation Design*, and *logic, action, and change model*.

While these are rigorous steps towards implementation, they are necessary. As we know from the literature and research on KMb, unless such steps are taken to ensure the long-term support of initiatives, they are bound to be unsuccessful.

Records will be kept regarding each meeting, and a snapshot of the discussions and implementation plan will be developed upon conclusion of this step. This snapshot, and the records from the meetings will aid in the reflections of **Stage Four**, helping to identify changes and growth plans to be made in the coming year.

Stage Three: Implementation (March 2018 – June 2018)

During our second semester, our KMb core team will work with specific teachers to implement our identified interventions. Criteria and goals will be set, with regular informal sessions (weekly or bi-weekly) to allow for any feedback and necessary adjustments to better facilitate the program. We will use a digital platform to collect and share our data.

Exactly what data will be collected throughout this process and how cannot be known now, as it depends on the interventions selected, as well as the concerns identified by the core team in **Stage Two**.

The focus of the core team during this stage will be towards sustaining and maintaining the intervention, as past experience has given witness to draining enthusiasm, and a lack of commitment to the implementation plan and data gathering commitments outlined in **Stage Two**.

Stage Four: Collecting, organizing, celebrating, and sharing (July – August 2018)

Time will be taken during the summer for the core team to reflect on the successes of the program, consider changes to be made during the coming year, and organize the data in snapshots to offer a historical record of the implementation.

Members of the core team will engage in discussion regarding the success of the program and consider what our focus should be for programs to be implemented the following year. As well, all school staff will be encouraged to share any relevant research that can be collected and synthesized during **Stage One – Year Two**.

Year two (and beyond) growth plan:

During our August 2018 orientation, new and returning staff will be given an overview of the past years' experiences, and volunteers for a new core team will be selected. As the school expects to nearly double in the coming year as it adds the MYP and DP program, we will look toward the development of two core teams, a PYP team, and an MYP/DP team, with their explorations facilitated by KMb leaders from the previous year.

While the primary focus of the program is on English literacy studies, as that is our current need, ideally as the school continues to grow, and heads of subject positions are created, the KMb community will diversify to offer interventions targeted towards a variety of student needs.

By establishing a set of rules and guidelines for the distribution of data, the KMb platform could eventually become a valuable tool for researchers as well. It is possible that in the future, outreach to various academic institutions can allow researchers to contribute and engage with the school in developing meaningful interventions based on current research.

The goal now is to develop a platform that supports KMb efforts throughout the school. If the platform is responsive and flexible enough, and avenues for growth are kept in mind from the beginning, it will hopefully become a valuable resource that allows for contributions by other stakeholder groups – including researchers.

Once a record of implementation successes has been developed, administration and policy-makers might find it a valuable resource when considering broad changes and initiatives.

Summary

KMb and KT initiatives at OCA Suzhou will help guide us through the complicated process of developing meaningful and sustainable standards, expectations, and support for students in our program. The low-level of English that our new students possess will prove to be a huge challenge if efforts are not put in place to ameliorate this.

The program will be developed around practitioner use, with research snapshots and reviews being collected, written, and organized by myself and other volunteers.

By emphasizing careful structure during the implementation process, we are helping to ensure the long-term sustainability of all initiatives we decide to implement. Even if the interventions are unsuccessful, by systematizing and valuing the process of inquiry, we can help sustain the KMb process as an integral part of our professional culture. Jennifer Donohoo's *Collaborative Inquiry: A Facilitator's Guide* will be the primary text used to guide implementation.

While the initial implementation plan focuses on practitioner engagement in the KMb process, consideration towards researcher and policy-maker use in the future will help guide the growth of the program. For a more detailed discussion of the how different stakeholders will be involved in the implementation please consult **Appendix A**.

Appendix A – Stakeholders

Practitioners:

Practitioners are the primary driving force behind this program. As a newly opened school, we do not have the presence or resources to sustain a strong research community. Therefore, practitioners will work to develop a meaningful KMb platform with a growth orientation in mind. Research will be incorporated instrumentally at the beginning, as we are looking for interventions that can be implemented to support our students.

Administration:

Working with practitioners, administration will facilitate and assist with implementation efforts. As well, by having an organized data-collection platform, they will be better able to judge the needs of the school.

As the program progresses and more initiatives have been tried, successful programs can be identified, which administration can then seek to solidify as part of school practice.

Parents:

After the first year, parents will have access to the KMb school Wiki and be able to see the various forms of support the school offers. As well, by collecting data and implementing research-backed strategies to support students, parents of weaker performers can educate themselves on the support being implemented by looking at snapshots of different research, and engaging with the research.

Students:

By systematizing the intervention process, we can work to establish the same consistency for student support as we ensure in our curriculum. By offering consistent, responsive, and accountable support, students will be able to develop, and improve.

Researchers:

If this program finds success at the school, and the web-platform is grown in such a manner to support it, in the future researchers will be able to contribute directly to school initiatives. One struggle for researchers can be to get into responsive school environments to conduct their research. Due to the unique character of this school, it would certainly have an appeal for literacy-researchers. The platform is being developed in such a way that we can keep in mind, and hopefully allow for researcher contribution in the future.

RBO and Mediation:

Ideally the platform will function as an RBO/Mediation agent. If the platform can grow, and is seen as a valuable contributing asset, it might find a welcoming audience at our sister school, and others in China. PD and access to professional researchers can be very difficult for some small schools. Therefore, a platform that organizes different interventions, and offers research as well as data on their success would be exceptionally valuable to many institutions.

Policymakers:

The IB is dedicated to research in education, and an enthusiastic supporter. If the platform finds success over the coming year, we could try to apply for the Jeff Thompson Research Award (<http://www.ibo.org/research/research-resources/jeff-thompson-research-award/>), which would provide funding to help further its development.

References:

- Donohoo, J. (2011). Collaborative Inquiry: A Facilitator's Guide. Retrieved August 20, 2017, from http://misalondon.ca/PDF/collabpdfs/Collaborative_Inquiry_Guide_2011.pdf
- Fisher, D., Frey, N., & Hattie, J. (2016). Ch. 4, *Teaching Literacy for Transfer*. In D. Fisher, N. Frey, & J. Hattie, *Visible learning for literacy* (pp.105-131). Thousand Oaks: Corwin.

Sudsawad, P. (2007). *Knowledge translation: Introduction to models, strategies, and measures*. Austin, TX: Southwest Educational Development Laboratory, National Center for the Dissemination of Disability Research