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Organizational Improvement Plan: Improving Core French Teacher Equity within a French Immersion School

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Organizational Improvement Plan: Improving Core French Teacher Recognition within a French

Immersion School

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Abstract

My Organizational Improvement Plan examines the systemic inequity between the Core French Program and the French Immersion Program in Ontario secondary schools. Leadership, in the form of Principals, can play a significant role in this issue. Principals who prioritize the equitable distribution of resources and professional development in French Immersion settings may positively impact teacher efficacy; however, in Core French settings, Principals' realm of priorities often lies in other curriculum areas.

Various researchers, such as Lapkin (2003) and Mady (2010), have looked at the systemic inequity between the two French programs. It has been shown that there is a disproportionate amount of support when comparing French Immersion and Core French programs. The use of Distributed Leadership (Spillane, 2005) as a leadership approach and the Mindset Theory (Dweck, 2006) as a leadership theory are presented as possible solutions to be used by principals to address this discrepancy.

A comprehensive analysis of the Distributed Leadership approach (Spillane, 2005) and the Servant Leadership approach (Greenleaf, 2012) and their specific implementation in my organization are presented. Similarly, the use of professional leadership teams as a way to further implement these approaches is discussed.

The information presented in my Organizational Improvement Plan is useful, since it provides school organizations, a path to start making a change for greater equity between the two French programs. Future recommendations are also presented.

Keywords

Equity, French Immersion, Core French, Systemic Inequity, Distributed Leadership, Fixed-Mindset Theory, Professional Learning Communities

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Executive Summary

As an educator with experience teaching in both the French Immersion, as well as the

Core French program at several schools, I have been afforded a variety of educational encounters

that allowed me to observe the dynamics of these programs. In the core French setting, teachers

are repeatedly faced with challenges regardless of their school location. Research conducted by

Mady (2010) and Lapkin, MacFarlane and Vandergrift (2006) notes that many French language

teachers feel undervalued, overworked, and unappreciated by administration, students, and

parents. Similar feelings have been expressed by the core French teachers in my organization. As

found by Lapkin et al. (2006), many teachers are consistently confronted with negative

stereotypes about core French education that are held by educational stakeholders. Moreover,

without sufficient resources and administrative support to address these challenges, core French

teachers become overwhelmed and devalued (Modern Languages Council, 2015). This has led to

core French teachers leaving for immersion programs or even other curriculum areas. As Borman

and Dowling (2008) and Gonzalez, Brown and Slate (2008) found, difficult relationships and a

lack of support from some parents, school administration, and colleagues are all reasons for the

high drop-out rate.

Administrative leaders may ignore or seem to be unsupportive of the issues that are

facing core French teachers, causing them to abandon teaching French (Karsenti, Collin,

Villeneuve, Dumouchel, & Roy, 2008). Core French is not always seen as an equally important

course by administration, discouraging core French teachers from continuing their careers in

those programs. (The Ontario Public School Boards' Association, 2007). I will address the

systemic inequity between the Core French Programs and the French Immersion Programs in

Ontario schools in general and more specifically in my organization. Principals who prioritize the equitable distribution of resources and professional development in French Immersion settings may impact teacher efficacy, yet in Core French settings, principals' realm of priorities lies in other curriculum areas. School principals have the discretion to allocate funds for resources and books to specific subjects, provide professional development opportunities, and include specific teachers and fields of study in professional learning focus groups. This problem of practice is one that is present in my board and may be applicable to many other core French teachers across Ontario.

In many schools, a variety of stakeholders are affected by the inequities between French programs. Firstly, core French teachers and department heads are faced with issues of negative perceptions on a daily basis. According to the Modern Languages Council (2015), not only does the undervaluation of the course by stakeholders frustrate teachers, but it has negative repercussions in the core French classroom. These adverse attitudes have a detrimental impact on enrollment which consequently negatively impacts staffing due to a decrease in course sections (i.e., other teachers) and administration. Furthermore, the low morale of French teachers and the school climate are affected (Modern Languages Council, 2015). Finally, many parents and students hold on to preconceived notions of the program based on their experiences and through hearsay (Modern Languages Council, 2015). This may impact the extent to which they value the program. In this organizational improvement plan, I will outline the systemic inequities from the perspective of core French teachers. I will present a vision of how the implementation of distributed leadership may affect my organization positively and an implementation plan that can be followed to improve the current core French conditions and perceptions held by the stakeholders. French is one of the two official languages in Canada, and it is imperative for our

youth to be educated about the value of and respect for the French language regardless of the

program delivery model.

Glossary of Terms

Allophone: a Canadian whose native language is neither French nor English (Collins Dictionary, 2016)

Advanced Placement Program (AP): The Advanced Placement program allows high school students to take university-level courses. They show that they know the material by completing AP examinations at the end of the course. (Ewonus, 2001)

Core French: "Core French is mandatory from Grades 4 to 8 for all students in English-language elementary schools. Students entering Grade 4 must receive French instruction in every year from Grade 4 to Grade 8 and must have accumulated a minimum of 600 hours of French instruction by the end of Grade 8. Once an instructional sequence has begun, the program must continue uninterrupted to Grade 8. School boards are encouraged to consider alternative timetabling for Core French program delivery to maximize learning for students" (Ministry of Education, 2014, p.15). At the high school level, only one core French course is required for graduation and is at the grade 9 level. A minimum of 110 instructional hours in a core French course must be completed upon high school graduation.

French Immersion: "In a French Immersion program, French must be the language of instruction for a minimum of 50 per cent of the total instructional time at every grade level of the program and provide a minimum of 3800 hours of instruction in French by the end of Grade 8. French Immersion programs must include the study of French as a second language and the study of at least two other subjects taught in French. These two subjects must be selected from the following: the arts, social studies (Grades 1 to 6) or history and geography (Grades 7 and 8), mathematics, science and technology, and health and physical education. Although the French Immersion curriculum is written for a Grade 1 start, many immersion programs starting in Grade 1 provide instruction in French in all subjects (i.e., for 100 per cent of total instructional time) until Grade 3 or 4, when students begin to study English.5 Instruction in English may then be gradually extended to include other subjects. By the end of Grade 8, students may receive up to 50 per cent of their instruction in English" (Ministry of Education, 2014, p.16). At the high school level 4 of the 8 required courses per year in grades 9 and 10 need to be taught in French, one of which needs to be the French Immersion French course. In grades 11 and 12, only the French Immersion French courses (11 and 12 respectively) need to be taken. In total 10 of the 30 credits required for high school graduation need to be completed through French language instruction, 4 of which need to be French immersion French.

Stereotype: A set of inaccurate, simplistic generalizations about a group that allows others to categorize them and treat them accordingly (Collins Dictionary, 2016)

Stigma: A distinguishing mark of social disgrace (Collins Dictionary, 2016)

Symbol: Something that represents or stands for something else, usually by convention or association (Collins Dictionary, 2016)

Teachables: To be able to give instruction or lesson in a specific subject (Collins Dictionary, 2016)

Questionnaire: A set of questions on a form, submitted to several people in order to collect statistical information (Collins Dictionary, 2016)

French as a Second Language (FSL): French as a second language courses are French courses that are taught to non French-native speakers. They are provided to students in English-language school boards and is available at the elementary and secondary level. "As one of Canada's two official languages, FSL is taught in Ontario's English-language school boards. Students have significant advantages when they speak more than one language" (Ministry of Education, 2014, p.1). There are three different programs that fall under French as a second language: core French, extended French and French immersion.

> "Student's proficiency in French increases based on the amount of time and the level of intensity of instruction in French. The three FSL programs help students develop an appreciation of the language and French culture in Canada and the world. School boards have the option of offering Extended French and French Immersion programs based on local demands and resources. Decisions to establish these programs and their structure (e.g. point of entry), are made by the local school board. Students in these programs are not registered the Core French program" (Ministry of Education, 2017, p.1).

Common European Framework (CEFR): "The Common European Framework provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively. The description also covers the cultural context in which language is set. The Framework also defines levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis" (Council of Europe, 2001, p.10) Being able to measure and track students progression is not only imperative for teachers to ensure that their students' learning is on track and at the appropriate grade level, it also helps to determine where students' weakness' lay in order to help them improve their language skills.

Chapter 1

1.1 Introduction

History (Before 2013)-

One of the major issues we face in Ontario's school system today primarily concerns language and its development. With a long history of conflict between the English-speaking Catholics and the French-speaking Protestants, language has been a contentious issue from approximately 1890 to 1980 (The Schools of Ontario, 1982). Alongside the development of eight French-language Catholic school boards and four French-language public school boards, core French, French immersion and extended French programs are taught in public, Catholic, and private schools across Ontario (The Schools of Ontario, 1982). Although there is a core French curriculum designed and mandated by the Ontario Ministry of Education, there are several desired outcomes of programming that are lacking. The underlying issues are that students often do not have the confidence to utilize the language skills being taught, proficiency goals are often not being met, and there is a need for authentic learning of the French language and culture (Gosselin & Faulds, 2009).

French Requirements for Graduation-

There are varying requirements prescribed in terms of time spent in courses with French language instruction depending on the program the student is enrolled in. The following table breaks down the requirements of French instruction needed for graduation per program in elementary school and high school (Ontario French Curriculum, 2014).

Table 1.1: Total number of hours required for French language instruction, per program – K-12 in Ontario Publicly Funded Schools

Grade(s)	Core French Requirements	French Immersion Requirements
12	0 mandatory hours	110 hours in one French language course
11	0 mandatory hours	110 hours in one French language course
10	0 mandatory hours	110 hours in one French language course in addition to 2 other courses taught in the French language (total of 330 hours)
9	110 Hours in one course (grade 9 core French, grade 9 French Immersion French or a grade 9 extended French course) It is a requirement to complete one course (110 school hours) for high school graduation	110 hours in one French language course in addition to 2 other courses taught in the French language (total of 330 hours)
1-8	Minimum of 600 hours collectively over the possible 8 years of student's core French programming	Minimum of 3800 hours of French instruction collectively over the 8 years of the student's French Immersion programming

In elementary school (grades 1-8), students are enrolled in eight courses per year. Of these courses, only one is taught in core French starting in grade 4. This is compared to the French immersion program where from grades 1-3 all subjects are taught in French and from grades 4-10, 50% of courses are taught in French (Ontario French Curriculum, 2014). At the high school level, only one grade 9 core French course is required to receive a high school diploma.

That is compared to French immersion where 10 French language courses are required (four French language courses and 6 courses taught in French).

Why Learn French-

Learning French as a second language has many positive impacts for learners. In recent research by Bialystok (2017), it was found that bilingual learners' metalinguistic awareness was as good or better than monolinguals. It was also found that students that were learning English and French, showed an accelerated progress in learning to read. Similarly, these students showed a large advantage over monolinguals in solving problems that need misleading answers to be weeded out. This skill not only included language questions but also non-linguistic tasks, a skill that is useful throughout through their lives. "Bilingualism enhances children's cognitive and linguistic development" (Bialystok, 2017, p.52).

Bilingual students are better than monolinguals at switching between tasks. This shows that they have gained better cognitive control when changing strategies (Prior & MacWhinney, 2010). Similarly, bilinguals have been found to have a change in their neurological structures that process information which increases their language skills. These neurological benefits hae been found to naturally ward off diseases that cause a natural decline in cognitive function such as dementia or Alzheimer's (Craik, Bialystok & Freedman, 2010).

The New Curriculum-

In 2013, a new curriculum for core French education was designed and mandated by the Ontario Ministry of Education and was implemented in Ontario schools. A framework accompanied the new curriculum document to be used in Ontario Schools entitled: A Framework for French as a Second Language in Ontario School (2013). The Framework states that teachers

are expected to "support the core priorities for education in Ontario within the unique context of

FSL, identify and align effective practices in FSL to improve student confidence, proficiency,

achievement, engagement, participation, and retention..." (p.5). The first new goal changed the

curriculum by promoting confidence, proficiency, and achievement in core French programming.

The second goal is to increase core French student retention, and the final goal is to increase

stakeholder engagement in core French programming (A Framework for French a Second

Language in Ontario Schools, 2013).

In an effort to achieve these goals, the Common European Framework (CEFR) was used

by the Ministry of Education as a guide to re-structure the new curriculum (Council of Europe,

2001). As explained by the Canadian Parents for French Education (2010), the CEFR is:

"a tool for defining, tracking, and recognizing progress in learning a language. It

describes what language learners have to be able to do in order to communicate

thorough understanding (listening and reading), speaking (production and interaction)

and writing" (p.1).

The Council of Ministers of Education (CME) chose to use this framework in an effort to

develop more bilingual Canadians regardless of the French programming options they chose to

follow. The CME's objective is for Canadians to be able to write, speak, and understand French,

as well as English, placing a large emphasis on oral communication in the new core French

curriculum (Canadian Parents for French Education, 2010). Although goals have changed with

the implementation of the new curriculum, the amount of time that is allocated to learning

French in Ontario has not. In the core French program, only one class per day is taught (110

course hours in total over the semester) in French (Ontario French Curriculum, 2014). Past the

grade 9 level, students are no longer required to take core French courses in order to graduate, which allows them to discontinue their French education.

Attrition Rates-

According to Statistics Canada (2013), there has been a large decline in core French enrollment in secondary schools over the past twenty years with a decrease in enrolment of about 24% post grade 9. In Ontario, only one grade 9 French course is required for graduation, giving students the choice to discontinue core French courses past grade 9. In the data collected by Statistics Canada (2013), interviewed students indicated "boredom" when asked about their feelings towards core French. This attitude may be the cause of high attrition rate after grade 9. It was also found that only 18% of students who take core French continue to take French in university (Statistics Canada, 2013). This high attrition rate can cause administration to shift priorities to French immersion, a program that attracts more students to their school compared to core French.

Working and living a region north of Toronto, many people do not identify with the French culture. Not being in close proximity to Quebec, Sudbury or other Francophone communities, the interest in learning French for cultural and employment reasons is lacking.

So Why Take French?

Aside from being a required course in the Ontario Curriculum and a requirement to get the grade 9 French credit for graduation (from the core, French immersion or extended programs), there are many other reasons why students should continue to learn French. Firstly, French is one of Canada's two official languages. This creates a significant demand for bilingual employees in most government jobs. Although students may not see the initial opportunity that being bilingual brings, they will eventually be able to expose themselves to a wider window of

employment if they are able to gain a strong proficiency in French. In Ontario alone, there were 1,330,805 people employed in the public sector in 2011 (Statistics Canada, 2011). It is for that reason that speaking French can be considered to be a competitive advantage. Similarly, as our world becomes more connected, being bilingual opens doors to work or travel outside of Canada. Being global citizens, proficient in both French and English, results in more opportunities for our youth. Israel (2012) states that with "the forces of modern information, communications and transportation technologies... these technologies are strengthening our ability to connect to the rest of the world" (p.2). As the world becomes increasingly connected, being able to communicate and work with each other is an asset that many companies look for when hiring. To work with another, one must be able to communicate with another, and it is for that reason that knowing more than one language can be a competitive advantage in the workforce.

1.2 Organizational Context

The issues herein will focus on French programming in Ontario secondary schools with specific reference to my current board and, in particular, the secondary school in which I work. There are approximately 750 students and 118 staff members. There are approximately 96 full-time equivalent teaching staff, 7 educational assistants, 1 principal, 2 vice-principals, and 12 custodial staff. The school is located in a high socioeconomic area in northern Toronto. Parents are very supportive financially of initiatives such as school trips or fundraisers. Similarly, parents are very involved in their children's education, keeping in contact with teachers and administration. There is also a large interest in specialized programs such as French Immersion. Culturally, we have a diverse range of students coming from many different countries. Approximately 20% of our students are international students. Approximately 30% are of Asian descent, and approximately 35% of students come from the Middle East and Europe. Having a

high number of English language learners (ELL) and students who are new to the country has impacted the number of students who are enrolled in core French beyond grade 9. Many ELLs are exempted from French or do not continue with core French past grade 9 because of the priority being placed on learning English. Again, these factors have a significant impact on Core French program enrollment past grade 9.

The school is located in an affluent neighborhood with an aging population. The gentrification has negatively impacted the enrollment in core French past the grade 9 level seeing as not many of the older couples are having young children. Due to the decrease, many French teachers were made surplus, and remaining teachers were forced to teach courses outside of their comfort zones. Many teachers who were not comfortable teaching core French were forced to do so. On the other hand, teachers in French immersion programs maintained their positions. To combat declining numbers, the school started to offer advanced placement (AP) courses in all core subjects, as well as French Immersion courses, which resulted in an increased enrollment. This, in turn, allowed for hiring more teachers. Consequently, this situation has caused the administration to prioritize these program areas. It created a political environment leading to some conflict between staff, teachers, and administration as well as between senior and incoming teachers. Furthermore, with the placement of new teachers in other curriculum areas, resources are not being allocated equitably to the core French program. The majority of the funding is given to the French immersion program and AP programming instead.

The surplus had a residual effect on the remaining school staff. Current staff grieved the departure of known colleagues since, socially, teachers had made strong bonds and friendships. As a result of the surplus process, many teachers created cliques as a way to cope with the

changes. In addition, the existing staff was often forced to teach courses outside their comfort zone which created negative relationships with administration.

The existing staff also holds administration accountable for hiring unsuitable candidates, even though they are following the new hiring practices that began in 2014 within Ontario schools. These new practices limit the decisions administration is able to make. The new hiring practices mandated by the Ministry of Education are now based solely on seniority. Although administrators have limited hiring power, they need to be sensitive to the political climate, especially when introducing changes and new initiatives. Since teachers are feeling that they are not being treated fairly, their willingness to engage in initiatives being promoted by administration has been diminished.

Finally, teaching French in Ontario can also be viewed through a political lens since French is one of Canada's official languages with English being the second. As prescribed by the Ministry of Education, taking core French is mandatory in Ontario only from grades 4 to 9. This includes one grade 9 core French credit (Ministry of Education, 2013). Without French programming being mandated for high school past grade 9, many Ontario students undervalue the importance of learning French. As presented by the Modern Languages Council (2015), not only is French a part of our history and culture as Canadians, but it can also bring economic benefits through job opportunities. Learning French can have a positive effect on first language development, and it has also been found that students who speak more than one language perform better on standardized tests. These are just a few of the many benefits associated with second language acquisition (Modern Languages Council, 2015). It is therefore necessary to ensure that our youth are being taught French with the appreciation of Canadian culture and history.

1.2.1 Context and clarification

Within our school we have various levels of leadership. We have a single principal, two vice-principals and then department heads. Each of these leadership roles have their own complexities. As a department head, you are the defender of your subject. It is in your best interest to ensure that proposed changes and initiatives will not be harmful to your subject and fellow department coworkers. You need to work well with others, helping to educate and guide your department members through changes and their individual needs. Principals, vice-principals and department heads alike all need to think in multiple dimensions and work with the relationships that have been developed in the organization. As a leader you need to implement changes but do so in a way that compliments the organizational politics and relationships.

Similarly, all three levels of leadership need to be able to differentiate situations and their contributing factors, gauging relationships and possible solutions (Streufert & Sweezey, 1986). They need to think on a multidimensional level in order to meet their organization's needs. For example: When implementing distributive leadership, principals will need to think about all the various factors that will be affecting their organization. This includes different mindsets, types of relationships, finances at a school board level etc.) Changes are multidimensional and need leadership to reflect this. Leaders need to connect with employees yet still follow the processes and tools that are required of them that are mandated by their board and the ministry of education. Not only do they need to meet goals and help create a path to find success in achieving the goals, they need to simplify complexities to their employees. It is their job to ensure that what is being implemented is understood and followed by their staff, making sure that anything that may be misunderstood or too difficult to understand is simplified and made achievable by their staff.

In my organization, there are many forces that shape the work that the school leaders are able to accomplish. There is the Ministry of Education, our board, finances and our stakeholders (parents, staff etc). At the ministry level, finances are divided up between boards and various areas (such as technology grants, school supplies etc). Following the specific instructions set out from the Ministry of Education, the individual boards then take their given money and rules that have been set out and divided that up between their schools and instruct leaders of the instructions that they need to follow so that the Ministry's wants are being followed. This does not leave a lot of room for school level leaders to make a lot of financial decisions which affects this problem of practice. However, when given a choice of where to allocate finances or technology, administration needs to give core French an equal portion of the supplies, resources and finances that are given.

1.2.2 School mission

Our school mission is "Nothing but Our Best". Teachers and administration at my school strive to inspire students to achieve their full potential by giving them the opportunity to achieve their goals. My school follows the new Ontario Core French Framework (Ontario Ministry of Education, 2013, p.6). As a part of the requirements needed to graduate from high school, only 1 of the 30 credits that students must complete at the high school level are from the French curriculum, that being grade 9 core French, grade 9 French immersion French or grade 9 extended French (Ministry of Education, 2013). In order to improve student enrollment beyond the mandatory grade 9 French course, core French curriculum needs to be strengthened, and fluency upon completion needs to be increased (Ministry of Education, 2013).

 The Ministry of Education clearly realized the importance of retaining students in French programming beyond Grade 9, so there have been two goals introduced by the framework that

my school is striving to achieve: to "increase the percentage of students studying FSL until graduation" and "to increase student, educator, parent and community engagement in FSL" (Ontario Ministry of Education, 2013, p.6). As presented in research by Dicks (2008), student retention, as well as stakeholder engagement, is important in terms of the systemic inequity between core French and French immersion programs. Without stakeholders valuing the core programming, administration will continue to have their realm of priorities lay within other curriculum areas, such as French immersion, which has a 76% retention rate (Dicks, 2008). Improving student and parent interest and value in core programming may aid in finding equity between the two programs. To address this issue, both goals need to be addressed. By changing students' and parents' negative opinions about core French, enrollment in secondary schools can potentially increase.

1.2.3 Dominant ideological approaches

The dominant ideological approach that characterizes my workplace is neoliberalism. Neoliberalism, as described by Thorsen and Lie (2007), is a reformed form of traditional liberalism and is a workplace philosophy based on an individual's rights. In short, neoliberalism involves individual and self-motivated teaching practices that promote competition. My school is very focused on improving standardized test scores and is driven by test results. In our community, many parents chose schools for their children based on the various schools' achievement scores on the literacy test and the Education Quality and Accountability Office (EQAO) Assessment. This forces teachers to be very aware and focused on teaching test-based skills in order to help our school's enrollment and succession. Similarly, it makes administration prioritize programming that helps strengthen student skill building. The current way that our system is structured threatens to exclude the at-risk students.

In the school system, conservatism is the dominant ideological approach used in the decision-making process. There is a standard, hierarchal approach to leadership and decision-making. At the upper echelon of the organizational structure, superintendents often have the ability to make the final decision on all issues and conflict situations. The next layer includes the principals and vice-principals who are the main decision makers within a school, department heads who make major decisions for their departments, teachers who make the major decisions for their classrooms, and finally, the students. It is an organizational structure that has been practiced in Ontario schools and continues to be used today. This structure has an effect on creating equitable French programs, as the stakeholders within this hierarchy are critical in the implementation of a successful change.

1.2.4 Leadership strategies

Instructional leadership and transformational leadership are central foci for the administrative team at my current school. The priority is to ensure that our students achieve their full potential. Therefore, it is imperative that teachers be offered equitable support that they need in terms of professional development, resources, or mentors. Improving their teaching skills may in turn help students reach a higher academic achievement. However, as technology and resources continue to evolve, there is a gradual shift towards distributed leadership. Distributed leadership may be beneficial in solving the issue of inequity between the two programs seeing as core French teachers can now develop their own leadership skills and make changes within their organization. With the use of distributed leadership, teachers may take on leadership roles within the organization which may positively affect student achievement.

1.2.5 Administration in the organization

Over the past four years, there has been a change in principals as well as the introduction of three new vice principals in my school. These frequent changes were due to administrators being promoted and also because of the board practice of transferring them to different schools after approximately four years. In addition, there have been many retirements of veteran teachers who have taught at our school for over 25 years. As such, we are experiencing an influx of new teachers who are familiarizing themselves with the school environment and creating new relationships with the teachers and administration. One of the retirees was the French department head and his leaving resulted in a change of leadership, in addition to the increase of new teachers in this subject area. The new department head is new to a leadership position and has not taught core French courses for many years. Similarly, the change of principals and vice principals has created an atmosphere of unrest within the school, to which existing teachers are adjusting. Due to the aforementioned changes in administration, French department staff, and the leadership direction of the school, the efficacy of the core French program has become volatile.

With the high employee turnover in the past four years, it has been very important to keep our mission and our strategies consistent in order to create stability in the organization. At my school, our mission is to:

Prepare our students to be productive, responsible, lifelong learners; critical and creative thinkers; and self-sufficient, healthy, and well-educated individuals who are respectful of themselves and others, and are able to succeed in the world marketplace in terms of career aspirations.

As our mission focuses on student success and the fulfillment of students' potential, it resonates with passionate educators, making the mission accessible to all. Having a new French department head, as well as newly hired teachers, allowed the new Ontario Framework goals to

be the basis on which to grow the department. These goals strengthen the core French

programming and therefore are a way to support the equity between core French and French

immersion programs. There are three goals are listed in the framework:

> Goal #1: Increase student confidence, proficiency, and achievement in FSL. Goal #2:
>
> Increase the percentage of students studying FSL until graduation. Goal #3: Increase
>
> student, educator, parent, and community engagement in FSL. (Ministry of Ontario
>
> (2013), p.9).

 Each teaching member can bring individual experiences and skills and apply them to developing

courses that are based on the new curriculum. Similarly, the organizational strategy has been

based on changes within the administration. The current principal and vice principals, have

focused on creating a sense of unity and stability within the school and this has been very

important in reducing fear among the staff. This strategy is also utilized in the current

administrators' approach to creating change with various stakeholders. The process used ensures

that teachers feel heard, their voices are valued, and their input is incorporated as a part of the

solution.

1.3 Leadership Problem of Practice

The problem of practice that will be addressed is the systemic inequity between the core

French and French immersion programs in Ontario schools, specifically at the author's current

secondary school, and the lack of resources being allocated to the core French programs.

Principals who prioritize equitable distribution of resources and professional development in

French immersion settings may positively impact teacher efficacy, yet in core French settings,

the principal's priorities often lie in other curriculum areas. School principals at this board have

the autonomy to allocate funds received from the board to various departments in their school.

This includes the purchase of resources and books as well as providing professional development opportunities. They have the power to choose specific teachers and fields of study in professional learning focus groups. Lapkin et al. (2006) interviewed core French teachers from across Ontario about the resources, supports, teaching conditions, as well as professional development that are made available to them. It was found that core French teachers did not feel that there were many resources available to them and that communities surrounding the school were unsupportive of the French programming. In the research by Lapkin et al. (2006) over 50% of respondents labeled the usefulness of library resources, computer software, and community opportunities as unfavorable. Similarly, 80% of respondents labeled French cultural materials as poor or adequate, and almost 40% of respondents said that they were considering leaving their positions as core French teachers.

When looking at administration, the research done by Lapkin et al. (2006) found that 46.9% of the core French teacher participants felt that school administrators were either not supportive or only somewhat supportive. 73% of the same participants indicated that their non-FSL teaching colleagues were either not supportive or somewhat supportive of core French programming, and 68% of the participants felt that parents were either not supportive or somewhat supportive of core French programming. 68.3% of the participants felt that students were either not supportive or somewhat supportive of the programming.

As the Blueprint for Reform: The Reauthorization of the Elementary and Secondary Education Act (2010) discusses, when teachers experience "success, they aren't given adequate recognition or respect... Across the education system, the contribution that teachers make to their students' learning and to their school communities too often isn't properly recognized" (p.2). This issue is one that core French teachers in Ontario schools are faced with on a daily basis.

Often parents, students, and community members have inaccurate information regarding core French that they may have harbored since their own experiences in core French programs. This contributes to negative perceptions and relationships with French teachers (Byrd Clark, 2008, p.3). When leaders and administrators increase the resources given to the core French programs, and the funding is proportionally distributed among all subjects, systemic equity may be achieved. In doing so, the stereotypes and negative perceptions that encompass the core French program would be reduced, while core French teacher recognition would be promoted. This style of leadership can help Ontario schools, and more specifically my organization, to achieve the most desirable state for students, parents, and core French teachers possible. This is in efforts to enable students to reach high academic success in the acquisition of French language, while working together to create the best program possible that encourages student achievement.

For the past five years, I have taught in both the core French and French immersion programs at the secondary level. I was also a French immersion student in the same board. During that time, the lack of recognition of core French teachers became evident to me. This has inspired me to explore how school leaders and teachers can collaborate with each other to address the negative perspectives that surround the core French program in Ontario schools and help encourage positive relationships between French teachers, the administration, and the school community.

1.3.1 Organizational position

Although I may not currently hold a formal leadership role, over time I would like to move into a leadership position so that I can have a positive influence over French programming at the core French level. In the meantime, I can inspire change within my school. This can take

the form of mentoring, piloting engaging French programs, and fundraising for French core resources. Having to deal with limited resources, negative attitudes from parents and students, as well as structural restraints, can result in low teacher motivation and morale. As a French department member, I can try to work with my colleagues in an effort to effect change needed to increase morale, decrease the need for classroom management, and provide core French teachers with the recognition they deserve. Similarly, I am able to work with my administration to present a possible change path that can help facilitate teacher efficacy and rebuild collegial trust.

1.4 Perspectives on the Problem of Practice

Within my organization, the way that core French has been taught has experienced little change over the past four decades. Historically, core French has been a mandatory part of the Ontario curriculum (Ontario Ministry of Education, 2013), allowing students to learn the language in preparation for future opportunities in grade 9 and beyond. Past curriculum delivery in core French was dominated by a focus on writing and reading. It was not until 2013 that significant changes were made to the curriculum, placing an emphasis on oral skills. With the new curriculum, teachers are able to make significant changes to the way the course is being taught. This allows for the bridging of the gap between old beliefs and what the present course entails. Additionally, French is one of Canada's official languages and being able to speak it benefits students in the form of future job opportunities (Modern Languages Council, 2013).

1.4.1 Stakeholders

There are various perspectives and stakeholders involved in the systemic inadequacies of the core French program. When looking at core French education, parents, students, teachers, department heads, and policy makers are all involved in its success. Graham's study (2004) investigated students' interest and attitudes towards learning core French. Many students did not

find much importance in learning core French and did not use learning strategies that teachers provided. Similarly, in research conducted by Callie Mady (2010), it was found that allophone students were more motivated to learn French compared to English-speaking Canadian-born students. This suggests inherited stereotypes and symbolism being passed down to Canadian born students (Lapkin, Mady & Arnott, 2009). Native core French students are often faced with negative community attitudes about learning core French, a program that often holds "widespread dissatisfaction with the outcomes" (Lapkin et al., 2009, p.7).

Finally, core French teachers themselves do not feel well supported. Within my school, much attention is given to our French immersion stream rather than core French. Principals' priorities often lie in other curriculum areas. According to a survey conducted by The Ontario Public School Boards' Association (2007), one of the biggest challenges core French teachers face is that administration and non-FSL colleagues do not show moral support or respect. Being advertised as a program in which "graduates have more options than other students because they may chose to study or work in both official languages" and "generally produce better French language results than an English program that offers core French (basic French)" (Canadian Parents for French, 2008, p.1), funding is put towards French immersion rather than core French. With 57% of students enrolled in immersion programs in 2000, they often become a priority to administration, as they attract the needed enrollment numbers (Statistics Canada, 2003). Within core French classrooms, when students are struggling or misbehaving, parents are often not as supportive as they may be with other courses. French may not be seen as a priority compared to subjects such as science or mathematics (Canadian Parents for French, 2002).

In research conducted by Lapkin et al. (2006), core French teachers were interviewed. It was found that there were limited resources and materials available to teachers to help support

them with lesson planning and the implementation of professional development. The interviews

also found that core French, as a course, had the least amount of support from the community.

Finally, 40% of the teachers interviewed considered no longer teaching FSL due to the lack of

resources, support, and consistency within the department (Lapkin et al., 2006).

1.4.2 Frameworks

Applying a Political Frame (Cawsey, Deszca & Ingols, 2015) reinforces the idea of

having defined roles and power dynamics in an organization. There are varying connections,

relationships, and organizational politics that co-workers have with each other and with leaders.

This stresses the necessity of learning about the culture of the organization before imposing a

change in order to help gain the support of the employees. When evaluating my problem of

practice through the Political Frame, there are several key points to keep in mind when choosing

a change path. There are relationships between teachers and administration, students, and parents

that need to be respected, considered and monitored within the implementation of the change

efforts (Bolman & Deal, 2008).

Bolman and Deal (2008) explain how leaders and organizations are able to use symbols,

as well as actions, to convey a particular message. Leaders and organizations are able to use

symbols and choose actions that represent the values or characteristics they stand for. Similarly,

there are certain myths and stories that become part of an organization, whether they are true or

false, which creates an image about an organization's values (Bolman & Deal, 2008). This is

particularly important when dealing with the issue of systemic inequity between core French and

French immersion, as several "symbols" of core French exist in the perception and the opinions

of parents and students, which are not always accurate (Byrd Clark, 2008). The words "core

French" can hold symbolism in the minds of those who have taken a core French course in the

past. When thinking of "core French", parents have preconceived notions of French programming based on past educational experiences. In turn, students are told stories by their parents and families, leaving them with biases toward the programming. When evaluating the issues of this paper through the Symbolic Frame, it becomes clear that many teachers are dedicated to making a change in core French programs, but because of the biases and preconceptions that students, parents, and their families hold, core French educators are not given recognition for the work they are doing (Lapkin et al., 2009). In order to make a long-lasting change within core French programming, misleading symbols and stigmatization need to be replaced with a new positive model of core French (Byrd Clark, 2008, p.3).

Finally, Bolman and Deal (2008) explain that by developing, listening to, and strengthening the human capital working in the organization, success will be had within the organization. When evaluating the systemic inequity between core French and French immersion programs through the Human Resource Frame, there are several key points to keep in mind when choosing a change path. This frame is particularly important in order to achieve systemic equity. (Educational Research Service, 2000). When choosing a path using this frame, there is a focus on supporting teachers and their needs, as well as giving teachers the recognition that they deserve. Providing teachers with the resources they need, such as curriculum support, collaboration time, and technology, will fall within this frame. Giving teachers the resources, administrative support, positive reinforcement, and encouragement will help them feel appreciated (Oregon School Boards Association, 2009).

1.4.3 analysis

Analyzing the issue of systemic inequity between core French and French immersion through PESTE factor analysis allows for the change team to see what is influencing their

employees and other stakeholders. Political, economic, sociological, technological, ecological, and environmental factors all play a part in the success of the change (Cawsey, Deszca & Ingols, 2016). In terms of the issue of inequity and adjusting principal's realm of priorities, ensuring that the change process addresses these factors will help in the success of the change process.

Politically-

Politically, creating a change within a core French program needs to meet certain protocols within my organization. In order to implement a significant change in terms of an increase in resources, there is a sequence that needs to be followed. Firstly, a need for a refresh and/or supplement of current resources should be presented to the administration. If the administrators approve what is proposed, depending on the scale of the change (i.e., cost, budget allotment, etc.) they may also need approval from their superiors. If not, the French educators can work with other teachers or administration to present the change to the larger staff, followed by communicating it to the school council and students. This may help in making stakeholders aware of the issue of systemic inequity between core French and French immersion, as well as making principals cognizant of the need to adjust their curriculum priorities. The change needs to meet the internal politics of the organization in order to be successful. It has to be presented in a way that will keep people positive and supportive of the change.

Economically-

Economically, changes have to fit appropriate budgets that are given to the school. Proposals for the change need to be made to administration to see what kind of monetary support they would be able to give towards core French. As well, there are grants and donations that department heads and teachers could apply for in order to help support a change.

Sociologically-

Sociologically, changes need to meet the cultural needs of the organization, as well as the community (parents and students), in order to ensure their success. The change needs to be presented in a way that other teachers will see its importance and support it. When stakeholders see the positive results of increasing core French resources, such as improved test scores, increased enrollment, student engagement, and improvement of attitudinal biases toward French educators and programming, the core French program can be seen as a priority.

Technologically-

The way that the change is implemented and the types of resources that are provided need to meet the technological demands of the 21st century. With the accessibility and use of technology by students, technology (i.e., French iPad applications, online translation devices, and dual language dictionaries etc.) can help build student interest and improve French programming development. This, in turn, can help support the change and its success. Administrators must offer an equitable distribution of traditional (i.e., books) and modern resources (i.e., technological applications) in core French so that the program and its advocates can compete in the pursuit of preparing Ontario students for their bilingual Canadian context.

1.4.4 Equity continuum

The Equity Continuum developed by the Ontario Institute for Studies in Education (2011) is a framework that can be used to gauge how equitable an organization is. Based on the Culturally Relevant Pedagogy and Culturally Responsive Pedagogy in the United States, it looks for high expectations in our practices, no matter the social identity of the people in the organization (Ontario Institute for Studies in Education, 2011). The Equity Continuum causes us to rethink what we are doing in our schools, so that school leaders can create an equitable experience for all students. This Framework covers seven categories of equitable practice:

classroom climate and instruction, school climate, student voice and space, family/caregiver-school relations, school leadership, community connections, and culture and professional development. Within each of these categories, questions are asked to evaluate the thinking and practice of equity in a school (Ontario Institute for Studies in Education, 2011).

The improvement plan can be gauged to ensure that throughout the process of change, the behaviour of organizational leaders is equitable in the treatment of all students and core French teachers. The seven areas of equitable practice will help leaders to be cognizant of equity while they are implementing changes. Leaders are given specific categories to consider, such as student voice and space, family/caregiver-school relations, school leadership, culture of professional development, as well as community connections to consider. These categories are all very important to monitor while changes leading to the equity between core and immersion programs are made. Ensuring that the community (parents, family, and friends) and students have a positive outlook toward learning French is extremely important. Similarly important is ensuring that family/caregiver-school relations are strong when trying to achieve equity in core French and French immersion programming. During the process of making decisions and applying the change, prioritizing equity may help ensure student and community support.

When addressing the issue of current inequity between core French and French immersion programming, teachers will have more available resources, allowing for students to gain a positive and renewed opinion regarding the course. According to the Ministry of Education's guide to grants (2015), French as a second language is given 249.9 million dollars to be split across Ontario. However, this money is dispersed among core, English or extended French streams at the discretion of school boards across Ontario. It is therefore crucial that the core French program is viewed to be as important as other second language education streams.

With the equitable distribution of the budget, resources, and relevant professional development by Ontario schools, the core French program may be seen in a new light, with biases quelled and its educators appreciated. This, in turn, may result in staff retention within the core French program.

1.4.5 Leadership philosophy and values

As a leader in education and a member of the French department at my school, there are certain values, assumptions, beliefs and philosophies that I consciously and unconsciously follow when making decisions on a daily basis. As Treadwell explains, "Organizational values and associated forms of acceptable behavior will come initially from executive leadership ... colleagues will always try to model the desired and expected behaviors" (Treadwell, 2006, p.2). In modeling the values and beliefs that are important for the success of the change, those around me will model the behavior as well. When reflecting on my leadership values, balance is something that I strive for. A good leader is well rounded, balancing education with practice, meeting a variety of peoples' concerns, and spending time on work and on family (Centre for Balanced Leadership, 2016). As presented by the Centre of Balanced Leadership, having a balanced leader helps to grow diversity in the workforce. It is an evolution of the top down approach which improves creativity (Centre for Balanced Leadership, 2016). This supports the issue of systemic equity between core French and French immersion programming, since improving teacher recognition and improving the views of core French requires a balance of making a change throughout core French teaching as well as working with various stakeholders. Similarly, it will support distributed leadership by evolving from the top down approach. Balance is an integral part of distributed leadership seeing as the leaders'

roles and responsibilities are shared with other professionals... an increase in the power

and influence of others does not diminish the power and influence of the principal, but

rather extends and enlarges it while reducing the individual burden of school leadership

tasks (Organization for Economic Co-Operation and Development, 2009, p.17).

Leaders need to find a manageable balance, helping make those around them feel listened to and

appreciated. This supports the solution to inequity between core French and French immersion

programming, since the core issue is that administrators need to help core French teachers feel

treated equitably and not undervalue them because they are not teaching French immersion.

1.5 Guiding Questions Emerging from my Problem of Practice

When analyzing the issue of systemic inequity between core French and French

immersion programming, several questions emerge: How did the negative biases and inequities

within the core French program come to pass? How can we improve current approaches to

challenge inequities and biases in the core French program in Ontario schools? How does the

new curriculum position core French educators to evoke needed changes in professional

development and access to resources? How can educators now work with the new curriculum

(Ministry of Ontario, 2013) to make much needed changes?

There are many different factors that have contributed to the systemic inequity between

core French and French immersion programs in Ontario. Firstly, core French programming has

remained very traditional, as French is one of Canada's official languages. The recent change in

the curriculum took place in 2013 (Ministry of Education, 2013) and was inspired by a need for a

change in core French programming. Students themselves carry a negative image of core French.

In research conducted by Kissau (2005), students were asked how their peers viewed core French

at the high school level. Here they found that 52% of students did not enjoy their experience learning French.

If students are faced with negative images in our society, as well as at home, they are coming into the classroom expecting the worst. Consequently, it is challenging for teachers to change such pervasive negative viewpoints in a short period of time. Stigmas regarding French have been passed on in society and home, which affect children's attitude prior to entering the classroom. These ideas are supported by research conducted by Callie Mady in 2010. The motivation levels for learning French were compared between two groups of students: students who were not born in Canada and started learning French in grade 9 and students who were born in Canada and started learning French in grade 4. It was found that the allophone students used learning French for a wider purpose (jobs, etc), were more positive about learning French, and identified knowing French as a part of their Canadian identity. These students were more motivated to learn French, which helped create a positive learning environment. Another factor that could have contributed to this issue is the lack of resources and technology. As Lapkin et al. (2009) found in their research, there is a lack of good, applicable, and accessible resources to use in the core French classroom. Similarly, the lack of technology in schools results in teachers having to bring in their own (Lapkin et al., 2009). This can have a negative impact on the opinion of core French held by students and parents, seeing as interest in the course can be lost without the up to date resources and technology in the classroom.

The challenges that emerge when trying to address the main problem are that there are many different stakeholders who are a part of the issue, which leads to the need of addressing stakeholders separately and targeting the areas that impact the different stakeholders specifically. Similarly, as Kissau et al. (2005) found, this issue has existed for so long that negative core

French experiences are circulating and are widespread. According to Maldenovic (2000), "aligning course objectives with changes in the whole teaching environment is a more effective way to change student's negative perceptions... changing the teaching method is not as effective as changing the whole learning context" (p.138). This creates a great deal of work for administration, core French teachers, and school organizations in order to change these negative images. There are also few resources available to help support the issue of inequity between programs. Without the allocation of adequate resources and funding, a resolution to equity seems far-reaching. Collaboration time for core French teachers, adequate technology distribution to all teachers, and tools for collaboration such as computers on which they can use Google Drive, are all ways to support systemic equity between core French and French immersion.

1.6 Leadership-Focused Vision for Change

The vision for change includes improving the systemic equity between core French and French immersion. Currently, core French teachers are left to cope with parents and students without anything in place to specifically help them work with the negative ideas and perceptions of core French (Byrd Clark, 2010). Christensen, Goula, Prosser, and Sylvester (1976) explore how teachers become discouraged. Within an organization, the lack of support (materials, people, community, etc.) can lead to many teachers becoming discouraged.

Furthermore, in research conducted by Graham (2004), students aged sixteen to nineteen were not putting much effort or using the strategies being taught by their core French teachers, which was in turn contributing to lower achievement. This is also an issue present in my organization. Teachers and students can be discouraged by their perceptions of success in a core French classroom (Lapkin et al., 2009). Simultaneously, just as Graham (2004) found, students

are bringing their previous notions about core French and are letting this image skew what they may actually be capable of achieving.

In terms of the issue of inequity between core French and French immersion programming, as well as the adjustment of curriculum priorities by administration, there needs to be changes made to instruction methods so that students and parents can see that the program is changing. This can be done by using technology and teachers collaborating together in order to offer relevant course material. Having more engaging course work in the classroom can gain student interest, consequently showing parents that core French program has changed. An example of this is the new curriculum which was developed and implemented in 2013 (Ministry of Education, 2013). It can give students the chance to create a new "symbol" of what core French is about, motivating learners to have meaningful engagement in the core French course and therefore increasing their learning. As Ryan and Deci (1999) explain, interest in a course "increases the natural human propensity to learn" (p.3), thus creating the positive cycle of doing away with old approaches and replacing them with innovative activities. Administration can give teachers the proper funding and time at parent events to promote their departments, and the board can continue to give core French teachers professional development release time to work collaboratively with French colleagues and share resources. Creating a consistent change path (Cawsey, Deszca, & Ingols, 2016) gives the department head and teachers a structure and validation that changes will be supported.

Due to the lack of level appropriate resources for core French classes, many core French teachers are forced to make their own materials. This is a time consuming process that many core French teachers are faced with daily. Giving teachers the opportunity to work collaboratively with other core French teachers allows them the time to create materials together, which will

help increase the number of resources available to them. This can also be facilitated through the use of technology, such as Google Drive. The resulting increase in resources will help to reduce the systemic inequities between core French and French. Also, through the allocation of release time, principals will be making an effort to prioritize core French needs alongside other programs.

1.7 Organizational Change Readiness

My problem of practice looks at the need to create systemic equity between core French and French immersion programming. The Change Path Model presented by Cawsey, Deszca, and Ingols (2016) presents a tool to help implement a change in a way that promotes change readiness within my organization. It helps to develop a change, while taking external and internal factors into account.

In the first step of the Change Path Model (Cawsey et al., 2016), the Awakening, a problem is found within the organization and is discussed and communicated with others within the organization. In terms of systemic inequity, the issue needs to be presented to all teachers within and outside of the French department in order to raise awareness and yield support. Similarly, acquiring teachers' feedback from other departments, as well as gaining input from current employees that are experiencing the issue, is needed. Working with other departments can help core French teachers build allies, learning about what has already been attempted, what has worked from others as well as to show other departments a different side to core French. This information will provide insight into the needs of the core French program and its educators. In the second step, Mobilization (Cawsey et al., 2016), we will present the steps we are taking to make a change within my organization. This communication can take place through email or a presentation.

In the third step, Acceleration (Cawsey et al., 2016, p.98), the supports and resources needed by employees are given to them. Access to technological supports, release time, and the chance to work collaboratively with their colleagues and consultants, are just a few of the actions and changes necessary to ensure core French educators are given help to support this change. Finally, step four, Institutionalization (Cawsey et al., p.98), ensures that even after the change has been implemented, employees continue to receive the support that they need, making sure that their organization as a whole is equipped and is continued to be supported throughout the change plan (Cawsey et al., 2016). To do this, Ontario schools can continue to put teams in place, as in this organization, so that teachers know that this change is still active and that they have a support system they can rely on.

The Change Path Model (Cawsey et al., 2016) helps to address the internal and external forces that are shaping the change. Internally, it evaluates teachers and other organizational stakeholders, ensuring that they are aware of the need, and gives them a level of accountability in the success of the change. Externally, the Change Path Model ensures that resources are provided in the Acceleration step and that steps are made to ensure that after the change is institutionalized, employees continue to give supports, which in turn supports our external stakeholders: students and parents.

Stakeholder analysis presented by Cawsey et al. (2016) can also be used as a tool to evaluate how ready an organization is for a change. In my organization, the stakeholder analysis will gather the views of those affected by the problem, in this case core French teachers, parents, students, and administration, in order to work with them to ensure that the change is implemented in a successful manner. This gives leaders information about how to best create a change path that will be the most successful.

Stakeholder analysis (Cawsey et al., 2016, p.99) helps to address the internal and external forces that are shaping the change and it can be used as a tool to evaluate both external and internal stakeholders. In the analysis, the views of the stakeholders are evaluated. This helps to reduce any problems that may shape the change in a negative manner.

When using both tools, the Awakening step as well as stakeholder analysis, to assess the organization's change readiness, it can be determined whether the organization is ready for a change. Although some parents, students, and teachers may not be ready for or open to a change, teachers and administration can work to change the mindsets.

1.8 Plan to Communicate the Need for Change

When trying to create a change in an organization, a specific communication plan based on the organization's need is required (Bolman & Deal, 2013). Specifically, when trying to communicate the need for change within core French, there are many key stakeholders that need to be considered. Each of the stakeholders requires the change to be communicated in a way that suits their needs.

Firstly, a professional learning community (PLC) will be created to group colleagues who are willing to work together in order to decrease the inequity between core French and French immersion programming. The PLC will allow for the use of distributed leadership and for various teachers to bring their strengths together in order to implement a change (Fullan & Langworthy, 2014). The use of a PLC allows the entire organization to work together in helping to implement a successful change (Ministry of Education, 2014).

Communicating the need for change to teachers & administration-

The PLC will present the issue and the proposed changes to teachers and administrative leaders who are not a part of the community. As the Change Path Model (Cawsey et al., 2016)

suggests in the first two steps, Awakening and Mobilization, when a problem is found within an

organization, in this case the systemic inequity between the core French program and the French

immersion programs in Ontario Schools, the issue will be discussed, followed by the plan to

correct it. Leaders in this change process will gauge how accepting the organization will be of

the change and present the issue in a way that they are used to, and in a way that will support the

success of the change. Similarly, support can be given to teachers who are working through this

issue. The step to "Mobilize" (Bolman & Deal, 2013) this issue will also be presented in a

supportive manner, so that teachers do not feel overwhelmed and know that they will receive the

supports that they need.

Communicating the need for change to parents-

When communicating the need for change to parents, the Awakening and Mobilization

steps will be slightly different. This issue needs to be presented to parents in a constructive

manner. For example, research conducted by Behrendt and Franklin, shows the role of field trips

and "increasing student interest, knowledge and motivation" (2014, p.2). Through these trips, we

can show that changes are being made to improve equity, and consequently, we will be

improving learning.

Communicating the need for change to students-

This is similar to the way changes will be presented to students. Grade 9 is an appropriate

time to show students a new way to learn core French. As Maldenovic (2000) explains, in order

to improve results, the method of learning a subject needs to change. Since these students are

already experiencing changes, such as starting a new school and beginning secondary education,

teachers have the opportunity to re-engage students in French learning and education by

introducing new ideas and incorporating new technologies and teaching techniques.

Using technology, sharing resources, and initiating clubs, are just a few ways to regain the interest of students and create a new perspective of core French. This, in turn, will allow current and new students to share the progress and personal experiences with their parents and other students.

Creating new, positive learning experiences will help in changing the negative images and perceptions of French education and programming.

1.9 Conclusion

This chapter has highlighted an issue found in boards across Ontario: the systemic inequity between core French and French immersion programming within public high schools. My organization was introduced and implications of the issues, such as the environment, teachers, and leadership, were discussed. This chapter continued on to discuss the various stakeholders that are affected by this issue, a history of the issue, and pertinent philosophies that play a role in its development and solution.

Chapter two will continue to evaluate this issue by presenting the leadership approach to change and analyzing the gaps that are present within the organization. Potential solutions will be presented, followed by leadership approaches to change.

<u>Chapter 2</u>

2.1 Introduction

In chapter one, the systemic inequity between core French and French immersion programs was introduced and discussed. Chapter one highlighted these inequities and discussed differences between the school system's core French program and other programming. It was shown that principals display priorities which lie in other curriculum areas, causing an uneven distribution of funding, attention, and recognition of the core French education program. Examination of the core French program in my organization led to the conclusion that there are various changes that can be made, which will be further discussed in chapter 2 and 3.

In the following chapter, I will critically analyze my organization and discuss organizational frameworks that can be applied to support a positive change. Subsequently, I will present five potential solutions to the problem of practice and highlight the one that is best suited for my organization. Finally, I will discuss relevant leadership approaches to change.

2.2 The Four Frame Model

There are many frameworks that can be considered to help guide the change process in the core French program in Ontario. Bolman and Deal (2013) present a Four Frame Model that can be applied to the current school program framework. In particular, the symbolic frame and the human resource frame will be analyzed, in application to my school.

2.2.1 The Symbolic Frame

The Symbolic Frame, one of Bolman and Deal's four frames (2013), is an initial way to change the current perspective of core French. According to Bolman and Deal (2013), the symbolic leader will give "people something they can believe in" (p.349). Through this type of change, the goal is to have parents, students, and teachers begin to understand and trust in the value of the core French program. The Symbolic Frame can help by promoting the French program, using stories, slogans, awards, and other means that will help bring positive attention to students, parents, and teachers (Bolman & Deal, 20013, p.349). Following this framework would change previous perceptions of the program, creating an increase in interest and recognition of the core French teachers' hard work. This can have a positive effect on administration prioritizing this program.

2.2.2 The Human Resource Frame

Similarly, another of Bolman and Deal's four frames, the Human Resource Frame, will be considered in the change process for my problem of practice. Bolman and Deal (2008) describe human resource leaders as visible and accessible. As well, they must empower others. Creating a change path that respects teachers and credits their efforts, while specifically recognizing and empowering Core French teachers, may result in greater equity amongst the teachers of various programs and within the program itself.

In research conducted by Hargreaves and Fullan (2013), the Human Resource Frame is explored by looking at teachers as professional capital. In other words, it is viewing educators as owned by the organization. In terms of the recognition of core French teachers, the authors explore providing funding to core French teachers in an effort to increase collaboration and the creation of courses that engage students, while meeting curriculum expectations. For example,

Alberta has put 50% of its financial resources towards teacher collaboration and has become one of the two highest-performing provinces in Canada (Alberta Education, 2008). This principle can be applied to core French in Ontario as an aid to reach greater equity. School boards across provinces, such as Ontario and Alberta, can communicate and share resources to examine what has worked and what improvements can be made. Similarly, giving teachers the opportunity to collaborate through the allocation of resources may help create French courses that can change parents', as well as students', views of core French programming. Collaboration can also occur amongst boards in the same region (such as the Catholic School Board) in order to learn from each other's experiences and share each other's previously created resources.

While creating a change, it is important to use multiple frames and not assume that one frame will be enough for the change path. In a teaching and learning international survey (TALIS) conducted by the OECD (2013), it was shown that giving teachers the power to be a part of the decision-making process and increasing positive relationships with teachers and stakeholders, can increase teacher job satisfaction and the feeling of professional fulfillment. This demonstrates that the inequity between core French and French immersion programs is a multifaceted issue that cannot be solved with one frame and that a solution to the problem will require multiple frames.

2.3 Gaps between the Current and Optimal Organizational State:

In terms of services made available to students, there is a gap in the recognition given to core French teachers, as compared to French immersion teachers. In my organization, parents and students are kept informed about the French programming through the use of newsletters and interviews. These methods of communication can be used to help bridge this gap and help provide evidence to students and parents of the benefits and strengths that core French holds.

Another gap that is occurring is teachers failing to convey the importance of learning the French language. As Kissau (2005) found, many students do not appreciate the course or the learning of a second language, which leads to teachers feeling undervalued and unappreciated. The Ministry of Education Framework for French as a Second Language (2013) states that students need to "look beyond the requirements of FSL programming in schools in order to consider the wider benefits of learning an additional language and the important contributions that need to be made by stakeholders" (Ministry of Education, 2013, p.5). By taking advantage of the new curriculum and designing new programs that excite and interest our stakeholders, a new image of core French can be formed. Stakeholders need to be informed of changes being made to the programming and the amount of time given by educators, which may help increase the general interest in core French.

Within the organizational components of my school, there are gaps that need to be addressed. Firstly, current leadership is using a top down approach when making changes. Teachers are not given the opportunity to make decisions, which impacts their autonomy and ownership within the profession. Lieberman (2011) explains that allowing core French teachers to make their own changes, with a collective agreement of an end goal, will help promote the importance of making a successful change. This, in turn, works with other stakeholders. Making parents and students aware of school goals and distributing leadership roles to them can give stakeholders ownership in the change.

Finally, there is a gap in the organizational culture within my school. Administration and other subject teachers do not always support or value the learning that takes place in the core French classroom (Lapkin et. al., 2009). This can take a toll on core French teachers, making them feel undervalued for the work they do teaching French. This issue does not exist only in my

organization, as was discussed by The Ontario Public School Boards' Association (2007).

According to a survey conducted by The Ontario Public School Boards' Association (2007), one

of the biggest challenges core French teachers face is a "lack of moral support and respect for

French by school administration and non-FSL colleagues" (p.15). This is followed by a lack of

practical supports, such as appropriate scheduling, availability of classrooms, and acceptable

class sizes. These issues were found to affect twice the number of core French teachers, as

compared to French immersion teachers (OPSBA, 2007). This lack of equity has been observed

to negatively affect the core French teachers at my school. By working on bringing systemic

equity in the French streams through the use of distributed leadership, administration can support

the work that core French teachers do daily and help make them feel more valued. This, in turn,

may result in increased equity between core French and French immersion programming.

2.4 Critical Organizational Analysis

When using two of the frames from the Bolman and Deal's (2013) four-frame model (the

Symbolic Frame and Human Resources Frame) to analyze the current programs in Ontario

schools, systemic inequity between the core French the French immersion programs is evident.

As Lapkin (2009) and Kissau (2005) have found, there is an inequity between core French and

French immersion that needs to be addressed. Similarly, there is a lack of prioritization of the

core French program. Firstly, when looking at my school through the structural frame, it is

apparent that there needs to be a shift in the way that leaders allocate roles throughout the

organization (p.44). As Lieberman (2011) explains in his work on distributed leadership, giving

stakeholders a role in decision making increases their sense of ownership of the change,

promoting its success. One of the key assumptions of this structural frame is that there is a

division of labour that draws on the stakeholders' strengths (Bolman & Deal, 2013). Currently,

the decision making power is limited to administration and is not effective because this structure can create an inequity among teachers and school programs. Giving stakeholders the ability to make decisions according to their strengths may bring about a sense of ownership of the change. Equal distribution of choice and change potential would begin to create equity among the stakeholders, which could promote increased equity between the programs.

When analyzing my organization through the Human Resource Frame (Bolman & Deal, 2013), a gap is evident in the way administration and other teachers interact with and value core French teachers. According to Bolman and Deal (2013), Human Resources require support, validation, and rewards for the work they are doing within the school (p.37). From my experience in my organization, teachers are not given enough tools, resources, or leave time, to support the work that they are doing.

Finally, when analyzing my organization through the Symbolic Frame (Bolman & Deal, 2013), a gap is found in the symbols associated with core French teachers and the realities of the profession. Currently, there are negative images and symbols associated with teaching French and what it means to be a core French teacher (Mady, 2013). The negative perceptions of French education and French educators can cause stakeholders to place a lesser value on learning the French language and on French programming. In research by Mady (2013) as well as by the Ontario Public School Boards' Association (2007), Canadian students also hold the same negative perceptions on French education. However, the negative perceptions are untrue and unjustified, and core French teachers and programming should be treated equitably within the organization (Mady, 2010).

2.5 Mindset Theory

Framework for Leading the Change Process:

Dweck's work (2006) for framing change in terms of a mindset can be useful to teachers who are in the process of implementing the change. Many students have a fixed mindset when it comes to core French, believing that their abilities in French are fixed traits. They believe that they are not able to improve their language skills, and they also believe that the course will remain the same over time, unchanged (Mady, 2010). According to Dweck (2006), through effort, persistence, and good teaching, students can acquire a growth mindset where they believe in their French language abilities and in the course itself. Specifically, Mercer and Ryan's (2009) applications of the fixed mindset theory of language learning indicate that effort, persistence, and good teaching can transition students to a growth mindset, where they believe in their French language abilities, and their perception of the course is more positive.

Critical Organizational Analysis:

It is evident that there is a gap in the mindset of students and what they think they can achieve in core French versus the reality of what they can accomplish (Mady, 2010; Lapkin et. al., 2006; Karsenti et. al., 2008). Many students commonly believe that they are unable to achieve success in core French classes, leading to a lack of interest and support from teachers and parents (Dweck, 2006). Currently, many core French students in my organization disregard the course and the information that teachers are teaching them because they have developed the belief that they are incapable of succeeding in core French or are inevitably unable to learn a second language. According to research conducted by the Ontario Public School Boards' Association (2007), there is a "general attitude that FSL is a course to be tolerated only until grade 9, and that there is a belief that "Core French is really not a part of the overall curriculum and does not have to be taken seriously" (pg.15). This fixed mindset can be reformed so that students can become more confident about core French programming, creating greater equity

between the perceptions of the two French streams. As presented by Dweck (2010), there are several steps that teachers can take to promote a growth mindset in the core French classroom.

Creating a culture of risk taking within the course can help increase students' willingness to take chances and learn new material within the course. Focusing on accepting a challenge when learning a new language, rather than simply 'succeeding', may benefit students, as it promotes risk taking without the fear of a failing grade. This, in turn, would promote a 'progress for all', rather than a 'who knows the most' environment. Academic risk taking would also allow students to be open and willing to take on a subject in which they do not excel (Maldenovic, 2000). According to Maldenovic (2000), if students are not doing well in a course after elementary school, they may feel like it is too late and that they are lacking important knowledge that they could not catch up on if they took a subsequent course. By concentrating on their individual progress, students can be graded on what they are currently doing, rather than on what they missed in previous years. Furthermore, evaluating the growth, rather than generating test scores, may help students feel more open to challenging themselves and learning new material (Dweck, 2010). With the new curriculum and appropriate resources, teachers and administration can help to bridge the gap by designing new core French courses in a way that promotes student motivation and self-confidence. This, in turn, may help change a negative mindset to a growth mindset (Faez, Majhanovich, Taylor, Smith, & Crowley, 2011).

When examining core French teachers' perceptions on being supported, research done by Lapkin et al. (2006) found that 46.9% of the participants felt that school administrators were either not supportive or only somewhat supportive. 73% of the same participants indicated that their non-FSL teaching colleagues were either not supportive or somewhat supportive of core French programing, and 68% of the participants indicated that parents were either not supportive

or somewhat supportive of core-French programming. This lack of support from their peers and, most importantly, from the administration, highlights the inequity between French programs.

Similarly, core French is mandatory only at the grade 9 level (one credit). Without the requirement to take French throughout all four years of high school, a lack of continuity and a limitation on how many skills can be developed within the timeframe available are placed on students. This makes it more challenging to change students' mindframes or help them build the skills they need to increase confidence in themselves and the programming. Courses like English and mathematics are mandated in all four years of high school (a total of 4 credits per course) in order to graduate. This allows for a sufficient strengthening of skills and abilities and gives students the opportunity to work with multiple teachers. One required credit in core French does not give teachers enough time to strengthen students' skills or help change their mindsets and beliefs about their abilities in the French language.

2.6 Leadership Approaches to Change

As explained by Spillane (2005), the use of distributed leadership involves the need of several leaders, which includes teachers as informal leaders. Informal leaders are other staff or stakeholders (e.g., teachers, educational assistants, etc.) who take on a leadership role within a school. However, in order for distributed leadership to work, teachers have to be willing to accept that role. This requires a comfort level and trust within the current administration team, as the administrators must provide the informal leaders with appropriate supports and resources. Similarly, there needs to be sufficient respect and trust between teachers in order for them to take guidance or leadership from one another. Within my organization, the use of distributed leadership is a possible leadership technique that would not only be easy to implement by the administration but also be likely accepted by teachers and other staff. With the current social

climate within my school, there is a lack of trust between the leadership and teachers. Having informal leaders taking on leadership roles could draw on teacher-teacher relationships and trust, encouraging positive changes. As well, the use of distributive leadership could help with time management and accomplishing tasks, which would make implementing this approach beneficial to current school leaders.

While examining student attitudes, it becomes apparent that students in core French classrooms need to believe that they can grow and that their skill sets are not dictated by past experiences in French learning. In my organization, it is possible that some teachers may not believe that the program and the view of the program can change. Similarly, there are students who maintain their old beliefs through past experiences with the course. Both of these negative views must be combated with a new perception of the program.

As discussed by Dweck (2006), both teachers and students need to be motivated to be able to meet professional and academic challenges. Working with the growth mindset, leaders can help encourage teachers to become informal leaders and empower them to contribute to the success of the organization. Similarly, administration and teachers need to lead students away from a fixed mindset and encourage them to approach learning French with an open mind. Using the steps and techniques proposed by Dweck (2010), students' negative perceptions and experiences, as well as negative attitudes toward the learning of French and French teachers, can be modified. Dweck recommends the use of passion-based learning in order to create a growth mindset. This is something that the new French curriculum currently supports. Authentic learning is now an integral part of the curriculum, a new addition that is attempting to draw on students' personal interests (Ministry of Education, 2013). Authentic learning can create passion-

based learning, helping students develop a growth mindset. Students can be learning French in contexts that interest them and that feel authentic and motivating to their own needs.

Dweck (2010) explains how a fixed mindset comes from stakeholders having a static definition of themselves and their capabilities. Therefore, working on increasing their flexibility would have a significant impact on their fixed mindsets, and I believe that such a change is possible within my organization. A greater degree of collaboration would give teachers the opportunity to learn from each other, increasing their capabilities. The use of current teaching methods, such as differentiated instruction, could give students a different type of French education experience, opening up the flexibility about their abilities in core French. This is something that informal leaders could encourage within our school, simultaneously helping develop a growth mindset in our students. This would have a positive effect on creating systemic equity between core French and French immersion, as well as provide administration with a reason to prioritize core French along with other programming.

2.7 Possible Solutions to Address the Problem of Practice:

When looking for potential solutions to help core French teachers feel more confident and appreciated within the organization and within the profession (Lapkin et al., 2006; OPSBA, 2007), there are several methods that can be attempted. Firstly, teachers need to have administrative support as well as be provided with additional resources in order to be successful educators in the classroom. Leaders can support their teachers by using different leadership methods, such as servant leadership and distributed leadership.

2.8 Distributed Leadership

Framework for Leading the Change Process:

In distributed leadership, leadership responsibilities are distributed amongst people other than administrators. Within my organization, the administration (principal and vice principals) can pass on leadership roles and tasks to informal leaders. Teachers, other staff, and interested parents can work with administration to take on a particular task or responsibility in our school. As an informal leader myself, I am able to help encourage other teachers to become informal leaders. I am also able to support administration during this change process, helping promote communication and the willingness for change. Lieberman (2011) explores how teachers can be given leadership tasks in order to help make a change within an organization. In my school, parents and students can take on various leadership roles. For example, students can join school committees or clubs, such as the French club, and parents can become part of the parent council. Having parents and students take on leadership roles can open a line of communication between the community and core French teachers, and this new relationship can help initiate the inclusion of positive conversations about core French in the community. Similarly, teachers at my school can take on leadership roles in and outside the classroom in order to show students and parents that changes are being made (i.e., use of Google classroom, etc.). These changes can be promoted through parent nights, newsletters, and classroom lessons and activities. Leithwood, Mascall and Strauss (2009) conclude that many schools that use this type of leadership strategy have high performance rates, which may encourage administration to utilize this framework within the school Organizational Improvement Plan (OIP).

Possible Solutions to Address the Problem of Practice:

To be capable of using this option as a solution, specific resources need to be available. Firstly, administrators and other leaders in my school need to be willing and open to adjusting their leadership strategies. Time needs to be taken by our leaders (in case of my school, our

principal and vice-principals) to learn about distributed leadership and to implement it in daily decision-making. Similarly, teachers, parents, and students need to be willing to commit to a leadership role. Teachers need to take on an important role in making a change within the organization, while parents and students need to be willing to participate in the change.

As a teacher within the organization, I can lead by being an example of an informal leader. According to Spillane (2005), an integral part of distributed leadership is the creation of informal leaders. Although this is feasible in theory, some teachers may be skeptical of its implementation or reluctant to take on an informal leadership role. In leading by example, I can show teachers in my organization how this form of leadership looks and works, as well as how it can be of benefit to all stakeholders.

Leadership Approaches to Change:

In order to achieve a preferred organizational state, there are several individual and institutional leadership practices that will need to change. The greatest change that will need to take place is the implementation of distributed leadership. In order to embrace distributed leadership, all leaders involved in the change at my school, both formal (principal, vice-principals) and informal (teachers, staff, and parents who take on leadership roles), need to be eager and willing to change the normalized leadership style. Since the distributed leadership has been growing in popularity and gaining leader and organizational interest (Harris & Spillane, 2008, p.31), there are many resources and support available to guide the leaders in my organization on how to create this change. As explained by Harris and Spillane (2008), in distributed leadership "there are multiple leaders and that leadership activities are widely shared within and between organizations" (p.31). Currently within my organization, informal leaders, such as teachers and parents, are not given responsibilities within the school. Giving teachers an

informal leadership position and a role in decision-making might help promote the importance of diverse school and academic programming as well as the inclusion of all educators, particularly French teachers. Being given an informal leadership role, our teachers would gain a sense of autonomy, become more motivated within the organization, as well as have a distinct voice in the change process. Similarly, parents and students can be given leadership roles in order to motivate other parents and students to become actively involved in the school and in making organizational changes.

Finally, distributed leadership has been found to "make(s) a positive difference to organizational outcomes and student learning" as well as a "powerful relationship between distributed forms of leadership and positive organizational change" (Harris & Spillane, 2008, p.32). Distributed leadership has been found to have positive outcomes, making it an appropriate choice for implementation in our school. Embracing distributed leadership can result in a positive organizational change and help with the problem of practice found in my organization.

This change also requires educators to accustom themselves to the use of distributed leadership. Our instructors need to learn about the distributed leadership style and how it can be used to benefit the organization. Teachers within my organization then need to take on leadership roles within the school. In this case, the core French teachers at my school need to be willing to become informal leaders in order to make a change in their programming. As Lieberman (2011) explains, teachers "become leaders that are in a unique position to make change happen" (p.16). Instructors need to be shown that they can be change agents and can make decisions to help reshape and support their organization (Lieberman, 2011, p.17). Giving teachers decision-making power and leadership roles helps them "become a powerful influence on the culture and can serve as an example to their district" (Lieberman, 2011, p.17).

The Pros and Cons of Distributed Leadership in Terms of This Problem of Practice:

When looking at the benefits and disadvantages of the use of distributed leadership, there are many factors that need to be taken into consideration. Firstly, I will look at the positble disadvantages of its use within my organization. When using distributed leadership, administration is giving leadership tasks to informal leaders. Although this can be a good thing, leaders need to trust their informal leaders to not only complete the task properly, but to do it in a manner that they find appropriate. This requires the administrator and the informal leader to communicate and spend the time to ensure that the path being taken by the informal leader is what is expected. This can be time consuming and can also cause conflict in opinions. Another disadvantage can be the choosing of informal leaders. Without an official process of naming or applying for informal leadership positions, administration can be accused of favoritism or other staff feeling like they were not given the chance to take on these roles. This can contribute to a lack of trust between staff and administration creating a negative political climate in the school.

Although there are negative aspects of distributed leadership, the positives outweigh the negatives. In large organizations, such as the school that I work in, it is impossible for administration to complete all leadership tasks to their full capacity. Using distributed leadership allows for all necessary leadership tasks to be completed, and to be completed by an informal leader that can put the right amount of time into the change/task. Similarly, it allows teachers to work with other teachers helping improve collaboration and passing on of knowledge and leadership techniques that others may not be aware of. Within my school it helps to avoid any negative relationships with administration, and puts a third party in charge which can help to remove past negative feelings. Distributed leadership also ensures that information is being

passed on to all staff seeing as the informal leader will only have that particular task to complete

compared to administration that have multiple leadership responsibilities within the school.

2.9 The Change Path Model

Framework for Leading the Change Process:

Of the numerous types of organizational change that exist, three are relevant to my

problem of practice: incremental change, anticipatory change, and reactive change (Kreitner,

2004). As part of the change process, incremental change will support The Change Path Model

introduced by Cawsey et al. (2016) by making frequent and purposeful adjustments leading to a

cumulative effect. Once the problem is explained and introduced to the stakeholders in my

organization, changes can be implemented on an on-going basis to ensure that they do not feel

overwhelmed (Carter, Armenakis, Field & Mossholder, 2012). As Carter et al. (2012) explain,

continuous incremental changes can help my organization compete, improve, and prosper.

Similarly, it will give the stakeholders the chance to implement the changes progressively, while

also being given the proper resources at each stage. Stakeholders will modify their work routines

and social practices, retaining only the most effective elements of their practices (Carter,

Armenakis, Field, & Mossholder, 2012).

Anticipatory changes are also important in ensuring the success of a change. In an

organization, there are many stakeholders that may be resistant to change. For example, there

may be experienced teachers not willing to change their teaching practice. In these cases, when

leaders know that there may be resistance, anticipatory changes are essential. Leaders can design

the change in a way that, when presented, specific stakeholders will be more open minded and

willing to take part, therefore aiding in the success of the process. One way to give stakeholders

a strong rationale for changing their way of operating is showing them data of how the change

can make a positive difference. For example, when introducing the implementation of distributed leadership, research by Harris (2008) can be presented, as it shows evidence that "there is a relationship between distributed leadership and organizational change, second that there is evidence to suggest that this relationship is positive" (p.172).

Finally, there will always be unanticipated situations that arise in every organization. For example, in my school, there are continual retirements as well as unexpected changes in administration. Although, proactive changes have been found to increase employee participation (Sverke, Hellgren, Naswall, Goransson, & Ohrming, 2008, p. 112), sudden changes in the environment and organizational needs may create the need for a reactive change. This type of change will help support the new needs of the organization, aiding in the success of the change.

2.10 Critical Organizational Analysis

According to Cawsey et al. (2016), the Change Path Model can also help to gauge the gap that exists in the current organizational state. The first two steps of the Change Path Model can be used in conjunction with Stakeholder Analysis. In the first step of the Change Path Model, "the Awakening," a problem is found within the organization and is discussed with others within the organization. In terms of the systemic inequity between core French and French immersion programs, I will present the issue of recognition and appreciation of core French teachers to the rest of the staff at a staff meeting, so that this need can be brought to light. In addition, we can obtain teachers' feedback from other departments and schools within the board creating an allie in this change, as well as gain input from employees that are already working on solving similar problems. The issue of core French programming can also be presented to parents at parent nights as well as be discussed with students in the classroom. Teachers' opinions of the limitations and concerns within the programming can be collected and analyzed by change

leaders. Similarly, what teachers are willing to do to support the change can be shared with change leaders while they develop a plan. This information will give leaders the required information to build a change plan that will meet the majority of stakeholder needs. The teachers and leaders who agree with the change can help with its implementation, and various strategies can be used in order to "awaken" to change those who do not. Dweck's Fixed Mindset Model (2010) is an example of a strategy that can be used to gain unwilling teachers' or leaders' support.

In the second step, Mobilization (Cawsey et al., 2016), the change leaders will present the steps we are taking to the rest of the organization. From my experience, there is a spectrum of teachers in my school: from those with a strong willingness to change to others who are strongly against change. Leadership needs to work within this spectrum of cultural beliefs in order to create a successful change (Schein, 2010. p.317). Providing information will help teachers feel that they are a part of the change process. This also gives change leaders the chance to receive feedback before the change is implemented. Similarly, this can be done with other stakeholders, such as parents and students. Including them in the process and informing stakeholders can make them cognizant of where to be supportive.

2.11 Stakeholder Analysis

Framework for Leading the Change Process:

When creating a change path, change leaders need to evaluate the overall organizational environment in order to identify where issues are occurring, how stakeholders feel about these issues, and how they will react to a change. Within my organization, there is a gap between its current state and our goal for core French programming. To gauge the gaps between the current organizational state and the vision state, Stakeholder Analysis, as presented by Cawsey et al.

(2016), can be applied. Stakeholder Analysis methodology will be used to gather information from those impacted by the problem, in this case views and opinions of parents, core French teachers, students, and administration. Using the feedback given by the stakeholders, change leaders can then create a change path that meets the needs of the organization, thus increasing the chances of a successful change.

2.12 Resources

Critical Organizational Analysis:

The major gap that exists in the organization is an inequity between the core French and French immersion programs. As Lapkin, MacFarlane and Vandergrift (2006) explain, core French teachers fight stigmas on a daily basis, and their work remains unacknowledged. Similarly, due to a lack of resources available to them, teachers have to devote additional time to crafting their own resources and lesson plans, which may create resentment. Within our school, our principal is given funding for technology. Although the money is there, often core French is overlooked, giving the technology to other departments.

2.13 Possible Solutions to Address the Problem of Practice

When using resources to help make a change, consultants can be used to work with department heads. Currently, one consultant per subject is funded by the board. As described by Lawler , "the consultant is to act as a resource person in helping a teacher and administrative group to deepen understandings and become proficient in the use of new techniques necessary to develop the most desirable kind of school program" (1951, p.219). Core French teachers are able to work with the consultant in an effort to strengthen course programming, and consequently, improve student interest. Similarly, a resource bank can be created for teachers to add to and

share with each other. Currently, different tools such as Google drive (technology) can be utilized to share resources, reducing the need for teachers to create their own. It is also a means for French teachers to meet and communicate with each other. It may reduce isolation in the teaching profession and encourage communication between educators board-wide. Consultants can also work to create connections with vendors and outside agencies, so that teachers can be provided with additional resources. To be able to use this plan as a solution, schools will need to work effectively with their core French consultants. Providing a release time will allow teachers to work with and to learn from the consultant in order to improve their teaching practice. This will require time and additional funding to pay for teacher release time and new resources. Finally, technology will also be required to access online resources as well as to be used as a way to communicate and share resources with other teachers (e.g., Google Drive).

To do this, time and additional human resources are needed to do the work and to be visible in the community. Both solutions correlate to the current organizational culture within the school. Similarly, both solutions will help alleviate stress by sharing the responsibility of leadership and working with administration.

2.13.1 Technology

As previously explained, when using distributed leadership, leadership activities are widely shared with and between organizations (Harris & Spillane, 2008, p.31). Leaders need tools in order to share leadership activities within the organization as well as with other organizations. Technology, in the form of applications and the internet, will allow for quick communication and provide a medium for sharing. Teachers taking on leadership roles to satisfy distributed leadership need to be provided with resources, in order to successfully complete the organizational changes. Firstly, not all teachers have access to their own computers during class

time. Not having a computer available limits not only the activities that can be performed in class, but also the resources that could be shared among teachers. Consequently, this increases the number of resource materials that teachers must create, and that may have already been available but not shared. This wastes time and reduces the teachers' ability to focus on other program areas. Money that is available to the school needs to be distributed equitably amonst departments to ensure that teachers have access to a computer and are not forced to bring in their own technology into the classroom.

Resources that are computer based are also limited to core French teachers if computers are not made available to them. Programs, such as Google Drive, are very useful resources to share information with students, parents, and other teachers, but only if this form of technology is available at school. Google Drive is protected by passwords and access codes are given to those who are permitted access, thus protecting students, teachers and parents from any breach in confidentiality. This also limits the number of teaching resources available to teachers, since they are not able to access and share resources with other teachers. Once all teachers have access to a form of technology within the school, a joint Google Drive folder can be created in order to share resources not only within the core French at our school, but also between schools throughout the board. This will reduce the amount of work core French teachers have to do individually, increasing the equity in work load between the core French and French immersion programs. Having technology can also increase communication with other teachers, helping core French teachers succeed in the leadership role that they are taking on.

2.13.2 Consultants

Currently, not many teachers and leaders draw on consultants as a resource. According to the Ontario Public School Boards' Association (2007), 40% of teachers said that they could not

access an FSL consultant. As teachers start to become informal leaders in this change process, they will require support and guidance. Seeing as a lot of these changes will be subject specific, consultants can be used as subject specialists who can help guide and offer resources to support the teacher leaders (Lawler, 1951, p. 219). Many core French teachers feel that there are not enough resources available in order for them to make changes. Similarly, if teachers do make changes, they inevitably create their own resources, which is time consuming. By drawing on consultants' knowledge, teachers may be able to guide and direct other teachers to find additional resources.

Consultants, having a "background of training and experience that provides knowledge with special competency in that area" can give our teacher leaders the support that they require to successfully make a change (Lawler, 1951, p.220). Similarly, consultants can help bridge the communication gap between administration and other core French teachers. Teachers can ask consultants about leadership and receive some guidance regarding leadership skills and techniques. Consultants also work as the subject specialists at all high schools in the board (Lawler, 1951, p. 220). Teachers in my school may not know teachers in other schools and may not be aware of the issues other teachers may be experiencing. The subject consultant can act as a liaison to connect teachers between different schools. In combination with increased accessibility to technology, teachers from different schools can communicate and share resources, helping them make significant program changes to develop the most successful curriculum.

2.14 Communication

Possible Solutions to Address the Problem of Practice:

The way that leaders communicate in my organization will also need to be modified. With the use of distributed leadership and distributing leadership roles to teachers, official leaders need to ensure that communication is strong and consistent with all staff, including amongst themselves as a team. Having teachers play a leadership role in the change makes communication "critical for building alignment and executing strategy" (Burnison, 2012, p.16). If everyone takes on a leadership role without a defined plan or end goal, distributed leadership will struggle to accomplish a set of prescribed or pre-determined goals. Formal and informal leaders need to communicate between one another in order to ensure that everyone is on the same path, as well as to keep others informed of the progress.

Currently, leaders in my organization experience difficulty communicating with teachers on a regular basis. With the use of distributed leadership, our leaders will need to set aside time to check in with their teachers' progress and to ensure that their informal leaders are working effectively on their own. Similarly, leaders need to use their words carefully in order to help inspire change. They need to speak to their informal leaders positively and motivationally in order to help inspire leaders to continue working hard on making a change (Burnison, 2012, p.16). A part of being a good communicator is listening. Leaders at my school need to work on listening to their informal leaders in order to make changes or guide their leaders to be successful:

> "As a leader, you must inspire others through your words and actions. And before you speak, make sure you listen and observe; knowing your audience is as important as the message you are delivering. Communication informs, persuades, guides, and assures, as well as inspires" (Burnison, 2012, p.17).

The leaders in my school have not had to lead teachers in the role of leadership. This change creates a need to inspire and motivate leaders by the power of voice and communication. Listening to and communicating with teacher leaders will help build strong relationships and provide teachers with the tools to be strong leaders. Similarly, assigning teachers to be leader figures in specific areas will help distinguish who the leader figures are. Specific teachers will take on leader specific initiatives and be required to report back to the formal leaders - the principal and vice-principals.

When addressing the issue of inequity between core French and French immersion, the increased communication can help bridge the gap between French teachers and administration. It gives teachers the chance to communicate with their principal and provide administration with information regarding their course, the programming, and the amount of work that is put into teaching an additional language. Improved communication can initiate the process of change.

Similarly, administration needs to continue communicating with parents and students. The way that administration communicates with parents will also need to change. Having teachers and parents become a part of the informal leadership team will require administration to work with parents as leaders. Having parents as part of the change will help promote its success in the community and with students. Administration will need to communicate to parents how they can help improve the image of core French and provide leadership opportunities, such as trips or events that parents can lead. Parents and students will then have to communicate in a positive manner, promoting the core French program and the steps that our organization is taking to improve student learning.

2.15 Organizational Culture

Possible Solutions to Address the Problem of Practice:

When trying to make a change within the area of core French, a change in culture is necessary. Barth (2004) explains that "the most important-and the most difficult job of the school-based reformer is to change the prevailing culture of a school" (p.7). This is one of the most difficult areas to change, as core French is a course that holds history and memories for students, parents, and colleagues of core French teachers. A lot of work is required in order to change the cultural ideas and pre-conceptions that our stakeholders may have. Although it can be challenging to change a school culture, there are ways to take small steps in order to successfully make a change (Barth, 2004, p.8). It may take time to create a shared vision, but it is a crucial component in creating a collective vision. It is important to show that as a leader, one is trying to "bring in more desirable qualities to replace the existing unhealthy elements of the culture" (Barth, 2004, p.10). In my organization, there are various stakeholders that require convincing to embrace change with the existing cultures.

Firstly, discussing with colleagues the importance of reaching equity between French programs, as well as including administration and stakeholders in the change progress, can help change perceptions of French education and programming.
Similarly, by working with parents and students, leaders can help show stakeholders that the negative perceptions and existing culture are rooted in misconceptions. Core French teachers deserve systemic equity and equal access to resources, funding, and support within the organization. Although this may take some time, by consistently showing our stakeholders the importance of change, all those involved in the change will become more aware of the inner workings of French programming and its value within the school system.

The members of my organization need to be open to change and progress. Members need to be willing to change the status quo and spend more time working towards a necessary change.

As Schein explains, "there may be elements of the culture that are a barrier and require their own change program" (p.325). Information needs to be presented to my organization in order to show members the importance and significance of change and how change will benefit the organization. The change will require time and communication, as well as an individualized change plan, in order to meet the specific needs of my organization.

2.16 Possible Solutions to Address the Problem of Practice

After researching the possible solutions, distributed leadership coupled with increased resources is the best possible solution. Although servant leadership is also a feasible option, areas of this strategy overlap with distributed leadership. Serving the organization, distributing leadership roles, as well as being a skilled communicator and a compassionate collaborator, all hold true in distributed leadership. Although the focus will no longer be set on serving the organization, there are many similarities between distributed leadership and servant leadership that will work effectively with my problem of practice. Trying to change the culture of my organization is another possible solution; however, it is also one of most challenging. Changing the culture of an organization takes significant time and communication and may take years to implement.

The proposal that I believe will work best with my problem of practice is distributed leadership, coupled with increasing teacher resources. This solution will work best with my organization since teachers in my school want to be involved in the change process. Members of the organization appreciate having their opinions heard and having a sense of ownership; however, even when given a leadership role in the change, teachers still require resources in order to help them make the appropriate changes and decisions. This requires technology,

communication, and the help of consultants. By giving teachers the resources they need to make their leadership tasks successful, a possible solution can finally be found.

2.17 Leadership Approaches to Change

After analyzing the potential applicable solutions to the issue of recognizing core French teachers, distributed leadership alongside an increase in available resources was the most fitting solution for my organization. As a solution to my problem of practice, I propose using distributed leadership to give teachers and other stakeholders a sense of ownership in the change, along with increased resources to support our teachers and stakeholders.

2.18 Conclusion

In review, chapter two discussed an approach that administration can implement in order to create equity between core French and French immersion programming. This approach presents a method to change the existing symbolism and misconceptions of core French programs, and to create a new positive view. This includes administration placing equal priority on core French alongside other programs. Possible solutions to support these goals were presented.

In chapter three, the discussion of this issue continues by presenting a new organizational chart and a change implementation plan. Methods to communicate the change designed for a specific organization will be discussed and followed by methods to monitor the change process. Finally, a conclusion and future recommendations will be presented.

Chapter 3

3.1 Introduction

When analyzing the systemic inequity between core French programs and French immersion programs, it is evident that a change needs to be made within the educational organization. Administration and administrators need to make changes in order to improve systemic equity for core French teachers. Similarly, they need to prioritize core French equitably alongside other available programming within the organization. In the following chapter, a potential change implementation plan will be discussed, followed by a method to monitor and evaluate the change. Finally, next steps and future considerations will be presented, followed by final thoughts and the conclusion. Chapter 3 is organized into the following five sections: Change Implementation Plan, Change Process Monitoring and Evaluation, Leadership Ethics and Organizational Change, Change Process Communications Plan, and Conclusion.

3.2 Change Implementation Plan

Strategy for Change

After analyzing the possible strategies that would help in this problem of practice, it is evident that the approach of distributed leadership and the provision of additional resources may help support positive organizational change.

3.2.1 Strategy #1: Implementation of distributive leadership

Distributed leadership is an approach utilized by the leadership team in order to distribute leadership responsibilities amongst informal leaders in the organization. There is a shared responsibility to meet goals and in the case of my organization, to make core French teachers feel equally valued, and to make changes to prioritize courses, while providing informal leaders with ownership and responsibility (Harris & Spillane, 2008). The final goal of this

strategic plan is to have administration help support the systemic equity between the core French and French immersion programs. As an informal leader, I will encourage the use of distributed leadership in my organization. If accepted by my administrative team, I can support the change by acting as an informal leader on our staff, as well as encourage others to take on informal leadership roles. In order to achieve this goal, there are two strategies that need to be implemented. The first strategy, implementing distributed leadership, is to encourage all stakeholders to become involved in the organizational change and practice. This can be achieved through explaining what will be changing and how it can benefit them. For example, many staff may become interested in the opportunity to take on an informal leadership position or in having their trusted colleagues take it on. Our leadership team, in this case our administration, needs to implement distributed leadership, and our informal leaders, in this case teachers and parents, need to be allowed to take on leadership roles within the educational organization. Parents and students need to be educated regarding distributed leadership in order to promote the importance of an informal leader and the crucial role all educators and parents have within the school community. This education can take place through parent council meetings. One of the informal leaders or administration can present the concept of distributed leadership, how it works, and how it will be used within our school. Similarly, information about distributed leadership and how it will be impacting parents and students, as well as they can get involved, can be sent home in the weekly newsletters. I can prepare updates to send out, helping to support this implementation. To support this goal, our administrators need to make the utilization of distributive leadership a priority (Harris & Spillane, 2008). This can occur by forming an implementation team and inviting someone who is experienced in distributed leadership techniques and willing to dedicate time and effort in the education of the school community and

stakeholders. This strategy is a priority since the administration cannot make this change alone. Others need to become involved and be given the authority to introduce change, so that the ultimate goal of improving systemic equity can be achieved and completed in a timely manner (Spillane, 2005).

Grenda (2011) conducted a multi-case study and examined the implementation of distributed leadership in three different schools. This work found that having a common vision for student learning and the structures required to support this leadership style had positive effects on the organization. To create this common vision, administration and staff need to be on the same team, working towards the same end goal. As an informal leader, I can help administrators act as the backbone of the change, ensuring that they provide staff with opportunities to become informal leaders. As well, they need to support and encourage staff to take on leadership roles based on their strengths. I can also help support informal leaders in order to keep other staff on board with what is happening in the school and encourage them to participate and be positive about the change.

In the study by Grenda (2011), teachers were viewed as experts and helped advance school goals. The study also found that it helped the school support the middle school philosophy (Grenda, 2011). Similarly, there have been studies such as Harris and Muijs (2004), Leithwood and Jantzi (2000), and Silins and Mulford (2002), that have also found a positive correlation between the implementation of distributed leadership and an improvement in various aspects of the organizations. In my organization, the main priority of this change is to increase the systemic equity of the core French and French immersion programs. Therefore, the implementation of distributed leadership should commence with our school's French teachers and parents in order to provide them with more of a voice in the decision making process. Thus, the previous research

on distributed leadership provides support in its implementation in my organization in order to eliminate the inequity between core French and French immersion programming.

As an informal leader, I will present the idea of distributed leadership to my administration. With their support, I can work on educating and communicating with our staff and other stakeholders as well as on distributing appropriate leadership tasks to the various informal leaders.

3.2.2 Strategy #2: Increasing available resources

The second strategy is a more equitable distribution of technology, so that the core French program is allotted enough technological resources to support this change as well as its programming. Within my organization, this is a realistic strategy. Currently, the principal at my school is able to allocate money from his budget towards the purchasing of new technology. Often it is distributed on a first come, first served basis. This has resulted in some departments, such as science, having one projector per classroom, whereas the French (French immersion and core French included) department has only two projectors for all classes. Through the increased and equitable allocation of technology to core French, the core French department can slowly increase its technology resources.

My school is not the only one where the core French department has this issue, as core French programs are often overlooked (Lapkin, 2006). The Ontario Public School Boards' Association (2007) found that 27.9% of French teachers find the lack of resources to be the second biggest challenge in teaching French. Resources included materials, grammar exercises, and funding. Similarly, schools may not receive additional funding in order to help increase resources available to support this change. With this in mind, our leadership team may need to increase the amount of technology that it allocates to core French in order to help make this

change successful. The administration would have to ensure that equal number of resources and technologies is made available to core French. This is important to both the core French teachers and students.

Core French teachers can apply for grants that are available to them through applications to the board (OPSBA, 2007). Grants are made public through communication emails to core French teachers. The board, French consultants or department heads will forward opportunities to core French teachers so that they can take advantage of what is being offered. These opportunities may be in terms of technology (i.e., computers, computer programs, iPads, etc.) or in terms of human resources (i.e., consultants, release times, etc.). Various amounts of funding are offered at different times. For example, last year, there was a technology grant allowing teachers to apply for iPads. If they were selected, they received 10 iPads for their classroom. Another opportunity, a "4Cs" initiative, allowed teachers release time to work with other core French teachers on creating a lesson together, testing out new ideas.

The priority of this change is to support systemic equity for core French teachers. Often French teachers do not have enough resources (Lapkin, 2006). First, there is little technology made available to French teachers. A priority needs to be placed on providing French teachers with access to computers, laptops or iPads (Granberg, 2000). As an informal leader, I will bring this issue to the attention of administration. Currently, our administrators have funding that they are able to allocate to technology if needed. By highlighting key areas of need, I can advocate for the French department, even if it is for only one projector at a time. If teachers are given access to more resources by administration, it will prove that educational leaders are supportive and that they acknowledge the importance of French programming in the educational organization. Second, finding the level-appropriate French resources can be very challenging and discouraging

for teachers (Lapkin et al., 2003). Being allotted funds to accommodate the expenses or being provided with the right tools in order to share resources with other teachers, will help in the provision of required resources and support (OPSBA, 2007), It will also save teachers the time of having to continuously create resources. Finally, providing release time or a consultant available for support (Government of Manitoba, 2016) would make French teachers feel prioritized by the administration, while receiving the support, time, and resources required. These are all possible options, considering that the board already has funding that can be used towards leave times and technology.

Within the organization, these changes should be able to fit into the current structure without significantly disrupting its culture or organization. The change will work alongside the current leadership structure. The current organizational strategy, for the most part, uses the top down approach. However, the choices administrations make prioritize the teachers and the students. In this case, although the solution that I am proposing will change the leadership approach being used, the proposed outcome follows the same goals that the administration is striving for. Currently, the administration wishes to increase total school enrollment and have successful programs that attract student, while providing them with a quality education. This change will help administration support this endeavor while consequently, prioritizing the core French teachers. As the outcomes in Grenda (2011) have shown, the leadership strategy of distributed leadership will support a common vision of student learning and create a positive effect in terms of systemic equity for core French teachers. This change plan may lead to an improved situation for other social and organizational factors as well. If this type of leadership strategy works, the administration in the school can use this method again with other

departments or problems. The various departments can work together, creating allies with each other rather than fighting over technology solely for their department.

Through the regaining of student interest and a sense of importance of core French education, other teachers can utilize this momentum in order to show students the importance of course work (Mady, 2010). For example, a similar strategy can be used to gain student interest in elective courses like history (etc.), that some students and parents may not view as valuable to student education. Finally, increasing technology and resources in French classrooms can serve as a model for other departments. Our department can act as an ally for other departments, helping them with what has worked for them. Implementing programs that can be purchased school wide (e.g., Google Drive) can be helpful to all teachers regardless of what course is being taught. As presented by Vanderbilt University (2000), the use of technology can enhance teaching and learning no matter what the subject is. Being given the proper technology and technological resources by administration can help Core French teachers feel equally valued and prioritized.

3.2.3 Organizational chart

Figure 3.1 outlines how the organizational chart can be modified to support the change. Being a part of a large school board, the hierarchy model will not be easy to eradicate. However, although the principal and vice principals will remain at the top of the hierarchy within each school, teachers, consultants, and parents will also take on their own appropriate leadership roles. In the diagram below, a new organizational chart is presented. In this chart, the principal and vice principal are still in the head position of decision-making; however, decisions and discussions take place between the two, as indicated by the double-sided arrow.

The next row represents the first layer of distributed leadership. Here, consultants are utilized to help guide teachers through making a change, and teacher leaders will help promote the change and make valuable decisions. In my board, there is already one consultant per core subject available for teachers to use as a resource. The current French consultant can be used as a resource to help facilitate this process. The following row represents the second layer of distributed leadership: the parents who help communicate changes through community and at home with their children. These informal leaders will work with the formal leaders in order to make decisions and plans for change that the informal leaders can implement and monitor. In the final row, we have those who are being led by both the formal and informal leaders. This includes, but is not limited to, the students, parents, and remaining staff. These stakeholders will be lead and also have their voices and concerns heard by both the informal and formal leaders so that changes or alterations can be made.
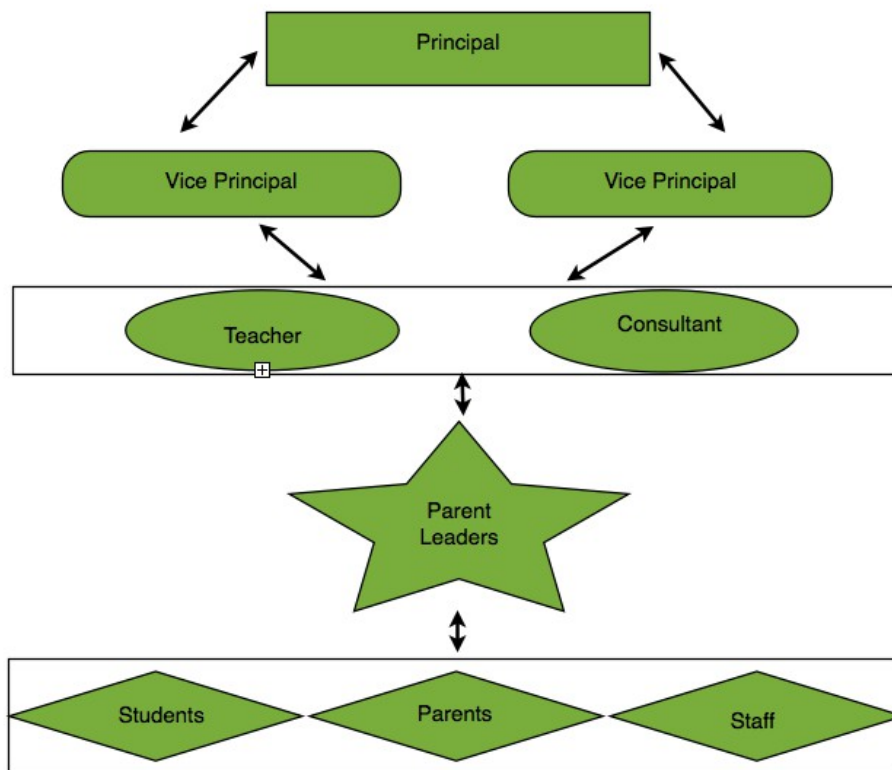
Figure 3.1 The Adjusted Organizational Chart Based on the Current Change Plan

3.2.4 Suggested organizational changes

As a part of this change path, there are several organizational changes that will be implemented. The first change that will take place is the implementation of distributed leadership, this will consequently change the organizational hierarchy and will be followed by a change in the way technology is distributed in the organization.

Change #1: Distributed Leadership-

In order to implement distributed leadership, the following process will be followed. Firstly, the administration will attend/read about the use of distributed leadership that is provided by our board. Currently our board has various leadership education sessions available that our administration can participate in to give them the tools they need to implement the change. One of the administrators will then be put in charge of enlisting informal leaders who can then take on the role of educating the staff about this new change and opportunity for them to take on leadership roles. The change will then be monitored by administration to ensure that the informal leadership roles are being filled and that all school tasks are being completed by some form of leadership (formal or informal).

Change #2: Organizational Hierarchy-

With the implementation of distributed leadership the organizational hierarchy will need to shift. Currently, teachers report to department heads who report to vice-principals who report to principals in order to make changes/decide on how to implement or control a change. With the use of distributed leadership, there will be a new role of the informal leader that will come after teachers and department heads. This way, teachers and department heads have someone to reach

out to when a new initiative or change is being implemented without having to contact administration.

Change #3: Distribution of Technology-

In order to improve the equality between French programs, there needs to be a fair distribution of technology. In order to correct the inequitable distribution of technology between departments, the principal will need to make changes to how he/she divvies up the resources they receive for the school. Currently the principal is given a technology budget that they have the discretion to divide among the departments. To make this change, the principal needs to make a change to how they divide this money. They will need to ensure that they are giving the core French department a fair portion of the technology. For example: giving them an equal amount of technology based on the proportion of course sections they have. Similarly, distributing technology per classroom rather than department can increase sharing amongst the school rather than have it course based. For example: Buying a projector that stays in a classroom, and continuing to buy projectors yearly until each room has a projector that can be shared amongst the teachers that use the room.

3.2.5 Plan for managing the transition

In the following section, the plan for managing the transition of the change implementation will be discussed. First, stakeholder reactions will be discussed alongside the adjustment plan. Second, professional learning communities and their support in the change process will be explained. Needed supports and resources will be explored, followed by a discussion of the possible implementation issues and how these issues will be addressed. Finally, long, medium, and short term goals will be explained, followed by the limitation of this change.

A-Understanding Stakeholder Reactions, Concerns and Needed Adjustments

The third step in the Change Path Model (Cawsey et al., 2016), Acceleration, will be used to understand stakeholder reactions to change and give leaders the chance to adjust plans to reflect employee concerns. During this stage, leaders can analyze school data to gauge the progress of the change. For example, they can look at core French enrollment numbers or the number of core French teachers who request a change to teachable areas.

First, administration can compare the number of teachers who request to leave the French department to the previous year's numbers. This can give the change team insight into whether core French teachers are now feeling equally valued by administration and are willing to stay in the positions. Student enrollment numbers in core French can also be compared. The number of students who continued to take French into grade 10 can be compared to the previous year, giving insight into the value and popularity of the course. Finally, Google Docs data can be used to see how often and how frequently core French teachers are utilizing the resources shared thorough this technology. The number of documents being shared and the number of people sharing can be tracked. These numbers can be monitored to see if teachers start to share more resources with each other or with consultants. However, when using this information, our leadership teams need to follow ethical protocols. The data should remain anonymous (participants should not be able to see the tallied number of posts, pseudonyms can be used, etc.) and should be used only to see if sharing has increased during this process. In order to guarantee the anonymity of participation, staff having access to the information will be educated about the importance of anonymity and the consequences of betraying this trust. Similarly, the procedures will be outlined, giving staff steps to follow so that no discrepancies occur. For example, when data is received, participating staff need to be in private environments, data should not be discussed with other staff, etc.

In the case of the organization, the above methods of tracking the success of the change are cost effective and are a quick way of receiving feedback from stakeholders. Analyzing the staff and enrollment data is anonymous and does not incur any additional costs. This information is generated regardless of this change path. Similarly, the board already has a contract with Google Drive, making use of it for the collection of data free of cost. Using Cawsey et al's. (2016) Change Path Model, these three methods of tracking the change can take place during the acceleration step, making a difference in the equity of core French within the organization (2016).

B-Personnel Empowering Change

As a part of the change, distributed leadership will be implemented. With the use of distributed leadership, a group of teachers will become informal leaders to help direct the change (Bolden, 2011). These teachers can form a leadership group to help support the implementation of the change. The leadership group can be created through administration. Within my organization, when there is a new initiative, administration invites interested teachers, as well as asks specific teachers who they believe would be helpful, to create a leadership group to help the change. They do this through announcing the opportunity at staff meetings as well as through staff emails. The same will occur here to help create the leadership group to support the use of distributed leadership. The leadership group can answer teachers' questions or direct parents or teachers to resources that are available and that can be of assistance.

This leadership group can be in the form of a Professional Learning Community (ETFO, 2015). According to ETFO, Professional Learning Communities focus on student learning, developing school culture, professional collaboration, and results (2015). The community developed within the organization can learn about the change and the resources that are available

to support it through administration. Administration can give them an idea of what they are able to allocate to the change and what they are expecting. The community can then transmit this knowledge to the stakeholders.

Administration will also have to work on their distributed leadership skills in order to empower those they are leading. Participation can be encouraged by showing administration that by learning about distributed leadership and how to implement it, they will be saving time in the long run and be able to reach more people. To do this, administrators can attend information sessions through the board or have one of the board consultants come into the school to help implement the technique. This is realistic because by learning how to use distributed leadership efficiently, administration can save time in the future. In my school, the administration is very open to new techniques and ideas to help the organization be successful. Implementing the distributed leadership structure is an option that is cost and time effective. It also helps to develop teachers' skills and gives them the chance to share their strengths with the rest of the organization, helping it flourish (LeMahieu, 2015). Both of these options are already available through the board.

C- Supports & Resources

In order to have this change take place, there is a need for various supports and resources to be available to stakeholders. First, administration and staff need to be educated about distributed leadership (Milley, 2016). A consultant or member of the staff who is knowledgeable about this technique can be used to guide administration and staff in its utilization (LeMahieu, 2015). The administration needs to be knowledgeable in the use of this leadership strategy in order to support the change path. Increasing the systemic equity of core French will be supported by giving teachers unofficial leadership roles (becoming informal leaders) in which they will be

given credit and have decision making priority (Harris & Spillane, 2008). Having administration knowledgeable in distributed leadership strategies can ensure that the full effect of this change can be felt by the organization. Information and guidance to find resources or having someone to simply ask questions, is a great resource (Hermann, 2016). As Hermann (2016) states, the success of leaders depends on their skills to adapt their practice. Administrators need to ensure that the informal leaders have the right skill set in order to lead colleagues through the organizational change. The informal leaders in charge of educating the staff about the changes that will be occurring will be given the training needed to ensure that they are well informed about the changes and how distributed leadership works. They will then lead workshops, give professional development day presentations, and act as experts when staff members have questions about the change.

Another resource needed is technology and the financial support required to purchase the technology, specifically hardware in the form of computers, projectors, and tablets (Granberg, 2000). An important issue is that many core French teachers do not have enough resources available to them to support their teaching (OPSBA, 2007). This leads teachers to make their own resources or searching for resources that they can afford to purchase (OPSBA, 2007). This is not only discouraging but also leads to extra work that is unappreciated (Lapkin, 2006). Having computers accessible to them in class, technology available for their students to share (e.g., a set of tablets), as well as an online forum (e.g., Google Drive) where teachers can chat and share resources with other French teachers, can all be of great aid to core French teachers (Granberg, 2000). The financial support that is needed is nothing extra than what is already allocated to my school. Our organization is already given financial support for the purchasing of technology. It is up to our administration to allocate the money equitably between departments.

Within, my organization Google Drive and other software resources are readily available to teachers. Being able to use technology reduces the need of ordering and purchasing expensive resources that may not be completely relatable or at students' fluency levels. It can also save teachers time, since they can now share resources with other teachers, eliminating the need to continually create resources. This will help administration place an equal priority on both core French and French immersion programs. Once teachers have these resources, they will no longer be required to put in time-consuming, unappreciated work. Consequently, it will result in improving the problem of practice.

Making technology accessible to core French teachers creates the need for financial support, since technology is expensive. However, the board is currently funding the purchasing of technology for schools on a progressive basis. Having the administration equally prioritize core and immersion French programs and ensuring that the French department receives a fair amount of technology can be a start to this process. Having a consultant work with the French department and share his or her knowledge and resources can also be of help. Consultants as an informational support are a valuable resource for French teachers (Government of Manitoba, 2016). Although consultants can be expensive, the board already funds a consultant per subject matter. Having the core French teachers take advantage of this resource can be a valuable asset. An informal leader within the French department or the French department head can take on the role of inviting the consultant to meet different teachers as well as set up sessions or methods of sharing information between the consultant and the teachers. This relationship can provide teachers with resources, such as appropriate websites, books or teacher guides, so that the teachers do not need to spend additional time creating their own.

Currently, time is a big factor in why teachers do not access consultants. The Ontario Public School Boards' Association (2007) found that 40% of teachers said they could not access an FSL consultant and that they were concerned about a lack of consultant support. However, with the changes being implemented and if funding is allocated towards release time and technology, teachers can finally have the chance to work face-to-face with consultants or communicate and share with them through technology. As expressed in A Blueprint for Reform: The Reauthorization of the Elementary and Secondary Education Act (2010), teachers are supported through increased collaboration time during regular school hours as well as the funding of professional development time, including time to work with knowledgeable consultants. This support can help administration address the systemic inequity between the core French program and the French immersion program.

D- Potential Implementation Issues & How They Will be Addressed

In the following section, two potential implementation issues and the methods in which they will be addressed will be discussed. One potential implementation issue is that staff, parents, and students will struggle with the organizational change and maintain cultural beliefs regarding core French and core French instruction. After years and generations of having these beliefs, it may take time and much convincing to help change the fixed mindsets about core French.

Organizational culture and beliefs can play a large role in change management (McNeal, 2009). If staff does not agree with the changes, or if parents and students still do not see the value of the change, the use of distributed leadership can be impeded. In order to address this potential issue, leaders will be encouraged to use the strategies presented by Gilley, Gilly, and McMillan (2009). The first strategy is to communicate frequently and enthusiastically with staff,

parents, and students to help inspire them to be excited and wanting the change. In this

organizational improvement plan, our stakeholders work well with communication and are

knowledgeable about what is changing (Agarwal, 2012). The second strategy is to motivate

employees, parents, and students by showing them how this change will positively impact them.

In the organization, motivation is important to ensure that our stakeholders continue to

implement and support the change (Woolfolk, 2008). Finally, building teams where staff can

work together to change negative perceptions, recognizing core French teachers, and acting as a

coach to inspire change and learning, are all important ways to change the existing negative

perceptions. Implementing a change of mindset (Dweck, 2006) and inspiring stakeholders to

make a change are important aspects in improving the problem of practice.

In order to implement both strategies, administration, staff, and our informal leaders will

need to participate in the communication and motivation process. Administration and informal

leaders need to communicate with staff in order to support their needs and answer questions

about the process. The positives of this change need to be stressed to staff along with the

simplicity of the change (the change will not require most of them to do any additional work,

etc.) Simultaneously, administration and informal leaders will have to continue updating parents

at parent council meetings and through parent newsletters about the changes occurring in the

school and how they are positively impacting students and staff. Staff will also communicate

with parents and students in the classroom about the positive impact these changes are having,

showing students firsthand how the shift in technology and resources is changing their lessons.

Communication will occur on a daily basis in the classroom and with staff, monthly during

parent council meetings, and bi-weekly through parent newsletters.

Another potential implementation issue is that our school does not have enough resources to fully support core French teachers. Providing teachers and students with equal access to technology, resources, and consultants, may not be financially feasible. In order to address this issue, a schedule must be created to ensure that core French teachers are given a fair chance at using the technology in the school (Granberg, 2000). Similarly, a schedule can be created to ensure that the French consultant is scheduled at the school in order to support the staff. The head of the French department can be in charge of maintaining a technology schedule and a sign-up sheet for booking can be made to ensure that all teachers have equal access. The technology itself can be stored within the department storage room to ensure that everyone is aware of its existence and has easy access to it. Similarly, there can be scheduled times for the consultant to come in and answer any questions that the teachers may have. This gives teachers a chance to become acquainted with the consultant, possibly breaking down any barriers of being reluctant to reach out to him/her. Core French teachers can also apply for additional funding from the board, ministry or outside sources in aid of this initiative, which should not cost the school any additional money. It will simply draw on funds and budgets that are already allotted to them.

E- Short, Medium and Long-Term Goals

The goal of this change is to address the systemic inequity between the core French programs and the French immersion programs in Ontario. Our long-term goal is ensuring that teachers are given appropriate resources and human resource support for their course work. Similarly, core French teachers themselves need to be treated equally and supported by staff, students, and parents for the work they are doing. In order to ensure this goal is achieved, a short-term and medium-term goal will be developed to ensure that the change is progressing. An informal leader will be given the task to create a voluntary committee that will help track the

progress of the goals. Our short-term goal will be to facilitate the access of resources for teachers alongside the implementation of distributed leadership. Administration can start to bring in resources to help staff learn and teach our informal leaders about the new strategy. Core French classrooms will gain equal access to technology, leave times, course materials and resources, as well as consultants. Our medium-term goal will be to ensure that these resources are being used and that teachers are knowledgeable in their use. We will then work on informing parents about the organizational change and encouraging parent participation. Informal leaders and administration can present the change to parents at the monthly parent council meetings as well as provide updates on changes through our bi-weekly newsletter. Parents need to be informed of how the changes are positively impacting their children and their learning, for example, through use of additional technology or new teacher resources. Again, this can be presented to parents at parent council meetings or through our current newsletters.

In order to gauge the success of the short, medium, and long-term goals, school data will be analyzed. The school receives data on the frequency of teacher Google drive activity and the number of files shared between teachers. Administration can share these numbers with the informal leadership team. These numbers can then be looked at based on the medium and long-term goals, showing whether teachers are taking advantage of sharing resources between teachers and consultants through this tool. An informal leader will be placed in charge of analyzing the data and presenting the improvements to administration. The numbers will help to determine which areas of the change need more support, and administration can then discuss it and decide on the course of action. Similarly, student enrollment in core French past grade nine can be tracked to see if the changes are encouraging students to continue in the program. Finally, the number of core French teachers that request to change departments (into or out of core

French) can be tracked by administration throughout the duration of this change, seeing if the

changes encouraged teachers to continue to teach French. These gauges can take place at the

beginning of the change, at the medium goal mark, and then at the long-term goal mark. These

dates will be established within a school year, giving staff and administration enough time

between each goal mark to ensure that they are able to reach the goals' full potential and giving

core French teachers the equity they deserve.

F- Limitations

In the following section, two potential limitations will be discussed: mindset and

resources.

3.2.6 Mindset

One area of possible limitation is that not all stakeholders will follow the implemented

changes. They may not see the importance of the change or believe that the change will be

successful. In order to prevent this, using Carol Dweck's (2006) work on mindset can help

change stakeholders' negative perspectives on the proposed changes. Informal leaders can work

together to educate stakeholders about Dweck's work and how it impacts the mindset of staff,

parents, and students. Similarly, the informal leaders can work with our boards' head office,

where there are people who are knowledgeable about leadership literature and who can act as a

resource to them and our stakeholders. Dweck (2010) presents four steps to help change

stakeholders' mindsets. These four steps help people work through stages from a fixed mindset

to a growth mindset. This can help to change administration's and other stakeholders' opinions,

persuading them to believe in the benefits of the change. In this case, the mindset work

conducted by Dweck (2010) can be applied to any of the stakeholders who are oppositional to

the implementation of distributed leadership or the implementation of new resources.

The four steps that the informal leaders can use to help convert those who are

oppositional to the change are:

1-"Learn to hear your fixed mindset "voice" "

2- "Recognize that you have a choice"

3- "Talk back to it with a growth mindset voice"

4- "Take the growth mindset action"

(Dweck, 2010).

Informal leaders will work with those who are opposed to the change by firstly listening

to what is causing the fixed mindset, essentially trying to understand what is promoting doubt in

these individuals. Once they do this, they can help the individuals realize that they have a choice

and that it is up to them whether they open up their willingness to change their minds. In step

three the informal leader can work with the individual to change the negative thoughts that they

have surrounding the change to a growth mindset way of thinking about the issue. Finally, step

four involves supporting individuals to take action with this new positive/growth mindset and

putting actions behind their new way of thinking (Dweck, 2010).

3.2.7 Resources

Resources can also create a limitation for this change. There is a finite number of course

resources, as well as a limited number of core French teachers and funding available, while

trying to make a change (Pittaway, 2004). This reduces the number of people that can make a

change and the amount of money that can be spent on purchasing resources or to pay for leave

time for teachers to collaborate. In this organizational improvement plan, resources are an

important part of the change plan. To prevent this from becoming an issue, it is important to plan

ahead and know what resources we have available and to use them efficiently. Similarly, it is

important to base this change around the resources and funding that we already have. This will

be determined by an informal leader and the change committee.

The principal or vice-principal can become creative with the timetable to provide release

time for teachers to collaborate by housing all of their students in the gym and supervising them

as they watch a movie or as they participate in other activities, such as playing board games etc.

The principal can also work with the timetable to help support the change, for example, by

scheduling the same preparation time or lunch periods for groups of core French teachers so that

they can work together. This way no release time is required. As well, resources can be found on

the internet and downloaded, which can be done during one of the collaborative sessions.

Teachers can look up resources on the web that are free. An informal leader can then create a

resource room to house the French resources so that all French teachers have access to them.

3.3 Change Process Monitoring and Evaluation

The Plan, Do, Study, Act (PDSA) model cycle is an improvement model that helps with

the quality improvement of work. It is a model that allows the leadership "team to create new

knowledge by conducting small tests of change with a minimum risk, and builds confidence in

the impact of the changes proposed... PDSA can be used effectively to engage staff that may be

reluctant to change" (Ontario Government, 2012). In order to use the PDSA model, an informal

leadership team will be created to help support the following of the four steps: Plan, Do, Study,

and Act. The same team will inform and educate staff about the PDSA model cycle.

In the first step, Plan, the informal leadership team will create a specific goal for change,

in this case helping support the equity of core French. They will predict what is going to happen

in the organization, decide on the who, what, when, and where of change, and finally create a

plan to collect data about the change. In our case, the informal leaders will make a plan on how

to start communicating with stakeholders and how to distribute resources within the school. In the second step, Do, the change takes place. Once the change is implemented, the outcome, observations, and positive and negative comments will be documented by the informal leadership team (Speroff, 2004). In the third step, Study, the data collected in the second step needs to be analyzed. The informal leadership team will compare the data with the predictions they made in the first step. Through this comparison, the informal leadership team can learn from the change. In the final step, Act, the informal leaders can use what they learned from the first three steps to adapt, adopt or abandon the change. In our case, they can make alterations to how they are implementing the change in order to help its success before the following goal date. The next PDSA cycle is then prepared for (Speroff, 2004).

The PDSA model has been found to be a useful approach to improving and monitoring a change. Both O'Tool, Cabral, Blumen and Blake (2011) and Spence and Cappleman (2011), found that the PDSA cycle is a positive tool in supporting the team collaboration, which can be useful in addressing the systemic equity of core French and French immersion teachers. It has also been found that the PDSA cycle relies on a bottom up approach, which works well with the newly implemented distributed leadership style. The utilization of this model needs full engagement and leadership support, as well as the appropriate resources and time for those implementing it (Johnson & Raterink, 2009; Spence & Cappleman, 2011).

In terms of the change process, addressing the problem of practice, the Plan, Do, Study, Act model cycle will be followed by the informal leadership team (Speroff, 2004). They will use the steps in between the short-term, medium-term, and long-term goals to reevaluate the change and determine if anything needs to be modified. At the Plan level of the cycle, the aim of the change needs to be specified. Overall, the change is taking place to improve the equity of core

French and French immersion teachers; however, the aim will change at the different goal marks. Before the medium goal mark, the aim will be achieving the goal of providing core French teachers with the resources they need, as well as the knowledge they require to utilize the resources. This includes technology, appointments with consultants, and the creation of a Google Drive forum for core French teachers to share resources. This change will primarily involve the core French teachers as well as the leadership team (formal or informal), as the resources need to be made available to the core French teachers.

This is followed by an educated guess of how the organization will react, where the change will take place, and how data will be collected to gauge the success of the change. For my organization, the leadership team will be willing to support the need of resources and most teachers will be willing to use the new resources. As always, there may be some teachers who will be reluctant to change their opinions about the core French programming. In response to this, the informal leadership team, as well as staff, can work with these teachers to educate them on the benefits of the new resources and of the changes being made (Dweck, 2006). Once these changes are implemented and are given enough time to create of positive effect, school data will be analyzed to gain information about the change thus far.

The analysis of Google Docs data, enrollment data, and teacher course preferences will take place at the three-goal mark to help the leadership team gauge the progress. Having to occur three times within a school environment, the method used to gauge the change needs to be quick and cost effective. In this case, the data is already provided by the school, incurring no additional costs, while allowing leaders to analyze pertinent data and being able to reach many people.

The data is being provided and collected by the school, which means that stakeholders' time is not required, there is no extra work for teachers or administrators, and there is no

additional cost. One drawback of the data is that it is not known whether the change is causing the effects that are seen in the data. Other changes that are happening alongside this change path can also be having an effect. To reduce this issue, the data being used will be as specific to core French as possible, and no other changes targeted to core French will be made at the same time as this change path.

At the end of the change process, when evaluating whether the long-term goal has been met, the same data sources will be used. The results will guide the informal leadership team in assessing if the change was successful. In turn, this will lead to the next steps of what should be altered to make this change more successful, what needs to be implemented in order to maintain success, and how to mimic the success in other school organizations.

Aside from measuring the success of the change at the time markers (short-term, medium-term, and long-term goal time marks), the leadership team will also have tools to measure and track the change along the way. A leadership team in the form of a PLC will be developed so that administrations, as well as informal leaders (such as teacher leaders), have the chance to work together to learn about distributed leadership and how to implement it (Fullan & Langworthy, 2014). Similarly, this PLC team can learn about new resources that can be helpful and present them to the core French teachers. A PLC is an effective way to "merge top-down, bottom-up and sideway energies to generate change", where administration can learn "alongside their students and teachers" (Fullan & Langworthy, 2014, p.12). When using a PLC, everyone is working together, allowing teachers to feel more comfortable as informal leaders in order to take risks and be a leader in the implementation of the change (Ministry of Education, 2014).

The PLC provides staff, parents, administration, and students with a go-to group of people to help them if issues or uncertainties arise. Having a variety of representatives on the

PLC team (teachers, administration, students, etc.) can give those implementing the change someone to approach in order to get help if needed. Similarly, the PLC team will ensure that those they are leading are following the expectations of the implemented plan. The PLC team is responsible to ensure that the change is taking place regularly within the organization (Centers for Medicare & Medicaid Services, 2014). To do this, the amount of involvement from the stakeholders to implement the change and "to ensure that policies and procedures are in place and being followed" (Kusserow, 2014, p.45) needs to be monitored by the PLC team.

3.4 Leadership Ethics and Organizational Change

As a part of this change path, there are many ethical considerations and challenges that need to be addressed at various points in the change process. In the organization and change path, leadership and stakeholders' ethics will be looked at, as "beliefs about what is right or wrong, they provide a basis for judging the appropriateness or not of behavior and they guide people in their dealings with other individuals, groups and organizations" (Burnes, 2009, p.360).

Underlying experiences and beliefs can present a challenge when working with the change plan; however, ethical responsibilities to the organization require teachers to remain neutral and unbiased (Government of Canada, 2016). Similarly, the framework for the Ethical Standards for the Teaching Profession needs to be followed (Ontario College of Teachers, 2006).

Following this framework, information needs to be presented to stakeholders in a neutral way, introducing changes in a manner that will impact all stakeholders equally. This may present a challenge, since in order to convince all stakeholders, materials need to be presented in the most unbiased way possible. This will be done by administration and informal leaders by being honest with those participating. Similarly, there will be open communication with those involved so that they do not feel like information is being purposely withheld from them. Trust needs to be

built by the leadership guiding this change. For example, according to the Ontario College of Teachers (2006), remaining neutral while going through the change process can promote a "fairness, openness and honesty" (Ontario College of Teachers, 2006, p.1) with colleagues. Similarly, when presenting distributed leadership and the use of research to support the solutions, resources chosen need to be neutral and show both the positives and negatives of this choice. Furthermore, when using secondary data sets, it is the leader's duty to ensure that the research follows ethical guidelines in the way it was collected and represented (Tripathy, 2013). The reason for this is that unethical data can be skewed in ways that can benefit a researcher's thesis rather than demonstrate an unbiased view of the study. This can then have a snowball effect, negatively affecting the results in the school, since the results may not necessarily hold true (Jones, 2000).

Any conflict of interest needs to be fully disclosed by those leading the change. Similarly, neutral third parties need to be included to ensure that stakeholders do not lose their trust in the change leaders. For example, neutral parties can examine the change path in order to manage any possible conflicts of interest before they arise. Following the "care" step of the standards, it is the leaders' ethical responsibility to communicate concerns and advocate for the best interest of students' education (Ontario College of Teachers, 2006). Furthermore, the leadership team that is responsible for analyzing the data needs to be conscious of any bias as they present the change. Not allowing personal beliefs to get in the way and knowing what is expected of them during this change will help core French teachers achieve the equity they deserve (National Forum on Education Statistics, 2010).

As we are using data that is collected by the school and the leadership team, we will have ensured that the privacy and anonymity of those involved is secure. As explained by The

National Forum on Education Statistics (2010): "Collecting, maintaining, reporting, and using data in an appropriate manner that is consistent throughout the organization, and in all decisions..." (National Forum on Education Statistics, 2010, p.3). The data will be used in a private manner, only to help the success of our change path. All stakeholders will be informed of data usage and confidentiality. First, the enrollment numbers, teacher department choice, and Google Docs data can be a very useful source of information and a guide to making changes to the plan, helping ensure its success.

The National Forum on Education Statistics (2010) found the following:

> To help data handlers understand and exhibit standards of ethical behavior, education organizations should: train staff about their ethical responsibilities, publicize the expectations for ethical behavior, create explicit policies and procedures pertaining to data ethics... Ethics training requires a resource commitment from school leaders: securing skilled trainers... and allocating professional development time for staff to learn and practice new behaviors (p.3).

During the implementation of the change, the leadership team, and specifically the people in charge of the analysis of data in the form of the enrollment numbers, teacher department choices, and Google Docs data, need to be trained how to analyze the data and ensure the privacy of participants (Ontario College of Teachers, 2006). Having private data made available to them, our change team needs to respect the privacy of the participants and use this information only to help our organization. Teachers' department choices, as well as participation on Google docs, constitutes private information, and those who have access to it need to be respectful and use it only to give insight on the progress of the change.

3.5 Change Process Communications Plan

In an organization, according to Agarwal and Garg (2012), communication is an integral part of building trust and understanding. Communication is "the exchange of an information, thought and emotion between individuals of groups; in other words, communication plays a fundamental role in balancing individual and organizational objectives" (Agarwal & Garg, 2012, p.40). When creating a change path in an organization, it is natural to have stakeholders that may be oppositional to the changes being proposed. In the organization, being knowledgeable about what is changing is crucial for a successful change. This makes it imperative to choose the right methods of communication when communicating with stakeholders. Having an open form of communication with the informal leaders demonstrates transparency and truth within the organization. The method of communication used when communicating with students, will differ from the one chosen for staff (Agarwal & Garg, 2012, p.40). This will meet the needs of the organizational improvement plan since each stakeholder is an individual and has their own reason for the success of the change plan.

Through the use of the Talk framework presented by Kehoe (2013), we can implement our communication plan in an organized manner, stressing the importance of recognizing core French teachers' work. The term D.I.A.L.O.G.U.E serves as an acronym for: Description, I-Messages, Asking Questions, Listening Actively, Open Acknowledgement, Genuine Support, Understand First, and Emotional Self-Management. Following these steps, the change implementation team will start the communication process with the various stakeholders by describing and communicating important and valid information to them on the topic of the change plan. Similarly, an informal leader, as well as board representatives (that are already hired), will be used to teach and help staff through the usage of the steps. This can be done during lunch hours, professional development days as well as our currently allocated leave times.

We will then use I-Messages to communicate stories to the stakeholders, providing perspectives and reasons for the need of program equity, followed by a discussion with the stakeholders (Kehoe, 2013). The team members will be active listeners, being open to hearing stakeholder concerns and attempting to address them as well as acknowledging stakeholder stories and concerns. Finally, the change team members will ensure that they understand the stakeholders prior to formulating conclusions surrounding beliefs. Finally, our team will manage emotions, while staying neutral when stakeholders may voice concerns (Kehoe, 2013). This framework will be used when communicating with the following stakeholders: staff, parents, and students.

3.5.1 Staff

One of the most important stakeholders in the change process is the organization's staff. If the staff is not open to implementing changes and providing feedback, then the change plan is ineffective. According to Husein (2013), it was found that "the role played by communication during the change in the business organization is essential for successful change management" (p.48), making proper communication with staff essential to the success of the change. The way that this change plan will be communicated to staff will be multifaceted. First, in order to present the problem of practice to the staff, a presentation will be made during a staff meeting or professional activity day to gauge concern and interest. This can be in the form of a power point presentation or video so that the staff present can become aware of the issue and the upcoming changes that will be developed. Staff will then be made aware of and consulted prior to the implementation (Schein, 2010). An email can be sent to follow up and a brief presentation can be given at lunch or at a meeting for those who have shown a concern about the issue. In these smaller settings, staff can voice initial concerns and ideas in front of a group of people who are

invested in the change. The smaller groupings can be used to communicate with the organization in a way that suits its cultural dynamics, thus increasing the chance of success (Schein, 2010).

Announcements can then be made for staff to become a part of the change leadership team, giving those interested a chance at becoming a part of the change's development, monitoring, and supervision. Husein (2013) explains how "employees who participate in the decision-making process have higher levels of satisfaction and commitment to the organization" helping the change succeed (p.47). The team can meet and develop the implementation plan, which they can then communicate to the entire staff during a meeting to ensure that everyone is made aware of what will be expected of them in order to support the change. Any concerns can then be brought to the team's attention, so that further communication and clarification can be provided.

Once milestone dates have been hit and data has been analyzed, information can be shared with the involved staff. All positive outcomes should be stressed and congratulations should be given to the staff members who have been working hard on implementing the change.

3.5.2 Students

The techniques used to communicate the change to students will take a different path. The changes being made will be communicated orally to students and also presented visually and experientially as the change takes place. The teachers will present the change path to students (Husein, 2013). The increase in technology and resources can be explained to students at an age and position appropriate manner so that they can understand that administration is taking this course seriously and changes are being made.

As their teachers are provided with more technology and resources, students will start to attend lessons more frequently. This can validate that positive changes are being made.

Similarly, student experience and interest in the course will increase with the use of new technology and resources that are being provided in the course (Granberg, 2000). This can increase the learning of the language and in turn, increase the value placed on the teacher. Simultaneously, the teachers' implementation of these new resources will help change student perception of the course and teacher effort.

Core French school activities can also be provided to increase equity between the core French and French immersion programs. This can come in the form of excursions or in-school presentations (Behrendt & Franklin 2014). French teachers can regain the interest and respect of stakeholders, in this case their students, by giving them the chance to reform relationships and have some informal conversations with their students about the experiences. Thus, this new understanding and communication can start to give teachers' the respect that they deserve.

3.5.3 Parents

Before the change is implemented, the change path can be presented to the parent council to receive any feedback parents may have. The parent council, a requirement in publicly funded schools, has designated times for administration to present upcoming changes in order to receive parental feedback (Ministry of Education, 2002). Once the change is finalized, the change team can create a newsletter to send home to parents about the positive changes that will be taking place in their children's core French classroom. The same news can be posted on the school website (Granberg, 2000). Similarly, when students return home from school, some of them will communicate with their parents about what has been happening in the classroom. Students may tell their parents about new technology that has arrived or new types of activities that they may have never seen before (Granberg, 2000).

With administration's support of the change, core French teachers can create interesting booths during parents' nights, send out flyers and posters showing what has been improved in the program, as well as organize exciting trips (such as going to France or Quebec). They can advertise these initiatives in the community to increase awareness of the positive aspects of core French (Husein, 2013). The promotion of the core French program within the community can also serve as a way to give the core French program systemic equity. Generating community spirit is an effective way to promote a change. It creates relationships and trust in employees and management to continue to improve the programming (Husein, 2013). Informal parent leaders who are a part of the change team can present the changes that are being made to other parents and former students, which can help change the previously held perceptions of the French program. Once the change is complete, parents can be given a second newsletter promoting all the positive changes that have been accomplished and the positive effects the changes have had on student learning. The same news can be posted on the school website.

3.6 Conclusion

3.6.1 Next steps

Once this change plan has been implemented, there are several next steps that can be taken, depending on the outcome. If the change plan was not successful, further alterations can be made to increase the systemic equity between core French and French immersion programs. As the PDSA cycle states, once the final step of the long-term goal has been reached, the change will be adapted, adopted or abandoned (Speroff, 2004). At this stage, the leadership team would have to decide which course of action is the most appropriate.

If the change is exactly what was needed to solve the problem of practice, then the leadership team can share the findings with other schools that may be experiencing similar

issues. The French curriculum consultant works board wide and is able to pass on his/her experience with the school to other schools that have the same need. The change leadership team can then pass on their experience and feedback to the other school, helping them make the appropriate choices for their organization.

If the change was deemed to be unsuccessful, further collaborations and discussions by the change leadership team need to be conducted in order to create a change path that may be more successful. With what is learned from this change, different leadership styles or techniques, such as servant leadership (Greenleaf, 1977), may be explored.

3.6.2 Future considerations

To further the changes in the Organizational Improvement Plan, there are future considerations that need to be examined. Further work can be done in looking into motivational factors of why certain students continue to take core French (Woolfolk, Hughes & Walkup, 2008), more research needs to take place regarding the influence of leadership on core French education, and finally, a method of maintaining and applying what has been done in the organization in order help other organizations needs to be developed.

When creating a change path in an educational setting, there are many factors that can have a positive or negative impact on the outcome of the change. In the future, the attitudes of older core French students, not just the grade nines, should be explored. Investigating the reasons why students continue to take core French in subsequent years can show teachers areas where they are excelling (Woolfolk, 2008). It can also inform administration and other leaders of where they need to continue to work. It can be investigated if senior core French teachers still feel that there is a systemic inequity. If the teachers do not perceive the systemic inequity, the factors contributing to this should be used in a subsequent change path.

In addition, with the implementation of distributed leadership, more work needs to be done on the influence of leadership in core French education. In research conducted on leadership and French as a Second language, it has been found that teachers that formally worked in core French programs had negative experiences regarding relationships with school administrators. This issue caused them to leave the department rather than improve the fundamental issue with their leaders (Karsenti, Collin, Villeneuve, Dumouchel & Roy, 2008). In cases where distributed leadership is not enough, more research in the area of leadership and leaders' relationships with core French teachers can be explored. This can provide more insight into ways of mending the gap in core French programming. Research conducted by Milley and Arnott (2016) found that some administration "assumed defensive leadership postures for administrative reasons" and "Although the principals believed this to be a practical and necessary approach, some also say it is insufficient for realizing larger ambitions for Core French" (p. 20). In order to improve core French education, leaders and core French teachers need to work together towards the improvement of core French education.

If this change path is successful, how can we ensure that the changes being made are maintained? Similarly, with our organization changing yearly, how can we ensure that the changes will continue to be successful? Every year we have new teachers, teachers who retire, as well as new students. The strategies that work with one group may not work with another; therefore a consistent reanalysis of the change and possibly the change path should be made in order to ensure that this change continues to be successful.

3.6.3 Concluding thoughts

Looking back at the beginning of this process, I am reminded of my initial frustrations and ultimate goal in creating this change path: developing a French learning environment that not only supports the students learning the language but also the teachers that are working diligently to pass along knowledge of the French language to future generations. While reading documents such as "The Importance of French as a Second Language" produced by the Modern Language Council in 2015 and various other documents, similar experiences and feelings are echoed "A common frustration expressed by French teachers is that their subject is not always valued by students, by parents or sometimes even by teaching colleagues and school administrators in the way that it should be" (p.1). Working with administrators through the above change path, the Organizational Improvement Plan strives to bring equity in French programming and for core French teachers.

After analyzing all the possible solutions, creating a change plan that gradually introduces the strategy of distributed leadership and increasing the amount of resources available to core French teachers, I conclude that this is the most acceptable and feasible change path available for the organization. The route explained above utilizes as many resources and funding as the board has available, in addition to promoting a leadership style that the organizational culture would accept. Core French teachers are faced with many social challenges, as well as a lack of resources, when teaching French as a second language. Having leaders who are in support of a change path to reduce the social stigmas and stereotypes that core French teachers are faced with, will increase systemic equity and help to equally prioritize core French alongside other school programs.

As one of the official languages of Canada, French is a part of our heritage and identity as Canadians. It is therefore important to be reminded of the importance of core French and to

strive for systemic equity for teachers who are working to support French education for the next generation. This Organizational Improvement Plan provides a potential strategy that may help the situation and should be considered in other organizations that may find themselves in similar situations.

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