Supporting Students At-Risk Through the Re-Engagement of Staff in Co-Curricular Activities

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Abstract

Students enrolled in publicly funded schools in Ontario are representative of diverse backgrounds, abilities and experiences. For students representing the most at-risk populations, schools provide supports both within and outside of the classroom which support their development and provide opportunities which would otherwise be inaccessible due to financial or other personal constraints. Many of these opportunities are made possible through the volunteer efforts of school staff. This means however, that the co-curricular activities provided through volunteer efforts are themselves at risk as they are not contractually obligated provisions. The increasingly neo-liberal political climate in the area of education in Ontario, has resulted in numerous cut-backs and labour disruptions which ultimately affect the ability to serve students through co-curricular activities.

This Organizational Improvement Plan (OIP) examines the challenges faced by a large, urban school which has seen a decline in co-curricular offerings following two recent labour negotiation processes and seeks to identify methods to re-engage staff in the support of co-curricular activities. With the examination and consideration of both political and organizational history, this OIP will outline the challenges associated with and possible solutions to the identify problem of practice. Using publicly available data as well as existing internal data sources, the case for the need to support students through co-curricular activities at this school is outlined. Based upon this demonstrated need, a plan for organizational change is outlined which is rooted in an adaptive leadership approach. This plan seeks to resolve the identified problem of practice and to re-establish co-curricular activities as part of the organizational culture of the identified school.

Keywords: co-curricular, at-risk, secondary school, labour disruption, adaptive leadership
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Executive Summary

The organization of focus for this Organizational Improvement Plan (OIP) is a large, urban, secondary school in Ontario which for the purposes of anonymization will henceforth be referred to as Cedar Glen Secondary School (CGSS). The school itself is located in a mature neighborhood which is home to a culturally diverse, but economically fragile population. The school acts as a community hub providing support which extends beyond academic parameters in the form of co-curricular activities ranging from sports to personal interest groups to employability and familial support programs. This support is the direct result of the volunteerism of school staff, and not to the mandate of a contractual obligation. Due to the fact that staff can choose to withdraw support at any time, the presence of co-curricular activities at the school is not assured. This OIP outlines the resolution to the Problem of Practice (PoP) which focusses on the re-engagement of staff in their support of co-curricular activities following periods of labour disruption in which co-curricular activities were cancelled. The neo-liberal approach to cuts and educational funding on the part of the government, created a snowball effect which ultimately resulted in a reduction of co-curricular activities at the school-level.

Chapter One provides an overview of the organizational context including the current structure and leadership practices present within the organization. Using Bolman and Deal’s (2013) frameworks, the background of co-curricular activities at CGSS is examined and followed by further analysis of the organization using a PEST (political, economic, social and technological) analysis to examine influential factors impacting the organization. Both internal and external data sources are used to inform the study which is framed from both neo-liberal (MacLellan, 2009; Ryan, 2012) and critical lenses (Aronowitz and Giroux, 2003; Kanpol, 1999;
Ryan, 2006). This analysis helped to inform the vision for change and the consideration of the organization’s readiness for change.

The focus of Chapter Two centers on the planning and development of the desired change at CGSS. Nadler and Tushman’s (1980) Organizational Congruence Model is accessed as the framework through which to analyze the change. Following this, Kotter’s Eight Stage model (Appelbaum, 2012, Calegari et al., 2015; Kotter 2012) is used to provide an in-depth outline of the change process and implementation at CGSS. Three possible solutions are identified to support the desired change, with the chosen solution being the establishment of an engagement committee with possible support from community sponsors. The change rooted in an adaptive approach which is woven throughout the plan and implementation for the proposed change.

Chapter Three outlined the implementation, evaluation and communication of the change plan. The goals, strategies and resources needed to support the change are outlined with the short-term, mid-term and long-term goals established. Furthermore, the possible issues with implementation and limitations and challenges associated with the change are expressed with the most pressing being the up-coming contract negotiation process. The monitoring and evaluation of the change will be guided by the Plan, Do, Study, Act (PDSA) cycle (Crowfoot and Prasad, 2017) as well as Kotter’s Eight Stage Model for Leading Change (Appelbaum, 2012; Calegari et al., 2015; Kotter, 2012). The plan takes into account the ethical considerations associated with the change as they relate to the students, staff and the use of data.

This plan and the elements outlined within will support the resolution of the stated PoP to better provide support for students, many of whom are at-significant risk.
Chapter 1: Introduction and Problem

This Organizational Improvement Plan will provide an overview of the organizational context at the focus of the Problem of Practice (PoP). The leadership framework which underpins this plan is rooted in a constructivist epistemological position (Baturay and Bay, 2010; Harris & Graham, 1994; Shapiro, 2008) as it provides the lens through which to understand and support the social constructs of the organization. An adaptive leadership framework (Heifetz, 2004; Northhouse, 2016) supports this OIP which is rooted in the tenets of critical (Aronowitz and Giroux, 2003; Kanpol, 1999; Ryan, 2006) and complexity leadership theory (Lichtenstein, 2006; Marion & Uhl-Bien, 2001 Mendes et al., 2016; Morrison, 2010). Theoretical and leadership underpinnings will be explored briefly in Chapter One and further examined in subsequent chapters.

Chapter One will provide a thorough examination of the organization, including its history and structure while accessing the results of data analysis to be used as a foundation for understanding the need for change. Through the use of leadership frameworks and the lenses of differing perspectives, a plan for change will be outlined and discussed in subsequent chapters which includes a plan to communicate and establish meaningful change in the organization.

Organizational Context

The first section of this chapter focuses on organizational context including the structure, demographics, mission and leadership practices. Additionally, it provides an analysis of the organization’s history through the use of Bolman and Deal’s (2013) organizational frameworks. The organization at the focus of this OIP is a mid-sized public, secondary school located in an urban center in Ontario. For the purposes of anonymization, the school shall henceforth be referred to as Cedar Glen Secondary School (CGSS). For confidentiality purposes, the
documents created by CGSS and its affiliate school board are not cited within this document however, this OIP will make reference to information created by the organizations. The demographic makeup of the catchment area is representative of low-income households as identified through school board social risk index (SRI) data, independent neighborhood polling and Statistics Canada. Approximately one-fifth of the student population come from households earning less than $20,000 per year. In comparison with students at other schools in the board, the students at CGSS rank as the third most at-risk as identified through the SRI data. The SRI was developed by the affiliate school board in collaboration with in 2003 by Human Resources Development Canada and is “designed to provide a general picture of the socio-economic vulnerability in Canadian communities”. This index measures financial need, access to resources and familial educational backgrounds to determine the level of risk and impact upon student success and achievement. The school’s placement as the third neediest on the rating scale is due to several limiting factors such as students not having access to supplementary resources, supports, and experiences, in addition to those provided by the school. The SRI identifies that as of 2014, approximately one-quarter of the parents in the community had not obtained a high school diploma and that one fifth of the families are primarily supported by government transfer payments

As CGSS is a well-established, neighborhood school, it serves as a heart of the community and maintains time-honored traditions as part of its school culture. The school vision articulates its commitment to establishing a safe learning environment which promotes the social, emotional, intellectual and the physical well-being and growth of students. These ideals are demonstrated not only through the diverse curricular programming offered by the school, but also through the co-curricular programming offered to supplement the students’ learning and
personal growth. The school aspires to provide the knowledge and skills students require to attain success in their individual pathway plan through as many means as is possible. The student demographics at CGSS are representative of diverse needs, backgrounds, and abilities. The programming available is expansive, from locally developed to academic programming as well as Specialist High Skills Major programming and French Immersion. The student population represents significant cultural diversity as according to Statistics Canada, 47.6% of the region’s population speak a language other than English as their mother tongue (Statistics Canada, 2011).

Due to the unique needs of the largely at-risk population of students, the school is provided supplementary funding through the Urban High Priority Schools initiative (UHPS). UPHS is a project which originated with the Safe Schools Act (2001) in order to support at-risk youth in schools. The guidelines for the funding outlined that eligibility was determined based upon school location and the submission of supplementary data to the Ministry of Education. This data included information “not available to the Ministry, such as youth crime statistics, poverty statistics, rates of school absenteeism to identify schools with high needs” (Ontario. Ministry of Education, 2008). For almost a decade this funding has provided students, at 37 schools across Ontario, access to programs, opportunities, and supports to enable them to achieve success both academically and personally (Ontario. Ministry of Education, 2000).

**Organizational Structure and current leadership practices**

From a functional perspective, the organizational structure of the school board in which this school is situated is hierarchical and the leadership approach can be identified as transactional. The functional approach of transactional leadership is apparent due to the filtering of information through numerous channels due to the large nature of the organization (Barnett and McCormick, 2002, p. 55). There is evidence of more innovative leadership apparent within
the organization as a means to inspire progress and innovation, but as a whole, the board functions using transactional leadership. For the purposes of this OIP, the focus will be upon the school-level leadership structure. The hierarchical structure at CGSS reflects that of all secondary schools within the board with variances only in the number of positions at each school based upon enrolment. At CGSS the leadership team is made up of one principal, two vice-principals and 10 department heads.

The school has experienced a recent transition in leadership, as the entire administrative team was new to the school as of the 2016-2017 school year. For the previous five-years, the leadership style of the principal and administrative team could be classified as transactional which can be attributed to the goals outlined by school leadership for improvement at that time. A transactional leadership style has the potential for efficiency as it is based upon control and rewards and is managed through set expectations (Eyal & Roth, 2010, p. 258). The previous leadership style facilitated many changes within the school although it was often met with opposition which was demonstrated in staff meetings and feedback opportunities. The new principal’s leadership style is more distributed in nature which has been met with greater acceptance and increased staff engagement. The current administrative team, including myself as a vice-principal, seek to build the leadership capacities of staff through accessing and mobilizing school-level expertise. With the current distributed approach, the leadership of the organization is no longer the endeavor of a single individual as it relies upon the collaboration of the team (Hulpia, Devos and Van Keer, 2010, p. 41). Though only in early stages as the administrative team has been in place for one school-year, the approach is garnering favorable results. There are however, limitations to this approach as the selection of leaders to whom tasks are distributed remains the responsibility of the principal and limits the opportunity of self-directed leadership.
Organizational history

The four frameworks presented by Bolman and Deal (2013) are outlined in the following discussion and provide a means to better understand the broad scope of the organization’s history. Subsequent analysis in proceeding chapters will be rooted in the political and human resource frameworks.

Structural framework

The structural frame focuses on organizational hierarchy, goals, values, policies and procedures and the impact that external influences on the functioning of an organization. The division of labour and structures can serve to support the efficient management and running of an organization (Bolman and Deal, 2013, p.450). As previously outlined, the structure of CGSS is hierarchical. Due to the large number of staff, the departments often work in isolation from one another and whole-staff collaboration is challenging. For the purposes of this OIP, the focus of the organization will center around the provision of co-curricular activities. These activities are facilitated voluntarily on the part of staff as they are not mandated in the collective agreement and as such cannot be motivated by policy implementation at the school level. These activities have traditionally taken place after school, as for many years the school-day schedule included two lunch periods making the running of activities during that time challenging. For the 2017-2018 school year, the schedule has been changed to establish a common lunch period for all students and staff. This new change may prove to better accommodate the running of co-curricular activities as after-school would not be the only available time.

Human resources framework

An organization is comprised of more than a system of policies, procedures and goals. It also encompasses the human element which is viewed through the human resources framework.
This framework provides insight into the complicated nature of human interaction in the workplace. The human element of an organization is vital to the success of organizations as success is reliant on the capacity of their personnel.

The large staff, consisting of just under 100 people, at CGSS includes teachers, administrators, office assistants, teaching assistants, child and youth workers and a social worker. According to the 2016-2017 yearbook, 34% of the staff participated in co-curricular activities at the school. To support the goals of this OIP, greater staff engagement in co-curricular activities is paramount to providing students at-risk with beneficial opportunities. Without staff support it would not be possible to move forward with the desired change.

**Political framework**

In addition to the structure and human resources, there is a political element to the organization. There are a number of sources of power within the school, the administration, department heads, teacher leaders, and union leaders. Due to this fact there is the potential for conflict as each may present different values and goals. Following a full labour strike in 2015, the political climate of the school was strained and tenuous. Some staff members were relieved to be back at work while others were displeased with having been legislated back. Many staff members met each morning in front of the school, dressed in black and waited to enter until the contractually negotiated time. Several refused to acknowledge the administrators, creating a tense atmosphere. The noticeable fracturing of staff cohesion denoted the need to rebuild relationships within the building. Bolman and Deal (2013) identify the significance of coalitions within an organization and the need to build relationships in order to affect change (p.212). It is essential to determine a means through which to build relationships so that each source of power can work together toward a common goal. Without reaching agreement and create a cohesion of
vision and values, it is reasonable to believe that this OIP will flounder as relies predominantly on stakeholder buy-in and participation.

**Symbolic framework**

The final framework, symbolic, provides understanding of the underlying values, beliefs, traditions and culture of an organization. It highlights the meaning behind the symbols in place which serve as a source of power and importance within the organization. (Bolman and Deal, 2013, p.247). Overtime, organizations develop a series of stories, rituals and traditions which become a part of the functioning of the institution. Given that CGSS is over 50 years old, it embodies numerous traditions that guide the actions and expectations associated with the organization both from internal and external stakeholders. There is a notable and long-standing history of providing co-curricular opportunities for students. One such on-going tradition is the outdoor education club. This club has been running for over thirty years and seeks to introduce urban youth to nature and outdoor activities. Annually the students work towards achieving the goal of participating in a weekend hike in the Adirondacks. This club, and many others like it are the foundation of the culture of the school as they denote the care and dedication that staff possess for the students at CGSS.

Within the school, evidence of symbols is present throughout; wall murals of the mascot, prominent display of school colors, and trophies, plaques and banners line the gym and hallways celebrating success. Students and staff alike don school apparel and demonstrate school pride. Co-curricular activities play an integral role in school pride and the traditions of the school. Bolman and Deal (2013) state that “culture forms the superglue that bonds an organization” (p. 248). The precedent of participation in co-curricular activities, which had been prevalent prior to 2012, can be accessed as a means by which to refocus the narrative of the school.
The organizational context, including its history and diversity, impacts the need for change given the circumstances of the established problem of practice as outlined in the following section.

**Leadership Problem of Practice (PoP)**

This section includes the explanation of the problem of practice faced by the organization and outlines my leadership position statement as it relates to the PoP.

As previously discussed, a recent challenge at CGSS has been the notable decline of teacher participation in co-curricular activities following the labour disruptions during the past two rounds of contract negotiations involving the OSSTF, the Ministry of Education, and the public school boards. For the purposes of this OIP, co-curricular activities are defined as all activities which occur outside of the prescribed curriculum and for which staff are not financially compensated. Following the most recent work stoppage in 2015, many staff have chosen to limit their participation in any activity which is outside the parameters of their contractual obligations. As such, many clubs and teams no longer have staff sponsors and are no longer active. There is a notable change in the climate of the school as all stakeholders readjust to the new reality of the availability of co-curricular activities. As an administrator, I am seeking to support the building of staff motivation to participate in co-curricular activities and to mitigate, where possible, the post-effects of any contract negotiation period. This is my aim in order to provide the best possible environment and consistent availability of opportunities for the students at CGSS as I recognize that the majority do not have personal access to additional opportunities outside of the school environment. As a problem of practice, the gap between students’ need for opportunities outside of the classroom and the reduced availability of staff sponsors following the labour
disruption emphasizes the need to ensure that measures are established to support the on-going availability of co-curricular activities.

**Leadership Position Statement**

Co-curricular activities not only support a student’s personal growth but can contribute positively to their academic achievement and engagement and as such are an essential component of a school organization. Coleman (1961) and Miracle and Rees (1994) identified that “by teaching characteristics such as a strong work ethic, respect for authority, and perseverance, sports participation develops skills that are consistent with educational values and thus helps students achieve” (as cited by Broh, 2002, p. 71). In addition to sports, other types of activities have been found to have a positive effect on student achievement such as music, drama and other student clubs (p. 84). Due to their positive correlation with student achievement in addition to the provision of skills and personal development, co-curricular activities are a crucial aspect of schools including CGSS.

According to school survey data, 85% of students identified that at school they had access to opportunities otherwise not available to them. At CGSS, these opportunities have been scaled back following the previous two rounds of OSSTF contract negotiations which resulted in labour stoppages. This will subsequently be discussed in greater detail. I believe it is possible to cultivate the offerings of co-curricular programming by supporting the development of teacher motivation to do so. According to Carnrinus et al. (2010) a teacher’s professional identity is rooted within their contextual interactions. This interaction can have an affect on the “teachers’ job satisfaction, organizational commitment, self-efficacy and change in level of motivation” (p.116). One implication of the labour stoppage is that the staff’s interaction within their context changed significantly during that time. As such, it is reasonable to understand that there would
be a change in motivation to support co-curricular activities. However, Sugrue (2005) argued that professional identity is malleable, and can be influenced by outside influences (as cited in Canrinus et al., 2010, p. 117). It is therefore possible to re-engage staff in co-curricular programming in spite of current practices.

My leadership position includes a firm belief that adaptive leadership is needed to achieve the stated goal of organizational improvement. This OIP deals with the resulting after-effects of a complex and multidimensional issue. As defined by Heifetz, Grashow and Linsky (2009), “adaptive leadership is the practice of mobilizing people to tackle tough challenges and thrive” (p.14). An adaptive approach can support the change needed in face of challenges from external sources such as labour negotiations and support the empowerment of staff following a period of prescribed actions. Developing the ability to lead and adapt is important as organizations need to be adaptable or they will not be able to navigate challenges (Glover et. al., 2012, p.16). As a Vice-Principal, it is essential that I facilitate the development of skills and resiliency to be able to face the complexities and challenges of the organization as the reality is that the organization will never be free from challenge.

With an understanding of the problem, it is possible to frame the problem of practice through the analysis of the broader forces of influence on the organization, which will be outlined in the following section.

**Framing the Problem of Practice**

This section will provide insight into the numerous forces which shape this PoP including a historical overview, PEST (political, economic, social and technological factors) analysis, as well as internal and external data. Additionally, it will include an overview and justification for
the choices of leadership theory which act as the foundation for the OIP. Lastly, this section will include my perspective as a scholar-practitioner and administrator in the organization.

**Historical Overview**

The context of the problem of practice is rooted in events that have taken place over the past two decades in Ontario in relation to educational policy. Despite the altruistic goals of public education, the fact remains that education is inherently political. As the provincial government controls the educational system, it has the capacity to adapt the systems in place as needed. Over the past two decades in Ontario, the political landscape has changed and shaped the educational system to be reflective of a neo-liberal perspective. According to MacLellan (2009), “one of the goals of neoliberalism is to create a ‘lean’ state, which is nimble and able to respond to global economic shifts, without being bogged down by burdensome contract requirements and costly employee benefits” (p.52). The ramifications of this shift can be seen even today in Ontario schools.

This change began with the election of Ontario’s first NDP government led by Premier Bob Rae. Rae took office during a time of economic recession which resulted in establishing cost-cutting measures (McBride, 1996, p.77). In March of 1993, Rae introduced the social contract initiative which forwent the terms of collective agreements and sought to reduce government spending. “Under the Social Contract, public sector unions [including teachers’ unions] were asked to voluntarily make wage concessions of nearly $2 billion” (MacLellan, 2009, p. 58). Bill 48 The Social Contract Act introduced in June 1993, outlined that employers had the right to require employees to take unpaid leaves of absence which, along with other sanctions, led to a relational breakdown between the government and the teachers’ union (p.58).
The political leaning toward neo-liberalism continued with the ‘Common Sense Revolution’ of the mid-1990s, led by Premier Mike Harris. Under his leadership, education spending was cut by $400 million (MacLellan, 2009 as cited by Noonan and Coral, 2015, p.59). These cuts paved the way for further educational reform in the province resulting in cost-cutting and accountability measures. These included standardized testing, a revised curriculum and the creation of the Ontario College of Teachers among others (Gidney, 1999, 234-236). This shift of the educational philosophy established a lasting framework for public education. As stated by Hewitt-White (2015), “the new funding formula, still operative today, allocates money based on number of students instead of per school. In effect, this has forced boards to balance budgets year after year through job and program reductions” (p.175). The no-frills approach to educational spending resulted in cuts to all but the basics of educational programming. This established a shortfall of value-added programming, beyond the scope of basic educational needs. The extra programming became the responsibility of the goodwill of teaching staff (MacKenzie, 2015, p. 9).

Following the Harris-era, the election of Dalton McGuinty as Premier of Ontario brought renewed hope to public education in Ontario with increased spending for education. Self-styled as the ‘education premier’, McGuinty originally marketed himself as an ally to teachers with significant wage increases and contract negotiation peace. He reduced class-sizes, increased graduation rates and introduced an ambitious full-day kindergarten program. However, this good will and spending was finite when his tenured ended with the introduction Bill 115: Putting Students First Act. This bill led to the repealing of negotiated rights of teachers, a wage cut and loss of accrued sick-time and retirement payouts. As stated by Howlett (2012), McGuinty “usher[ed] in an era of labour strife with the very constituents he spent the past 8½ years
The damage done by the abrupt change impacted government and OSSTF relations.

This problem of practice therefore can be seen as an offshoot of the turmoil experienced in the politics of education in Ontario over the past two decades. The trickle-down effect of the reforms, accountability measures and government and union relations, arguably, have played a role in the motivation of teachers to provide co-curricular activities through their own good will.

**PEST Analysis**

To better understand the organization, it is imperative to consider the factors of influence within the environment. As CGSS does not exist in isolation, the factors of influence within the broader social context as well as those which exist within the board and the school play an active role in affecting change within the organization. The PEST analysis provides insight into several factors of influence within the context of the school. According to Yüksel (2009) the PEST analysis serves two purposes “[t]he first is that it allows identification of the environment within which the company operates. The second basic function is that it provides data and information that will enable the company to predict situations and circumstances that it might encounter in future” (p.53). The following outlines the factors of influence at CGSS.

**Political factors.** As was outlined in the historical overview, there were recent contributing political factors which impacted the school environment. The work-to-rule action in 2012-2013 which culminated with the imposition of a mandated contract and the full labour strike in 2015 significantly impacted teachers’ abilities and motivations to participate in co-curricular activities. Following both of these negotiation years, there was a notable change in the level of staff participation in school activities, at CGSS, beyond that required by contractual obligation. Many staff who were once actively engaged no longer participated beyond required
duties resulting in a scaled-back version of the school community. According to the listings in the 2011-2012 school yearbook, there were 26 school teams and 34 school clubs running throughout the school year. Comparatively, the listings in the 2015-2016 school yearbook, name only 14 school teams and 18 school clubs representing a 47% decline in availability of co-curricular activities. Factors outside of the influence of the labour dispute such as staff attrition accounts for approximately an 11% difference. Therefore, the drop-in activities following the labour disruptions is representative of a 36% drop in available activities for students. Based upon the evidence of the decline in available co-curricular activities following the labour disputes, this OIP serves to propose solutions to a significant issue within the CGSS context.

The current political situation is such that the members of OSSTF have agreed to a two-year contract extension in order to support revisions to the previous negotiation practices. This temporary period of stability provides the opportunity to develop a plan to rebuild the co-curricular program at CGSS, and determine to protect these programs following subsequent periods of labour negotiations as outlined in this OIP.

**Economic factors.** The economic demographic of the student population is representative of a low-socioeconomic status as previously outlined. According to Statistics Canada, the low income cut off (LICO) for families of four is $30,487 annually. One-fifth of the CGSS student population come from homes in which the annual income is $20,000 or less a year. The students therefore do not have the financial means to support independent access to supplementary activities other than those offered by the school. As part of the UPHS funding, the school initially received an additional $350,000 annually to support at risk students, however as of the 2017 school-year the funding has been reduced to $260,000. This funding is used to hire
two child and youth workers as well as an additional teacher who work exclusively with at-risk students and as a means by which to provide programming directed to support at-risk youth. This programming is sub-divided into five categories which fund social-emotional supports, academic supports, violence prevention, student engagement and family and community engagement. The funding is in addition to, and exceeds the annual school budget and is used exclusively to provide supports for the at-risk youth at the school. The majority of these programs occur outside of the realm of contractual obligations and as such are voluntary on the part of the staff sponsor.

In addition to the UPHS funding, there is funding provided to support the running of co-curricular activities through various sources within the school budget including the principal’s discretionary funding, student activity council funding and athletic funding. Due to these available sources of funding, finances cannot be considered a limiting factor to the existence and functioning of these activities at CGSS.

**Social factors.** The availability of co-curricular programming provides support to build the skills students need to achieve their future goals and can contribute to their future employability (Greenbank, 2015, p.187). Co-curricular activities provide students the opportunity to make social connections to their peers and to staff members in the building. For the at-risk students at CGSS, co-curricular activities can serve as the social connection and attachment to school which supports their continuance of their education. As observed by Mahoney and Cairns (1997), “extracurricular involvement, particularly for persons at risk for dropout, may be one component of that transition that could help shift the balance toward greater engagement in school” (p.249). The demographic makeup of the student body acts as the main social factor contributing to the need for co-curricular activities at the school.
Every three years, an internal survey is completed by students, staff and parents on a voluntary basis to provide feedback and insight regarding the school organization. The factors of relevance to this OIP include student voice, school community, school leadership and student feelings. In a comparison of the results of the 2013 and 2016 surveys, it can be seen that there has been an impact on the school community which caused a decline in student satisfaction. In 2013, 81% of the students felt that they had leadership opportunities within the school and according to the 2016 data there was a 6% decline in this number. Though this is not representative of a significant drop, it still can be seen as a reflection of the problem of practice and reduced availability of co-curricular programming for the students.

**Technological factors.** As a reflection of the demographic makeup of the student population of CGSS, there is a demonstrated challenge for students to have access to technological resources outside of school. According to a 2017 internal survey of the students, 41% of students lack home-access to computers, tablets and the internet. Part of the co-curricular programming is to provide students the space and resources needed to complete their work and participate in computer and games clubs. There is an established need for co-curricular programming at CGSS to provide technological access and resources to the students.

**Analysis of internal data**

CGSS and its affiliate board collect data regularly with the generation of several surveys targeting students, parents and staff. There is substantial data which provides a close analysis of the current context and needs of the students as well as that which identifies trends over time. Semi-annually, CGSS completes internal surveys of all students to determine their level of attachment to the school. As expressed by Libby (2004), “…young people who feel connected to school, feel that they belong, and that teachers are supportive and treat them fairly, do better”
(p.282) and as such the school invests time and resources to ensure that students can connect to the school. The initial survey enables students to self-identify their barriers to success. From this survey, staff generate a list of students who are most at-risk and provide targeted supports such as registration in various co-curricular activities. A follow-up survey identifies if the supports put in place over the course of the year have enabled students to be more attached to the school. The results of the most recent survey which identifies student interests is outlined by Figure 1.1. In addition to the programs listed, students identified 41 additional co-curricular activities they would like to see implemented at the school.

*Figure 1.1 Student identified co-curricular activity needs*

<table>
<thead>
<tr>
<th>Program</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball camp</td>
<td>115</td>
</tr>
<tr>
<td>Leadership camp</td>
<td>181</td>
</tr>
<tr>
<td>DJ lessons</td>
<td>75</td>
</tr>
<tr>
<td>Barber program</td>
<td>54</td>
</tr>
<tr>
<td>Intramurals</td>
<td>171</td>
</tr>
<tr>
<td>Standard First Aid and CPR</td>
<td>216</td>
</tr>
<tr>
<td>Babysitting certification course</td>
<td>126</td>
</tr>
<tr>
<td>Mentoring Program</td>
<td>80</td>
</tr>
</tbody>
</table>
After school cooking class | 223
---|---
Camp counsellor training | 116

*Figure 1 Adapted from: CGSS Annual Attachment Survey 2016-2017*

The students also identified a lack of access to technology at home, financial issues, lack of proper nutrition, mental health issues and family issues as barriers to their attachment to school. At present, 54% of the students access the staff-led breakfast program as part of their regular nutrition, 67 students are provided cost-free lunches and 112 students access the school-based food bank to have food for their families. All of these initiatives and activities are run as part of co-curricular programming and are reliant on staff volunteers.

Additionally, there are two more surveys produced by the affiliate school board, the SRI data as previously outlined and the personal opinion survey which is completed every three years. The pertinent results of these surveys in regards to this OIP, have been analyzed previously in this chapter and will inform the analysis and support of the problem of practice in future chapters.

**Analysis of external data**

The external data to be used as support for this OIP include academic literature, news articles and data from organizations such as Statistics Canada. Some of the evidence acquired is based upon anecdotal experience obtained during the labour disruptions. Every attempt has been made to regain access to the OSSTF bulletins and directives produced during this time, however, many have since been removed from online sources. The remaining sources of communication from the OSSTF are representative of those available to all members and provide insight into the experience of the unionized secondary worker during this period.
Perspectives framing the problem of practice

This OIP will be framed through two, co-existing perspectives; a neo-liberal and social justice lens. These are reflective of the current political climate contrasting the need to provide opportunities for all students.

The neo-liberal agenda focuses on austerity measures and transparency. “One of the goals of neoliberalism is to create a ‘lean’ state, which is nimble and able to respond to global economic shifts, without being bogged down by burdensome contract requirements and costly employee benefits.” (MacLellan, 2009, p. 52). Due to the fact that education in Ontario is publicly funded, the need for fiscal responsibility and transparency of spending is to be expected.

The neoliberal agenda has significantly affected the climate of CGSS in regards to the engagement in co-curricular activities and the desire to do so following a labour disruption. The negative public perception associated with the most recent labour negotiation processes in Ontario markedly affected the staff and their motivation to provide co-curricular activities for students. Ryan (2012) echoed this effect of neoliberalism in schools in that “people who were most affected by these attacks were educators. While critics directed many of their charges at the school system generally, they reserved their most pointed criticisms for the teachers and administrators who worked in schools. These attacks were unprecedented” (p.6). The public anti-teacher sentiment during the two most recent contract negotiation periods led to a series of negative emotions and reactions from staff in regards to their professional autonomy and desire to provide provisions beyond those outlined by their negotiated contracts. This is reflected through OSSTF communications during and following the labour disruptions.
The students at CGSS are disadvantaged in terms of their ability to ascertain independent access to supplementary supports, and experiences due to the financial or circumstantial limitations. They are the students to whom Bourdieu refers to as the lower-class and who inherently are disadvantaged in the educational system due to their lack of cultural capital (Sullivan, 2002, p.145). The cultural capital possessed by a student at this age is intrinsically linked to that of their parent. Lee and Bowen (2007) identified three main agents of cultural capital in relation to education linked to parents which includes, “personal dispositions, attitudes, and knowledge gained from experience; connections to education-related objects (e.g., books, computers, academic credentials), and connections to education-related institutions” (p.197). By viewing the students of CGSS through the lens of cultural capital, it can be seen that they are disadvantaged in comparison to other students in the school board. As such, Bourdieu’s theory of culture capital and education (Morrison, 2010; Stahl, 2016; Sullivan, 2002) will serve as support for the inquiry process in parallel to recognizing the issue of social justice as there is a need to provide equitable opportunity for all students.

The use of critical pedagogy (Aronowitz and Giroux, 2003; Kanpol, 1999; Ryan, 2006) and social justice can be used to highlight the inequities faced by the students and from this, extrapolate the necessity to provide co-curricular activities to support equitable opportunities for the students at CGSS. Ryan (2006) identifies that the growing diversity present in schools exacerbates the presence of the division between those who are advantages versus those who are not which follows a pattern of social markers which include ethnicity, race and social class (p.4). In order to move forward and achieve social justice a focus on inclusion is necessary to empower marginalized persons to “gain confidence and develop skills to control their participation, contributions, and ultimately, their own lives.” (p.7). The skills development, both personal and
employability skills, can be developed through participation in co-curricular activities which can act as a bridge for marginalized students to empower themselves to achieve personal and academic success. According to Ryan and Rottmann (2007), from a critical perspective, “injustice is a product of social structures and any meaningful change will only come when the structures change” (p.7). As a school, CGSS can work toward providing opportunities for change to the structures at a school-based level to support the equity and inclusion of all students.

The cuts and changes brought forth by the neoliberal agenda established an era of austerity resulting in cuts to programs which further exacerbated inequities between access to opportunity for students. This PoP seeks to bring attention to the needs of the severely at-risk students as it is through this that there is greater opportunity for equity. “For only when one can convince the addresses by means of such an analysis that they can be deceived about the real character of their social conditions can the wrongfulness of those conditions be publicly demonstrated with some prospect of their being accepted” (Datta, 2009, p.135). Through the lens of social justice, one can better understand the current experience of the students and the need to better support them in order to achieve equity of access to opportunity.

**Researcher’s perspective**

My perspective as an administrator and a scholar practitioner is based on the belief that the societal role of public education is more than the transference of academic knowledge and capabilities. It is the role of the school to educate the whole-student including their social, emotional and personal well-being. Noddings (2005) identified that “public schools…across different societies and historical eras—were established as much for moral and social reasons as for academic instruction” (p.5). It is for this reason that it is our moral imperative as educators to have opportunities for students beyond the instruction received in the classroom. Student
participation in co-curricular activities yields significant benefit for the student. As identified by Mahoney (2000) “individuals who became involved in school extra curricular activities were less likely to drop out of school as adolescents to become arrested as young adults than were similar persons not involved.” (p. 512). It is therefore my perspective that these activities be provided as part of the regular school programming. Due to the significant need at CGSS, it is my belief that change is needed within the organization to support the larger goal of challenging the dominant societal issues faced by these students to better equip them to succeed

**Guiding questions**

There are several guiding questions within the larger PoP which serve as a foundation for the OIP. They can be subdivided into three main categories: motivation, co-curricular activities, and school climate. As previously discussed, the availability of co-curricular activities at CGSS declined following the two most recent labour disruptions for public secondary school teachers. A decline in motivation to provide further opportunities for students leads me to question what motivates teachers initially. How can motivation be fostered to support teacher engagement in activities such as this? What drives a teacher to be altruistic and dedicate their time to students beyond that which is required contractually? In the absence of a way to mandate co-curricular activities, teachers’ volunteerism is the only option.

In addition to growing motivation, it is important to consider how a stronger sense of climate and community be fostered by administration and staff in order to support students in co-curricular activities? Do co-curricular activities positively affect school climate and with the decline of availability of activities, is there an adverse affect on the climate of the school?

Lastly, it is essential to question the impact of co-curricular activities on student achievement and well-being. Are co-curricular activities necessary in a school and is there
impact on students substantial enough to warrant finding a solution to the PoP? Do co-curricular activities support student engagement, academic success and skills development? If co-curricular activities are not found to be a positive influence on students and then the resolution of the problem is moot.

**Vision for change**

In this section a vision for change is outlined which considers the needs of both the students and staff at CGSS. In determining this, it is essential to contemplate the current gaps, the priorities of the school and the drivers for change within the organization.

In the reduction of offerings, a significant decline has been noted in the availability of athletic programming as the football team, flag football team, field hockey team, soccer teams, cross country team, as well as golf and cricket, have all recently been cut. Additionally, a number of clubs and student committees such as Zonta, DECA and photography are among those that have been eliminated as is recorded in the school yearbook. The elimination of these activities has created gaps in availability of programs of interest for many students and many of the current co-curricular programs represent the participation of niche interests. The vision for the future includes a greater number and variety of co-curricular activities offered at the school in order to provide for the interests of more students and a greater number of opportunities for all students.

This vision is entirely reliant on staff volunteerism and constitutes a significant contribution of their time. It is therefore important to balance the identified need of greater availability of co-curricular activities with the needs of those who volunteer their time to provide these opportunities. The previously mentioned change of daily schedule to include a common lunch will mitigate some of the time related issues, however it is not a guarantee that more
people will become involved in sponsoring an activity. Additionally, there is the challenge of the fallout from the labour disruptions and the personal feelings attributed to those events.

The priorities of the school would need to be inclusive of the valuing of co-curricular activities. Working as a collective, it would be essential to create a common vision for the school which includes creating a positive learning environment which meets the needs of all students. Through this, the opportunities for students both in class and outside of the curriculum could be examined collectively to identify the need for change.

**Organizational change readiness**

Prior to the implementation of any change, it is essential to have an understanding of the organization’s readiness for change. This section outlines the change readiness of the institution through which to provide a framework for change as well as the internal and external forces which shape change within the context of this organization.

**Readiness Analysis**

By using Cawsey et al’s (2016) organizational readiness questionnaire (p. 108-110) it is possible to determine the prohibitive and promoting factors influencing change in this organization. The change readiness score associated with CGSS demonstrates a readiness for change that is present but moderate. Overall, the school has experienced positive change within the past ten years especially following the endowment of the Urban High Priority Schools (UHPS) grant. However, the school’s readiness for change is affected negatively by the current lack of motivation which is the part of the focus of this problem of practice (p.108).

The perception of support of board-level management is subjective in that some staff will feel that the school has been adequately supported but the general tone is that there is a lack of support and understanding from senior managers. This belief was frequently reflected in the
communications to union members from branch presidents and district presidents of the OSSTF. This perception affects the credible leadership and presence of change champions within the school (p.109). Fortunately, school-level management has the ability to connect constructively with senior management and the school benefits from the relationship.

In review of the measures for change and accountability, CGSS has established excellent means through which to collect and review data. Due in part to the expectations in place from the Ministry in terms of accountability for the UHPS funding, the school has established several modes of measuring progress, qualitative and quantitative data. This is the area in which CGSS demonstrates the greatest readiness for change. An example of this readiness for change was seen following the recent reduction in UHPS funding allocated to the school. As a team, the staff had to review the current programs and determine which was the most effective in providing support to students and which programs to cut to meet the budgetary requirements. Though the change was difficult as it resulted in the loss of one staff position, the consensus was that the change was best for students and as such the staff were open to the change.

**Tools for Diagnosing Problems and Monitoring Change**

The diagnosis and monitoring change is supported by the use of tools to determine both a starting point, intermediate milestones and an evaluation of progress made. There are several tools available within the school board and school itself that are currently used to measure some of the attitudes and outcomes necessary for this Organizational Improvement Plan. There are two tools that can be accessed to determine the needs of students and gain a better understanding of the gaps to be filled. One is a board-wide student feedback survey which is administered every two years and the internal student feedback survey, unique to CGSS, and which helps to determine needs and deficits experienced by the students. According to Cawsey et al. (2016)
surveys are a means through which to gain insight into the opinions of all stakeholders which can act as a foundation for change (p.311). These anonymous surveys can provide substantial insight into the current climate of the school and the means to better support students, staff and parents. As they are a regular part of the routine of the school, they can also be used to track the change in attitudes and needs over time.

A second tool for diagnosing problems, is an equity audit. The purpose of an equity audit is to collect data, be it qualitative or quantitative, in order to ensure that an organization is equitable in its practices (Skrla, 2004, p.136). By partaking in an equity audit, it is possible to identify areas of inequitable access or opportunity within the school and then focus resources to support the closing of this gap. As CGSS is an urban, at-risk school it is essential that all stakeholders have an understanding of the realities of the students to provide them the support they need. As indicated by Green (2016), community based equity audits can be used to identify areas of need and to develop strategy to create an equitable school environment (p.5). The audit can provide an opportunity for the administration and staff to consider the needs of the students and to provide them the necessary support for equitable access to opportunity and resources.

The tools identified for change provide a multi-layered analysis of the factors of influence within the organization. By combining the information ascertained through the analysis of first-person responses, an overview of the equitable practices and needs as well as the external factors of influence, it is possible to develop a thorough understanding of the multi-dimensional needs of the organization and to identify short, intermediate and long-term milestones.
Internal and External Forces Shaping Change

There are a number of potential factors which can influence the problem of practice both internally and externally of the school itself. The media has the potential to either positively or negatively affect public perception of schools. This attitude can subsequently affect school staff as they bear the brunt of public outrage or support which can potentially cause their choice to withdraw voluntary services. Furthermore, the decisions made by external influences such as the provincial government or the school board can directly affect the school environment. If contractual obligations or school board policies are demanding, it could be that staff are unable to commit further time or energy to the running of co-curricular activities. Likewise, the OSSTF can act as a factor of influence both through their official directives and unofficial advisements which can direct teacher actions and attitudes. Lastly, the personal lives of the staff can act as factors of influence on this PoP. If staff have a great deal of additional personal responsibility outside of the school environment or are enduring challenging personal circumstance, this can affect their level of participation in co-curricular activities. Though the external factors of influence are beyond the scope of agency of individual school leaders, it is possible to work with or around the factors of influence in order to support the desired school level change.

In addition to external factors, there are internal factors of influence within the school itself. These factors include both people and the culture of the school. There are several leaders within the school who can influence change such as: the school-based union executive, the leadership team, administration, and teacher leaders. The school culture can act as a factor of influence as “culture influences everything that goes on in schools: how staff dress, what they talk about, their willingness to change, the practice of instruction, and the emphasis given student and faculty learning” (Peterson and Deal, 1998, p.28). The effect of the labour disruption on
school culture can be attributed to numerous factors and as such the relational trust between all stakeholders had been affected. As stated by Sergiovanni (2005), “Relational trust was an important catalyst for developing a supportive work culture characterized by school commitment and a positive orientation toward change” (p.118). School culture can therefore be seen as an attributing factor which affects both the staff desire to adopt change and their willingness to value involvement in co-curricular activities.

**Conclusion**

The inclusion of co-curricular activities in schools is beneficial to the students, however, it is necessary to acknowledge the staff commitment required to run these programs. As they are reliant on volunteerism, it is possible that at any time a staff member can decide to no longer sponsor the activity. It is therefore essential to determine how to mitigate factors which may negatively influence the future of co-curricular activities at CGSS. Chapter One has examined, in brief, a history and analysis of the organization and issue. Using a neo-liberal and critical perspective these factors will be examined further in the forthcoming chapters. The readiness for change is rooted both in the optimistic vision for change and the researcher’s agency and experience. With a vision for change that puts students first, it is possible to rekindle teacher motivation to participate. In the subsequent chapters, the planning for such change will be discussed with an adaptive leadership approach established as the foundation for change which supports both the needs of staff and students.
Chapter Two: Planning and Development

Chapter Two deepens the work done in Chapter One by providing a plan for change within the context of the organization. This chapter outlines the relevant framework for leading the change as well as identifies the approaches necessary to support the change. A critical organizational analysis provides an overview of the gap between the current and desired state of the organization. The work is also underpinned by relevant leadership approaches and a plan to communicate the need for change.

The frameworks identified for leading the change process are underpinned by the leadership framework of adaptive leadership (Heifetz, 2004; Northhouse, 2016) supported by a constructivist understanding of how knowledge is acquired (Baturay and Bay, 2010; Harris & Graham, 1994; Shapiro, 2008). An adaptive approach is rooted in complexity leadership theory (Lichtenstein, 2006; Marion & Uhl-Bien, 2001 Mendes et al., 2016; Morrison, 2010) which draws its origins from the scientific model of complexity theory. The identified framework and theory supports the desired change as each is rooted in collaborative practices.

A constructivist paradigm is rooted in an epistemology that interprets the reality at-hand and discovers the meaning found within events. Much of qualitative research is rooted in constructivist approaches and includes how meaning is negotiated by individuals. Understanding the needs of students and staff at CGSS through established data collection methods, undertaken both at the school and board level, allows for a constructivist orientation as it accounts for multiple realities as individuals build their own understanding of the world.

This chapter beings with a discussion on the critical organizational analysis which provides the necessary understanding of the organization in order to subsequently outline the theory and frameworks needed to support the desired change.
Critical Organizational Analysis

This section examines the organization through a critical lens to clearly identify the gaps between the current and future desired state of CGSS. Using Nadler and Tushman’s 1980 Organizational Congruence Model, a gap analysis has been conducted to consider the issue of the reduced participation in co-curricular activities at CGSS following a labour disruption.

Nadler and Tushman’s Organizational Congruence Model takes into account several components of the organization to have a deep understanding of how the components relate to the external environment environment (Cawsey et al., 2016, p.68). In using this model, one is able to examine input into the organization by understanding the history, environment and resources affiliated with the institution. From this, a strategy is developed which takes into account these factors leading to a transformation process. This strategy is based upon aspects of the stakeholders, organizational arrangements, the task and the informal organization which are combined to produce the desired outputs (Nadler and Tushman, 1980). This model assumes that the previously mentioned components fit well together in order to achieve congruence however, when they do not it can lead to dysfunction (p. 39). CGSS has an established history of supporting students via co-curricular activities which was reduced following the recent labour stoppages and has yet to return to previous levels. The environmental factors of the labour negotiation as well as the political elements were further complicated by a lack of resources (human capital willing to support programming). This has resulted in a lack of congruence amongst the elements of the organization and justifies the need for transformation to support students. Figure 2.1 is an adaptation of the Congruence Model for Organizational Analysis as outlined by Nadler and Tushman which is followed by an analysis of CGSS using this model.
Inputs

There are four main sources of input within an organization as outlined by Nadler and Tushman (1980). These input sources are the elements which make up the organization and they represent the resources which the organization is able to access (p. 39).

The environment. An organization does not exist in isolation and as such, the environment in which it is situated affects the organization itself. Nadler and Tushman outline two critical features or lines of questioning which impact the analysis (p.41). The first are the demands placed upon the organization. This may include the need for certain products or services to be provided. In the case of CGSS, there are significant demands placed upon the organization for both products and services, though this OIP focusses predominantly on the demand for services. As outlined in Chapter 1, the social risk index of the families serviced by CGSS is significantly higher than at other school sites. This had been identified through the SRI data collected by the affiliate board, which denotes CGSS as the third neediest of all secondary schools in the region. The students lack independent access to many of the co-curricular services
and have been provided by the school itself. The second critical feature of the environment encompasses the constraints placed upon the organization from the environment. In relation to CGSS, this environmental factor is in direct contrast to the demands placed upon the organization. The constraints placed upon the teaching staff at CGSS were established by the OSSTF during the labour disputes and resulted twice in a complete withdrawal of co-curricular services as part of the bargaining process. Following the labour disputes, the constraints were officially lifted but the messaging provided by the union unofficially encouraged the continued practice of limiting co-curricular activities in favour of following only the contractual obligations for employment. There are two sides to this constraint. Many staff are in agreement with the reduction of co-curricular activities as they have felt overworked and underappreciated. There are others though, who would like to continue to offer the activities due to their personal interest, desire to provide a service or other personal motivation. The values and perceptions of both facets are of consequence and need to be considered. These two environmental factors alone have resulted in a lack of congruence in the organizational model at CGSS.

**Resources.** The second input is the resources available to the organization. This can include any aspect which may act as an asset such as employees, technology, capital, and information (p. 41). The organization can access these resources to benefit the functioning of the organization itself. For analytical purposes, two main questions arise in regards to available resources: one is concerned with the quality of resources while the others are concerned with the flexibility of the resources. On both accounts, the resources available to CGSS can have a positive effect on the organization. The staff, as a whole, are dedicated to student success and well-being many of whom have remained at CGSS for well over a decade of their careers. The financial resources available to CGSS surmount that which are available to many secondary
schools due to the increased funding provided by the Urban High Priority Schools initiative outlined in Chapter One. The lack of congruence exists primarily with the flexibility of the human resources at CGSS. Due to a number of factors many individuals remain inflexible in their desire to support co-curricular activities and as such, the current problem has persisted.

**History.** The third input is the history of the organization. Nadler and Tushman identify that there is evidence that demonstrates that the current functioning of organizations is influenced by past events (p. 41). They outline that it is important to understand the organization’s developmental phases, and the impact of past events as this can lay the foundation for the norms of the organization. Historically, CGSS has provided a wide variety of co-curricular options to its students, even prior to the additional funding allocated by UHPS. This is seen through the data provided in Chapter One which includes the yearbook data outlining the number of co-curricular initiatives running at the school. Historical input supports the desired result of supporting co-curricular activities for students as it had done in the past.

**Strategy.** Strategy is used to outline how the previous sources of input will be utilized to direct the functioning of the organization. By looking at the influencing factors, the organization can determine how access its resources to achieve a desired outcome using strategic decision making. Three main elements can be used for analytical purposes. The first is the core mission of the organization. The second element are the tactics which will be accessed by the organization to achieve the mission. The third element includes the objectives established by the organization (p. 41). The mission outlined by CGSS is to support all students to achieve success and meet their future goals. This mission establishes the need for co-curricular activities as a means of support for student success and is exemplified by the work done within the scope of the UHPS funding. Nadler and Tushman outline that this element may be the most important for
organizations as it determines the work, guidelines and decisions that will be made in order to achieve success (p. 41).

The four sources of input, as outlined, provide an overview of the elements at the disposal of the organization and gaps which exist within limiting the achievement of congruence. Only the inputs have been outlined as part of the organizational analysis as the transformation process and outputs will be examined using other methods in subsequent sections of this OIP. The relevant organizational change framework will be examined using a critical understanding.

**Relevant Framework of Organizational Change**

As outlined in Chapter One, Bolman and Deal’s (2013) frameworks have been selected as a means to analyze the organization and plan for leading the change process. For this OIP, the human resources and political frameworks have been selected as the two main frames for analysis. The two frameworks closely align with the main concerns outlined in the PoP as there are both political and personnel issues at the root of the problem. Though the two remaining frames have merit in developing an understanding of the organization, they do not lend themselves to framing the desired change.

The political framework is essential to leading the change process, as advocacy and social justice are at the forefront of the solution. There is a great deal of organizational politicking at play within the current context and which will continue to influence the organization in the future. There are multiple sources of political influence which affect this PoP including both internal and external causes. Knowing how to work with rather than against the politics inherent in the system is essential to being able to establish change and safeguard the changes made against future political issue. The central concepts of the political framework include power, conflict, competition and organizational politics and as such it will also be used to guide the plan
for change while navigating these ideas (Bolman and Deal, 2013, p. 18). The main tenets of leadership in this framework are the setting of agendas, mapping the political terrain, networking and building coalitions and negotiating (Bolman and Gallos, 2011, p.77). These skills will be necessary to navigate the change needed following the labour disruptions and to re-engage staff in their support of co-curricular activities. Bolman and Gallos (2011) suggest that it is necessary for school leadership to leverage their knowledge of the political environment. Developing an understanding of the political realities of CGSS will enable school leadership to reframe current perspectives and create a change plan which is respectful and aware of the politics at play (p.72). Additionally, working towards fostering a more amicable relationship between union affiliates and management will serve to better support the goals outlined. As offered by Sowell (2014), this will transition the “organization from older to newer cultures, metaphors, rituals, and stories about what it means to connect user communities to the content they need to accomplish their goals” (p. 225).

The human resource frame aligns the organizational and human needs present in an institution (Bolman and Gallos, 2011, p. 92). This is the basis for the change plan as the organization is presenting the need to establish more co-curricular activities while the human need of the staff is presently not aligned with this goal. The role of the leader in this framework serves to understand the best interests of all stakeholders (including the organization itself) and must determine a means through which to arrive at a satisfactory alignment of all needs (p.92). The main tenets of human resource leadership are to establish open communication, empowerment of others, build effective teams for collective action, support and demonstrate care and by hiring the right people (p.94). By focusing on the building of relationships and collective action, this framework supports the proposed adaptive approach to leadership in support of the
desired change. By looking at current employee satisfaction and motivation and the consideration of all sides of the argument of concern, one can have a more thorough understanding of the issues at hand and seek their resolution.

In conclusion, focusing on both the political and human resource frameworks to outline the desired change will serve to better understand the current organizational context and environment while seeking to establish the relationships and collaboration necessary to move the organization toward change. Bolman and Deal’s frames provide an overarching framework for organizational change, however in the succeeding section, the change process will be examined in greater depth using a relevant framework for leading the desired change.

**Framework for Leading the Change Process**

This section examines Kotter’s Eight Stage model (Appelbaum, 2012; Calegari et al., 2015; Kotter, 2012) in depth and in reference to the PoP outlined in the OIP. Kotter’s framework provides an in-depth view of the change process and its implementation at CGSS. The outlined model is rooted in a constructivist approach (Windschtil, 1999) as the change agents are actively involved in the process using an adaptive leadership approach taking ownership rather than being passive participants and followers of managerial direction (Heifetz, 2004; Northhouse, 2016).

Kotter’s Eight Stage Model provides a framework for implementing change in an organization. Kotter acknowledges the challenges that come along with attempting to change an organization as members are often wary or pessimistic about the change being presented (2012, p.17). Additionally, he affirms that organizational change is not easy and that there are numerous barriers which may be present such as mistrust, lack of teamwork, bureaucracy, politics and fear of the unknown (p. 20). In relation to the circumstances at CGSS, it can be seen that such
barriers may present themselves in part due to the challenging circumstances which brought about the current problem of practice.

Kotter’s model provides an in-depth analysis of the organization with eight stages as follows: (1) establish a sense of urgency, (2) create a guiding coalition, (3) develop a vision and strategy, (4) communicate the vision, (5) empower employees, (6) generate short-term wins, (7) consolidate gains and produce more change, and (8) anchor new approaches in the culture (Appelbaum, 2012, p. 765). This cycle is represented in Figure 2.2.

*Figure 2.2 Kotter's Eight Step Model of Organizational Change*

*Figure 2.2 Adapted from Kotter’s (1996) Eight Step Model of Organizational Change as outlined in “A roadmap for using Kotter's organizational change model to build faculty engagement in accreditation” by Calegari, M. F., Sibley, R. E., & Turner, M. E. (2015). Academy of Educational Leadership Journal*

This model provides a roadmap of assessing the organization and enabling change. The first four steps, as outlined by Kotter (2012), are designed to mobilize the desire within the organization to accept and foster the proposed change. The subsequent three are designed to introduce the desired practices while the final stage is meant to embed the new practices into the established organizational culture (p. 22). Kotter emphasizes the need to ensure that all stages are followed in the correct order as not doing so would result in the failure to incite change. This
model for change, though seemingly clear in its outline, is not without criticism. As outlined by Pollack and Pollack (2015) the model does not provide specific detail as to how to achieve the desired change and conversely its process may be too prescriptive for some organizations to follow (p.53). In spite of this, this model can be seen as a relevant framework for organizational change as it provides a clear structure to apply to the organization while allowing for flexible interpretation.

In relation to this PoP, the initial step of establishing a sense of urgency supporting a purpose to the change will help mobilize the staff to engage more actively with co-curricular activities. As Kotter (2012) outlined, it is essential to create a sense of urgency that is accepted by the organization, as change requires the collaborative effort of the entire team. The acceptance of the change as part of the new organizational norms requires the assurance that all members of the organization buy-in to the proposed change. There are inherently challenges in doing so, as there are multiple perspectives to consider when implementing change. Though the proposed change is of benefit to students it may be seen by some members as a detriment to their own goals and well-being. This will be addressed in the proposed solution; however, it is a necessary consideration as to not become narrow sighted on the goal without the consideration of all perspectives. It is essential to have an understanding of the nature of stakeholder buy-in as it is possible that members publically present a united front but privately believe that the change is unnecessary. In creating this sense of urgency, it is essential to identify areas of complacency within the organization as complacency can derail efforts to create change within the organization. Additionally, Kotter identified nine key sources of complacency which can prevent the creation of meaningful change. Conducting a thorough review of the evident sources of complacency at CGSS is essential to moving forward with unimpeded change.
In creating a sense of urgency, Kotter outlines the need to remove the sources of complacency as a means by which to mobilize staff. Through examining the sources of complacency in relation to CGSS, it is evident that several directly relate to the organization and will be subsequently be addressed upon proposing solutions to the PoP.

The second stage requires the creation of a guiding coalition. This stage directly relates to the identified leadership framework of adaptive leadership in Chapter One. The creation of a guiding coalition is necessary for change as it is not possible to foster change through the efforts of a singular individual. Kotter (2012) contends “No one individual, even a monarch-like CEO, is ever able to develop the right vision, communicate it to large numbers of people, eliminate all the key obstacles, generate short-term wins, lead and manage dozens of change projects, and anchor new approaches deep in the organization’s culture” (p. 51). The establishment of a guiding coalition, or strong group of change agents, is essential to supporting the change process.
and promoting success. This will be explored in greater depth in the subsequent section outlining leadership approaches for change.

The next two stages focus on the development and communication of a vision for change. These stages are essential as vision is what drives the organization to understand and create change. Kotter (2012) outlined three key reasons for the establishment of a unifying vision: 1) it simplifies the process 2) it motivates action and 3) it coordinates the efforts of many (p. 68). Kotter indicated six key characteristics for vision development which are: desirable, feasible, focused, flexible and communicable (p. 71). The vision for change outlined in Chapter One adheres to the defining characteristics of an effective vision. The vision is to have a greater number of co-curricular activities available in the school to mitigate programming gaps and support students. This vision requires the combined efforts of all staff to support the needs experienced by the at-risk student population. This can support staff motivation to engage in change. By establishing and communicating the vision for change all members of the organization can have a clear understanding of the purpose and goals of the proposed change. The establishment of the vision, however needs to take into account the very real emotions, needs and concerns of staff who do not wish to participate following the labour disruptions. Without acknowledging their feelings and concerns, it will not be feasible to move forward with the change.

Stages five and six serve to both empower and motivate members of the organization to continue on the road to change. These stages focus on the removal of barriers and on recognizing the efforts made in order to reinforce success. According to Cialdini (2006) “Research suggests these practices can be particularly effective in persuading people to support a course of action both through reinforcement via direct monetary and/or non-monetary incentives and by
providing —social proof that others are enthusiastic about the change, thus inducing some peer pressure” (as cited by Calegari, Sibley and Turner, 2015, p.38). Some of the anticipated barriers to staff engagement in co-curricular activities include time and money. Starting in the 2017-2018 school-year, CGSS has amended its timetable to reflect a common lunch period. This alleviates some of the issues related to time, as staff are able to sponsor co-curricular programming during a lunch period rather than after school when many have other commitments. The barrier of money is complicated in that there are some initial funds available through the school budget to support the co-curricular activities but further funding sources could be explored as necessary for a particular activity. This funding could be sought through government grants or from external agencies and private industry.

The final two stages are meant to embed the new practice as part of the established culture of the organization. These stages are rooted in the notion that it is essential to remain vigilant to support change to prevent complacency and the return to former norms (Calegari et al., 2015, p.40). These final stages embed the new practice as part of the organizational culture. Kotter (2012) identified a number of strategies to embed change as part of the institution including the demonstration of improvement, instilling the practice as part of orientation for new staff, regular communication to reinforce the desired change and retaining a reward system for those partaking in the change (p.154-155). These strategies can be mostly applied to the context of CGSS, however there is also the need to remain aware of the OSSTF collective agreement. It also needs to consider any residual concerns that staff may have following the labour disruptions and work to mitigate or eliminate the concerns as they are voiced. Due to these limitations, it may not be possible to embed participation in co-curricular activities as part of new staff orientation and a reward system would have to be one which respects the parameters outlined in
the contract. Though challenging, it is possible to apply the strategies to embed the practices within the context. The detailed application of the eight steps of Kotter’s model, including the main tenets of each stage is denoted in Appendix A.

Using the understanding gained through the critical organizational analysis and both the frameworks to understand and impart organizational change, three possible solutions to address the PoP are outlined in the following section and punctuated by the selection of one solution identified as the means through which to support the desired change at CGSS.

Possible Solutions to Address the Problem of Practice

Based upon a premise of balance between student need and staff need, the following solutions are proposed to resolve the issue of lack of co-curricular activities at CGSS.

1) Maintain the status quo
2) Creation of an engagement committee
3) Accessing community sponsors

Possible solution one: Status quo

Although research supports the need for co-curricular activities in schools as a means to support both student engagement and well-being, it is also important to analyze the status quo with its current benefits and drawbacks. It is possible that the current status quo provides sufficient support for students even though it does not match what was available prior to the job action of 2012. The focus may be on the maintenance of the current offerings to prevent further reduction in the future following periods of labour strife. The maintenance of the status quo lends is rooted in one source of organizational complacency, the lack of a major visible crisis. It is possible that the crisis is only noted by a select few within the organization while the majority feel that the status quo provides sufficient support for the students of CGSS.
**Resources needed.** The maintenance of the current status quo at CGSS requires several resources as outlined below.

**Financial resources.** As outlined in Chapter One, CGSS is an UHPS funded school. In order to maintain the current level of co-curricular programming offered it would be essential to retain the current level of funding. This is however, a known challenge as the Ministry of Education is reducing the funding of all current UHPS schools to expand the programming to other schools in need. Between 2016 and 2017, the reduction of the funding $80,000 and by 2018 it will be reduced by another $60,000. The initial reduction resulted in the loss of a teaching position and the upcoming loss of funding is yet to be determined how it will be managed. If the funding continues to be cut, it would be extremely challenging if not impossible to maintain the status quo of co-curricular programming offered as the cost could not be absorbed into the already stretched school-based budget. Though co-curricular activities are managed by volunteers, the costs associated with each program are extensive including resources, time-release and transportation costs.

**Time resources.** The time required for co-curricular activities varies dependent on the activity. Some programs run daily, weekly, monthly or only a few times per year. In previous years, the only available time to run activities was before or after school. With the timetable change which occurred this year, co-curricular activities can now also be run during the lunch period. This change provides greater opportunity for staff to run activities as extra time after school is not required. The availability of more time will support the status quo option through flexible scheduling.

**Human resources.** Maintaining the status quo requires the same number of staff leading the activities or the staffing supervision needs to be rearranged. This process happens naturally
due to staff attrition, leaves and the choice to move on from programs. As one staff member disengages with a program the hope is that another will pick it up. Following the labour disruption this process did not occur as a greater number of staff chose to disengage from co-curricular program than were willing to pick it up resulting in the loss of programming. The hope is that CGSS maintains current level moving forward. It is imperative to seek staff feedback in order to understand their needs and concerns in order to support them in their co-curricular engagement.

**Technological resources.** The technological resources for co-curricular programming at CGSS are minimal and activity dependent. Some co-curricular activities access computers, IPads and other technological resources sourced from existing school-based resources.

**Benefits and disadvantages.** Making the choice to maintain the status quo brings with it both benefits and disadvantages. The benefit would be that it is simpler to maintain the current level of programming than attempting to restart several co-curricular activities which ended following the labour dispute. As well, in maintaining the current level is that greater energy and resources could be allocated to the current programs to ensure their continued success. Multiple staff could take responsibility for one activity ensuring a safeguard against attrition or lack of interest from other staff members in the future. The disadvantage of this is that the school would not be providing previously available activities or be starting new initiatives which may support student need or changing interests.

**Possible solution two: Creation of an engagement committee**

In this solution, an adaptive approach to leadership would be applied in order to engage staff in leading the change needed to increase the number of co-curricular activities in the school. The adaptive approach would see staff take leadership and ownership over the driving needs and
model that they value increased participation. The engagement committee can independently examine data, current practices, areas of need and propose solutions which are staff-led and driven.

**Resources needed.** This solution is highly dependent on both time and human resources. The financial and technological need is difficult to anticipate as it is fully dependent on the proposed co-curricular activities.

**Financial resources.** There are no financial resources needed to support the creation of the committee. The only foreseen expense related to the committee could be the provision of time-release to support committee work. This traditionally is not provided for other staff-lead committees however, the option is there should it be needed.

**Time resources.** The time resources associated with this solution are significant. For staff to engage effectively as a committee to analyze and respond to the identified issues it will require significant time for the committee to meet, identify gaps and arrive at feasible solutions. From there it will take additional time to develop the co-curricular activities to be able to support the student need.

**Human resources.** In addition to time, the human resource is also a significant need. In using an adaptive approach, this solution is completely dependent on staff participation and leadership. School administration would be involved but to a lesser extent supporting the committee in its work as needed. This committee would need to be comprised of a number of staff in order to have the greatest impact in reaching the whole school. One goal could be to have a representative from each department to disseminate messages to all staff in an efficient manner.

**Technological resources.** There are no identified technological resources need for the establishment of the committee. The committee could access technology in order to plan
meetings, presentations or to access data, but this technological need could be fulfilled by existing technology within the school.

Benefits and disadvantages. The establishment of an engagement committee has a great number of benefits. The committee provides the venue through which to analyze the gaps in the system while providing the opportunity to develop the leadership capacity and community of collaboration within the school. The students would benefit as the committee would be examining exactly what the students want and need in terms of opportunities and providing the means to access activities of interest. The disadvantage is that it requires time to establish the committee and engage in meaningful work which will come to fruition rather than simply starting co-curricular activities. It also is dependent on staff willingness to become involved and carries with it the possibility that it will not attract the attention of those already not involved in co-curricular activities. By being respectful of staff needs and seeking the input of all staff, it may be possible to engage those currently disengaged from the process.

Solution Three: Community sponsors

This solution is reliant on looking at options outside of those immediately available within the school. The use of community sponsors to supplement the current co-curricular offerings could benefit the students by providing needed opportunities while not placing while not placing the onus on staff to volunteer their time.

Resources needed. The third proposed solution is the most resource-intensive of the presented options as outlined below.

Financial resources. In order to attract and retain community sponsors, it may be necessary to provide financial remuneration for their time and work. There is the possibility of recruiting community sponsors to volunteer their time but even then, it is customary to provide
an honorarium or stipend for the service provided. As this solution is not based solely on the provision of volunteerism, it will have a greater financial requirement than the other proposed solutions.

**Time resources.** This solution requires a great deal of time to research, contact, and make arrangements for the activity. There are many details that need to be considered such as criminal record checks, registration with the school board and scheduling all of which require time to complete. The time required to undertake this solution would primarily be the responsibility of the administration to ensure that the proper school-board procedures are followed for persons coming into the school to work with students.

**Human resources.** The human resources associated with this solution are primarily related to those who would be contacted as community sponsors. The number of desired activities would dictate the human resources required for the running of the programs. In addition to those sponsoring the programs, there is also the human resource need of office assistants who will be required to check compliance with board procedures in terms of criminal record checks and signing on with the board as well as signage in and out of the school on a daily basis.

**Technological resources.** There are not any foreseeable technological resources needed for this solution other than those which may be associated with the co-curricular activities themselves. In this case the resources would be provided through pre-existing school resources or by the sponsors themselves.

**Benefits and disadvantages.** The disadvantages of community sponsors far outweigh the benefits. Though students may have the benefit of greater access to opportunities, it comes at both a cost and a risk to the school. The financial cost associated with community sponsors can
impede on both the viability of the programs and the ability to provide for students in other ways within the school. The school’s budget is finite in nature and, as such, any new expenditure results in cutbacks in other areas. Additionally, it is not always possible to direct the tone or message that community sponsors bring into schools. It is reasonable to believe that a community sponsor’s messaging will align with the school’s vision and values, however this may not always be the case as they may be associated with special-interest groups or private industry. Furthermore, the background work required to bring in community sponsors may be prohibitive as it would be another task taken up by an already very busy administrative team. The benefit, however is that it can provide a short-term solution to the issue while further work is done to engage staff in co-curricular activities. This both demonstrates the value placed upon the programs by ensuring they run while also demonstrates respect for the concerns staff in regards to their involvement. This solution effectively provides programming for students while allowing for more time to work to redevelop trust and motivation with the staff.

**Recommended solution**

In order to effectively ensure that students are provided the co-curricular activities which would support their development and provide them otherwise inaccessible opportunities, solution 2 and 3 will be used in combination. Though status quo is a viable solution, it is seen as the basic foundation of co-curricular programming from which to build further to support students. By empowering the leadership of teachers through an engagement committee to identify gaps and propose solutions, staff are more likely to take ownership over the need to provide co-curricular activities and one element of this may be to connect with community sponsors as supplementary providers of activities. The engagement committee will have to meet, identify gaps, determine a means to engage staff in providing activities and filling some gaps with community sponsors.
The combined solution provides many places at which to stop and evaluate success and next steps. In Chapter 3, a detailed plan of organizational goals their implementation and assessment of progress will be outlined.

**Leadership Approaches to Change**

Having identified the possible solution to the PoP, this section will outline the leadership approach to mobilize the needed changes at CGSS. As mentioned previously, an adaptive leadership approach will be used as the tenets align with the proposed model for change and framework for leading the change process. The ability to adapt is essential to being able to meet the needs of the organization while being flexible. The catalyst of change at CGSS are the multiple factors of influence which affected the school during and following the most recent labour disruptions. These factors had a significantly negative impact on the organization in relation to the continued support of co-curricular activities from which the school has yet to recover. As such, it is imperative in this environment that the leader has the ability to adapt to the ever-changing influences which may impact the functioning of the organization. As introduced previously in the chapter, the leadership framework which can be accessed to implement change in such challenging circumstances is adaptive leadership (Heifetz, 2004; Northhouse, 2016) which is supported by elements of complexity leadership theory.

Adaptive leadership, which has been mentioned is a derivative of complexity leadership theory, can be seen as an effective framework to influence change at CGSS. Complexity leadership theory (CLT) originates from the scientific background of complexity theory as a means through which to view leadership in nonlinear and unpredictable terms (Marion and Uhl-Bien, 2001, p. 389). It was introduced at the turn of the century to study the complex systems in organizations and in response to the limitations of other leadership theory models (Uhl-Bien, et
A guiding tenet of CLT is the redirection of the emphasis on the leader as a person but rather a focus on the creation of conditions to support and foster change. Leadership therefore is a byproduct of the system. It does not belong to the individual but rather to the conditions established within the organizational framework (Marion & Uhl-Bien, 2001; Lichtenstein et. al, 2006). Though the focus of leadership is not on the individual, individual leaders remain an important element in the system as they establish the conditions necessary for leadership to exist beyond their direct of influence (Lichtenstein et. al, 2006). Complexity leadership theory can be seen as a lens to examine and lead change. In relation to educational leadership, CLT acts as a guiding principle school leaders can create the conditions in which there is self-directed change rather than the authoritative mandating of expectations and behaviours (Morrison, 2010, p. 375).

It is often the case that the impact of school leadership is variable as new persons enter roles of formal leadership within schools. Long term change is best fostered when leadership is not linked to a person but rather to the organization itself.

The major tenet of adaptive leadership addresses the role of a leader in relation to the followers. The leader is not the locus of control but rather the facilitator who supports to do what is needed to adapt to the challenges being faced (Northhouse, 2016, p. 258). As outlined by Heifetz et. al., (2004) adaptive leadership is framed by the underlying ontology that leadership is a process rather than the capabilities of a person (as cited by Randall and Coakley, 2007, 327). It is the process of mobilizing organizational stakeholders to undertake challenges in order to support the organization’s ability to thrive. A main comparison made within the framework is leadership versus authority (Northhouse, 2016, p.261). The premise of this comparison is that a person in a position of authority may not exhibit leadership just as a person who exhibits leadership may not occupy a position of authority. By accessing the leadership potential of many
stakeholders outside of the realm of those in an authoritative position of leadership, the voices of many can contribute to the change process (Campbell-Evens et al., 2014). Heifetz (1994) outlined that adaptive leaders “engage in activities that mobilize, motivate, organize, orient, and focus the attention of others” (as cited by Northhouse, 2016, p. 258). In practice, adaptive leadership is the culmination of a series of stages which seek to disrupt the current practice and subsequently foster the leadership of the collective. According to Heifetz (2009), the building of an adaptive culture begins with talking about the tough issues. In relation to CGSS, this will be done as part of the change implementation plan. By taking into account the shift in organizational values following the labour disruption at CGSS one can seek to bridge the current values to the desired changed. Many of the staff have valid concerns following the labour disruption, many of which are based upon feeling valued themselves. Open communication and acknowledgement of those concerns can serve to bridge the gap.

In order to move forward with change, it is first essential to have an understanding of the reasons for the current behaviour. Heifetz, Grashow & Linskey (2009) suggest that there are three key actions to be undertaken as part of an adaptive process; the observing of patterns and events, the interpretation of the observations and the designing of interventions based upon the observations (Chapter 2, Section 6, Paragraph 1). These three key actions and interpretations of events will differ dependent on one’s position and response to the labour disruption. In practice, this means that the organizational behaviour would have to be observed either through the review of data or qualitative methods to understand the desired change. As such it is essential to have all stakeholders be able to identify the effects of the current behaviour which is rooted in the effects of the labour disruptions and the needs of the students. An adaptive leadership approach should compel “all stakeholders involved to work towards a solution through debate and creative
thinking, identifying the rewards, opportunities, and challenges they will face” (Randall and Coakley, 2007, p. 328). In practice, this means that the stakeholders would need to work as a collective to identify the current needs and gaps in order to subsequently be able to determine a response. This process would be done through the collaborative efforts of all rather than a top-down managerial approach. By identifying and addressing the need for co-curricular activities while respecting the personal experiences of staff during and after the labour disruptions, it is possible for staff to lead change to better support the student experience at school. This process would involve dissecting the assumptions and attitudes of the staff in order to unlearn these behaviours. Staff collectively would need to adapt new attitudes and learn new ways of thinking and acting in regards to the problem at hand (Nicolaides and McCallum, 2013, p.248). Yukl and Mahsud (2010) indicate that adaptive leaders can encourage followers by “understanding their values, recognizing if they are struggling and need assistance, delegating responsibilities, and including followers in the analysis and decision making process” (as cited in, Kershner and McQuillan, 2016, p. 181). A foundational element in solving the issue at hand is to distribute the leadership to many within the organization so that colleagues can arrive at a solution together rather than having one imposed. Motivation is an essential element to the success of an adaptive approach. According to Roy and Sengupta (2013) there are variables which can support the motivation of teachers including recognition of their efforts, professional development, and leadership styles amongst others (p.32). Furthermore, professional identity plays a role in the motivation of teachers as it can influence their job satisfaction and commitment (Canrinus et al, 2011, p. 116). Professional identity is shaped by their “self-image, self-esteem, job-motivation, task preparation and future perspective” (Kelchtermans, 2009). These factors of motivation support the use of an adaptive approach as it focusses on self-directed leadership rather than top-
down leadership. The teachers themselves are the proponents of leadership and can collaboratively manipulate the output to meet the needs of their professional and personal satisfaction.

By using an adaptive leadership approach, one can demonstrate an understanding of the demands while being mindful of the stakeholders who are charged to foster the change. When the onus for change is collectively harnessed by both formal leaders and educators within the organization it is possible to create change which will outlive the direct influence of those tasked with leading the organization. The leader can act as a support but the change lives with the people needing to do work to adapt to the circumstances influencing the organization (Northhouse, 2016, p. 262). Within the context of this problem of practice, there are numerous influential factors and mixed attitudes which stem from challenging conditions, however the need for change is clearly evident and leadership must ensure that students in need can access the resources they need to succeed. the collective and as such can authentically shift organizational attitudes and behaviours creating a lasting effect than the influence of a single person in a position of leadership. This shift in attitude and behaviour will be supported by the change drivers outlined in the subsequent section.

**Communicating the Need for Change**

A well-organized communication plan is essential to ensure that the change is communicated with the members of the organization. Therefore, it is important that the message that change is needed and the progress of the change is communicated regularly with the staff. Cawsey et al. (2016) presented Klein’s six principles of communication strategy which will be used as a guide to communicate the change at CGSS (p.323).
The first principle is message and media redundancy. By repeating the need for change and the progress of change itself, staff are more likely to retain the information. “Some change agents believe it takes 15 to 20 repetitions before a message gets communicated effectively” (Cawsey et al., 2016, p. 323). Though it is essential to not oversaturate the message, it is important to remind staff of the important work being done through co-curricular activities and that their efforts provide much needed support for the students at CGSS.

The second principle emphasizes the need to communicate in person with others. Even though electronic messaging and other forms of communication can be accessed, it is integral to include face-to-face communication as well. This can be done through one-on-one communication between the change agent and staff to provide guidance or confirm success which will “decrease the possibility of miscommunication” (p.323). This can also be done via public forums and serves two purposes: (1) to make others aware of the changes in progress and (2) to demonstrate appreciation for the work being done. By recognizing the staff for the changes made, it can serve to reinforce the behaviour and inspire others to make changes as well.

The third and fourth principles highlight the need for supervisory staff to communicate and emphasize the need for change. As employees look to their managing staff for guidance and direction it is essential that take part in the process of communicating change (p.323). This can be done through individual conversations, recognition events and staff meetings to reinforce the need for change.

In addition to supervisors, influential staff members are an integral part of communicating change as they can persuade others to take part in and support the change. The fifth principle states that “opinion leaders need to be identified and used” (p.323). At CGSS
many of the influential staff members take part in co-curricular activities and their modelling can be utilized to encourage others to participate.

Klein’s last principle emphasizes the need for information to be personally relevant in order to be more memorable for the individual. Therefore, communication efforts need to identify how to relate the change goals and progress to individual teachers make it relevant and meaningful to their experience.

Overall, the change communication plan involves regular, personalized messaging to ensure that the information is received and valued. Through consistent communication, be it in-person or via other forms of messaging, by clearly identifying the needs, goals and progress throughout the change process, stakeholders are better able to understand and connect to the changes being made.

Conclusion

Having outlined a critical organizational analysis, this chapter linked the needs of the organization to the framework to lead the change process. Three possible solutions were identified to support the desired change including the resources required and benefits and challenges associated with each solution. The recommended solution, a hybrid approach, embeds an adaptive leadership approach providing autonomy and agency over the change to the staff. This approach is multi-fold in as it supports the needs of the students while being mindful of the demands placed upon staff. The details of the change implementation, as outlined in the subsequent chapter, outlines an adaptive approach to change which is representative of the realities of a neo-liberal context.
Chapter 3: Implementation, Evaluation, and Communication

The previous chapters have outlined the PoP, provided a leadership framework through which to approach change and the change implementation plan which relies on Kotter’s Eight Stage Model (Appelbaum, 2012; Calegari et al., 2015; Kotter, 2012) to facilitate the desired change. Chapter 3 will provide a detailed outline of the change implementation plan as well as define a process to monitor and evaluate the change process with the use of the Plan, Do, Study, Act (PDSA) model (Crowfoot and Prasad, 2017). Furthermore, while it is necessary to consider the logistics of change implementation, it is equally as important that ethical considerations are placed at the forefront of planning. Once the process is established, a clear communication plan is essential to supporting the long-term success of the proposed change. Furthermore, the monitoring and evaluation of the implementation process provides a clear guideline to ensure a successful change implementation.

Change Implementation Plan

This section will outline the goals, strategies, organizational chart as well as the change drivers and required resources to implement the desired change.

Goal Setting. The foundation of an effective change implementation plan is grounded in the goals and priorities of the planned change. The proposed change comes at a time in which CGSS is undergoing transition with a new administrative team who are renewing the vision for the school. This environment lends itself to establishing short term and long-term goals which can align with the desired change at CGSS as part of the new school vision.

The change implementation plan will be put into place for the upcoming 2018-2019 school year. The initial stages of the plan will commence at the outset of the school-year, not only to provide the maximum amount of time to dedicate to the change but to establish the
desired change as an integral part of the school vision for the school year. The planned change will ideally foster a school culture which values and supports the on-going facilitation of co-curricular activities. The current school culture has a diminished focus on the collaborative responsibility of facilitating co-curricular activities with only a fraction of the school staff current actively engaged in some form of co-curricular activity. Upon review of the 2017-2017 school yearbook which lists all co-curricular activities including the staff sponsor, only 37% of staff participate in co-curricular activities at CGSS. The understanding of the current culture in comparison with the proposed target supports the need for change and will serve to be a catalyst for a positive change process (Stolp, 1994, p. 3).

The premise of this OIP is to improve the current opportunities and situation of the students enrolled at CGSS. As outlined in Chapter 1, the students at CGSS do not have independent access to activities provided outside of the school for a number of reasons including issues of poverty. By providing them the access to the activities which will both support their interests and personal development, the school’s approach would better serve the social justice needs of providing equitable opportunities for all students (Rottman and Ryan, 2007; Ryan, 2006). Furthermore, as explored in Chapter One, co-curricular activities support a positive correlation to academic success for students by engaging them in their school-life beyond the limits of the classroom (Holland and Andre, 1987; Mahoney and Cairns, 1997; Mahoney et al., 2003). This has long-term ramifications to improving the situation for students as improved academic performance will create greater opportunity to access the post-secondary goals.

The students however, are not the only stakeholders to benefit from the change plan. Teachers, when engaged in co-curricular activities, create positive relationships with students which can support a more positive classroom environment and personal satisfaction (Hagay,
Baram-Tsabari and Peleg, 2013). This benefit can be leveraged as a means to support staff engagement. Staff who express reluctance may be more apt to support co-curricular activities if they gain an understanding of how it can create a more positive classroom environment. Lastly, the change plan supports the parents and guardians of the students at CGSS by providing opportunities for their children that may not have otherwise been feasible or which would have required a significant financial commitment on their part. By giving students greater access to co-curricular activities, all stakeholders at CGSS will experience benefit.

To demonstrate the connection between the stakeholders and the improvement plan, the next section outlines a new strategic organizational chart with a focus on the priorities established to implement the change plan.

**Strategic organizational chart.** The proposed organizational change does not propose any change to the hierarchical organization of the stakeholders supported by the organization. Rather, the change serves to highlight the interdependence of the stakeholders as a vehicle of support for student needs. The proposed change plan seeks to strengthen the commitment of staff to engage in co-curricular activities and highlights the connection to student voice and need. The following figure outlines the relational framework between the stakeholders and the intended goal of the change plan.

*Figure 3.1 Strategic organization chart for CGSS*
The organizational chart identifies that the students are the focus of the organization as their needs are at the root of the proposed change. There is an interdependence between the students and the teachers as the teachers provide the support for the needs expressed by the students. The teachers comprise the engagement committee who will lead and enact the change. It is for this reason that the engagement committee is situated at the same level as the administration in this chart, as they are the ones taking ownership of the change while being supported by the school administration. Additionally, there is a connection between the administration and the teachers as the administration can provide the resources for change while the teachers provide the feedback on the process. The left-hand side of the chart denotes the stakeholders found outside of the school but who are supports for both the students and the staff. The parents are connected to both the students and the teachers as success is dependent on the support of all stakeholders. Lastly, when necessary, community partners can be present to support the teachers in their facilitation of the activities especially certain resources (time, expertise) are not readily available.

The following section outlines the logistics of establishing and supporting the plan for change and the management of the transition to the desired state.

**Managing the transition.** The proposed solution outlined in Chapter 2 denotes the need to establish an Engagement Committee, based upon a foundation of adaptive leadership, which will review the data to support student needs in relation to co-curricular activities and to determine a means through which to implement the activities needed. This section outlines the logistics from which to base and understand the change in relation to stakeholder reactions, engagement, potential issues, the building of momentum and the acknowledgement of the limitations of the proposed plan.
**Stakeholder reactions.** In order to implement a successful change plan, it is essential to be able to perceive and respond to the reactions of the stakeholders affected by the change (Greenfield, 1973). As this OIP is following Kotter’s Eight Stage Model for Change (Kotter, 2012), each stage of the process represents varying potential stakeholder reactions and potential means through which to mitigate the reactions in relation to the success of the change. The common thread throughout the change process, is the need to maintain open, transparent and continuous communication with the stakeholders. The communication plan will be explored in greater detail in a subsequent section, however it is important to note the necessity of open communication to both gauge and respond to stakeholder reactions (Cawsey, 2015).

As the success of this OIP is almost entirely dependent on the volunteerism of the teaching staff, they are the stakeholders which will be most affected by the change. With an adaptive leadership approach, a shared authority over the change will be establish as well as teacher autonomy over the decision-making process which will support a sense of collective efficacy (Heifetz, Grashow & Linsky, 2009). Kappelman et al. (1993) identified that the empowerment of employees has a relational effect on their attitudes and produces a sense of control over the changes thus engaging their support in the process (p. 32). In spite of best intentions however, it is inevitable that some or many of the staff will not engage immediately with the change plan. Many may still have concerns following the previous rounds of negotiations which have affected their perception of involvement in co-curricular activities. It is a challenge to change school culture. However, with effective leadership it is possible to do so with persistence and resilience (Gaffney et al., 2004). It is for this reason that the fostering of collective efficacy is essential to the success of this change. The leveraging of the social influences within the school can serve to support the desired change (Goddard & Goddard,
Goddard & Goddard (2001b) identify that “perceptions of efficacy serve to influence the behavior of individuals and the normative environment of collectives by providing expectations about the likelihood of success for various pursuits” (p. 468). Therefore, the fostering of a collective efficacy through open communication and transparent processes is essential to supporting successful school change and transforming stakeholder reactions.

Throughout the process, as a school leader, it will be essential to stay apprised of the stakeholder reactions to the change in order to ensure a positive transition. This will be done, as previously mentioned, through open communication in the form of conversations and meetings, with the whole school, the Engagement Committee and with individual staff members. Initially, communication emphasis will be with the whole staff who will be provided the opportunity to review the data through guided questions and which will serve to establish urgency in relation to the desired change. All staff will be engaging in data analysis which focusses on co-curricular activities in order to identify gaps and needs. If there is a great deal of interest from staff, it may be necessary to provide more opportunities for them to meet to discuss possible solutions to the issue. If they are not interested, it may be necessary to more overtly go through the data to highlight the need to provide further co-curricular activities. The reality is that considerable effort will be required to engage staff in wanting to support the desired change. As a Vice-Principal, I have the agency to be able to not only to bring the need for co-curricular activities to the forefront of the school’s focus but also to provide the support necessary for staff to engage.

Ansari & Bell (2009) identify that a considerable effort would be required to enact change and that not all participants may be ready to support the change (p.157). It is unrealistic to expect that after one meeting that all staff would want to engage in the change which is why it is essential to
support the early adopters and revisit the issue on a regular basis to emphasize its important to those who are more reluctant.

Secondly, the reactions can be assessed through attendance at the Engagement Committee meetings in order to listen to staff concerns and considerations. The level of staff interest in committee participation will serve as a gage of the level of whole school interest in supporting the goal itself. If not enough people self-select to participate, it may be necessary to approach and encourage others to attend.

By being vigilant in engaging staff in meaningful reflection of the data and by ensuring there is a continuous dialogue about the need for change, it will be possible to monitor and gauge the stakeholder reactions to the change and make adjustments to the plan as needed. The ability to make the desired change is dependent on the support of staff members and as such a plan to empower the individual and cultural change of the school is needed. This will be explored in the upcoming section.

**Identifying change drivers and engagement.** According to Cawsey et al. (2016) there are seven change strategies that can be used to influence others to participate in change, three of which lend themselves to creating change at CGSS. The first of the strategies is education and communication (p.324). In terms of preliminary solutions, it is essential for both the administration and staff to view the school through the lens of social justice and equity in order to better understand the need for change and to dialogue openly about the need for an equity mindset at the school due to the parameters outlined in Chapter One.

It is essential that staff are provided the opportunity and support in order to be able to engage with students through co-curricular activities, as outlined in the second strategy for influence *participation and involvement*. This will be done through with the establishment of an
Engagement Committee to motivate and support school change, as previously outlined. There are several factors which can hinder staff involvement including but not limited to, personal commitments, time, and school funding. As an administrative team, it is essential to mitigate as many of these factors as possible to provide staff the opportunity to engage with students. This can be done by encouraging lunch hour activities, pairing up with other staff as co-supervisors and by reviewing the funding allocations. In working in collaboration with the Engagement Committee, solutions to the perceived hindrances can be established. This step is key for the implementation of the third strategy for influence facilitation and support.

In addition to the outlined strategies of influence, it is important to connect with staff who are already engaging with students through co-curricular activities to encourage them to act as mentors and supports to those looking to become involved. The process of starting a co-curricular activity can be daunting for some but by having a supportive staff member to act as a guide it can remove some of the difficulties the staff new or returning to co-curricular involvement may face.

Finally, it is essential to demonstrate appreciation for the efforts being made by staff. As an administrative team, in order to further motivate staff, it is important to show that their efforts are valued. This aligns with stage five of Kotter’s model, empower action. According to Calegari, Sibley & Turner (2015), this stage involves removing obstacles and rewarding behaviour to reinforce change which can be done through reward systems or highlighting the actions of influential participants (p. 36). This can be done in a weekly newsletter or by providing further funding for the development of the program as needed. By demonstrating appreciation for the efforts made by staff, it is more likely that they will continue to participate if they know that their work is valued. This can also serve to demonstrate the value and support
that administration have for the efforts of staff which can serve to calm some of the concerns that may have been present from the previous labour disruptions.

With the change drivers identified, and a possible solution outlined which will be supported by an adaptive leadership approach, it is essential to establish a means through which to communicate the need for change to begin the process to achieving change at CGSS.

**Building momentum.** The desired change will require the support of the administrative team including myself as a Vice-Principal, teaching staff, support staff, students and potentially community partners. By taking into consideration the needs of all stakeholders, short-term, mid-term and long-term goals have been established using the SMART (specific, measurable, attainable, relevant and time-bound) goals model which can help ensure that the efforts made towards change are successful (Cawsey et al., 2016). These goals are outlined as follows and follow the time-line of one school year.

**Short-term goals.** The short-term goals align with the proposed strategy as outlined in Chapter Two. The initial stages of the strategy are based upon the reviewing of student generated data with the entire staff at the outset of the school-year with a focus on co-curricular activities. It is established school practice that students are to complete surveys on a regular basis in order to receive their feedback. The collective reviewing of the data will highlight the support needed to support co-curricular activities. The awareness of the issue is the first step to being able to arrive at a resolution in a meaningful manner. The proposed solution states the need for a staff-led School Engagement Committee which would look at the current status of school engagement and establish the parameters for future engagement. The committee will base their work upon the data collected through established student surveys which outline student preferences and needs.
The short-term goal is the establishment of the committee as a starting point from which to move forward.

**Mid-term goals.** Once the committee is established, it is possible to set in motion the necessary elements to embed the desired change at CGSS. The committee will work under the framework of a PDSA cycle (plan, do, act, study). During a semester-long cycle, the committee will review the sources of data available, including both internal and external survey responses, in order to identify areas of need within the school in relation to co-curricular activities. In parallel practice to the review of data and as identified in Chapter 1, the completion of an internal equity audit will serve to better understand the gaps and needs for students in regards to co-curricular activities. Once these needs are identified, the team will set out to determine a means through which to establish the co-curricular activities needed to support students. Depending on the identified areas of need, it may be necessary to limit the scope of the co-curricular offerings. Prioritizing the needs will be essential to being able to establish a plan for which activities to implement.

**Long-term goals.** The long-term goal is the establishment of the needed co-curricular activities which will support student development and well-being that are not currently being offered at CGSS. The team will present the findings to staff and seek out volunteers to establish the needed co-curricular activities. Once this goal is achieved, it is necessary to work in a cyclical manner to start back at the beginning of reviewing the future surveys and identifying new areas of need in relation to co-curricular activities within the school.

These goals align with the overall organizational strategy in relation to leadership opportunities for staff, and established committees. Leadership within the school, as previously outlined, is currently following a distributed framework and as such there is already an
established model of teacher-leadership within the organization. The outlined solution proposes to expand the current leadership framework to become an adaptive approach which will seek to involve all staff in the change process. Khan (2017) identifies that “adaptive leaders focus on working with all members to elicit change for the greater good of an organization. As such, adaptive leadership theory will help education intuitions achieve their vision through agreed-upon ideas and direction” (p.180). This collective effort and shared vision and direction will be supported through the creation of a committee which any staff member can join. There are currently established committees which support other areas of focus such as modern learning and literacy and as such the framework of utilizing committees as a source of decision making is already part of the established practice. The proposed plan builds upon the established organizational strategy and therefore has the potential to be successfully supported.

As part of a further reaching long-term goal, it would be ideal to be able to share the process undertaken at CGSS with administration from other schools as well as senior management of the school board in order to promote the positive influence of co-curricular activities on schools and students. In doing so, it could be seen that this process could be implemented in other school locations as a means by which to not only promote the activities but also to foster a greater sense of trust between members of the teaching union and school board management.

**Resources required**

The resources required to support the change remain consistent throughout the change implementation. The main resource required is human capital. In order to run co-curricular activities, there will need to be an adult sponsor of the program whether that be a staff member or community sponsor. Staff are also required to administer the necessary surveys, review the
data and set the direction for change. Without the resource of human capital, the change implementation would not be possible. Once there are staff committed, there are numerous logistical resources required including, previous and newly created surveys, mobile technology carts to conduct the surveys, and any activity specific resources that might be required. Lastly, dependent on the proposed activity, it may be necessary to secure funds. This funding could be used to either purchase the required materials, hire the required staff (i.e. community coaches, referees etc.) or to support student travel and registration for events. There is significant funding available through the school budget, though dependent on the activity, it could prove necessary to secure further funding. The resources required are well within the scope of possibility for CGSS, there is, however, the potential for implementation issues, limitations and challenges remains and which is outlined in the forthcoming section.

**Possible implementation issues, limitations and challenges**

As with any change, there is the potential to have issues with the implementation of the plan. The premise of this OIP is based upon several assumptions: that students desire to have more options for co-curricular activities, that we have staff capable of providing the desired activities and that staff will be willing to take on more responsibilities for co-curricular activities. These assumptions also reflect some of the limitations present with the plan.

There is a base knowledge that there are not sufficient co-curricular activities being offered as students have outlined their requests through the survey, however more specific questions as to what they desire and how many activities in which they wish to participate would need to be more clearly articulated in the line of questioning on the survey. The potential limitation of the qualifications of staff to be able to facilitate particular co-curricular activities is entirely dependent on the responses that the students provide. With a large staff, it is possible
that many of the requested activities could be supported from within, however there are some (such as many sports) for which there may not be staff-level expertise present. This could be mitigated by accessing community coaches or volunteers to be able to support the program. There is the potential that this could cost additional money, but that too can be resolved with redistribution or donation. Lastly, there is the possibility that staff would not desire to take on more responsibility. With a number of additional responsibilities already being placed upon staff from board-level initiatives, it is possible that staff would not wish to take on additional activities which require their time. As special provisions cannot be afforded to those who take part in co-curricular activities due to the constraints of the collective agreement, creative supports would have to be present to attempt to reduce overall teacher workload in other ways (i.e. release time to complete the board-level initiative requirements). Additionally, staff could choose to work as a team on a particular activity, thus diminishing their own time commitment or could run the program during the recently established common lunch period as to avoid having to use time outside of the school day. Lastly, as previously outlined, community partners could be accessed in order to reduce staff commitment to activities as well as to connect students to those versed in the desired activity.

The main limitations which can be mitigated through advance planning and compromise have been outlined, however there is one limitation which proves to be more difficult to mitigate. The OIP proposes to begin the change plan during the 2018-2019 school year, however the current contract extension for the OSSTF members ends in August 2019. In previous contract negotiation years, there has been a notable decline in the engagement with co-curricular activities on the part of staff, which is ultimately the issue upon which this OIP is based. This will pose a challenge when asking for staff to participate in voluntary activities as during the previous
rounds of contract negotiations staff were directed by the OSSTF to put a hold on their supervision of co-curricular activities. It is not possible to predict the edict of the OSSTF for the upcoming negotiation period, and it would prove a significant limitation to the process should they be directed to not participate in voluntary activities. There is little if anything that could be done to mitigate this challenge other than by supporting the teachers and their directives. Though at the time their edict may conflict with the goals of this OIP, the support provided demonstrates value and respect for their position and directive. Once, the negotiation process is complete, then the change process can begin. In spite of the potential challenges and limitations, the proposed change has the potential to positively impact the lives of the students at CGSS and it is essential to determine a means to monitor and evaluate the change process for success. This will be explored in the forthcoming section.

**Change Process Monitoring and Evaluation**

With the implementation of a change plan, it is essential to have a way to monitor and evaluate the progress of the adoption of the desired change within the organization. The proposed change plan follows the time period of a full school year and would continue thereafter as needed in a cyclical manner. Using the Plan, Do, Study, Act (PDSA) model cycle (Crowfoot and Prasad, 2017) to evaluate the change process in a parallel format with Kotter’s (2012) eight-stage model for leading change, the intended change will follow a linear and measurable process which integrates checkpoints through which the success of the implantation can be evaluated.

The monitoring and evaluation of the change coincides with the *study* and *act* stages of the PDSA cycle in parallel with the last three stages of Kotter’s model (generating short term wins, consolidating change and producing more change and anchoring new approaches in the culture. The monitoring and evaluation of the change process will be on-going using various
sources of input such as informal conversations and check-ins with stakeholders, more formalized feedback opportunities through data analysis and the collection of student-voice data. It is important to note that though the change process is delineated in a series of distinct stages, change is not regulated by the parameters of the model. As Tsoukas and Chia (2002) identify, the stages at which change monitoring and analysis occur are markers, however the change itself occurs between the stages in an organic fashion (p.571). It is therefore necessary to note that the periods at which the change is monitored and evaluated denotes a snapshot in time during the process. Furthermore, though it is possible to speculate on the change process, the desired outcomes and the means through which the change will occur, this is unlikely to be fully representative of the actual change as it occurs during the process. Greenwood and Hinnings (1996) suggest that during a change process one must account for potential of the change having implications farther reaching than those initially identified (p.1029). With this in mind, the change process monitoring and evaluation, which will be following the prescriptive stages of the PDSA cycle and Kotter’s model will identify the key points at which monitoring and evaluation will occur but acknowledges that the change process may not occur as predicted once put in to action.

Levin and Fullan (2009) outline basic elements which can be attributed to successful change. These include having a small set of realistic objectives, the mobilization of those highly motivated to support the objectives, the shared leadership and decision making and consistent communication (p.292). These elements can be aligned with both the PDSA and Kotter models and are represented in this change plan. According to Taylor et al. (2013) the study stage of the PDSA cycle reflects upon the success of the change while the act stage serves to identify modifications to the process and prepare to restart the process (p.291). Through the examination
of the results of the initial stages, valuable information can be learned in regards to the results of the plan. Through the collection of data, both qualitative and quantitative, adjustments can be made prior to entering the final stage of the plan. It can be seen that these stages are aligned with Kotter’s notion of generating short term wins which highlights the gains made and supports Levin and Fullan’s basic elements (Cawsey et al., 2016, p. 48). In relation to CGSS, this stage of the process would involve three main actions to monitor and evaluate the change. Firstly, administration, with me as the lead in relation to the project, would meet with both the members of the Engagement Committee as well as the staff as a whole to gain an understanding of the co-curricular activities which are still needed, how to better support those that are in place and any other pertinent information which would support the growth of the co-curricular program. This will occur through conversations with the groups and individuals in order to have qualitative feedback regarding the progress and process. It would also be necessary to check in with staff who do not wish to participate in order to hear their concerns in an effort to provide further support.

Secondly, a follow-up internal survey of the students would enable both a qualitative and quantitative analysis of the integration and participation of students in the programs. Students will answer rating scales based on satisfaction and need in relation to co-curricular activities, as well as allowing them to provide their feedback on the current offerings since the introduction of the changes. This will enable an understanding of the student voice and subsequently use their feedback to move forward with the change. It is important to note however, that in both of these methods of gaining feedback and monitoring the change, there will still be proportion of non-participants by way of either the students who still do not participate in co-curricular activities. According to the 2016-2017 student feedback data, 67% of all students participate in at least one
co-curricular activity with 33% choosing not to or who are unable to participate. Furthermore, there may be staff who do not wish to engage with the change and provide support to co-curricular activities. In both of these instances, it is equally as essential to consider the negative feedback as a means by which to better understand how to engage with the stakeholders.

Furthermore, one must note that there is the possibility that either the students or the staff may not provide genuine or candid feedback thus skewing the results to appear more positive than they are in reality. Though it is imperative to consider all of the feedback provided, one must do so with a critical lens to be able to derive the most accurate information to support the monitoring and evaluation of the change process.

Lastly, the generating of short-term wins is essential to further engaging staff with the change process. This will be done through public celebration of staff efforts at staff meetings, one-on-one or via mass methods of communication to staff and school community. These actions not only serve to reinforce the changes but can act as a means through which to evaluate the change. Though the goals for improvement will be collaboratively decided upon by the Engagement Committee, the setting of a realistic achievement goal will better support the evaluation of the process and provide the foundation by which to celebrate the short-term wins. Short-term wins include both an increased number of available co-curricular activities for students as well as an increased percentage of staff participation. The two numbers may not correlate as staff may choose to sponsor more than one activity or a particular activity may have multiple staff sponsors. Furthermore, the data collected from the students will be shared with the entire staff through a reflective process similar to the one undertaken at the outset of the school-year in order for all stakeholders to be able to denote the improvements made and celebrate the contributions made by the staff to support the desired change. According to Phellan (2005),
Kotter’s procedure for change management “follows the sequence and dynamics of revitalization; it can be inferred that the purpose of this procedure for organization culture change is to resynthesize the maze-ways of organization members to realistically introduce consistent, anxiety-reducing behavioral norms into the intended organizational culture” (p.54). The celebration of the short-term gains serves to support the revitalization of the staff by publicly sharing the success and to reinforce the new norm of participation in co-curricular activities. The public celebration of the success of staff supports the change in all staff as they will be able to identify that others are engaging in the change and may be more motivated to engage in the change themselves.

Following the study stage of the PDSA cycle and stage 6 of the Kotter plan, generating short-term wins, the next stage of monitoring and evaluation would be the final stage of the cycle encompassing both the final stage of the PDSA cycle and Kotter’s remaining two stages. The act cycle denotes the point in the change cycle at which the change is either adopted, re-started or abandoned (Taylor et al., 2013, p.291). This is aligned with Kotter’s final stages of consolidating change and anchoring new culture. Greenfield (1973) states that in order to achieve change there are three main parameters that need to be fulfilled, identifying the realities within the school, identifying the stresses which affect the school and finally, developing the commitment of the stakeholders to the identified goals (p. 568). The first two parameters were fulfilled through the initial stages of the change and the commitment to the change will be embedded at this final stage.

In order to standardize the change and produce more change, there are three main actions that will be undertaken. Firstly, it will be integral to ensure continued communication with staff to demonstrate the importance of co-curricular activities and support the efforts made by staff.
Though communication is essential to the whole of the change plan, it remains essential even after the gains have been made to continue to demonstrate the value placed upon the initiatives. Secondly, the continued provision of available resources to support the co-curricular activities will be necessary to ensure their sustained success. Though it may be necessary to readjust resources as differing demands arise, the continued support from the administration by providing time, finances, materials and other necessary resources to support the activities is essential to ensuring that the change is consolidated. Lastly, as part of the change plan, it is necessary to embed succession planning as it will be needed in order to ensure the continued facilitation of the activities should a staff sponsor no longer be able to support a particular activity. These three actions will serve to support the ongoing adoption of the change plan and the further expansion of the co-curricular offerings at CGSS in the future.

The commitment to change is intrinsically linked to the re-culturing of the school itself. Saphier and King (1985) identify the twelve norms of school culture, “collegiality, experimentation, high expectations, trust and confidence, tangible support, reaching out to the knowledge bases, appreciation and recognition, caring and celebration, involvement in decision making, protection of what’s important, traditions and honest and open communication” (p.67). The actions taken throughout the change process support the norms identified however, this does not immediately suppose that a cultural shift will have occurred. Smith and Graetz (2011) identify that cultural change is a slow and difficult process which requires careful planning, rationale and approach in order to evoke the desired change (p. 181). Therefore, it is unreasonable to believe that the cultural change needed to sustain an increased level of participation in co-curricular activities would be fully established at the end of one change cycle. It will require time and reinforcement of ideals to ensure that the change is entrenched so
profoundly in the school culture that it could withstand external challenges such as future labour disruptions. In spite of this, it is possible to lay the foundation of cultural change and then build upon in subsequent cycles.

Mento, Jones & Dirndorfer (2002) suggest that in the process of any change it is essential to embed the change as part of the culture and that stakeholders must be aware and accept that the change is now the expectation of the organization (p.53). This correlates with Kotter’s eighth stage, *anchoring new approaches to culture* and can support the act stage of the PDSA model. During the final phase of the change cycle, the continued emphasis on re-culturing the school will be essential. Smith and Graetz (2011) outline the meaning of culture as being the “collection of values and attitudes common to organizational members” (p.180). They go on to state since these values are the foundation of the behaviour within the organization that they are malleable to change even though it can be a challenge to do so (p.180). It is this phase of the change that is of the utmost importance to assurance that the desired change embeds itself as part of the organizational culture. Since the change is entirely reliant on the goodwill and volunteerism of staff, it is crucial it becomes part of what is done at CGSS rather than simply another initiative within the school. Once it become part of the school culture, it will be able to withstand internal and external challenges. One step to reinforce the success of the change is to review the end of year data with the entire staff. By taking the time to highlight the positive changes the participation of staff in co-curricular activities has made on the students, the staff will better be able to understand the impact of their actions. Greenfield (1973) states that “the strategy for organizational improvement thus derived demands the shaping of organizations in terms of human needs rather than organizational requirements” (p.552). The highlighting of the human needs of the students while being mindful of the human needs of the staff will serve to support
the shaping of the CGSS culture to one of support and engagement with co-curricular activities.

The monitoring and evaluation of the change process at CGSS is an on-going measure throughout all of the stages of change, however it is the primary focus of the final stages. In relation to CGSS, the primary mode of evaluation and monitoring will occur through three main actions: regular communication, qualitative and quantitative feedback, and identifying and celebrating the gains made during the change process. Through these actions it is reasonable to suppose that the desired change will be able to be tracked, reflected upon and managed in order to ensure its adoption in to the norms of the school itself. This change plan does not intend for full implementation to be completed within one change-cycle as it will take time, effort and regular reinforcement to embed the desired practice as part of the school culture itself. It does however support a periodic reflective practice which will serve to identify the needs of the stakeholders and find a way to best support the needs in a manageable and realistic manner.

In addition to monitoring and evaluation, it is essential to consider the ethics of the change plan itself and its impact on the stakeholders involved. The following section will explore the ethical considerations and challenges of the change process.

**Leadership Ethics and Organizational Change**

The consideration of leadership ethics in relation to the proposed organizational change is essential to ensuring that the change is implemented in a just and inclusive manner which supports both the needs of the stakeholders and the organization. This section will address the ethical considerations and challenges of each stage of the change including the ethical responsibility of the organization, the ethical commitments of the stakeholders and how these considerations will be addressed.

The problem of practice outlined in this OIP is one which is rooted in ethical obligation
and a moral imperative. At the heart of the problem is the fact that the students served by CGSS do not have access to the same opportunities that their more affluent peer group would be able to access independent of a school organization. Due to this fact, the ethical responsibility of the organization itself is to determine means through which to provide support for the students enrolled at CGSS in order to provide them the opportunity, experiences and foundational knowledge needed to achieve their goals and succeed in their own right. This echoes the parameter of care outlined in the Ethical Standards for the Teaching Profession in Ontario. This parameter states that educators are responsible to demonstrate “compassion, acceptance, interest and insight for developing students' potential. Members express their commitment to students' well-being and learning through positive influence, professional judgment and empathy in practice.” (“Ethical standards” 2018). The demonstration of care is the responsibility of all the educators in the building, both administration and teachers alike. This is done in part by having leaders model the value for co-curricular activities. Administration will model and encourage staff to value co-curricular activities which can support increased staff interest. Sagnak (2010) identifies that leaders are responsible for establishing the guiding behaviour for the organization. This includes embedding moral values and ethical responsibilities as part of the expected standard of conduct and to support the effectiveness of the organization (p.1182). By establishing and maintaining an open dialogue with all staff regarding the importance of co-curricular activities, it will help to support the vision of an ethical responsibility to support the students at CGSS.

The ethical responsibility for providing a socially just environment which supports the needs of the students and enables them to participate in co-curricular activities they could otherwise not access is only one part of the ethical responsibility of the organization. Though, as
educators, the altruistic goal is to support student growth and learning there remains the fact that those providing these opportunities require significant commitment. Teachers undoubtedly have numerous responsibilities which require their time and effort; teaching classes, lesson planning, evaluation, implementing new school board policy, attending professional development, communicating with parents and numerous other responsibilities impact the amount of time a teacher has available during their work day. The listed job requirements do not even take in to account the numerous personal commitments the staff have outside of the school day. With all of these demands on the time teachers have in their days it is understandable that asking them to take part in yet another activity would be a significant request. Therefore, the question remains as to what the organization’s ethical responsibility is to the staff when implementing this change plan. Mo and Shi (2017) propose that the ethical leadership can help better support employees and reduce instances of burnout and negative actions due to relational trust. Administration do demonstrate care and concern for the well-being of the staff and this will be further emphasized with the implementation of this change plan. There needs to be a careful balance of demands on the teacher’s time and the needs of the students they serve. This change plan has taken this in to account by proposing to have staff work in teams on activities in order to mitigate their time commitments, the involvement of community sponsors and finding ways to support their efforts within the boundaries of their contractual obligations. However, it is still the ethical responsibility of the organization to be cognizant of the needs of the staff to avoid teacher burnout.

In addition to the ethical considerations in regards to the actions of the stakeholders, it is also important to consider the ethics of using the student voice data without their prior consent to its usage for this purpose. The students have completed the surveys with the knowledge that they
are being used to identify their attachment to school and their interests. Though co-curricular activities are listed and students have the opportunity to indicate which ones are of interest, it will not have been explained that the data will be analyzed to determine the future co-curricular offerings. Though one can infer that this is an extension of the original intent, there remains the ethical question of whether or not the students should have received prior notification of the reason for the line of questioning. This ethical consideration will be mitigated by being cognizant that during all future surveys being completed by the students that the full intent of the data is made clear and transparent to the students as well as their parents so that they can make informed decisions about their participation.

As the basis of the change is rooted in ethical reasoning to support students it is essential to consider the ethics of the decision made and their impact on both the students and the staff prior to implementation. Part of this process is made possible through the transparent communication of the intent and change plan which will be outlined in the following section.

**Change process communication plan**

In order to implement meaningful change across an organization, it is integral to establish a clear communication plan in order to engage and establish transparency with all stakeholders. According to Cawsey et al. (2016) the communication plan is necessary to ensure that the stakeholders will understand the need for the change, to allow them to understand the change itself, to dispel rumor and to establish a commitment to the change itself (p.320). This section will outline the change communication plan for the proposed change at CGSS and will follow the four phases outlined by Cawsey et al. (2016) which includes “(a) pre-change approval, (b) creating the need for change, (c) midstream change and milestone communication, and (d) confirming/celebrating the change success” (p.320). These phases naturally line up with the
stages of Kotter’s model and which will be referenced throughout the communication plan to provide context and connection to timelines.

The change process communication plan is established in order to ensure that thoughtful and regular communication between the administration, teachers and students is established to maintain a transparent change process that is rooted in feedback from all stakeholders. As a member of the administrative team, I will take the lead on ensuring regular communication of the change process and act as a facilitator of the change process itself with the support of the two other CGSS administrators.

**Pre-change approval**

In relation to the proposed change at CGSS, the pre-change approval has already been established by the new school principal. The principal is an advocate for co-curricular activities, especially sports, and seeks to find means through which to involve staff in supporting and facilitating the activities. Cawsey et al. (2016) outlines that part of the pre-change approval is garnering the support of the top management however, this is not necessary in the case of CGSS as it is a school-based initiative. The support of the school principal is sufficient to begin the change within the organization. The timing of the change is foundational to its success as it needs to be established during an opportune time to engage stakeholders (p.320). The change process will begin at the outset of the school-year which has generally been a time of optimism and renewed engagement at CGSS. This is the most favorable time period start the process as staff motivation is generally high and it is possible that there may also be new staff at the school and this would be their first introduction to participating in activities outside of the classroom at CGSS. It is during this time, as well that the vision for the school-year is established and the focus on co-curricular participation can be embedded as a priority at the outset.
Creating the need for change

This stage of the communication plan aligns with Kotter’s (2012) stage one, establishing a sense of urgency. In both cases it is necessary to generate momentum and interest in the change and for stakeholder to have a clear understanding of the need for change in order to move forward with the proposed plan. As the school principal already has previously established a dialogue in regards to co-curricular activities and publicly demonstrates his value for them, it is a good platform from which to deepen the collective conversation in regards to co-curricular support for students.

As previously outlined, the first step of the change process will take place at the introductory staff meeting for the year with a data review and guiding questions. During this meeting the plan for change will be clearly outlined by administration through the lens of needing to provide further support for the students in need. Cawsey et al. (2016) outline that it is necessary “to explain the issues and provide a clear, compelling rationale for the change. if a strong and credible sense of urgency and enthusiasm for the initiative isn’t conveyed, the initiative will not move forward” (p.321). As previously outlined, by reviewing student-driven feedback, as provided in the previous year-end survey, staff will have the opportunity to be able to gain a clear understanding of the need to support co-curricular activities. Administration will create guiding questions to direct staff attention to the data which outlines student needs and interests as it relates to co-curricular activities. Additionally, statistics from previous years which indicate the number of co-curricular activities offered in comparison to current offerings will be discussed as a means to review comparative data and establish a benchmark for desired levels of participation (p.321). Staff will complete reflections on the data including comments relating to how to better support students outside of the classroom. At the conclusion of the meeting, staff
will be provided with the opportunity to sign up for the Engagement Committee along with other committee and co-curricular options which will be followed up upon by administration in order to gain understanding of the participation of staff as a means by which to determine if more direct encouragement to participate is needed.

**Midstream change and milestone communication**

This part of the change communication plan is perhaps the most essential as it will relay the progress of the change process to ensure an on-going communication and feedback loop to the stakeholders. This stage aligns with Kotter’s fourth and fifth stages, *communicating the change vision* and *empowering employees for action*. This change plan is not fundamentally changing the systems of the organization itself but rather is attempting to change the habits of the stakeholders. As previously outlined, the establishment of the Engagement Committee which will be staff-directed following an adaptive leadership approach will empower the staff to take ownership over the desired change. All change involves, to some extent, the re-allocation of resources be they financial, personnel, or resource driven. However, Glover et al. (2002) outline the difference between change and adaptive change in that the latter “always involves creative problem solving in which the change leaders bring about a successful and sustainable alteration in the nature of the organization and its environment” (p.19). By empowering those on the committee to creatively respond to the need for change, the presumption is that progress towards the desired change will be noted.

The work done by the committee alone will not be enough to embed the change as part of the fundamental culture of the school and as such on-going communication between all stakeholders will be necessary. Klein (1996) outlines the key principles of organizational communication two of which are message redundancy and the preference of face-to-face
communication (p. 34). One form of regular communication in regards to the progress being made will come in the form of conversations at monthly staff meetings. The committee will provide updates as to the progress being made and identify any on-going needs or gaps for the entire staff. Cawsey et al. (2016) outlines that it is during this phase that the change leaders need to have an idea of a misconceptions or rumors that are being attributed to the change process. Through open and regular dialogues all stakeholders will have the opportunity to engage with and understand the change while the leaders will be able to dispel myths and reflect upon their progress and make adjustments as needed. Klein (1996) states that an advantage of face-to-face communication is the ability to pick up on non-verbal clues (p.34). By having regular dialogue in a public forum, such as at staff meetings or professional development sessions, it will be possible to gage the level of interest and identify issues of engagement by taking into account both verbal and non-verbal cues of the staff. In addition to conversations at staff meetings, on-going, one-on-one conservations will take place between administration, the committee and staff in order to develop a better understanding of their commitment to change.

Furthermore, regular updates and calls to action, will be communicated via email, from both the committee and administration, to all staff to support the momentum of the change. Klein (1996) outlines that repeated messaging about the desired change is fundamental to ensuring that the change is implemented. Without regular and repeated communication is it is possible that the stakeholders will not be able to remember the focus of the desired change and subsequently blame the sender for not providing enough information (p. 34). Though regular messaging to all staff, there will be a reduced possibility that they will not be able to remember the focus of the change and it will also provide them the platform through which to seek out further information or clarification.
Through the outlined methods of communication both of the previously mentioned key principles will be fulfilled and will ensure that the change plan is referenced regularly to keep the focus on the desired outcomes.

**Confirming/celebrating success**

This final stage of the change communication plan aligns with the final three stages of Kotter’s model, *generating short-term wins, consolidating change* and *anchoring new* approaches to culture. Cawsey et al. (2016) states that during this phase it is essential to both communicate and celebrate the changes that have been made in order to ensure success (p.322). This will be done through three different means of communication, reviewing of data, public acknowledgement, and external communication of success.

At the midpoint and end of the school year, student feedback data about co-curricular activities and school attachment will be collected in order to identify the success of the change implementation which will be reviewed by staff to track the progress being made. During this time, administration will take the opportunity to publicly acknowledge and celebrate the engagement of staff in co-curricular activities. This will serve to both thank the staff involve but to reinforce the vision of valuing co-curricular activities. Furthermore, via the school newsletter to parents, the efforts of staff will be highlighted by outlining all of the co-curricular opportunities in which students participated throughout the year. This will enable parents and guardians to see the opportunities provided by CGSS and will further celebrate the engagement of staff in co-curricular activities.

The outlined communication plan provides opportunities for staff to engage in data review to identify the needs of students, providing feedback, acknowledging their peers and to clearly understand the progress being made at CGSS. This plan does not suppose that all staff
will engage equally with the proposed change but provides staff the understanding and
opportunity to be able to engage as they see fit. This process will be ongoing and cyclical as
regular communication in regards to the needs of students is necessary to provide them the co-
curricular opportunities they need.

The proposed change at CGSS is one that will require time, persistence, resilience and the
commitment of staff. This chapter has outlined how the change will be monitored, evaluated and
communicated to the stakeholders while addressing the ethical considerations and limitations of
the plan itself. The plan itself is one that is feasible within the context of the school but also one
which will require the on-going focus of the stakeholders in order to make the plan a reality.

Conclusion Next Steps and Future Considerations

It is my hope that the goal, plan and vision for this OIP will serve to improve the
opportunities for co-curricular involvement of students served by CGSS while being mindful at
the same time of the needs of the staff. The outlined plan takes place over the course of one
school-year however, this will undoubtedly continue into the following years in order to ensure
that the expectations become part of the entrenched culture of the school. The next step of this
plan is to review and revisit the needs of the students indefinitely as the years pass in order to
ensure that they are receiving the opportunities necessary for their success. The co-curricular
offerings will undoubtedly change as needs shift, staff move on or take on new interests and as
access to resources change, however the fact remains that supporting students both inside and
outside of the classroom contributes to their overall success.

Furthermore, adjustments will likely need to be made to the plan as the next contract
negotiation period approaches in August 2019. Though one can not predict the edict of the
OSSTF toward members in regards to their participation in co-curricular activities, based on past
precedent it is likely that the directive will be to scale down commitments which fall outside of contractual obligations. As an administration team, it will be necessary to be respectful of the union directives and avoid pushing the issue of co-curricular issues during a time in which members have been advised to not participate. This may place a hold on the progress being made with the change plan, however it is one over which administration holds no control and therefore will have to continue with the change plan once the negotiation period has concluded.

At the heart of this OIP is the driving question of who is benefitting from the current status quo. As educators, if the answer cannot be confidently attributed to students, then there is little doubt that we must do something to shift the balance in favour of those we are obligated to educate, support and inspire. At present, the inequality of opportunity available to students, not in respect to a large and abstract notion of across the world or country, but the inequality of the opportunity available to the students served in one school district is of the utmost concern. Students who have been provided the unmerited privilege of living in a more affluent area or having families who have greater financial means to provide opportunities should not be the only ones provided the support needed to succeed. If education is the great equalizer, then something must be done to increase the opportunities available for those to whom such a privilege was not bestowed. Though co-curricular activities may seem merely an add-on to the otherwise serious work of educating students, they are in fact part of the means by which education can equalize the opportunities for all youth to be able to achieve their goals and dreams. Without exposure to the opportunities to learn and grow both inside and outside of a classroom, then it is possible that the cycle of disadvantage continues to perpetuate its detrimental affects on the future of the students.
References


agreement-with-high-school-teachers-to-extend-contract-by-two-years.html


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Appendix A
Change process monitoring and evaluation

**PLAN**
1. Getting started
2. Assemble the team
3. Examine current approach
4. Identify potential solutions
5. Developing an improvement strategy

**DO**
5. Test the theory for improvement

**STUDY**
6. Use data to study the result

**ACT**
7. Standardize the improvement or develop a new theory
8. Establish future plans

1. As a whole staff, review data related to student needs as outlined through previous year’s surveys
2. Facilitate whole staff discussion regarding the importance of co-curricular activities
3. Collectively identify goal of increasing co-curricular activities in school and the target increase percentage
4. Establish Engagement Committee

5. Engagement Committee to meet and establish plan for improvement and communicate back to whole staff the determined process
6. Identify mentors to support staff with establishing new activities
7. Engagement committee to model desired behaviour and demonstrate support for co-curricular activities
8. Seek out sources for needed materials and funding for success
9. Establish new co-curricular activities as needed

10. Meet with staff to understand how they can be better supported (qualitative)
11. Results of subsequent internal surveys will enable staff to understand the impact of their efforts (qualitative/quantitative)
12. Short term wins can be celebrated at staff meetings, one-on-one or via mass methods of communication to staff and school community. Sharing of data to whole staff to denote improvements and celebrating the contributions of staff

13. Continued communication at all whole staff events which reflects the needs for change and celebrates the successes
15. Provide time and resources where possible to supports co-curricular endeavors
16. Provide multiple opportunities for staff to engage and ensure succession of the programming
18. Create a culture of co-curricular programming as an attempt to safeguard against future labour disruptions
19. Review the end of year data and continue the PDSA cycle in the following school year as needed.

**KOTTER**
1. Establishing a sense of urgency
2. Creating a guiding coalition
3. Developing a vision and strategy

4. Communicating the change vision
5. Empowering employees for action

6. Generating short term wins

7. Consolidating change and producing more change
8. Anchoring new approaches in the culture