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A Strategic Approach to Leading and Managing Low Teacher Morale in an Adult Newcomer Education School Setting

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STRATEGIC APPROACH TO MANAGING LOW TEACHER MORALE

Abstract

The purpose of this Organizational Improvement Plan (OIP) is to produce a comprehensive and actionable plan to the problem of low teacher morale at Crest Wood Adult Education School (CWAES) which is a small, but rapidly expanding adult newcomer education school located in Ontario. Teachers' morale and motivation increases when good working conditions exist and when they are offered opportunities to develop their professionalism and skills (Organisation for Economic Cooperation and Development, 2005). A professional learning community (PLC) is central to the facilitating such learning opportunities which can be leveraged to improve students' success and achievements. Leadership approach and style plays a crucial role in any change or improvement initiative. This OIP is grounded within an authentic leadership framework that draws heavily on secondary research and the previous research work of various relevant scholars and practitioners within the field of educational leadership and management. Elements of inclusive and ethical leadership will also be integrated within this OIP. The timing of this OIP is especially relevant considering the Ontario Ministry of Education's current initiative to develop and implement a provincial-wide adult education strategy to better support adult learners in their efforts to realise their educational goals (Ministry of Education, 2014a).

Keywords: Teacher morale, motivation, teacher leadership, adult education, authentic leadership, ethical leadership, Professional Learning Community, PLC

Executive Summary

This Organizational Improvement Plan (OIP) addresses the need to investigate a strategic approach to address and manage perceived low teacher morale at Crest Wood Adult Education School (CWAES). The Problem of Practice (POP) is introduced in the first chapter along with a discussion about the organizational context and the leadership vision for change. The need to implement change in relation to the improvement of teachers' morale, motivation and level of professionalism is then justified. Chapter two follows with the presentation of a suitable leadership approach and change management framework as part of a methodology and structured approach to realise the changes outlined in the vision. A critical organizational analysis is also detailed in this chapter from which possible solutions are then proposed. The selected solution proposal to address the POP comprising of the introduction of a Professional Learning Community (PLC) and the modeling of authentic leadership practices will also be discussed in this chapter. This strategic option will be justified as the most realistic solution to increase teachers' morale at CWAES.

The final chapter of this OIP focuses on the actual implementation of change according to Kotter's (1996) original Eight-Step change implementation framework. In addition to discussing the steps for the initiation of the PLC, this chapter also focuses on change monitoring and evaluation and the application of the Plan Do, Study, Act (PDSA) improvement model. High teacher morale and professionalism are crucial components in maximising students' success and learning. Adopting an *authentic* teacher-leadership position, the author of this OIP presents a strategic approach to managing and leading low morale through increased teacher professionalism and the realignment of school leadership practices and initiatives.

Acknowledgements

My doctoral journey over the past few years has been the most challenging yet rewarding experience of my life thus far. The learning from my doctoral colleagues and participation in the community of practice has been life-changing and has propelled me in my continued quest to achieve my fullest potential and reason for existence. This has not been a solo journey but rather one that relied on the support and inspiration from multiple individuals.

I would first like to recognise the important role and inputs of *all* my instructors throughout this doctoral journey. You have all been inspirational and provided the energy and impetus for me to challenge myself and thinking so as to be a better academic scholar and leader. The feedback and improvements offered from the instructional team including Dr. Planche, my Advisor and Dr. Lowrey, my examiner. You *all* helped in making sure my work is actionable. I would also like to recognise Western's Grad Ed student support team. Your collective support and assistance from the start to the end of this program was simply amazing, thank you all!

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I owe an eternal debt to my dear mother for laying the groundwork for my potential and success. Mom, *your* sacrifices inspired my sacrifices. Finally, to my sons, Nityanand and Nivyanand and my wife Sindy, *only* you know the true magnitude of the sacrifices that we have all endured over these past years. You three are, and will always be my greatest inspiration.

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List of Abbreviations

CBOC	Conference Board of Canada
CESBA	Continuing Education School Board Administrators
CMEC	Council of Ministers of Education Canada
CWAES	Crest Wood Adult Education School
ESL	English as a Second Language
IRCC	Immigration, Refugees and Citizenship Canada
MoE	Ministry of Education
MAESD	Ministry of Advanced Education and Skills Development
NCLB	No Child Left Behind
OCT	Ontario College of Teachers
OECD	Organisation for Economic Co-operation and Development
OIP	Organizational Improvement Plan
OLF	Ontario Leadership Framework
OLS	Ontario Leadership Strategy
PEST	Political, Economic, Social and Technological
POP	Problem of Practice
SIP	School Improvement Plan
SWOT	Strengths, Weaknesses, Opportunities, Threats

Research Terms

Terms or words that are used within research should be clearly defined especially if they are unfamiliar to the audience or can impact on their understanding of the information being presented (Purdue OWL, 2017). These terms are also being defined according to its usage and application to the specific *context* of this organisational improvement plan (OIP) proposal.

1. **Adult learner**

“Learners who are typically 19 years of age or older and who want to upgrade their skills or qualifications to pursue further education, obtain stronger employment outcomes, or participate more fully in society” (MoE, 2017).

2. **Adult education**

Refers to, “programming offered by school boards to provide opportunities for adults to return to complete their OSSD and/or to complete specific courses required for entry into postsecondary institutions and apprenticeship programs” (Deloitte & Touche, 2015, p.18)

3. **Newcomer**

For the purposes of this study the term newcomer applies to a new immigrant who has permanent resident and has been residing in Canada within the *first tax year* of his/her arrival (Government of Canada, 2018).

4. **Morale**

Emotions, attitudes and “overall degree to which an employee feels good about his or her work and working environment” (McKnight, Ahmad & Schroder, 2001, p. 467).

5. Motivation

Refers to, “the degree to which an individual wants and chooses to engage in certain specified behaviours” (Mitchell, 1982).

6. Intrinsic motivation

Refers to emotional and psychological rewards including feeling appreciated, recognised and being treated in a caring and considerate manner (Mullins, 2008).

Chapter One - Introduction and Problem of Practice

Introduction

This opening chapter of this OIP provides an introduction and backdrop of the organizational context within which Crest Wood Adult Education School (CWAES) is situated. This discussion will be followed by a leadership position statement and the Problem of Practice (POP). A vision for change will then be presented after which a CWAES's change readiness will be examined.

This OIP is intended to investigate the issue of low teacher morale in a rapidly expanding adult education school provider with the hope of correcting the trend of dissatisfaction and disengagement and realigning organisational and leadership practices in a manner that will motivate and “energize teachers” (Fullan, 2016, p. 97).

Organizational Context

There are numerous adult education school providers spread throughout the province of Ontario. Orton (2009) suggests that if it were possible to compile a complete list of adult education providers, the list would be lengthy. Adult education providers are mandated to provide adult learners of whom the majority are not able to afford or access mainstream schooling, colleges or universities with a broad range of courses programs which may improve their occupational readiness and skills (Orton, 2009). Most of the student population of adult education schools are newcomers to Canada. For the purposes and context of this OIP, the term *newcomer* refers to a person who has permanent residency status and has been living in Canada within the first tax year of arrival (Government of Canada, 2018).

Crest Wood Adult Education School (CWAES), the organization that is the subject of this OIP is an adult education school and an anonymized name that will be used throughout this OIP

in keeping with proper research anonymization protocols and guidelines (Paulson, 2016).

CWAES is an Ontario Ministry of Education approved adult education school provider and the school itself falls under the direct jurisdiction of a Catholic District School Board.

Located in a semi-urban community, CWAES has been in existence for approximately 20 years and like all other adult education schools, its primary objective is to deliver high-school credit courses (per Ontario Ministry of Education curriculum) to adult learners. The main academic courses provided are English as a Second Language (ESL) and co-operative (on the job) training programs in the field of Business, Office Administration and Accounting. CWAES's school's culture, goals and objectives are essentially in sync with its parent school board's Catholic values, organisational vision and mission statements. CWAES organizational and leadership practices are also reflective of its core Catholic principles and values. These include serving and caring for others through the development of a strong sense of communal spirit. The school also focuses on social justice, equity and the fair treatment of all stakeholders including students, teachers and community members. Diversity and tolerance are also key tenets of the school's operations and Catholic values and culture.

CWAES change context may also be exposed to various forces or PEST (political, economic, social and technological forces). Figure 1.1 summarises these factors.

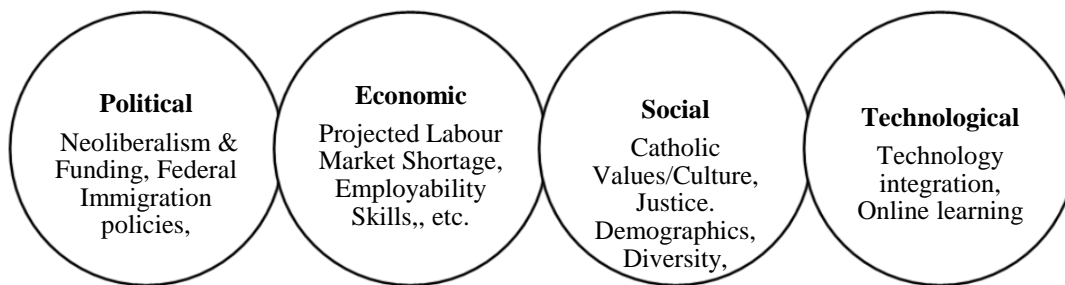


Figure 1.1. Diagram showing the multiple factors (PEST) affecting CWAES's change context.

Each of these four PEST forces will be further detailed in Chapter Two as part of a critical organizational analysis. However, a brief introduction will now be presented.

Political Context. The operations of CWAES are strongly subjected to neoliberal economics and political influences because of its reliance on governmental funding and grants. Between 2007 and 2008, the Ontario Ministry of Education expended \$63 million on adult and continuing education credit programs (CMEC, 2008b). In September 2017, the provincial government launched the *Lifelong Learning and Skills* plan along with the relevant funding and supports (CESBA, 2017). Politics therefore undoubtedly impact on school governance and performance including those at CWAES since it is in receipt of various sources of funding from multiple Ministries including the Ministry of Education and Immigration Refugee and Citizenship Canada (IRCC). This governmental funding is especially crucial in the daily operations of adult schools which offer educational services to new immigrants to adapt to Canadian life (IRCC, 2017b).

The educational landscape in Ontario continues to be reshaped by neoliberal politics. Neoliberal economics and policies such as the Ontario Leadership Strategy (OLS) and Ontario Leadership Framework (OLF) have placed much more burden and pressure on school leaders to close achievement gaps (Winton & Pollock, 2015). Also, because of its dependence on RAP funding, CWAES must comply with various governmental mandates, compliance protocols, regulations and accountabilities that pertain to learners' success and achievement (closing gap). In addition, as an Ontario government and taxpayer-funded organization, CWAES is also subjected to financial accountability regarding its use of public resources.

Political pressures stemming from neoliberalism has had dramatic impact on the way schools operate. Some schools are being effectively 'converted' and managed as though they are

businesses (Davies, Popescu, & Gunter, 2011). Ontario's neoliberal educational landscape has led to an increase in the level of governmental intervention in education forcing school administrators to focus on the economics of education delivery in the Province (Winton & Pollock, 2015). In the current age of accountability and data-driven decision making (DDDM), the data which is being used to drive and measure school improvement is often firmly rooted in governmental policies. For example, there is an ongoing consultation paper entitled, *Strengthening Ontario's Adult Education System* that is focused on gathering key data and learning about ways to improve and plot the future goals and direction of adult education in Ontario (MoE, 2014a, 2017). Whereas data can be useful to support and develop a culture of inquiry and continuous improvement, schools and teachers should be careful not to place too much reliance on *test* data since it can lead to problems (Datnow & Park, 2014).

Whether in the form of threat-rigid policies or data-driven targets, governmental intrusion in education and the lives of teachers can be worrisome and counter-productive. Too much governmental control may lead to the de-skilling of teachers since they are forced to teach a curriculum that was essentially designed by others in the government. The silencing of teachers' and the circumscription in their creativity that seems to come with neoliberalism could have a negative impact on the level of teachers' performance, morale and motivation (Hursh, 2001).

Economic Context. The education and training of adults is paramount for the economic prosperity and social well-being of individuals and communities throughout Ontario (Deloitte & Touche, 2015). With 5,000,000 Canadians set to retire by 2035, there will be an annual demand for 350,000 immigrants to meet the future needs of the Canadian labour force (Conference Board of Canada [CBOC], 2017). Many newcomers depend on adult education service providers

to build up their employability skills. Both the Federal (macro immigration strategy) and Provincial governments value the important role that new immigrant adult learners play in adding to the economy as well as the rich diversity and multiculturalism of Canadian society.

Ex-Premier, the Hon. Kathleen Wynne affirmed, “Adult learners live complex lives and their re-entry into the learning environment, requires a profound leap of courage, and yet their learning success is integral to the health of our communities and our economy” (Ministry of Advanced Education and Skills Development, [MAESD], 2005a, p.1). The Provincial Ministers of Education added, “Canada must develop an accessible, diversified, and integrated system of adult learning and skills development that delivers training when Canadians need it” (CMEC, 2008a).

Social Context. Canada’s diversity has been the result of a proud and long history of welcoming thousands of immigrants from all corners of the globe. Recent data indicates that this trend is continuing with 172,000 newcomers (permanent residents) making Canada their new home in the first half of 2016 (Immigration, Refugees and Citizenship Canada [IRCC], 2017a). Canada’s open immigration policy and the increasingly continuous flow of diverse immigrants make it difficult for many school boards to deliver programs to meet the demand and complex needs of adult learners (MoE, 2015). Recent data reveal that at least 46% of Ontario’s adult students are in fact new immigrants (MoE, 2015).

Organizations are, “inevitably enmeshed with external constituents” whose needs and expectations must be answered and aligned with internal systems and practices (Bolman & Deal, 2013, p. 231). The rich diversity in terms of the population mix and demographics in and around CWAES’s external environment is a key element that impact on the school’s internal practices

and systems. Students' diversity (cultural, religious, language) and partnerships and interactions with local community agencies (new immigrant counselling centres) will need to be properly addressed as part of managing the wider arena or 'ecosystem' within which CWAES operates. The rich diversity could prove to be an 'asset' to CWAES in terms of leveraging and developing a culture of inclusion which will benefit and help achieve desired changes. This will be further discussed in the next section of this OIP when presenting CWAES's Symbolic and Human Resource frames according to Bolman and Deal (2013).

Cultural Context. As mentioned earlier, CWAES belongs to a Catholic school board and therefore its practices and operating procedures reflect and promote Catholic doctrines and principles such as caring, respect, diversity, inclusion, social justice and equity. According to Crotty (2009), when formulating leadership practices and policies, Catholic school leaders need to be deeply resilient and relentless in their efforts to, "each day live out" and consider the "concrete circumstances" of what it means to be a religious leader (p. 795). Bearing this in mind, any planned change will be guided and influenced by the school leader's commitment to core Catholic culture, values and beliefs as espoused and reflected within the school board's broad mission and vision. Culture is discussed in more depth as part of planning and development issues in Chapter Two.

Technological Context. CWAES operates within a rapidly changing technological environment. The school (and parent school board) is deeply committed to the integration of technology in curriculum and its teaching delivery models including online learning through the internet. E-learning is a rapidly growing trend where technology is used to enhance and facilitate student learning (Smart & Cappel, 2006). In addition to offering in-class courses in computers

and technology, CWAES also offers some courses through an online platform and community of learners. Adult learners with a stronger sense of community seem to experience more learning enjoyment and satisfaction (Ke, 2010). CWAES's use of the internet and e-learning is in keeping with its goals and commitment to increase its operational efficiency as well as satisfy the specific learning needs and preferences of the adult learners. Perry and Pilati (2011) affirm that online learning has had a major effect on education as it offers convenience and flexibility to students as well as cost savings and effectiveness to schools.

Vision, Mission, Values, Purpose and Goals

CWAES operating values, policies and practices are firmly aligned with its Catholic parent school board's vision and mission. The school is grounded in Catholic beliefs and values such as service to mankind, respect, caring and helping others in the community regardless of race, religion. Diversity and mutual respect are therefore key tenets in the school's operating protocols and leadership practices. The main purpose of the school is to provide educational courses and programs to newcomer adult learners so they can go on to lead better and more productive lives. As CWAES continues to expand in terms of increasing enrolment, it is envisaged that the school will become the preferred adult education provider in the community.

Organizational Structure

Figure 1.2 outlines the current organisational structure of CWAES. The school is led by a principal who is tasked with managing and leading CWAES as well other adult schools and continuing education sites within the school board. A vice principal (VP) works closely with the principal in managing the routine daily affairs and operations of all adult schools and continuing education sites. A school coordinator assists the principal with the management of site-specific

issues and operations relating to supplies, furniture, building maintenance, safety, scheduling meetings, organizing teacher development (PD) workshops, student counselling and other operational issues.

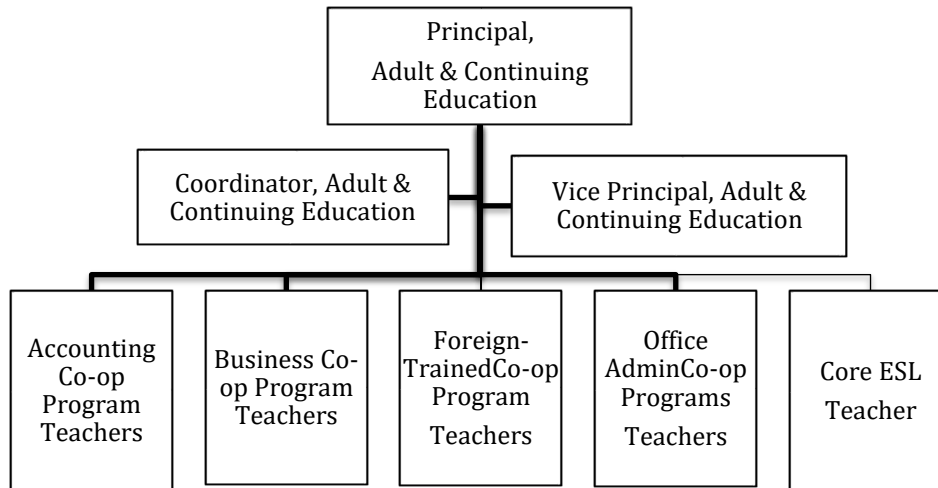


Figure 1.2. Simplified representation of CWAES’s current organizational structure.

Organizational structure must align effectively with the organization’s existing needs and conditions (Bolman & Deal, 2013). The current organizational structure at CWAES (school level) is evidently too flat and might be a contributing factor to the emerging problem of low morale. A fundamental structural assumption is that the right people are positioned in the right places of an organization (Bolman & Deal, 2013). One of the structural deficits or weaknesses at CWAES is the fact that the school does not have any head of departments (HODs). The absence of HOD’s and resultant structural ‘void’ may also be adding to the problem of low teacher morale. Indeed, the creation or addition of HODs would help to strengthen CWAES structure which might in turn lead to better coordination, relationships and an increase in performance and

motivation amongst teachers. The current structure will be analysed in further depth in the next section using Bolman and Deal's (2013) structural perspective.

Current Leadership Approach and Practices

Admittedly, leadership approaches and practices at Ontario schools including those at CWAES are strongly influenced by governmental policies. This is evident through the Ministry of Education's Ontario's Leadership Strategy (OLS) and Ontario Leadership Framework (OLF) documents which outline leadership best practices that school leaders should adopt and implement to achieve school success (Winton & Pollock, 2016). Contemporary school leadership practices including those at CWAES continue to be shaped by Ontario's modern-day market principles and neoliberal politics. This is especially evident in the practice of hiring teachers at CWAES as contractors rather than permanent staff.

The current neoliberal landscape has compelled many school leaders to focus on the 'bottom-line' or economic impact of their decisions and actions rather than the human impact. Neoliberalism has also demanded that they shift their focus and accountabilities to other areas of school governance and operations such as value for money (VFM) reporting and fiscal management (Winton & Pollock, 2016).

Leadership Position Statement

As part of articulating a teacher-leadership position, it became necessary for me to first clarify what was the meaning of *educational leadership*. Griffiths and Portelli (2015) argue forcefully that ethics, values and a deep sense or moral purpose are paramount to the practice of genuine educational leadership. Adding to this notion about the importance of values in

leadership, Begley and Leonard (1999) postulated that it is crucial to discover and examine one's "underlying values that come into play when individuals work together" (p. 85).

Positioned as a teacher-leader at CWAES, my approach to educational leadership is firmly rooted in what I stand for, knowing myself and my deep sense of morals and values to do what is right in any given context or situation. Avolio and Gardner (2008) remind us of the need to be true to oneself when leading others. Authentic leaders are deeply cognizant of the way in which they think and behave, they are aware of their own moral values, perspectives and strengths as well as those of others (Avolio & Gardner, 2008). Authentic leaders have a genuine desire to lead others by utilising their own natural abilities, deep sense of purpose, meaning and values (George, 2003). With this in mind, it was only natural for me to adopt an *authentic teacher-leader* stance from which to ground this study and pursue this OIP.

The adoption of an authentic leadership philosophy allows this author to remain true to my natural self when leading others. George (2015) affirmed that, "leadership starts with being authentic, the genuine you" (p. 1). Furthermore, an authentic leadership approach responds to those who seek value driven and resilient leadership in today's complex world. Such leaders operate from strong moral values and tend to do what is right (Northouse, 2016). An authentic leadership stance ensures that I continue a lifelong quest to achieve my "True North". According to George (2015), the term *True North* refers to one's innermost values and beliefs, being true to one *self*, having a deep sense of self awareness, an internalised moral perspective, a balanced processing and relational transparency with others. Consequently, as part of realising my True North, a values-based perspective and ethical leadership philosophy will be incorporated

throughout this OIP. A values proposition helps to link theory and practice as well as promote *authentic* leadership practices and democracy in schools (Begley, 2001).

Authentic leadership was previously identified in transformational leadership theory and research (Northouse, 2015). Burns (1978) illuminates that authentic leadership philosophy was ‘born’ out of transformational theory and with this in mind various elements of transformational leadership practices will be further explored and integrated within this OIP. Taking the stance of an *authentic* teacher-leader, I will be articulating and infusing an authentic leadership approach and philosophy throughout this OIP including the formulation and conceptualisation of a leadership problem of practice which follows next.

Leadership Problem of Practice

The specific problem of practice being addressed in this OIP is the need to investigate a strategic approach to address and manage perceived low teacher morale at CWAES. In the context of this OIP, *morale* refers to the emotions, attitudes, job satisfaction and “overall degree to which an employee feels good about his or her work and work environment” (Mc Knight, Ahmad & Schroder, 2001, p. 467). It should be noted at the very onset of this OIP that the pursuit and resolution of the aforementioned problem is inextricably dependent upon building a strong and professional relationship (partnership) with CWAES’s principal.

Pollock (2015) asserts that a problem of practice is a current situation which centers on a specific work-related issue at an individual’s workplace. Current anecdotal evidence indicates that the teachers at CWAES are not feeling good about their jobs as there is an observable and conspicuously high level of anxiety and distress amongst teachers. Furthermore, there has been a marked increase in the teacher turnover rate with as many as four teachers (out of 25) leaving the

organisation within the past year. Informal discussion with those teachers suggested that they all left because of poor morale and unsatisfactory working conditions including a lack of permanency and core benefits. Teacher turnover has disrupted the consistent delivery of instructions and courses at CWAES. Reeves and Lowenhaupt (2016) remind us that, teacher turnover is disruptive to the organization since it results in the constant need to recruit, hire, and train new teachers.

Another indicator of the problem is the visible increase in the occurrence of “presenteeism”, which is a situation where individuals are physically present at work but are not functioning to their fullest potential or productivity (Hemp, 2004). I have observed this directly from my daily interactions with fellow teachers at CWAES. While on the job, many of them often complain of feeling exhausted and ‘burnt out’ which they attribute simply to the fact that they lack motivation and morale. This burn out has led to the degradation in the quality and quantity of teacher collaboration and student interactions at the school. It has been noted that teachers often emphasise the need and importance to form high quality relations with their students and colleagues (OECD, 2005). Darling-Hammond (2003) further illuminates that teachers who are engaged and well prepared have the biggest impact on student learning and success and such they must therefore be, “treasured and supported” (p.7). Clark and Antonelli (2009) add that high morale is an important factor in developing an emotional climate while Mackenzie (2007) cautions that schools will not get maximum value from teachers who are experiencing low morale.

Factors Contributing to the Problem of Practice

One of the major contributing factors to the problem of low morale teachers is the fact that teachers are not permanent employees. Like their mainstream secondary school counterparts, the teachers at CWAES are also fully licensed by the Ontario Teachers College (OCT) and many of them are highly qualified in terms of additional qualifications and experience. As contract staff, they have only recently become entitled to provincial and board-offered health benefits. They are however not eligible for salary grid movements or increases based on years of teaching experience at CWAES. Some teachers have been teaching at CWAES on a contract basis for almost twenty years. Teachers are paid directly by the parent school board based on a stipulated number of hours per contract at a fixed hourly rate of pay. Contracts are only offered or renewed if student enrolment and retention numbers are feasible since student intake and retention are directly correlated to the level of funding received from the Ministry. Whereas, contract status admittedly brings a unique layer to the problem of this OIP, there are other potential contributing factors to the problem of low morale.

Another potential factor pertains to CWAES's current organizational structure. There are no Heads of Department (HODs) at the school as is the case with most mainstream secondary schools. An organization's architecture must be designed in a manner that maximises performance, coordination and effectiveness (Bolman & Deal, 2013). To this end, CWAES may need to be re-structured. This issue will be addressed further in Chapter Two as part of presenting possible solutions to the problem.

A significant causative factor to low morale may be attributable to poor teacher professionalism stemming from the lack of meaningful and regular professional development

opportunities or release time for teachers to collaborate on important issues pertaining to students' assessment and learning. The absence of a learning community or forum for professional collaboration at CWAES is linked to current leadership and management style and practices. Teachers complain that the school's administration is not genuinely interested in their wellbeing and needs. They further lament that the current school's leadership displays poor values by making unilateral decisions without their inputs or considerations. They further argue that the principal is often too focused on what appears to be data-driven decision making and the achievement of rigid ministerial targets, metrics and accountabilities. Datnow and Park (2014) affirmed that school leaders should, "bring teachers along in a way that acknowledges the demands of data used in their context" (p. 121).

The above contributing factors to the problem of low teacher morale will be explained in more depth as part of a critical organizational analysis in Chapter Two. A brief history of CWAES's problem of practice follows:

Historical Overview of Problem of Practice

Ivanov (2015) postulates that one may assume that low morale issues are a significant organizational problem, but in reality, it is a sign of a much bigger problem. The issue of low teacher morale has been an ongoing one for several years and is in many ways a symptom for a larger and more complex problem. Over the years, teachers have continually voiced their frustrations about not being made permanent to enjoy work benefits like other mainstream secondary schools' teachers. Requests to become permanent continue to be silenced primarily because CWAES (and parent board) does not have the provincial funding to hire fulltime teachers and provide full benefits.

Like all secondary schools, CWAES also delivers courses in accordance with the Ministry of Education's curriculum and guidelines. The school is considered to be an approved adult education service provider and as such is in receipt of, and heavily dependent on funding from multiple sources including the Ministries of Education and the Ministry of Immigration Refugees, and Citizenship (IRCC 2017b). Consequently, neoliberal pressures and politics continue to plague and shape CWAES's school policies and leadership practices. This is especially evident in a demand to meet learners' achievement targets and metrics. Winton and Pollock (2016) highlight that Ontario's neoliberal educational system continues to pressure school principals to place much priority and emphasis on students' performance-based accountabilities.

Speaking about the issue of accountability in education, Winton and Pollock (2016) suggest that it is crucial to consider the *context* within which schools are situated. This is especially relevant in this OIP since the adult education landscape and context in Ontario is currently undergoing drastic changes. Within the past three years, there has been a coordinated effort amongst various Ontario Ministerial bodies to develop and implement a provincial-wide adult education strategy that is being led by the Ministry of Education (MoE, 2014a). This changing context will certainly bring greater accountabilities and re-shape how things are done at CWAES. The Ministry's bold strategy was received as a positive step in the right direction by teachers at CWAES. They are now hopeful that such a strategy will help to bring adult schools like CWAES to the 'front burner' with the hope of transforming and strengthening school policies and management and leadership practices.

Historically, because of a lack of funding and the allocation of other key resources there has not been enough attention devoted to improving CWAES's school practices relating to teacher development and professional learning. Donohoo and Katz (2017) argue that a professional learning community (PLC) is crucial in achieving positive results both in terms of transforming school practices and culture as well as improving student learning and achievement. It is envisaged that the planned changes proposed later in this OIP will help to reverse past trends to one where teachers can now engage in culture of inquiry and collaboration. This OIP and the implementation of the planned change come at a particularly opportune time for two reasons. First, it will help CWAES's leadership to align school and leadership practices and policies with the Province's vision for adult education. Second, it will encourage my school's administrators (and teachers) to make important contributions to the ongoing consultation paper on Ontario's adult education that currently out for public feedback and discussion (MoE, 2017).

Framing the Problem of Practice

Framing a problem demands a logical and careful understanding about the *process* and *content* of change (Cawsey et al., 2016). To this end, it is necessary to ground and pursue this OIP using a sound theoretical framework. Cognisant of this need, Bolman and Deal's (2013) reframing theory is being used as the foundational theory to frame and conceptualise the various stakeholders' perspectives relating to change at CWAES.

It is paramount to consider the specific context in which a problem of practice resides since this informs leadership practices in terms of how the issue will be framed, managed and ultimately led (Bolman & Deal, 2013). Reframing theory based on Bolman and Deal's (2013

work will be used help to compare CWAES's organizational context according to four broad frames (structural, human, political and symbolic). These four lenses would be crucial in providing a broad overview of the organization. Reframing theory will also provide a complete, "array of significant clues" which will contribute to a deeper understanding and analysis of CWAES operations and its contexts (Bolman & Deal, 2013, p. 5).

Political Frame. Bolman and Deal's (2013) political frame provides the lens to analyse political tensions and conflicts as well as it directs management's focus on the importance of negotiation and bargaining with the various organizational contestants. Bargaining is especially crucial in the allocation of scarce resources and is considered as one of the most important leadership actions (Bolman & Deal, 2013, p. 188). This is crucial considering the problem and context of CWAES, where financial resources are one of the main constraints and contributor to the existing problem. There are multiple 'contestants' at CWAES vying for limited resources. For example, teachers' current need for professional capacity building opportunities may put a strain on financial resources. Students are also contesting for limited resources as in the form of learning materials and high-quality teaching practices. In addition, the school's administrative leadership is also competing for resources as part of managing and leading the school daily. Any conflicts and political dynamics that arise during the change process at CWAES will have to be handled skilfully through an ongoing process of coalition and continuous negotiations amongst tall contenders (Bolman & Deal, 2013).

Structural Frame. Bolman and Deal's (2013) structural frame outlines the need for formality in terms of vertical and lateral structures, line of authority and clarity in terms of roles and responsibilities. The structural frame is useful in reflecting on the organization's current

structures and circumstances including the placements of members of the workforce. It is crucial to position the right people in their most effective role so as to foster and develop a culture of inclusion and effectiveness (Bolman & Deal, 2013). One of the emerging questions from the problem of practice pertains to whether existing structures at CWAES are contributing to the current problem of low teacher morale. Bolman and Deal (2013) warn that structural deficits or weaknesses in the organization's architecture can lead to further troubles especially relating to coordination, work performance and the attainment of organisational goals.

Being cognisant of the organization's architecture is important as its design can have a direct impact on human behaviour (Fisher, 2016). From a local or school perspective, CWAES's organizational structure is simplistic comprising of a principal and vice principal at the helm as shown in Figure 1.2. In a simple-structured organization coordination is normally achieved from the direct supervision and oversight of the person at the helm (Bolman & Deal, 2013). Notably, there are no department heads at CWAES as is the case at most secondary schools. Many times, teachers are not able to meet with the principal for many reasons. Installing department heads might be useful in filling this communications gap. Open and effective communication channels and systems are crucial in opening and building up CWAES's social networks and support systems. Winton and Pollock (2016) conclude that an 'open door' leadership approach to addressing teacher concerns is highly welcomed by teachers.

Human Resource Frame. As Bolman and Deal contend, "Organizations exist to serve human needs and people and organizations need each other" (2013, p. 117). This is especially relevant in the context of this OIP where CWAES is focused on the provision of educational services to help uplift human potential and the people in the community. Furthermore, the nature

of the problem of practice (low morale) in this OIP warrants a close-up analysis of CWAES's human capital and the inter-dependence that exists between the school and teachers. To this end, the human resource frame will help in this contemplation as it serves to establish the *fit* between the teachers and CWAES. Bolman and Deal (2013) echo this point asserting that, the human resource lens will be useful to highlight the connectedness and various relationships between humans and the organization.

The fact that teachers are contractors who do not have a permanent connection with the school is admittedly a key driver of the current problem (low morale). However, many of CWAES's teachers do not feel that they are appreciated or included in the school's policies and decision-making processes. Humans needs include experiencing a sense of security, appreciation and belongingness (Mullins, 2008). To further understand the needs of teachers and in keeping with Bolman and Deal's (2013) call for the use of high-involvement strategies, Abraham Maslow's (1943) *Hierarchy of Needs* model will be incorporated later in Chapter Two of this OIP as part of exploring possible solutions to the problem.

Symbolic Frame. Bolman and Deal's (2013) symbolic frame helps to understand the various symbols that are associated with organizational work. Symbols are manifested in various ways such as myth, vision, traditions, values, etc. Symbolism is a key component at CWAES considering the school is part of a Catholic school board. The broad vision of the school board is espoused in the school policies, practices and the way it interacts with the community. Strong Catholic values of caring, respect, diversity and communal spirit are all key virtues by which the school operates. As Bolman and Deal suggest, diversity is a strength and competitive advantage

(2013, p. 375). Therefore, CWAES's rich diversity will be strategically leveraged and incorporated as part of the overall strategy to address the core problem.

Relevant Data

Table 1.1

Teacher Turnover data for CWAES

	2016	2015	2014	2013
Teachers on Staff	25	23	21	23
Teachers who left	5	3	4	3
Turnover Rate	20%	15%	19%	13%
General consensus or reason for leaving Job	Job Dissatisfaction	Job Dissatisfaction	Job Dissatisfaction	Job Dissatisfaction

Note. Adapted from Informal Data (2013-2016)

Table 1.1 summarises data pertaining to the teacher turnover at CWAES for past years. As noted earlier, CWAES is a small adult education school where the number of teachers averages around 23 each year. Bearing this in mind, the smallest change in terms of teacher exits can have an adverse effect the both the school and its learners in term of the 'learning flow' and continuity of students' success and achievement. Teacher satisfaction and continuity are vital elements in instructional delivery and the creation of an emotional climate that builds student success (Clark & Antonelli, 2008). Within recent times (2016), five teachers left CWAES to take up permanent jobs elsewhere. Interactions with those teachers suggest that the main reason for their departure was dissatisfaction and low morale in relation to multiple work-related issues at

CWAES. An Ontario survey indicated that over one third of teachers had left the teaching profession because they were dissatisfied with their job (Clark & Antonelli, 2009).

Despite the tenacious efforts of this author, the availability of adult education statistics and data pertaining to CWAES was a challenge. Minimal adult education-specific data or records have been maintained at the local and district levels. However, the need for the maintenance of adult education records is set to increase considering the requirements and guidelines outlined in the Ontario Ministry of Education's adult education strategy. This provincial-wide initiative seeks to engage all school boards in regional consultations and collaborations. Part of the mandate involves the maintenance and submission of adult education data and inputs from all school boards throughout the province of Ontario (MoE, 2014a).

Author's Perspective Relating to the Problem

Fullan (2016) explains that school improvement is an organizational-wide matter where the principal, "plays a crucial role internally as well as externally to the school" (p. 137). These words echo the importance for the school leader at CWAES to think broadly or 'outside the box' as well as logically when making decisions and implementing leadership practices and strategies pertaining to needed change and improvement.

Fisher (2016) asserts that leadership is complex and it is therefore necessary for any leadership model to have the salient components that will address and mitigate complications. As the teacher-leader and author of this OIP, I consider the current problem of low morale at CWAES to be quite complex and multi-contextual in nature. It is therefore paramount to think clearly and have a structured approach as part of deconstructing and understanding the core problem. This approach will involve an *integrative* thinking mindset. An integrative thinking is a

process of thinking and deciding according to four structured and chronological steps: saliency, causality, architecture and resolution (Martin, 2009). An integrative thinking approach is justified in understanding CWAES's context and problem of practice and helps in articulating my authentic teacher-leadership philosophy throughout this OIP. For example, when thinking and deciding about the important decision of selecting a final solution proposal in Chapter Three of this OIP, the salient aspects of that decision will be benchmarked or evaluated based on my own leadership and personal values of compassion, respect for others and doing what is right. A leader will only discover the limit or "True North" of his moral compass in a tough situation or when faced with the challenge of making a major or difficult decision (George, 2015, p. 38).

An integrative thinking process and mindset will be used throughout this OIP including when contemplating on, and finding possible answers to the following questions that emerged from the central problem of practice.

Questions Emerging from the Problem of Practice

A thorough and critical review of the relevant literature in relation to the current problem of low morale at CWAES provided key leadership insights and prompted several lines for further consideration and inquiry. These included: Is the problem of low morale fully or solely attributable to teachers' being on contract status? How can teacher professionalism and capacity raise the level of morale? Are current school systems, practices or structures contributing to the problem? These and other questions will be fully addressed in the upcoming section as part of envisioning *what* exactly needs to be changed.

Leadership-Focused Vision for Change

When planning change, it is crucial to establish a sense of urgency to secure stakeholder commitment and cooperation (Kotter, 1996). An essential element in creating and communicating this immediacy involves the strategic design and formulation of a powerful vision for change which must align with the organization's mission. The mission of an organization must clearly articulate the goals and objectives that have clear-cut implications on the work on its members (Drucker, 1989). Therefore, in the context of this OIP, the vision for change is being formulated according to the teachers' needs including the need for greater collaborative inquiry and learning. A formulated vision should also reflect the core philosophy and values of the organization (Cawsey et al., 2016). Consequently, CWAES's vision for change will integrate the school's strong Catholic value of inclusion and community.

An important precursor to creating an effective change vision is having a deep understanding of the need for, or the *why* of change. This discussion follows:

Need for Change

Cawsey et al., (2016) assert that the change process won't energise people until they understand why there is a need for change. To this end, it will be important to apprise fellow teachers as to the '*why*' of change and why professional engagement and collaboration needs to be developed in response to the current problem. An assessment of the need for change is therefore vital (Cawsey et al., 2016). This analysis will include an in-depth knowledge and appreciation of the various contributing factors to the problem at CWAES. The external environment will also be scanned to gather key information that will help to assess the need for change (Cawsey et al., 2016). Figure 1.3 summarises the main issues pertaining to the need for

change at CWAES. This assessment of the need for change will be further detailed as part of Cawsey et al's., (2016) change path model (CPM) under the change management process in Chapter Two.

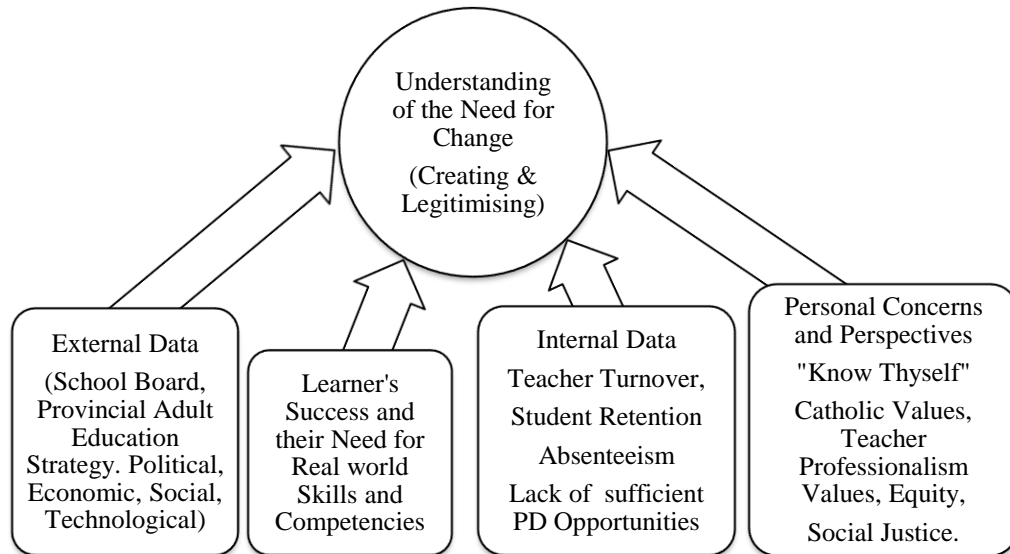


Figure 1.3. Conceptualisation and Understanding of the Need for Change at CWAES.

When assessing CWAES's external landscape, it will be necessary to consider the school's interconnectedness with its external forces or bodies. For example, CWAES is accountable to its parent board for many reasons such as following Catholic practices, learners' enrolment, students' achievement, fiscal management, resource allocation, etc. The school is also answerable to various ministerial bodies relating to learners' achievements, funding, and value for money (VFM) or expenditures reporting. Change most often does not involve a "single entity" but it instead embodies a wider and much more complex set of entities that cut across

multiple and interconnected layers of the organization (Fullan, 2016, p.29). It is therefore crucial to consider all possible factors that are driving the need for change at CWAES.

An understanding of the need for change helps in charting a future forward in terms of CWAES's desired state. This understanding is crucial in and inextricably linked to formulating a vision for change (Cawsey et al., 2016). The following discussion presents a tentative change vision for CWAES:

Proposed Vision for Change

A vision is a “picture of the future with some implicit or explicit reasoning on why individuals should endeavour to achieve that desired state” (Kotter, 1996). With this in mind, it became incumbent upon me to envision where CWAES *wants to be* as well as *how it will get there*. This future picture was conceptualised and encapsulated in a proposed change vision which is revealed in Figure 1.4. It should be noted that this vision for change will no doubt be refined through future collaborative work and consultations with multiple stakeholders especially CWAES's teachers.

Vision for Change

“To position CWAES as a first-class adult learning institution where all teachers are included and professionally engaged in a collective responsibility to provide a rich culture of learning and diversity that will allow our adult learners to achieve their fullest potential and become valued and caring members in their communities”

Figure 1.4. Preliminary draft of the proposed change vision for CWAES.

Change agents must avoid complacency when contemplating change (Kotter, 1996). A vision for organisational change is therefore intended to instil a sense of immediacy and importance of the need for change amongst the various stakeholders (Cawsey et al., 2016). The preliminary or proposed change vision for CWAES shown in Figure 1.4 is being formulated to create a consciousness and a legitimate justification for change by motivating stakeholders towards conversations about its importance (Cawsey et al., 2016). This vision for change aligns with the overall theme and Catholic underpinnings and values that are reflected in the school board's organizational vision and mission statements. Stakeholder's perspectives (especially teachers) would also need to be sought and understood as part of establishing a vision for change. Deutschman (2005) posits that helping others to see the issues or problem in ways that invoke emotions, not just thoughts is a fundamental prerequisite in bringing about successful change. Teacher support will be a key objective and requirement in envisioning and deciding a future vision for CWAES.

The vision for change statement is crucial in energising people and providing a sense of the future direction, goals and strategies of the organization (Cawsey et al., 2016). However, the proposed vision also forces contemplation about the existence of any possible *gaps* in terms of where CWAES currently *is* and where it *wants to be* in the future. This has led to the identification of perceived gaps as outlined next.

Perceived Gaps

The current problem of practice has resulted in a widening gap in terms of where CWAES currently *is* and where it *wants to be*. One of the CWAES's organizational goals is to be

the preferred adult educational provider in the local community. This will only be achieved if all systems and personnel (teachers) at CWAES are operating at full capacity. However, recent events at the school including teacher turnover disruptions, changes in teaching delivery model and limited professional and collaborative opportunities have all contributed to a widening gap in terms of teachers' performance. This lack of collaboration and curricular alignment has had a direct impact on CWAES's adult learners experience and success. For example, there is currently no forum for *all* teachers to meet on a regular basis to synchronise or harmonise their efforts and teaching strategies in relation to *common* student issues such as resume building and the job interview process. Donohoo and Katz (2017) remind us that "when teachers get better, students get better" (p. 20). They further add that professional learning helps to develop build teacher efficacy as well as drive students' achievements.

Tschannen-Moran (2009) articulates that teacher efficacy and capacity should be fostered developed through the provision of professional learning opportunities which are vital components in a school's performance and success. She also found that the professional orientation of school leaders is related to the degree of teacher professionalism. This has great relevance to CWAES's context as it highlights the important role of CWAES's leadership (Principal and Vice-principal) in setting the tone for building professional capital and capacity amongst teachers. The administration team will therefore be central in terms of moving CWAES from its current state to a desired future state where teachers and leadership are professionally engaged for the betterment of learners and the school as a whole. Further details about CWAES's desired state will now be discussed:

Envisioned Future State

The overall future state that is envisioned for CWAES is one where teacher morale is high and where teachers are professionally engaged and intrinsically motivated to perform and succeed. Fullan (2016) emphasize that high teacher morale in the form of *intrinsic motivation* is one of the key drivers of “systemness” or system-wide improvement across the entire organization (Fullan, 2016, p, 53). This type of ‘big’ change and improvement will help CWAES to achieve its core organisational goals and objectives.

The future state that is being envisioned as part of this study is one where teachers and CWAES’s administration are engaged in building professional capacity and capital through a professional learning network or community (PLC). Acknowledging any short terms wins or improvements in regards to teacher professionalism will therefore be a key driver and impetus in terms of realising CWAES’s desirable state. In order to reach this future state, the following priorities for change are identified:

Priorities for Change

In deciding upon CWAES’s direction and priorities for change, it is first necessary to reflect on Ontario’s broader provincial adult education context. Historically, adult education providers and schools were not a high priority especially amongst school boards within Ontario. However, since the introduction Ontario’s Ministry of Education Adult Education Strategy this has dramatically changed and there is now much more focus and emphasis on adult schools like CWAES (MoE, 2014a). This is an important consideration which can have an impact on the need (and priorities) for change at CWAES.

One of the key priorities for change is the need to strengthen CWAES's leadership practices and approach towards one that is authentic and transformational. Another key priority for change is investing more in CWAES's human resource through the development of teachers' professionalism and capacity. Employers ought to dedicate the time and resources to develop a "cadre of committed and talented employees" (Bolman & Deal, 2013, p. 133).

Organizational Change Readiness

Cawsey et al., (2016) argue that when assessing change readiness, it is necessary to consider and establish both the organisation's readiness for change as well the individual readiness for change. In the context of this OIP, this will help to determine the school's propensity and ability to address the various environmental signals for change as well as answer teachers' call for change. Within the past three years, adult education providers such as CWAES have been exposed to more changes mainly stemming from the policies outlined in the Ontario Ministry of Education's Adult Education Strategy (MoE, 2014a). Teachers perceive that change is needed to not only boost their own morale, but more importantly to properly equip them with the capacity and agency to increase the achievements and success of the school's main stakeholders, the adult learners. Change readiness (both organizational and individual) will be detailed later in section two (critical organizational analysis).

Diagnosing Change Readiness

It is crucial to diagnose CWAES's current reality as this will help establish the organization readiness for change and ability to get to the desired future state. An environmental scan is an important component in diagnosing change readiness. Cawsey et al., (2016) suggest that scanning mechanisms must be supported by an internal culture and structure that promotes

the collection and processing of environmental data. Scanning and monitoring should be a continuous process in organizations since it helps to identify a problem, focuses attention to change and assists in readying the organization and its people for change (Cawsey et al., 2016). A comprehensive diagnostic of CWAES's change readiness position will be presented as part of a critical organizational analysis in Chapter Two.

External Forces Shaping Change

Cawsey et al., (2016) warn that a change leader must pay careful attention to the “external political landscape” and how it is linked to the need for change (2016, p. 15). Political aspects such as governmental funding and accountabilities will have to be examined considering the Ministry of Education and the Ministry of Training, Colleges and Universities provided approximately \$239.3 million in annual adult education funding (MAESD, 2005b). Macro-economic policies, for example those related to federal immigration policies can also have an impact on CWAES's student intake. Canada has welcomed 271, 845 new permanent residents in 2015 (highest level since 2010) and the projected intake for 2017 is between 280,000 to 320,000 (IRCC, 2017c). This increase in newcomers is expected to put some pressure on CWAES in the form of greater future demand for its services and those of its teachers.

Internal Forces Shaping Change

As a teacher-leader who is constantly engaged in informal discussion with teachers at CWAES, it has become clear that the major internal force that is driving change at CWAES is teachers' desire for meaningful engagement, inclusion and collaboration. As part of the human resource frame perspective, Bolman and Deal (2013) reiterated that employers must address and respond to the needs of their employees so that they will be fully motivated to perform at their

fullest potential. The pressing and immediate needs of teachers to feel a sense of belonging, to be included, appreciated and recognised are all crucial drivers of the need for change at CWAES.

These *drivers* will be detailed in Chapter Two as part of a critical organizational analysis.

Conclusion

Chapter One introduced CWAES's organizational context and the school's current problem of practice of low teacher morale. It also clarified the teacher-leadership position stance from which this OIP will be presented. As part of explaining the *why* of change, this chapter provided a brief history of the problem at CWAES and articulated multiple perspectives to better construct and frame the problem. A leadership focused vision for change was also presented to chart a way forward and to highlight where CWAES wants to be in the future. The next chapter will delve into planning and development issues as part of outlining exactly *what* needs to be changed and *how* to lead and manage CWAES's change process.

Chapter Two - Planning and Development

Introduction

This chapter begins with an outline of a framework for leading the change process at CWAES. This will be followed by a critical organizational analysis which will reveal exactly '*what*' changes must be made at the school and '*why*' these changes are needed. This analysis will prompt possible solutions to the problem which will then be presented together with the selection of specific solution proposal. A synthesis of the dominant leadership approach to bring about the selected solution will then be presented following with a summary of a plan to communicate the need for change.

Framework for Leading the Change Process

Creswell (2003) clarifies that a preliminary consideration prior to designing any study or proposal is the identification of a framework for the study (p. 23). Researchers must clarify the ways they see and must be aware of their own epistemological stance in relation to what constitutes knowledge (Creswell, 2003). This OIP is being pursued and underpinned by a personal leadership framework of *authentic* leadership (George, 2003, 2015; Avolio & Gardner, 2005; Duignan, 2014) and is grounded primarily on a *constructivist* learning orientation theory (Briggs, Coleman & Morrison, 2012). Aligned with this framework is an epistemological position that is *interpretive or subjective* in nature (Briggs et al., 2012; Creswell, 2003).

Duignan and Bhindi (1997) found that, “authentic leadership links assumptions, beliefs about, and actions related to authentic self, relationships, learning, governance and organization, through significant human values to leadership and management practices that are ethically and morally uplifting” (p. 208). Duignan and Bhindi’s work highlights the constructivist and pragmatic nature and underpinning of an authentic leadership approach which they argue is grounded in *realism* and being genuine to self when leading others.

According to Duignan, *authentic* leadership is an emerging leadership concept that is heavily influenced from the constructivist work of various scholars including John Dewey (1859-1920), Kurt Lewin (1890-1947) and Abraham Maslow (1908-1970). Analysing Dewey’s foundational work on *values*, Proulx (2016) noted that reflective evaluation or judgment is the act of relating a direct valuation to any other relevant matters and the main function of such continuous evaluations was to guide action. In the context of this OIP, this means having the

leadership ability to evaluate the role of ‘self’ including personal morals and values and considering how these may shape the problem of practice in terms of approach and actions.

Proulx (2016) further hypothesised that, “Dewey’s conception of evaluation allows us to highlight the ground-breaking character of its metaethical approach—an approach that will be characterized as fairly constructivist” (p. 1). Duignan and Proulx’s work both help in validating the constructivist thinking and adoption of a pragmatic and authentic leadership framework which is being infused throughout this OIP.

Relevant Theory for Leading the Change Process

Fisher (2016) warns that, leadership is complicated and one can consider it a “perfect wicked problem” (p. 16). Adding to this point about the complexity of change, (1996) argues that change is often complex, dynamic and even scary. This has great significance to the context and problem at CWAES where teachers will need reassurance and support considering the *humanistic* nature of the planned change including changes in attitudes and behaviours. A logical and robust model for leading the change process will therefore be crucial. With this need in mind and in order to acquire a comprehensive theoretical understanding in relation to leading CWAES’s change process effectively, it became imperative to utilise Kotter’s (1996) Eight Step model which will now be detailed.

Kotter’s Eight Step Model

Leading change requires the selection of a suitable change model from the plethora of change models that are available (Sidorko, 2008). Bearing this in mind, it was decided to employ Kotter’s (1996) Eight Step model for the purposes and context of this OIP. Evolving from a constructivist perspective and building on the foundational work of Kurt Lewin’s (1951) Three-

Stage theory, the Eight Step model provides a linear understanding of *how* to lead and manage the change process. It was crucial to employ a simple model yet effective model in this OIP so as to help CWAES's leadership in terms understanding how to implement the proposed change in a methodological manner. Kotter's model facilitates this logical approach. His work is further warranted in this OIP because he is a world renowned and respected writer and practitioner in change leadership and management (Sidorko, 2008).

Kotter's model is the best choice in the context of this OIP because it caters for important contingencies and potential mistakes that relate to human emotions and organizational culture during the change process (Sidorko, 2007). Most of all, the eight step model is simple to understand and will provide a simple and chronological leadership understanding of how to lead organizational change at CWAES. The Eight Step model will be fully expounded upon in Chapter Three as part of a comprehensive change implementation plan.

Organizational Analysis

Nadler and Tushman's (1989) *Congruence Model* will be used as a model to critically diagnose CWAES's operations. In addition, two environmental scanning tools (PEST and a SWOT) will be used to bolster the diagnostics. These models will all be discussed later in this section.

The Change Path Framework (CPM)

Advocating for an integrative thinking mindset, Fisher (2016) insists that when selecting a model, it is crucial to ensure that it is simple to understand but at the same time robust enough to handle what is important. Mulford (2012) echoes this idea affirming that models used in educational research should account for existing challenges and difficulties. Informed by these

ideas and considering the context and complexity of the problem at CWAES, the decision was made to use the Change Path Model (CPM) to understand CWAES's organizational problems.

Figure 2.1 shows the CPM and the change components that are associated with each stage.

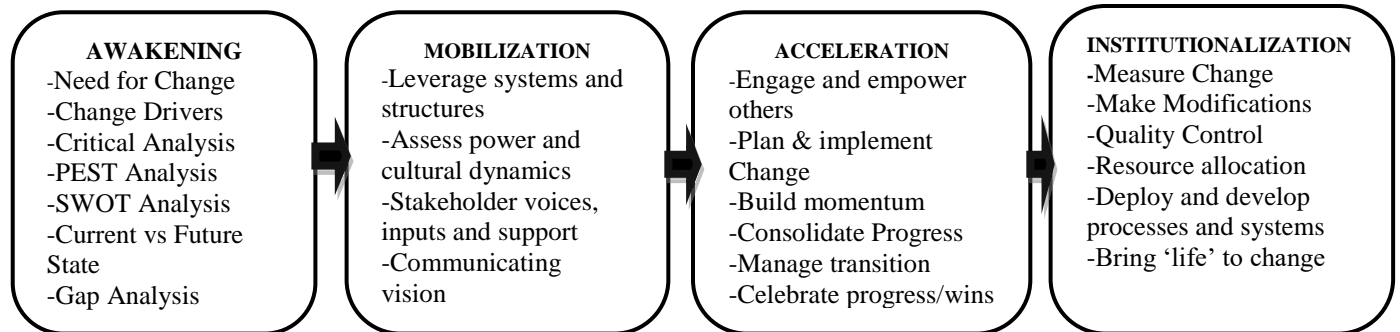


Figure 2.1. The Change Path Model (CPM). Adapted from Cawsey et al., (2016, p. 55).

According to Cawsey et al., (2016), the CPM has four distinct phases: *awakening*, *mobilization*, *acceleration* and *institutionalization*. The mobilization phase focuses on ‘*what*’ to change and will be incorporated in the critical analysis discussions in the upcoming section. The acceleration and institutionalizations phases of the CPM will be fully articulated the final chapter as part of CWAES’s change implementation, evaluation and communication. Although different phases of the CPM will be included in different chapters and sections of this OIP, as the teacher-leader I am mindful of the entire CPM model as well as CWAES’s overall problem of practice throughout this study. Fisher (2016) affirms that an integrative thinker must maintain a mental model about the ‘*whole*’ while simultaneously focusing on its individual components.

The CPM is a very pragmatic model which is grounded in decades of research about change leadership (Cawsey et al., 2016). It also compels me as teacher-leader, to contemplate on

the saliency and complexity of the many decisions and issues that can emerge along the change process including changing contexts. Martin (2009) illuminates that saliency is a part of a broader *integrative thinking* process that prompts an individual to consider the relevant and important components of any action or decision. “A leadership model has to contain enough of the salient elements” in order to effectively address a problem (Fisher, 2016, p. 16).

Cawsey et al., (2016) argue that the awakening phase is focused on instilling a sense of urgency in terms of ‘*why*’ to change. This stage focuses on energising teachers to engage in professional capacity building initiatives. It would also involve shifting their minds, beliefs and attitudes away from how things are normally done or away from the status quo. Kotter (1996) warns of need to avoid complacency by establishing a sense of urgency at the very start of any initiative. To this end, it will be necessary for me as teacher-leader to create a sense of immediacy and necessity for improvement and change at CWAES.

The first two stages (awakening, mobilization) of the CPM will now be discussed in depth. The final two stages (acceleration and institutionalization) will be featured later as part of the change implementation discussions in Chapter Three.

Awakening Phase

People will not be motivated to change unless they clearly understand the need for change. (Cawsey et al., 2016). The awakening stage focuses on energising people as well as validating the authenticity and urgency of the change (Cawsey et al., 2016). As noted earlier, as the main change advocator, I will have a central role here in terms of influencing colleagues to join the ‘change bandwagon’. Kotter (1996) warns that change agents often understate the magnitude of change by being too complacent. This provides a stern warning about the need to

work vigorously get teachers to appreciate *why* we must change *now*. Teacher-leader communication with fellow teachers will be a crucial strategy in establishing this sense of urgency and awakening the minds and hearts of my fellow teachers. Leadership action and communication strategies will be targeted to focus on answering teachers', "what's in it for me" question as suggested by Cawsey et al., (2016, p. 101). This question is paramount and will be addressed fully as part of the change process communication plan in Chapter Three.

CWAES's awakening phase would also involve *humble inquiry* which is an approach that seeks to "do more asking and less telling" (Schein, 2013, p. 7). Humble inquiry will help in the empowerment of fellow teachers and development of shared-meaning and trust relationships. Shared-meaning between a change agent and stakeholders helps in capacity building and coherence (Fullan & Quinn, 2016). As the teacher-leader, it will also be crucial for me to be willing to learn from teachers and other stakeholders during the awakening stage. Fullan and Quinn (2016) highlight the importance of leadership collaboration and "joint learning" claiming, it is an important part of leading for coherence (p. 127). In the context of CWAES, this will warrant continuous learning about teachers' and learner's perspectives, needs and concerns.

Schein (2017) suggests that shared meanings and values are important and if learned early, they can help in creating the in shaping and organization's "cultural DNA" (p. 7). It will be crucial to provide teachers with shared-values and learning opportunities to help 'unfreeze' their hearts and minds as part of shifting away from the current state to the new one. The creation of a unified and shared change vision will help to cultivate new and positive shared values and to awaken teachers' minds about the need for change. A change vision is a unifying and powerful force for change (Cawsey et al., 2016). This unified approach will help to close teachers'

performance gap and propel CWAES's to attain its goal of delivering excellent service to its adult learners. A major part of the awakening stage will involve communication with multiple stakeholders. This will be fully addressed in the last section of this chapter in the communication plan. The next step in Cawsey et al., (2016) CPM model is mobilizing individuals for change.

Mobilization Phase

A coalition is crucial in providing the political clout or force that is often needed to advance the change initiative (Cawsey et al., 2016). As part of leveraging systems and structures, a change agent must be willing to engage in coalition building tactics that will ensure the change project gets approval (Cawsey et al., 2016). Like many other school, CWAES is also exposed board-level politics in terms of funding and directives. Therefore, in the context of this OIP, it will also be necessary to secure support from CWAES's executives and Line Superintendent as part of the coalition building process with teachers and the principal. Mitigating political pressures through a strong coalition will be paramount and a major prerequisite towards the realisation of CWAES's desired state which will be detailed later in this section.

Kotter (1996) warns that, no *single* person is able to create the right vision, communicate it, eliminate change barriers or create a new organizational culture. This echoes the importance of having a strong guiding coalition in order to move CWAES from its current state to its desired future state where teachers are motivated and actively engaged in school processes and decisions. Apart from the teachers and CWAES's principal, the guiding coalition may include board executive members and CWAES's line Superintendent. Kotter (2014) affirms that, "the right attitude from the top of the hierarchy helps greatly" (p. 39).

The Congruence Model

Effective managers and leaders must be able to analyse the organization they lead, they must become skilled in the art of reading various situations (Morgan, 2006). Cawsey et al., (2016) agree adding that leadership's ignorance of the external environment is the same as "driving blind" (p. 101). To help provide a leadership understanding in terms of CWAES's external environments and an overall critical organizational analysis, it was decided to employ Nadler and Tushman's (1989) Congruence model. Nadler and Tushman (1989) suggest that most change initiatives are triggered by external events. Consequently, two scanning tools (PEST and SWOT) will be discussed as part of the congruence model and a critical review of CWAES's operations. Figure 2.2 summarises the Congruence model.

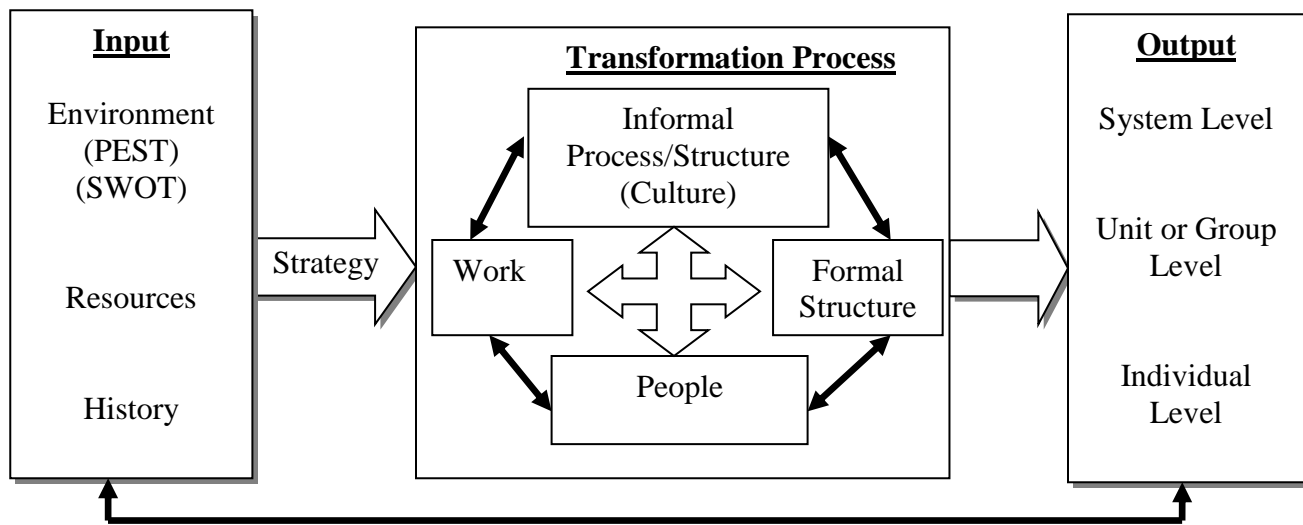


Figure 2.2. Congruence Model. Adapted from Nadler, D. A., and Tushman, M. L. (1989, p. 195).

PEST Analysis

Cawsey et al., (2016) remind us that organizations with effective external scanning tools are more aware of their environment. They add that when assessing the need for change, it is paramount to undertake a rigorous scan of an organization's external environment. Bearing this in mind, it is crucial to conduct of a PEST (Political, Social, Economic, and Technological) analysis. A PEST is an in depth investigation of an organization's external environment to understand the various forces and pressures that are impacting on operational success and performance (Yüksel, 2012). Appendix A provides a summary of a PEST analysis of CWAES's operations.

Political. As a recipient of governmental funding and grants, CWAES is subjected to rigid accountabilities and neoliberal and governmental policies including the *Ontario Learns, Strengthening our Adult Education System* policy which dictates how adult schools must operate (Ministry of Advanced Education and Skills Development [MAESD], 2005). Bolman and Deal (2013) remind us that, political conflicts are often inevitable and often serve as the impetus for social and individual change. Like most organizations, CWAES is also exposed to political influence originating from its parent school board in terms of funding and mandates. It is important to note that political issues will have to be manoeuvred tactfully since executive and the respective line Superintendent's support will be needed in realising CWAES's change. Kotter (2014) warns that support from the 'top brass' is crucial in leading change successfully.

Economic. CWAES is exposed to various 'economic' forces as well. Ryan (2012) claims that schools today are, "integral pieces of educational markets" (p. 26). School leaders in Ontario

are being compelled to implement and align their practices to meet the demands of a market-driven economy (Winton & Pollock, 2016). ‘Market forces’ continue to be exerted on school leaders via various Ministerial directives including the *Ontario Leadership Framework (OLF)* which advocates for the “economic purposes of schooling” (Winton & Pollock, 2016, p. 31). Economics will be important in the context of this OIP especially when it comes to exploring strategic choices (proposals) which will have to be weighted carefully on a cost versus benefit basis.

Social. Changing demographics and population in and around CWAES’s local geographic community has placed much more pressures on teachers and the school in terms of the provision of more educational services and courses. Many immigrants settle in and around the school’s neighbourhood which provides a steady and growing intake of students. In addition, the rich cultural diversity amongst learners requires that teachers and the school’s leadership be welcoming, flexible and inclusive. This is in keeping with CWAES’s strong Catholic values to help others in the community and to accommodate them regardless of religious or cultural differences.

Technological. Technology pressures mainly stem from adult learners’ demand for computer literacy training as part of building Canadian employability skills. As this demand increases, CWAES will have to invest in more information technology hardware and infrastructure to support learners’ needs. To this end, e-learning in the form of internet-based platforms and solutions as well as hybrid or mixed course delivery models and offerings will have to be considered.

SWOT Analysis

A SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis is a tool that allows the leader to assess the organization in terms of its strengths and weaknesses as well as consider external opportunities and threats (Westhues, Lafrance & Schmidt, 2001). Appendix B provides a SWOT analysis in relation to CWAES's context.

Strengths and Opportunities. One of CWAES major strengths is its dedicated teachers who often go beyond the normal call of duty. Many teachers also teach the 'hidden curriculum' through the provision of counselling services for newcomers. Teachers often advise learners about the availability of newcomer support services in their communities as well as provide them with one-on-one emotional and confidence building supports. These 'extras' are representative of the school's Catholic values of caring and respect for others.

Another key strength of CWAES is its deep-rooted Catholic history and values which is focused on helping others in the community. CWAES location is also a major strength. Many immigrants choose to settle nearby which serves as a competitive advantage since there are no other adult schools within close vicinity. These strengths can be leveraged to take advantage of external opportunities the biggest one being access to multiple sources of funding. Adult schools can access funding from various sources including Immigration, Refugees and Citizenship Canada (IRCC), Language Instructions for Newcomers to Canada (LINC), the provincial Ministry of Training Colleges and Universities (MTCU), Ministry of Advanced Education and Skills Development (MAESD) and the Ministry of Education(Ontario Secondary School Teachers' Federation, [OSSTF], 2006).

Weaknesses and Threats. One of CWAES's weaknesses is the poor state and effectiveness of current school and leadership practices. Leadership practices are presently

lacking in terms of professionalism, inclusion and shared learning and decision making. Many teachers feel isolated from the principal, school policies and decision making. Leadership practices and actions will have to be reoriented towards more authentic and inclusive approaches. Another weakness at CWAES is its current structure which may need bolstering by the addition of a Head of Department (HOD) layer to capitalise on future growth opportunities.

Needed Changes per Analysis

The above critical organizational analysis helped in bridging an understanding between theory and what is happening in practice at CWAES. This understanding yielded the needed changes in terms of where CWAES's *is* (current state) and where it *wants to be* (future state). These needed changes were also aligned with and substantiated based on the gaps that were previously identified in Chapter One. The following discussion will now focus on the needed changes which will be presented according to the four organizational components (people, work, structure, culture) that are identified within Nadler and Tushman's (1989) congruence model.

People. As part their *reframing theory* (human resource frame), Bolman and Deal (2013) certify that, "an organization's greatest asset is its people" (p. 117). Teachers are the main drivers of organizational performance in terms of educational work and services delivery at CWAES. It is therefore crucial to that teachers operate in a professional manner and their work is strategically aligned to maximise learners' success. Open and continuous collaboration amongst the people at CWAES, namely teachers and the school's leadership team is crucial in maximizing teacher performance and improving morale. The role of the principal and vice-principal is pivotal. A recent study by Lambersky (2016) found that teachers' perception of principal support had a direct correlation with their sense of morale and level of self-efficacy.

The future state of CWAES as espoused in the change vision from Chapter One envisages that teachers will be intrinsically motivated and collectively driven to perform their work. Motivated employees often serve as a powerful source of competitive advantage (Bolman & Deal, 2013).

Work. As an adult education school, teaching tasks lie at the heart of CWAES in terms of the work being performed. One of the reasons hampering teachers' ability to perform effectively is the lack of curricular alignment and opportunities to collaborate on student learning issues. These include areas of learning, assessment, cross-curricular activities and teaching strategies. In order to work and perform effectively, teachers also need to be included in decisions that affect their work. Leithwood (2013) found that leadership flexibility and shared-decision making were key attributes in supporting teachers' instructional work and their personal and professional goals. The future state requires that teachers' effort (work) become more aligned (in class and placement teachers) so as to maximise student learning. This will only be facilitated by surrendering to the belief that students' learning is the driver of teachers' learning (Donohoo, 2017). Therefore, increased opportunities to meet and collaborate about their work will be foundational in moving CWAES's change forward. This meeting forum or learning community has the potential to boost teacher morale and motivation. Proper support and work structures will have to be enacted by leadership to facilitate greater coherence in terms of teachers' workflow. This will only be accomplished by opening up teacher-principal communication channels in an effort to promote teacher professionalism and efficacy. The establishment of trust will be central to this initiative. Leithwood and Handford (2013) illuminates that principals' trustworthiness plays an important role in the instructional success and overall productivity of teachers.

Structure. Bolman and Deal (2013) insists that problems emerge and performance plummets from structural deficits or inefficiencies (p. 45). The existing structure at CWAES (as was presented in chapter one) has some inherent limitations. Organizational performance is maximised when structure ‘fits’ current context in terms of workforce, environment and goals (Bolman & Deal, 2013). CWAES’s current organizational structure is very flat and unlike mainstream secondary schools, there are no Head of Departments (HOD) at the school.

With the expected rise in future student intake, greater pressures will be placed on the school, teachers and leadership in terms of school management, coordination and control. The future state will therefore demand a structure that is robust enough to handle additional external pressures. The addition of an HOD layer (detailed in next section) will bolster CWAES’s structure and help in transforming and reshaping teachers’ behaviours and attitudes. An effective structure helps to promote desired behaviours and outcomes (Cawsey et al., 2016)

Culture. Organizational culture is represented through various symbols (Bolman & Deal, 2013). Schein (2017) cautions that, whereas leaders initially define the basic values of a culture, the *culture* itself defines what the desirable elements of leadership are. This resonates with me as an authentic teacher-leader and main change advocator for a more inclusive culture at CWAES that not only involve teachers but also seeks to leverage the school’s rich adult learners’ diversity. Cultural intelligence helps individuals to work together, learn about others and to exercise greater empathy (Schein, 2017). Bolman and Deal adds that, “diversity is a competitive advantage” (2013, p. 275). The leveraging of the school’s rich students’ diversity will lead to an increase in cultural understanding and capacity. This cultural tolerance and intelligence will help individuals to work together, learn about others and to exercise greater empathy (Schein, 2017).

The critical analysis discussed is crucial in investigating the existing context and backdrop of CWAES's problem of practice which is the need to investigate a strategic approach to address and manage perceived low teacher morale at CWAES. Possible solutions and approaches to address the problem will be detailed in the upcoming discussions.

Possible Solutions (Strategic Options)

“Only when one has genuinely understood the problem and what type of help is needed, can one even begin to think about recommendations and prescriptions” (Schein, 1996, p. 1996). After a careful and critical diagnostic of CWAES's operations, five potential solutions or strategic options were formulated bearing in mind CWAES's vision and desired future state. Appendix C provides more details about the following solution proposals including the preferred solution choice highlighted in grey.

Solution One - Maintain Status Quo. English (2008) observed that school leaders “have too many vested interests in the *status quo*”, many of them are afraid of making changes since, “that would be tampering with their own job security and responsibilities” (p. 18). This provides a possible reason as to why CWAES's leadership may opt to do nothing. The maintenance of the status quo at CWAES might be the easiest option since it does not require additional leadership intervention, action and funding. However, doing nothing is certainly the riskiest choice. If leadership adopts a ‘blind eye’ to the problem, both teachers and learners stand to lose out miserably. The maintenance of the status quo is simply not an option because it is inconsistent with an authentic leadership approach.

Solution Two - Change Teacher Hiring Practices. English (2008) also clarifies that, educational leadership is, “about assuming a role and acting accordingly” (p. 119). The second

proposal involves direct board and Ministerial directive or intervention in order to change current recruitment practices to make teachers permanent. Such action will ensure that CWAES's teachers are treated fairly, equitably and justly when compared to mainstream secondary school teachers. Ryan (2006) argues that, "social justice can be achieved if people are meaningfully included in institutional practices and processes (p. 5). As an authentic teacher-leader, I am cognizant of the need to pursue social justice in terms of doing what is right. However, in keeping with one of the underpinning principles of an authentic philosophy which is being pragmatic or realistic, it will be impossible at this time to consider the prospects of making teachers' permanent. Reason being, is that this is beyond the scope of this OIP and can only be mandated by the provincial government through the Ministry of Education through high level negotiations with the relevant Unions. The Ontario Secondary School Teachers Federation is however aware of the plight of adult teachers acknowledging that, "continuing education instructors languish behind every other employee group in salary, benefits, and ability to transfer readily to other jobs" (OSSTF, 2017, p. 1).

Solution Three- PLC and Realignment of Leadership Practices. Stoll, Bolam, McMahan, Wallace and Thomas (2006) define a Professional Learning Community (PLC) as a group consisting of teachers and administrators who continuously engage in shared learning and vision in an effort to improve their effectiveness and professionalism for the students' benefits. It is envisaged that a PLC with help to cultivate a new culture of inquiry and professional learning at CWAES which will engage, motivate and lift teachers' morale. A PLC has great potential for capacity building and attaining sustainable school improvement (Stoll et al., 2006).

Speaking on the topic of the need to re-orient the field of educational leadership and management (ELM), Glatter (2006) suggested that, “consideration should be given not only to *what* the field is for, but also to *whom* it is for” (p. 79). This prompts contemplation about the connection between leadership and followers. To this end, solution three will also seek to realign management and leadership practices at CWAES towards an *authentic* and more ‘people-centred’ approach in order to build trust relationships with teachers. Authentic leadership practices stresses on a, “people-centred perspective of educational administration” and the importance of defining *self* and values in the leadership process (Duignan, 2014, p. 153). As an authentic teacher-leader the integration of personal values and morals is paramount to effecting the necessary change at CWAES. School leadership and administration often involves the integration of personal values and a “moral dimension” (Begley & Leonard, 1999, p. 52) An *authentic* leadership approach will be detailed later in this chapter as part of the discussions about the required leadership approach to bring about the change at CWAES.

Solution Four - Reorganize or Restructure. Change can be perceived as “episodic, discontinuous and intermittent” (macro-level analysis) or it may be, “continuous, evolving and incremental” from a micro-level perspective (Weick & Quinn, 1999, p. 362). Weick and Quinn add that, incremental change can impact on structure and culture. Bearing in mind the kind of change that is being pursued at CWAES is *incremental* in nature, a proposal to restructure the school is being tabled as a possible solution strategy. Principals in Ontario principals are constantly pressured to manage multiple and competing accountabilities (Winton & Pollock, 2014). The addition of Head of Departments (HOD’s) may help CWAES’s leadership in the negotiation and management of these pressures and accountabilities. Department heads can help

to release leadership demands away from minor issues to more important and strategic ones (Bolman & Deal, 2013).

As a teacher-leader it will be unrealistic at this time to pursue or implement a restructuring (HOD layer) at CWAES. Bolman and Deal (2013) cautions that, a restructuring will require considerable resources in terms of time and resources and there is “no guarantee of success” (p. 86). Any proposal to restructure will demand firm commitment and funding from Ontario’s Ministry of Education as well as school board executives (including the line Superintendent). Kotter (2014) reiterates that, support from all levels especially the executive is crucial in building a coalition and imbuing the organization with the power it needs to execute smart and strategic actions. Fullan (2016) echoes this point adding that, school board support and district leadership advocacy and commitment are crucial in supporting innovation and change. Whereas as the need for high level support in the event of a restructuring has been clarified, the option to restructure will be an unrealistic one at this point in time. Key to this conclusion is a lack of direct agency and power considering my limited and current standpoint as teacher-leader.

Selected Solution and Rationale. Higgins (2005) argues that a strategy is formulated to achieve an organizations’ purpose. After contemplating on the four available strategic options, it has become clear that solution three (PLC combined with changes in leadership practices) is the best and most realistic option (at this time) to move CWAES’s change forward. This selected proposal is rationalised on the basis that no additional major investment in terms of funding or human resources is needed. Resources are already a constraint at CWAES. Also, this strategy is the most realistic and pragmatic option that can have an immediate impact in raising the level of teacher’s morale and motivation. As noted before, this selected solution would call on CWAES’s

leadership to rethink and change current school leadership practices and behaviours. The needed leadership approach to push the necessary change forward will now be articulated.

Synthesis of Needed Leadership Approach

Leithwood (1994) suggests that, “leadership only manifests itself in the context of change, and the nature of that change is crucial determinant of the forms of leadership that will be useful” (p. 499). As an advocate of this perspective, the discussion will now focus on articulating this author’s dominant leadership approach, *authentic leadership* (AL), to reveal how it will help to move the change process forward in terms of achieving CWAES’s desired future state. Avolio, Walumbwa, Gardner, Wersing and Peterson (2008) define AL as:

A pattern of leader behaviour that draws upon and promotes both positive psychological capacities and a positive ethical climate, to foster greater self-awareness, an internalized moral perspective, balanced processing of information, and relational transparency on the part of leaders working with followers, fostering positive self-development. (p. 94)

The late and great Begley (2001) shares a similar theme extolling that AL may be thought of as:

A metaphor for professionally effective, ethically sound, and consciously reflective practices in educational administration. This is leadership that is knowledge based, values informed, and skilfully executed. With these notions in mind, values are formally defined and proposed as influences on the actions of individuals and administrative practice. (p. 353)

The above two definitions share both focus on the role of ‘*self*’ and one’s own values when leading others. Authentic leadership advocate and practitioner, Bill George (2003, 2015) postulates that, an authentic leader is someone who leads with deep sense of moral purpose,

meaning and values. As the teacher-leader and main OIP advocator, adopting an authentic leadership philosophy will be crucial in driving the necessary change at CWAES. Such an approach will be based on my *own* core values and beliefs which include empowering others and doing what is right. Gardner, Cogliser, Davis and Dickens (2011) remind us that remaining true to one's values is necessary when leading others. As an authentic teacher-leader, my colleagues will be looking at my own behaviours in terms of my willingness to participate in professional building activities. Therefore it would be crucial for me to lead by example and not only *be*, but also *be seen* as someone who is authentic and genuinely interested in developing collaborative inquiry and building professional capital amongst teachers at CWAES.

An authentic teacher-leadership approach will therefore be important in the context of this OIP in terms of influencing teachers to 'sign up' or be part of a professional learning community (PLC). As a teacher-leader, the empowerment of my fellow teachers through greater professionalism, collaboration and team building are key leadership priorities in reigniting teachers' morale and motivation. Authentic teacher-leader practices will therefore be crucial in moving CWAES's change forward and will be most important in building trust relationship with colleagues and CWAES's principal and vice-principal. Duignan (2014) advocates that, AL practices help to connect important human values to leadership and management practices that are ethically and morally uplifting (p. 154). This brings into focus one of the main tenets of AL which is doing what is right based on a high sense of morals and ethics. Authentic leaders veritably follow a values-based approach when leading others (Begley, 2001). They are deeply cognizant of the way in which they think and behave, they are aware of their own moral values, perspectives and strengths as well as those of others (Avolio & Gardner, 2005). The exercise of

leadership values such as having a strong ethical and moral conscience will be crucial in positively influencing teachers' behaviours and attitudes and getting them to engage in a PLC.

It is envisaged that the teachers at CWAES will be more inclined to change if CWAES's leadership displays a high sense of morals and ethics. Leithwood and Handford (2013) warn that "teachers watch principals" and are willing to trust a leader who displays a high level of integrity (p. 204). The modelling of authentic and morally conscious teacher-leader practices on my part will be crucial in stimulating changes in the attitudes of fellow teachers as well as CWAES's leadership. Schein (1996) reminds us that the removal of restrictive forces or personal psychological attitudes as well as engraved or deep rooted organizational and cultural norms will be crucial in moving change forward. As the teacher-leader and primary change advocator, some of the specific changes that I will seek to instil in my colleagues include the development in teacher professionalism, self-regulation, self-certainty and self-consistency (Gardner et al., 2011). The actual execution of these changes will be presented in Chapter Three in the change implementation plan.

George (2015) advocates that authentic leaders are focused on achieving their "True North" or real purpose of leadership which involves the empowerment and advancement of their followers. As an authentic teacher-leader, I value the need to empower individuals. Leaders must be able to inspire and uplift their school so that it becomes a place for creating "life changing opportunities" (Duignan, 2015, p. 16). Adopting the role as PLC lead, it is envisaged that I will be able to generate or lay the groundwork for these "opportunities" through the initiation of a PLC at CWAES. As can be expected, this undertaking will certainly require key resources and

supports from CWAES's leadership. This issue will be detailed as part of change implementation in the next chapter.

Northouse (2016) offers that authentic leadership includes fulfilling an expressed need for leadership that is trustworthy. Leithwood and Handford (2013) amplify this need asserting that trust is a critical element of leadership. The building of trust relationships with teachers through authentic practices will therefore be paramount in lifting teachers' morale at CWAES. Tschannen-Moran and Gareis (2015) found that principals are more likely to be trusted if they are welcoming and open-minded about feedback from teachers and students (p. 86). Leadership trust will be crucial in lifting morale and re-engaging CWAES's teachers. Trust is especially crucial in the context of this OIP in terms of capturing teachers' voices and concerns as part of rebuilding morale. Ryan (2006) reminds leaders that it is crucial to, "ensure that everyone has a voice" and all members are included in organizational processes and activities (p. 12). This is instructive to me in my capacity as authentic teacher-leader since I would need to ensure that all teachers (including sceptics or resisters) have an opportunity voice their concerns in relation to the engagement in a PLC. Consequently, adopting a diplomatic and humble inquiry teacher-leadership philosophy will be necessary in helping to build 'bridges' and strong trust relationships with fellow teachers. Schein (2017) illuminates that a *humble inquiry* approach is the foundation of trust relationships and it helps to motivate and empower people. In terms of CWAES, this will translate into me (teacher-leader) modelling humility and positive behaviours as I set out to influence and build trust relationship with fellow teachers.

The next and final section of this chapter will introduce a plan to communicate the need for change at CWAES.

Plan to Communicate the Need for Change

In a recent survey of teachers, one participant revealed that they were inclined to support school change when they were part of the vision for school change and understood the drivers behind it (Lambersky, 2016). Adding to this point about a vision, Kotter (2014) affirms that, the true power of a vision is released when members have a unified understanding of its goals and directions. This directs leadership thought about the urgency to ensure that CWAES's stakeholders clearly understand and are informed of the need for change. Cawsey et al., (2016) remind us that securing approval for change is less challenging when the leader can communicate how the change aligns with organizational mission, vision and strategy.

One of the main objectives of this change communication plan will be to establish a sense of urgency and awareness of the change. Kotter (2014) suggests that when building awareness, it is necessary to adopt a "listen and listen to" philosophy (p. 101). The creation of safe and welcoming arenas for dialogue and discourse amongst fellow teachers will be crucial precursor to getting teachers to fully participate in a PLC. To this end one on one meetings and communications with teachers to gather perspectives and feedback will be paramount in setting the stage for a PLC. Stakeholder perspectives, inputs and feedback are crucial elements when communicating and building an awareness of the vision and need change (Cawsey et al., 2016).

Kotter (2014) reminds us that the job of communicating the new vision and need for change is inherently complicated for several reasons including, cultural dynamics, user resistance to change, a lack of management intellect and expertise, superciliousness between management and employees. To mitigate these complexities, multiple forums and channels of communication with teachers and CWAES's leadership will be strategically employed. These will include formal

and informal meetings, social media, and printed media in the form of a school newsletter. Kotter (2014) also suggests that the communication of change should include the use of metaphors or colourful language. To this end, CWAES's Catholic cultural symbols will be strategically integrated within the various forms and mediums of communication.

When communicating the need for change, it will be incumbent upon me as teacher-leader to model ethical behaviour as part of setting the tone for change and leading by example. Consequently, it will be crucial to not only *be* authentic in what I am doing or saying, but also *be seen* as someone who is genuinely committed to improving teacher professionalism and the level of engagement and morale. Kotter (2014) cautions that a leader must be able to, 'walk the talk' or lead by example. He further warns that nothing threatens the communication of the change vision more than poor leadership behaviours or actions that contradict or are inconsistent with the agreed vision. This is important in the context of this communication plan as it directs me, the main change advocator, to always align what I say with what I do.

Conclusion

This chapter focused heavily on a critical organizational analysis which involved a PEST and SWOT analyses. Various solution proposals were explored in terms of the feasibility and potential for resolving CWAES's problem. After careful analysis, the most realistic solution was selected which was backed up by a synthesis of the needed leadership approach to bring about the desired change. A communication plan was briefly introduced in this chapter and will be expounded upon in the next and final chapter of this OIP where an implementation and evaluation will also be presented.

Chapter Three - Implementation, Evaluation and Communication

Introduction

This chapter begins with a comprehensive discussion of a change implementation plan to facilitate the smooth management of the transition process. This plan will draw on the work from Kotter's (1996) Eight-Step model and will parallel and connect with some of the ideas from Cawsey et al's., (2016) Change Path model (CPM) used in the previous chapter. The PDSA (Plan, Do, Study, Act) improvement model will be introduced in this chapter to help refine the planning steps. Leadership ethics will then be discussed after which a detailed change process communication plan will be proposed. This chapter will end with an OIP conclusion during which next steps and future leadership thoughts and considerations will be articulated.

Change Implementation Plan

Kotter (1996) reiterates that change should be implemented in line with the change vision. He also provides stark warning that change implementation is not an easy task for many reasons. Bearing this in mind, it is necessary to approach the change implementation planning process with due care and diligence so as to ensure that change is executed in accordance with the change vision for CWAES that was drafted in Chapter One. Kotter's (1996) eight-step model will be used to provide a solid leadership understanding of the change implementation process. This model helps in providing a chronological understanding of how to implement the planned change at CWAES. It is widely used and accepted because of its pragmatic orientation (Appelbaum, Habashy, Malo & Shafiq, 2011). Appendix D provides an overall visual of Kotter's eight-step model in the context of CWAES's change implementation process.

In order to better understand and refine the issues surrounding CWAES's change implementation process, it is useful to incorporate and use the Plan, Do, Study, Act (PDSA) improvement cycle alongside Kotter's (1996) eight-step model. The main tenets and ideas behind the PDSA improvement cycle will now be discussed.

PDSA Improvement Cycle

Moen and Norman (2006) reveal that the PDSA cycle is rooted in quality management guru, Edward Deming's Total Quality Management (TQM) and a useful tool in achieving continuous improvement (CI). Figure 3.1 provides a visual of the PDSA model.

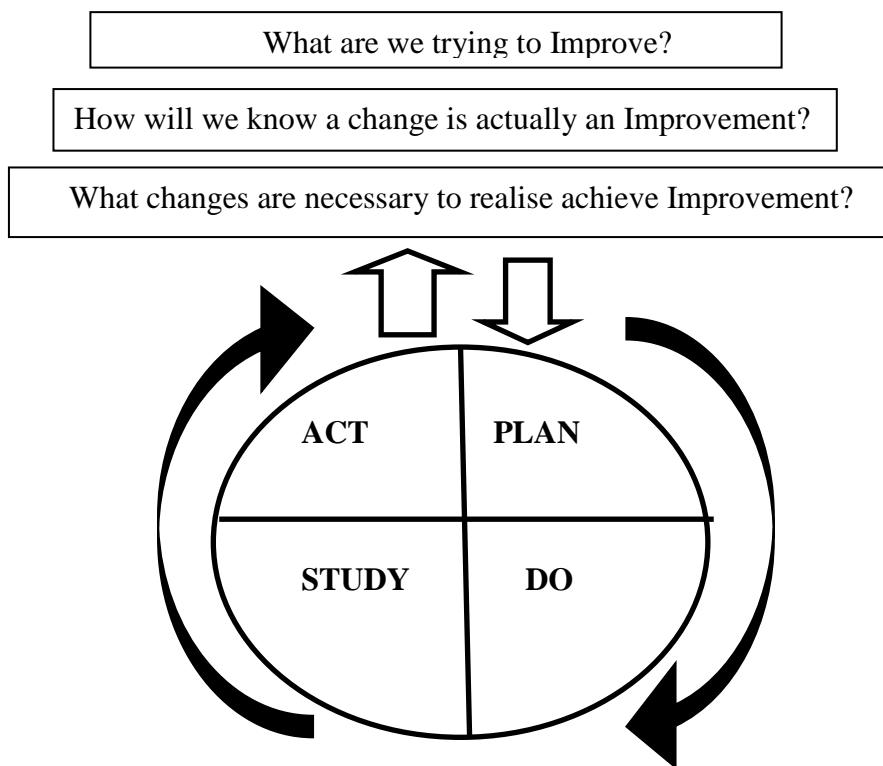


Figure 3.1. Illustration of the PDSA Improvement Model. Adapted from Park et al., (2013, p. 30). *Continuous Improvement in Education*. Palo Alto, CA: Carnegie Foundation for the Advancement of Teaching

The PDSA improvement cycle is useful in facilitating a culture of continuous improvement in terms of teaching quality and overall school performance (Park, Hironaka, Carver & Nordstrum, 2013). This is crucial in the context of CWAES where an improvement in teacher morale and professionalism will be necessary to elevate the level of teaching quality and delivery of courses. Continuous improvement (CI) and learning is a fundamental principle that underpins my authentic teacher-leadership approach and so it is only natural that CI ideas be integrated within this OIP and CWAES's change context. Recent studies (Park et al., 2017; Tichnor-Wagner, Wachen, Cannata and Cohen-Vogel 2017; Phillips, Balan & Manko, 2014) all support the use of the PDSA claiming that it greatly benefits a school's strategic learning and continuous improvement.

Park, Hironaka, Carver and Nordstrum (2013) explain that the PDSA improvement cycle comprise of four sequential phases. The first phase, 'Plan' establishes the steps to implementation including setting goals and priorities as well as planning for data collection. The second step, 'Do' in the context of this OIP focuses on the 'doing' in terms of an action plan and improvement steps to get teachers to be more professionally engaged. The 'Study', is concerned with data collection and analysis and measurement to calculate the level of success or progress from the establishment of a Professional Learning Community (PLC) at CWAES. The final phase, 'Act' involves reflecting on what was learnt and what has to be changed (Park et al., 2013). In the context of this OIP, this will translate into what changes need to be anchored within CWAES new school culture and its structures.

The 'P' and the 'D' of the PDSA will now be discussed (the 'S' and 'A' will be detailed later in the monitoring and evaluation plan).

Plan

The 'Plan' phase of the PDSA will provide a planning outline that details the various action steps that will need to be executed during the actual implementation stage. An important planning task during the 'Plan' phase is the identification *what* needs to be accomplished in terms of goals (Pietrzak & Paliszkiewicz, 2015). The following two core goals emerged from the planned change.

Goals

Conzemis and O'Neill (2002) posit that strategic goals are linked to the strategic priorities enshrined within the change vision. The setting of goals is a crucial component of this plan as it will serve as a 'compass' in terms of pointing to CWAES's desired future state. Conzemis and O'Neill (2002) advocate for the use of a SMART (strategic, measurable, attainable, results-based and time-bound) thinking approach when setting goals. After reviewing the scholarly literature on a SMART goals approach, the following two main goals became clear as part of building this plan.

1. By the end of the first OIP cycle (one year) the level and quality of teachers' morale at CWAES will improve by being more engaged in a professional learning community. Stoll et al., (2006) assert that a PLC can have a positive impact on teachers' morale, capacity and efficacy which benefits students' learning and success.
2. By the end of year one the quality of leadership practices will improve by the adoption of more *authentic* and *collaborative* approaches. Leadership style and approach can affect the level of teacher morale (Leithwood & Handford, 2013). The *Ontario Leadership Framework (OLF)* mandates that school leaders including

CWAES's principals should focus on building a culture where collaborative inquiry and learning can thrive in their schools (Winton & Pollock, 2014, 2016; MoE, 2015b).

When setting goals, it is important to have a starting reference point or baseline (Conzemis & O'Neill, 2002). Baseline data in terms of the *current* (pre-implementation) level of teachers' morale is primarily perceptual and informal in nature. As a staff member, in conversation with other colleagues, there is an overall sense of malaise and low morale. Using my close association with 10 staff members as a baseline of perceptual and informal data, I will monitor the impact of the post implementation changes through our ongoing conversations and interactions. Monitoring procedures and strategies are provided later in the change process monitoring and evaluation plan. The "Do" stage of the PDSA will now be discussed:

Do

The 'Do' phase of the PDSA focuses on the actual 'doing' aspects in terms of the actual implementation of the two-part solution improvement strategy which was rationalised in Chapter Two. It is important to note that the actual *doing* or action steps and resulting planning outline will be inextricably linked to key learning goals and questions to be addressed and deliberated upon within the proposed PLC. For example, collaboration amongst teachers may focus on co-planning and cross-curricular alignment in response to student needs and learning preferences. This alignment or synchronization of teachers' understanding and practices is especially crucial in the context of CWAES's course offerings (co-op based) where in-class and placement teachers must work closely with one another to maximise student learning and success.

The ‘doing’ activities for each of the two components of the selected improvement strategy will now be highlighted:

Realignment of Leadership Practices. The first part of the change strategy is focused on the realignment of CWAES’s school leadership practices towards more authentic and collaborative practices. As the main advocate for this OIP, it will be incumbent upon me, as teacher-leader to lead by example through the modeling of various *authentic* and *collaborative* practices. To achieve this, the ‘doing’ will be primarily focused on modelling professional inquiry and dialogue and a willingness to unite and develop trusting relationships with fellow teachers. This will be executed through one-on-one meetings both formal and informal.

Handford and Leithwood (2013) claim that trust is a critical part of leadership since it is an “enabler of change” (p. 194). Building trust will reflect my genuine and core inner belief of working together and empowering others for the common good. An authentic leader relies on his innermost values as means to empower others (George, 2003, 2015; Begley, 2001). As a staff member, in observation and conversation with other colleagues, there are already a few teachers who are modeling and leaning towards collaborative and authentic teaching practices. Of course, as the teacher-leader, I will continually be engaged in conversations and activities to support these teachers. For example, I will lay the foundation for a formal PLC by beginning to ‘plant seeds of collaboration’ through specific initiatives such as “coffee and collaborate” events which provides an “understanding of successful practice in inclusion among colleagues to support success for all students” (Kendrick & Vecchiarino, 2007, p. 14). Similarly, ‘Lunch and Learn’ activities could also be another option. These initiatives and others will of course need the approval from CWAES’s principal.

Another action item during actual implementation will be to model authenticity, collaboration and professionalism. This will be enacted by initiating (and sustaining) a strategic and *authentic* alliance and partnership with the principal (and VP) again through ongoing meetings and conversations. In advocating for authentic leadership practices, Crippen (2012) confirms that, schools are all about building strong relationships through caring, listening and trust. This practice of *genuinely* engaging with and exchanging ideas will hopefully prompt CWAES's leadership to be more authentic and collaborative when engaging and dealing with teachers. Preliminary dialogue has already been initiated as part of building a coalition and partnership with CWAES's principal. It should be acknowledged that the success and advancement of this plan and the actions herein are contingent on me as lead change advocate forging a strong, productive and ongoing partnership with the school's leadership. A shared vision of collaboration and teacher professionalism is an ultimate goal.

Initiation of a Professional Learning Community (PLC). The second arm of the change strategy calls for the establishment of a PLC at CWAES. Fullan (2016) argues that teachers need to engage in “one-on-one and group opportunities to receive and give help and more simply to converse about change” (p. 108). The proposed PLC is expected to provide those opportunities to not only converse about change but more importantly generate the desired change in terms of improving morale. The first and ‘foundational’ step of the ‘doing’ in terms of setting up a PLC would be to get CWAES's principal (and VP) ‘on board’. Stoll et al., (2006) highlight that the principal's input is crucial in the establishment and success of a PLC. Therefore, earning the principal's trust and support will again be a key action item in order to get approval or ‘green light’ to proceed with the PLC initiative. Although the principal's trust will be

a crucial ‘resource’, other more tangible resources will be necessary such as release time and space allocation. These will be discussed later in this chapter as part of the required resources.

The next step in the ‘doing’ will be to communicate with teachers in order to energise them to build their professional capacities through a PLC. This will be purposeful and in line with CWAES’s adult students learning goals and objectives. As the teacher-leader, conversations will be initiated with colleagues about assessment and instructions and moving student learning forward. Therefore, student learning and needs will drive teachers’ collective professional learning and inquiry within the PLC. Conversations with teachers will also be strategically aligned with Ministerial guidelines and curriculum expectations. For example, PLC conversations will be initiated in line with the Ministry’s *Capacity Building Series* paper which stresses on the need for teachers to focus on the four “R’s” (relevance, richness, relatedness and rigour) of student learning during collaborative inquiry (MoE, 2013).

Communication will undoubtedly be a major tool in boosting collegial interest and support for a PLC. This will be expounded upon later in this chapter in the communication plan.

Stakeholders’ Relationships

As part of the acceleration stage of their change path model (CPM), Cawsey et al., (2016) emphasize that it is necessary to identify those who can affect the change as well as those who are affected by it. Kotter (2014) adds that it is necessary to create the right team or guided coalition to help accelerate the planned change. A stakeholder analysis helps to understand stakeholders in terms of their positions, motives and power (Cawsey et al., 2016).

Cross, Parker, Prusak and Borgatti (2001) argue that *who you know* has a major impact on *what you come to know*. This is relevant in the context of this work as it highlights the crucial

role of continuous communication amongst all teachers (in class and placement). This dialogue will ensure divergent ideas and multiple perspectives can be tabled and agreed upon. For example, some teachers because of their corporate world experience have a better and more practical understanding of resume building. This knowledge can be shared or leveraged to drive the learners' success and build their technical and real world competencies. Figure 3.2 provides a visual of CWAES's stakeholder analysis map. This map helps to understand and *know* my role as teacher-leader in relation to others. This *knowing* will facilitate a smoother transition process.

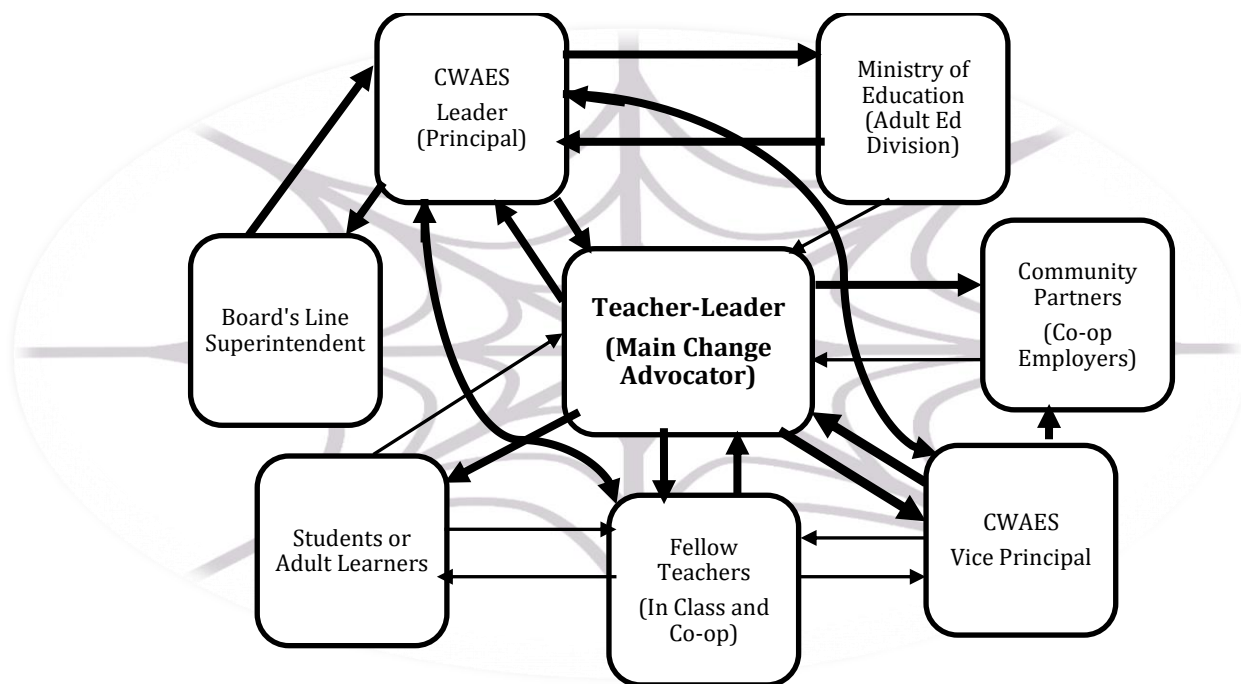


Figure 3.2. Diagram depicting existing stakeholders' relationships at CWAES

Source: Adapted from Hypothetical Stakeholder Map, Cawsey et al., (2016, p. 201).

The arrows used in Figure 3.2 points to the different relationships and interdependencies amongst the various stakeholders including those from outside the school such as the community partners and Ministry of Education. External stakeholders are considered as “important dynamics” to a change agent and must therefore be included when mapping the change landscape (Cawsey et al., 2016, p. 200). The variation in the thickness of the arrows is a depiction of the strengths of these relationships (Cawsey et al., 2016). For example, the thicker suggests a strong relationship between me (teacher-leader), the principal and the vice-principal. This relationship or partnership is expected to be strong considering the intense collaborations and negotiations that will take place during the actual initiation of and setting up of the PLC. The link with fellow teachers will also be quite robust since their inputs and ideas will be also be crucial to the success and vibrancy of the PLC.

Stakeholders’ Responsibilities

Most change efforts involve the concurrent management of multiple tasks and elements of the change process including dealing with those who are directly impacted by the change (Cawsey et al., 2016). As the main change advocator at CWAES, I will be responsible for advocating for the change in this OIP while simultaneously having to manage my daily role as a teacher in terms of providing educational services to my adult learners. Admittedly, a personal responsibility to promote the planned change at CWAES will be challenge yet I have the willpower and faith in terms of its success in rekindling and uplifting teachers’ morale. Kotter (2014) illuminates that change is difficult to achieve without a powerful force to help sustain the process.

The support for change can be accelerated through an understanding of the responsibilities of others. As the main OIP advocator, my central responsibility will be on modelling professionalism and authenticity in order to ‘sell’ and model the potential benefits of a PLC to others. Using multiple strategies, my fellow teachers will be encouraged to share in a collective duty to build their professional capacity through inquiry-based learning and active collaboration in a PLC. It is anticipated that the principal and vice principal will also share a collective responsibility to approve and actively support the groundwork for setting up the PLC.

In the context of CWAES, it will therefore be crucial as the teacher-leader to capture and integrate stakeholder’s perspectives. Cawsey et al., (2016) argue that it is necessary to seek out, impute and validate the perspectives and possible reactions of the stakeholders to the change that is being planned. These potential reactions and consequences of the proposed change will now be highlighted.

Stakeholders’ Reactions

Apart from providing a visual depiction of stakeholders’ relationships, the stakeholders’ analysis map in Figure 3.2 is also helpful in predicting possible reactions from the various stakeholders. For example, the map depicts a strong relationship amongst the teacher-leader, fellow teachers, the vice principal and the principal. This coalition of stakeholders will be crucial to the ultimate success of this plan and as a consequence it will be necessary to understand their potential reactions to the changes. Fullan (2016) alludes that most teachers do not believe in, or commit to change because of ill-designed policies and strategies that often do not result in deeper learning or improvement for teachers. This is a vivid reminder of the need to carefully consider the reactions of CWAES’s teachers who will be directly affected by the change.

Another key stakeholder, CWAES's principal and/or vice principal may have a less than positive reaction initially in regards to the adoption of a new leadership approach. The principal should be an "active initiator or facilitator of continuous improvement" (Fullan 2016, p. 123). Lowrey (2013) accentuates this message adding that a challenging educational context serves as an opportunity for principals to prove their leadership through the improvement in instructional practices and the development of collective teacher efficacy. It is therefore anticipated that the principal at CWAES by virtue of being the school leader will be willing to realign leadership and school practices towards more authentic and collaborative approaches. The support of the school administrator will be pivotal in influencing teachers to support the change through active participation in the PLC.

In advancing the *new* meaning of educational change, Fullan (2016) concludes that all successful education initiatives and strategies should result in a greater engagement of the "hearts and minds of students" (p. 138). With this in mind, it is anticipated that the change will have a positive effect on the adult learners at CWAES. For example, new and authentic practices will promote greater compassion, empathy and inclusion amongst for all adult students who come from diverse cultures and backgrounds. Education should be focussed on involving students in the daily school life so they remain engaged in learning (Fullan, 2016).

Teachers' reactions to the planned change warrant careful attention. As the teacher leader and change lead, my own professional outlook and disposition can have consequences in terms of garnering collegial support for the PLC. Tschannen-Moran (2009) reminds us that the success of a PLC is highly dependent on the professional orientation of the leader. Therefore, the modeling of teacher-leader professionalism will be necessary in managing cynical teachers and

other resistors of change. Teachers are more inclined to trust colleagues whom they perceived as exercising professionalism (Tschannen-Moran, 2009). As a primary stakeholder and teacher-leader, my central role and responsibility will be to advocate for change through professional engagement and partnership-building with CWAES's key stakeholders.

Managing the Transition

Managing CWAES's transition will certainly require leadership focus and careful attention. Admittedly, changing the status quo in terms of teachers' attitudes and getting them to be active participants in a PLC and the change process will prove challenging. Fullan (2016) concurs cautioning that there is no 'hard and fast' way to managing and implementing educational change. It is envisaged that most of the transition or in terms of teachers' attitudes and behaviours will emerge as a result of the work and professional capacities that are developed in the PLC. As the teacher-leader, it will be incumbent upon me to highlight any gains and milestones during the transition process. Kotter (2014) underscores that short term wins incentivises change recipients by letting them know that their sacrifice and efforts are making a real difference.

Schein (2017) argues that whatever is learned eventually becomes a way of thinking and a set of embedded values that will provide shared meanings and understanding about daily organizational life. An important element in managing and accelerating CWAES's transition will be influencing fellow teachers to develop a new mindset to enable them to become teacher-leaders themselves. Stacy (2013) posits that teacher-led professional development has the potential to transform school structures through teacher-driven activism, initiatives and

programs. To this end effective teacher-leadership modelling on my part and the empowerment of fellow teachers will help to sustain a smoother change transition process.

Securing the trust of fellow teachers will be paramount in during the transition process. As noted previously trust will be built using a *humble inquiry* approach which focuses on more *asking* rather than *telling* (Schein, 2013). In the context of CWAES, this trust-building strategy would be employed during a PLC as part of engaging teachers and asking their opinions and ideas relating to their adult learners' success and achievements. Sebring and Bryk (2000) noted that social trust was the foundation for school development and improvement.

The successful implementation of a PLC at CWAES and a smooth change transition will undoubtedly require multiple supports and resources. This discussion follows.

Required Resources

As was previously mentioned in Chapter Two, the selected two-part solution of choice consisting of a PLC and the realignment of leadership practices does not require any major financial resources. However, although no major investment of monetary resources will be required, the initiation of a PLC will certainly demand some amount of resources most importantly teachers' release time. Consequently, this time off will have to be negotiated with CWAES's principal. Other resources that will also have to be allocated and agreed upon includes, administrative staff supports, space allocation, substitute teachers and training materials. Stoll et al., (2006) state that the principal is an important resource for a PLC. This is especially true in the context of this implementation plan whereby CWAES's principal will be needed in order to lead the PLC initiative.

Stoll et al., (2006) advocate that school leaders must allow staff to meet and collaborate regularly. These assigned times will of course need to be negotiated with the principal. Realism suggests that meetings may not be very frequent but my follow-up with fellow teachers and CWAES's leadership between designated meetings will continue to build and sustain a sense of collective professionalism. In addition to influencing the principal support the PLC and develop his own professional capacity, it will be also be incumbent upon me to attempt him to integrate the necessary PLC supports within the school systems and structures. Tschannen-Moran (2009) claims that school leaders with a professional orientation are more inclined to integrate PLC supports within their school structures. CWAES's principal has already initiated steps to in terms of allotting some time during the teaching day for *some* teachers to meet and collaborate. It is expected that *all* teachers will eventually be able to meet and be part of a formal PLC.

The implementation of the PLC will also require resources from *me* in terms of time. As the teacher-leader and leading voice for change at my school, there will admittedly be a greater demand and pressure on my personal and teaching time. However, this will not be an issue as I remain committed and resilient in terms of balancing my dual roles as an in-class teacher and a leading voice for change.

Change Implementation Issues

One of the main implementation issues in the foreseeable future relate to CWAES's is the fact that the proposed changes may not fully address teachers' frustrations and needs. Some may openly resist the change initiatives on the ground that it does not answer their overarching call to become permanent. There is a possibility that some teachers may perceive the planned change as one that is unsustainable and unrealistic. Other teachers may see this plan as short-term and

myopic in nature which can further exacerbate the core problem of low morale. Another compounding issue might be cynical teachers threatening or denigrating the aims of this plan.

Cynicism from resisting teachers has the potential to invoke greater negativity amongst teachers at CWAES especially those are considered ‘neutrals’. To mitigate this sort of resistance and undesirable practice, multiple tactics will be employed including modelling authentic and ethical leadership, humble inquiry, and one-on-one dialogue and being attuned to the need for individual teacher support. Ongoing support and interaction with all teachers will therefore be critical in keeping colleagues ‘on the same page’ in terms of collective engagement in the proposed PLC. Kotter (1996) called for a guiding coalition to accelerate change which in the context of this OIP will comprise of a few teachers who have already demonstrated a strong willingness and desire to boost teacher collaboration and professionalism at CWAES. As the teacher-leader, I will work closely with the teachers who are already ‘on board’ with the PLC initiative and leverage their participation to win and gain support from the wider teaching community. As previously noted, communication will be paramount in mitigating potential risks or obstacles to the change process. Specific communication strategies, tactics and channels will be discussed later in this chapter in the change process communication plan.

Teacher-leadership efforts will also be focused on energising and empowering fellow teachers as part of building CWAES’s change momentum. This will now be discussed.

Building Momentum

The sixth step of Kotter’s (1996) model focuses on building momentum through the generation and celebration of wins and milestones. It is expected that engagement in the PLC will yield some successes and wins even if they are small or incremental at first. These will help

to inspire teachers to continue to change and keep up the change momentum. Kotter (2014) confirms that short term wins are not “short term gimmicks” but are instead compelling evidence that change efforts and sacrifices are worth it (p. 132). Building momentum is crucial in driving further support for the PLC. Data will be a crucial component in highlighting wins and building momentum. As part of accelerating change, Cawsey et al., (2016) suggest the use of various techniques and tools to track, and monitor change. These tools will be explained further in this chapter as part of the change process monitoring and evaluation plan.

Limitations of Implementation Plan

Several limitations were indentified in the context and timing of this OIP. Four of these will now be considered below.

One of the primary limitations of this OIP and its implementation is *time*. It is envisaged that achieving a new culture of learning professional inquiry amongst teachers may take some years to cultivate and become embedded in CWAES’s ‘cultural DNA’. To this end, the first OIP run (year one) will be crucial in laying the foundation for continued teacher engagement and professionalism and creation of new school culture.

A second limitation to this plan might be is its short-term scope. Although the plan is based on the most economic and realistic solution proposal that is available, it may not necessarily be the best option to resolve the *root* cause of the problem of low morale at CWAES in the long term. A major part of the reason for teachers’ low morale is attributable to the fact that they are not permanent employees with the school. Any effort to hire teachers permanently will undoubtedly require massive financial resources and major shifts in ministerial and provincial educational policies.

Another significant challenge of this plan might be the difficulty in garnering executive support from the host school board. Executive support and commitment helps in driving change (Kotter, 2014). Adult education schools and teachers have traditionally been a low strategic priority at the school board level. With this in mind, the possibility therefore exists that the scope and implications of this plan may be inherently or unduly restricted to CWAES at the school or local level. If this is indeed the case, then school board executives and superintendents will not get the information they need to factor in the needs and concerns of CWAES's adult education teachers into the board's strategic priorities and systems planning process.

A fourth limitation of this plan has to do with the study's methodology and the use of secondary data. Smith (2011) and Johnston (2014) both caution that several limitations and challenges exist when using and analysing secondary data. Many of the models and ideas in OIP emanated from an in-depth literature review comprising of *secondary* data from multiple theorists, scholars, practitioners and primary researchers within the educational field. Surmise to say, as per the defined protocols and elements of an OIP, this plan relied heavily on the use of secondary data rather than primary research. The next section of this chapter delves into the change process monitoring and evaluation plan.

Change Process Monitoring and Evaluation Plan

Conzemis and O'Neill (2002) suggest that change agents must adopt a SMART (strategic, measurable, attainable, results-based and time bound) mindset and way of thinking as part of a continuous improvement philosophy. As an advocate for continuous learning and improvement it behoves me as a change agent to infuse a continuous improvement and total

quality improvement (TQM) approach in this plan. TQM is a management strategy or philosophy that seeks to create quality awareness in all organizational processes (Rosalin, 2013).

Although TQM has its roots in the corporate and industrial sectors, Crawford and Shutler (1999) have reported that it has garnered much attention and support from educational administrators and school leaders. Militaru, Ungureanu and Cretu (2013) add that the educational fraternity has begun embracing tenets of TQM at various levels in education. Over the past five years there has been growing support for the application of continuous improvement research (CIR) in school settings (Tichnor-Wagner, Wachen, Cannata& Cohen-Vogel, 2017).

Governmental regulations often compel schools to become more cost effective and quality conscious (Manivananan & Premila, 2009). This has relevance to CWAES's change context since CWAES is subjected to various governmental funding conditions, one of which is a need to focus on cost and quality of operating efficiency. As an example, Winton and Pollock (2016) found that Ontario's school leaders are often pressured to focus on fiscal issues such as value for money reporting and cost management. It will be necessary to reflect on, study and evaluate the planned change including its accompanying costs and benefits as part of the assessment of the implementation process. Reflection and evaluation will form the basis for the upcoming discussion about the 'S' which will be followed by the 'A' phase of the PDSA cycle.

Study

The 'Study' phase of the PDSA focuses on analyzing data and comparing the actual progress made to what was predicted or planned. Langley et al., (2009) and Park et al., (2013) caution that the 'Study' phase is crucial in deciphering if the change is an actually an *improvement*. In the context of this OIP, the 'Study' phase would involve data collection and

measurement about the level of teacher morale post implementation of the PLC. Data analysis will be extremely important in informing leadership about whether or not any improvements were made in the level and quality of teacher morale. Datnow and Park (2014) remind us that “data are ubiquitous in our lives” and will help us in making better choices and more informed decisions (p. 1). Hayes and Lee (2018) amplify this notion adding that educational leaders nowadays rely on data and data-driven decision making (DDDM) to inform school improvement and change initiatives.

Conzemis and O’Neill (2002) remind us that measurement data helps to ascertain whether or not the implementation actions resulted in the desired results. To this end it will be crucial to examine the level and quality of improvements in teacher morale from the implementation of the PLC strategy. As acknowledged in the previously discussed implementation plan, for the purposes and context of this OIP the data that will be generated in relation to the level and quality of teacher morale will be primarily perceptual and informal in nature. Qualitative data will be mainly ‘collected’ through conversations, observations and collaborative processes with a *baseline* group of teachers (ten) who by all accounts are eager to engage and ‘test’ out a PLC. This group of colleagues will therefore serve as the starting point against which any improvements in teacher morale will be compared and evaluated. It will therefore be necessary to focus on the performance of this ‘dedicated’ or baseline group of teachers as they work and collaborate within the PLC. Observations will be crucial in this effort in order to gather qualitative data about morale. As the group of teachers involved in the PLC expands, surveying will be another way to gather measurement data. Communication will also be important in evaluating change and will be fleshed out later in the communication plan.

Act

The final phase of the PDSA, 'Act' focuses on deep reflection and lessons that have been learnt. The reflection during this stage will ask various questions such as, *Is it feasible to continue the plan? Should the plan be tweaked or adapted? What adjustments are needed for the next cycle?* (Pietrzak & Paliszkievicz, 2015). In the context of this OIP this will compel the school's leadership to consider how teachers' engagement and collaboration in the PLC can help drive performance and lift morale. Furthermore, it is expected that the principal at CWAES will be willing to integrate relevant PLC supports within the school structures (school improvement plan) in order to anchor the change. The progress made from a PLC can be useful in shifting administrators' focus to establish structures that facilitate further school improvement (Tichnor-Wagner, 2017). It is further envisaged that the PLC and resulting improvements in teacher morale will not only engage the attention of the school's leadership but also the board's executives. This will hopefully culminate in CWAES's teachers being assigned greater strategic priority during the board's strategic planning process. Stoll et al., (2006) affirms that support from the school district level is crucial in the success and sustenance of a PLC.

Pietrzak and Paliszkievicz (2015) remind us that a fundamental principle of the use and application of the PDSA is *iteration* where the cycle is repeated over time. Since a PLC is a continuous learning 'vehicle' where student learning serves as the impetus for teacher learning, it is expected that the level of teacher collaboration and professionalism will increase over repeated OIP cycles. This repetition and continuation of the PLC will help to create a new culture of inquiry and learning and CWAES. Tichnor-Wagner (2017) illuminates that the work done during the 'Act' phase is fundamental in charting a continuous school improvement culture.

Ethics and values in relation to CWAES's organizational change context will now be considered.

Leadership Ethics and Organizational Change

Briggs, Coleman and Morrison (2012) remind us that, "Every research project has to negotiate its own agreed norms between researchers and participants to establish an ethical framework of process" (p. 101). This illuminates the importance of leadership ethics and considerations in this OIP which I hold dearly not only as an authentic teacher-leader but also as a member of the Catholic faith. Authentic leaders lead others based on high values, morals and doing what is right (George, 2003, 2015). Northouse (2016) concurs adding that, authentic leadership is based on altruism, which is an approach where high morals guide actions that "promote the best interest of others" and not the leader's own self-interests or ulterior motives (p. 335).

Although an authentic leadership philosophy plays a major role in instilling and exercising high ethics, morals and care during this OIP, the need to establish an ethical framework became an even greater priority considering that CWAES belongs to a religious school board. As a member of the Catholic faith and family of schools, CWAES espouses strong values and principles of care, respect, trust, integrity, fairness and social justice. For this reason, it is expected that the teachers and the principal will be driven to create a strong coalition for effecting the desired change at CWAES.

Northouse (2016) reveals that, "ethics is concerned with the kinds of values and morals an individual or society finds desirable and appropriate" (p. 330). These words served as a vivid reminder for me (as a Catholic teacher-leader) to align this OIP with the desired expectations of

CWAES's Catholic values and fundamental beliefs. Northouse (2016) offers five principles of ethical leadership: respects others, serves others, shows justice, manifests honesty and builds community. These principles all seem to align closely with CWAES's and my Catholic values as well as the professional code of ethics for the teaching profession here in Ontario.

Respecting Others

Northouse (2016) asserts that ethical leaders have great respect for others. Respect is a key Catholic leadership quality in CWAES's change context especially since the change involves the human collaboration in terms of creating a new learning culture (PLC). As the teacher-leader, the power of influence will be an essential factor in getting others (teachers, adult learners and CWAES's principal) to participate in building a new school culture. This power and influence will to a great degree involve the exercise of an ethic of respect. For instance, respect and trust will be necessary in nudging teachers to be a part of the change (PLC) especially those who may at first show resistance. The need for respect also resonates within the Ontario College of Teachers code of ethics which mandates that teachers to honour human dignity (OCT, 2018).

Consultations with the principal will also have to be approached with a high degree of respect and care considering the positional power of the school leader. For example, any negotiations regarding the setting up of a PLC will be conducted in a respectable and professional manner so as to gain the 'blessings' of the principal. Briggs et al., (2012) warn that, every effort must be made to avoid disrespecting others or breaching ethical agreements.

Serving Others

The Catholic faith is grounded in serving and helping others. Likewise, this OIP was written based on altruistic principles where my teacher-led actions and behaviours are morally-

driven and are intended to benefit my colleagues and most all my adult learners. My sincere and deepest value is to empower and serve others (without fame, power, prestige or recognition to myself). *Beneficence* or doing *good* for others (teachers, students and CWAES's principal) so as to avoid harm or injury has been a guiding principle at every stage of this OIP from start to finish. Serving others parallels OCT's ethical standard of *care* which focuses on serving students and others with empathy, compassion and a genuine care (OCT, 2018).

Showing Justice

“The principle of justice refers to equal share and fairness” (Orb et al., 2001). The provision of socially just education is another tenet of CWAES's Catholic education philosophy. In the context of this OIP, showing justice entails treating all teachers and adult learners fairly, modeling practices that reflect fair play and equality. Ryan (2006) argues that leaders must ensure equity and social justice for all learners. This is especially relevant in CWAES's change context where adult learners come from diverse cultural and religious backgrounds (non-Catholic). Teacher-leadership practices will therefore be developed and exercised in a just manner that reflects fair play and equity for *all* students. The same would be done when dealing with fellow teachers especially during time spent together during the PLC. Every effort will be made to ensure that all teachers get an equal opportunity to participate as well as be heard.

Manifesting Honesty

This principle is tied to the issue of leadership trust. If a leader is dishonest then distrust is automatically created (Northouse, 2016). Trust and honesty are inextricably linked and feature prominently in CWAES's Catholic value system. Honesty and trust are two main pillars and personal values on which this OIP was built and eventually succeed. Begley (2001) underscores

that leaders must have the right motivation to be honest which should be driven by the need to do the right thing. Northouse (2016) warns that when we lie or do not speak openly it creates great distrust and weakens relationships. Maintaining a sense of transparency and honesty with fellow teachers is paramount to the successful implementation of this OIP. Manifesting honesty is in line with the OCT's ethical guidelines which suggest that leadership integrity is crucial in building trust relationships amongst teachers and students (OCT, 2018).

Building Community

Catholic values emphasise community service, working together and brotherhood. Working together (teachers, learners and principal) for a common purpose and good is essential in building communal spirit and a community whether it's school-based (as in a PLC) or extends into the physical community or neighbourhood where CWAES is located. The main improvement strategy in this OIP is built on a community-based model of collective and purposeful learning (PLC). As the change initiator, every effort will be made to address the needs and purposes of the PLC's constituent members. An ethical leader must be in tuned with the interests of the community being built (Northouse, 2016). As a teacher-leader, I am committed to building a community of engaged learners and teachers at CWAES. This OIP and the strategies outlined is a testimony to that commitment.

The final segment of this chapter provides details about a change process communication plan and the supporting tools to communicate change. The discussion will begin with a discussion about the communication strategy in relation to teachers after which a strategy for communicating and partnering with the principal/vice principal will be detailed.

Change Process Communication Plan

Kotter (2014) reminds us that the true power of a vision for change is realised only when the stakeholders all have a common and mutual understanding of the change goals and where the organization wants to be. This serves as a crucial reminder for me, the teacher-leader and change initiator to develop an effective change process communication plan and strategy that will illuminate the change vision, garner support and very importantly, ensure coherence and clarity of goals and objectives throughout the implementation stages. As discussed previously (in the change implementation and change monitoring and evaluation plans), the Plan, Do, Study, Act (PDSA) improvement cycle will be embedded within Kotter's (1996) model so as to assess the success of the improvement initiatives or strategies.

As Cawsey et al., (2016) highlight, it is necessary to align communication strategies to the pre-set or planned goals. This communication plan is being designed in a manner that involves sharing the plan with the main stakeholder groups whose needs may be different and who may respond to, or interpret CWAES's change differently. As a consequence it is imperative that communication techniques and strategies be tailored or designed to match the specific needs of each stakeholder group (Cawsey et al., 2016).

The following discussion focuses on the two main stakeholder groups at CWAES, teachers and the principal. The details of a communication strategy and the accompanying tools to be employed will now be discussed for each of these groups in the context of the four stages of the PDSA cycle which were previously detailed in the implementation plan.

Communication Strategy and Tools - Teachers

When communicating and sharing the 'Plan' with teachers, it will be crucial to remember that communication is a two-way process. Cawsey et al., (2016) remind us that this two-way process must be clear and open and the change leader must be willing to learn and be receptive to feedback and ideas from multiple stakeholders. Communication is a crucial part of the *mobilization* phase of change which connects to the *awakening* stage that was previously detailed in Chapter Two. As part of mobilizing teachers, communications strategies will be focused on garnering teachers' support for engaging in professional-building activities through the change plan. Creating a sense of urgency amongst teachers will be done primarily through formal and informal dialogue and conversations. Schein's (2013) humble inquiry approach will be incorporated when communicating with teachers because it focuses more on *asking* rather than *telling* teachers what to do. Collins (2001) supports this approach adding that leaders must engage in dialogue rather than coercion and should "lead with questions not answers" (p. 74). A humble inquiry approach will also help to build positive, comfortable and trusting relationships with teachers which in turn facilitate ongoing communication. Schein (2013) reminds us that an organization cannot thrive or be effective without good communication.

Apart from initiating conversations, communicating a sense of urgency and change readiness amongst teachers will also involve the identification and further discussion of possible 'crises' that can emerge if the problem of practice is allowed to continue. For example, as the teacher-leader I will engage in ongoing on-on-one conversations with colleagues. Cawsey et al., (2016) suggest that face-to-face communication is best. Communication during these one on one encounters will have a very strategic intent and will focus on 'planting the seeds' for more

difficult and deeper issues. For example, ‘light’ conversations and humble questions will be initiated such as asking teachers about what they like best about working with adult learners. However, for professionalism to grow, I will probe deeper by asking teachers questions pertaining to student learning such as, what teaching strategies are being used? How can we (teachers) align our curriculums and synchronise our efforts to maximise students’ learning? How can learners’ cultural diversity be leveraged to increase learning? What are some of the challenges being faced by adult learners? This inquiry and interaction will provide the opportunity to build teacher trust and confidence as well as help to create a new culture of learning and inquiry. Donohoo (2013) confirms that opportunities to engage in cross-curricular learning results in greater student engagement and teacher collaboration.

Communication and messages with teachers about the plan will be intentionally repeated and extended using other forms and media including print and email messages. Klein (1996) insists that repetition and redundancy is crucial to message retention and should be an underlying principle of any communication strategy. Repetition could be facilitated through the setting up of a school or teachers blog in an effort to highlight and recast messages as well as capture the voices and feedback from teachers. In keeping with an ethical leadership approach and to prevent the blog from exacerbating any negativity, a user-agreement will include guidelines rules to ensure posts add value and help to build positivity. Katz and Dack (2016) remind us that, “successful collaborative groups often use protocols to structure their learning conversations” (p. 2). The teachers’ blog can serve as an important information resource and pool from which leadership learning about the changes can take place. This is crucial considering the fact that the teachers may have some valid reasons for resisting change. The negative reactions from change

recipients can be useful and an important learning opportunity for leaders especially in terms of the unintended consequences of the change (Cawsey et al., 2016).

Another communication channel or tool that will be used to disseminate the change plan will be a school circular or newsletter that will be focused on relaying messages in a visual and captivating manner. This will provide teachers with another medium to be engaged and updated about the changes at CWAES. Teacher-leadership modeling of collaborative and authentic practices will be another major communication strategy. Kotter (2014) illuminates that one of the most powerful tools to communicate change and a new direction is through action and behaviour. As an authentic teacher-leader practitioner, it will be necessary for me to lead other teachers by example through ethical and values-based actions and consistent behaviours. Schein (2017) warns that if you send conflicting signals or messages the capacity of others to effectively function and improve will be severely undermined and restricted. Therefore during the communication process, it will be especially crucial for me to not only *be*, but also *be seen* as an *authentic* leader in the eyes of my teacher colleagues.

A leader must be willing and able to ‘walk the talk’ (Kotter, 1996, 2014). As the primary proponent for change, I will do this by modelling *authentic* behaviours and practices which are in sync with the change vision which was originally outlined in Chapter One. Kotter (2014) provides a stark warning that, nothing undermines the communication of a change vision more than the behaviour of the change leader.

It is important to note that communication with teachers during the ‘Do’ phase of the initial run of the improvement cycle (PDSA) will have to be approached in a very professional and tactful manner. Since this phase focuses on *doing*, teachers will be actively engaged in the

PLC where they in- class and co-op placement teachers will have the opportunity to meet and collaborate about various issues including cross-curriculum planning, placement debriefings, mentorships, learning and assessment and safety. Katz and Dack (2013) clarify that knowing what needs to be done during a PLC is important. However, the next and more important learning component is unleashed by “actually doing it” (p. 92).

As the PLC lead, open and continuous communication with fellow teachers will be paramount in influencing colleagues to adopt a more professional teaching outlook and a new way of thinking and doing things. Conversations with teachers during this phase (initiation of PLC) will be strategically aimed at encouraging them to develop a *growth* mindset, which according to Dweck (2006) “is based on the belief that your basic qualities are things you can cultivate through your efforts” (p. 7). This mindset will empower teachers to continue to collaborate within the PLC and to build collective efficacy and professional capital. Katz and Dack (2013, 2016) remind us that collaborative settings sets the foundation for the type of professional learning that has the potential to permanently alter teacher and leadership knowledge and practices.

Communication Strategy and Tools - School Principal

CWAES’s principal plays a decisive role in terms of whether the desired change comes to fruition or whether it eventually fades away into the future. Communicating the “Plan” to the principal will be mainly through verbal and one-on-one meetings. It is hoped that these deeper and conversations and meetings both formal and informal will influence the principal to become the main learner, sponsor and ultimate adopter of the selected change solution (integrate in the school improvement planning process). Once learned and adopted, CWAES’s principal will be in

the ideal position of influence to integrate and operationalise these new changes and collaborative practices within CWAES's structures, systems and policies. School leaders must focus on building collective teacher efficacy (CTE) as part of conceptualising, implementing and evaluating change (Donohoo, 2018).

Influencing the principal to develop a collaborative inquiry (CI) through a PLC will be crucial in driving the change forward at CWAES. The Ontario Leadership Framework (OLF) mandates principals to focus on school building through collaborative inquiry (MoE, 2014b). School leaders must approach collaborative inquiry and professional learning as part of an *authentic* need to learn more about student learning as well as their own learning as educational administrators (MoE, 2015). Ongoing conversations and feedback to the principal will be aimed at prompting him to integrate new collaborative leadership practices at CWAES. This is expected to build raise the level of teacher morale, build trust relationships and set the tone for new culture at CWAES. Leithwood and Handford (2013) remind us that leadership trust is crucial since it is directly related to the level of teacher morale.

When people can explain ideas and initiatives clearly to each other they become “mutually influential” (Fullan & Quinn, 2016). In the context of this OIP, communication will undoubtedly involve the power of influence and that is especially important when collaborating with the principal at CWAES. Lowrey (2013) adds that, constructive change is evident or formalised when leadership becomes a “mutual influence process” (p. 11). To this end, it is envisaged that real and even greater change will emerge as a result of the teacher-leadership power and influence that can be exerted on the principal at CWAES. The goal of this change plan is to not only influence and propel the principal to implement the change ideas (set up a

PLC and reorient and realign current school-level leadership practices), but also to go one step further to persuade the CWAES's line Superintendent and other school-board level executives to be a part of the change process.

Communication with the principal during the "Do" phase will be continued with a high level of diplomacy and strategy in order to garner support for the change. During this phase which focuses on *doing* (actually working in the PLC), teachers would require the principal's approval to meet and collaborate as a community of learners. Stoll et al., (2006) remind us that leadership commitment and a shared-leadership are vital requisites for the successful operationalization of a PLC. The principal will have to look at the operations of the PLC to 'Study' or measure whether or not changes in teachers' attitudes and behaviors are in fact *improvements*.

Blase (1989) warns us that internal politics can have an impact on change. Stoll et al., (2006) concur, articulating that administrative and political barriers must be tackled and removed in order to successfully set up a PLC. To this end, communication with CWAES's principal during this final phase (Act) of the initial OIP cycle will therefore be my central focus. This will be crucial in influencing the principal to establish the necessary school-level support structures such as resource allocation, space, scheduling and supply teachers. This will ensure that teachers can be released from class and come together in a PLC. Tschannen-Moran (2009) found that teachers at schools with a high bureaucratic orientation were less committed to students' success and were not willing to go beyond their contractual obligation. The ultimate goal in working with the principal is that the goals of this OIP become part of the organization's plan (school

improvement plan) for continuous improvement. If this is possible, it will be just as effective as a teacher and leader co-constructed plan.

Conclusion

This chapter focused on change implementation as well as monitoring and evaluation. A communication plan was also presented so as to ensure the proposed change is clearly understood by CWAES's stakeholders and the plan unfolds according to the change vision that was drafted in chapter one. The final and upcoming section of this chapter will articulate next steps and future considerations as part of the conclusion of this OIP.

OIP Conclusion - Next Steps and Future Considerations

Although this OIP study has culminated, crucial steps lie ahead in terms of making the recommendations in this study actionable and a reality. An important next step in the journey of this OIP will be to continue to work diligently with CWAES's principal in order to integrate the main recommendations and ideas from this OIP within the school improvement plan (SIP).

This improvement plan focuses on the specific problem of practice regarding the issue of developing strategic approaches to address and manage perceived low teacher morale at CWAES. Several possible solution proposals were presented. However, based on the current economic realities and the state of adult education in Ontario, a specific and pragmatic solution of choice has been suggested. This solution involved the implementation of a dual improvement strategy consisting of the implementation of a PLC as well as authentic teacher-leadership modelling. There is growing international evidence that successful educational change is dependent on teachers' collective engagement, capacity building and collaboration (Stoll et al., 2006). It is anticipated that a PLC will act the 'vehicle' for driving the desired change in terms or

realising the change vision and goals. The future outcome at CWAES is expected to be a renewed culture of learning and professional collaboration which will hopefully raise teachers' morale.

The second and complementary part of the solution proposal focuses on the modeling of teacher-leader authentic practices which is grounded in strong morals and values. Begley (2001) illuminates that authentic leadership involves the pursuit of, "personal sophistication, sensitivity to others and the promotion of reflective professional practice (p. 353). An authentic philosophy will therefore help to 'lubricate' and sustain the PLC 'machinery' and new learning culture at CWAES. This will result in the continuous improvement in teacher engagement, morale and professional capital which will benefit CWAES and its adult learners.

The future outlook in terms of teachers' morale at CWAES is expected to be one where improvements (even if incremental) will be made by the end of the first cycle of this OIP. With this being said, careful attention and consideration will have to be given when it comes to the long-term sustainability such improvement or change. As noted early in this OIP, teachers' morale is also being dampened by the fact that they are not *permanent* and this will most likely continue to be an issue of great contention that will have to be carefully monitored by CWAES's leadership and administration. Although a repeat of the OIP cycle may help to mitigate some of the effects of this ongoing and deeper problem, there is no guarantee it will totally eliminate the problem of low morale. To this end, longer term solutions will have to be considered and ultimately call for higher level negotiations and cooperation amongst the Ontario Secondary School Teachers' Federation and the Ministry of Education's Collective Bargaining Unit as well as other partner Ministries.

Looking ahead from a macro-lens, the Ontario Provincial Government and Ministry of Education seems focused on modernising Ontario's' adult education system. The Ministry is currently engaged in deep and ongoing collaboration and discussion with multiple stakeholders including various adult education providers and partner Ministries. This collaboration is being facilitated through a public consultation paper entitled, *Strengthening Ontario's Adult Education System* and is focused on learning about ways to improve and plot the future goals and direction of adult education in Ontario (MoE, 2014a, 2017).

The main aim of this OIP is to explore a strategy to tackle the current problem of practice at CWAES. However, as a pragmatist and forward-thinking authentic teacher-leader, I am cognizant and accepting of the limitations in terms of the long-term sustainability of the changes that are proposed in this improvement plan. Looking towards the future, it is hoped that the Ministry's current consultation paper and macro-framework for adult education will encapsulate the long term and *real* needs of Ontario's' adult education teachers including those at CWAES. The findings and next steps from this ongoing discussion paper will be revealed by the end of winter 2018 (MoE, 2017).

Finally, it is important to note that any subsequent policies or future direction in terms of Ontario's adult education landscape will be subject to, or influenced by the political directives from our new Premier, the Honourable Doug Ford and his Progressive Conservatives Party which recently took office in June 2018.

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Appendices

Appendix A

PEST Analysis

POLITICAL	<ul style="list-style-type: none"> • Ministry of Education Policies and Directives • Federal and Inter-Ministerial Funding • Immigration, Refugees and Citizenship Canada • Federal/Macro-Immigration Policies • Ministry of Education Curriculum Development • Central Office and Executive Support (School Board)
ECONOMIC	<ul style="list-style-type: none"> • Employment/Labour Force Participation for Adult Learners • Competing Adult Education Schools/Providers • Adult Schools Expansion/Upgrade (Cost vs Benefit Analysis) • Making Teachers Permanent (Cost vs Benefit)
SOCIAL	<ul style="list-style-type: none"> • Demographic Shifts and Local Resettlements • Diversity and Cultural Differences amongst Adult Learners • English as a Second Language (ESL) Challenges • Special Needs Adult Learners
TECHNOLOGICAL	<ul style="list-style-type: none"> • 21st Century Learning • Computer Literacy • E-learning Platforms and Blended Learning • Virtual Co-op Training

Source: Adapted from University of Minnesota Duluth (2017). Pest & Pestel Analysis. Retrieved from: <http://www.d.umn.edu/~jvileta/FAQs/pest-pestel.html>

Appendix B

SWOT Analysis

<p>Strengths</p> <ul style="list-style-type: none"> • Dedicated Staff • Strong History & Culture • Rich Diversity • Geographic Location • Sole Adult Education Provider • Multiple Ministerial Funding Sources 	<p>Weaknesses</p> <ul style="list-style-type: none"> • Low Teacher Morale • Structural Deficits • Leadership Style/Practices • Limited Board Support & Priority
<p>Opportunities</p> <ul style="list-style-type: none"> • Emerging Educational Providers • Leverage Rich Cultural Diversity as a ‘competitive advantage’ • Differentiation based on Catholic Values • Improve teacher Professionalism, Efficacy and Capacities 	<p>Threats</p> <ul style="list-style-type: none"> • Competing Adult Schools • Teacher Turnover • Presenteeism and Absenteeism • Student Exodus • Poor Tuition Quality • Learners Satisfaction/Success

Source: Adapted from Westhues, Lafrance, & Schmidt (2001, p. 45). A SWOT analysis of social work education in Canada. *Social Work Education*, 20(1), 35-56.

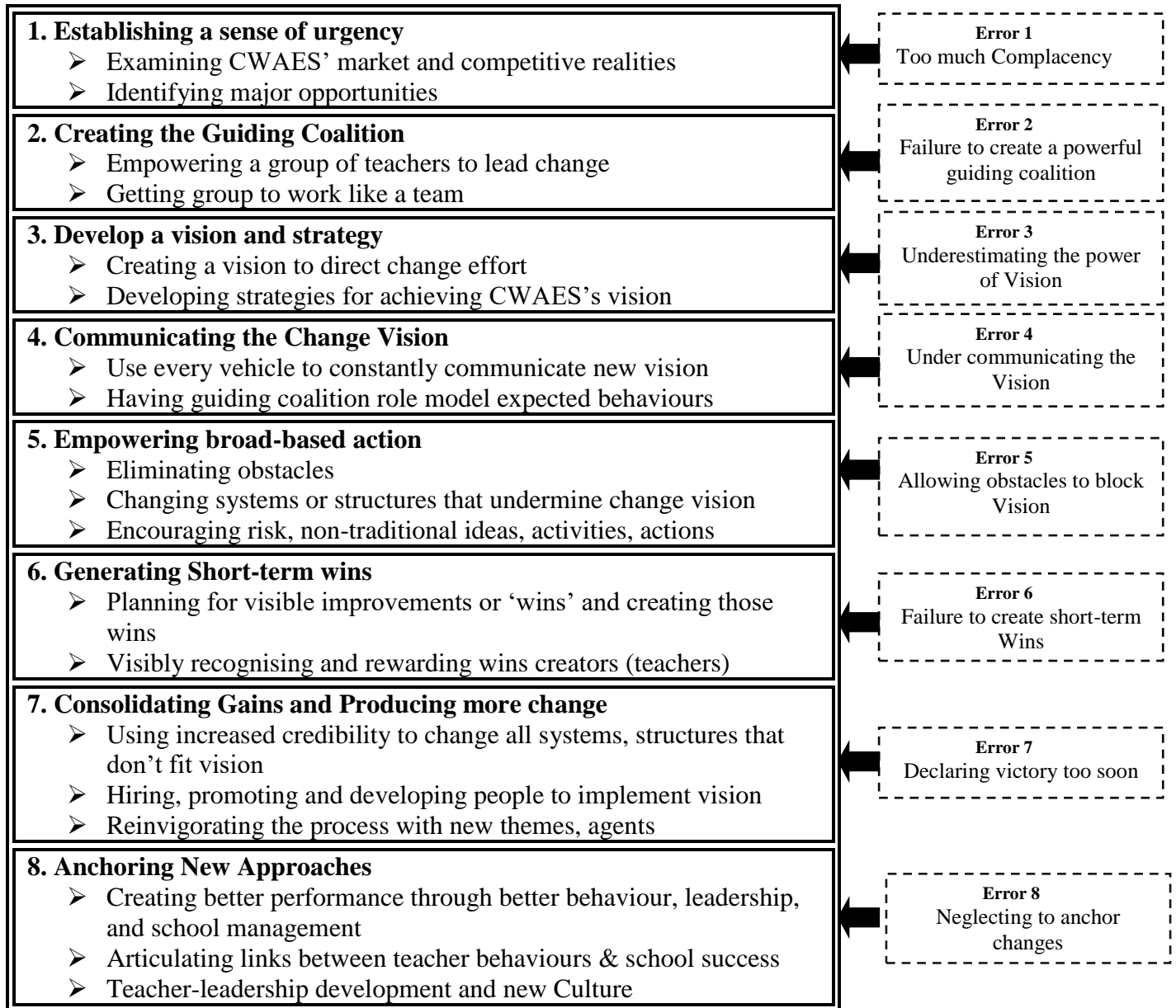
Appendix C

Solution Proposals

Solution One		Solution Two		Solution Three		Solution Four	
<i>Maintain Status-Quo</i>		<i>Change HR & Hiring Practices</i>		<i>PLC plus Realignment of Leadership Practices</i>		<i>Reorganize/Restructure</i>	
Main Benefits	Main Drawbacks	Main Benefits	Main Drawbacks	Main Benefits	Main Drawbacks	Main Benefits	Main Drawbacks
<ul style="list-style-type: none"> -Requires Minimal resources (money, time, etc) -No leadership action or initiative required 	<ul style="list-style-type: none"> -Exacerbated Problem -CWAES’s survival is Compromised -Goals not met -School’s Catholic image & Reputation is at risk 	<ul style="list-style-type: none"> -Boost in Teachers’ Morale -Inclusive Culture -Greater coherence and congruency -Improved Organizational performance and success -Effective learning environment 	<ul style="list-style-type: none"> -Costly in terms of money, time, etc. -Hiring teachers as Salaried Employees not yet in line with Current Provincial Priorities -Requires Board Senior Executive support -Ministerial Inputs and Funding also required 	<ul style="list-style-type: none"> -Develop teacher-leaders -Cultivate professional Capital -Culture of learning and inquiry -Engages and Motivate Teachers -Builds teacher and leadership capacity -Creates the platform for continuous improvement in teachers’ morale 	<ul style="list-style-type: none"> -Diverse or conflicting voices, values and morals (distrust) -Demands great effort and skills from the leader and teachers -Teachers may not share authentic leadership ideology -Hinges on leadership’s ability to transform teachers’ attitudes, behaviours and values 	<ul style="list-style-type: none"> -Improved architecture -Greater congruency and alignment -Greater Specialization -Improved Communication -Better Social engagement and networking -Increased teacher morale and motivation 	<ul style="list-style-type: none"> -Can be costly in terms of money, time, etc. -Demands expert leadership negotiation skills and diplomacy -Requires Board Senior Executive support -May require shifts or changes in teachers’ position (jobs)

Appendix D

Kotter's (1996) Eight-Step model to Leading Change.



Source: Adapted from John Kotter (1996). *Leading Change*. Boston, MA: Harvard Business Review Press.