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It Takes an Organization to Nurture an Educator

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It Takes an Organization to Nurture an Educator

Nadia M. Ollivierre

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IT TAKES AN ORGANIZATION TO NUTURE AN EDUCATOR

Abstract

This Organizational Improvement Plan (OIP) uses the transformational and behavioural leadership approaches as lens to transition an organization from the current state of inconsistent course implementation to a future state of consistency. This problem of practice is situated in an area in Canada that inhabits families with children six to twelve years of age. The relevancy of the problem affects the organizational credibility with community members and senior and middle managements' accountability for the lack of consistency from frontline staff. Lecturers' dispositions, positionality and experience were identified as factors that influence the ability to dislodge beliefs, make necessary changes and establish a new belief systems and processes. ADKAR and Stage Theory of Change were change management models utilized to move the organization forward and establish solutions for an improvement plan. Recruitment and selection, professional development and performance management are solutions that were explored to reinforce the consistent implementation of a child development course. Professional development was reviewed extensively to determine timelines for the change process and the organizational roles and responsibilities for oversight and progress evaluation.

Keywords: Educational Leadership, Early Childhood Education, Change Management, Professional Learning

IT TAKES AN ORGANIZATION TO NUTURE AN EDUCATOR

Executive Summary

Consistency is of great significance to educators in early childhood education. Consistency helps children begin to understand routines and assists educators with achieving predetermined learning objectives. Inconsistent implementation course content can lead to inadequate educational information and resources being offered to families. Consistent implementation of course content is therefore the problem of practice (PoP) and the focus of this paper presented as an Organizational Improvement Plan (OIP).

The desire to fill identified service gaps to meet the needs of a Canadian community has inspired the vision to provide quality educational programs and resources. The intent is to support the community and ensure lecturers are providing consistent course content in the area of child development, as the organization described in this OIP is responsible for the holistic well-being of children and families with children from six to twelve years of age.

The lecturers' leadership fingerprint was explored as an influence on their perspective when teaching. Education Mentors will be required to take lecturers' educator leadership fingerprint into consideration, as they unknowingly leave transparent imprints on children and families when they each deliver the child development course (Ollivierre, 2016). Transformational leadership and behavioural leadership approaches are discussed as the lens through which the Organizational Improvement Plan will be implemented. Transformational leadership will be used to change the current policies, practices, and procedures throughout Organization TP to eliminate educators' inconsistent implementation of a child development course.

Stage theory of change and ADKAR are the change management models that will transition the organization from the current state of inconsistency to the future state of consistent im-

IT TAKES AN ORGANIZATION TO NUTURE AN EDUCATOR

plementation of the course content. This three-step stage change model labelled as unfreeze, change, refreeze is used as the classic or foundational approach to managing change (Lewin, 1946). Each letter of the ADKAR (awareness, desire, knowledge, ability, reinforcement) acronym illuminates the corresponding levels individuals will transcend towards change (Hiatt, 2006).

Early years resources were used to support the notion that the manner in which course content is shared by lecturers has a significant impact on children and families. The purpose of the early years resources, also referred to a frameworks, are used to support lecturers with interpretations of their observations in order to create meaningful educational opportunities that enhance each developmental domain (Division 2013b). A continuum of development is also used, as it outlines the domains of development in great detail, based on specific ages and stages.

Short, medium and long term goals were outlined in order to implement proposed changes to the organization. During the “Plan” component of the cycle, the knowledge, skills and abilities of each lecturer are first assessed during the recruitment and selection period. In the “Do” component of the cycle, the readiness for change will be assessed by Education Mentors before and during the delivery of professional development. After delivering professional development sessions, lecturers will be provided with online evaluations, on-site evaluations, and a learning program during the “Study” component of the cycle. The communication plan for the proposed changes to Organization TP’s child development course will be conducted in the “Act” portion of the cycle and is based on the stakeholders. Timelines included information regarding goals, internal or external stakeholders, and required supports.

IT TAKES AN ORGANIZATION TO NUTURE AN EDUCATOR

Recommendations for stepping towards change include developing a professional learning plan, facilitating professional development, and monitoring management performance. Once the professional development sessions are completed twice a year, lecturers and families will be given the opportunity to provide Education Mentors with feedback. Education Mentors and lecturers will use self-reflection as a form of program enhancement data to help the organization step towards change and nurture their educators.

IT TAKES AN ORGANIZATION TO NUTURE AN EDUCATOR

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IT TAKES AN ORGANIZATION TO NUTURE AN EDUCATOR

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List of Figures

Figure 1. Educator Leadership Fingerprint.....1
Figure 2. Management Skill Assessment Instrument (MSAI).....7
Figure 3. Boardroom Style Seating Arrangement.....65

List of Tables

Table 1. Stage Theory of ADKAR Change.....	37
Table 2. Change Implementation Plan.....	57
Table 3. Short, Medium and Long Term Goals.....	66
Table 4. Internal and External Stakeholders.....	72

Glossary of Terms

Agency EC: A pseudonym for an early childhood education agency.

Children: An individuals who are 12 years or younger.

Division CA: A pseudonym for an early childhood education organizational division.

Early Childhood: A period of development for individuals who are 12 years or younger.

Early Childhood Education: The delivery and planning of educational programs for individuals who are 12 years or younger.

Early Years Sector: Programs and services available for individuals who are 12 years or younger.

Education Mentor: An individual responsible for lecturers and the operational oversight and development for a child development course.

Framework: An idea, information and principle that form the structure of an organization or plan.

Learning: A pseudonym for an early childhood education resource.

Learning Program: A pseudonym for an early childhood education resource.

Lecturers: An individuals responsible for the delivery of a child development course and the lecturers partnership and mentoring of with college students.

Registered Early Childhood Educators: An individual who is registered to deliver and plan early childhood education for children who are 12 years or younger.

Research: A pseudonym for an early childhood education resource.

Organizational Improvement Plan:

Organization TP: A pseudonym name of the organization

IT TAKES AN ORGANIZATION TO NUTURE AN EDUCATOR

Program of Practice: A situation that exists in one's place of work, such as a school, college, or non-profit organization.

IT TAKES AN ORGANIZATION TO NUTURE AN EDUCATOR

Table of Contents

Abstract	I
Executive Summary	II
Acknowledgements.....	V
List of Figures	VII
List of Tables.....	VIII
Glossary of Terms.....	IX
Table of Contents	XI
Chapter 1: Chronicles of Organization TP.....	1
Political, Economic, Social and Cultural Contexts	2
Vision, Mission, Values, Purpose and Goals	4
Organizational Structure	5
Organizational History	8
Leadership Position.....	9
Leadership Lens Statement	13
Leadership Problem of Practice.....	14
Current and Future State	15
Historical Overview of the Problem of Practice	15
Key Organizational Frameworks	16
Change Drivers.....	23
Organizational Change Readiness Assessment Tools.....	24
Internal and External Forces Shaping Change	27
Chapter 2: Leading the Change Organization TP Wants to See	28
Transformational Leadership.....	29
Behavioural Approach.....	32
Stage Change Theory Framework.....	34
ADKAR.....	35
Critical Organizational Analysis.....	37
Organizational Analysis	38
Possible Solution to Address the Problem of Practice.....	40
Solution 1: Recruitment and Selection	41

IT TAKES AN ORGANIZATION TO NUTURE AN EDUCATOR

Solution 2: Professional Development.....46

Solution 3: Performance Management50

Leadership Ethics and Organizational Change53

Conclusion.....55

Chapter 3: Stepping Towards Change56

Change Implementation Plan.....56

 Professional Learning Plan.....58

 Professional Development Opportunities62

Change Process Monitoring and Evaluation.....66

 Before Professional Development - Short Term Goal.....67

 During Professional Development - Medium Term Goal67

 After Professional Development - Long Term Goal69

Plan to Communicate the Need for Change and Change Process72

 Senior Management73

 Frontline73

 Community Members.....74

Conclusion.....75

OIP Conclusion, Next Steps, and Future Considerations75

References.....78

Chapter 1: Chronicles of Organization TP

Educators are said to take into the workplace the skills and abilities they learned growing up (Sullivan, 2010). This concept of positionality in relational time and space has an influence on one's understanding of the world and enables dispositional traits to shape in-the-moment mood effects (Sheppard, 2002; Shuck, Osam, Zigarmi, & Nimon, 2017). McGillivray's (2011) notion is of great significance to Organization TP's Education Mentors, lecturers and the child development course because it recognizes that one cannot dissociate one's positionality from one's professional identities. Ollivierre (2016) refers to the positionality and dispositions that are connected to one's professional identity as one educator leadership fingerprint.



Figure 1. A diagram of the influence to ones education fingerprint. Adapted from "Educator Fingerprint," by N. M. Ollivierre, 2016: London, ON

Education Mentors will be required to take lecturers' educator leadership fingerprint into consideration, as they unknowingly leave transparent imprints on children and families when they each deliver the child development course. Dweck (2016) concluded that although individuals are born with different temperaments and aptitudes, it is evident that experience, training, and

personal efforts influence the rest of their growth. Education Mentors possess what has been termed an educator leadership fingerprint (Ollivierre, 2016). An educator fingerprint is an analogy used to describe the impact positionality, disposition, experiences, values and culture has on professional identities, as illustrated in Figure 1. Given their own leadership fingerprint, education mentors will have to acknowledge and carefully work out the ethics of this Organizational Improvement Plan from the onset (Clough & Nutbrown, 2012). Qualitative research cannot be understood without understanding one's personality (Motten, 2011).

Consistency is defined as the harmony of conduct or practice within a profession; a pattern of adhering to one way of thinking or acting (Merriam-Webster's Dictionary, n.d.). Organization TP has provided inadequate educational information and resources due to lecturers' inconsistent implementation of a child development course that is offered to families. From a political lens, lecturers would not be in compliance with Organization TP's mandated requirements, and from a social constructivist lens, providing of inaccurate information to families in the community can be detrimental to the organization's credibility. It is therefore, the problem of practice (PoP) and the focus of this paper presented as an Organizational Improvement Plan (OIP).

Political, Economic, Social and Cultural Contexts

A government's proclamation of an Act was the political factor that shaped the need for change. Division CA (2014) changed the way the early years sector viewed children, in addition to how educational programs were implemented and who was permitted to deliver curricular approaches. Division CA (2014) views children as competent, capable and full of potential, and their lecturers as knowledgeable and well experienced. Friendly (2017) suggested that lecturers' and leaders' daily decisions, actions, and directions are heavily influenced by policies. Lecturers

within Organization TP are adults of varying genders and cultural upbringings, with diverse backgrounds and academic qualifications. Lecturers partner with college students to mentor the delivery of Organization TP's child development course. Within the original program, model lecturers were highly trained in early childhood education, with diplomas or degrees in this field, but over time, when the essence of the program was diluted, lecturers with little to no early childhood knowledge or experience were accepted (Organization TP, 2015). Division CA (2014) requires educational programs to have a vision for the curricular outcomes they offer children and families. As a result, Organization TP has adapted a provincial view of early childhood outlined in the Act and has begun to expand its vision to ensure this view is incorporated in all areas of the child development course (Division CA, 2014).

From an economic standpoint, Organization TP places a great deal of value on the time, talent and skills lecturers provide to implement the child development course in lieu of wages (Volunteer Canada, 2018). Any additional supports provided to lecturers in order to implement the child development course will add no additional costs to the organization. The resources provided will instead increase lecturers' transferable skills, which can also be used within the curriculum, workplaces, and the community. James Grieve (2012) indicated that investing in early childhood education has economic benefits, as studies have shown that every dollar invested in children before the age of six saves up to seventeen dollars in future social service costs. Organization TP invests in children and families within the community by initiating a child development course that offers educational information and resources to families at no cost. Organization TP helps the community gain economically from the money invested in the child develop-

ment course, as the children who attend the program are given the tools to support their ability to be active and independent members of society.

Cameron and Quinn (2011) Management Skill Assessment Instrument (MSAI) has uncovered the predominate culture in the organization from the a personal perspective and the preferred culture which would be best used for the implementation, evaluation, and communication section of the OIP (Western University, 2017). As represented in Figure 1, the results and scores from the MSAI questionnaire for the author's personal perspective and Organization TP's preferred culture, the predominant quadrants have been identified. The implementation, evaluation, and communication sections of the assessment developed a plan to implement, monitor, and communicate the organizational change process. The results would be enhanced with the information gathered from the MSAI discovered after the completion the Organizational Culture Assessment Instrument (OSAI), and would also impact this section of the OIP. The information in the MSAI will help create an implementation plan that supports the organization's culture. This can be achieved by the awareness and identification of gaps between a personal preferences and the organization's preferred culture since, the positionality of the researcher affects research designs and processes (Clough & Nutbrown, 2012).

Vision, Mission, Values, Purpose and Goals

Organization TP's vision is to provide quality educational programs and resources to fill early childhood service gaps and meet the needs of the community (Organization TP, 2015). Within this organization, families are seen as the experts of their own children and the most influential factor in their lifelong success (Division CA, 2014). Organization TP strives to work

collaboratively with the community to ensure families are aware of the programs and resources that are offered to help them be self-sufficient today and in the future (Organization TP, 2015).

Organizational Structure

Organization TP is an organization that consists of board members, senior management, divisional directors, department directors, middle management (unit managers, unit administrators) and Education Mentors. Bolman and Deal (2013) made reference to the fact that despite direction that may come from the top of the organization, decisions are not unilateral and are subject to the board members' approval. The organization has one division, three departments and three units. Education Mentors are considered community staff within the programs unit with the family support division, under the Community Well-being Department. Each unit has quarterly goals set by the department director and endorsed by the divisional director. Quarterly goals are then monitored and reviewed by the unit manager and administrator (Organization TP, 2015).

Education Mentors oversee the design and development of a child development course which is implemented by 60 lecturers twice a year. They are responsible for the coordination and implementation of the child development course and are authorized to make day-to-day operational changes to schedules, materials, and session plans. Education Mentors are required to have the unit administrator review all curriculum changes to documents or resources provided to families in the community. Once reviewed by the unit administrator, the unit manager and department director must provide the final approval before the implementation of Education Mentors changes (Organization TP, 2015).

The organization divides labour and decision making authority into specific roles in order for Education Mentors to make a decision while in the field conducting the assessment of a child development course assigned to them by the unit administrator. The hierarchy of authority in Organization TP is known as the structure of the company (Galbraith, 2014). The formal rules, legislation, policies and the implementation hold the hierarchal structure of the organization together. Ryan and Northey-Berg (2014) indicated that what we think and do is also shaped by the setting in which we work. Division CA (2014) emphasized that reflecting on a shared understanding and working towards greater consistency between what we say and what we do provides strength and transformation. It will take a holistic approach on all levels of the management to ensure the child development course is consistently implemented for the lecturers, children and families. A barrier to the successful implementation of the organizational improvement plan is the number of reviews and approvals required before an Education Mentor's recommended changes are finalized. Education Mentors recommend changes to the curriculum based on field observations, as well as on lecturer and community feedback, but must ensure all changes are aligned with the organizations' vision and mandates and are reviewed and approved by middle and senior management. Education Mentors can influence the recommended changes as management considers these individuals to be experts in their role and in the field of early learning and development. They are also seen as researchers in their own right who gather evidence-based anecdotal observations of lecturers and families throughout each session. Opie (2004) argued that evidence-based recommendations based on observable hypotheses seem to be ideal in the world of research; however, the content and method to conclude the findings of what is being proven represent a significant variable.

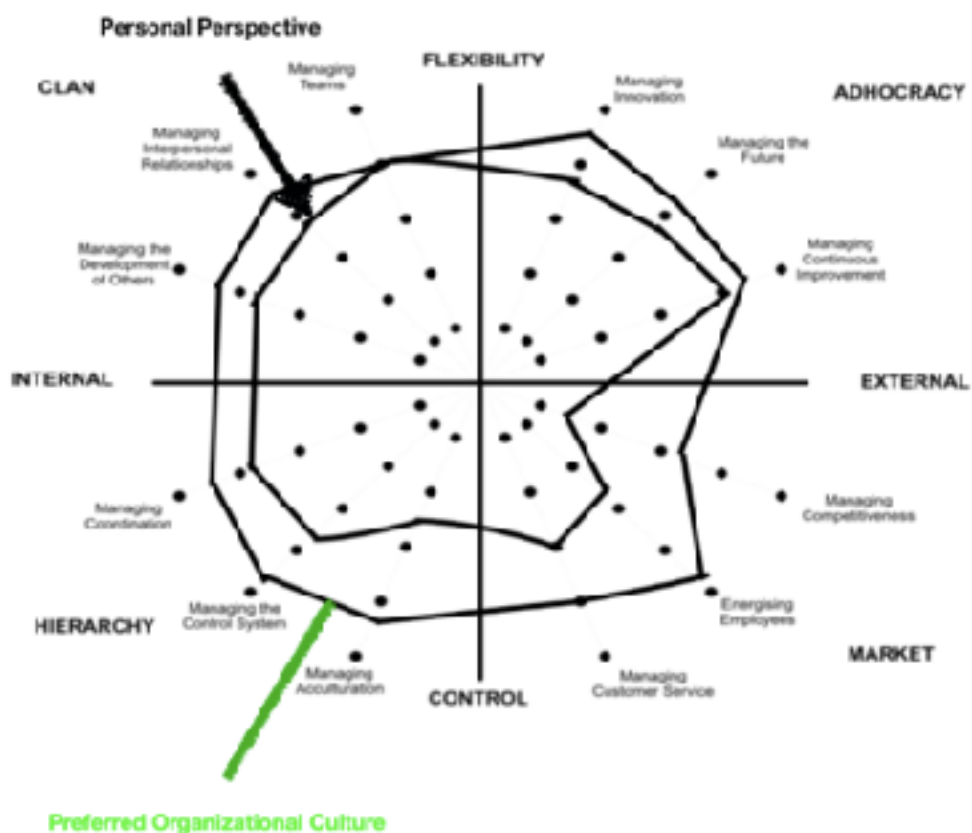


Figure 2. Origination TP’s Management Skill Assessment Instrument (MSAI) results. Adapter from “Diagnosing and Changing Organizational Culture: Based on the Competing Values Frameworks,” by K.S. Cameron and R.E. Quinn, 2011 San Francisco, CA: Jossey-Bass, Ch. 1-5, 7, scan appendices B-C.

As observed in Figure 2, the results of Management Skill Assessment Instrument (MSAI), Organization TP’s preferred hierarchal organization structure was observed to be the most significant. Although hierarchy was observed as the third highest quadrant, after the personal perspective assessment was completed, the order of significance was the same as the organization’s preferred culture. This may signify that although it is understood why and how the organization places significance in coordination, control system, and acculturation, the organization does not place the same amount of significance to make hierarchy a predominate quadrant (Ollivierre, 2018). A strong structure is consistent with a public sector organization, as we are

governed through a hierarchal structure which includes directors, unit managers and administrators; the clan culture, interpersonal relationships, and collaborations emphasized in our values have proven predominant (Cameron & Quinn, 2011).

Organizational History

Organization TP supports a community that has indigenous heritage that dates as far back as the 1700s (Organization TP, 2018b). Throughout the early 1800s, the community consisted of several townships divisions that evolved throughout the area's rapid growth from farm land to urban developments, with various family compositions and newcomers to Canada. Newcomers are described as individuals who left another country to settle in Canada (Revenue Canada, 2018). The newcomers in the community that Organization TP supports make up more than half of the population growth. Over the course of 400 years, the population more than tripled in size, from 500,000 to 1.5 million locals. At the end of the 1900s, the community transitioned from farms to family communities and reduced the area from under 10 townships to under 5 townships and cities. Given the diverse nature of the communities Organization TP supports, the need and utilization of family programs are designed based on request for support and the available resources in urban and rural areas (Organization TP, 2018b).

Organization TP has offered various curriculum programs to families in a Canadian community for over 10 years. Organization TP is responsible for the support and holistic well-being of children and families with children from six to twelve years of age. This support also includes meeting the educational needs of the community; therefore, the child development course was designed after a research project had been conducted in 2005 (Organization TP, 2005). The results of this research project identified a gap in educational programs for families in

the community with children from six to twelve years of age. Organization TP had partnered with post secondary institutions in the community for over 10 years in order to deliver the child development course. Families are currently able to register for the child development course electronically, by phone or on paper at their own leisure and choose a program location in their community. Lecturers implement the program for 1 hour a week at over 20 locations during various sessions.

The objective of the child development course is to support families and children in meeting their full potential as members of the community. From a social constructivist standpoint, families being provided inaccurate child development information may model ineffective strategies to their children which would have an impact on Organization TP's credibility in the community. This objective directly aligns with Organization TP's priorities and organizational need to develop a plan to improve the identified problem of practice, which is educators' inconsistent implementation of a child development course.

Leadership Position

The Education Mentor role in the organization is operational oversight and curriculum development. The intent of the Education Mentor's role is to ensure curriculum objectives are met, lecturers are provided with the required resources to implement the child development course, and families receive educational resources for their children when desired (Organization TP, 2018a). The Education Mentor has the authority to change the child development course and enforce performance requirements for the lecturers who facilitate the curriculum to children and families. The child development course designed by Organization TP is not consistently implemented for families of children six to twelve years of age. Carr, Johnson, and Corkwell (2009)

indicated that leaders set the tone and are critical to the development of a nurturing environment that supports families, as well as lecturers, who then encourage children to flourish. Ekowati (2016) argued that teachers have a significant influence on the quality of education. Lecturers' inconsistent delivery of Organization TP's child development course has resulted in inadequate educational strategies and resources provided to families, as observed by Education Mentors. Therefore, the intent of this OIP is to identify how to ensure lecturers consistently implementation of Organization TP's child development course.

The concept of power is of great interest in this context. The definition of power as it relates to good leaders and followers can vary greatly, as power in a leadership role should be used as a resource rather than a weapon against others. Power used for individuals is the most ethical and effective approach as a leader (Sullivan, 2010). Northouse (2016) described a good leadership role model as having strong moral and ethical conduct, which is required to ensure power is used for followers rather than on followers. According to Northouse (2016), referent power and expert power are said to become blurred at times and can be mistaken for legitimate power, based on the characteristics of the Education Mentor's role.

Sullivan's (2010) definition of power would also be helpful in understanding how leaders collaborate with followers or, in this context, how management works with Education Mentors. The authority granted in the role of an Education Mentor offers legitimate power, which is often perceived as expert power throughout the early childhood sector (Northouse, 2016).

Northouse (2016) described several types of power such as coercive, legitimate and expert power which seem to have the more predominate connections throughout Organization TP. The role of an Education Mentor who assesses the implementation of a child development course

is seen to have a significant amount of what is known as information power, in addition to coercive power, at times. As it relates to information, Education Mentors are believed to have an in-depth understanding of early childhood education as soon as they are appointed the role. Education Mentors are also consulted as subject matter experts by stakeholders in the community.

Based on this information, Education Mentors are seen to possess a high level of competence or expertise. While the concept of information power is understandable, this is the underlying issue in the proposed problem of practice. How can a lecturer with no field experience be expected to have the same level of information, knowledge or expertise as a seasoned lecturer? Since community members are the external stakeholder for the child development course and perceive inexperienced and seasoned lectures as representatives of Organization TP, senior management will need to listen to the concerns of Education Mentors and provide operational clarity in order to improve lecturer performance. It is especially important when the curriculum training does not translate logically into curriculum implementation. In addition, when the implementation of the child development course is not clear to senior management or lecturers, Education Mentors are seen to have coercive power as discussed previously.

Goodwin (2007) indicated that leader's social identities are definitely significant when it comes to the perception of subordinates, as power is a social influence. Power as control (PAC) and power as threat (PAT) have also been explored. Power as control can be seen to alter accurate impressions of subordinates, whereas power as a threat is seen by subordinates as a predictor of negative reactions. The Education Mentors' role does not include the use of power to control or threaten lecturers in order for them to consistently implement Organization TP's child development course. Their role is to design and develop the course based on current research, in addi-

tion to lecturer and family feedback. The Education Mentor must ensure lecturers are provided the training and tools needed to help them understand the significance of the child development course. They also need to ensure that children and families in the community will not be controlled with the use of coercion. Lecturers should also be informed of the program alignment to the pedagogical frameworks used in a community in Canada for children in the early years of development (Organization TP, 2018a).

Although Organization TP would like to appear transformational in nature due to the liberal initiatives, the conservative structure portrays our approach as focused on power and enforcement of legislation. Stakeholders, as well as Education Mentors, need to have a say in what happens in the program operationally and in the assessment of those programs, as the inconsistencies of the curriculum implementation were observed throughout every session. The current role of an Education Mentor seems to align with the components of transactional leadership, more specifically management-by-expectation (Northouse, 2016). Bass (1990) indicated that organizations whose leaders are transactional are less effective than those whose leaders are transformational. This is particularly true if much of the transactional leadership is passive management-by-exception. He also stated that organizations whose leaders are transactional are less effective than those whose leaders are transformational. The alignment with Burns (1978) is evident when he stated that transactional leadership is not based on a “give and take” relationship but on the leader’s personality, traits, and ability to make a change through example.

Sullivan (2010) said, “your development as a leader will be affected by how much you have examined and integrated your experiences, values, and beliefs.” This notion is significant in

order to understand why and how lecturers' inconsistent implementation of a child development course occurs.

Leadership Lens Statement

The leadership approaches that will be considered for this OIP are transformational leadership and the behavioural approach to leadership. Northouse (2016) described transformational leadership as an approach that encourages individuals to freely discuss and try new things. Bass (1990) mentioned that superior leadership performance transformational leadership - occurs when leaders broaden and evaluate the interest of their employees and look beyond their own interests. He also emphasized that transformational leaders are seen as more satisfactory and effective leaders, as these leaders empower individuals, nurture them through change, and clearly communicate the role they play in the future growth of the organization. What lecturers think and do is shaped by the setting in which they work (Ryan & Northey-Berg, 2014). With this in mind, transformational leadership would support the changes required in senior management's approach to lecturer training in order to implement the child development course consistently. Since the organization's vision is to ensure families are self-sufficient today and in the future, this aligns with the proposal for a transformational leadership approach to support lecturers with implementation changes (Organization TP, 2015). Experimental learning in a classroom environment, under the supervision of an advanced lecturer, accelerates learning and facilitates the integration of theory and practice (Wee, Weber, & Park, 2014).

Behavioural leadership is an approach that combines a task and relationship-oriented focus (Northouse, 2016). Since the organization's child development course requires lecturers to implement the curriculum and support children and families, it is believed that the behavioural

leadership approach would be a natural fit. In order to move the organization forward with this OIP, a series of tasks will need to be developed and accomplished, while nurturing relationships on various levels of authority in the organization. File, Mueller and Wisneski (2012) remind organizations that the effectiveness of many practices tends to depend on their purpose and the context in which they are used. Practical experiences and training have also been said to provide an opportunity for guidance from qualified professionals to prospective lecturers, in order to help them transition from students to accomplished practitioners (Wee et al., 2014). Senior management will need to approve and follow the lead of the Education Mentors and the latter will need to support lecturers through identified training needs (Organization TP, 2018a).

Leadership Problem of Practice

The problem of practice that will be addressed is the lack of consistent implementation of a child development course in Organization TP. Education Mentors who design the child development course can influence the final implementation strategies, but the final approval is provided after Administrators' and Manager's review at the Director level. From a political viewpoint of authority, management is expected to make rational decisions, monitor to ensure the decisions are implemented, and assess how well subordinates carry out directives (Bolman & Deal, 2013). Lecturers have a subjective understanding of the curriculum and may implement the child development course inconsistently throughout the community. Division CA has emphasized that the effects of an individual teacher, early childhood lecturer or family worker can outweigh the effect of a particular curricular approach (Division CA, 2007b). The teaching process and content quality have also been emphasized as significantly impacted by an educator (Sheridan, 2009; Pramling & Pramling-Samuelsson, 2011). Agency EC aligns with Division CA's findings as it states

that prior to engaging in new or specialized areas of practice, or returning after a substantial time away from an area of practice, lecturers assess their knowledge and competence and seek appropriate training, ongoing professional learning or other support (Agency EC, 2017). What strategies can be put in place to implement and measure the consistent implementation of the child development course throughout the community?

Current and Future State

The realignment and transfer of responsibility to Division CA was implemented to create an integrated system for children and families (Division CA, 2011). Division CA (2016) indicates that an Act came into effect less than ten years ago and replaced an Act that had been in effect for less than half a century. This shift was significant in the early years sector as early childhood education was observed as a significant component of the education system. In 2010, the provincial government implemented a kindergarten program that was delivered in some communities to children 3.8 - 5 years of age for a full school day rather than half days or three days a week. In 2016, the kindergarten curriculum was revised to align with the community's pedagogy for early years, as this alignment included an adaptation of the four foundations (belonging, well-being, engagement, and expression) of holistic development in early childhood.

Historical Overview of the Problem of Practice

The intent of Organization TP's child development course was to provide families with a program implemented by highly qualified lecturers. The initial program model consisted of several key components that allowed families to spend time with their children and learn essential strategies for optimal early childhood development (Organization TP, 2018a). Over the past

decade, the vision and mandate for the program became overshadowed by the processes required to implement it throughout the community. Several Education Mentors assumed the role since that time and left their educator fingerprint on seemingly insignificant components of the program. Over time, these maniacal changes resulted in the misalignment and unclear direction of the curriculum. New Education Mentors were not informed of the research details and the quests for funding and collaborations with agencies within the community. Many archives were saved or stored by a linchpin who kept the knowledge locked away in a filing cabinet until the roles were passed on.

Lecturers were then recruited and trained on the mismatched fragments of a curriculum but not informed of the origin of the program model, presumably because it was unknown (Organization TP, 2018b). Inconsistent implementation of the child development course by lecturers is believed to stem from the lack of clarity about the program model which informed the development of the curriculum. If lecturers are unclear on the intent of the curriculum components, how can Organization TP assume that the consistent implementation of these components can or will be achieved?

Key Organizational Frameworks

The organizational problem of practice, which is lecturers' inconsistent implementation of a child development course, has been framed with the use of mandated early years educational frameworks.

Division CA (2007) is a framework used to identify areas of development during the years of early childhood. The purpose of this framework is to support lecturers with interpretations of their observations in order to create meaningful educational opportunities that enhance

each developmental domain. A continuum of development is also used, as it outlines the domains of development in great detail, based on specific ages and stages. As discussed earlier, Framework II is of significance to the organization because it is a provincial early childhood framework that supports the focus of the problem of practice through a political lens (Division CA, 2007). Lecturers with varying experiences and qualifications would require extensive training to understand the significance of early childhood development and the connection it has to various components of the organization's child development course. Chandler (2012) supported the intrinsic motivation for training when he indicated that many lecturers who work directly with children do not have the skills and knowledge needed to achieve the child's desired developmental outcomes.

Research. Division CA (2013c) is a collection of research briefs for lecturers who work in early childhood settings. The research includes information related to early childhood development, implementation strategies, and lecturer reflection. Lessons from research about young children related to the power of positive adult-child relationships, the environment as a teacher, pedagogical leadership, documentation, self-regulation, and inclusive early childhood education and care. All these aspects are of great significance to the development and implementation of the organization's curriculum (Division CA, 2013c). The way lecturers view children and families needs to align with the organization's view, since reflecting on a shared understanding and working towards a consistency between what lecturers say and what they do provides a means to strengthen and transform early years programs (Division CA, 2014). Research from Division CA (2013c) emphasizes that lecturers need to work on bringing their practice into alignment with their view of children. This is significant for lecturers and could contribute positively to the chal-

lence of consistent curriculum implementation. As defined by Malaguzzi (1993, p.9), “image of a child” views children as rich in potential, strong, powerful, competent, and connected to adults and other children. A lecturer’s image of the child, family and early childhood is essential to the perspective of the lecturer and the method in which he or she delivers a curriculum, since the most important work a leader in this field can do is to support and promote quality early learning environments for children (Division CA, 2013c). Organization TP’s image of the child must be incorporated into training considerations, since setting out and acting on a strong image of children, families and lecturers has a profound impact on what happens in early years settings (Moss, 2010). Registered Early Childhood Educators (RECEs) are seen as leaders who need a clear statement of the image of the child as a starting point for critical reflection (Division CA, 2014). The process in which lecturers critically reflect on their practices and long-term views is seen as the basis for high-quality early childhood programs (Division CA, 2014). John Dewey, an early childhood theorist, also emphasized that giving careful consideration to one’s practices as a lecturer, as opposed to conducting routine actions, is essential (Dewey, 1993, pp. 4-7). This is compelling to this OIP, as the focus is on the proposed need to explore training as a strategy to increase the consistent implementation of the Organization TP’s child development course.

Learning. Division CA (2014) is a framework that outlines its vision for the quality of early years programs. Learning emphasizes the pedagogy for the early years that is centred on lecturers and their critical reflection of their choices and opportunities they provide to children and families in their programs (Division CA, 2014). A lecturer’s role was said to be “multidimensional and their value was seen as something that could not be overstated” (Division CA, 2013b, p. 19). Lecturers would need to develop the ability to reflect critically and to use their re-

flections to enhance the quality of the curriculum. These skills would need to be further developed in the form of curriculum training for lecturers within Organization TP. Lecturers are said to learn more about their educator fingerprint or professional identity from self-reflection on their practices, values, and beliefs, and many decisions are based on underlying beliefs (Leeson, 2010). The foundation of belonging, well-being, expression, and engagement are embedded in Division CA's goal for children and the expectations for programs (Division CA, 2013a). This holistic view aligns with the overall organizational goal for families to be self-sufficient today and in the future (Organization TP, 2018a).

If the problem of practice were framed through Cawsey, Deszca, and Ingols (2016) theory, it would be described as a social constructivism worldview. The origin of social constructivism is derived from an early childhood theorist, Les Vygotsky (Sanrock, 2010). Social constructivism emphasizes the knowledge that is constructed based on the perspective or understanding of a society's culture and context (Derry, 1999; McMahon, 1997). The intent of the problem of practice is to identify the professional learning needed to improve the consistent delivery of the organization's child development course in Organization TP. A belief shared with the Division CA (2014) is that the consistent implementation of a curriculum is influenced by the lecturer's knowledge, beliefs, and past experiences. Cawsey et al. (2016) also stated that individuals develop subjective meanings of their experiences and that these meanings are not just imprinted on individuals but are formed over time through their interactions. As with the recommendations of this OIP, lecturers will need to recognize how their own background shapes their interpretation (Cawsey, Deszca, and Ingols, 2016).

Guiding Questions Emerging from Problem of Practice

When reflecting on an OIP related to strategies that may be required to increase a lecturer's consistent implementation of a child development course, several PoP questions emerge. First, what do lecturers understand about curricular approaches? Katz (2012) described a curriculum as a plan for learning and emphasized that lecturers need to identify what children should learn, when they should learn, how the information is best learned based on development, and how lecturers can determine if the plan is effective, based on assessment results. In the context of Organization TP, educational practices used by families at home are the focus of the child development course (Pelleitier, 2008). Lecturers will need to implement curriculum plans, educational topics, and suggested activities for children in the early years of development (Organization TP, 2018a). Currently, lecturers and families complete individual surveys in relation to their experience within the curriculum, and the Education Mentors assess lecturers' implementation of the curriculum once each year. Surveys are then reviewed by Education Mentors and used to improve the curriculum, based on feedback from lecturers and families. Lecturers do not currently review the feedback from families and do not have direct input on the changes to the program. Education Mentors do not currently have any input into who becomes a lecturer and have limited information about lecturer's knowledge of the curriculum prior to implementation.

Second, what underlying factors contribute to a lecturer's ability to consistently implement the organization's child development course?

Transformational leaders are said to have better relationships with their followers and make more of a contribution to the organization than those who are transactional (Bass, 1990).

This statement will be taken into consideration when determining the many influences that affect a lecturer's perspective when teaching young children. Hankins and Yarbrough (2008) stated that leaders needed to be careful to consider the multiple positionalities that individuals experience as learners. Ollivierre (2016) described these multiple positionalities as the educator's fingerprint. A fingerprint is an intricate imprint unique to each individual and has therefore been defined as the imprint an individual makes on everyone and everything they touch within their organization or educational setting. The challenge that emerges when exploring an individual's educator fingerprint is the ability to determine if the awareness of personal biases, past experiences, and personal values affects views of children and families. The main unconscious bias is the perception that our opinions are based on facts and not adjusted by personal experiences. As a lecturer's in the field of early childhood education, this OIP proposes the argument that educators need to be conscious of their beliefs and acknowledge that each of their fingerprints influences their ability to make unbiased decisions. Understanding that our views are partial and also based on our own perspective is crucial to untainted implementation of Organization TP's child development course (Stremmel, 2012).

Leadership-Focused Vision for Change

The current state of the Organization TP is the lack of consistent implementation of a child development course to children six- twelve years of age and their families. The implemented curriculum has been available to families in the community for over 10 years and has experienced only minor alterations to the content and the length of the curriculum. Unfortunately, the level of training and experience has not been the same for all lecturers, especially those with a general understanding of early childhood. McGillivray (2011) stated that constructing profes-

sional identities and providing early experiences as one enters a profession can be critical. Lecturers receive basic training about the structure of the program and the administrative tasks that are required as part of their roles and responsibilities but do not receive training related the implementation of the curriculum. Division CA (2014) stated that lecturers need to listen, observe, document, and collaborate with others to create an engaging environment.

The future state of Organization TP will be for lecturers to receive relevant training in order to support the consistent implementation. This aligns with Ryan and Northey-Berg (2014), who stated that improvement of knowledge and expertise of the early childhood workforce is the key strategy to ensure children experience a high-quality program. With that consideration, the organization has made the curriculum a priority and the intent is to ensure the child development course is not only available for families in the community but also offers adequate educational strategies and resources to support their children's growth and development (Organization TP, 2015).

Division CA (2007), emphasized that the effect of an individual teacher, early childhood lecturer or family worker on children's progress can outweigh the effect of a particular curricular approach. Sullivan (2010) also emphasized that how we learn is just as important as what we learn. Both notions align with the organization's previously mentioned goal to help members of the community be self-sufficient for today and the future (Organization TP, 2015).

As a result of early years mandates, Organization TP must recognize the significant impact lecturer's qualifications and experience have on early childhood programs. It is proposed that the recruitment process for lecturers be revised to include specific qualifications related to early childhood education, as part of the OIP implementation section (Agency EC, 2014).

Change Drivers

In 2007, Agency EC was appointed as the regulatory body for lecturers in the early years section under Division CA, 2007. This amendment to Division CA changed the way lecturers were seen in the early years sector. In the past, lecturers were not acknowledged for the significant role and impact they have on children and families. The need for change developed as a result of national changes, in the view of children and early childhood education in the early years sector. McShane and Von Glinow (2013) postulate that self-concept, which is having and knowing one's own self-beliefs and have a positive self-evaluation, is an essential competency. As mentioned, Division CA (2007) gave authority to Agency EC to be the regulatory body for an educational profession. Lecturers who work in practice with children and families became regulated and therefore are required to be approved by the agency in order to work in the field (Agency EC, 2014).

Agency EC is a significant change driver, as the members of the Organization TP are required to recruit, provide professional learning opportunities, and train lecturers with varying qualifications and experiences. OECD (n.d.) suggested that improved training and qualification levels raise the quality of interaction and pedagogy. In the past, these lecturers' qualifications may or may not have included an approval from Agency EC. Educating parents on the subject of early childhood is considered to be within the scope of early childhood education practice. Therefore, it will be proposed within the OIP implementation section that the lecturers who implement the child development course will need to be offered continuous professional learning opportunities and training to enhance their skills (Agency EC, 2014).

The program guidelines described in the Division CA (2018) document requires programs to ensure trained lecturers are employed in educational settings to deliver the key program components offered to children and families as these professionals are seen to have specialized knowledge in child development, play and inquiry-based learning (Division CA, 2018). Seidman and McCauley (2011) emphasized that knowledge management requires the sharing of people's knowledge in order to inspire and facilitate inevitable organizational changes. In order to align with provincial requirements, the organization has adopted this lecturer model at the micro- and meso-level in order to train lecturers to implement the child development course to fill an educational gap in the community (Pelletier, 2008).

Organizational Change Readiness Assessment Tools

In order to support the initial change within the organization, the change management model, ADKAR will be considered. As per Hiatt (2006), the ADKAR model provides a primary framework to bring together new and traditional methods of managed change and is instrumental in the diagnoses for failed changes. ADKAR is an acronym for the method used to work through change within business, government or the community. ADKAR represents the components of Awareness, Desire, Knowledge, Ability, and Reinforcement. This model has been chosen to support the organization's transition through this OIP because ADKAR uses a progressive approach to change by first ensuring the need for change is identified (awareness). Once the need for change has been identified, individuals can begin to want the change (desire) in order to move the organization from the current state to the future desired state. Providing all the required information (knowledge) that is needed to be successful is the next step in the ADKAR model. Setting lecturers up for success and giving them the tools to achieve the success (ability) are sup-

ported by this model. The organization would then want to ensure the changes that are made once the future state has been reached become the new standard (reinforcement). The progressive approach that is implemented with the ADKAR model is a beneficial tool used to support an organizational improvement plan.

Critical reflection will also be used to reflect in and on the current practices and methods used to implement the child development course (Division CA, 2014). “Reflection-in-action refers to the reflection on the incident whilst it can still benefit that situation rather than the reflection on how one would do things differently in the future” (Schon, 1983, p.26). Lecturers will use the reflect-in-action method throughout the program while children and families interact and engage with literacy. This will be documented on an electronic database used for the child development course as well as on reflection forms designed by Education Mentors. Reflection-on-action describes reflecting on how practice can be developed (changed) after the event by analyzing what has been done in order to discover how our knowing-in-action may have contributed to an unexpected outcome (Schon, 1983). This method will be used by lecturers once a session has been completed and the children and families have left. Lecturers will then have an opportunity to reflect on the program and determine which strategies were successful or which areas need improvement. The concept of knowing-in-action is using past experiences or similar situations to influence action during a current situation. A lecturer may have delivered the child development course in the past before necessary curricular improvements were made, which may result in the lecturer using his or her knowledge of what used to be a common practice rather than implementing the desired changes to the curriculum. Critical reflection will be used as a tool throughout training to help lecturers identify their disposition and positionality with the curricu-

lum implementation strategies. Sletto (2010) supported this concept when he stated that education of self is the first step in the education of the reflective practitioner.

ADKAR will be used to transition through change and then reinforce changes once they are implemented. This would be in addition to lecturers and Education Mentors critically reflecting on the ability to implement the curriculum consistently. These approaches will compliment Kurt Lewin's (1936) stage theory of change, as the organization unfreezes the current practices, makes necessary changes to the current state, and freezes in the desired practices in the future state.

Lewin's (1947) theory is a change model that endeavours to transition organizations from a current state to a future state. The stage theory of change has three steps: unfreeze, change, freeze (Cawsey et al., 2016). When Organization TP progresses through the unfreeze stage, the Education Mentors will attempt to dislodge current beliefs and create a need for change in order for lecturers to understand there is a need to unfreeze. As it relates to the problem of practice, the organization will need to determine ways in which it can support lecturer's ability to consistently implement Organization TP's child development course. During the change stage, beliefs become fluid and the organization begins to learn new behaviours and processes. Organization TP will be required to develop new processes for lecturers to adhere to, with clear rationale as to why they are enforced. At the freeze stage, change has been completed and the organization has developed and implemented new norms. These norms need to be embedded into the organization's culture to create a new status quo so lecturers do not revert back to their previous state (Lewin, 1947). At this point, the organization will need to ensure the identified changes are understood by the lecturers who will be required to use them. Akbari and McCuaig (2017) stressed

that an integral part of democratic accountability is to monitor, as it is essential for informed decision-making. Due to the fact that the lecturers' area of expertise is early childhood education, the freeze stage has been compared to early childhood education theorist Jean Piaget's concept of accommodation, which describes how new information modifies existing knowledge (Santrock, 2010). The process described by the stage change theory can be used and repeated as the organization continues to change and shift over time, similar to the concept of accommodation as lecturers learn and adjust to new curriculum information through proposed training.

Internal and External Forces Shaping Change

Carter and Curtis (2010) explore the concept of improving a learning environment through intentional lecturer leadership and guidance and emphasizes that a lecturer's implementation of high quality programs for children in early childhood is essential to a child's future success. This external force supports the desire for high quality educational programs for children in early childhood and aligns with this paper's OIP focus on the improvement in the consistency of lecturer's curriculum teaching ability. The idea that a lecturer's influence, as outlined in the Framework II, Research, and Learning early years resources directly impacts the internal forces needed to shape the changes outlined in this OIP. These resources focus significantly on the need to visualize changing the organization's current state, in order to facilitate change for the future state and empower lecturers to create the most effective learning environment for the children they teach.

Conclusion

Education Mentors endeavour to ensure lecturers implement Organization TP's child development course consistently, as per the organization's vision for children and families in the community served. Organization TP's understanding of the problem of practice and the internal and external readiness assessments will shape the next phase of planning and development in order to select the most effective organizational change path.

Transformational leadership and the behavioural approach were introduced as the leadership lens through which Organization TP will implement the proposed Organization Improvement Plan. Dix (2013) indicated that for an organization that wants to create a culture of learning, transformational leadership is an educated choice. Through the aforementioned leadership lens, Education Mentors will move from the current state of the proposed problem of practice, using the change stage theory and ADKAR change management models. Chapter 2 will focus on the leadership approaches and change management models Education Mentors will require in order for Organization TP to be the change it wants to see.

Chapter 2: Leading the Change Organization TP Wants to See

The most important work a leader in this field can do is to support and promote quality early learning environments for children (Division CA, 2013a). The transformational leadership and the behavioural approaches will be explored by Organization TP in this chapter, as the lenses used by Education Mentors to view the stage theory of change and ADKAR change process. These leadership approaches and change processes have been chosen as the tools needed to increase the consistent implementation of Organization TP's child development course.

An analysis of Organization TP, as well as a description of the possible solution to the outlined problem of practice, recruitment and selection, professional development, and performance management. As the organization transforms and Education Mentors lead with inspiration as opposed to authority, ethical considerations will be required as a result of a plan to improve the organization (Simes, 2019).

Transformational Leadership

The leadership approaches chosen for this OIP are transformational and behavioural leadership styles within Organization TP. Transformational leadership will be used to change the current policies, practices, and procedures throughout Organization TP to eliminate educators' inconsistent implementation of a child development course. Organizational TP values the well-being of families in their community and organizational priorities include supporting families to be successful (Organization TP, 2015). Just as Organization TP values the families in the community, it also values the lecturers' sense of worth in order to engage them in true commitment and involvement in the effort at hand (Levinson, 1980). Bass (1985; 1998) stated that transformational leadership can move followers to exceed expected performance, as well as lead to high levels of followers' satisfaction and commitment to the group and organization. Antonakis (2012) claimed that visionary leaders know how to carve the vision into operational compensates that translate into action for all levels of the organization. Ghasabeh and Provitera (2017) agreed with this notion of cultivating an effective culture and emphasized that it would require applying effective transformational leadership within organizations. In the organization's current state, educators' inconsistent implementation of the child development course is leading to poor on-site

performance evaluations observed by Education Mentors, as well as poor family satisfaction with the program (Organization TP, 2005).

Avolio, Bass and Jung (1997) identified the four core components of transformational leadership as measured in the Multifactor Leadership Questionnaire (MLQ) which will be used to describe how transformational leadership will propel change throughout Organization TP. The MLQ evaluates leadership styles, including transformational leadership, from an individual's perspective and the perspective of those who observe their performance (Avolio & Bass, 1991).

The first component, idealized influence, is described as the role model characteristic that transformational leaders are thought to possess (Avolio, Bass and Jung, 1997). Transformational leaders lead by doing rather than by telling (Antonakis, 2011). Education Mentors will need to model the expectations of the lecturer role to successful candidates hired for the position in the future. Lecturers will have to identify how they are expected to implement the child development course to families in the community. Lecturers will be addressed with respect as Education Mentors share the research and theoretical approaches used to enhance the child development course. Education Mentors will need to model how to answer questions families may have about child development, as they answer questions lecturers have during the professional development orientation. Education Mentors will offer this support during their on-site evaluations.

The second core component of transformational leadership, as emphasized by Avolio et al. (1997), is inspirational motivation. Inspirational motivation is what provides meaning and challenge to a follower's work. Authentic transformational leaders are said to inspire and use their influence to empower others (Christine, Barling, & Turner, 2011). Antonakis (2006) claimed that inspirational leadership is leadership that inspires and motivates followers to reach

ambitious goals that may have previously seemed unreachable. With the support of empirical research, Education Mentors can motivate lecturers with the educational outcomes children receive when families are offered support in the early stages of development. Division CA (2014) stated that every lecturer should feel he or she belongs, is a valuable contributor, and deserves the opportunity to engage in meaningful work. Transformational leadership is positively associated with work attitude and behaviours at both an individual and organizational level (Dumdum, Lowe, & Avolio, 2002; Lowe, Kroeck, & Sivasubramaniam, 1996). Tims, Bakker and Xanthopoulou (2011) emphasized that transformational leaders are known to be optimistic, as optimism of the follower mediates the relationship between transformational leadership and employee performance.

When transformational leaders stimulate their followers by questioning, reframing problems, and approaching old situations, these behaviours are labeled by Avolio et al. (1997) as the third component: intellectual stimulation. Knowing what to expect in typically developing children assists lecturers to recognize when a child is experiencing challenges or when his or her needs are not being met (Division CA, 2014). Education Mentors can provide opportunities for lecturers to reflect on their interactions with children and families. Division CA (2014) alleges that through critical reflection, lecturers test long-standing views and taken-for-granted practices and consider new approaches and ways of thinking about their work

The fourth component of transformational leadership is individualized consideration. Avolio et al. (1997) suggest individualized consideration occurs when transformational leaders pay special attention to each individual follower's needs for achievement and growth by acting as a coach or mentor. Bass and Riggio (2006) reported that directive transformational leaders can

encourage follower participation in the change processes involved. Brown and Trevino (2006) found that employees of transformational leaders engaged in less employee deviant behaviour than followers of leaders who were liked but not transformational.

Behavioural Approach

Lecturers in the field of early childhood education are first introduced to the concept of behaviourism in child development. Theorists such as B.F. Skinner and Ivan Pavlov described associative learning such as operant conditioning and classical conditioning where a mental link is formed between two events (Santrock, 2010). According to B. F. Skinner, operant conditioning focuses on positive or negative reinforcement and punishment as a result of an environmental stimuli, as opposed to the involuntary reaction to a stimuli, as in classical conditioning (Martorell & Kruk, 2014). Skinner, as restated in Santrock (2010), theorized that desirable consequences (reward) and the removal of undesirable consequences have an influence on one's behaviour, just as much as punishment would condition one to refrain from a behaviour. Pavlov's theory of classical conditioning refers to the reflexive response that is elicited by a stimulus that did not originally generate a response (Martorell & Kruk, 2014). Ivan Pavlov's breakthrough experiment using a dog was seen as the foundation for the discovery of classical conditioning, when the dog salivated when hearing a bell rather than seeing food (Santrock, 2010).

Another learning theorist, Albert Bandura (1977), established the social learning theory which outlined the concept of observational learning, where children learn from watching the social cues of those around them. Like children, lecturers can watch and learn from Education Mentors and children. Taylor and Hamdy (2013) described their learning theory as instrumental, as it focuses on the individual experience and includes the behaviourist and cognitive learning

theories. Early childhood behaviour theories explore the continuum of development as far back as Locke and Fraser (1894), who introduced the notion that each individual is a blank slate, *tabula rasa*, debating whether nature or nurture has influenced our dispositions and temperament (Santrock, 2010). The age-old nature verse nurture argument seems to have evolved into the question whether leaders are born or made, as explored through the lens of behavioural leadership. These concepts contribute to the on-going debate about whether learning styles are fixed or flexible and the extent to which they are determined by context and community (Coffield, Moseley, Hall, & Ecclestone, 2004). The growth and flexibility of one's learning style or mindset will be explored during the change implementation plan, to inform Education Mentors' problem of practice solutions. (Dweck, 2016).

In consideration of Skinner, Pavlov, and Bandura's theories related to an approach similar to cause and effect to changing one's behaviours, Organization TP may want to apply the notion of measuring and documenting observable outcomes through tasks and interactions. Northouse (2016) has argued that leaders, as seen through the behavioural lens, act on both task and relationship behaviours. He stated that task related behaviours are those focused on achieving objectives and behaviours that build relationships and help leaders to have a sense of belonging with those around them. Pascal (2009) reiterated that high-level goals and outcomes set out for children using provincial frameworks need to be planned, managed, implemented and monitored at the local level, working in partnership with boards of education and other community stakeholders. Ghasabeh and Provitera (2017) suggested that coaching from transformational leaders can have a critical role in improving interpersonal and social skills. For these reasons, the behaviour-

al leadership approach was chosen to complement the transformational leadership of Education Mentors to increase the consistent implementation of the child development course.

The support of the transformational leader and the intentional tasks of the behavioural approach to leadership may be the movement towards the improvement Organization TP requires to solve their problem of practice (Division CA, 2013b). Unlike transformational leadership, behavioural leadership has no real connection to performance outcomes, although followers have higher levels of satisfaction (Northouse, 2016). Detert and Burris (2007) provided evidence that change-oriented transformational leadership predicted job performance at the unit level.

Stage Change Theory Framework

The proposed frameworks utilized to lead Organization TP's change process will be Lewin's (1947) stage change theory and Hiatt's (2006) ADKAR change management model. As briefly outlined under the section titled Organizational Readiness for Change, Lewin's (1947) change model was introduced as unfreeze, change, refreeze process. This three-step process has been labeled as the classic or foundational approach to managing change (Cummings, Bridgeman, & Brown, 2016). Levasseur (2001) pointed out that Lewin's (1947) three-step change model is seen as the most powerful tool in a practitioner's tool box. Armstrong (2006) explained the unfreeze step of the model as disturbing the present stable equilibrium which supports existing behaviours and attitudes. The change step was then said to develop new responses based on the new information compared to Piaget's concept of accommodation, and finally lead to the refreeze step where change stabilization occurs (Armstrong, 2006). Lewin's model has been used to implement change management for many years in leadership and has been chosen because it is simple and easy to understand. Lewin has also been praised for the visual language and displays

the action leaders should take (Status, n.d). This same simplicity, however, has been criticized as overly simplifying the change process (Cummings et al., 2016). Child (2005) also critiqued Lewin's idea of "refreezing" as inappropriate due to the perceived rigidity of the steps in a world that requires flexibility and adaptation. There have also been concerns that there is no process to address individuals who are resistant to proposed changes (Status, n.d.). Incremental change using Lewin's model, as opposed to reactive organization change, would support lecturers' transition from the unfreeze to the refreeze step. Given the challenges with ongoing incremental change, employees need access to adaptive resources, free-flowing information, and personal support from managers, whereas managers need employees' support in fine tuning these changes and attaining high levels of work effort (Caldwell, Herold, & Fedor, 2004; Weick & Quinn, 1999).

ADKAR

There are overlapping themes between the Lewin's change model and Hiatt's ADKAR change management model. Like the three-step change model, ADKAR is goal oriented and describes change in a sequential process. The overall concept of ADKAR is that people change organizations, and successful change occurs when they align with organizational values (Warrilow, 2009). Each letter of the ADKAR acronym illuminates the corresponding levels individuals will transcend through towards change. According to Hiatt (2006), in order for Organization TP to successfully change the individuals who make up the organization, the leaders will be required to know there is a need for change (awareness), want to make the change happen (desire), know what change is required (knowledge), learn how to make the desired changes (ability), and be able to retain the changes (reinforcement). In alignment with the initial first step in the ADKAR

model, Armstrong (2006) stated that an awareness for the need to change is the beginning of the whole change process. Compared to Lewin's model, the unfreezing of the status quo brings the journey through the change process in order to finally refreeze. Lewin's model is referred to as simple or easy to use but it has also been noted that ADKAR is easily adapted to different organizational structures or settings (Status, n.d.). Both models seemingly offer incremental change on an organizational level and would need to consider the fact that individuals may experience uncertainty as the number of internal changes increase (Rafferty & Restubog, 2010).

Organization TP has experienced educators inconsistently implement their child development course despite organizational mandates and performance requirements. Lecturers of varying qualifications and experiences do not put the curriculum into practice, as required. Using the concepts from the models outlined above, an eclectic framework for change will be developed. The awareness for change is of great significance, as applicants and future lecturers need to know reasons for a change to the way curriculum is implemented in the current state. The first proposed change will be to the recruitment process and the selection of lecturers, prior to the revision of required professional development. Upon hire, before professional development opportunities are offered, the desire to move towards the new curriculum objectives will be established. Both new and existing lecturers will need to desire the changes together, based on the outcomes set out for families with children. At this point, Lewin's model for unfreezing would be introduced. As outlined in Table 1, ADKAR provided the awareness and desire prior to the unfreezing of past beliefs and the onset of the change step. During the change step, lecturers will also require information about the new child development process in line with the knowledge ADKAR stage. Throughout the change step, lecturers will need to be provided the opportunity to

adjust and continue to progress through the changes. Once the freeze stage has been implemented by Education Mentors, it will be time for lecturers to reinforce all the changes that have been made and create a new organizational normal.

Table 1
Stage Theory of ADKAR Change

Unfreeze	<ul style="list-style-type: none"> • Dislodge beliefs or assumptions • Ensure the need for change is identified
Awareness	<ul style="list-style-type: none"> • Individuals can begin to want the change in order to move the organization from the current state to the future desired state.
Desire	
Change	<ul style="list-style-type: none"> • System recognize and enact new approaches and responses. • Provide all the required information that is needed to be successful. • Setting individuals up for success by providing them the tools to achieve success.
Knowledge	
Ability	
Freeze	<ul style="list-style-type: none"> • Adapt and develop new patterns and habits after change. • The organization would then ensure the changes that are made once the future state has been reached become the new normalized.
Reinforcement	

Note. This table represents components of the stage change theory of the ADKAR model. Adapted from “Principles of Topological Psychology.” By K. Lewin, 1936: New York, McGraw-Hill. Adapted from “ADKAR: A Model from Change in Business, Government and our Community,” By J. Hiatt, 2006: Prosci Learning Centre.

Critical Organizational Analysis

Organization TP will be analyzed using a gap analysis to identify the gaps that have been recognized between the current state and future state of the organization. A gap analysis describes the visible and invisible space between an organization’s current and future state. It also outlines the identified areas of improvement and the steps that will be taken to bridge the gap

between what the organization envisions and what the status quo is (Kumar & Phrommathed, 2005).

Organizational Analysis

Organization TP currently operates a program for families of children from six to twelve years of age within the community. The program is available for all families to enroll in twice a year for five-month sessions. Sixty lecturers are recruited, selected, and trained by the community support department and placed at one of thirty locations within the community. Lecturers who were recruited throughout the year are placed in a location of their choice. They are provided with a child development course designed by Organization TP and are trained by Education Mentors. Currently, less than ten percent of lecturers are qualified early years professionals (Organization TP, 2017c). During the five-month sessions, Education Mentors respond to inquiries and provide additional curriculum materials via phone, email or on-site evaluations. Education Mentors conduct on-site evaluations once per location throughout the year, unless additional curriculum materials are required. During an on-site evaluation by an Education Mentor, lecturers are observed while implementing the child development course and are then provided with a report containing anecdotal observations and implementation recommendations, if applicable. During the on-site evaluations, Education Mentors have an opportunity to identify the educators' inconsistent implementation of the child development course. Lecturers have been observed to either follow the provided curriculum schedule or improvise using their own content that does not align with the approved curricular approach. At times, the provided materials that enhance the approved curriculum content have been observed to not be used or be used incorrectly. Qualified lecturers have been observed to engage families and support inquiries about child development;

however, unqualified lecturers have avoided such conversations and referred families to the Education Mentor for further information. Unfortunately, in addition to the above mentioned individual variables, inconsistencies in the child development course implementation have been observed throughout the thirty locations. The family enrolment rate at each location is between twenty-eight percent. This number varies based on the lecturer's qualifications, the implementation of the curriculum, and environmental factors, such as the weather during the time of the program (Organization TP, 2017c). Once on-site evaluations are completed, Education Mentors file each lecturer's site evaluation report. Educators' inconsistent implementation of the child development course has been observed by Education Mentors during lecturers' interactions with families. The varied knowledge, skills, abilities, and qualifications of lecturers have also been indicated as areas of concern by both Education Mentors and families. Lecturers and families can offer program feedback to Education Mentors or directly to Organization TP through online questionnaires. Once availability has been confirmed, lecturers are placed in one of thirty locations within the community for the next five-month session (Organization TP, 2017b).

The desired state for Organization TP is the consistent implementation of the child development course within the community for the developmental well-being of children (Division CA, 2014). The board has a vested interest in the program's enrolment, and professional development opportunities for lecturers are seen as return on investment that informs the continued allocation of funds from the organization's budget (Organization TP, 2015). Chandler (2012) reported that many lecturers who work directly with children do not have the skills and knowledge needed to achieve desired developmental outcomes. In order to transition from the current state, Organization TP will plan to revise the recruitment and selection process, enhance the profes-

sional development opportunities offered to lecturers, and revise the methods used for performance management. These changes will need to be made in order to increase the number of hired qualified lecturers from 10% to 50%. This will be in addition to the increase in family enrolment from between 20% and 80% to 50% and 90%. (Organization TP, 2017c). It is believed that the early childhood lecturer workforce is an invisible organizational issue. During recruitment, the number of applications for a posted lecturers' role may appear as though candidates are uninterested, but it may, in fact, be a result of the low availability of qualified lecturers the community (Organization TP, 2017c). Ryan and Northey-Berg (2014) stated that improving the knowledge and expertise of the early childhood workforce has been seen as a key strategy to ensure children experience a high quality program. Division CA (2017) also stated that a workforce strategy is required due to the fact that many-organizations have experienced difficulties in recruiting and retaining qualified early years professionals. As a result, wage enhancements were created by the government to better compensate early childhood lecturers and early years professionals for their work.

Possible Solution to Address the Problem of Practice

The Education Mentor has the agency to make changes to the child development course and to propose and implement recommendations to senior levels of management. The three proposed solutions to a problem of practice, which is lecturers' inconsistent implementation of a child development course, explored in this section are recruitment and selection, professional development, and performance management.

Solution 1: Recruitment and Selection

Organization TP recruits and selects up to thirty lecturers annually to implement the child development course within the desired community. Lecturers can choose to continue teaching within the program throughout the year or to take a leave after each five month series. Lecturers who choose to take a leave influence the number of lecturers required to teach at the thirty program locations within the community (Organization TP, 2005).

Lecturers are currently recruited through job postings placed on internal and external organizational websites, external job posting websites, and external job banks, as approved by senior management. According to Moroko and Uncles (2008), given the significant employment brand Organization TP has created for itself as a reputable employer, recruitment and interest in the role of a lecturer is successfully achieved when desired by the organization (Organization TP, 2005). Employer branding is the marketing perception of an organization and it can also be seen as the perceived employment satisfaction of potential applicants (Moroko & Uncles, 2008). Lecturers are selected, interviewed, and hired by Organization TP's human resources department based on a job description of minimum qualifications for the role. Education Mentors then train newly hired lecturers, based on their job description (Organization TP, 2015). The minimum qualifications include age of majority, clear vulnerable sector check, and experience with children (Organization TP, 2017). Under the current recruitment and selection model, all individuals who apply for the lecturer role are selected and interviewed for the role. In addition to the catch-all selection process, there are no predetermined core competencies required when targeting potential candidates. Upon further investigation of this process, it was also determined that the six situational interview questions were not relevant to the position and thus unrelated to the lectur-

er role and the desired knowledge, skills or experiences needed in the successful implementation of the child development course (Organization TP, 2016).

Education Mentor's evidence-based anecdotal notes, as well as lecturer and parent feedback, have concluded that the qualifications of the successful candidate and his or her knowledge of child development are predictors of the consistent implementation of Organization TP's child development course (Organization TP, 2016). Applicants who do not have a diploma, degree in early childhood education or equivalent, in addition to experience with children from age six to twelve, have not been proven to possess foundational knowledge of children during these early years of development. As a requirement under the early childhood education program standards set out by the provincial government, graduates are to possess the vocational skill to design and implement quality play-based, early learning curricula and programs that support the learning needs of individuals and groups of children, as well as their families (Division CA, 2012). As an Organization TP standard, graduates must be able to evaluate and revise the curriculum, make regular observations and analysis of children's development (Division CA, 2012). This lack of early childhood knowledge has limited the individual's ability to understand the essential components of the program, in addition to informing families of the significance of the delivered curricular approach. Moroko and Uncles (2008) referred to the need for skill, expertise, and knowledge of the lecturer as sources of value to the organization and to the families.

In order to increase the consistent implementation of the child development course, Senior manage would need to approve the allotment of time for Education Mentors to collaborate with human resources to revise the current job posting methods and job descriptions when recruiting applicants. Education Mentors currently do not have the authority to make changes to

the recruitment and selection process as it is out of the scope of their role. Education Mentors would recommend the job descriptions need to emphasize the early childhood qualifications essential to execute the role successfully. These qualifications will consist of post-secondary degree or diploma in early childhood education and field experience with children (Organization TP, 2017). In addition, since the role does fall into the scope of practice as set out by Agency EC, candidates will need to confirm their registration with Agency EC and ensure they have a certificate of registration, as required under this professional designation (Agency EC, 2014). Division CA (2007) defines the practice of early childhood education and protects the public interest and the integrity of the early childhood education profession by stipulating that “no person shall engage in the practice of early childhood education or hold himself or herself out as able to do so unless the person holds a certificate of registration issued under this Act” (Agency EC, 2017, p. 3). Applicants who do not have credentials in early childhood education or equivalent, and do not have a certificate of registration in good standing issued by Agency EC will not be invited to an interview during the selection process (Agency EC, 2014). Once the revised job description has been created in collaboration with human resources, the Education Mentor will be required to submit the final draft to the unit administrator for review and to the unit manager for final approval. If any additional changes are to be made to the job description, the unit administrator will request the Education Mentor to make revisions in consultation with human resources before final approval will be granted.

The foreseen benefits of intentional candidate selection through specific qualifications and job relevant interview questions developed by Education Mentors and approved human resources will reduce the learning curve that is currently required when training lecturers on in the

implementation of the child development course. Pascal (2009) professed that the program quality that young children experience depends on lecturers who are far more than technicians implementing a prescribed set of activities driven by generic learning standards. Professional development will be the second solution explored in the next section of this OIP. Lecturers with no early childhood background do not understand the significance of the program and the communication skills required to ask and answer development related questions they may receive from families in the community (Organization TP, 2005). A barrier to this proposed solution is that the applicants Organization TP will target for hire are in high demand within the early years sector. Division CA (2017) acknowledged that many programs have experienced difficulties in recruiting and retaining qualified early years and child care professionals to provide programming that is culturally responsive and meets the needs of all children. Although it would seem insignificant to hire all interested candidates, however this recruitment strategy comes at a considerable cost to the quality of the curriculum delivered to families. The on-going personal contact lecturers have with families is said to have a great deal of influence over the way in which the curriculum and Organization TP are viewed in the community (Dowling, 2001; Kennedy, 1977; Henkel, Tomczak, Heitmann, & Herrmann, 2007; Stuart, 1999).

Once approved by senior management and Organization TP's human resources department, Education Mentors will need time to develop structured interview questions that give applicants the opportunity to reflect on experience or specific situations relevant to the delivery of the early childhood program (Campion, Pursell, & Brown, 1988). Pulakos and Schmitt (1995) reported that interviews need to be organized with both experience-based and situational interview questions that are job relevant and developed after and through analysis of the posted posi-

tion. These authors went on to state that experience-based interview questions were the best predictor of future job performance as they are past oriented, whereas situational interview questions are future oriented. According to Organization TP (2017a), the six interview questions currently used consist of general inquiries about the applicant's experience with conflict, time management, and interactions with children. The ambiguity of the questions provides no indication of the role the candidate will or is expected to assume. Schmidt and Roger (1999) emphasized that properly preparing for interviews and asking appropriate questions are essential for successful in-person screening of applications. Similar to the approval process for the revised job descriptions, senior management and human resources will need to approve the interview questions after the unit administrator has reviewed the draft recommended by the Education Mentor. Once the human resources department provided approval and the recommendations have been considered by the Education Mentor and unit administrator, the final document can be submitted to the unit manager for approval and implementation. Education Mentors need to ensure human resources schedules on-site patterned interviews for all applications, during which interviewers ask relevant questions about experience, self-evaluations, and behaviour. Education Mentors would recommend human resources close with an opportunity for the applicant to gain insight about the organization (Learning, 2017). Champion, Pursell, and Brown (1988) stated that in addition to the job analyses used in the development of the interview, applicants will be asked the same questions based on anchored rating scales and interviewed by a panel using a consistent interview process. Taylor and Hamdy (2013) stated that behaviour theories are the basis of many competency-based curricula and training programs.

Recruitment and Selection Plan, Do, Study, Act Cycle

Once the organization's plan of action and revisions have been finalized for the recruitment and selection, the process will be implemented during the fall, winter, spring, and summer. In the do stage of this change cycle and during the recruitment phase, revised job descriptions will be used to inform job postings, both internally and externally, on the organization's website. During the selection phase, the applicants with early childhood education qualifications or the equivalent will be invited to the organization's main office for an on-site in-person panel interview. Interview questions, as mentioned above, will be relevant to early childhood education, the child development course, and the objective and desired outcomes of the program. As the changes are studied, and upon completion of interviews with a panel which would be proposed to include Education Mentors and a recruiter from human resources, the panel will meet to review the interview answers and scores. Successful candidates will be chosen from those of the applicants who achieved a predetermined minimum interview rating score. During the act stage of this cycle, if the panel finds there are no candidates who meet the minimum score, a review of the interview structure and questions will be conducted and necessary revisions will be made. As the role of an Education Mentor is not to recruit and select lecturers, the proposed solution would be presented as recommendations. The scope of the Education Mentors role would allow for the most significant organizational improvement in the form of professional development.

Solution 2: Professional Development

Professional development or training is currently offered to lecturers hired to implement the child development course designed by Education Mentors. When lecturers are hired, after the recruitment and selection process, a schedule is planned for an on-site introduction to the course

and required duties of the role. Lecturers are offered professional development designed and delivered by Education Mentors in groups of twenty to thirty participants (Organization TP, 2005).

The current professional development created as an introduction to the course does not include the key components of the child development course, the rationale or the intent for the selection of educational information, or resources that are offered to families with children (Organization TP, 2005). According to Division CA (2012), lecturers should be provided with an opportunity to engage in reflective practice, develop learning goals, and maintain an ongoing professional development plan in accordance with evidence-based practices in early learning and related fields. Sivan and Chan (2009) claimed that the interaction between trainees and teachers contribute a great deal towards enhancing professional development and regains attitudes, skills, knowledge and self-reflection.

Although Education Mentors would benefit from extensive knowledge and qualifications in early childhood education, adult education, professional learning, and educational leadership, Organization TP's practice has not required them to have the above mentioned qualifications. These qualifications are common for adult learning professionals in order to design and deliver program training to newly hired lecturers (Organization TP, 2018a). Varying experiences during teaching practicums or training affect the lecturers' or trainees' views about their professional development needs (Mtika, 2011). The concept of andragogy, principles of adult education, and learning styles are not currently considered when professional development is designed and offered to lecturers hired by Organization TP (Organization TP, 2005).

Knowles (1984) theory of andragogy was developed specifically to address adult learning. Adult learning programs like that of Organization TP's lecturer introduction need to allow

participants to be self-directed. According to Knowles (1984), andragogy makes the following assumptions about the design of learning: adults need to know why they need to learn something, adults need to learn experientially, adults approach learning as problem-solving, and adults learn best when the topic is of immediate value. Adult learning principles have evolved to include learners being responsible for their learning, actively engaged in their learning, provided with opportunities to interact with peers, and opportunities to apply what is being learned (Caffarella & Daffron, 2013). Education Mentors will need to be incorporated into the foundation of all the professional development opportunities created for lecturers at Organization TP. Previously identified as an ineffective approach used in Organization TP's professional development, the rationale and intent of the course are not shared with lecturers but will be incorporated with the support of adult learning professionals. Education Mentors are not required to seek approval but will need to inform the unit administrator of the desired collaboration with adult learning professionals within the organization.

Adult learning professionals will also guide the Education Mentors' understanding of various learning styles. The course introduction is currently conducted prior to lecturers' delivering the child development course and implementing the acquired knowledge, skills or abilities. Due to the fact that professional development is provided but not well understood by Education Mentors, the application of training content at stated intervals has not been enforced or used as a strategy to retain information after professional development (Heathfield, 2018). Jonassen and Grabowski (1993) described the individual learning styles that have been considered predictors of successful learning: learning outcomes may be fostered or taught in many different ways through the use of different micro-level and macro-level strategies, different forms of instruction

require different learning aptitudes, abilities, styles or preferences, and learning outcomes are affected by the form of instruction.

Agency EC's learning program as set out by Division CA (2007) complements and formalizes the ongoing learning in which many approved lecturers participate every day. Supporting ongoing professional learning is important to lecturers who specialize in early childhood and is also a required procedure as set out by Division CA (2014) for early years settings in a Canadian community. It is an essential part of the culture of the profession and an integral component of both professionalism and leadership in the field of early childhood education. The learning program is a framework and formal process to help approved professionals increase their knowledge and skills and ensure quality professional practice throughout their careers. It also communicates to employers, families, and the public that approved professionals are members of a distinct profession that values ongoing professional learning (Agency EC, n.d.).

The revision of current professional development practices will benefit Organization TP in achieving its desired goal for the consistent implementation of a child development course. Although beneficial, it is less worthy of attention than the need to recruit and select qualified lecturers prior to offering the proposed professional development opportunities. Well trained lecturers with no qualifications in early childhood will not benefit the integrity of the program. Effective lecturers and those who lead and mentor them are reflective learners themselves who have a passion for the success of their learning and deep respect for their individual differences (Pascal, 2009).

Solution 3: Performance Management

Lecturer's performance is managed by Education Mentors during on-site program evaluations (Organization TP, 2015). They visit each location twice per year to observe lecturers implementing the child development course for families with children (Organization TP, 2018a). Education Mentors observe and document interactions between lecturers and families, as they discuss child development and offer families educational strategies and resources. Documentation during the evaluation includes five spaces to checkmark if a program component is observed to be implemented and a blank text box for anecdotal observation (Organization TP, 2005). On-site evaluation reports that contain minimal performance context or in-depth curriculum expectations are then provided to lecturers as a future reference. Reports are not viewed by the unit administrator, manager or department director, nor are they used to discuss the areas of improvement the lecturers require in order to be awarded another teaching opportunity for the next series. Reports are not reviewed by Education Mentors to assess the lecturers' ability to apply orientation training, as discussed under the proposed professional development solution. Furthermore, lecturers do not formally evaluate or gather data about the program or desired outcomes for children and their families. Pascal (2013) emphasized that effective accountability means we need to know whether programs are helpful. Program and system evaluation requires gathering data on a population basis – putting together the results of all the children in a neighbourhood or a school to see how they are doing.

Division CA (2012) reiterated the fact that lecturers are to be able to design, implement, and evaluate inclusive and play-based early learning curriculum and programs that support children's holistic development and are responsive to individual children's and groups of children's

observed abilities, interests, and ideas. Education Mentors will be required to develop a lecturer site visit report that will be completed after observations have been made. The report will need to incorporate the performance and curriculum implementation expectations for the role of lecturer, based on the job description utilized at recruitment. Sullivan (2010) reinforced the idea that one's development as a lecturer will be affected by how much an individual examines and integrates his or her experiences, values and beliefs. This notion also aligns with Wee and colleagues (2014), who described the mastery of knowledge related to child development and curriculum content as being of great importance to lecturers who are required to use the curriculum in practice and apply new teaching skills in various settings.

The development of the on-site report will require time to determine what aspects of the role will be assessed and why. Division CA (2014) continues to remind lecturers that a process for critical reflection, learning, and growth is the basis for high-quality programs. Final approval will require the administrator to review the submitted draft before implementation. An assessment of lecturers' on-site observations and their compliance with the expectation of the role will be then used to determine if lecturers are a good fit for the program. The intent is to gradually remove the false positive individuals who may have met the requirements at recruitment but are not successful once in the role for which they were hired (Edenborough, 2007).

Performance management seems secondary after the intentional recruitment and selection of lecturers for Organization TP. Although professional learning will support the further development of lecturers, and performance management will ensure the desired candidate has been selected and hired, these proposed solutions still do not outrank recruitment and selection process. The most qualified individual is the individual who needs to be trained and managed

after hire. If the most qualified candidate is not sought after or hired, training and management will be less effective. The Association of Canadian Deans of Education (2013) recognizes that lecturer knowledge is a vital component to effective education for early learners and their families.

From a political standpoint, Organization TP should ensure recruited and selected lecturers are chosen in accordance with provincial government program standards, early childhood education standards of practices, and staff qualification requirements for children six to twelve (Division CA, 2015). The implementation and delivery of Organization TP's child development course falls under Agency EC scope of practice and those participating in the scope of practice must have recognized qualifications and adhere to an *Act* (Agency EC, 2017). Failure to adhere to the above-mentioned laws will result in disciplinary actions enforced by Agency EC, which include monetary penalties for the individual if convicted of professional misconduct (Agency EC, 2014). Continuous implementation of the status quo and failure to align with laws related to the quality assurance of early childhood program practices could result in the reduction of participation and enrolment in the program from families in the community (Organization TP, 2016).

A Transformational Education Mentors, will focus on the integrity of the program through the improved child development course and the selection of lecturers chosen to support families and children in the community (Bass & Steidlmeier, 1999). As the course was developed with based on principles and theories in child development, qualified lecturers will be encouraged by the desired learning outcomes that extrinsically motivate them. Lecturers will also be motivated by the observed results that add to the intrinsic satisfaction teaching offers those fortunate enough to educate others, especially children.

Leadership Ethics and Organizational Change

The leadership approaches that will be applied throughout the implementation section of this organizational improvement plan will be transformational and behavioural leadership put into effect through a political view related to education, children, and families. Transformational and behavioural leadership will be the approaches used to carry out the stage theory of change and ADKAR change management models. Ethical consideration will need to be made, as the change models transition from a plan to an organizational practice, with the guidance of Organization TP's transformational Education Mentors. The moral caliber of members is seen to be largely determined by people in positions of leadership (Kanungo & Mendonca, 1996).

Learners' experiences are shaped by their context and community is developed by situativity theory, as discussed by Duvivier and Artino (2011). Education Mentors are individuals in their own right, with beliefs and values similar to the educator fingerprint. This leader also takes those attributes from past experiences into leadership roles (Ollivierre, 2016). Transformational leaders should be morally uplifting, according to Burns (1978), as their morality and ethical behaviour are said to set them apart from other forms of leadership (Bass & Steidlmeier, 1999). This concept of morality will be critical during the unfreeze step of Lewin (1947) change model as this is when leaders are trying to rationalize why the status quo is no longer Organization TP's vision and why it has evolved. Kanungo and Mendonca (1996) stated that honesty is not a matter of policy but of virtue. If leaders resort to dishonesty about why the organization is changing or where the vision will lead its lecturers, it may extend the length of the change step and may even sabotage the final freeze steps in the process. A violation of trust in organizations will prompt verbalization, such as angry and sarcastic remarks by personnel, especially if trust has been pre-

viously entrenched throughout the organizational level (Williams, 2006). Violation of trust in an organization is said to be less forgiving than in a relationship (Butts, 2008). Eacott (2013) argued that the more individuals are involved in acting out the decision-making process, the more likely they are to comply with the decision. Trevino and colleagues stated that as a moral person, the ethical leader is supposed to possess personal characteristics such as honesty, integrity and trustworthiness (Trevino, Hartman & Brown, 2000). The concept of virtual ethics aligns with this thought, as it is related to the predisposition of his or her personal character, which develops over time and results in virtuous habits of action (Donlevy & Walker, 2011).

Kanungo and Mendonca (1996) believed that the leader's vision inspires and articulates the organization's mission. Sinek (2014) also concluded that we need to create a generation of leaders who believe an organization's success is based on leadership excellence. Organization TP's senior levels of management must invest time and attention in ensuring that Education Mentors demonstrate awareness and understand the overall vision for the organization and how the direction of the unit will be impacted or will impact this overarching vision (Hiatt, 2006). When this concept was explained in the context of lecturers and children, it was stated that lecturers ultimately decide what goes into their classrooms (Division CA, 2013a). Thus, the curriculum for each age group or the messaging for the change has been developed; however, similar to the administrators, the lecturers decide how it is delivered. This knowledge is essential when implementing ethical change as a guiding principle for various levels of the organization (Kozar & Marcketti, 2008).

Conclusion

After Education Mentors view the stage theory of change and the ADKAR change process through a transformational leadership and behavioural approach, Organization TP must begin to make these frameworks operational. The shift from proposed change framework to implementation, evaluation, and communication of the desired change process will be explored in the final chapter of this Organization Improvement Plan. In order for Organization TP to step towards change, a plan for implementation will be developed by Education Mentor.

Chapter 3: Stepping Towards Change

Change is inevitable, change will always happen, but you have to apply direction to change, and that's when it's progress (Baldwin, n.d.). For a lecturer at Organization TP, change is a daily occurrence when working with children. As described through the Stage Change Theory and ADKAR change management model, Organization TP will outline a plan for transitioning from the current state of lecturers' inconsistent implementation of the child development course to the desired future state of on-going consistent implementation. Lecturers will not only need organizational support to become aware of the need for change and desire to change, but they will also require the knowledge regarding how to change and what skills or behaviour will need to be learned or enhanced. Staff needs opportunities to acquire new information and support to upgrade and continue to improve their skills, knowledge, and curricular approaches (Division CA, 2015). Each lecturer's ability based on the ADKAR model will be significant to the implementation plan for the proposed Organizational Improvement Plan. Education Mentors will be responsible for the implementation of the change process described as change management solutions in Chapter 2. Based on an analysis of Organizational priorities, Organization TP will explore professional development, evaluation, and the overall communication plan to begin stepping towards change.

Change Implementation Plan

As described in Chapter 2, Education Mentors explored possible solutions to Organization TP's problem of practice. The proposed change plan required Organization TP to transition from the current state, lecturers' inconsistent implementation of the child development course, to

the desired future state of consistent course delivery which will include three main priorities: the development of a learning plan, the delivery of professional development opportunities and the assessment of the application of the professional development competencies. The final change implementation priority will be discussed under the Monitoring and Evaluation section of this chapter. Transformational leadership and behavioural approach will be the lens through which Education Mentors and adult learning professionals will view each priority. Implementation is said to happen in stages, and that common elements of implementation are used across these stages (Metz, Naom, Halle, & Bartley, 2015).

Table 2
Change implementation plan

Solution for Change: Professional Development					
Strategy for Change: Lewin's Stage Change Theory/ADKAR					
Goals/Priorities	Implementation Process	Implementation Issues/Limitations	Supports/Resources	Stakeholders/Personnel	Timeline
Develop professional learning plan	<ul style="list-style-type: none"> Develop professional Learning plan using adult principles and individual Learning styles. 	<ul style="list-style-type: none"> Professional development requires time to research, develop, design, and deliver. Availability of adult learning professional through the development phase. Education mentors knowledge of adult education. 	<ul style="list-style-type: none"> Internal adult learning professionals Education mentors Adult education resources Child development course research Communications department for printed professional development materials 	<ul style="list-style-type: none"> Senior/Middle Management Education Mentors Adult Learning Professionals 	3 months
Deliver professional development opportunities	<ul style="list-style-type: none"> Deliver professional development opportunities which incorporates the key component of the child development course, the initial and rationale for implementing the course to families with children from birth to six years of age. 	<ul style="list-style-type: none"> Determining available space to facilitate to 20-30 lecturers per session. Preparing branded professional development materials in time for delivery Availability of lecturers to attend professional development prior to the beginning of the child development course. 	<ul style="list-style-type: none"> Internal adult learning professionals Education mentors Professional development technology/devices (laptops, projectors, software) 	<ul style="list-style-type: none"> Senior/Middle Management Education Mentors Adult Learning Professionals Lecturers Community Members 	6 Hours per session for 20 participants.
Assessing the application of professional development competencies	<ul style="list-style-type: none"> Education mentors can assess knowledge prior to, during and after professional development 	<ul style="list-style-type: none"> Lecturers complete assessment of their learning before, during and after professional development. 	<ul style="list-style-type: none"> Online evaluations tool 	<ul style="list-style-type: none"> Education Mentors Lecturers Community Members 	Immediately following professional development

Note. This table outlines the professional development change implementation for Organization TP's problem of practice. Data for ADKAR model from Hiatt (2006) and for Stage Change Theory from Lewin (1947).

Professional Learning Plan

Senior management will provide Education Mentors with a three-month design and development timeline to create a professional learning plan, with the internal support of adult learning professional within Organization TP. Education Mentors will ensure the components of the Change Implementation Plan are within the child development course budget and the required timelines. Table 2 outlines the Education Mentors' change plan to ensure the effective deployment. Smith, Ham, and Weiler (2011) stated that profound experiences, which can be intense and personal, can significantly change perspectives and have an impact on people's lives. Adult learning principles and individual learning styles will be incorporated into the professional learning plan, because of the connection experiences have on one's educator leadership fingerprint. Sullivan (2010) also recognized that the feelings of competence and incompetency affect one's leadership development. Each Education Mentor is the sole staff member responsible for the implementation of the OIP for Organization TP. Lecturers play a significant role in moving the change forward as leaders on the front line, but the accountability for the progress and monitoring of the changes are the responsibility of Education Mentors (Organization TP, 2005}.

The first month will consist of Education Mentors and adult learning professionals to gather research information on the periods of development, influences of development, issues of development, and theories of psychoanalytical, learning, cognitive, and contextual development in early childhood (Martorell & Kruck, 2014). Senior Manager's budget approval during the development phase will not exceed the existing salary budget for Education Mentors or adult learning professionals. The periods of development outline the various developmental milestones children transition through from age six to twelve during middle childhood. When incorporating

the influences of development, Education Mentors will include the age old debates to determine if heredity and the environment have the most impact on development (Martorell & Kruck, 2014). The issues that will be discussed throughout the child development course will focus on the nature vs. nurture and the continuous vs. discontinuous debates on the influence of development. Ensuring lecturers understand the theoretical aspects of child development research, Education Mentors will be introduced or re-introduced to psychoanalytic theorists, such as Sigmund Freud and Erik Erikson; learning theorists, such as Ivan Pavlov, B.F. Skinner and Albert Bandura; cognitive theorists, such as Jean Piaget and Lev Vygotsky; and contextual theorists, such as Urie Bronfrenbrenner (Martorell & Kruck, 2014). The theorists mentioned above have had significant influence on early childhood education and have been included in the child development course because it provides lecturers with a foundation in the study of children from conception to adolescence.

During the second month of the development phase, Education Mentors and adult learning professionals will design the professional learning plan to incorporate the principles of adult education and individual learning styles. Knowles (1984), adult learning assumptions were discussed in Chapter 2 of the Organizational Improvement Plan. These concepts were characterized as the foundation for the professional development opportunities that will be presented to lecturers within Organization TP. Adults need to know why they need to learn something, they need to learn experientially, approach learning as problem-solving, and they learn best when the topic is of immediate value (Knowles, 1984). Durning and Artino (2011) also argued that knowledge, thinking, and learning are situated in experience. Lecturers will be informed by Education Mentors of Organization TP's key priorities and the reason for the structure of the child development

course, as previously mentioned by Caffarella and Saffron (2013). Organization TP is mandated to support the needs of the community and to do so, have designed, developed, and delivered the child development course within the community at no cost to families (Organization TP, 2015). As per the assumption that adult learners need to learn experientially and approach learning as problem solving, Education Mentors and adult learning professionals will add various tasks and activities into the professional learning plan. Education mentors will provide lecturers with child development information in the form of professional development and after each 15-20 minutes of information sharing, designated time will be offered to lecturers to apply their knowledge in the form of related problem solving tasks and activities. Finally, lecturers will know why the provided information is relevant to their professional growth and educational learning journey, also known as the “what’s in it for me” form of extrinsic motivation (Kourilsky, 1995). Extrinsic motivation originates from the external factors that influence an individual’s behaviour (Hinkle, 2016).

Kolb’s (1976) 4 stage cycle of learning will also be included during the third month of the professional learning plan. This cycle includes: diverging, assimilating, converging, and accommodating styles of individual learning. Diverging is described as looking at things from different perspective, assimilating occurs when an individual learning involves a logical processes, converging is the ability to solve practical problems, whereas the accommodation learning style is said be a more hands on approach (McLead, 2017). The intent of incorporating Knowles and Kolb’s concepts into the learning plan is to ensure lecturers-experience these seminal events as just one part of their overall disposition toward deep, lifelong learning (Kroth, 2016). This form of multi-

ple-intelligence-inspired practices provides promising approaches for effective teaching and learning (Birchfield et al., 2008).

Keeping the adult learning assumptions, learning preferences, and the behavioural approach in mind, Education Mentors will need to motivate lecturers to become aware of the need to unfreeze from their current method of implementing the child development course and transition into the desire to change their practices (Hiatt, 2006; Lewin, 1947; Northouse, 2016). This task will be achieved through the development of a series of scenarios and interactive discussions between lecturers and Education Mentors. This approach would satisfy Kolb's (1976) accommodation learning style, as it provides the opportunity to engage in hands-on learning. The current structure of the child development course does not include the historic research or theoretical background of child development, which has been noted by Education Mentors as one of few limitations.

Limitations

The limitations of the professional learning plan include the required timeline as set out by senior management, the availability of the internally sourced adult learning professionals, and Education Mentors' knowledge of adult education. There are no financial limitations identified at this time, as senior management has ensured the child development course is an organizational priority based on community needs.

Senior management has provided a three month timeline to complete the development and design of the professional learning plan. The timeline is being acknowledged as a potential limitation or implementation issue because the objectives sound achievable in a given timeline when it is months away (Brown, 2018). As Education Mentors consider their role, they must

collaborate with adult learning professionals within Organization TP during the design and development phase. This collaboration is due to the fact that not all Education Mentors have knowledge or qualification in adult education. Education Mentors will need to ensure at the end of the third month that the professional learning plan developed with adult learning professionals is clear and that the roles and responsibilities of the Education Mentor are known going forward, signalling the end of the design and development phase and the beginning of the delivery of professional development opportunities phase (Morgan & Brenig-Jones, 2016). Education Mentors will determine the collaboration schedule with adult learning professionals and provide progress updates to unit administrators throughout the three month design phase.

Professional Development Opportunities

Education Mentors will be required to deliver the professional development opportunities created with adult learning professionals within the professional learning plan. Reflecting on the notion presented by Sivan et al. (2009) the interactions between Education Mentors and lecturers contribute a great deal towards enhanced professional development regarding attitude, skills, knowledge, and self-reflection. The connection between the relevant child development theories and Organization TP's course content will need to be explained when facilitated by Education Mentors throughout the professional development sessions outlined in the professional learning plan, in order to provide lecturers with the knowledge they will need to shift their current implementation methods (Hiatt, 2006). As previously mentioned, this knowledge will be derived from child development resources embedded in the course materials and used throughout the early years sector, in addition to the processes and areas of significance to Organization TP (Organization TP, 2015). Gupta and Rous (2016) indicated that changes made in educational practices re-

quire a shift in beliefs. Education Mentors will mitigate this shift by ensuring that lecturers understand Organization TP's vision and priorities, as new materials, behaviours, and practices are three dimensions that lead to change (Organization TP, 2015; Gupta & Rous, 2016).

The professional development sessions will be established by Education Mentors and adult learning professionals over the five-day period for a maximum of thirty lecturers. Each session will be held for six hours, including breaks and a lunch period. Senior management will be required to approve the selected items for participant meals during each session. The budget for meals does not exceed that of the current child development course budget and has been previously approved by senior management as an incentive for lecturers during professional development opportunities. Approval is sought for Education Mentors' proposed menu items that will need to be reconciled after each session. The annual unit budget already accounts for Education Mentors' salaries, course materials, professional development materials, and the use of meeting rooms (Organization TP, 2005). Day 1 will be the introduction to the session. Education Mentors will use activities to introduce themselves to lecturers who have been recently hired and reconnect with seasoned lecturers. Days 2-4 will outline the structure and flow of the child development course, based on the concepts and theories previously mentioned. Education Mentors will breakdown each concept and provide lecturers with images, charts, videos, and educational resource summaries to enhance each family's learning. Explaining why a new practice is being implemented and helping lecturers consider the benefits to children will further validate the time invested in the change and the adjustment to related practices (Fullan, 2007). Day 5, the final day of the professional development session, will focus on content review and application. Education Mentors will review each concept of the child development course with lecturers and de-

termine which aspects of Organization TP's vision, intent, and rationale for the program have been retained. As transformational leaders, Education Mentors will endeavour to create a growth mindset environment, and praise lecturers for their participation in the process (Dweck, 2016).

In order for Education Mentors to determine each lecturer's individual ability to change, as described by Hiatt (2006), and to successfully transition through the change stage of Lewin's (1947) process, Education Mentors will demonstrate the desired method of engaging with children and families during Organization TP's child development course. Dweck (2016) emphasized that personal ability grows through hard work, learning as the growth mindset changes the meaning of effort. A growth mindset approach aligns with the belief that lecturers need to acknowledge their educator leadership fingerprint and the disposition they bring to Organization TP. Education Mentors will foster the mindset that lecturers can grow and evolve through the proposed changes to the child development course. Lecturers will be seen as lifelong learners who are competent, capable, and rich in their own experiences to move Organization TP from the current state to the desired future state (Division CA, 2014). Education Mentors will use demonstration to support the rationale for each key component of the child development course and as a strategy to reduce defects in performance (Hassan, 2013). During the session, as displayed in Figure 3, Education Mentors will sit with lecturers in a boardroom style seating arrangement to mimic how lecturers will sit with families during each delivery of the course.

Lecturers need to understand why they are conducting each component of the course in order to be motivated to deliver the Organization TPs provided course material, as required. Inspirational motivation is leadership that inspires and motivates followers to reach ambitious goals that may have previously seemed unreachable (Antonakis, 2012). This will be reinforced

through opportunities for self-reflection and the goals lecturers create as part of their learning program. Education Mentors will guide lecturers as they implement their own goals to reduce professional and program related limitations that may be identified.

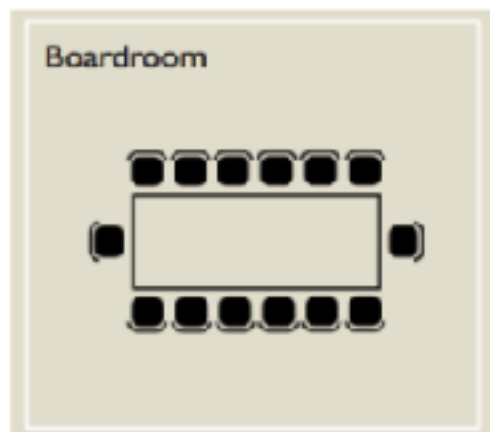


Figure 3. A boardroom style seating arrangement.

Limitations

The limitations of the delivery of the professional development opportunities are the availability of the thirty lecturers, professional development document branding, and the available time between hiring the lecturers and the start of the child development course.

Up to thirty lecturers are recruited and selected twice a year throughout the community. When planning sessions to deliver professional development opportunities, Education Mentors must schedule each session based on the availability of the lecturers. Unit Administrators will be required to provide additional administrative support for the scheduling, as coordinating twenty to thirty individuals for six hours sessions twice a year can be a daunting task. Education Mentors will ensure schedules are set based on three provided session weeks to ensure all lecturers are accounted for and can attend the each session. After being hired in late fall, lecturers who are not available to attend a session prior to the start of the winter child development course will

need to wait until the second five-month course in the fall. The branding of all course materials will be approved by Unit Administrators and ready for the professional development session. Education Mentors will design the required documents and finalize all printing with the administrative team. Given the fact that that course runs twice a year, there is a two month timeframe to deliver the professional development to newly hired and experienced lecturers. Education Mentors will be responsible for the delivery of professional development, in addition to the monitoring and evaluation of the change process.

Change Process Monitoring and Evaluation

Once the professional learning plan has been established and the professional development sessions have been delivered to the proposed twenty to thirty lecturers, Education Mentors will assess lecturers’ knowledge before, during, and after each session. This section of the OIP will describe how Education Mentors will accomplish these assessment internals through the use of the Plan, Do, Study, Act as the underlined cycle for each section of the change process monitoring and evaluation. Table 3 illustrates the short, medium, and long term goals that will be used to implement change.

Table 3
Overview of Short, Medium and Long Term Goals

	Short Term <i>2-3 Months</i>	Medium Term <i>5 days-Bi-Annually</i>	Long Term <i>4 Hours-Bi-Annually</i>
Goals	Education mentors and adult learning professionals will develop professional learning plan using adult principles and individual learning styles.	Deliver professional development opportunities which incorporates the key component such as child development research, psychoanalytic, learning, cognitive and contextual theories with children from six to twelve years of age.	Education mentors monitor and assess knowledge through online evaluations, on-site evaluations and a learning program after professional development opportunities.

Note. The overview outlines the change process and implementation goals.

Before Professional Development - Short Term Goal

During the “Plan” component of the cycle, the knowledge, skills and abilities of each lecturer is first assessed during the recruitment and selection period. Individuals are hired based on the core competencies and minimum qualifications for the role of a lecturer (Organization TP, 2017a). A lecturer’s core competencies include foundational knowledge of children, significant research, and theorists. Mtika’s (2011) description of the quality of entrance requirements is being compared to the recruitment and selection for employment because it is essential to the consideration and the status of the teaching profession. Lecturers must also possess the skills to demonstrate and explain the alignment between development and play-based learning when offering resources to families (Division CA, 2012). In addition to the recruitment assessments, lecturers’ knowledge, skills and abilities as related to Organization TP and their child development course are evaluated by Education Mentors at the beginning of the professional development sessions in the form of interactive activities. Online polling systems are used to ask lecturers questions created by Education Mentors to determine the percentage of lecturers who are familiar with a topic or term and to what degree. Lecturers’ feedback will remain anonymous during professional development and will be used as a baseline for lecturers’ knowledge. Education Mentors will emphasize the aspects of child development as foundational learning for lecturers, as they transition into each session.

During Professional Development - Medium Term Goal

In the “Do” component of the cycle, the readiness for change will be assessed by Education Mentors before and during the delivery of professional development. Readiness for change

is described as a process that developmentally increases an organization capacity and willingness to engage in a particular activity (Peterson, 2013).

Each of the five professional development sessions delivered by Education Mentors will be six hours in length, on an unsalaried basis consistent with the compensation provided to lecturers during the child development course. After child development topic has been presented, Education Mentors will provide online quiz questions. Lecturers will be able to view each question on a projector screen and answer anonymously through their devices with a code known only by Education Mentors. Education Mentors will use the answers and suggestions for enhancement submitted through the online quiz to assess who needs more resources or support with the revised child development course. Perception and processing information are said to be the focus in the mental and psychological processes of the mind, known as the cognitive learning theories (Taylor & Hamdy, 2013).

Education Mentors will facilitate experimental learning, which focuses on developing competencies and practicing skills, as they create and organize learning experiences (Taylor & Hamdy, 2013). The educator leadership fingerprint, will explore each lecturer's positionality and dispositions, as they reflect on the experiences that shape them (Ollivierre, 2016). Knowledge is constructed and filtered through our language, experience, belief systems, and assumptions (Kroth, 2016). Lecturers will complete a series of personal questionnaires created by Education Mentors that will be used as a reflection tool. Duvivier et al. (2011) stated that using reflection and feedback as a tool to develop both knowledge and skills provides valuable insight for educators helping students develop autonomous learning.

Division CA (2013c) has described the learning environment as the third teacher. Education Mentors will ensure the learning environment allows for a growth mindset for lecturers and lecturers will ensure the learning environment does the same for families because student motivation can be strongly influenced by the educational environment and their frame of mind towards learning (Kusurkar & Ten Cate, 2013).

After Professional Development - Long Term Goal

According to Brown (2018), post-evaluation feedback is essential and it will commence during the “study” component of the cycle. After Education Mentors deliver the professional development sessions, they will provide lecturers with online evaluations, on-site evaluations, and a learning program. Taylor and Hamdy (2013) focused on individuals’ understanding of who determines outcomes and how the outcomes will be measured. Education Mentors will assess lecturers’ ability to implement Organization TP’s child development course consistently, based on the desired course outcomes (Organization TP, 2018a). Morgan and Brenig-Jones (2016) termed this process, “tollgate review check,” in which Education Mentors ensure each component is completed correctly.

Online evaluations. This form of evaluation will consist of program-related questions and critical reflections which can be used to challenge learners’ beliefs to reexamine their long-held presuppositions (Mezirow, 1995; Brookfield, 2000). These approaches are considered to be a component of the transformational learning theory which aligns with the leadership approach used by Education Mentors throughout the change process. Online evaluations will be sent to lecturers via email at the end of the session on day 5. Email will contain a weblink to an online database that allows individuals to create and assess evaluation questions electronically. Elec-

tronic or written resources are seen as active or facilitative supports, which are used to improve the rate of implementation success, when led by qualified professionals (Sugai, O'Keefe, Horner & Lewis, 2012). Education Mentors will lead the use of an access to electronic databases and resources through computers, devices, and virtual correspondence methods, such as email or web-based access.

On-site evaluations. This form of evaluation that is conducted by Education Mentor at each location where child development course is offered was first discussed in chapter 2. Education Mentors go on-site to observe each lecturer twice a year during each of the five-month course intervals, as part of Organization TP's performance mandate (Organization TP, 2005). On-site evaluation reports will contain specific performance competencies and in-depth curriculum expectations. Reports that include the required areas of improvement for each lecturer will then be reviewed by the Unit Administrator, manager or department director, in order for lecturers to be awarded another teaching opportunity for the next course session. Anderson (2010) added that qualitative research is useful to policymakers because it often describes the settings in which policies will be implemented. Metz et al. (2015) also emphasized that the opportunity to dialogue about implementation issues and successes with senior management enables the continuous examination and improvement of early childhood practices, programs, and systems.

Anecdotal notes that are documented by Education Mentors during the on-site evaluation will be discussed in great detail with lecturers. On-site evaluation reports will be reviewed by Education Mentors to assess the lecturers' ability to apply the information provided in the professional development sessions, as outlined under the proposed professional development solution. Education lecturers will be required to review and use data to make decisions that are said to im-

prove the practice or program (Metz, Halle, Bartley, & Blasberg, 2013). Lecturers will be required to formally evaluate and gather observed data about the program by completing pedagogical documentation about children and their families.

Organization TP will obtain informed consent for families of children enrolled in the child development course. Informed consent has been defined as the capacity and opportunity to ‘say or express yes’ to participation in research (Bourke & Loveridge, 2014). Education Mentors and lecturers need to consider that making in-the-moment observations during the course can be a liberating tool but also a way of ‘listening in’ on children’s lives and an unwanted ‘intrusion’ (Clark & Moss, 2011). Education Mentors and lecturers will not include names or personal identifiers, such as gender, in field observation. Lecturers will not include children’s names, family members or gender-specific information in their observations. Observation will be strictly anecdotal in nature, based on action or how material was used by children. Soft computer copies of observations will be stored in password protected files, with access being granted to Education Mentors and the lecturers who authored the observation. Hard copy written observations will be reviewed by Education Mentors and the lecturers who authored the observations, then sealed and stored in a locked storage cabinet. Access to the locked storage cabinet will be limited to Education Mentors and senior management.

Learning program. Agency EC (n.d.) learning program will be a tool used by lecturers to determine their learning goals. As mentioned in Chapter 2, the learning program will be incorporated over and above the lecturers’ reflective online evaluation and the on-site evaluation report completed by Education Mentors. Lecturers will choose less than five written goals that they will implement throughout the year (Agency EC, n.d.). Education Mentors will discuss each goal

during on-site evaluations and allow lecturers to decide what they would like to share and how they will action each goal. Dweck (2016) indicated that the focus should be on the desired future state rather than the current state, as our basic human abilities can be grown. Once Education Mentors know what changes need to be implemented, they will be required to consider how the changes will be communicated to senior management, middle management, lecturers, and community members. The next section will address the plan for communicating the need and process for Organization TP’s proposed changes.

Plan to Communicate the Need for Change and Change Process

The communication plan for the proposed changes to Organization TP’s child development course will be conducted in the “Act” portion of the cycle and is based on the stakeholders. Table 4 displays all the individuals that will be impacted by the changes and need to be informed by Education Mentors of the many changes.

Table 4
Overview of Internal and External Stakeholders

	Internal Stakeholders	External Stakeholders
Senior Management	<ul style="list-style-type: none"> • Divisional Directors • Department Directors 	-
Middle Management	<ul style="list-style-type: none"> • Unit managers • Administrators • Adult Learning Professionals • Education Mentors 	-
Front Line	<ul style="list-style-type: none"> • Lecturers 	-
Community Members	-	<ul style="list-style-type: none"> • Families with children from six to twelve years of age

Note: A list of Organization TP’s internal and external stakeholders.

Senior Management

One month prior to the three-month professional learning plan phase, senior management will approve the proposed changes to the child development course and solicit the support of the adult learning professionals. Senior management and adult learning professionals have provided pre-approval for this collaboration and will need to review the proposal and the steps moving forward. Senior management will be provided with soft copies of the proposed changes to the child development course and approve the changes or offer recommendations. Once obtained, the support of adult learning professionals will commence. During this period, senior management will also approve the budget for the delivery of the professional development sessions and the phases of change that will be presented to lecturers via email and on Organization TP's website.

Middle Management

After the professional learning plan has been completed, members of middle management will review the submitted draft and approve the finalization of documents that will be distributed to each lecturer. Education Mentors will draft the communication and administrators will review the phases of change correspondence emails and website content before the information is sent to lecturers. Education Mentors will be responsible for ensuring adult learning principles and learning styles are reflected throughout the communication of the course changes, as well as the professional learning plan, as set out by the adult learning professionals.

Frontline

Lecturers will receive written correspondence via email regarding the proposed changes to the child development course. Written correspondences will be sent to the lecturers up to six

months before the launch of the child development course. Lecturers also receive info-graphs outlining what will the upcoming changes and the rationale. In addition, lecturers will be informed about who will be affected by the change, the timeline for the changes, and what the next steps will be moving forward.

Community Members

Organization TP's external website will be used to communicate changes to families in the community. During the month prior to the professional learning plan phase, a display page outlining the intent to enhance the child development course will be available. Once the professional learning plan phase has been completed and the proposed changes have been approved, a high level overview of these changes will be available on the Organization TP's external website for community members. Website tag-lines such as "did you know..." and "what can you expect" will be used to attract the attention of webpage viewers. Upon completion of the professional development sessions, and prior to the onset of the two five- month child development courses Education Mentors will provide community members with the dates for the program and names of the lecturers who will support them throughout the year via Organization TPs website and email. Education Mentors connect with community members and begin to develop a supportive relationship when they contact Organization TP to enrol in the child development course. It is through this relationship that Education Mentors build understanding of each family's journey through child development and provides opportunities for next steps and future consideration that can be used for continuous program enhancements.

Conclusion

An Education Mentor discovered a problem of practice related to lecturers' inconsistent implementation of Organization TP's child development course. That discovery lead to the development of an organization improvement plan using the stage theory of change and ADKAR change process, through the lens of transformational leadership and the behavioural approach.

Clark and Moss (2011) stated that knowledgeable, responsive and reflective educators are essential. With careful consideration of lecturers' educator leadership fingerprint and the impact one's positionality and dispositions have on professional identity, Education Mentors were able to develop a plan for communicating the implementation and evaluation of the proposed professional development problem of practice solution. A distinction been was made between educator understandings and the teaching techniques required for next steps and the effective implementation and future considerations for the child development course (Blandford & Knowles, 2009).

OIP Conclusion, Next Steps, and Future Considerations

Organization TP will have to determine next steps and future consideration as a continuum of growth and enhancement of processes. The section below will outline how Education Mentors will recommend the review of internal and external stakeholder feedback and external professional development opportunities.

Internal and External Stakeholder Feedback

Upon completion of the professional development session twice a year, lecturers and families will be given the opportunity to provide Education Mentors with feedback.

Lecturers and families will be given an optional survey for the components of the child development course. The survey which is being used as a form of quantitative research will consist of a structured questionnaire and will include a space for open comments or suggestions for improvement. Organization TP will maintain confidentiality of all surveys and will not share survey data or use any data in research with personal identifying information. Surveys will be stored in password protected soft computer files, and hard copies will be stored in locked storage cabinets, with access granted only to Education Mentors and senior management. Anderson (2010) professed that qualitative research may assist with understanding the nature of educational problems in order to provide insight. As discussed in the introduction to this paper, Education Mentors and lecturers have their own leadership fingerprint, which may directly influence their perspective on the data collected. Research quality is said to be heavily dependent on the individual skills of the researcher and easily influenced by the researcher's personal biases and idiosyncrasies (Anderson, 2010). Surveys will be offered in a paper or online format and a variety of languages will be provided on the last day of each child development course. Exit surveys will be offered to families that are unable to continue in the course for the duration of the five months.

External Professional Development Opportunities

In addition to the professional development created and offered by Education Mentors of Organization TP, external opportunities will be explored. Lecturers will be encouraged by Education Mentors to participate in webinars, conferences, workshops, community or reflective practices (Agency EC, n.d.).

Webinars, conferences and workshops will give lecturers the opportunity to choose a child development or early years topic they would like to explore further. Webinars are learning programs that require a visual attendance while conferences and workshops can be in-person events held for the day or over several days. As discussed previously, lecturers can choose the above-mentioned forms of professional development, as identified in their learning program.

Community practices consist of in-depth discussions and opportunities to share with others in the field of education, as a social process (Williams-Newball, 2014). Nicoll and Edwards (2012) declared that changing workplaces requires us to develop ourselves.

Reflective practices, as discussed in chapter 1, are considered one's own experiences in order to grow professionally as a learning process, not a battle between a current and a future state (Division CA, 2014; Dweck, 2016). This aligns with the belief that Education Mentors, lecturers, and families are experts in their own experiences (Ollivierre, 2018). Individuals that reflect on their own practice have been identified as highly reflective practitioners, with a high degree of overall teacher quality (Taylor & Hamdy, 2013). Therefore, Education Mentors and lecturers will use self-reflection as a form of program enhancement data to help Organization TP step towards change. Sinek (2014) powerfully stated that organizations are not managed out of crisis or through change, they are led. Education Mentors and lecturers of Organization TP will be the leaders of the desired change, each step of the way.

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