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WESTERN UNIVERSITY

Effect of Principal Leadership on Shaping Teachers' Collaborative Instructional Practices

by

Katie Maxwell

AN ORGANIZATIONAL IMPROVEMENT PLAN

SUBMITTED TO THE SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES

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EFFECT OF LEADERSHIP ON TEACHER PRACTICE

Abstract

Principal leadership in schools is a critical factor in promoting student success. The *Ontario Leadership Framework* (2012) posits that school leaders are critical to the development of exceptional teaching, excellent schools, and enhanced student achievement. Principals as lead learners must work collaboratively with teachers to foster a climate for continual professional learning and improved pedagogical practice. In Ontario, school principals are tasked on a daily basis with the dual challenge of leading the professional learning of teachers while overseeing a multitude of managerial responsibilities for operating a school. Supporting principals to address this dichotomy of challenging tasks is required. The problem of practice (PoP) that will be addressed in this OIP is the lack of participation of school staff in engaging in collaborative instructional learning opportunities to improve student achievement. As principal, how can I shape my instructional leadership practices to become a more effective principal in order to support and build capacity within the school? How can I use my role as a Board Leadership Development Strategy committee member to aid in building capacity with principals about effective school-based leadership? This organizational plan (OIP) utilizes the principles of shared and servant leadership to develop sustainable solutions for change. In addressing the change process, the Congruence Model of Nadler and Tushman (1989), will be used to evaluate the organizational change process and guide administration and staff towards conceptualizing and leading change at the school level.

Keywords: collaborative, pedagogical practice, principal leadership, student achievement

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Executive Summary

Strong school leadership requires a clear and compelling vision for education that can adapt and transform in times of change. Improvements in pedagogical practice to strengthen student achievement can only be achieved when people and resources are mobilized to collaboratively support that change. Effective school leaders are integral to fostering successful schools and we can gain significant understanding when we analyze their leadership approaches, behaviours, and impact as they interact with all school stakeholders. Leithwood (2012) suggests that school leaders not only need to provide direct assistance to the instructional improvement efforts of their staff but they also need to foster the conditions to support and enable such efforts. When we examine the role and impact of principal leadership in schools, we can provide principals with a greater awareness of the importance of their leadership role in schools to improve student achievement.

The problem of practice (PoP) that will be addressed in this OIP is the lack of participation of school staff in engaging in collaborative instructional learning opportunities to improve student achievement. As principal, how can I shape my instructional leadership practices to become a more effective principal so that I can help support and build the capacity of staff within my school? How can I use my role as a Board Leadership Development Strategy committee member to aid in building the capacity of principals about effective collaborative leadership practices which impact school action plan goals?

The problem of practice is centered around an educational organization in southern Ontario. Principals in this organization are challenged with balancing competing demands including school operational practices, ongoing accountability to a spectrum of stakeholders, working with diverse student populations, fostering a culture of high expectations and

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collaboration, as well as being the lead learner and instructional coach. The PoP is examined through two dominant leadership approaches, servant leadership and shared instructional leadership (Cerit, 2009; Greenleaf, 1977; Muijs & Harris, 2007; Neumerski, 2012; Sergiovanni, 1984). Both approaches aim to involve the active collaboration between principals and teachers on curriculum delivery, instruction, and assessment. They seek to provide direction to principals to improve student achievement through school change.

In seeking to address the PoP, theoretical framing through the lens of Bolman and Deal and Senge's (2006) learning organization model will outline the disciplines that are critical to the success of an educational organization where all stakeholders participate in shared learning and leading. Nadler and Tushman's (1989) Congruency Model will be utilized to outline a framework for the change implementation plan. The change process will be communicated to school and board stakeholders and monitored through cycles of the PDSA model.

In order to advance the integrative change process for this OIP, the priority will be to focus on principles and qualities of both collective and individual efficacy between the principal and teachers within the school. Supporting priorities to strengthen student achievement in all schools and build the capacity of principals' leadership practice will also be explored through the agency of the BLDS committee. Ongoing analysis of change leaders' attributes and behaviours as key driving components to influence change will be necessary to maintain momentum of the long-term implementation steps within the school organization.

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Acknowledgments

Education and schooling have been woven into the fabric of my life for as long as I can remember. From listening to the stories of my grandmother, Laura McMillan, a young teacher working in rural Ontario in a one-room school house, to being a student in more schools than I can count; the foundational knowledge I carried with me at my core was that I would be an educator. As I reflect upon my journey in education, first as a student, then a teacher, and now a principal, I still find joy in the possibilities that learning brings each day. I have been inspired along the way by teacher colleagues, supportive administrators, and of course, incredible children who never cease to amaze me with their wisdom, passion, and sense of intuitiveness. In many ways, it is through these interactions that have led me to completing the highest honour, doctoral work at Western University.

To the faculty within the Doctoral Program (Ed.D.) at Western University, I wish to express my sincere gratitude for all of your direction and advice. You shaped me into a reflexive scholar-practitioner who nurtured an idea for an organizational problem of practice and guided me through theory and research to the creation of this final product.

To my husband, Paul, and children, Emma, Cameron, and Sarah, for your support and permission to follow this journey with all of its ups and downs. It has been a long road that has taken me away from you and our family time together. I am eternally grateful for your patience and understanding these past three years ~ the end is in sight and I hope my journey inspires your journey in pursuing your own academic dreams.

To the amazing colleagues that I work with on a daily basis in my capacity as principal, you never cease to inspire, challenge, and surprise me with your dedication and love for educating children. Thank you for letting me be a member of this incredible team!

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Acronyms

BLDS	Board Leadership Development Strategy
CDSB	Central District School Board
EA	Educational Assistant
ELL	English Language Learner
GTA	Greater Toronto Area
HPPS	Harrison Park Public School
OIP	Organizational Improvement Plan
OLF	Ontario Leadership Framework
PDSA	Plan, Do, Study, Act
PLC	Professional Learning Community
PoP	Problem of Practice

Chapter 1: Introduction and Problem

Organizational Context

In the educational setting in which I work, principals are tasked with the dual challenge of leading the professional learning of teachers within their school while overseeing the numerous managerial responsibilities of operating a school. These responsibilities include scheduling, budgeting, building maintenance, staffing, school safety, etc. As a school leader, I believe the principal sets the tone for the entire school and that the principal's leadership approach affects the school's climate for professional learning, as well as responsibility for promoting deep student learning and critical thought. Principals play an integral role in being the architect for leading collaborative learning communities, in order for teachers to prepare students for the world where global learner competencies are demanded. Leithwood, Seashore, Anderson, and Wahlstrom (2004) state, "It turns out that leadership not only matters: it is second only to teaching among school-related factors in its impact on student learning" (p. 3). Effective school leadership is essential for principals to cultivate so that they manage successfully both the demands of managing the building while shaping the instructional practices of staff.

Chapter 1 will examine the organizational context of the school I am principal of and the board of education we are a part of in southern Ontario. As a school leader, I bring a leadership perspective to my work. This perspective influences how I interact with staff, view the change process, and how I cultivate my school to be a learning center where all adults and children are supported to continue growing, learning, developing, and thriving. An emphasis of Chapter 1 will be on fostering a deeper understating of how school leaders can attend to the learning and development of others, as required to influence student achievement.

The problem of practice I have selected to focus on is connected to my leadership role as both a school principal and a Board Leadership Development Strategy (BLDS) committee member. Both roles have shaped my leadership practice and have challenged me to support the professional learning of both teachers and fellow administrators at the school level. School leaders can grow and strengthen their range of practices and personal leadership resources over time, when they are provided opportunities to grow and be supported by fellow colleagues (Ontario Leadership Framework, 2012).

I am the principal at Harrison Park Public School (HPPS) (a pseudonym), a mid-sized elementary school with over 50 staff members. HPPS is located in a school district in southern Ontario, the Central District School Board (CDSB, a pseudonym). There are more than 80 schools within the district. Student enrollment exceeds 40,000 students.

All district public schools implement the Ontario provincial curriculum and each school is unique in demographics and socio-economic attributes, depending on where they are located within the district. Schools in the southern areas of the district tend to be more diverse with ethnic groups widely represented from around the world. There is also a small population of Indigenous families in the southern part of the district. The schools located in the northern areas of the district tend to be predominantly European descendants. There is also a higher population of Indigenous students as there are two reserves located in the northern part of the district.

In 2017, I was invited to become a member of the BLDS team in order to convey the experiences and challenges of being a new principal to the committee. In addition, I was encouraged to highlight educational research and resources I was engaged with as a result of the work I was doing as a Doctor of Education candidate at Western University. The BLDS committee is led by the Associate Director and Superintendent of Leadership Development. Our

team is comprised of ten individuals, including both new and tenured principals and vice principals. Our mandate is to embed educational research and practical learning into developing training and professional learning modules for aspiring, new, and tenured vice principals and principals within the board. The BLDS initiatives are funded by allocated money from the Ministry as well as topped up by funds from the Ontario Principals' Council.

In the spring of 2017, a number of structural changes occurred in the board including the appointment of a new Director and Associate Director to the Admin Council. Seven Supervisory Officers remained appointed as members of the Admin Council. Together, the Director, Associate Director, and Supervisory Officers represent the senior leadership team for the school district. They are responsible for structuring the board's goals, making decisions about Ministry directed initiatives, aligning board policies and procedures, and overseeing the education of 51,000 students. With the appointment of a new Director and Associate Director, the hierarchy of the Admin Council shifted to a more vertical structure, closely mirroring a simple hierarchy structure as outlined in Bolman and Deal (2013). In this structure, two individuals have authority over specific areas of the Supervisory Officers' work. All information and decisions flow through the Director and Associate Director. As a principal observing the interactions between the members of the Admin Council and having experiences with this new hierarchical structure, the Admin Council is portraying itself to be a very formal structure. Participants within the hierarchy refer to each other formally, by their titles, in conversations at principal meetings, board meetings, and in all correspondence. This change of hierarchical structure is a distinct difference from the previous Admin Council. The hierarchy of the previous Admin Council was represented more closely as a star network structure as outlined in Bolman and Deal (2013). The star network hierarchy structure is representative of each member of the Admin

Council having an equal opportunity to communicate with the Director, Associate Director, and with each other. Having had the opportunity to attend a former Admin Council meeting, I observed what appeared to be a collegial team approach to dialogue and decision-making among its members. The senior leaders at the table referred to each other by their first names, they each equally had the opportunity to communicate with one another, and information seemed to flow freely around the table. This sense of collegiality was definitely embodied in larger gatherings such as at principal meetings and in system wide email communications. Relationships seemed both encouraged and strong, with a trickledown effect to the principals within the board. I believe that the social and cultural contexts of our district have experienced significant change based on the hierarchical and personnel changes made within the senior leadership team.

Under the direction of the new Director, the Admin Council adopted four new strategic priorities to span a five-year plan. The priorities form the foundation of the board's work towards achieving their mission and vision. The purpose of the priorities is to ensure, enhance, foster, and promote: (1) excellence in teaching and learning; (2) well-being; (3) equity; diversity and inclusion; and (4) community. My problem of practice is most closely tied to two of these priorities, excellence in teaching and learning and equity, diversity and inclusion. The goals of these two priorities include maintaining high standards of achievement for all students, having teachers use and share innovative and engaging teaching practices, accessing a broad range of supports in programming, and promoting leadership development for all. In order for these goals to be met, we need to closely examine the role school leaders have in achieving these goals and determine the most effective leadership approaches school leaders can utilize to have the greatest influence for success.

Harrison Park Public School is located in the southern district of the CDSB. The building is newly constructed, having moved sites when the previous, downtown building became too small to accommodate the growth within the community. The school demographic is comprised of many culturally diverse families resulting in 52 first languages spoken by our students. Our school boundaries encompass newly created subdivisions of homes where many middle-class income families live and commute to the neighbouring larger cities of the Greater Toronto Area (GTA). We also have many families living in the downtown area of the town where lower income rental properties, colonial homes, apartments, and a shelter are located. HPPS is a dual track school with English stream classes offered from kindergarten to grade eight and French stream classes offered from grade five to grade eight. On a daily basis, numerous buses from outside our school boundaries transport students to HPPS for the French Immersion and Extended French programs. The school administration teams from the schools in the neighbourhood work closely together, often communicating and collaborating with one another on a weekly basis.

Many of the school staff live and work in the community. Many worked together at the previous, downtown building and moved over to the new school when it was constructed. A long-standing culture exists at the school and it influences how existing staff welcome new staff. Schein (1992) defines culture as a set of shared, implicit assumptions that a group holds which determines how it perceives, thinks about, and reacts to change. At HPPS, a period of socialization is often needed by new staff to truly understand the school's culture, values, and underlying assumptions. As the principal, I experienced this period of socialization first hand (Milhauser, 2014). What I have come to realize is that time must be dedicated to understanding the benefits and risks of the school's culture as it definitely has impact on the maneuverability of

staff and their perceptions towards change. Schein (1992) asserts that a school's culture exists on three levels including artifacts, values, and basic assumptions and it is the leader's responsibility to learn about and navigate each level. My growing understanding of the culture of the school has influenced my leadership decisions and how I approach change processes.

Leadership Position and Lens Statement

As an educational leader, I bring a liberal lens to my work. As a social constructivist, my worldview focuses on exploring individuals' learning which takes place as a result of group social interaction. Employing a liberal lens, I support and am encouraged by the current pedagogical shift in education at the Ministry level that values differentiation of instruction based on the needs of individual students. Similarly, the ideology of leaders and educators working together using an instructional, collaborative approach to make decisions for social reform, leadership, and justice for all, aligns with my leadership position. Effective school leaders are integral to fostering successful schools and we can gain significant understanding when we analyze their leadership approaches, behaviours, and impact as they interact with all school stakeholders. Furthermore, we need to closely examine the role of leadership at the system level and how decision-making opportunities are allocated at the school level. This will provide principals with a greater awareness of the importance of their leadership role within a school. Northouse (2016) explains that there are four components central to the phenomenon of leadership: (a) leadership is a process; (b) leadership involves influence; (c) leadership occurs in groups; and (d) leadership involves common goals (p. 6). By considering these four components and reflecting upon leadership theories, it has helped me to shape my understanding of my own leadership philosophy.

A leadership philosophy is not a static statement that is created and then shelved in perpetuity. My leadership position has evolved because of the liberal lens that I have identified with, the experiences I have had as both a teacher and administrator, the relationships I have developed, as well as the cycle of inquiry I have engaged in with educational leadership research. Timperley (2011) reminds us that a routine of practice and reflexive thought is essential for effective leadership and the improvement of instructional practice. Though my leadership philosophy has evolved, my core values have held firm. The core values are the foundation of my leadership position and they are mirrored in two dominant leadership approaches; servant leadership and shared instructional leadership (Cerit, 2009; Greenleaf, 1977; Muijs & Harris, 2007; Neumerski, 2012; Sergiovanni, 1984). My core values include: (a) building positive relationships; (b) fostering trust; (c) demonstrating integrity; (d) behaving ethically; and (e) helping others, all while being consistent and approachable. As a principal, I have an intense sense of moral purpose and responsibility for promoting deep student learning and critical thought, professional inquiry, trusting relationships, and seeking evidence in action. My core values support my strong sense of moral purpose. The principal sets the tone for the entire school—the principal’s leadership approach affects classroom instruction through the school’s climate for learning as perceived by all school stakeholders (Reeves, 2008).

As principal, I believe it is vital to get to know my staff and students, both academically and personally in order to form positive, trusting relationships with them. I accomplish this by being present and listening to them. Servant leaders make it a priority to listen to their followers and develop strong long-term relationships with them (Northouse, 2016; Sergiovanni, 1984). School administrators must earn the trust and support of teachers to ensure that school improvement practices and daily operations function smoothly. Central to the idea of servant

leadership is its transforming influence on other people (Sergiovanni, 1984). This influence does not come easy though, as I had discovered in my current role. Being new to the role of principal and also being new to the school, I found staff to be welcoming of me and collegial with one another. However, as the year progressed, I sensed an undercurrent of collective values and assumptions that were elusive for me to pinpoint and which, greatly impacted the work that I had hoped we would embark on as a staff. My servant leadership approach was not as successful as it could have been because I needed to spend more time seeking to understand the climate of the school rather than seeking to manipulate or influence the people in it in a transforming way. Analysing the culture within a school and developing skills of cultural literacy are both essential attributes I needed to add to my leadership position as principal. Lumby and Foskett (2011) suggest that, “reflecting on culture may provide a helpful way of getting at the broad picture and understanding the overall characteristic ... of those we work with” (p. 452). They refer to it as “taking a helicopter view required for good leadership” (Lumby & Foskett, 2011, p. 452). Upon reflection, having this broad picture in more clarity would have helped me to be more successful as a servant leader to gain agency, build trust, and get to know the individuals within my school in a more foundational and timely manner.

As principal, my servant leadership approach looks to “create and nurture a vision for a new, better reality to come and to serve the organization and its followers as we all seek to attain the new reality” (Taylor, Martin, Hutchinson, & Jinks, 2007, p. 401). I have a duty to be of service to others, support their personal development, and engage in a shared decision-making process (Cerit, 2009). The challenge of this approach is that there are many stakeholders in a school to serve. Often the priorities of senior staff, teachers, and students’ families are vastly different or prioritized in different orders. Servant leaders must work daily to build relationships

with a variety of stakeholders, applauding efforts and good ideas as well as nurturing self-esteem. The benefit of this approach is that leadership becomes distributed throughout the school and this leads to more spontaneous collaboration, intuitive relationships, and organizational practices (Taylor et al., 2007). To support staff, I must enable others to act and lead as we work towards a shared vision of common school goals and morals which place students at the focus. Sergiovanni (1984) contends, “the challenge of servant leadership is to make peace with two competing imperatives, the managerial and the moral” (p. 329). Principals must work to ensure all staff understand they contribute a vital role in the operation of a school in order to enhance the level of collaboration needed to meet the needs of all students. As a servant leader, it is my responsibility to exhibit personal integrity, a determined work ethic, and set a high standard for developing professional relationships; modelling that all stakeholders need to understand each other’s point of view. When these steps are taken, it enables all stakeholders to develop a sense of ownership in the decision-making process and ultimately, be more successful in achieving school goals of improved instructional programming for students. Greenleaf (1977) discussed that servant leadership is demonstrated whenever those served by servant leaders are “positively transformed in multiple dimensions (e.g., emotionally, intellectually, socially, and spiritually) into servant leaders themselves” (p. 42). This view is shared by Graham (1991) who suggests that servant leadership is contagious. When servant leaders bring about personal transformation in others, it in turn, stimulates positive changes in organizations and societies. This transforming influence occurs through visioning, modelling through personal example in visible and tangible ways, mentoring and empowering others, and developing trust (Patterson, 2004; Russell & Stone, 2002).

As an instructional leader, one of my main directives is to foster positive beliefs for teaching and learning among all stakeholders within the building. That includes setting high expectations and standards for both students and teachers. It is imperative that I work to define a clear direction for the school and motivate others to join in its achievements (Hallinger, 2011). At Harrison Park Public School, this direction is to improve all students' academic achievement and promote professional learning between teachers for the purpose of improving instructional practices. Each week as I complete 'walk-throughs' of classrooms, conference with teachers, and complete teacher performance appraisals, I have come to notice that each classroom teacher uses his/her own professional judgement to select an array of instructional tools to support student learning. The practices they implement may or may not be evidence-based and often are gathered from a multitude of sources, unique to the preferences of each individual teacher. Each teacher in my school has his/her own viewpoint of the approaches to education and the tenets of their particular view greatly influences how instruction is delivered to their students. Davies, Popescu, and Gunter (2011) examines how educators need to critically examine their own beliefs and values about education through reflective practice for school change to occur. Neumerski (2012) stresses that instructional leadership should not fall solely on the principal of the school. Rather, it needs to be shared between principals, teachers, and instructional coaches so that there is an increase in collaboration and a more intertwined and interconnected pathway to improving student achievement. Thompson (2012) broadens the idea of instructional leadership to that of shared instructional leadership. This approach "involves the active collaboration between principals and teachers on curriculum, instruction, and assessment" (Thompson, 2012, p. 14). I appreciate this idea as an extension of the instructional leadership approach. Mujs and Harris (2007) outline that shared instructional leadership empowers teachers and contributes to school

improvement through this empowerment. It results in the sharing of best instructional practices, initiated by teachers. A strong leader, capable of fostering trust and support among teachers is key to the success of the instructional leader position.

As both an instructional leader and servant leader, it is important that my staff intrinsically know that I support them, value them, and recognize their achievements. When staff and students feel comfortable coming to me to share their joys as well as their challenges, I know that I have shared my core values in a meaningful way. When leaders' core values are clear and they are conscious of them, leaders can begin to develop a shared understanding of these values with the individuals that they lead. In turn, those individuals will become independent thinkers who are intrinsically motivated to pursue their own interests and passions. Great principals create a safe and secure learning environment, offer effective interventions for students in need, catch great teachers doing things right, and support them with genuine appreciation and emotional intelligence (Timperley, 2011). Successful principals adapt their leadership practice to meet the changing needs and circumstances in which they find themselves (Mulford, 2008).

Strong school leadership requires a clear and compelling vision for education that can adapt and transform in times of change. Instructional improvement can only be achieved when people and resources are mobilized to support that change. I understand that it is not the leader alone who implements change, but that the leader acts as a catalyst for change within the organization by: modeling, inspiring, challenging, enabling, and encouraging individuals to work together to achieve a common objective. I see that my leadership philosophy acts as a guide for my actions within the school and it has great influence on both people and the learning environment. In both expressed leadership approaches, there is a critical consciousness for

educators to be reflexive in their practice and become leaders in advocating for all students within the school.

Leadership Problem of Practice

The environments in which school principals work have evolved and become more complex in a new era of accountability and a focus on school data. Principals and the role that they have in education have a significant impact upon the success of schools (Gurr, Drusdale, & Mulford, 2005; Hallinger & Heck, 1996). Early conceptualization of the principal's role was that of a building leader who took a more managerial style of leadership in their daily work within the school (Young, Fuller, Brewer, Carpenter, & Mansfield, 2007). Today, the demands placed on principals have multiplied to include responsibilities such as being the site supervisor, ongoing accountability to a spectrum of stakeholders, work with diverse student populations, fostering a climate of high expectations and collaboration, as well as the belief that principals must be the lead learner and instructional coach. This has resulted in a job description that has a nearly infinite number of roles and responsibilities beyond the time in the day and the scope of a single administrator to do well. The job description for the principalship at any level "mirrors one of a superhero at it requires a list of duties that is inexhaustible and makes the job highly fragmented" (Crum, Sherman, & Myran, 2009, p. 51).

If principals are to continue to have significant impact upon the success of schools and improved student outcomes, then there must be a focus on effective leadership strategies which influence high-yield teacher practices. A climate of collaboration between principal and staff must be cultivated so that the work of improved student outcomes is shared.

The problem of practice (PoP) that will be addressed in this OIP is the lack of participation of school staff in engaging in collaborative instructional learning opportunities to improve

student achievement. As principal, how can I shape my instructional leadership practices to become a more effective principal so that I can help to support and build capacity within my school? How can I use my role as a Board Leadership Development Strategy committee member to aid in lateral capacity building between principals about effective leadership? Further guiding questions for this PoP include: (a) How do the competing demands of the principalship divert from the principal's personal agency for shaping the instructional practices of school staff?; and (b) How do the differing positional paradigms of functionalism at the Board level versus interpretivism at the school level impact student achievement, lateral capacity building and change implementation? These questions will be examined in depth later in this chapter.

As principal at HPPS, my PoP is grounded in my personal and institutional experience, my own observations, and my interactions as a part of my personal leadership journey. Thus, the problem of practice is a deep, core organizational problem that is within my scope to have impact on.

The strength of this PoP is the abundance of preceding educational research that supports the concept of the principal's leadership being essential to change and is a vital component of fostering new learning for students at its foundation (Young et al., 2007). There is alignment with the core practices outlined in Leithwood, Day, Sammons, Harris, and Hopkins (2006) research on successful school leadership. These core practices include setting directions, developing people, redesigning the organization, and managing the instructional program (Leithwood et al, 2006). The core practices are the cornerstone of the professional training modules offered by the BLDS committee to vice principals and principals. They also guide the hiring practice during the eligibility process. Principals are expected to use the practices to

frame their school action plan goals in order to outline their capacity for strengthening student achievement and leading change in their buildings.

The challenge of this PoP is the competing demands placed on the role of the principal to manage the operations of the school building, including priorities set by the board, while being the lead learner of staff within the school. The lack of agency I have at the system level to affect change on the policies and procedures the board downloads onto school principals is problematic. Yearly surveys are a means that the board uses to collect principal feedback on their daily roles and responsibilities in schools. However, the amount of change implemented based on the feedback they receive from the collective group is limited.

Within my school board, the dominant leadership approach that continues to be the focus of all formal school leader professional development and leadership selection and placement procedures is that of the trait approach. According to Northouse (2016), the trait approach has offered some benchmarks or 'look-for' characteristics that aspiring leaders should cultivate in themselves if they wish to be perceived as leaders. Some of the common traits include, intelligence, self-confidence, determination, integrity, and sociability (Northouse, 2016). This trait approach is also closely linked to the *Ontario Leadership Framework* (2012), with its five core capacities and the personal leadership resources that are outlined in the document. The weakness of the trait approach within a school setting is in describing how school leaders' traits affect change within the outcomes of groups and teams in an organizational setting (Northouse, 2016). It does not take into consideration how the leader is perceived by the stakeholders at the school (i.e., staff, students, parents, community agencies) and the resulting success or failure that may ensue if the leader is not well received. In further analysing my board's leadership approach, there seems to be competing conservative and liberal leadership policies that create an

unclear effect on the initiatives that are deemed important from year to year. The Board Improvement Plan and resulting School Action Plans have guided schools to view student learning in language and mathematics along a continuum and emphasizes that by practising more school-wide intervention of teaching and learning strategies, educators will be better prepared to differentiate their instruction and assessment practices in response to student strengths, needs, and prior learning.

Framing the Problem of Practice

Theoretical framing is a key component of effective organizational development and change (Bolman & Deal, 2013). It provides leaders within an organization the opportunity to examine how they operate, unpack problems of practice, reflect upon ramifications of possible solutions, and avoid myopic or simplistic interpretations of complex organizational processes (Cawsey, Deszca, & Ingols, 2012). I have examined my problem of practice using theoretical framing through the lens of Bolman and Deal's human resource and political frame.

Bolman and Deal (2013) define reframing as, "an ability to think about situations in more than one way, which lets you develop alternative diagnoses and strategies" (p. 5). Lippa (1994) describes framing as attempting to "influence social judgments, decisions, and behavior by the way relevant information is presented or questions posed" (p. 245). When I think about my organization, the way that I instinctively evaluate organizational practice stems from the human resource frame. Mabey (2003) describes this as, "the way we think about organizations and the way we evaluate organizational practice is typically unconscious and ingrained (p. 432). I unconsciously use the human resource frame as a lens to look at all challenges that occur within my school. Through the human resource frame, my values have me believe that the school should feel like a family and that our collective goal is to work with and for one another.

Welcoming educator participation in decision-making, I encourage educator autonomy to pursue innovative practice in classrooms and offer freedom of choice over the content of what staff want to learn and the process that will best suit their needs. These actions directly support my PoP within this organizational context because it has created a positive school environment of collegiality and collaboration that is frequently noticed and commented upon by both staff and visiting supply teachers. The tenets of the human resource frame are closely linked to the philosophical aims of education, the liberal lens, and it mirrors the qualities and values of my own personal leadership philosophy, servant leadership. The image of a leader within the human resource frame, according to Davidson, McDonald, and Steeves (2014) is that of a servant. When I consider my PoP through this frame, it provides strengths as well as limitations within context of organizational change.

A human resource leadership approach looks to “create and nurture a vision for a new, better reality to come and to serve the organization and its followers as we all seek to attain the new reality” (Taylor, Martin, Hutchinson, & Jinks, 2007, p. 401). I have a duty to be of service to others, support their personal development, and engage in a shared decision-making process (Cerit, 2009). A challenge of the human resource frame as it relates to my PoP is that there are many stakeholders in a school to serve. Principals must have a thorough sense of each individual staff member and have a keen understanding of their needs, motivations, and professional goals, in order to foster their professional development appropriately. So, one possible solution to this issue, within the human resource frame, is to work daily with educators to build relationships that develop individual leadership capacity. Staff are empowered when their leadership potential is recognized and they evolve into stronger educators. The strength of this solution is that leadership is then distributed throughout the school and this leads to more spontaneous

collaboration, intuitive relationships, and changes in organizational practices (Taylor et al., 2007).

Another strength and a limitation of the human resource frame in the context of my PoP, is the support to staff that I offer as a servant leader. As a strength, leaders enable others to act and lead as they work towards a shared vision for improving the instructional program to support student achievement. This looks like providing professional development opportunities to both small groups of educators and the whole staff based on classroom observations and school data analysis. At my school, I engage the assistance of curriculum coaches at the board level to come into the school to offer training and discussion around equity and inclusion, provide best practices for analyzing assessment data that we collect about our students over the school year, and develop appropriate instructional strategies to meet the needs of a diverse student population. The limitation within the frame of supporting staff is the possible outcomes of organizational learning. Staff do not always learn what is helpful for organizational progress, and organizations do not automatically learn when staff members have learned what was expected (Mabey, 2003). This can lead to a minimal amount of behavioural change within the school and the PoP continues to perpetuate. There needs to be a mutual behavioural change between the educators' instructional practices and the alignment of our common goal of supporting all students' achievement success. Ultimately, it means that the organizational learning needs to be conscious; that there is a collective and explicit review of learning and both a rejection and renewal of the way things are done by all individuals involved (Swieringa & Wierdsma, 1992).

There is another challenge to my PoP that is not accommodated within the human resource frame directly and that is finding solutions to my PoP that are multifaceted and target both the principal's personal agency and the organizational points of leverage for change. This is an issue

that is filtered more through a political frame. As a leader, the political frame is not one that I instinctively use to evaluate organizational practice. I do not view myself as a political strategist who engages in power relationships however, as I gain more experience in my role of principal, I can understand the need to use political skills such as building alliances, advocacy, dealing with conflict, and managing differing agendas in my day-to-day duties. Bolman and Deal (2013) outline organizations through a political frame as, “coalitions composed of individuals and groups with enduring differences who live in a world of scarce resources (p. 204). The political frame sees an organization as a jungle, an arena of enduring differences, scarce resources, and the inevitability of power and conflict (Pfeffer, 1994). This puts power and conflict at the center of organizational decision-making. Principals are finding themselves leading larger schools with less resources available. More and more, they are being tasked by the board and various unions to reflect about decisions made at the school level in the larger context of the entire organization. System-wide thinking is an added responsibility and filter that many principals must weigh their decisions through now. An example of this would be Canada’s school reform initiatives to focus on student learning and performance improvements. Canadian principals are now required to develop school improvement plans using stakeholder consultations. This added layer of accountability contributes another facet to the image, and ultimately responsibility of the leader (Sackney & Walker, 2006). The image of a leader utilizing a political frame is that he or she needs to be a negotiator or political strategist (Davidson, McDonald, & Steeves, 2014). Principals are held responsible for working with “a wide spectrum of stakeholders; from students to school board members, parents to policy makers, teachers to local business owners, support staff to union officials” (Mangin, 2007, p. 319). Each relationship takes time away from the principal in focusing on being the instructional leader within the school.

Being able to reflect upon my PoP through Bolman and Deal's framework, it has allowed me to explore my blind spots and assumptions about my organization and to explore possible obstacles that may arise due to a change in educational ideology. It has developed my analytical thought process and has encouraged me to delve deeper into the facets of this problem of practice. I have come to understand that when framing is properly used in an organization, it can create clear visual images, uncover underlying assumptions, forge a new path to organizational effectiveness, and create strong support for a course of action. By taking a multi-frame approach, the richness and complexity of an organization is unpacked and it provides leaders with the ability to see alternative options to problems, to create new opportunities for action, and to move the organization in a different direction that may not have been initially seen. It allows organizations to be flexible to new ideas and processes and committed to evolving change.

Questions Emerging from the Problem of Practice

The questions and potential factors which emerge from and influence the problem of practice include the extent of trust that staff have towards the principal's leadership and the impact this has on the school environment, teacher professionalism, and their drive to advance their pedagogical practice and capacity for improved student achievement. As principal, how can I shape my instructional leadership practices to become a more effective principal so that I can help to support and build capacity within my school? Teachers seem to be looking for principals who are approachable and open in their attitudes as they engage with them about instruction (Tschannen-Moran & Gareis, 2015). In addition, how do the competing demands of the principalship divert from the principal's personal agency for shaping the instructional practices of school staff? Schools are complex organizations and there are a number of variables

that are at play in the teaching and learning process. A broader approach must be taken that examines the organizational theory and points of leverage for change within the building. This multifaceted approach can then provide the structures and conditions within schools that principals may coordinate and manipulate in order to implement change. Rather than framing school principals as:

Heroic agents of change, ... the current perspective offers a path towards the study of school leadership as an adaptive process that can both facilitate the strategic implementation of new programs resulting from external demands for improvement as well as respond to unfolding school improvement practices and results. (Heck, 2015, p. 64)

This adaptive process enables sharing the responsibility for facilitating change among a team of change agents within the school and positions the principal as a member of the change team who can guide and support school improvement practices.

Another potential factor that can influence my PoP is the differing paradigms that the board of education holds versus that of our local schools and staff. How do the differing positional paradigms impact student achievement and change implementation? My board is situated in a functionalist paradigm, whereby its purpose is to maintain the status quo by maintaining equilibrium through a predictable web of relationships and the development of effective strategies and tactics designed to leverage organizational and system level goals (Hartley, 2010). Students of the board are provided an education so that they may in turn; grow up to be productive members of society. This perspective allows for interdependence while maintaining solidarity towards a common goal; those outlined in the board's vision statement and priorities.

Many of the tenets of the functionalist paradigm are reflected at the system level but at the school level, school leaders and some teachers are represented much more closely by the tenets of the interpretivist paradigm. A challenge occurs when the senior leadership team at the board, holds the vision for moving forward into the future as they set the goals and priorities for the organization. This is viewed as a top-down approach by school leaders where decisions for change within a school are minimal and the assignment of tasks and duties are driven by the system's priorities. How can I use my role as a Board Leadership Development Strategy committee member to aid in lateral capacity building between principals about effective leadership? I can use my role to facilitate discourse among principal colleagues, focusing on issues principals are facing in their schools currently. We can discuss best practices for working with teachers, analysing student achievement data, unpacking challenging leadership problems as a team of knowledgeable professionals. We can benefit from the collective experience of the group while at the same time learn from each other. The result is a move away from dealing with the multitude of managerial tasks in a school day, and rather a move towards modeling engagement and participation in professional learning to enhance student achievement.

As I reflect upon the potential phenomena that influence my PoP and examine the challenges that emerge, I am reminded of the need to adopt a multi-frame approach for conceptualizing and leading change in my OIP. Capper and Green (2013) state, "understanding different epistemologies and their associated theories can help leaders mentally organize aspects of the educational setting into coherent groups" (p. 64). This reflection will be necessary for success as the work in this OIP continues.

Leadership-Focused Vision for Change

Factors that impact the leadership-focused vision for change and the effects of principal leadership on teachers' professional learning, can be shaped into two conceptual categories: (a) building distributed leadership opportunities for teachers and (b) focusing on principles and qualities of both collective and individual efficacy among teachers as skillful practitioners to affect student improvement outcomes. School leadership requires principals and vice principals to build and nurture relationships with stakeholders both inside and outside the school. By first modeling being a lead learner in their building and by engaging in professional dialogues and collaborative inquiry, both with teachers and principal colleagues, principals will be better prepared to shape the change vision with input and direction from the individuals doing the work. Fostering a foundation of continual professional learning will ensure efficacy among stakeholders for a common goal.

The leadership-focused vision I use to address change is grounded in the paradigmatic lens I view the social world with. My lens for leading change is grounded in Interpretivist epistemology. Interpretivists believe that individuals "act and interpret their interactions with a sense of free will and choice" (Putman, 1983, p. 36), leading to adjustments of individuals' own meanings and actions. My vision provides me the opportunity to conceptualize the notion of change and to examine how an organization operates, the goals that are set, and reflect upon how the decisions individuals make contribute to the change process. Change leadership must occur both in a system-wide and school-wide approach. This ensures that leaders will understand the organization and connect it to individuals' actions for change through distributed leadership, change agency, and workplace empowerment (Senge, 1990). Furthermore, this leads to a future state of change which is constructed from multiple perspectives, shared by many stakeholders,

and offers a process of organizational learning which is open-to-learning. When principals identify priorities for change such as, how decision-making opportunities are distributed to staff within the school, how the role of leadership differs at the school level versus system level, and analyze the sociological perspective of symbolic interactionism at a micro level and functionalism at the macro level, then principals can have a greater awareness of the importance of their leadership role on improving student achievement. According to the symbolic interactionist perspective, people attach meaning to symbols, and then they act according to their subjective interpretation of these symbols (Cicchelli, 2016). In my educational setting, these symbols are represented by the professional learning educators engage in, the conversations they have with one another about student achievement, and the documentation they track on students' abilities. How educators respond or make decisions based on this information and the perceptions they arrive at based on their own analysis can lead to varied and ineffective communication unless there is a focus on the 'big picture' of instructional improvement planning. This is a key role that I have as principal to construct a climate of collaboration among staff so that we are collectively working towards school-wide instructional improvement practices. The role is mirrored in the collaborative work principal colleagues and I engage in when discussing common problems such as student achievement at our schools.

In my PoP at HPPS, current staff mindset towards professional learning and willingness to engage in evidenced-based research around best instructional practices are divided and there is a resistance among some staff to foster home-school partnerships, learn about the diversity of the students they teach, and to value teacher efficacy as it relates to student achievement. This PoP can be connected to strategies for improvement which take a school-wide approach resulting in

high-leverage outcomes for student achievement, the development of a learner-responsive staff who model a teacher-as-researcher stance, and demonstrate an openness for change.

My vision for leading change aligns with Senge's ideology, that in learning organizations, leadership of the many should take priority over leadership by the few (Senge, 1996). Senge (1990) states it best:

learning organizations must operate as organizations where people continually expand their capacity to create the results they truly desire, where new patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together. (p. 3)

At Harrison Park Public School, I work to ensure that the school is learning-centered rather than leader-centric. As principal, I view my work to decentralize the role of leadership in my school to enhance the capacity of all individuals to work productively toward common school and board goals as a priority.

A school-wide approach to the co-development and implementation of the board's two priorities, excellence in teaching and learning and equity, diversity and inclusion are the two 'big-picture' priorities we work towards as a school staff at HPPS. The drivers of these two priorities include promoting high standards of achievement for all students, and encouraging and supporting teachers to use and share innovative and engaging teaching practices. This is accomplished by offering a broad range of professional learning opportunities to promote changes in programming and encouraging leadership for all. In order for these goals to be met, we need to closely examine the role school leaders have in achieving these goals and determine the most effective leadership approaches school leaders can implement to have the greatest influence for success.

Hargreaves and Fullan (2012) contend that “leadership is pivotally important in the process of organizational renewal and regeneration” (p. 24). When principals invest in building social capital for organizational change, they sustain improvement and develop innovative practices towards organizational renewal and regeneration. Jones and Harris (2014) theorizes that “social capital is concerned with the norms and networks facilitating collective professional actions for mutual benefits” (p. 476). These benefits include the development of strong organizational beliefs where professional inquiry, engagement, collaboration, and accountability drive outcomes. In the context of this PoP, there is a disconnect in the thinking and social capital between tenured and new staff. The tenured staff have experienced a variety of former school leaders, each with their own areas of focus for the school. The new staff on the other hand, wish to follow my direction and focus as principal. I am actively engaged in developing teacher leadership, agency, and efficacy for improved student achievement, both at the board level, school level, and through teaching Ontario College of Teachers’ additional qualification courses. For the work of organizational change to occur within the school, the principal and key school leaders will need to assume the role of change drivers so that a focus on building social capital as a means to develop collaborative practices through strong, interactive relationships, collective professional learning, and distributed leadership can be a priority (Cawsey et al., 2012).

Organizational Change Readiness

There is a wide spectrum for change readiness at HPPS. Some educators are naturally resilient, thrive in any situation, and are open to new learning opportunities that are presented to them. They are key influencers in my building and they often volunteer for leadership roles within the school, such as on the school navigation team, as grade level chairs, or as teacher mentors. I consider these influencers to be change facilitators and they play a significant role in

moving change efforts forward. A smaller group of educators have demonstrated more resistance to change through their actions and participation. It is noticed through an undercurrent of unconstructiveness within the school community. It tends not to be overt in the presence of school leadership, but is subtly discussed as a core group of tenured educators. There is a sense of opposition to new ideas and policies within this group of individuals and there seems to be resentment for change. The remaining educators on staff fall in the middle of this spectrum and have shown attempts to assess organizational change initiatives and develop an opinion about their degree of participation. Though I do not believe that this phenomenon is unique to HPPS, there are many reasons why change resistance can occur, from a perception that negative consequences will occur, to not being willing to do the work necessary for change to occur, to a lack of confidence in the school leadership's abilities (Self, 2007). Higgs and Rowland (2000), suggest that there is a direct link between leadership behaviours and the activities involved in implementing change. These leadership behaviours move organizational readiness along a continuum of being more open and willing to consider and implement change initiatives. The behaviours include: (a) recognizing a need for change; (b) fostering a deep understanding of why change is necessary; (c) engaging others in the change process; (d) ensuring monitoring and review of change practices; and (e) developing capacity in others (Higgs & Rowland, 2000).

There are many competing internal and external forces that shape change. These forces are similarly reflected in both my school and in educational research of the topic and they act as tools to inform change readiness. Printy (2007) engaged in a two-stage inquiry with 5,657 teachers in the United States, to investigate the extent to which school leaders influence the formation of productive communities of practice and the extent to which principals affect teachers' professional beliefs and instructional skills. The teacher data reflected that learning

opportunities, including formal and non-formal situations, contributed importantly to the character of the community and subsequently, to the quality of teachers' professional learning. As teachers take part in more learning collaborations and interact professionally with other teachers both within and outside their normal circle of colleagues, teachers are exposed to new ideas and possibilities they might not have thought about before (Printy, 2007). Teachers are more likely to incorporate learning into their practice when the learning occurs in the groups they primarily identify with and where their affiliation is strong. Effective communities of learners consist of teachers who share similar values and interests, who participate in shared activity, and who produce collaborative resources in the process (Printy, 2007). So, the depth of activity and scope of collaboration are two important considerations for change readiness that school principals can influence, particularly as new collaborative learning communities are formed. School leaders play an integral part in structuring team interactions that will focus on relevant curriculum pedagogy and policy, so that teachers practice new teaching strategies as they forge new collaborative relationships.

A similar line of thought about teacher collaboration is found in Elmore's (2005) publication titled, *Accountable Leadership*. Elmore defines the practice of teachers sharing similar values and interests, and who engage in shared learning activities, to produce shared resources in the learning process, as "internal accountability or agency" (p. 136). As agency develops, schools become more effective, coherent organizations that value collective results over individual results. When a school has teachers' commitment to collective results, then the work that they produce and the instructional practices that they implement have a greater impact on student success. Brown and Militello (2016), Dempster (2012), and Evans (2014) extend the work of Elmore (2005) by exploring the importance of the principal's involvement in the

collaborative learning community. Their research shows that it is the principal's active participation in "areas of high learning priority for the school" (Dempster, 2012, p. 61) that has the greatest effect on student learning and achievement. When the principal is actively engaged in the collaborative learning dialogue with teachers, there is a clear link between leadership actions and effective pedagogical teacher practice. Evans (2014) summarizes it as, "through managing performance, effective continuing professional learning, and regular feedback, principals can support all staff to achieve high standards and develop their leadership capacity for continuous improvement of teaching and learning" (p. 180). Brown and Militello (2016) similarly states, "PD most often focus on what leaders and policymakers believe can be changed, and what they feel will have the most impact on student learning—school teachers" (p. 3).

As I reflect upon competing forces and the factors that shape readiness for change, questions that remain unanswered and are reflected in Printy (2007), Elmore (2005), and Dempster's (2012) research is around evidence of the quality of transfer of the professional learning into classroom practice, their frequency of use, and teacher confidence in continuing the cycle of continued professional dialogue with colleagues and school leaders. More visible data will be required to understand the impact of this force at the school level. Dempster (2012) acknowledges the challenge of principals' availability for involvement in collaborative learning communities, due to the many school managerial matters that can easily distract principals from their leadership for learning role. The continual download of managerial tasks onto principals and their effect on impacting student achievement needs further consideration.

Building shared instructional leadership opportunities for teachers is a force that shapes change and is reflected in educational research. Neumerski (2012) and White, Cooper, and Anwaruddin (2017) both define shared instructional leadership as an approach to leadership that

aims for the co-creation of school environments that foster educational experiences for all students. It is made possible by the relationships of trust and involves the contributions from a variety of stakeholder who share leadership responsibilities. Shared instructional leadership has the ability to increase initiative among staff, to optimize creativity, and to maximize problem-solving behaviour throughout the organization; thus, allowing stakeholders to have a say in the goals the school sets for itself (White, Cooper, & Anwaruddin, 2017). The engagement of teachers with other teachers and with principals within the school and across the school district is paramount to the success of this leadership approach and its impact on change readiness in schools.

Focusing on the principles and qualities of both, collective and individual efficacy among teachers as skillful practitioners to affect student improvement outcomes is a third force that shapes organizational change. Leithwood and Jantz (2008) conducted a study of 96 principal and 2,764 teachers to address their understanding of the nature, causes and consequences of school leader efficacy and teacher self-efficacy on student learning. “Efficacy is a belief about one’s own ability (self-efficacy), or the ability of one’s colleagues collectively (collective efficacy), to perform a task or achieve a goal” (Leithwood & Jantz, 2008, p. 496). Their work contributed to the research by determining the district leadership conditions and personal characteristics that may influence school leader efficacy and teacher self-efficacy. A leading personal characteristic they found that school leaders should possess is self-confidence. Leithwood and Jantz (2008) theorizes that, “leadership self-efficacy or confidence is likely the key cognitive variable regulating leader functioning in a dynamic environment; self-confidence as an essential characteristic for effective leadership” (p. 497). The district leadership conditions were greatly influenced by changing ministry guidelines and foci, as well as system level

reorganization, direction, and management. The district level conditions had a ‘trickle down’ effect on student learning as they directly impacted principals’ and teachers’ sense of collective efficacy and self-efficacy on student learning. Hardy (2010) had similar findings in his semi-structured interviews of 12 principals in one school district. Hardy’s findings revealed tensions between principals’ support for professional development associated with provincial emphases versus professional development relevant to the specific needs of their school. The sweeping provincial emphases did not take into account the local social justice issues that schools are dealing with such as poverty, unemployment, and mental health. Both principals’ and teachers’ sense of efficacy to make a difference in their students’ learning was greatly impacted by the provincial pressure to focus on ministry goals of literacy, numeracy, and standardized test scores (Hardy, 2010).

The examination of organizational change readiness within a school and an analysis of the change leader’s attributes and behaviours are key components that influence change. They provide an opportunity for the leader to conceptualize change and to examine how an organization operates, the goals that are set, and how the decisions the people make contribute to the change process. According to Cawsey, Deszca, and Ingols (2012), change leaders have a restlessness with the way things are currently done, are inquisitive as to what alternatives are possible, and have a desire to take informed risks to make things better.

Conclusion

Chapter 1 offers an expansive overview of the organizational context of HPPS as well as an in depth look at the Problem of Practice and accompanying questions to consider in this OIP. Though there is little documentation or direction from board policy outlining how principals’ effective instructional leadership can be used as an engine for driving school improvement, my

hope is that by engaging in an analysis of this PoP and reviewing the current educational leadership research, I will be better positioned to outline and influence the collaborative instructional efforts of teachers, while developing professional discourse with principal colleagues around the core leadership practices necessary to shape effective principal practice. Strong instructional leadership empowers teachers and contributes to school improvement. It shapes change. Strong networks of principals strengthen overall achievement of all students through collective efficacy. The contextual material outlined in this chapter will be further developed in Chapter 2 through the study of leadership approaches and frameworks for leading the change process.

Chapter 2: Planning and Development

Introduction

Chapter 2 investigates the core leadership practices effective principals should implement to improve student achievement and enhance their agency to leverage change with school staff. Effective leadership in schools will be explored through the lens of servant leadership and shared instructional leadership. Two frameworks will be highlighted to compare and contrast leading the change process in a learning organization: Senge's learning organization model and Argyris and Schön's model of organizational learning. Both of these models were selected because they examine change through stakeholders' mental models and actions. In order to achieve the goal of improving student achievement at HPPS, it will be important to identify areas of need through a critical organizational analysis. Nadler and Tushman's Congruence Model (1989) will be used as a tool to analyze how best to proceed. The result of this process will lead to a change implementation plan which will monitor, evaluate and communicate the process to improve student achievement.

Leadership Approaches to Change

Schools depend on leadership throughout the organization to promote active collaboration around instructional matters, which in turn, enhances the quality of teaching and student performance. Harris (2013) further elaborates that "leadership is about learning together and constructing meaning and knowledge collectively and collaboratively" (p. 314). Two leadership approaches that facilitate and promote knowledge construction and active collaboration are servant leadership and shared instructional leadership. The core values of my own leadership position are mirrored in these two dominant leadership approaches (Cerit, 2009; Greenleaf, 1977; Muijs & Harris, 2007; Neumerski, 2012; Sergiovanni, 1984). Further

investigation of how servant leadership and shared instructional leadership affects change will be examined.

Servant leadership builds on relationships and focuses on service to others. It embraces a caring paradigm of leadership (Taylor, Martin, Hutchinson, & Jinks, 2007). DuFour (2001) suggests that principals who adopt a servant leadership approach can create school settings in which educators work towards a shared vision and honour the collective commitments of themselves and others. Jaworski (1996) contends that servant leaders affect change and improve the quality of the organization “through a combination of team-work, shared decision-making, and ethical, caring behaviour” (p. 46). Through their leadership, servant leaders purposefully instil practices of collaboration, innovation, and relationships throughout the organization, thus encouraging many people to take on the role of a leader at some stage in the change process. This idea is further emphasized by Wong (1997), who suggests that servant leadership is an open leadership style which allows for a number of individuals to rise to the role of leader in order to serve the interests of the organization. In effect, leadership is distributed throughout the organization and it closely aligns with the second leadership approach I identify with; shared instructional leadership.

Shared instructional leadership involves the active collaboration of the principal and teachers on curriculum, instruction, and assessment (Marks & Printy, 2003). Within this leadership approach, the principal values teachers’ ideas, expertise, and insights in pedagogical practice and shares the responsibility for staff development, curricular development, and supervision of instructional tasks with teachers (Marks & Printy, 2003). Shared instructional leadership closely aligns with the social constructivist worldview that I hold in my role as principal. As mentioned in Chapter 1, a social constructivist worldview focuses on exploring

individuals' learning which takes place as a result of their social interactions in a group. Shared instructional leadership emphasizes that the principal is not the sole instructional leader in the building nor does it support a top-down, hierarchical model of authority and change reform. Rather the model of authority and change reform is more linear where schools are decentralized and teachers exercise substantial influence on school practice in matters of curriculum, instruction, and assessment. In a shared instructional leadership environment, the principal is viewed as the "leader of instructional leaders" (Glickman, 1989, p. 6). They become less of an "inspector of teacher competence and more of a facilitator of teacher growth" (Poole, 1995).

Effective school leaders are integral to fostering successful schools and we can gain significant understanding when we analyze their leadership approaches, behaviours, and impact as they interact with all school stakeholders. When we examine the role of leadership at both a system level and school level, we can gain a better understanding of the underlying theory and relationship a particular leadership approach has on leading the change process.

Leadership is a process where a leader influences a group of individuals to achieve a common goal (Northouse, 2016). Servant leadership encompasses a change towards more caring leadership. It utilizes a team approach and creates a learning environment where personal growth and employee fulfillment are emphasized (Laub, 1999). Servant leadership provides a framework where many individuals are working to improve the organization. The leader embodies service to others at their core. They work to meet the needs of everyone within the organization and acknowledge the wisdom and knowledge of their followers. Servant leadership is an action-oriented approach that compels leaders to provide followers with what they need in order to do what needs to be done (Winston & Patterson, 2005).

Shared instructional leadership in schools is an inclusive approach whereby the principal invests resources and instructional supports in teachers. This encourages teachers to assume their own leadership responsibility as they interact with other educators in the school community, focussing on goals such as school reform, improved professional practices, and shared professional learning. The principal maintains the role of instructional leader within the school, however teachers and principals exercise leadership efforts collaboratively in an effort to encourage each other towards finding solutions for instructional problems (Marks & Printy, 2003). Blasé and Blasé (1999) refers to this collaboration as working together as communities of learners.

Leadership involves influence (Northouse, 2016) and it is concerned with how the leader affects followers. In servant leadership, the leader works for the people and his\her purpose is to help followers accomplish their goals. The servant leader is self-less (Taylor et al., 2007). They use collaboration and commitment to put the needs of the organization ahead of their own personal aspirations. They commit themselves to the success of their employees and to the success of the organization. In shared instructional leadership, both the principal and teachers play a role in forging an effective leadership relationship. It is not dependent on role or position but rather is influenced by the personal resources each participant brings to the interactions and the relationship (Ogawa & Bossert, 1995). Principals must be skilled in their ability to apply social intelligence skills to professional relationships in order to build trust while modeling honesty, openness, empathy, and competency (Tschannen-Moran & Gareis, 2015). The collective trust between stakeholders in a school has been shown to be a significant variable in facilitating improved achievement outcomes for students (Tschannen-Moran, 2014).

Leadership occurs in groups (Northouse, 2016) and one individual has the responsibility to influence a group of others to accomplish common goals. In servant leadership, the implication for principals is that the better they understand teachers' expectations, the more likely they will be able to fulfil the expectations of their role. Servant leaders establish principles of care, modeling, and encouragement to guide them when they interact with staff (Taylor et al., 2007). They set the example for how others should be treated by fostering collaboration and a climate of trust. This in turn, serves to strengthen how individuals feel about themselves and fosters a sense that they are a vital part of the organization. In schools, shared instructional leadership is facilitated by the principal who develops a group of teachers to their fullest potential. Together, the group develops a widely shared vision for the school, builds consensus about school goals and priorities, and creates structures for participation in making school decisions (Leithwood & Jantzi, 1990).

Leadership involves common goals and "leaders direct their energies toward individuals who are trying to achieve something together (Northouse, 2016, p. 6). As a servant leader, the principal works to inspire a shared vision for the future. They can guide others through appropriate modelling towards a shared vision, while enabling and encouraging them to emerge as leaders (Taylor et al., 2007). As a shared instructional leader, the principal seeks to foster high levels of commitment from teachers in the areas of instruction, curriculum, and assessment. They work to build individual and collective efficacy in these areas because it builds collective competence within the school and ultimately leads to improved student achievement (Tschannen-Moran & Gareis, 2015).

Effective leadership in schools involves the intentional implementation of daily leadership practices by the principal. These practices are grounded in the core values that he or

she hold and have a direct correlation to the leadership approach they align with. When principals are reflexive about their leadership approach, they can more readily foster autonomy for change within the school while enabling employees to develop a sense of ownership for the change through the decision-making process.

Framework for Leading the Change Process

The examination of models for understanding organizational change offers a paradigmatic view of the organization through the lens of the social world. It offers key components for understanding organizational development and organizational change from varying perspectives and assumptions. Each model uniquely conceptualizes society, social forces, and human behavior. By understanding the tenets and assumptions that models for organizational change are grounded in, it provides the leader with the opportunity to conceptualize the notion of ‘change’ and to examine how an organization operates, the goals that are set, and how the decisions the people make contribute to the change process.

Burke (2018) suggests that a useful organization change model is one that “simplifies and represents reality, a conceptual framework that makes sense to people who work in the organization and helps them organize their realities in ways that promote understanding and action for change” (p. 24). I have selected two frameworks to compare and contrast for leading the change process: Senge’s learning organization model and Argyris and Schön’s model of organizational learning because both examine change through people’s mental models and actions.

Senge’s learning organization model takes an approach to understanding the organization by connecting people’s actions for change through distributed leadership, change agency, and workplace empowerment (Senge, 1990). Senge’s learning organization model examines the

change process through the actions of the people within the organization. It offers a process of learning that is open to learning and that can be shared by many people. The model is learning-centered rather than leader-centric and works to decentralize the role of leadership in organizations to enhance the capacity of all people to work productively toward common goals. In Senge's model, the framework focuses on seeing interrelationships rather than tasks. This allows the leader to see patterns of change within the organization as a result of people's agency, rather than snapshots of individual, isolated task completion. Senge (1990) believes that learning is not possible without agency – people are capable and must be freely able to act upon structures to change them. Agency from an organizational perspective incorporates personal mastery, mental models, building a shared vision, and team learning. Each are a form of intentional action and iterative behaviour (Senge, 1990).

Argyris and Schön's model of organizational learning uses theories of action as a response to analyzing people's mental models and how they go about gaining new insights and knowledge. They conclude that organizations are both "places where individuals learn and accumulate knowledge" and "representations of knowledge" (Lipshitz, 2000, p. 460) which is visible in the organization's structure and procedures. Argyris and Schön (1996) distinguish between single-loop learning where the change process merely adjusts to a fixed organizational structure versus double-loop learning where the change process redefines the rules and changes the norms, values, and world views of the people within the organization (Argyris & Schön, 1996). Single-loop learning occurs when a mismatch is found and corrected without changing the underlying values that govern the behaviours; status quo is maintained (Argyris, 2003). Double-loop learning occurs when a mismatch is found and corrected by changing the underlying values

and the status quo (Argyris, 2003). Double-loop learning breaks through the accepted routines and forges paths to create new routines, behaviours, and values for change.

The two models differ in how they approach the task-relationship dilemma. In Argyris and Schön's model, particularly in Model 1, the dilemma is apparent when the leader assumes that their views of a situation or task is right and the challenge they face is trying to persuade others within the organization to their point of view, while minimizing negative emotional reactions.

It is the assumption of validity, combined with the desire to minimize upset that creates the task-relationship dilemma, because seeking to persuade others of their validity of one's own view without genuine openness to the view of others is deeply disrespectful. (La Fevre & Robinson, 2014, p 63)

Argyris and Schön's Model 2 aligns closer to Senge's model because it integrates concern for both the task and for the relationships. Use of Model 2 avoids the task-relationship dilemma because uncomfortable messages are disclosed in ways that invite others to test their validity, give value to differing points of view, and foster an integrative resolution of the issues. Model 2 is a framework that is open to learning, contrasting Model 1 which is closed to learning.

The fundamental assumptions about the nature of the social world that are reflected in Argyris and Schön's model is that of a macro view for society where institutions and structures are more important than the humans that work in the organization. Many of the tenets of the Functionalist paradigm are reflected in Argyris and Schön's model. For example, Model 1 produces adversarial and defensive action strategies, poor relationships and poor learning. It is competitive, narrowly rational, and only allows learning within fixed limits. Beliefs are maintained and are unchallenged. This is a key assumption of Functionalism where employees

do not take an active role in changing their social environment; their sole responsibility is to carry out their duties as told by the senior team. It is focused more on maintaining structure and control of employees in order to achieve effectiveness and efficiency within the organization. Model 2 is less defensive, more collaborative, and is more conducive to building effective relationships and learning. It is more open to change, and provides more opportunity for choice. The overall values are open to challenge.

The fundamental assumptions about the nature of the social world that are reflected in Senge's model is that learning is not an individual behavioural attribute or capability, but a double-loop process that can be shared; where if everyone participates in the shared learning, then everyone is capable of leading. The ontology is subjectivism, meaning that to comprehend others is to understand their meaning of what they do and to understand this meaning is to understand them in their own terms. The epistemology is Interpretivism because the leader has to adopt an empathetic stance where they are challenged to enter the social world of the various stakeholders and gain an understanding of their world from their point of view. For Senge, "learning organizations have an enormous capacity for continuous change not only through the transformation of learning but also the redistribution of leadership" (Senge, 2006, p. 367). This is a key assumption of interpretivism; it is a "process that evolves through streams of ongoing behaviour" (Putnam, 1983, p. 35) leading to adjustments of individuals' own meanings and actions.

Senge's learning model has been the most widely used framework in writings about educational organizations. In the Ortenblad and Koris (2014) literature review, 41 of the 73 studies used Senge's framework in their analysis. Educational institutions are complex organizations so Senge's emphasis on shared vision and personal agency are useful to

understanding organizational learning within the institution. The learning organization is learning-centered, rather than leader-centered.

In considering which of the two frameworks work best for leading the change process at HPPS, I have concluded that Senge's learning organization model is best utilized for my OIP because my project is grounded in an educational organization that needs to challenge all school stakeholders to tap into their inner resources and potential. My hope for my school is that we continue to build a community based on the principles of continuous improvement for student success that stems from a commitment to on-going learning. Senge's model outlines four disciplines that are critical to the success of an educational organization including: (1) a commitment to lifelong learning; (2) self-reflection to determine our mental models; (3) building a shared vision; and (4) operating on the basis of teamwork. These disciplines are essential for success in an educational organization, where if everyone participates in shared learning, then everyone is capable of leading (Putman, 1983). I believe that Senge's model for learning as a shared double-loop process is integral to the success of my OIP.

Critical Organizational Analysis

Organizational change in schools can be viewed in two ways: (1) formal change such as changes to leadership, staffing, student population, and building structure; and (2) informal change such as changes to school goals, pedagogical focus, school environment, and leadership approach. Whether organizational change is formal or informal, the impact of that change requires careful consideration by the change leader. In a school setting, the principal is the change leader. Their ability to understand the organization's behaviour, both individually and collectively as a myriad of relationships can be very complex. In order to be effective, the principal must be able to manage the organizational behaviour in spite of its complexity because

the work of the school is ultimately, to educate students so that they can reach their greatest potential in academic achievement. Nadler and Tushman (1989) posits, “the organization’s work gets done through people, individually or collectively” (p. 35). Therefore, the ability to manage organizational behaviour is central to the task of leading a school. “A task that involves the capacity to understand the behaviour patterns of individuals, groups, and organizations, to predict what behavioural response will be elicited by various managerial actions, and finally to use this understanding and these predictions to achieve control” (Nadler & Tushman, 1989, p. 35). By using a model for analyzing organizational behaviour, change leaders can frame their thinking about the whole organization as a total system and work to solve organizational problems as they present themselves.

To this end and in working to identify the gaps which exist between the current state of behaviour and the desired organizational state of behaviour, Nadler and Tushman’s Congruence Model (1989) will be used as a tool to analyze how best to proceed. The Congruence Model of organizational behaviour will examine the components or parts of HPPS that interact with each other. These components should exist in a state of relative balance, consistency, or fit with each other. If the different components fit poorly, then this can lead to problems, dysfunctions, or performance below potential (Nadler & Cushman, 1989). The model will help to deal with questions about the inputs the system has to work with, the outputs it produces, and the components of the transformation process that occur when the components interact. The ensuing gap analysis of the inputs, the outputs, and the transformational processes will help to characterize the organizational functioning of HPPS.

Input

The Congruence Model (Nadler & Tushman, 1989) outlines three components of an organization as inputs and they can impact the transformational process as well as the trajectory of the change process:

The environment. This refers to the external factors that are outside of the organization. Each organization operates within a larger environment that includes individuals, groups, other organizations, and external social forces (Nadler & Tushman, 1989). The environment is a critical component of an organization's functioning.

HPPS is located in a small town that has experienced considerable population growth, north of the GTA. It is a region that traditionally had been a farming community with little cultural diversity beyond euro-centricity. The town has grown from having two schools, one public and one catholic, to having four schools, three public and one catholic. The community has seen an increase in immigration from the GTA area, resulting in 52 first languages being spoken by students at HPPS. Local businesses are slowly changing to reflect the multicultural demographic of the community. However, there is still an undertone of narrow-mindedness for newcomer families and the cultural traditions and customs that they bring. As previously explained in Chapter 1, our school boundaries encompass newly created subdivisions of homes where many middle class income families live and commute to the neighbouring larger cities of the GTA. We also have many families living in the downtown area of the town where lower income rental properties, colonial homes, apartments, and a shelter are located. HPPS is a dual track school with both English stream classes offered and French stream classes offered to students. The French stream classes are viewed as being more rigorous in academic expectations and students' behaviour. This has led to a divisive quality to how students from each stream

view both themselves and their peer group. Input from the environment surrounding HPPS will need to be considered when contemplating how best to leverage change in advancing the pedagogical practice and capacity of educators to improve student achievement.

Resources. All organizations have a range of different assets, or resources, in which they access. Resources can include, employees, technology, capital, as well as less visible assets such as the perception of the organization, or the organization's climate (Nadler & Tushman, 1989). When considering the resources within an organization, we must examine the quality of the resources as well as the extent to which the resources can be reshaped. Examining how fixed or flexible different resources are will provide insight into the organization's change potential.

At HPPS, many of the school staff live in town or in neighbouring rural communities. As mentioned in Chapter 1, half of the school staff live and work in the community. Many worked together at the previous building and moved to the new school building when it was constructed. There are many strong, long-standing friendships and partnerships among staff who have known and worked with each other for greater than ten years. This group of seasoned staff retain an entrenched set of values which contributes and impacts the organizational behaviour within the school. As principal, I have learned that these beliefs, though outwardly are portrayed to be flexible, there is an undercurrent of rigidity as it impacts all aspects of the school from how new staff are welcomed, to how new pedagogical ideas are received, new policies and procedures are accepted, and the pace at which change occurs. A constant appraisal of the school environment and how I can align my core leadership practices and agency as leader is required when considering any changes to this resource.

Other resources include a fixed capital budget each year which is downloaded from the board based on student enrollment. This capital is used to pay for student learning materials as

well as fund the operational expenses of the school such as supply coverage for teachers and educational assistants (EAs) to partake in professional learning communities (PLCs), building maintenance, photocopying, technology, office expenses, etc. In addition to the fixed capital, there are two main fundraising initiatives each year, hot lunch orders and cookie dough orders, which provide the school with flexible funds to support school initiatives such as a free breakfast and snack program for all students, gym, music, and playground upgrades, performances brought into the school, and supplemental funding for classroom needs. I have to consider strategies to access and utilize resources within the school to support that change process at HPPS.

History. History examines how past practices or events impact decision-making and the current state. A particular focus of understanding the major phases of an organization's development over a period of time is required. In addition, an examination of the evolution of core values and norms of the organization must occur (Nadler & Tushman, 1989). Changes in the leadership at the district level have occurred leading to a new set of four strategic priorities that all schools must focus on. These priorities are expected to be embedded in school action plans. Principals and teachers are tasked with the responsibility of 'unpacking' each of the priorities to determine how the school will work to achieve the goals that are set out in relation to the needs of the students in the building. The accountability of how well each school works to achieve the goals set out in the school action plan, ultimately is shouldered by the principal in the school. Since the change in the senior team's leadership, principals are seeing a greater focus on the results and accountability of student achievement as expressed in required, year-end progress reports that principals prepare for their superintendent. By considering the history of past practice, school leaders will need to closely examine how their role for achieving board and school goals can best be influenced by effective school leadership practices.

The input component of the Congruence Model (Nadler & Tushman, 1989) outlines the environment structures, resources and history that exists within an organization. When the inputs are analyzed, it will provide evidence of the larger challenges and deficits to be addressed during the transformation process. It will also lead to the development of strategies to bridge the gaps between the current and the desired state of the change process. Nadler and Tushman (1989) affirm that “strategy is critical because it determines the work to be performed by the organization and it defines desired organizational outputs” (p. 43).

Transformational Process

Nadler and Tushman (1989) defines the transformation process as the “fundamental means for transforming energy and information from inputs into outputs” (p. 200). There are four major components that contribute to the transformational process: (1) the task; (2) the individuals; (3) the formal organizational arrangements; and (4) the informal organization. It is the interaction between these components that will bring about the desired outcomes to advance pedagogical practice and improve student achievement at HPPS.

The task. The problem of practice for the OIP, as outlined in Chapter 1, explores the lack of buy-in by school staff to engage in collaborative instructional leadership opportunities in order to improve student achievement. As principal, how can I shape my core instructional leadership practices to become a more effective principal so that I can help to support and build capacity within my school? The role of the principalship has many competing demands, both operationally and instructionally. In order to contribute effectively to the development of school capacity and student achievement, then the solutions must be multifaceted and target both the principal’s personal agency and the organizational points of leverage for change (Hallinger & Murphy, 2012). The task, therefore, is to explore the core leadership practices of servant and

shared instructional leadership approaches to leverage change towards advancing the pedagogical practice and capacity of educators in the school, leading to improved student achievement.

Stakeholders. Strong school leadership requires a clear and compelling vision for education that can adapt and transform in times of change (Leithwood & Jantz, 2008). Instructional improvement can only be achieved when individuals and resources are mobilized to support that change. The individuals who are involved in the school organization include students, students' families, school staff, community partners, and the principal. Schools are accountable to students, their families, and the community for providing a dynamic education experience that prepares students for the future. In order for organizational change to occur, there needs to be a commitment from each of the individuals listed to work together to achieve student success. It is my belief that the principal influences the formation of productive communities of practice and that principals can affect teachers' professional beliefs and instructional skills.

Formal structures. Formal structures as a component of the Congruence Model refers to the range of structures, processes, methods, and procedures that are formally developed to get individuals to perform tasks consistent with organizational strategy (Nadler & Tushman, 1989). At HPPS, formal structures include the pedagogical practices that teachers use to support the teaching and learning of students. It encompasses the planning, resources, curriculum, pedagogical approach for teaching, and extends to the assessment and evaluation of students. Teachers can contribute to organizational change by having a flexible mindset that is open to taking part in learning collaborations with other teachers, in order to advance their pedagogical practice. When advances in pedagogical practices are sustained, student achievement in schools

improves. Teachers must be willing to work both within and outside their normal circle of colleagues so that they can be exposed to new ideas and possibilities they might not have thought about before (Printy, 2007). Teachers are more likely to incorporate learning into their practice when the learning occurs in the groups they primarily identify with and where their affiliation is strong. So, the depth of activity and scope of collaboration are two important considerations within the formal structures that lead to change readiness. School principals can influence these structures, particularly as new collaborative learning communities are formed, by examining the formal structures of their core leadership practices. School leaders play an integral role in structuring team interactions that focus on relevant curriculum pedagogy and policy, so that teachers practice new teaching strategies as they forge new collaborative relationships.

Informal structures. The final component of the transformational process is the informal structures that are often implicit and unwritten (Nadler & Tushman, 1989). When considering the problem of practice at HPPS, one must consider the notion of power. Power is essential to making change happen. There are many types of power within an organization such as positional power, knowledge power, and personality power (Cawsey et al., 2012). The school leader must be savvy at strategically using the types of power at opportune times within the change process. The beliefs and values of a school is another informal structure that is closely aligned with power. Northouse (2016) contends that values and beliefs are unique to an organization and is transmitted to others within the organization. The understanding of the benefits and risks of these informal structures definitely have impact on the maneuverability of staff and their perceptions towards change. The school leader must obtain a strong understanding of their school environment in order to influence it through their leadership

actions. The leadership decisions principals make will influence the transformational process towards change.

Output

The focus of the OIP is most closely tied to two of the boards' strategic priorities, excellence in teaching and learning and equity, diversity and inclusion. The goals of these two priorities include: (1) maintain high standards of achievement for all students; (2) have teachers use and share innovative and engaging teaching practices; (3) access a broad range of supports in programming; and (4) promote leadership for all. In order for these goals to be met at the school level, we need to closely examine the fit or congruency of the components within the organization in order to determine if the desired outputs match the actual outputs that are being obtained. School leaders have influence in achieving these goals and they must determine the most effective leadership approaches they can implement to have the greatest impact for success.

Possible Solutions to Address the Problem of Practice

In seeking to advance the pedagogical practice and capacity of educators to improve student achievement at HPPS, four possible solutions are examined. They include: (a) offer professional learning about effective school leadership strategies at principals' meetings; (b) formalize the transition procedures for principals between schools to better prepare them to carry on the work of the school action plan; (c) develop a common language and shared responsibility of both collective and individual efficacy between staff; and (d) foster teachers' accountability for behavioural and pedagogical change aligned with school goals when they return from professional development trainings. Each solution is centralized on enhancing the collaboration between the principal and staff within a school while seeking to emphasize the principal's core leadership practices and agency to leverage change.

Solution #1: Leadership Learning at Principals' Meetings

The CDSB must widen the scope of the BLDS committee to include priorities which outline a direction for effective school-based leadership actions and behaviours for all leaders within the organization. Currently the CDSB aligns principal leadership with the *Ontario Leadership Framework* (2012). However, in monthly principal meetings, there is little professional learning or discourse around effective leadership practices. The establishment of a more encompassing leadership strategy will bring focus and instruction to the principal's role to: (1) support a leadership for learning mindset; (2) create organizational conditions which support school improvement efforts; and (3) build social capital for organizational change. As a member of the BLDS committee, I have the capacity to offer these suggestions and create professional learning modules with other committee members. We could facilitate leadership discourse and professional learning at the monthly principal meetings to support principals in their school improvement efforts.

The BLDS committee currently is focussed on succession planning for all formal leadership positions within the board and creating how-to videos to outline the procedures in completing school managerial tasks. Example tasks include verifying staff absences, placing English Language Learners (ELLs) on the STEP continuum, and hiring practices. Though these two foci are important, a wider scope to the leadership strategy specifically around effective principal actions and behaviours is a suggested change. This will enhance a leadership for learning mindset among principals, where professional learning and discourse around effective leadership practices will be exchanged. Each month, all principals from around the board gather at the Principals' Meeting held centrally, so this would be an opportune time for principals to engage in professional learning. Further topics of leadership discussion include the

organizational conditions which support school improvement efforts and building social capital for organizational change. Both of these topics could be supported by the research of Tschannen-Moran and Barr (2004), Hattie (2011), and Donohoo (2017) and the BLDS committee members could lead discussion and learning activities around this research.

The benefits of solution #1 would include an advancement of the role of the principalship and an enhanced professional knowledge of leadership practices for modeling professional inquiry, building distributed leadership opportunities, creating communities of collaborative practice, and securing accountability of outcomes. Solution #1 would also strengthen the relationships between principals so that the relationships are more supportive between leaders. This in turn would lead to increases in sustainability and a desire for principals to remain in the role of the principalship as deeper collegial connections are made and the collective efficacy of the group around the impact of leadership in schools would be achieved (Hallinger, 2011). The benefits of solution #1 are similar to the benefits of developing an adaptive process to facilitate organizational change and the examination of individual and collective efficacy practices as outlined in the benefits of solution #3.

Consequences of solution #1 would include more frequent meetings of the BLDS committee in order to develop a direction and learning goals for each monthly Principals' Meeting. This would require a greater commitment from the committee members, a larger number of committee members, and a need by the members to engage in leadership study and research. It would also require a change of format to the existing Principals' Meetings from a day of information sharing and lecture to that of professional learning and interactive discourse. Another consequence is that principals' experience and school setting is variable across the district so the leadership learning, discourse, and learning activities would need to be broad

enough to encompass these variables while still being relevant and applicable to each leader's scenario. Cohesion to the overall leadership strategy would need to be maintained.

Solution #2: Development of Transition Guidelines and Questions for Principals

A new procedure to formalize the transition planning guidelines and questions for principals to ask current admin when they are moved between schools, will provide principals with a greater awareness of the importance of their leadership role within a school. It will also provide a succinct overview of the school dynamics, personnel, and readiness for change so that the new leader has a clearer understanding of the school in a more timely and efficient manner.

Currently, principal moves between schools is only governed in policy around the times of year a move may take place and the alignment of the school needs and leader qualities the principal brings to the new setting. New principals to a school have little to no knowledge about the sociological perspective of symbolic interactionism that exists within the school and the closely linked ties it has to the overall school environment and staff dynamic. Nor do they have an in-depth, historical understanding of the school action plan for instructional improvement planning that the school stakeholders have been working towards. Principals therefore must spend a great deal of time during their first year of placement learning about these intricacies which impact organizational change. During this learning timeframe, change momentum may slow or stop within the school (Cawsey et al., 2012).

The BLDS committee could have a role in the development of these transition guidelines and questions for principals to ask the existing principal. The benefits of this work would include less chance of the change momentum slowing, and an opportunity for the new principal to gain knowledge and understanding of their new school from the existing leader. It would also lead to a natural mentorship opportunity built-in to the principals' relationship. In addition,

school staff will experience multiple contact and exchanges with the new principal before the change to admin is formalized. This leads to an opportunity to build trust with the new leadership by school staff and stakeholders, under the guidance of the existing leadership. Other benefits include maintaining momentum for change by continuing to foster a climate of collaboration among staff in their pursuit of school action goals for improving instructional practices. This would be enhanced further when the principal has gathered a much earlier understanding of who the existing change agents and change resisters are in the building. Currently this contributing factor to change is discovered after the new leader has been engaged in the change process in the new building for a while and through learned experiences.

Consequences of solution #2 would be the time and money that would be necessary to allow the release of principals from their existing schools to engage in these formal transition planning guidelines. The same resources would be required to develop this new policy and the guiding questions as currently they do not exist within the board. Educational research and collective knowledge from leaders within the board would need to be examined in order to develop this solution.

Solution #3: Development of an Adaptive Process to Facilitate Organizational Change

School staff and the principal must develop a common language and understanding of organizational change as a shared responsibility of both collective and individual efficacy to affect student improvement. School teams must intentionally engage in an adaptive process to enable a shared responsibility for facilitating change among a team of change agents. Principals must view themselves as members of the change team who can guide and support school improvement practices and initiatives. A shared instructional leadership approach must be adopted by principals to empower teachers to contribute to school improvement efforts

(Tschannen-Moran & Gareis, 2015). Principals must also have an understanding of how to foster a climate of trust and support among teachers as a shared instructional leader. The results of solution #3 is the sharing of best instructional practices focused on curriculum, instruction, and assessment, as initiated by educators within the building.

The benefits of solution #3 is that it creates a positive relationship between principals and teachers focused around a common goal to affect change. The shared instructional leadership approach increases and develops individual leadership capacity among educators resulting in an increased desire for them to seek more formalized leadership opportunities within the board as vice-principals and principals. This is similar to solution #1 in that it strengthens transition planning for formalized leaders within the board.

A consequence of solution #3 is the allocation of time and financial resources to develop this common language both at the principal level and the educators' level. School leadership teams must buy-in to this solution and see value in developing this common language as a shared initiative across the district. As a trade-off, other board or school initiatives may need to be decreased in order to allocate time and resources to this solution.

Solution #4: Accountability For Behavioural Change Aligned With School Goals

Every school year, educators within a school engage in professional learning and development through board initiated trainings and external educational providers. Teachers access union professional development funds to pay for the course fees and to hire an occasional teacher to replace them in their classroom for the day(s). Within the board, staff professional development also requires release time and funds for teachers to attend. These resources are provided through the board's and school's budget. Professional learning and development is a key method of fostering a professional learner's mindset however currently, there is no

accountability by educators to outline the behavioural change they will implement into their program to affect change based on the new learning. Learning needs to be conscious; with an explicit review of the learning as it aligns with the school goals for student achievement.

Behavioural and instructional change as a result of attending professional development sessions must demonstrate alignment with school goals and an action plan for change and implementation which ultimately enhances student achievement.

Individuals do not always learn what is genuinely helpful for organizational progress and organizations do not automatically learn when individuals within it have learned what was expected (Mabey, 2003). By creating an accountability process for behavioural change which is aligned with the school's goals, improved student achievement through enriched instructional practices, curriculum, and assessment processes will occur. This new practice would include a plan of action generated by the educator before they attend a professional learning session to ensure a reflection of the session's goals with the school's goals. Teachers would require principal approval to take professional learning courses during school hours and they would be required to share their knowledge of the impact the learning will have on their own professional practice in their classroom. The plan of action would become the tool for attaining accountability for board and school resources, realizing significant impact on student success, and it would be the driver for behavioural and organizational change within the classroom and school.

The consequences of solution #4 is that all teacher professional learning is connected to school goals and board priorities. Some educators may resent the added layer of accountability that will be placed on them when they wish to attend professional learning sessions. The plan of action will be an added task that they would need to complete in addition to their duties and

responsibilities within the classroom. Unions may protest this added layer of accountability on its members and resent the suggestion that educators take professional learning to take a day away from their classroom, with no intention of implementing a change to their instructional practice upon their return.

Chosen Solution

My chosen solution will integrate components of solutions #1 to #3. In seeking to advance the pedagogical practice and capacity of educators to improve student achievement at HPPS, the three solutions collectively emphasize the principal's core leadership practices and agency to leverage change, fosters educator and school collective efficacy through a shared leadership approach, implements a shared vision for the attainment of school goals, and aligns with strategic priorities at the board level. The similarities of the chosen solutions are that they each contribute and promote features of distributed forms of leadership. They cultivate the structures and open-learning stance necessary in schools for teachers to take up organizational leadership functions. They provide opportunities for capacity building within the school and at the board, and they enhance the educator-principal relationship (Muijs & Harris, 2007).

Organizational change is a process that is adapted and modified on an on-going basis in order to be effective and sustainable. During the change process, leaders and change agents are tasked with designing and implementing strategies and tools which are necessary to support and enhance an organization's move towards their desired goals. There are many factors that can influence organizational change such as structural, social, equity, political, and historical behaviour. Change leaders must be aware of these factors as they each can impact change in stakeholders' actions as well as in their attitudes, beliefs, and values. By working to identify the gaps which exist between the current state of behaviours and the desired organizational state of

behaviours, Nadler and Tushman's Congruence Model (1989) will be used as a tool to analyze how best to proceed. In addition, the Plan, Do, Study, Act (PDSA) cycle (ACT Academy, 2018), will provide a focus for moving through the change process and allow for monitoring, reflection, and feedback on the work being done. Both the Congruence Model and the PDSA cycle will offer guidance for creating a communication plan and monitoring plan for change which is ongoing and reflective. The three selected solutions outlined in Chapter 2 allow for a multi-frame approach for conceptualizing and leading change. Change will be introduced in stages so that there will be long-term sustainable efforts as a result of the work on the OIP.

Leadership Ethics and Organizational Change

School leaders have a pivotal role in implementing and supporting change within the organization. In schools, the leadership approach that guides principals' actions and behaviours is closely aligned with their own personal set of ethics and core values. It is these ethics and core values that guide their conduct (Northouse, 2016). As shared in Chapter 1, my core values include: (a) building positive relationships; (b) fostering trust; (c) demonstrating integrity; (d) behaving ethically; and (e) helping others, all while being consistent and approachable. These core values are embedded in the servant and shared instructional leadership approaches which guide me in my interactions with students, staff, and community partners. I have an intense sense of moral purpose and responsibility for promoting deep student learning and critical thought, professional inquiry, trusting relationships, and seeking evidence in action. In practising servant leadership, the principles of altruism are closely modeled resulting in "an approach that suggests that actions are moral if their primary purpose is to promote the best interests of others" (Northouse, 2016, p. 335). My core values contribute to this strong sense of

moral purpose and they are an integral component of my effectiveness as a principal in leading change.

During the change process, ethics matter. First, the leader may face circumstances during the change process where their moral principles may be compromised and this can significantly affect the employees' perceptions of the leader. Second, if the leader is perceived by employees as being ethical during the change process, they will be more positive in their attitudes and behaviours towards implementing the required change (Sharif & Scandura, 2014). Leaders who model ethics in their actions and behaviours are more apt to gain the trust and confidence of their employees, which in turn, creates a positive work climate and outlook on change. As the principal at HPSS, I am deeply aware of how my leadership influences others in the school to reach our common goals. Northouse (2016), affirms that "to make a change in other people carries with it an enormous ethical burden and responsibility" (p. 336). Therefore, I have a responsibility to be sensitive to how my leadership affects my staff's lives. An ethic of caring requires that I treat each individual with dignity and respect (Starratt, 1991), and actively involve staff directly in the change process. When staff are directly involved in school change, they demonstrate greater commitment and increased performance towards achieving the common goals (Sharif & Scandura, 2014). Instructional improvement can only be achieved when people and resources are mobilized to support change. As principal, I work daily with educators to build relationships with them that develop individual leadership capacity. Staff are empowered when their leadership potential is recognized and they evolve into stronger educators.

Leader transparency, involvement of staff in decision-making, mutual respect, trust, and support for staff to assess their own values, all contribute to employees' dedication to the change process through increased performance and behaviours (Starratt, 1991). This in turn will affect a

change of critical consciousness for educators to be reflexive in their practice and become leaders in advocating for all students within the school. Ethics of caring also extends to relationships built with students and their families. As a school staff, educators must foster open, trusting, and professional communication with individuals both in the relationships within their classroom and in the home-school connection. Teachers and principals must honour the uniqueness of every individual in the school and this must be reflected in all aspects of the curriculum and pedagogical practice.

The ethic of critique is a perspective aimed at examining the school and board through a political lens, with a focus on each's own bureaucratic context (Starratt, 1991). There are inherent injustices within education at the school level, such as the competing rights of educators, as governed by their unions, and the rights of all students to receive a high quality education that is free of bias and incorporates teaching and learning practices that offer differentiation to meet all students' strengths and needs. As principal, it is my responsibility to bring an awareness of the power and privilege that exists in the political arena of a school and leverage change with many stakeholders so that the solutions are multifaceted and consider the best interests of all students.

Another aspect of the ethic of critique is related to the differing perspectives that the board of education holds versus that of our local schools and staff. As outlined in Chapter 1, my board is situated in a functionalist paradigm, whereby its purpose is to maintain the status quo by maintaining equilibrium through a web of relationships and the development of effective strategies designed to leverage organizational goals (Hartley, 2010). The tenets of the functionalist paradigm are reflected at the system level but at the school level, school leaders and some teachers are represented much more closely by the tenets of the interpretivist paradigm.

This results in a power imbalance whereby the system level team holds the vision for moving forward into the future as they set the goals and priorities for the district. This becomes a top-down approach, where power and privilege dominate and where school leaders are left to make decisions that affect change with minimal impact. The assignment of tasks and duties at the system level become the assigned priorities at the school level. The result is a multitude of managerial tasks and strategies for principals to carry out. Principals begin to feel that they do not have an active role in changing their social environment; their sole responsibility is to carry out their duties as told by the senior team. This focus reduces the availability of time for principals to dedicate themselves to instructional leadership and teacher professional development.

The ethic of justice is concerned with “individual choices to act justly and justice understood as the community’s choice to direct or govern its actions justly” (Starratt, 1991, p. 193). Principals are finding themselves leading larger schools with less resources available. More and more, they are being tasked by the board and various unions to reflect about decisions made at the school level in the larger context of the entire organization. System-wide thinking is an added responsibility and filter through which principals must weigh their decisions. The ethics of justice demands that the main focus of school staff should return to school-based decision-making where the rights of the individuals in the school are placed at the forefront. All stakeholders need to have a voice in order to contribute to discussions about site based issues. These issues as related to my OIP include: the curriculum, instructional best practises for teaching and learning, the day-to-day operations of the school, the rights of all individuals in the school, and facilitating teacher collaboration. Principals who practice ethics in leadership, quickly understand that the ethics of caring, critique, and justice are all closely intertwined.

When faced with a variety of decisions and challenges throughout the school day, principals who ground their judgements in a foundation of ethics for organizational change will be better positioned to offer a more “comprehensive and multi-dimensional foundation” (Starratt, 1991, p. 199) for leading the change process.

Conclusion

The multi-dimensional approach for leading the change process at HPPS is grounded in a servant and shared instructional leadership approach. The fundamental facets of the change vision are that educational institutions are complex organizations which require an emphasis on shared vision, leadership judgements situated in a foundation of ethics, and personal agency of all individuals. Collective efficacy by both principals and educators is central to the scope of advancing the pedagogical practice and capacity of educators in the school, with the overall goal remaining that of improving student achievement. Chapter 3 will focus on specific aspects of the OIP that will support the implementation of the change process as related to improving student achievement and success.

Chapter 3: Implementation, Evaluation, and Communication

Introduction

Chapter 3 will outline the change implementation plan by constructing a multi-pronged framework, using the Congruence Model (Nadler & Tushman, 1989), of practical strategies and processes for guiding administration and staff towards conceptualizing and leading organizational change at HPPS. Further discussion on supporting principals in building their collective efficacy for effective school-based leadership will be examined through the exploration of three priorities: (a) collective efficacy for change; (b) a board leadership strategy; and (c) the introduction of principal learning communities. Each priority will contribute to strengthening the impact of principal leadership within each principal's own school as well within the family of schools that principals connect with through their school action plan. The change process will be communicated to school and board stakeholders and monitored through cycles of the PDSA model.

Change Implementation Plan

Successful educational leaders develop their schools as effective organizations that support and sustain the performance of teachers and improve the achievement of students. A leadership-focused vision for change is the driving force behind effective schools. Change leadership must occur through a school-wide approach to ensure understanding of the school context and connects it to stakeholders' actions for change through distributed leadership, change agency, and workplace empowerment. The change implementation plan will outline a framework for reshaping the school's organizational structures so that the gap between the current and desired level of performance is diminished.

Goals and Priorities

The goals of the change implementation plan are to outline how the principal's core leadership practices and the leader's agency to leverage change, contribute to advancing the pedagogical practice and capacity of educators in the school to improve student achievement. If the role of the principalship is to be sustainable and contribute effectively to the development of school capacity and student achievement, then the priorities of the change implementation plan must be multifaceted. It must target both the principal's personal agency and the organizational points of leverage within individual schools. Principals must strive to work with not only their own staff in schools, but they must also participate in lateral capacity building between schools. This will yield a process of sustainability for both the principalship and shared effective school leadership between colleagues. Families of schools who collaborate together yield improved student achievement data (Fullan, 2018). As a BLDS member, I have the dual role of being both a lead learner and a collaborator of effective leadership development with my colleagues. Figure 1 displays the current integrative perspective of change leadership for principals.

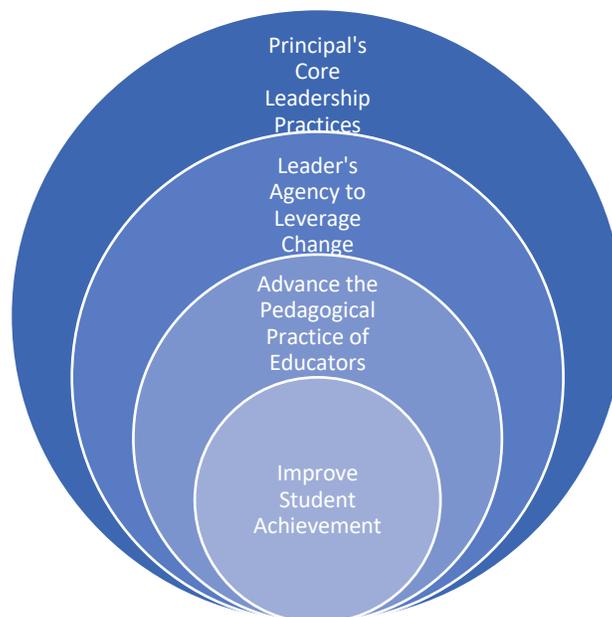


Figure 1. Current Integrative Perspective of Change Leadership at HPPS.

In order to advance this current integrative perspective, three priorities will need to be implemented to support the goals of the change implementation plan: (a) focus on principles and qualities of both collective and individual efficacy among the principal and teachers within the school, to be skillful practitioners to affect change on student achievement outcomes; (b) widen the scope of the board's leadership strategy; and (c) structure principal learning communities through lateral capacity building and a process of sustainability. Figure 2 displays the desired integrative perspective of change leadership once these three priorities have been added.

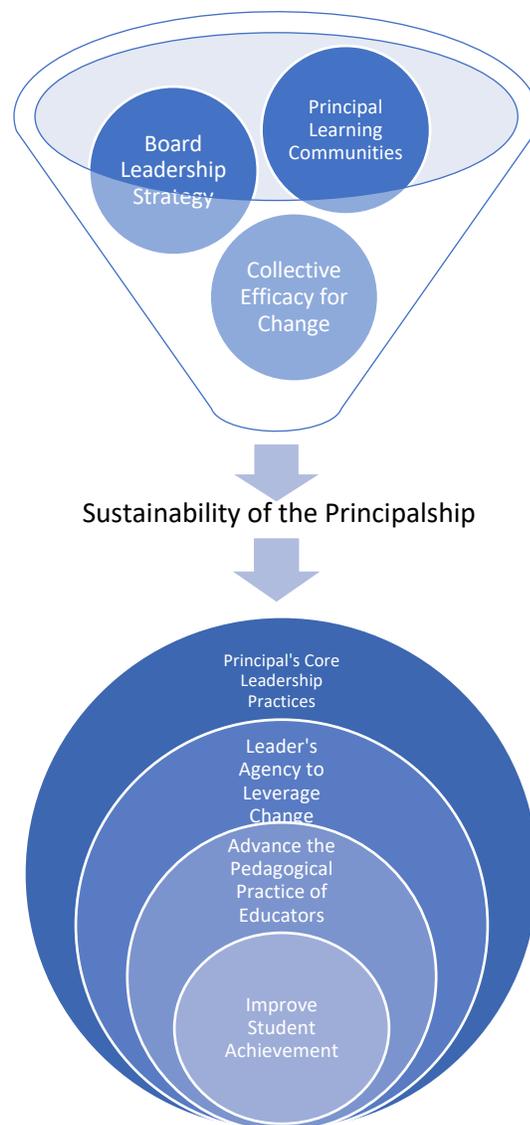


Figure 2. Desired Integrative Perspective of Change Leadership in a School.

Priority A: Collective efficacy for change. Shared instructional leadership involves the active collaboration of principal and educators on curriculum, pedagogy, and student assessment. Within this leadership model, the principal fosters relationships among staff to seek out the ideas, insights, and expertise of staff in these areas in order to cultivate readiness for change and ultimately, affect change for school improvement (Glickman, 1989). The conditions to promote readiness for change so that educators will participate in organizational change functions is dependent upon many factors including, school structure, level of trust between staff and principal, distributed opportunities for capacity building, and resources and incentives offered within the school for teacher leadership. In addition, educators' resolve to commit to a change initiative and have a shared belief in their collective capability to do so is termed collective efficacy (Self, 2007). Collective efficacy is greater when educators have a shared belief and sense of confidence that collectively they can implement organizational change within their school (Donohoo, 2017). At HPPS, there is a core group of educators who are innovators in education. They are change agents. They have an experimental mindset where they try new things and thrive in a climate of openness and active discussion. These educators are change ready and as innovators, they are the key individuals in the school that the principal relies upon to help evolve pedagogical practice within the school. In order for the principal, as the change leader, to gain leverage within the learning organization, an adaptive process and common language from change theory must be shared with staff. The innovators are the core group of individuals who can leverage this sharing of a common language for change. This new learning will be shared at staff meetings, PA days, at mentor-mentee release time, during teacher moderation opportunities, and in conversations between the principal and educators. The principal will continue to be mindful of the conditions necessary for change to thrive and ensure

that positive, open, and trusting relationships continue to flourish within the building. Change agents will help to strengthen the instructional core between educator-student-pedagogy as outlined in the school action plan. Professional discourse and teacher release time will allow opportunities for teachers to engage in learning walks around the building to see innovation in practice. Collective efficacy will foster an accountability for change. Cawsey et al (2012) posits, “change occurs when the perceived benefits of change is greater than the perceived cost of change” (p. 189). As principal and change leader, the perceived benefits of change will need to be a part of every professional conversation and be the foundation for the school’s focus and collaborative effort.

Priority B: Board leadership strategy. The current leadership strategy for school principals in the CDSB district is guided by a trait approach. Northouse (2016) identifies the trait approach as a list of benchmarks or ‘look-for’ characteristics for leaders to cultivate in themselves in order to be perceived as a school leader. The list of benchmarks are identified in the *Ontario Leadership Framework* (2012) document as personal leadership resources and the five core capacities: (a) Setting Directions; (2) Building Relationships and Developing People; (3) Developing the Organization to Support Desired Practices; (4) Improving the Instructional Program; (5) Securing Accountability. In order to widen the scope of the board’s leadership strategy, the BLDS committee must examine how leadership facilitates school improvement as an adaptive process. In other words, it should be examined from the perspective of change leadership. Change leaders need to gain leverage in their organization to affect change. School improvement is a journey and leadership is an organizational process rather than a series of traits that an individual must possess or a set of capacities that a leader must act on. Change leadership as an adaptive process must examine how effective leaders build collaboration,

commitment, and instructional capacity among stakeholders to work towards a shared vision of improved student outcomes. The new leadership strategy must encompass a clear understanding of the impact of learning relationships and power and how it makes each school unique. It must highlight the external demands and impact school stakeholders have on school improvement goals and it should outline effective leader responses so that they may gain leverage in their organization to affect change.

As a member of the BLDS committee, I have the opportunity to offer these suggestions to the team members and to share supporting educational research such as Kotter's leading change research (1988), Hallinger and Heck's (1996) research on the role of the principal, and Fullan's (2006) research on lateral capacity building to support the background and implementation of this priority. Monthly meetings of the BLDS committee and the opportunity to share messaging with fellow principals can be facilitated in the development of principal learning communities.

Priority C: Principal learning communities. Fullan (2006) contends that the way to affect change in schools is to foster the development of principals who are "thinkers in action" (p. 113). When principals have the opportunity to widen their sphere of engagement by interacting with other practitioners from within their family of schools, they can collectively work in a more focused way while at the same time, staying connected and gaining experience in linking to commonalities within their own school. Fullan (2006) calls this process lateral capacity building and it greatly enhances the sustainability of the organization. Large scale change requires change initiatives which transform the organization. Principals can foster sustainability of the organization when they showcase a moral purpose to be system-wide thinkers in action. Principals are fully committed to their own schools and to improving the achievement of their students; they also are committed to fostering change laterally, by becoming

members of principal learning communities. Together, as a family of schools network, principals gain the knowledge and opportunity to develop new relationships beyond their schools, collectively contribute to a commitment of change system-wide, and actively develop the leadership and agency of both themselves and fellow colleagues. Fullan (2018) posits that this is the greatest legacy of any leader, to develop a sense of collaboration between other leaders over a period of time, to the point where they become dispensable. Principal learning communities are key to moving change forward in schools and they enhance sustainability through deep learning, co-dependent accountability, and a commitment to change at all levels.

In my capacity as principal, I can foster the creation of principal learning communities within my own area of schools. A template for the implementation of principal learning communities can be developed through consultation with the superintendent and other interested principals. From the first learning walk initiative that principals engaged in recently, it was obvious that area principals are eager to collaborate with one another as evidenced by the meaningful dialogue that occurred. The learning walk initiative provided the groundwork for establishing relationships with other principals within the family of schools. However, it is important that a level of commitment from interested area principals is the guiding element in the creation of principal learning communities moving forwards. It is important that principals from schools in the same local geographical area gather together as learners as there are similarities in school context such as community issues, demographics, staffing, access to resources, and student populations. This similarity helps to foster a strong network of interconnected principal-leaders and a dual commitment to both short-term goals and long-range results between schools and leaders. Principal learning communities can also promote a shared language for collective and individual efficacy for change through collaborative learning.

New Strategic Organizational Chart

The existing structure of the organizational chart for shaping the instructional core that many educators at HPPS use is hierarchical in nature. It is often implemented by teachers in isolation or in small teaching partnerships within grade levels. The existing organizational chart is outlined in Figure 3.

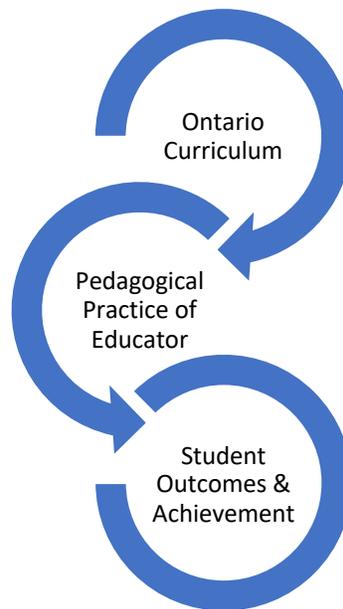


Figure 3. Current State of the Instructional Core.

Teachers consult the Ontario curriculum documents to determine the content to be taught to students in their classroom. Based on the content to be taught and the teacher's professional knowledge of pedagogical best practices, the teacher selects an array of instructional tools and a variety of strategies to engage their students with the content. The practices the teacher implements may or may not be evidence-based and are often gathered from a multitude of sources, unique to the preferences of each individual teacher. It is common at HPPS for teachers to have their own viewpoint of what best practice is in education and the tenets of their particular view, greatly influences how instruction is delivered to their students. The desired, resulting

output of the teacher's pedagogical practice is a high level of student achievement and outcomes. The reality of the output is that large numbers of students are not attaining a proficient efficacy of achievement in subject areas at HPPS.

Moving forward, a new multi-faceted organizational chart for shaping the instructional core is needed in order for students to realize more academic success and achievement. This new organizational chart is outlined in Figure 4.



Figure 4. Future State of the Instructional Core.

In order to strengthen student outcomes and achievement at HPPS, teachers will continue to lead their practice with foundational principles from the Ontario curriculum. The tenets of the shared instructional leadership model will be emphasized in the new organizational chart as the means for change. This leadership model promotes active, on-going collaboration between the principal and educators in the school on curriculum, pedagogy, and student assessment (Day & Harris, 2002). The model highlights the role of the principal so that the school leader will be able to: (a) foster trusting relationships among staff, (b) organize the school timetable with

dedicated time for teachers to engage in collaborative pedagogical practice, and (c) focus on principles and qualities of both collective and individual efficacy among teachers as skillful practitioners to affect student improvement outcomes. In addition, principals will work with principals from neighbouring schools to establish principal learning communities. This facet of the new organizational chart will assist principals in building relationships beyond their schools, gain knowledge of how best to create an open-to-learning school climate, and collectively build a commitment of change across the system.

Managing the Transition

Transition management in a school is best accomplished when the change process is monitored carefully by the school leader and a transition team. The transition team can be comprised of many stakeholders, both inside and outside the school. By collaborating together, they can oversee the change process to ensure that the organization continues to perform effectively during the transformation and that the transition plan is monitored carefully (Cawsey et al., 2012). The transition plan outlines the change that will be occurring in the school. It is comprised of clear goals, priorities, benchmarks, and responsibilities for the change (Cawsey et al., 2012). Resources such as time, budget, people, and organizational structures are all components of the transition plan and hence, will need to be examined closely. In the context of the OIP, managing the transition to the future state of the instructional core will be multi-faceted and the timeline for implementation will be over a multi-year period. This change will affect the organization's structure at both the school level and board level. In order to maintain momentum and stakeholder buy-in during the transition, it will be important to ensure that a climate rich with openness, honesty, active discussion, and milestone celebrations is built into the plan. The staff at HPPS will respond positively to change initiatives when they understand and believe that

the effort they are asked to put in and the new processes that they develop will close the gap between current student achievement levels and desired achievement levels.

Understanding stakeholder reactions. The extent to which educators will critically examine their own beliefs and efforts to take up distributed teacher leadership opportunities at HPPS will depend upon features of the school's structure and climate for learning. These features include, the opportunities available for teacher capacity building, time and resources given to learn a new practice, the quality of the relationship between the principal and staff, and the encouragement and support offered during the change process (Day & Harris, 2002). The quality of each of the features listed will directly impact the stakeholder's reaction to change. In the context of the OIP, teachers at HPPS understand that they contribute a vital role in the operation of the school and in meeting the needs of all students. By building on this understanding and modeling a shared instructional leadership approach, teachers will feel empowered to contribute to school improvement efforts. Such efforts include forming communities of practice, engaging in collaborative pedagogical practice, and sharing high yield best instructional practices with each other. Active participation in change initiatives by change recipients enhances their belief that the change will be beneficial to them and promotes efficacy by allowing them to articulate concerns and select changes they can accomplish (Donohoo, 2017). As principal, I will work to support and challenge teachers on their journey. Change initiatives will be grounded in a historical overview of student report card data, EQAO data, and class anecdotal achievement data. By involving teachers in the diagnostic process for why change needs to occur, it will serve to encourage their change readiness and sensitize them to the reasons why change is necessary (Armenakis & Harris, 2009). The change leader influences the formation of productive communities of practice between principals, teachers, and instructional

coaches so that a more interconnected pathway to improving student achievement is constructed with school and board goals as an embedded priority.

As mentioned in Chapter 2, principals in schools must understand their role as school leaders and how their leadership approach impacts whether the success of school goals is achieved and if progress along the change continuum is accomplished. Consideration of principals' reactions to this responsibility is vital and board support through professional learning and principal learning communities is necessary.

Personnel to empower and engage. Senge (1990) believes that learning is not possible without agency – people are capable and must be freely able to act upon structures to change them. In order to realize intentional actions and iterative behaviour from stakeholders in the change process, it is critical that they are engaged and empowered throughout the process. In the context of the OIP, educators at HPPS are the key personnel to empower and engage. I believe that personnel must first be empowered. They must be given the influence, power, freedom, and authority to take action to make a difference in the academic lives of their students. When educators feel empowered, they become confident to take risks in their instructional practices, explore high yield strategies to improve student achievement, and they work tirelessly to ensure that their students are successful. In addition, educators feel empowered to try new initiatives, have an open dialogue during the change process, and are more likely to share their learning with colleagues. Educators who are empowered and engaged in their workplace have an open to learning mindset, become participants in shared learning, develop agency, and take a more active role in leadership opportunities (Putnam, 1983; Elmore, 2005). As agency develops, schools become more effective, coherent organizations that value collective results over individual results. When a school has educators' commitment to collective results, then the work that they

produce and the instructional practices that they implement have a greater impact on student success.

The other personnel who need to be empowered and engaged are the principals within the surrounding family of schools. Higgs and Rowland (2000), reminds us that there is a direct link between leadership behaviours and the activities involved in implementing change. These leadership behaviours move organizational readiness along a continuum of being more open and willing to consider and implement change initiatives. When principals are empowered and engaged through their collaboration in principal learning communities, they are more effective at leading their schools collectively towards a future state of change. Principal learning communities offer the opportunity for principals to explore change from both a macro and micro perspective, share and learn from other leaders who have multiple perspectives, create connections and build relationships with individuals across the organization, and bring back successful instructional strategies to their own staff for investigating. This opportunity to network and learn from one another greatly increase the sustainability of the principalship because they find greater regard in their job. Empowered and engaged principals can more readily identify priorities for change. For example, how teacher leadership opportunities are distributed to staff within the school, how their leadership practice must differ at the school level, and how they can influence the formation of productive communities of practice to expand teachers' professional beliefs and instructional skills.

Supports and resources. To successfully advance the goals of the OIP, a commitment of supports and resources will be required. When considering the resources within an organization, we must examine the quality of the resources as well as the extent to which the resources can be reshaped. Examining how fixed or flexible different resources are will provide insight into the

organization's change potential. The first resource to consider is the educators within the school and the interwoven learning climate that is ingrained at HPPS. A core group of the educators at HPPS are seasoned staff who have been together for ten years or greater. As principal, I have learned that this group, though outwardly portrayed to be flexible, are much more resistant to school change initiatives. An appraisal of the relationships with staff and frequent check-ins with them is a key resource that I will monitor to ensure that I align my core leadership practices and agency as leader when considering next steps in the change plan. The second resource is the fixed capital budget for the school. It is based on student enrollment and is allocated each September. This capital is used to pay for student instructional materials as well as fund the operational expenses of the school. Ten percent of this budget is set aside each year to pay for supply coverage for educators to partake in professional learning communities at the school site. Within a large school, there are 50 educators so it is challenging to release all educators to participate in professional learning opportunities. Creative time-tabling and specific, targeted professional development goals will need to be considered so that the budget money spent has a high return for teacher learning and effectiveness. The budget is closely related to time as a resource. It is challenging to have frequent, deep learning sessions with so many staff. It is expensive and it takes a lot of effort on the part of the principal and navigation team to arrange. Due to the expense, there is a greater reliance on educators taking initiative after professional learning sessions, to explore the ideas covered more on their own and on their own time.

In considering what professional activities will be focused on to improve the instructional practice of educators, Table 1: Sample Community of Practice for Teachers in Math shows a school wide goal from the school action plan. It highlights professional learning opportunities offered to staff to support this goal and a sample of practical in-class observable changes the

principal would see when observing classes in the school. The table represents how professional discourse, observation, and pedagogical reflection work together to promote changes in instructional practice to improve student success.

Table 1

Sample Community of Practice for Teachers in Math

School Wide Community of Practice Focus	Professional Learning Offered	In Class Observable Changes in Practice
<ul style="list-style-type: none"> - Implementing the 5 Practices framework for orchestrating productive math discussions into daily math lessons 	<ul style="list-style-type: none"> - School Navigation Team comprised of innovator teachers, math resource teachers, and principal; planning and leading step-by-step professional learning at staff meetings - Each meeting begins with a math problem to be solved - Modeling of effective Number Talks - Collaborative partnerships with grade level staff to explore/try-out each of the 5 practices - Problem-solving approach to mathematics is modelled, with teachers being the participants - In-between work assigned to staff to implement in their classroom between staff meetings – trial opportunities - Follow-up discussions and debrief with Navigation Team members about the in-between work - Peer coaching with the math resource teachers – release time given - Co-plan, co-teach, co-debrief mentoring framework used between math resource teachers and classroom teachers 	<ul style="list-style-type: none"> - Using student work as a launching point for discussions in class about important mathematical ideas - A problem solving approach to math is central in each lesson - Partnered and small groups of students discussing math processes they are using to approach a problem - Diagnostic student assessment data collected - Systematic class and student profile data collected on an on-going basis - Student math work displayed in classroom - Math language and conversation about math occurring between students during the 100 minute math block - Teacher using the vocabulary of the 5 Practices in their teaching - Math resource teachers team-teaching with the classroom teacher - A shift away from math worksheets focussing on answers - Student mindset about math shifted – active participation, perseverance, and a love for math developed - Grade level teachers planning math lessons together on prep times

A third resource to consider from a system-level perspective is the collective experience and expertise of principals and system level administrators. There is a vast range of expertise

available to access when creating and running learning focused principal learning communities or expanding the initiatives of the BLDS community. Again, time is a challenge as many of the principals are already spending nine to ten hours a day at their school and to find time to release principals so that they can meet as a learning community or to travel to the board office for BLDS meetings and further professional learning is a struggle. Schools in the south and north of the district are geographically diverse so finding an equitable location to host these meetings can be a hurdle. In moving forward with the change implementation plan, it will be imperative to be mindful of the supports and resources outlined above and to think creatively in overcoming some of these challenges.

Implementation issues. When considering the creation of collaborative communities of practice for educators at HPPS, there is an underlying assumption that staff share similar values and interests in education and will be willing to participate and assume responsibility for shared leadership tasks during the change process to improve instructional practices. Ideally staff members from all of the grades, including classroom teachers, rotary teachers, early childhood educators, education assistants, and librarian will strive to support the change initiatives and participate in communities of practice initiatives at the school. The scope of their collaboration will be an important consideration in determining their change readiness. The principal plays an integral role in structuring team interactions that focus on relevant curriculum pedagogy and policy. Principals must be active participants in the professional learning communities and embrace a shared responsibility for decision-making with the staff leading the change. Time and opportunity through the school day will be a constraint for the principal, in this role as lead learner, due to the myriad of other managerial tasks that need to be accomplished during the day.

Another assumption accompanying this OIP is that the senior admin team will see value in

expanding the scope of the BLDS committee. The board will need to buy-in to the need to address the sustainability of the principalship and focus their attention on working to retain principals currently in the role while actively looking to recruit new leaders to the role, both from promotion within the organization and from outside. Release time and budgetary funding will need to be allocated so that principals may leave their school buildings to participate in both the BLDS committee meetings and in the principal learning communities across the region. Reliance on teachers-in-charge and vice principals to step up to manage the schools in the principals' absence will need to be examined.

Building momentum. Building momentum for change to improve student achievement is directly related to empowering a community of learning leaders within a school. These learning leaders adopt a schoolwide focus on learning, both for the students and for themselves as educators in the building. Principals and educators must take collective responsibility for improving student learning by sharing teaching practices, making data results transparent, engaging in professional dialogue about improving instruction, and institutionalizing a climate of continual improvement and change. Schools cannot act alone in this mission but require the support of a common understanding of collective efficacy for change initiatives, a strategic board leadership strategy, and the development of principal learning communities to support the work in schools. To this end and in working to identify the gaps which exist between the current state of behaviour and the desired organizational state of behaviour, Nadler and Tushman's Congruence Model (1989) will be used as a tool to develop a change implementation plan of short, medium, and long term goals in order to best understand how to proceed. The Congruence Model of organizational behaviour will examine the gaps in teaching, learning, leadership strategy, and support networks to map the transformation process and find congruence between

these elements. Figure 5 outlines the Congruence Model that was used to outline a framework of action for reshaping the school and the board-level organization.

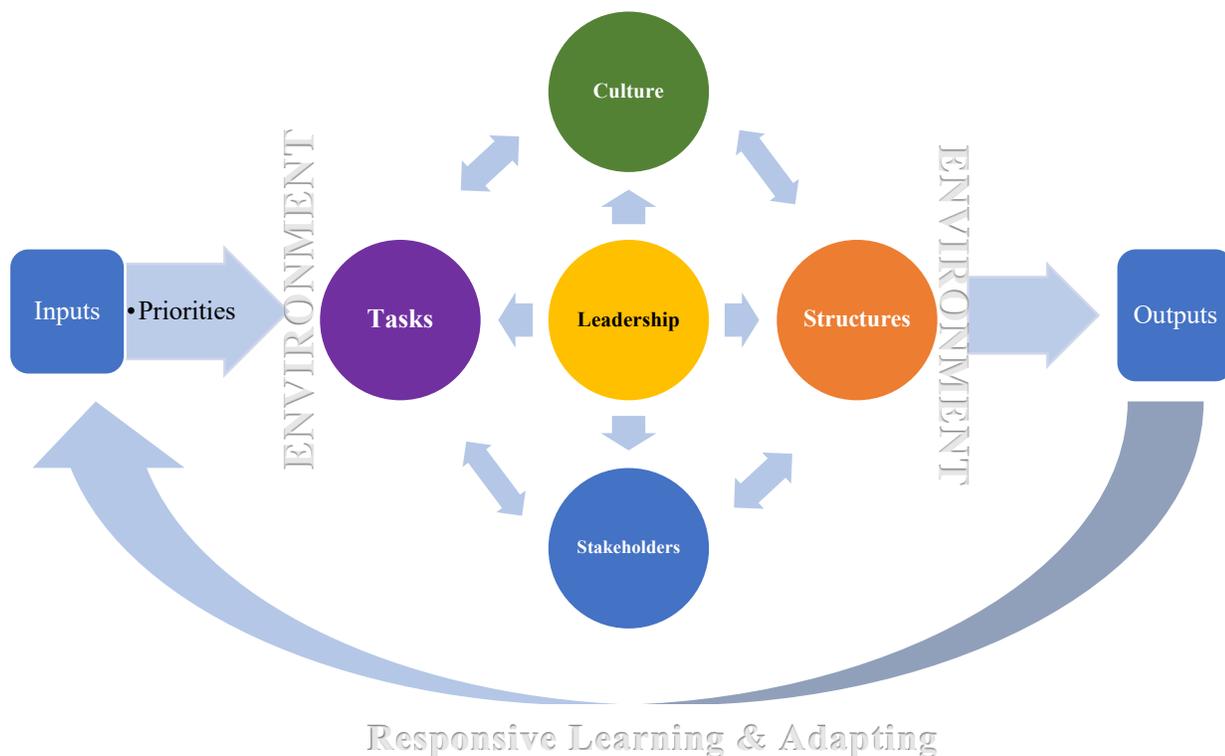


Figure 5. The Congruence Model. Adapted from Nadler and Tushman (1989).

Appendix A outlines the overarching priorities and the Congruence Model elements that were considered when considering a multi-year change implementation plan. Table 2 zeros in on the change implementatin plan steps for the OIP in order to build momentum with short-, medium-, and long-term goals during the first year of change implementation. The short-term goals begin in July and August due to the summer break that principals have. This is a good time to set the stage for principal development because they can exclusively focus on professional learning; the added layer of managing the school is not a factor.

Table 2

Building Momentum Year One Timeline

Short-term Goals: (July – Aug.)	Medium-term Goals: (Sept. – Dec.)	Long-term Goals: (Jan. – June)
<p>Priority A: Collective Efficacy for Change</p> <ul style="list-style-type: none"> - Share research and practical strategies to foster shared instructional leadership in schools – principal as lead learner - Offer shared instructional leadership opportunities to all staff – ongoing through the year 	<p>Priority A: Collective Efficacy for Change</p> <ul style="list-style-type: none"> - Provide release time for principals to be lead learners within schools – reduce managerial tasks - Determine managerial tasks that could be centralized at the board versus at the school - Staff meetings are focused on learning conversations on change – connected school action plan - Build common language for the adaptive change process – cultural shift in mindset about change, role of teachers in change, accountability for student achievement - Data analysis of historical data of student achievement – 3 to 5 years - Navigation team created of school teacher-leaders – focus on developing school action plan, framework of professional learning opportunities for staff for the school year - Timetable co-learning opportunities between grade level partners 	<p>Priority A: Collective Efficacy for Change</p> <ul style="list-style-type: none"> - School action plan is the foundation for all collaborative discourse and learning walks - Timetable learning walks on a weekly basis during one of teacher’s prep times - Formalize look fors during learning walks - Accountability of teachers to debrief and provide feedback to educators they observe - Continue teachers monitoring class student data and check-in on progress, monthly
<p>Priority B: Board Leadership Strategy</p> <ul style="list-style-type: none"> - Develop a system leadership statement - Share the vision and purpose of system leadership - Expression of interest sent to Principals to join BLDS steering committee - Survey of principals – identify strengths, needs, and areas of discontent with principalship – <u>How Can We Help?</u> - Introduce Leadership CDSB website to principals – a portal of resources - Review of principal survey data by BLDS committee – gap analysis 	<p>Priority B: Board Leadership Strategy</p> <ul style="list-style-type: none"> - Design professional learning opportunities based on needs identified from principal survey - Monthly board principal meetings to build capacity on leadership actions to support school improvement among principals – led by area Superintendents - In-between work given to principals to practise leadership actions in their school - Build professional relationships between area Superintendents and area principals - Examine areas of discontent from principal survey – work to 	<p>Priority B: Board Leadership Strategy</p> <ul style="list-style-type: none"> - Expand reach of BLDS committee – members visiting schools, documenting best practices in leadership - Increase awareness of organizational conditions which support school improvements – website, meetings, PL opportunities, principal learning communities - Share documentation and video with principals and senior admin - Celebrate and market the best parts of the principalship – there is more good than bad. - Succession planning – work to expand the principal and vice

Short-term Goals: (July – Aug.)	Medium-term Goals: (Sept. – Dec.)	Long-term Goals: (Jan. – June)
<ul style="list-style-type: none"> - Financial stipend for BLDS committee members for summer work 	<ul style="list-style-type: none"> alleviate processes and structures that can change easily, examine others that require more discussion - Offer distributed leadership opportunities at board – mentorship, submissions of best practice to Leadership website, workshop development for aspiring school leaders 	<ul style="list-style-type: none"> principal pool with internal candidates - Offer In the Principal’s chair role playing, professional learning, opportunities to aspiring teacher leaders
<p>Priority C: Principal Learning Community</p> <ul style="list-style-type: none"> - Develop outline for the first principal learning community – focus on strengthening the instructional core, exploring tenets of shared instructional leadership, connect to research resource, learning walk - Run first principal learning community, facilitated by BLDS committee members – lateral capacity building, developing system-thinkers - Mentor- mentee relationship developed for each principal - Financial stipend for one extra week of work 	<p>Priority C: Principal Learning Community</p> <ul style="list-style-type: none"> - Continue to run principal learning community sessions on a bi-weekly/monthly basis; following format from first session - Sessions rotate from school to school in the area of schools – led by host principal - Connect learning conversations to school action plan, understanding of change agents and resisters in schools, board supports, change theory, change momentum, and cultural agency - Provide release time for new principals in a school to mentor, converse, visit with the outgoing principal of the school - Begin to formalize board policy on principal transition planning between schools 	<p>Priority C: Principal Learning Community</p> <ul style="list-style-type: none"> - Formalize board policy for information sharing between principals with standardized data and questions – topics include school dynamics, personnel, school goals, action plan, staff profiles of readiness for change - Continue principal learning sessions – check-in with principals to determine if format of sessions need to be altered - Strong connections built between area schools, collective goals, and system-wide thinking - Release time for vice principals to begin their own vice principal community – led by BLDS committee members to start, moving to vice principals hosting session each month at their school - Focus on succession planning

Limitations. The change implementation plan outlined in the OIP is grounded in the principle that change is a process. Change requires many elements to work together continuously to be successful. These elements include time, effective leadership, understanding of theory, data, buy-in from participants, and accountability to achieve the desired goals as set out (Dudar, Scott, & Scott, 2017). With the interaction of these change elements, the organization develops agency and in the case of organizational change in schools, as agency develops, schools become more effective, coherent organizations that value collective results over individual results. When a school has teachers’ commitment to collective results, then the

work that they produce and the instructional practices that they implement have a greater impact on student success. Year one of the change implementation plan is critical in setting the tone and the direction for achieving the goals set out. As a change leader, it is important to be accountable for working to achieve the goals while at the same time, being aware of possible limitations that may impede the momentum for change. The limitations that may impact this OIP include, the number of stakeholders involved, the quality and commitment to behavioural change by the educators at the school and system level, and the increasing managerial demands that on principals around school operations versus instructional leadership.

The first limitation to this OIP is the number of stakeholders involved. There are many stakeholders in a school to serve and there is an even greater number at the system level. As discussed in Chapter 1, my personal leadership approach is that of being a servant leader. I believe that as principal, I have a duty to be of service to others, to support their personal development, and to engage them in a shared decision-making process. With this duty comes a great responsibility to gain a sense of each staff member and gain an understanding of their needs, motivations, and professional goals, in order to foster their professional development appropriately. I also serve the students, their families, and the community partners who are linked to our school. Our shared mission is to improve student achievement and as principal, it is my daily work to continue to build relationships with these stakeholders and to develop their leadership capacity in working towards this mission. The sheer number of relationships to support is daunting and in order to build momentum towards change, achieving buy-in from all stakeholders will be a challenge. It will be important to recognize small indicators of change and progress to all stakeholders so a positive mindset towards change is fostered and spread among individuals.

The second limitation is the quality and commitment to behavioural change by the educators at the school and system level. School staff have expressed that they feel overburdened by the existing accountability for student success in their classrooms and are further pressured by social justice issues that schools are dealing with such as poverty, unemployment, and mental health. Principals too have an increasing scope of responsibility for students, both during and after school hours. Principals have to manage the impact these social justice issues are having on student achievement as well as work with community partners to connect students and their families to the supports that they need. According to the Leithwood and Azah (2014), almost 90% of principals are involved in school-based programs designed to support student mental health. The focus of educators and principals on improving instructional practice for students' academic success is no longer the sole purpose of educational organizations.

The third limitation is the increasing managerial demands that have been placed on principals around school operations versus instructional leadership. The research of Leithwood and Azah (2014), into the changing nature of principals' work posits that principals work an average of sixty hours a week, with only five of those hours being spent on curriculum and instruction. More than twenty-five hours per week are being spent in meetings and on email. The success of achieving the goals outlined in this OIP requires that principals have the time and capacity to be the lead learner. School principals have great influence on effecting the change readiness of participants and in developing collaborative learning communities when they are system thinkers (Fullan, 2006). The creation of principal learning communities will be key to developing lateral capacity building in principals. With opportunities to widen their sphere of engagement and interaction, principals can work together in focussed ways while staying

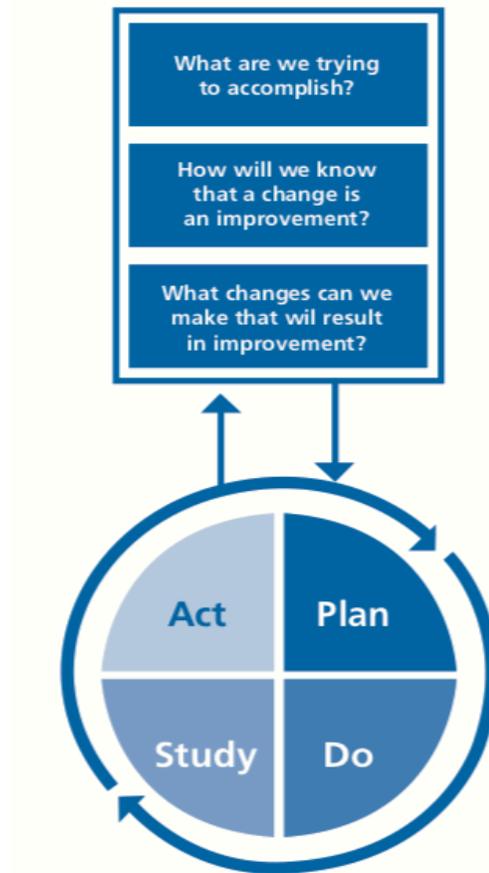
connected to other aspects of the system. Large scale change and the sustainability of the principalship are two closely interconnected elements necessary to transform school organizations.

Change Process Monitoring and Evaluation

For the change process to be effective and produce results which achieve the goals set out, there must be methods of evaluation and monitoring progress in place. The measurements that result from monitoring and evaluation can significantly affect the direction, content, and outcomes achieved during the change process (Cawsey et al., 2012). Therefore, it is important that leaders and change agents monitor progress closely by examining data and implementing strategies to make adjustments to guide the change along the way. In the context of this OIP, the three priorities for change are set out in a framework of action for reshaping the school while supporting the leadership of the surrounding family of schools. There are many facets to this framework so the implementation process requires a multi-year implementation. Appendix A outlines the three change priorities from a multi-year perspective. Change in an educational organization is often complex and has many competing priorities. Consequently, to establish a solid foundation for change which will lead to the long-term sustainability of this OIP, the main focus of the implementation process is on Year 1: Building Momentum. Organizational leaders and change agents however, must be aware that there will be multiple iterations of the PDSA cycle in working towards the long-term objectives. The Plan, Do, Study, Act (PDSA) model provides a framework for developing, monitoring, and implementing changes leading to organizational improvement. This model originated as the Plan, Do, Check, Act model introduced by Walter Shewhart and later adapted by W. Edwards Deming in 1989 (Armenakis & Harris, 2009). By working through PDSA cycles, leaders can assess change initiatives on a

small scale, build upon and learn from these cycles, and give stakeholders the opportunity to acclimatize to the changes while learning and achieving valence (Armenakis & Harris, 2009). The PDSA framework, depicted in Figure 6, proposes three key questions to reflect upon when planning for change: (a) What are we trying to accomplish?, (b) How will we know that a change is an improvement?, and (c) What changes can we make that will result in improvement? (ACT Academy, 2018).

Figure 6. PDSA Model. Adapted from ACT Academy (2018).



The OIP focuses on building momentum for change to improve student achievement and it is directly related to empowering a community of learning leaders within a school. These learning leaders adopt a schoolwide focus on learning, both for the students and for themselves as

educators in the building. Schools cannot act alone in this mission but require the support of a systems-level leadership strategy, development of principal learning communities to support the works in schools, and a common understanding of collective efficacy for change. To this end and in working to identify the gaps which exist between the current state of behaviour and the desired organizational state of behaviour, Nadler and Tushman's Congruence Model (1989) is used as a tool to best understand how to proceed. The Congruence Model of organizational behaviour examines the gaps in teaching, learning, leadership strategy, and support networks to map the transformation process and find congruence between these elements.

In developing a monitoring plan for the OIP, the PDSA cycle is used in conjunction with the Congruence Model to monitor the many factors that can influence organizational change such as structural, social, equity, political, cultural, and historical behaviour. These factors can impact change stakeholders' actions as well as their attitudes, beliefs, and values. By layering the Congruence Model with the PDSA cycle, it will offer guidance for creating a monitoring plan for change which is ongoing and reflective. The Layering Model depicted in Figure 7 is designed to build momentum towards organizational change. Note that leadership is at the center of the Layering Model as it is central to both the Congruence Model and the PDSA cycle. Leadership is at the core of the organizational change process.

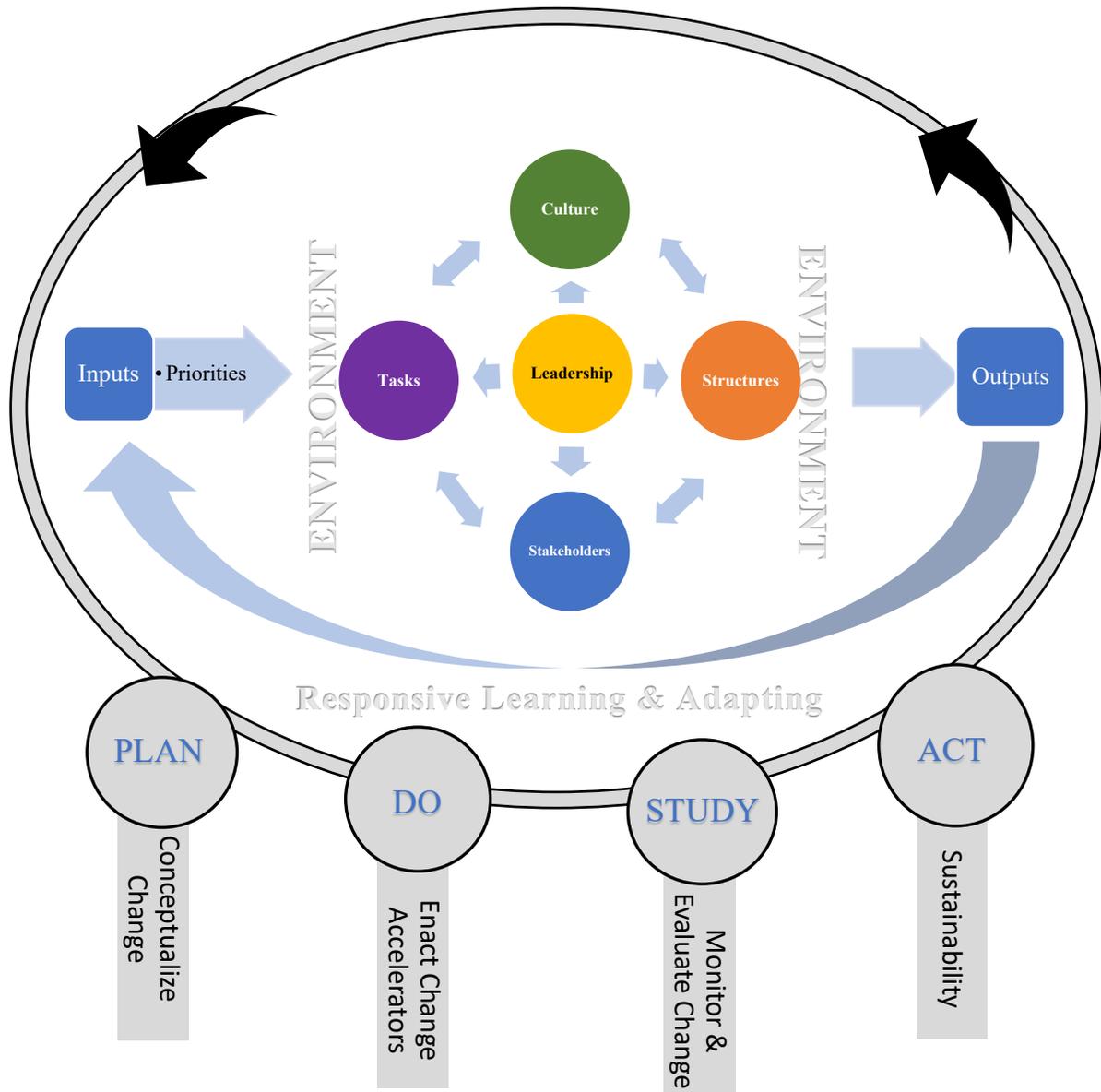


Figure 7. Applying a Layering Model. Adapted from Nadler and Tushman (1989) and ACT Academy (2018).

In an educational setting, leadership by the school principal is often driven by altruistic motivations to help students achieve success. Many principals hold personal, moral imperatives to serve their students, their staff, and their community. The core values of serving others are the

foundation of the servant leadership approach. Effective school leaders are integral to fostering successful schools and we can gain significant understanding when we analyze their leadership approaches, behaviours, and impact as they interact with the four components of the transformation process: (a) culture; (b) structures; (c) stakeholders; and (d) tasks. The Layering Model is devised with the intention of using the principles of both servant leadership and shared instructional leadership to facilitate organizational change. As principal at HPPS, I will challenge stakeholders to engage in collaborative, responsive learning while being responsive and adapting to the change agenda.

In our pursuit of securing change, school leaders and change agents must first conceptualize the desired change. Leaders must engage in self-reflection on their own capacities to lead change while also reflecting on the school context and rationale for the desired change (Dudar et al., 2017; Cawsey et al., 2012). A gap analysis of school data, such as student report card data, EQAO scores, student attendance, school climate survey data, and educator evaluation data will be used to identify the gaps between the current state of behaviour and the desired organizational state of behaviour. The Congruence Model will help to deal with questions about the inputs the system has to work with, the outputs it produces, and the components of the transformation process that occur when the components interact. The ensuing gap analysis of the inputs, the outputs, and the transformational processes will help to characterize the organizational functioning of HPPS and provide rationale for conceptualizing change. The work from the gap analysis will structure the plan for change, identify the change participants to enact the change initiatives, and secure the necessary resources to support the change process.

The next stage to monitor and evaluate in the change process is enacting change accelerators (Dudar et al., 2017). During this stage, leaders and change agents must cultivate positive relationships with change participants. In the case of HPPS, the principal and navigation team members, comprised of innovator teachers, are sharing the vision for change, creating trust, and building the capacity of other staff through shared instructional leadership opportunities. Data in the form of communication and consultation with all change participants, will be important at this stage so that all participants feel their concerns have been heard and addressed. Creating principal learning communities and expanding the scope of the BLDS committee will ensure that a task force of skilled and knowledgeable educators is working in a distributive leadership capacity while seeking to lay the foundation for sustainability in the change plan. Each educator, working in their distributive leadership capacity, will require an understanding and commitment to be held accountable to the other members of the principal learning communities and BLDS committee as they pursue the common goals of the change plan. Data collected from monthly progress reports through monitoring plans, communication updates, and consultation meetings with principals by superintendents and central principals will be an important link at this stage. This will ensure all principals can share the work they have been doing within their schools, and show alignment of that work to the goals outlined on their school action plan and priorities of the board. Overall progress reports must be communicated to all stakeholders in the educational organization to keep everyone apprised of the steps that have been taken towards success in the change plan.

The third stage of monitoring and evaluating change is centred on evaluating change efforts as the change plan comes to a conclusion. Though data collection and ongoing feedback from change participants will have occurred continually through the change process in order to

make changes and modifications to reach desired outcomes, it is important for the principal and the navigation team to “formally evaluate data to ascertain the success of the change” (Dudar et al., 2017, p. 167). Data in the form of feedback from stakeholders, a revisit of student achievement data, principal observations, and measures of student engagement and attendance at school are all sources of data that leaders and change agents will need to take time to analyse. A final evaluation of the change efforts and outcomes will provide evidence of the goals being met, an enhanced collaborative climate being developed among staff, and a change in instructional practices across the organization. Evaluation will also provide evidence that the change plan is sustainable.

The last stage in monitoring the change process is sustainability. Hargreaves and Fink (2006) identifies sustainability as, “leadership and improvement which preserves and develops deep learning for all that spreads and lasts” (p. 550). School stakeholders must hear feedback and see data results that puts their change efforts into perspective. They need to know that their change efforts made a difference and successfully contributed to achieving the change goals. Stakeholders use data and feedback to determine whether the resulting outcomes are worth maintaining moving forwards. Thus, communication with all stakeholders is very important in this last stage of monitoring change.

Change leaders must be cognizant that even though change is good for organizations, constant reform demands from external stakeholders can leave teachers and leaders suffering from “change fatigue” (Dudar et al., 2017). Not all change needs to be sustained as some goals are short-term and designed to bring about a quick change in practice. Once that change in practice is achieved, it becomes a part of the norms of the school and leaders and change agents can move on to the next problem of practice.

As principal at HPPS and a member of the BLDS committee, I have the capacity and agency to share the responsibility for monitoring the progress of implementing the three change priorities over Year 1 of the implementation plan. My hope is that each year, the change implementation plan will build upon the successes of the previous year's initiatives to shape the instructional leadership practice of effective principals while contributing to the development of school capacity, teacher empowerment, and student achievement.

Plan to Communicate the Need for Change and the Change Process

The communication plan is a key component for achieving change in organizations. It needs to be implemented during the planning stages of change and continued through the implementation phases. The communication plan is the information source which stakeholders will consult to guide their perceptions and actions towards change and it has great impact on whether they will embrace or resist the change initiatives. A well-structured communication plan acts to develop stakeholders' confidence, commitment, efficacy, and a willingness to participate in change initiatives so it is imperative that it communicates a positive vision for the future (Smith, 2005). It must be realistic, honest, and genuine in order to develop stakeholders' trust. Smith (2005) postulates, "effective and open communications along with staff involvement are vital to laying a foundation of trust to support and enhance the change process" (p. 410). To achieve the objectives outlined above, frequent, open communication that provides clarity and the rationale for the change must be a priority for all leaders and change agents involved in the change process.

Cawsey et al. (2012), outlines four phases of a communication plan: (a) prechange approval; (b) creating the need for change; (c) midstream change and milestone communication; and (d) celebrating the change success (p. 319). In the context of the OIP, these four phases are

utilized to outline a communication plan for the three priorities for change outlined at the beginning of Chapter 3. Table 3 focuses on a vision for communicating the change priorities at HPPS and the surrounding family of schools.

Table 3

Change Process Communication Plan

Prechange Approval Phase	Creating the Need For Change Phase	Midstream Change and Milestone Communication	Celebrating the Change Success Phase
<p>Priority A: Collective Efficacy of Change Theory</p> <ul style="list-style-type: none"> - Communicate research and practical strategies to foster shared instructional leadership in schools – principal as lead learner at Staff meetings, in weekly bulletins, face-to-face 	<p>Priority A: Collective Efficacy of Change Theory</p> <ul style="list-style-type: none"> - Communicate data analysis of historical data of student achievement - School navigation team communicates with staff – developing school action plan, framework of professional learning 	<p>Priority A: Collective Efficacy of Change Theory</p> <ul style="list-style-type: none"> - Face-to-face, staff meetings, school council, email, PLCs, sharing of literature – focus on learning conversations, adaptive change process, accountability for student achievement 	<p>Priority A: Collective Efficacy of Change Theory</p> <ul style="list-style-type: none"> - Communicate enthusiasm for the impact the change priority has had on student achievement through data sharing and analysis - Share learning walks with other schools
<p>Priority B: Board Leadership Strategy</p> <ul style="list-style-type: none"> - Presentation to Admin Council, the vision and purpose of effective shared-instructional leadership connected to the current CDSB mission and vision statements - Outline the initial draft of a board leadership statement to Admin Council and the BLDS steering committee 	<p>Priority B: Board Leadership Strategy</p> <ul style="list-style-type: none"> - Connect purpose of the leadership statement with two areas of need the board has identified: (a) strengthening leadership development among employees (b) succession planning in all departments - Analyze and communicate current data on leadership development opportunities, succession rates of principal eligibility, and a gap analysis of the principal survey data with Admin Council, BLDS steering committee, principals, and aspiring school leaders 	<p>Priority B: Board Leadership Strategy</p> <ul style="list-style-type: none"> - Communicate purpose and use of CDSB Leadership website to principals at monthly meetings, Admin Council and in BLDS bulletins - Distribute professional learning opportunities flyer to current system, school leaders and aspiring leaders - Weekly principal voice videos to share positive impacts the leadership website has had on streamlining day-to-day tasks and the change in practice the professional learning opportunities have offered - Communicate frequently to sustain interest in this priority; face-to-face, videos, print material 	<p>Priority B: Board Leadership Strategy</p> <ul style="list-style-type: none"> - Communicate excitement and enthusiasm for the personal impact the change priority has had on the principalship on Leadership website, in learning communities, OPC articles and meetings - Expand reach of BLDS committee – members visiting schools, documenting best practices in leadership; share this with the system through social media, principal meetings, principal learning communities, bulletins, website posts, emails

Priority C: Principal Learning Community	Priority C: Principal Learning Community	Priority C: Principal Learning Community	Priority C: Principal Learning Community
<ul style="list-style-type: none"> - Presentation of research to Admin Council on how principal learning communities strengthen the instructional core - Communicate through slide presentation and print materials, with BLDS steering committee the tenets of shared instructional leadership and benefits of learning walks 	<ul style="list-style-type: none"> - Develop an outline for the first principal learning community and share with Superintendents, BLDS steering committee, and area principals - Communicate learning conversations about school action plans, understanding of change agents and resisters, board supports, change theory/momentum, and cultural agency through principal meetings, website, social media, guest speakers, print materials 	<ul style="list-style-type: none"> - Release time and feedback forum for principals on formalizing board policy on principal moves/transition planning - Release time for principals to attend PLCs - Regular updates to area principals and superintendents - Engage other area schools to participate and share best practice - Communicate frequently on video, social media, family of schools meetings and at principal meetings 	<ul style="list-style-type: none"> - Communicate strong connections built between area schools, collective goals - Share this with the system through social media, principal meetings, principal learning communities, bulletins, website posts, emails

Communication is one of the most important strategies within the change process therefore the communication plan must be carefully composed so that change recipients understand the message and the information being shared (Dudar et al., 2017). Timely communication of change-related information through multiple channels and sources is required. Cawsey et al. (2012) posits, “it takes 15 to 20 repetitions before a message gets communicated effectively” (p. 322). Therefore, multiple messages through multiple media channels are imperative for recipients to obtain and retain the message. Communication plans also need to consider who the audience is, the stakeholders who will be impacted by the change, their preferred method for receiving communication, and what format for discussion is preferred. Within a communication plan, it is important for leaders and change agents to recognize that communication is a two-way strategy whereby gathering information from stakeholders will be just as important as delivering the change messages (Dudar et al., 2017). At HPPS, there is a large staff so it will be difficult to assemble everyone at a staff meeting to gather their input

about the change priorities and processes taken. Therefore, I will need to rely on members of the Navigation Team to speak to individuals and in small groups to gather feedback on the change initiatives. As well, members of this team can utilize grade level meetings, email, weekly online bulletins, committee reports, lunch and learn workshops, and principal walk-throughs as ways to gather information. By collecting feedback and insights from a range of school stakeholders, it will cultivate a perception of transparency for the work that is being completed and build trust within the school. These forums will also ensure reliable monitoring of the change process and facilitate the sharing of success stories and achievements that are being experienced around the school and within the board. This affective feedback will further influence change readiness, build momentum for change, and resonate with staff.

Armenakis, Harris, and Mossholder (1993), outline three strategies of communication which influences stakeholders' change readiness: (a) persuasive communication; (b) management of information; and (c) active participation (p. 687). These strategies frame the readiness message around the need for change and influence the development of individual and collective efficacy. They also align with the four phases of a communication plan, as outlined by Cawsey et al. (2012). Together, these strategies will provide direction for the communication plan to support how the core leadership practices and the leader's agency to leverage change, contribute to advancing the pedagogical practice and capacity of education at HPPS to improve student achievement.

Persuasive communication. This strategy for communication primarily outlines information about the gap which exists between the current state of behaviour and the desired organizational state of behaviour. The communication is persuasive in nature and sends a direct message to the stakeholders for the need for change (Armenakis, Harris, & Mossholder, 1993).

Nadler and Tushman's Congruence Model (1989) is the tool outlined in Chapter 2 which was used to examine the components of HPPS that interact with each other. The model helped to clarify questions about the inputs the system has to work with, the outputs it produces, and the components of the transformation process that occurred when the components interact. The ensuing gap analysis of the inputs, the outputs, and the transformational processes helped to characterize the organizational functioning of HPPS. Using a persuasive communication strategy, the principal and school Navigation Team members will use face-to-face communication with stakeholders at staff meetings, grade level meetings, principal walk throughs, and in PLCs to communicate results of a data analysis of historical student achievement. Connections will be explicitly made between the goals outlined on the school action plan and the student achievement data. Written copies of the school action plan will be distributed to each staff member in order to build both self- and collective-efficacy towards closing the gap by advancing the pedagogical practice and capacity of educators in the building. Links to research and practical instructional strategies will be outlined on the school action plan with a focus to establish a sense of urgency for change while cultivating shared instructional leadership opportunities to act upon the change initiatives. As part of the communication plan, it will be important to emphasize how the change initiatives will positively impact students and focus a commitment from staff on advancing their practice. Smith (2005) states, "helping people to clearly see their role in the new ways of doing things build confidence in and commitment to, the changes both before they begin and once they are underway" (p. 410).

Management of information. This strategy of communication can augment the messaging that is sent by the change agents during the persuasive communication phase (Armenakis et al., 1993). Information from multiple channels and sources, relaying similar

messaging from outside the organization can add credibility and an increased sense of believability among stakeholders. It also supports the research of Cawsey et al. (2012) that stakeholders need to hear 15 to 20 repetitions of a message before it is retained. Messaging about student achievement at HPPS comes from external sources such as the publication of yearly EQAO data and board-wide school data publications. Internal sources of student achievement come from resource teachers, innovative and change agent educators, and through PLCs. The information that is shared with staff from both external and internal sources will help to bolster the change messaging from the principal and Navigation Team at HPPS. As principal, I can seek support from educational professionals who are leaders in the field of innovative teaching and learning pedagogy to work with the Navigation Team to provide them with resources, ideas, and direction as they work to support the teachers in the school to build capacity. Expertise and mentorship from fellow principals through the principal learning communities will help to foster lateral capacity building and a common language for change while working towards collective goals and system-wide thinking.

Active participation. Both communication strategies outlined above, persuasive communication and management of information, are utilized to provide direct communication to influence stakeholders' change readiness. Active participation is a communication strategy that leaders and change agents can utilize to encourage change recipients to learn through their own attempts or participation in the change initiatives. At HPPS, the principal and Navigation Team can provide opportunities for educators to partake in learning walks, PLCs, teacher moderation, and discussion forums around high yield pedagogical practices that improve student outcomes. Armenakis et al. (1993) refers to this participation in change as "vicarious learning" (p. 690) and it builds confidence in individuals when they can observe others applying the change initiatives

in their own learning environments. Vicarious learning encourages trust in the change process because educators can see the impact the change has had on student achievement and it builds a sense of self-efficacy and buy-in for staying the course and implementing the change initiatives as outlined in the school action plan. Active participation brings new energy and ideas to the change initiatives and the success efforts, no matter the scale, must be acknowledged and celebrated along the way. Methods to communicate the success efforts include revisiting student achievement data throughout the school year, naming and noticing the growth that is seen. Encouraging teacher voice at staff meetings, grade level meetings, lunch and learns, PLCs, and learning walks to share in their own trials and iterations of implementing change initiatives to improve their pedagogical practice. The recognition and celebration of these small wins further encourages active participation among the staff, and further grows buy-in, initiative, and the sustainability of change processes throughout the school.

Next Steps and Future Considerations

In considering next steps and future considerations for the OIP, it will be critical to continue monitoring the organizational change readiness and collective efficacy for change within HPPS. Ongoing analysis of change leaders' attributes and behaviours as key driving components to influence change will be necessary to maintain momentum of the long-term implementations steps of the three priorities, both at the school and board level. At the school level, a focus on sustainability for change priorities will be important. This will be accomplished by continuing to foster the conditions for collective efficacy and developing a shared language for change. As new staff are welcomed into the school, they will be introduced to the open-to-learning environment of the school where teachers are empowered to make contributions to school improvement efforts through shared instructional leadership opportunities. It will be

important to maintain staff cohesion (Donohoo, 2017) towards school goals and priorities, despite staff turnover each year. Reliance on the core teachers in the building who are change agents and innovators will help ensure sustainability of both effort and achievements towards the school's aim to improve student achievement.

Principals too, will play a role in achieving sustainability and collective efficacy for improved student achievement as we look to the future. When the principal is actively engaged in the collaborative learning dialogue with teachers, there is a clear link between leadership actions and effective pedagogical teacher practice. It will be important to ensure that principal learning communities are structured to build awareness of the importance of this leadership role, both as an influencer in the school and in the board through lateral capacity building. A foundation of research and evidence-based practice around change leadership theory, a climate of collaboration, and collective impact will guide the conversations between school and system leaders. Strengthening the relationship between principals and superintendents will be critical to focusing learning conversations around school action plans, mentorship opportunities, and ensuring the sustainability of the principalship. As the benefits of principal learning communities are embraced, the future will bring a wider scope and adoption of this practice across the school district. Increasing numbers of principals interested in learning and developing greater self-efficacy in the area of change leadership will increase the influence they have on student achievement levels through their work with teachers. This in turn will increase the cohesion of principals as a collective group and foster a community of educational leaders who are committed to best practices as it relates to leadership attributes and behaviours, to effect positive change.

In looking to the future, the BLDS committee has an integral role in providing direction for effective leadership across the system. A leadership-focused vision for change is the driving force behind effective schools and school districts. Change leadership must occur through a collaborative approach to ensure understanding of school contexts while making connections to stakeholders' actions for change through distributed leadership, change agency, and workplace empowerment. An analysis of how professional learning as a tool for empowerment, is currently offered to school leaders and the impact it has on affecting change in schools will need to be examined closely. A move away from top-down, lecture style principal meetings will need to be a priority. Mirrored at the school level, collective efficacy and a climate of collaboration among principals will need to be cultivated. This will be critical in order to ensure succession planning efforts are strengthened and to increase the sustainability and desirability for principals and aspiring principals to be in the role. Opportunities for principals to develop deeper collegial connections across areas of schools will be critical to affecting this change.

Conclusion

The change management process requires many steps: (a) assessing the present state in relation to the future desired state; (b) creating a sense of urgency; (c) determining the work that needs to be done; (d) implementing change initiatives; and (e) monitoring and communicating the change while working towards sustainability. Change is a process that involves careful planning, leadership, participation, and coordination to be successful. Chapter 3 outlined the change process, the implementation plan, and communication plan for this OIP by constructing a framework, using the Congruence Model (Nadler & Tushman, 1989) and cycles of the PDSA model. A focus on practical strategies and processes for guiding administration and staff towards conceptualizing and leading organizational change was given. Collective efficacy by

both principals and educators is central to advancing the pedagogical practice and capacity of educators in the school, with the overall goal remaining that of improving student achievement.

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Appendix

Appendix A

Priorities and the Congruence Model Elements Considered for the OIP

Priorities	Tasks	Culture	Stakeholders	Structures
Priority 1: Board Level Leadership Strategy - Widen the scope of the Board Leadership Development Strategy	<ul style="list-style-type: none"> - Expression of Interest sent out to all principals who may be interested in being a part of the BLDS committee - Outline a system-level direction for effective leadership actions and behaviours for all leaders within the organization - Develop on-going, professional learning and promote discourse around topics such as: (1) effective leadership practices within schools; (2) organizational conditions which support school improvement efforts; (3) building social capital 	<ul style="list-style-type: none"> - Foster an open-to-learning mindset among school leaders - Strengthen the relationships between principals and superintendents so that the organizational culture is more supportive - Build the collective efficacy of principals around the impact of their leadership in schools 	<ul style="list-style-type: none"> - Principals, vice-principals, superintendents, teachers-in-charge, educators, students 	<ul style="list-style-type: none"> - Research based resources at the core of professional learning; including <i>Ontario Leadership Framework</i>, and research of Tschannen-Moran and Barr (2004), Hattie (2011), and Donohoo (2017) - Build distributed leadership opportunities at the board level for principals and strengthen succession planning within the board - Increases sustainability and desire for principals to remain in the role of the principalship as deeper collegial connections are made - Opportunities for learning walks through classrooms at various schools during the area meetings - Opportunity to implement PDSA cycles based on goals established by BLDS committee

Priorities	Tasks	Culture	Stakeholders	Structures
	<ul style="list-style-type: none"> for organizational change - Roll out professional learning and discourse opportunities at weekly community of learning area meetings - include vice-principals at these meetings and build leadership capacity of teachers-in-charge within schools - Area meetings will rotate through area schools with different principals hosting a meeting at their home school 			
<p>Priority 2: Principal Learning Communities</p> <ul style="list-style-type: none"> - Structure principal learning communities through lateral capacity building and a process of sustainability 	<ul style="list-style-type: none"> - Development of a new board policy to formalize transition planning guidelines when principals move schools - Formalize information sharing between 	<ul style="list-style-type: none"> - Greater knowledge of the school’s sociological perspective of symbolic interactionism and school culture - Builds trust among school staff with new leader when multiple 	<ul style="list-style-type: none"> - Principals, vice-principals, superintendents, teachers-in-charge, educators, students, school council members, parents 	<ul style="list-style-type: none"> - Will provide a succinct overview of school dynamics, personnel, school goals, staff profiles of readiness for change - Enhance understanding of change momentum among board personnel so value is given to this

Priorities	Tasks	Culture	Stakeholders	Structures
	<p>principals with standardized questions and data to be shared about the school – will enhance principals’ awareness of the importance of their leadership role</p> <ul style="list-style-type: none"> - Ensure opportunities for learning conversations between current and new principals about the school’s action plan for instructional improvement - Provides natural mentorship opportunity between new and existing school leader - Provide release time for new leader to experience multiple contact and exchanges with new staff and 	<p>contact opportunities are built into the transition planning meetings</p> <ul style="list-style-type: none"> - Maintains momentum for change when new principal has an understanding of existing change agents and change resisters in the building 		<p>learning opportunity between principals</p>

Priorities	Tasks	Culture	Stakeholders	Structures
	existing principal			
<p>Priority 3: Collective Efficacy for Change</p> <ul style="list-style-type: none"> - Focus on principles and qualities for both collective and individual efficacy among principals and teachers as skillful practitioners to focus on learning and effect change on student achievement 	<ul style="list-style-type: none"> - Share research and practical strategies for fostering a shared instructional approach by principals at area meetings - Role play and work through scenarios for working through change with challenging change resisters - School learning at staff meetings and on PA Days around common language for the adaptive change process - Strengthen the instructional core between educator-student-pedagogy as the driving force in each school's action plan - Using shared instructional leadership, 	<ul style="list-style-type: none"> - Fosters a positive relationship between principals and staff around common goals to effect change - Cultivate a culture of trust and support among staff - Discuss who is a leader and qualities of effective leadership at staff meetings – give examples from the work of staff within the building; celebrate small successes 	<ul style="list-style-type: none"> - Principals, vice-principals, superintendents, educators, students, unions 	<ul style="list-style-type: none"> - Empower teachers to contribute to school improvement efforts - Develop a culture of accountability for change and school improvement in educators - Timetable learning walks between classrooms for teachers on prep on a weekly basis - Formalize the look-fors during these learning walks and allow time for discourse and debrief among colleagues

Priorities	Tasks	Culture	Stakeholders	Structures
	<p>offer educators opportunities within the school and in the board to build leadership capacity and foster succession planning from the teacher role to vice-principal role to principal role</p> <ul style="list-style-type: none">- Provide release time daily for principals to be lead learners within schools (especially at single admin schools)			