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Differentiated Induction: An Enhanced Model for the New Teacher Induction Program

Terri Jackson
tjackso4@uwo.ca

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Differentiated Induction: An Enhanced Model for the New Teacher Induction Program

Organizational Improvement Plan (OIP)

Terri Jackson

Western University

June 2019

DIFFERENTIATED TEACHER INDUCTION

Abstract

The Ontario Ministry of Education established the New Teacher Induction Program (NTIP) in 2006 to facilitate a smoother transition into the teaching profession for beginning teachers. This program intends to provide another full year of training and support to beginning teachers. The components of NTIP are: (a) a system orientation; (b) peer mentorship; and (c) targeted professional learning opportunities. Through the provision of differentiated professional learning communities and enhanced mentoring opportunities, this Organizational Improvement Plan (OIP) revises the existing induction structure in the Tungsten Board of Education. Using an adaptive, situational leadership style, the NTIP Facilitator employs the *Awareness, Desire, Knowledge, Ability, and Reinforcement (ADKAR)* model and the *Care, Relate, Examine, Acquire, Try, Expand and Renew (CREATER)* change management models to guide the change process. The change implementation plan and communication plan both leverage existing teacher leaders to facilitate the professional learning communities and provides individualized follow-up supports through in-class instructional coaching opportunities. The *Plan-Do-Study-Act (PDSA)* model monitors and evaluates progress. Enhanced opportunities for professional capacity building supports the implementation of instructional practices, improvements to teacher self-efficacy, reduces attrition rates, and improves outcomes for learners.

Keywords: teacher induction, new teacher induction program, instructional coaching, professional learning communities, mentoring, teacher leadership

DIFFERENTIATED TEACHER INDUCTION

Executive Summary

With close to 1,000 teachers newly hired over the last year, this Organizational Improvement Plan will investigate challenges faced by the Tungsten Board of Education (TBE) with respect to their teacher on-boarding and induction program. Since the New Teacher Induction Program (NTIP) is mandated by the Ontario Ministry of Education (2010), the TBE is faced with ongoing logistical and efficacy pressures due to the sheer number of new teaching professionals. Developing an understanding of the various tensions present in teacher induction, the NTIP facilitator can establish and implement a more adept, differentiated, and effectual induction program to meet the wide learning needs of its teachers.

The TBE functions from a largely neoliberal ideological lens; consequently, the focus of provincial initiatives and TBE programs are on increasing the effectiveness and efficiency with which the TBE prepares learners for the economy (Ryan, 2012; Van Pelt, 2015). Instructional coaches and facilitators are teachers who support school teams in implementing system and school-level directives, under the direction of a supervisory officer. Teacher leaders have the capacity to elicit a positive change in schools through fostering strong relationships, differentiating the instruction for staff, and demonstrating creativity in response to challenges (Bond & Hargreaves, 2015; Stoll & Temperley, 2009). Using a combination of situational and adaptive leadership styles provides the opportunity for a teacher leader, in this case the NTIP facilitator, to layer capacity-building initiatives onto existing relationships by leveraging differentiated professional learning opportunities to meet individual needs (Northouse, 2016; Yukl & Mahsud, 2010).

Through this Organizational Improvement Plan, an investigation into the literature and practices of teacher induction has led to the creation of five potential shifts the Tungsten Board

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of Education NTIP team could make to their program delivery to improve outcomes for NTIP teachers. The possibilities include: (a) maintenance of the status quo, with a focus on one-off workshops offered centrally; (b) a mentor-centric model, where supports focus on intensifying the mentor-mentee relationship; (c) school-based coaching support, individualized support offered directly to NTIP teachers in their classrooms; (d) a professional learning community, involving shared leadership with other coaches and facilitators providing support focused on an identified learning pathway; and (e) a hybrid model, merging aspects of each option. The hybrid model offers system-level orientation, mentorship at both the school and professional learning community level, and offers intensified coaching support, as needed. This mixed methods approach, incorporating both rich mentorship experiences and teacher-driven professional learning communities offers an arguably richer experience (Adams & Buetow, 2014; Heck & Hallinger, 2013; Osmond-Johnson & Campbell, 2017).

A focus on outcomes, rather than tasks, makes *ADKAR* the ideal change management process for the adaptive, situational leadership style of a teacher leader (Hiatt & Creasey, 2006). Implementation of each phase is monitored using the *Plan-Do-Study-Act (PDSA)* cycle (Deming, 2000). Applying mini *PDSA* cycles throughout the change initiative anchors each thoughtful action with change. Evaluation of outcomes should consider factors including resources, urgency, and the need for scientific credibility and rigour (Kirkpatrick, 2006).

This Organizational Improvement Plan shares a vision to overhaul the New Teacher Induction Program in the Tungsten Board of Education. This plan seeks to improve outcomes for beginning teachers by changing the induction process. By providing a specific orientation session, altering the professional learning opportunities offered, and bolstering the mentor relationship, this focus on instructional coaching improves teacher efficacy and results in a

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greater adoption of evidence-based practices in the classroom (DuFour, DuFour & Eaker, 2006; Knight, 2011). The interdisciplinary collaboration between educational partners improves outcomes for our beginning teachers, and in turn, our students. The *ADKAR* model supports a focused change initiative as the educator team moves from ideas to action. An adaptive, situational leadership style allows the NTIP facilitator to respond to individual learner needs, offering a truly differentiated professional learning experience for NTIP teachers. Effective communication practices anchor this OIP as communication occurs from various lens' and to stakeholders across the system. Ultimately, through the enactment of the renewed NTIP strategy, teachers in the Tungsten Board of Education will be better equipped to support the individual learners in their classrooms.

Acknowledgements

Completing a doctorate could be compared to finishing an ultra-marathon. Years of sweat, tears, and effort – from various parties – result in a singular individual crossing the finish line. This Organizational Improvement Plan is the culmination of serious commitment from incredible partners.

Throughout my childhood, I watched my parents sacrifice many things in the name of education. Between always finding an answer to my incessant questions to completing their post-secondary education via night school, I saw first-hand the importance of hard work and education. Each tear I shed on graduation day will be in gratitude of their eternal support. I wish they could be here to watch me cross the stage.

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Acronyms

ADKAR	Awareness, Desire, Knowledge, Ability and Reinforcement change model
CBAM	Concerns-based adoption model
CREATER	Care, Relate, Examine, Acquire, Try, Expand, and Renew change model
EQAO	Education Quality and Accountability Office
ETFO	Elementary Teachers' Federation of Ontario
GTA	Greater Toronto Area
LOU	Levels of Use
LTO	Long-term occasional teacher
Ministry	Ontario Ministry of Education
NTIP	New Teacher Induction Program
OCT	Ontario College of Teachers
OIP	Organizational Improvement Plan
PDSA	Plan-Do-Study-Act cycle
PLC	Professional Learning Community
PoP	Problem of Practice
TBE	Tungsten Board of Education
TPA	Teacher Performance Appraisal

CHAPTER 1 – INTRODUCTION AND PROBLEM

With over 1000 teachers newly hired over the last two years, this Organizational Improvement Plan will investigate the challenges faced by the Tungsten Board of Education (TBE) in their teacher on-boarding and induction program. Since the New Teacher Induction Program (NTIP) is a mandated induction program by the Ontario Ministry of Education (2010), the TBE is faced with on-going logistical and efficacy pressures due to the sheer number of new teaching professionals. By developing an understanding of the various tensions present in teacher induction, the New Teacher Induction Program facilitator can establish and implement a more adept, differentiated and effectual induction program that will meet the wide learning needs of its teachers. This first chapter includes an organizational history, frames the need for change, and uses an analysis tool to determine existing gaps and the organizations readiness for change. Establishing and implementing a renewed vision for the New Teacher Induction Program (NTIP) is the focus of this Organizational Improvement Plan (OIP).

Organizational Context

A publicly funded English-language school district in the Greater Toronto Area, the Tungsten Board of Education, (a pseudonym) includes both rural and suburban areas (Tungsten Board of Education, 2018). There are approximately 70,000 students in our system of which nearly 50,000 attend the Kindergarten to grade eight elementary schools. The population of the region has tripled over the past forty years with two-thirds of the increase being a direct result of immigration (Tungsten Region Economic & Planning document, 2015). As a result, the ethnic and cultural make-up of the region is vast.

Emerging challenge: An influx of new teachers. Approximately 7,000 teaching staff are employed in the one hundred and thirty schools (Tungsten Board of Education, 2018). Of these staff, nearly one thousand teachers fall under the umbrella of the New Teacher Induction Program. NTIP is a provincially funded program created to ease the transition of preservice teachers from teacher training programs into full-time classroom practice (Ontario Ministry of Education, 2018b). The Tungsten Board of Education has participated in the program since its inception, as prescribed by the Ontario Ministry of Education (Ontario Ministry of Education, 2010). The Ministry intends for NTIP to be "...another full year of professional support so that new teachers can continue to develop the requisite skills and knowledge that will support increased success as teachers in Ontario" (Ontario Ministry of Education, 2018b, p.1).

Since classroom instruction is cited as the single most significant factor impacting student achievement, a "comprehensive induction model that focuses on improving classroom practices and offers opportunities for continuous professional growth is needed to develop more confident and more effective teachers" (New Teacher Center at the University of California, 2007, p. 2). Darling-Hammond (2014) indicates that the typical timeline for new teachers to deliver instruction that indeed improves student achievement is approximately three years. As an organization with close to one thousand new teachers, this presents an emerging challenge given that "... teachers and education leaders supported by their own professional learning and growth, and those of their colleagues, will systematically collaborate to improve educational achievement outcomes for their students" (Fullan, 2015, p. 24).

Teacher induction models are "designed to foster self-critical and adaptive educators who are intent on improving their pedagogy to improve student learning" (Kitchen, Cherubini, Smith, Goldblatt, & Engemann, 2008, p.2). To an organization, teacher induction programs offer

benefits in terms of improved outcomes for students, reduced teacher attrition rates, and time savings for administrators (New Teacher Center at the University of California, 2007). NTIP consists of four elements: (a) system orientation; (b) professional development and training; (c) mentoring; and (d) an appraisal process, each aimed at improving outcomes for beginning teachers (Ontario Ministry of Education, 2010).

Tungsten Board of Education: A brief overview. The TBE is a hierarchical system governed by elected trustees. These trustees work alongside the senior leadership team of eight superintendents and under the direction of the Director of Education, to determine Board priorities (Tungsten Board of Education, 2018). In addition to responsibilities involving a family of schools, each supervisory officer oversees a team that includes: education officer(s), teacher facilitator(s), and/or instructional coaches who support the system in a particular area, such as: equity, special education, and student achievement. The recently appointed Director of Education has quickly shifted a number of longstanding traditions within the organization. Using data gleaned from stakeholder consultations, both the structure and leadership within various teams has been altered. The extensive consultation is indicative of a strong ethical stance. Consultation was sought through various stakeholders within and external to the organization (Northouse, 2016). Despite the consultation, resultant tensions persist amongst central office staff as staff adjust to the shuffling of portfolios and expectations.

While elements of liberalism, critical theory, and indigenous perspective exist, the Tungsten Board of Education functions from a largely neoliberal ideological lens. Provincially, decisions about education are made by bureaucrats and politicians, rather than educators (Apple, 2001; Ryan, 2012). Consequently, the focus of provincial initiatives and TBE programs are on increasing the effectiveness and efficiency with which we prepare learners for the economy

(Ryan, 2012; Van Pelt, 2015). The results of standardized testing are highly valued in the TBE. Administrators create school improvement plans aligned with provincial assessment data incorporating a “vast array of rules, procedures and accountability measures” aimed at improving test scores (Ryan, 2012, p. 25). As a result, senior leadership has implemented a four-year strategic plan centred on accountability and market readiness.

Within its 2018-2021 strategic plan, the TBE senior leadership team has identified six areas of focus: (a) success; (b) well-being; (c) leadership; (d) equity; (e) engagement; and (f) innovation. The strategic plan aims to align Board priorities through system coherence. The implementation of differentiated evidence-based practices allows educators in the TBE to fulfill the board’s strategic plan in ways that are contextually meaningful (Fullan, 2015). To achieve system coherence, educator partners target specific goals under each of the strategic priorities. Established criteria includes: (a) supporting success through high expectations for all learners, including educators; (b) well-being promoted through the creation of safe, welcoming, and inclusive schools that promote the well-being of all; (c) identification of future leaders, in both the students and staff; (d) an equity stance, ensuring equitable outcomes for all; (e) continuing to seek engagement with students, parents, and community partners; and (f) using innovative teaching practices, resources and spaces to leverage digital. NTIP’s vision of improving outcomes for beginning teachers aligns with the system priorities.

Pulling direction from Fullan and Quinn (2016), the senior leadership team is focused on system coherence and uniting the direction of the district for the common goals identified in the strategic plan. Coherence, under Fullan and Quinn (2016), identifies three foundational principles: (a) clearly identified member roles present in a collaborative community; (b) improvement as a result of deep learning and innovation; and (c) accountability, both from

internal and external measures. Clarity of vision has resulted in initiatives centred on accountability within the TBE. Senior team members, school administrators, and central office staff have all seen increased documentation around metrics, mostly quantitative measures demonstrating the effectiveness of specific initiatives (Tungsten Board of Education, 2018).

School administrators are being asked to become investigators, identifying problems within their schools and addressing them “creatively and in accordance with the overall goals of the organization” (Northouse, 2016, p. 233). Although they are given authority to serve their populations as they see fit, all school-level learning targets must be derived from specific initial data and be grounded in system-level strategic priorities (Tungsten Board of Education, 2018). Student achievement in mathematics continues to be a Board and provincial focus, as collective student achievement has not met provincial standard on the provincial assessment of grade 3 and grade 6 students (Education Quality and Accountability Office, 2017). In order to improve outcomes for students, powerful leadership will be required from school-level leaders (Leithwood, Louis, Anderson, & Wahlstrom, 2004). Board data suggests that the increased pressure on school-level leaders to improve outcomes has resulted in diminished morale and increased attrition (Tungsten Board of Education, 2018).

System facilitators and instructional coaches have supported school administrators in advancing goals by offering professional learning opportunities (Tungsten Board of Education, 2018). Over the years, the Board has used many professional development models, each with its strengths and drawbacks including: (a) workshops; (b) professional learning communities; (c) instructional coaching; (d) mentorship; and (e) self-directed studies (Tungsten Board of Education, 2018). Tschannen-Moran and McMaster (2009) assert that no form of professional learning can parallel the mastery experience provided by coaching. Extensive coaching

experiences had the most substantial effect on both teacher efficacy and strategy implementation. The Tungsten Board of Education currently maintains instructional coaches in the areas of literacy, numeracy, technology, and special education (Tungsten Board of Education, 2018).

Position and Lens Statement

Opportunities exist within the Tungsten Board of Education for teachers to take on leadership roles (Tungsten Board of Education, 2018). Instructional coaches and facilitators support school teams in implementing system and school-level directives.

Agency and positionality. Under the direction of education officer(s) and supervisory officer(s), instructional coaches and facilitators have the opportunity to share their expertise while building their leadership capacity in a chosen field. One such facilitator role in the Tungsten Board of Education is the New Teacher Induction Program (NTIP) facilitator. Charged with overseeing the NTIP program, the NTIP facilitator is under the direction of two education officers and a supervisory officer (Tungsten Board of Education, 2018). A relatively hierarchical structure, the supervisory officer sets the course, acting as change strategist, while the education officers guide relevant aspects of the portfolio. As the NTIP facilitator, my responsibilities include: (a) supporting the administration of NTIP, including collecting and interpreting metrics regarding NTIP; (b) collaborating with colleagues to create and deliver professional learning opportunities for NTIP teacher and mentors; and (c) and offering direct service to NTIP teachers and mentors.

Given the hierarchical structure of the board, the NTIP facilitator lacks full autonomy over the direction of the NTIP program (Tungsten Board of Education, 2018). The Ontario Ministry of Education (2018) provides an overall framework for NTIP. Systemic decisions are made by senior leadership, who act in the role of change strategist. As change implementer, the

facilitator enacts the vision of the supervisory team. A facilitator holds limited positional leadership. The true power in such a position such results from establishing and applying adaptive, situational leadership strategies to specific contexts (Northouse, 2016). Systemic change results as the facilitator mobilizes collective efficacy between teams of educators (Hattie, 2015; Hattie, 2009).

Because system coherence is vital if school boards hope to achieve collective capacity building, the NTIP facilitator plays an important role, sharing consistent messages across the board (Fullan, 2015). Fullan (2013) describes the importance of education reform that involves shaping the whole system noting that a “focus on the development of individual and collective competencies essential for improvement at school and district levels” (p. 4) will help result in improved outcomes for teachers and students. Campbell, Carmichael and Naidoo (2015) elaborated by citing the key features of whole system reform including a few that are noteworthy in the context of improving the capacity of teachers: (a) focused goals which aligned to a mission to improving teaching and learning; (b) resource allocation aligned with the priorities; and (c) value placed on the development of professional capacity. Alignment of these features with NTIP priorities will enhance system coherence.

As a teacher leader, understanding one’s positionality is crucial as it directs both the research process and the lens from which one views the research. Self-reflection at the outset and throughout the research process will help the researcher refine their positionality (Cohen Mansion, & Morrison, 2011). A pragmatic lens looks at all truths as merely partial (Naaek, Kurlylo, Linton, Grabowski, & Radford, 2010) and a multi-frame perspective on educational change allows for the experience of learning through action research opportunities and resultant reflection. Context and circumstance direct outcomes for individual learners and figure

prominently in the action research model as it correlates directly to student learning (Elementary Teacher's Federation of Ontario, 2013). As facilitator, I must recognize that to NTIP teachers, and their mentors, I am both an insider and an outsider. As an insider, some epistemological assumptions would see the offer of authentic contextual knowledge providing benefit, however, other parties view facilitators as outsiders, seeing them as a "disconnected academic in the ivory tower" (Herod, 1999, p. 321). Managing my positionality as a teacher leader requires recognition of the unique benefits and challenges of leading from the middle.

Teacher leaders have the unique privilege of scaffolding the learning of their colleagues through instructional coaching and mentoring. According to Lynch (2012), instructional leadership yields constructive solutions to known challenges. Bond and Hargreaves (2015) note that teacher leaders have the capacity to elicit positive change in schools. Teacher leaders are "increasingly being seen as a key vehicle for school improvement and renewal" (Muijs & Harris, 2006, p. 961). In fact, Frost and Durrant (2002) purport that teacher leaders have the unique opportunity to not only improve the capacity in individual classrooms, but to help shape the culture within the organization. The Organization for Economic Co-operation and Development (OECD, 2009) notes the importance in engaging teacher leaders due to "their knowledge and skill development in real contexts" (p. 21). A teacher leader has the ability to speak to the complexities of classroom instruction, adding an authentic perspective.

Teacher leaders share a labour union with their colleagues, making it imperative to approach change initiatives with caution. Recommended capacity-building actions must be established as questions for consideration rather than directives. Judgment or evaluation of another educator is prohibited by the teacher's union as "members are advised not to evaluate or report on the classroom practices of other members" (Elementary Teachers' Federation of

Ontario, 2017, p. 1). As such, trust and relationships are key elements in a teacher leader's change journey. Blanchard (2018) notes that "people don't mind being challenged to do better if they know the request is coming from a caring heart" (p. 1). As NTIP facilitator, relationships are my primary currency. This awareness shapes my leadership approach as I seek to act as a "guide from the side" (Jones, 2015, p. 1).

Due to the complexities that exist for teacher leaders, an ideal leadership approach is one that is both adaptive and situationally differentiated. A teacher leader fluidly moves between roles as the situation dictates (Northouse, 2016). Capacity building with educators requires "mobilizing, brokering, and the creation of networks" amongst colleagues (Boylan, 2018, p. 86). Adaptive aspects of leading from the middle necessitate recognizing and evaluating the organization as a system, seeking to understand its complexities through an asset lens whilst "mobilizing people to tackle tough challenges and thrive" (Heifetz, Grashow, & Linsky, 2009, p. 14). Additionally, situationally responsive leaders must exercise patience and insight when seeking solutions to individual challenges (Northouse, 2016; Stoll & Temperley, 2009). Creative solutions require the leader to embrace various roles and lenses while staying grounded in their core values. Aside from in-depth pedagogical and theoretical knowledge, fostering strong relationships, differentiating instruction for staff, and demonstrating creativity in responding to challenges are crucial characteristics for improving teacher efficacy and capacity (Stoll & Temperley, 2009). Both adaptive and situational leadership embrace the tenet that individual educators have the potential to advance their practice, moving toward their next best step (Boylan, 2018; Northouse, 2016). As such, teacher leaders guide system-level initiatives through an individually differentiated response.

The power of instructional coaching. According to Evans, Thornton and Usinger (2012), “job-embedded professional development can increase the capacity of individual teachers, which in turn, enable teachers to more effectively meet the needs of students” (p. 601). Given this finding, teacher capacity building must be a priority if the Board wants to see improved outcomes for students. To be considered job-embedded, professional learning opportunities “must relate to teachers’ own classrooms, their students, and their work” (Toll, 2018, p. 15). Instructional coaching, when offered as intensive, school-based support, may be the best professional learning opportunity for NTIP teachers.

In 2014, the Tungsten Board of Education Assistive Technology (AT) team completed a co-teaching pilot in which AT instructional coaches enhanced their colleagues’ instructional capacity at embedding special education technology into the mainstream literacy classroom (Tungsten Board of Education – Special Education Advisory Committee, 2014). Using a gradual release of responsibility model, the coaches scaffolded support for the teachers. Moving through modelled, collaborative, and independent use of assistive technology allowed teachers to consolidate use of the tools. The results of the study were staggering: one hundred percent of participants indicated, in a six-month post-intervention survey, that they were confidently using assistive technology daily in their classroom practice (Tungsten Board of Education – Special Education Advisory Committee, 2014). Although this initiative demonstrates the power of instructional coaching in one small sample, the research of Teemant (2014) indicates that intensive instructional coaching has a positive impact on teacher efficacy and strategy implementation.

Personal Lens. My personal leadership lens is heavily influenced by the indigenous values of community building, ethical problem-solving, community service, and lifelong

learning (Martin & Garrett, 2010; Hare, 2004). These align with an adaptive situational leadership style focused on meeting the needs of individuals. This holistic approach to leadership aligns with the ideographic sociological stance (Burrell & Morgan, 1979). Paradoxically, day-to-day leadership in a neoliberal system requires enhanced attention to market-ready projects and system metrics. As such, conflict between my personal values and professional responsibilities exists. I resolve the conflict between my leadership lens and the system perspective by maintaining a strong emphasis on relationships whilst attending to system priorities. As a leader who relies heavily on relationships to enact change, I must maintain trust and have excellent communication skills (Toll, 2004).

Problem of Practice

An emerging challenge in Ontario's publicly-funded schools is the continued attrition of approximately ten percent of new teachers within their first five years of professional practice, despite the supports offered through the New Teacher Induction Program (Ontario College of Teachers, 2018). A reduced supply of educators, resulting from both the decrease in applications to faculties of education (Ontario Universities' Application Centre, 2018) and an aging workforce (Waddell, 2017) has resulted in a potential teacher shortage across Ontario (Malczak, McIntyre, & Tallo, 2018). At present, French teachers are in short supply across the province, in both the French language and English language boards, fostering a sense of competition between boards over this scarce resource (Malczak, McIntyre, & Tallo, 2018). As a result, the Tungsten Board of Education will need to continue to prioritize recruiting and retaining new teachers in this increasingly competitive market.

Teachers who voluntarily exit the profession consistently report low self-efficacy and an inability to cope with the demands of classroom teaching amongst their reasons for attrition

(Austin & Harkins, 2008; Strauss, 2017). Furthermore, job dissatisfaction is consistently rated as a primary reason for leaving the profession (Clark & Antonelli, 2009).

Given that teacher self-efficacy is a critical indicator of attrition likelihood (Swanson, 2010; Tomlin, 2008), the correlation between job dissatisfaction and professional efficacy must be explored. Further research indicates a correlation between self-efficacy and the perception of mentorship. In a 2016 study, college freshmen who perceived they had a mentor were increasingly likely to persist beyond the first semester (Baier, Markham, & Pernice-Duca, 2016). This corroborates with teacher self-reports that mentorship is a highly rated component of the NTIP program (Ontario College of Teachers, 2018).

In today's differentiated classrooms, the structures necessary to support student learning are significant and varied. An understanding of pedagogy, child development, and need-specific intervention are required to have an impact on student success. (Cramer, 2006). Diminished teacher efficacy results from limited experience in supporting students with complex needs (Vaughn & Fuchs, 2003). In addition, a perceived inability to support the learners in their classrooms often results in trepidation amongst educators. This may lead to a general sense of ineffectiveness in programming for learners. The discomfort increases when new educators, who lack the classroom experiences are asked to do so in concert with other administrative demands. With teacher five-year attrition rates holding at approximately ten percent (Ontario College of Teachers, 2018) and the increased numbers of teachers taking stress leaves (Miller, 2018), the observable effects of the lack of teacher self-efficacy and programming capacity are many.

In consultation with the senior administrative team, the NTIP facilitator has the agency to chart the induction elements for NTIP teachers in the Tungsten Board of Education.. A line of inquiry to be explored through this problem of practice is how adjustments to the NTIP program,

including instructional coaching and extended mentorship opportunities, will better enable beginning teachers to increase their self-efficacy in both supporting students in a differentiated classroom and increasing the implementation of evidence-based practices.

Framing the Problem of Practice

The Tungsten Board of Education demonstrated significant creativity, vision, and authenticity with its most recent strategic plan (Tungsten Board of Education, 2018).

Organizational state. The extensive review to create the most recent strategic plan consulted many stakeholders, including parents, community partners, and employee groups. Although transition can be challenging, the strong sense of direction increases the likelihood of success (Kouzes & Posner, 2012). The lengthy consultative process to generate their renewed leadership strategy, in which the Board engaged indicates that the Board views themselves as servant leaders. The board sought to understand the needs and perspectives of their stakeholders (Northouse, 2016). Although the educational aims of the TBE have shifted from a conservative approach to a strongly neoliberal lens, student success continues to be at the core.

New teachers, in particular, struggle to juggle the demands of supporting complex learning profiles (Mader, 2017). This includes both the profile of individual learner as well as the dynamics involved in the class as a whole. While pedagogical background increases during their undergraduate experiences, the practical knowledge of the new teachers is often limited before their first contract position (Shulyakovskaya, 2017). Although NTIP teachers rank professional learning in the area of special education as a priority (Ontario College of Teachers, 2018), much of the professional learning delivered by boards through the NTIP program are connected to current board initiatives and delivered as one-time workshops outside of the classroom (Ontario Ministry of Education, 2010b). As an example, the TBE offers one-off sessions in learning goals

and success criteria, classroom management, and inquiry-based learning (Tungsten Board of Education, 2018).

The student achievement department houses the NTIP program. In this department, the dominant ideology represented is a combination of neoliberalism and liberalism (Freedman, 2001). Simultaneously, a focus exists on educating market-ready graduates whilst providing instruction tailored to individual needs. The dichotomy between the neoliberal value of job readiness in concert with the liberal value individualization creates an interesting framework from which to coach educators. As such, despite a focus on learner outcomes, educators' collective efficacy and collective capacity building are encouraged (Donohoo, Hattie, & Eells, 2018; Dussault, Payette, & Leroux, 2008; Toll, 2018). Instructional coaching, a proven high-yield professional development strategy, is employed across this department (Knight, 2011; Crane, 2012).

Building a culture of instructional coaching into a school encourages long-term, deep relationships that shape the capacity of the newest educators to Tungsten Board of Education. By leveraging both the NTIP mentor and facilitator, and building their capacity as instructional coaches, a culture of shared instructional leadership can begin to increase NTIP teacher capacity. Instructional coaching opportunities lend themselves to a holistic learning environment where ideas are not stripped from their context and where personal growth and feedback are highly valued (Martin & Garrett, 2010; Iseke & Brennus, 2011). With priorities in the areas of student success and equitable outcomes, opportunities that enhance outcomes for multiple stakeholders will figure prominently into neoliberal solutions whilst maintaining the ethical stance associated with indigenous values.

Organizational theory. The intricate process of building a culture of instructional coaching for beginning teachers will be assessed using the Bolman and Deal (2014) four frames model. This model tackles the intricacies of a challenge by viewing it through one, or multiple perspectives. The four frames are: (a) structural frame; (b) symbolic frame; (c) political frame; and (d) human resources frame.

Structural frame. The structural frame emphasizes two critical dimensions – dividing work and coordinating it after (Bolman & Deal, 2014). A mentor relationship requires both parties to outline their roles and responsibilities and to determine the best course of action (Carr, Herman, & Harris, 2005). To implement instructional coaching, a clear definition of coaching norms must be co-constructed by all parties involved. These parties include but are not limited to administration, mentors, NTIP teachers, and the NTIP facilitator. Clear expectations for each individual divide and coordinates the labour. Instructional coaching, while implemented differently across researchers and contexts, is generally defined as guiding another through a process of developing new skills, providing feedback, and then gradually scaffolding the new practices to independence (Campbell & Malkus, 2011; Knight, 2011; Peterson-Ahmad, 2018). A co-constructed structure for the interactions supports this process. Bolman and Deal (2014) indicate that “teachers seemed to prefer clarity of expectations, roles, and lines of authority” (p. 48).

Symbolic frame. For many new teachers, NTIP becomes a rite of passage. When viewed through the symbolic frame, this ritual becomes a custom and part of the corporate culture. NTIP is the final hurdle in the teacher certification process for the Ontario College of Teachers. Successful completion of NTIP is noted on the certificate of qualification in Ontario (Ontario College of Teachers, n.d.). The task orientation of this frame concentrates on generating strategy,

measuring goals, assigning tasks and responsibilities to stakeholders, and outlining procedures for the NTIP program (Bolman & Deal, 2014).

Political frame. Senior administration and trustees looking for increases in student achievement and to better prepare students for future labour market put a political slant on the issues surrounding teacher capacity building (Joshee & Sinfield, 2010; Apple, 2001). The political frame assumes that enduring differences will limit the overall functioning of the organization (Bolman & Deal, 2014). As such, the allocation of scarce resources, largely money and time, put conflict center stage. Guiding coalitions between stakeholder groups and effective conflict resolution strategies are necessary if the change leader hopes to evoke change.

Human resources frame. From a human resources standpoint, the Board needs to consider that a “skilled and motivated workforce is a powerful source of competitive advantage” (Bolman & Deal, 2014, p. 133). As such, considerations that shape outcomes for beginning teachers offer opportunities to build skilled educators at all levels of the system. Training for mentors will ensure they can provide valuable instructional coaching experiences (Crane, 2012) and has the added advantage of increasing the leadership capacity of teachers (Fullan, 2001).

A linear, functionalist approach to capacity building resulted in a pragmatic, systematic and efficient means of teacher induction (Burrell & Morgan, 1979). Problems and solutions are viewed through the lens of utility with tremendous value placed on the provision of practical solutions to known problems. Improving the capacity of the newest members in an efficient and research-backed way should improve outcomes in classrooms, putting the human resources frame at the core of this organizational improvement plan.

Induction programs have a resultant cost benefit for boards. Given that “the cost of induction is \$4,000 per new teacher over two years. The estimated average cost of recruiting a

new teacher is \$4,400” (Ontario College of Teachers, n.d., p.16). From a cost standpoint alone, induction programs save \$400 per recruit. Through the human resources frame, this reduces costs associated with attrition, in addition to providing the other benefits teacher induction has on teacher self-efficacy and student achievement.

Recent academic literature. A review of current academic literature was undertaken to explore the following issues: (a) the challenges new teachers face as they enter into the profession; (b) the correlation between teacher efficacy and student achievement; and (c) instructional coaching as a high-yield professional learning strategy.

In the *Transition to Teaching* report (Ontario College of Teachers, 2017) both elementary and secondary respondents identified preparation for daily supply work, teaching combined grades, and capacity around report card writing as areas they lacked preparation during their initial teacher education program (Ontario College of Teachers, 2018). Elementary teachers also reported low preparation in the areas of supporting English language learners, First Nation, Metis and Inuit perspectives and mental health, addictions, and well-being.

Teacher induction programs, particularly those that involve intensive mentoring components, have been shown to improve outcomes for beginning teachers (Bartell, 2004; Melnick & Meister, 2008). Research out of the United States indicated that, even with intensive mentoring, it takes new teachers approximately three years to build a practice that improves outcomes for students (Bartell, 2004).

Kutz, Reddy and Glover (2017) identified the core outcomes of instructional coaching as: (a) performance enhancement, for specific teacher and/or student practices; (b) improved learning conditions; (c) autonomy for educators in applying research-based practices; (d) enhanced decision making and critical thinking skills; and (e) community development. Heineke

(2013) asserted that instructional coaching offered benefits over other forms of professional development by allowing teachers to immerse themselves in new practices fully. Teachers in this study were more likely to implement new practices in their respective classrooms, a forty-four percent implementation rate, as opposed to fifteen percent in control groups. Bruce, Esmonde, Ross, Dookie, and Beatty (2010) posited that teacher efficacy did not correlate with student achievement however, she found that it was indicative of a willingness to try new experiences, including instructional coaching. Tschannen-Moran and McMaster (2009) elaborated on the findings of Bruce et al. (2010) by explaining that while efficacy is not directly correlated to outcomes, it played a role in teachers' implementation the strategies presented in professional development sessions. Both researchers hypothesized that coaching provided an individualized mastery experience as teachers learned new skills. Hoy, Sweetland and Smith (2012) found that generating collective efficacy in education teams yielded positive outcomes by fostering a strong focus on academic pursuits, encouraging teacher persistence, and reinforcing common values. As with all self-reported data, self-efficacy reports do not account for reporter bias and as such should be interpreted with some caution.

PESTE analysis. Schools do not operate in isolation, as complex systems, they are inherently intertwined with their external environments (Ogawa, 2014). When considering the role instructional coaching could play in improving teacher efficacy, it is wise to complete a *PESTE* analysis to identify external stakeholders and factors impacting the problem of practice (Cawsey, Deszca, & Ingols, 2016).

Political. The political climate in Ontario continues to focus on producing graduates who can contribute to the future economy, making neoliberal values the center of educational decision making (Joshee & Sinfield, 2010). As such, the provincial assessment data from EQAO guides

the Board in prioritizing goals and setting direction. Economic factors dictate much of the policy prescribed by the province. Currently, a focus on pathways and Specialist High Skills Majors for high school students exist. Pathways focus on helping students develop job-ready skills (Ontario Ministry of Education, 2018). In this market, teacher induction will be valued as induction supports the creation of job-ready teachers.

Regulation 274/12 (Ontario Ministry of Education, 2012) has changed the landscape of educational employment in Ontario for the newest graduates by enforcing hiring practices across the province (Elementary Teachers' Federation of Ontario, n.d.). Regulation 274/12 "establishes steps all publicly-funded school boards are required to follow when hiring for long-term occasional (LTO) and new permanent teaching positions" (Elementary Teachers' Federation of Ontario, n.d.). As a result of regulation 274/12, the pathway to permanent employment is long for many new teachers. In some jurisdictions, it can take five to seven years to move from part-time supply teaching to a full-time permanent teaching contract, though some exceptions apply (Tungsten Board of Education, 2019). The lack of financial stability has forced some new teachers into situations where they have second jobs to supplement their income (Levy, 2015). Not only does this reduce the buy-in new teachers have to the profession, but it also limits their ability to connect with mentors, when they need to be available for their after-school employers.

Technology. Technology has had a very positive impact on teacher professional learning, providing opportunities for new teachers to reach out via social media for self-directed studies (Ormiston, 2012). The social network created by these communities increases the connection new graduates have to the profession, enhances their mentoring web, and strengthens their self-efficacy (Ontario Ministry of Education, 2018).

Within the classroom, innovations like assistive technology, have made supporting differentiation less challenging by removing barriers that would limit the student's ability to interact with learning and learning environments (Cunningham, 2018). For educators, this opportunity enhances their instructional core and allows for efficiency in meeting diverse learner needs.

Environmental. Various environmental factors impact the Problem of Practice, including teacher demographics, cultural views on professional learning, and roadblocks associated with mentors and teacher being in the same physical location. At a micro level, the interactions between NTIP teachers and mentors, as well as the experiences in their classrooms, shape the outcomes for new teachers. This includes, but is not limited to, the personal biases each educator brings to the partnership.

Economic. Funding for the NTIP program comes from the Ontario Ministry of Education, and as such, at a macro level, Ministry directives determine program priorities (Ontario Ministry of Education, 2018). A potential legal roadblock occurs as the teachers' unions do not allow members to evaluate one another, making the task of instructional coaching more difficult. Mentors, coaches and facilitators need to ensure their constructive feedback is seen as supportive and non-evaluative (Elementary Teachers' Federation of Ontario, 2017). The norms established by the Ministry and by the teachers' unions operate at a macro-level by scaffolding the operations of Board and individual teachers (Engin, 2014). The NTIP facilitator works with individuals to shape change within the organization.

Relevant data. Only twenty percent of new graduates rank their teacher education coursework as *excellent* (Ontario College of Teachers, 2018). As a result, new graduates enter the profession lacking many of the skills and self-efficacy necessary to be successful. The same report identifies supporting students with special needs as a professional development priority although the professional development most commonly reported, in the first years of teaching, was in the areas of: (a) planning; (b) assessment and evaluation; (c) use of technology; (d) literacy; (e) numeracy; and (f) classroom management (Ontario College of Teachers, 2018).

Mentoring is seen as a high point of the NTIP experience for many teachers, with the majority citing this support as “helpful across a wide range of practical day-to-day tasks” (Ontario College of Teachers, 2018, p. 43). However, for most NTIP teachers, sixty-seven percent reported that no experienced teacher observed them in their classrooms and fewer than forty-five percent reported having the opportunity to observe another teacher. Structural challenges could perpetuate this issue. Examples of this include, supply teacher shortages, restrictions on when NTIP mentoring days can be accessed, and the limited quantity of NTIP mentoring days.

Guiding Questions Emerging from Problem of Practice

Questions arise as teacher leaders undertake change initiatives. Potential lines of inquiry begin to emerge surrounding the problem of practice and further queries present themselves. Supporting beginning teachers in improving outcomes for students is complex and requires a strategic approach, considering not only instructional practice in the classroom but the means by which teachers are prepared to deliver the content.

Within the Tungsten Board of Education, instructional coaches and facilitators have existed in the areas of literacy and numeracy for many years (Tungsten Board of Education,

2018). The mandate of these professionals is the implementation of Ministry and Board initiatives through the provision of professional learning sessions and instructional coaching to peers. As such, it would be worthwhile to consider the impact these coaches have had on the system's teachers. Questions for consideration include, what instructional coaching strategies have yielded positive results? Which have floundered? What data has been collected to determine the efficacy of these initiatives? An analysis of this data could result in an approach outlining effective, and also ineffective, means for teacher professional learning.

It is imperative to consider the needs specific to our newest educators. The *Transition to Teaching* report (Ontario College of Teachers, 2017) outlined perceived areas of need: How do these align to the NTIP teachers in the TBE? What additional needs exist? How do we bridge the transition gap? Knowing that it can take upwards of three years for a new teacher to become effective, even with mentorship, what conditions can expedite the process?

An understanding of the pre-service teacher experience can provide foundational information and leads to a line of questioning around the preparedness of new graduates. How has the shift to a two-year teacher education program changed the preparedness of beginning educators? With the addition of the two-year program, do specific faculties of education better prepare teacher to support students? Is there are a subset of experiences that promote an effective transition into the classroom?

Finally, it is important to understand the impact of our actions as qualitative researchers. How does one measure how effective the intervention was? Will longitudinal data, like provincial assessment scores across intervention cohorts or long-term teacher trajectory support this goal? Would a reduction in teacher attrition rates contribute to the data set?

It is through the exploration of the questions above, that we begin to understand the multitude of factors in play when looking at supporting NTIP teachers as they transition into the profession.

Leadership-Focused Vision for Change

Hannay and Earl (2012) identified three conditions that were supportive of teacher change: (a) focus on student learning evident; (b) opportunities for teacher collaboration; and (c) evidence to assess whether changes resulted in improvement to student learning. Given their alignment to Fullan & Quinn's coherence drivers and the Ontario College of Teacher's Standards of Practice, these set a tone for our priorities for change. These change drivers are the "events, activities, or behaviours that facilitate the implementation of change" (Whelan-Berry, Gordon & Hinings, 2003, p. 176).

Fullan (2001) proports, "the way in which one gets started on the job dramatically affects the rest of one's career" (p. 249). As such, revisions to the New Teacher Induction Program must stem from an understanding of the gap between the present and the envisioned future state. Currently conditions have resulted in starting their careers with low teacher efficacy and higher than ideal attrition rates. Covey (1989) recommends beginning with the end in mind. Creating a clear vision of the desired future state will allow us to clearly assess the current context. In order to clearly see the landscape, a change leader must step back and look at the challenges from a systemic level. This allows the change leader to survey, study, and to gain perspective on the current state of the organization (Spillane, Halverson, & Diamond, 2001; Heifetz & Linsky, 2002). Cawsey, Deszca & Ingols (2016) call this the "tacit knowledge" about how the organization functions is invaluable in understanding change (p. 39).

To create a strong, engaged, collaborative teacher workforce, the NTIP program must “foster their collective development from day one” (Fullan, 2001, p. 252). An increasingly capable teacher workforce will provide strong instruction in their classrooms, resulting in improved outcomes for students. Systemically, as we identify priorities for change we will discover that increasing teacher capacity will play a significant role in improving student outcomes (DuFour, DuFour & Eaker, 2006; Harpell & Andrews, 2010). Thus, we will look to capacity building initiatives and explore research to identify the best interventions. If teachers understand how to systematically support learning, a truly inclusive education system can become more likely. Our ideal future state includes teachers with strong instructional pedagogy, high self-efficacy and a reflective, collaborative learning stance.

In its current state, there are great inequities in how NTIP is received. In some schools, mentors are actively supporting NTIP teachers and teachers attend system-level professional learning sessions (Tungsten Board of Education, 2018). In other schools, teachers do not attend any training and do not access mentor release days. Even the implementation of the mandatory component of NTIP, the *Teacher Performance Appraisal* (Ontario Ministry of Education, 2010) is not consistent across the system. Traditionally TBE offered professional learning centrally, undifferentiated to meet the needs of individual educators. In addition, there is currently a gap between our historical offerings and those identified in the *Transition to Teaching* report as priorities (Ontario College of Teachers, 2018). Revisions to the NTIP program require the structure of program delivery to be investigated.

Creating a structure for NTIP that builds system coherence is a priority. To create and sustain a program that demonstrates system coherence, the change leader needs to consider the following: (a) focusing direction; (b) cultivating a collaborative culture; (c) securing

accountability; and (d) deepening learning. A direction for NTIP focussed on differentiating the induction experience for teachers will allow NTIP teachers to receive induction support that is both timely and necessary (Shores & Bender, 2012). The tiers of intervention model provide support based on individual need. Individuals with higher need receive more support. Grounded in the Ontario College of Teachers' *Standards of Practice* (n.d.), collaborative learning teams focus on: (a) commitment to students and learning; (b) professional knowledge; (c) teaching practice; (d) leadership and community; and (e) ongoing professional development (Ontario College of Teachers, 2018b). A focus on precision in pedagogy leads to a deepening of learning (Fullan & Quinn, 2016; Fullan, 2010). Finally, accountability measures ensure that the renewed vision for NTIP is accountable to both internal and external stakeholders. The collaborative, responsive nature of this model facilitates the creation of authentic professional learning communities, with mentors and NTIP teachers learning alongside one another (DuFour, DuFour, & Eaker, 2008) resulting in high collective efficacy as school teams view the positive effects their efforts have on student outcomes (Fisher, Frey & Hattie, 2016).

An adaptive leadership model, with situational approaches to targeting individual teacher needs, the NTIP facilitator can help improve the capacity of our newest educators. Knowledge acquired through prolonged coaching experiences within their classrooms supports teachers toward more successfully in improving outcomes for students (Olsen, 2017; Toll, 2018). As an adaptive leader, scouring the evidence identifies “successful adaptive changes build on the past rather than ignoring it” (Garmston & Wellman, 2016, p. 18). Therefore, looking into research with our stakeholder partners pinpoints areas of struggle for beginning teachers. “Organizational change certainly unfolds across multiple levels” (Whelan-Berry & Somerville, 2010, p. 176) making the engagement of multiple stakeholder groups a priority for this change initiative. A

culture for teacher collaboration requires a recognition of the process change will need to undergo at the personal level. Relationships are a driving force in generating momentum for this change.

Securing both internal and external accountability measures will help change leaders determine whether the initiative undertaken resulted in the desired effect (Fullan & Quinn, 2016).

Organizational Change Readiness

Analyzing the relationship between the forces driving change and the forces opposing change, a concrete and realistic vision for change can begin to emerge. As a leader, it is critical to develop an understanding of the organization's readiness for change as it significantly influences the approach one takes in moving forward (Austin & Harkins, 2008; Reeves, 2009). Cawsey, Deszca, & Ingols (2016) report that, "an organization's readiness for change will influence its ability to both attend to environmental signals for change and listen to internal voices saying that change is needed" (p. 106). As such, analyzing the organization's readiness for change is a supportive first step in any change initiative. For the purposes of this OIP, two change readiness assessments were used to ascertain a readiness score for the Tungsten Board of Education. These tools were *Rate the Organization's Readiness for Change* (Cawsey, Deszca, & Ingols, 2016) and the *Change Readiness Matrix* (2009).

Rate the organization's readiness for change. *Rate the Organization's Readiness for Change* (Cawsey, Deszca, & Ingols, 2016) assesses an organizations readiness on eight dimensions. The eight dimensions include: (a) previous change experiences; (b) executive support; (c) credible leadership and change champions; (d) openness to change; (e) readiness dimensions; (f) rewards for change; and (g) measures for change and accountability. By

answering 36 questions, change leaders receive a score ranging from -10 to +35. A higher score is indicative of an increased readiness for change. Organizations that score below 10 are likely “not ready for change and change will be very difficult” (Cawsey, Deszcca, & Ingols, 2016, p. 110). Reviewer assessment puts the TBE at a +11 which indicates that organizational obstacles will impede the change initiatives but change initiatives can proceed with caution.

In my assessment, *measures for change and accountability* were strongly correlated with readiness for change. The TBE collects, analyses, and uses an abundance of data with qualitative and quantitative data measures already existing for educators and administrators. Analysis of individual student data, school climate results and teacher performance appraisals provide a picture of the current state of the organization. During the first year of their permanent contract, NTIP teachers receive two teacher performance. The proportion of *unsatisfactory* ratings offers insight into the trends in the practices of struggling teachers. Evaluation this information could result in improved induction supports. The proficiency with which we collect and use existing sources of data will help to frame initial change protocols.

The TBE rated poorly in the dimensions of *executive support* and *credible leadership and change champions*. Recent changes to the structure and function of the senior leadership team have resulted in some members of the organization lacking in trust for senior leadership. Trust is highly correlated with effective problem solving resulting in a mood that has negatively impacted organizational members outlooks on change (Tschannen-Moran & Gareis, 2015; Toll, 2018). Seeking change champions may be a barrier to implementing this OIP in the current organizational climate. A teacher leader, who leads from the middle, can reduce some of these barriers by building trusting relationships and operating in sync with individual educators (Toll, 2018).

Readiness matrix. Reeves (2009) uses a matrix to outline the readiness of an organization for change. In contrast to *Rate the Organization's Readiness for Change*, Reeves (2009) assesses readiness based on the intersection of leader change capacity and organizational change capacity.

Leadership capacity assesses a leader's ability to influence change based on five factors: (a) planning; (b) sense of urgency; (c) personal support; (d) personal focus; and (e) effect on results. A leader completes the inventories to assess the impact of factors, like emotional intelligence skills, will impact the potential change initiative (Kouzes & Posner, 2007). An advantage of this model is that it forces the leader to look at how they, as an individual, will impact the change process (Reeves, 2009; Reeves, 2009b). For the purposes of this OIP, a *sense of urgency* significantly increased the leader's drive for change. The leader's sense of urgency results from increased teacher attrition during the 2017-2018 school year as well as anecdotal reports citing growing concern over the effectiveness of NTIP in the Tungsten Board of Education. A singular portfolio allows the NTIP facilitator to focus all actions on improving outcomes for beginning teachers.

The organization's change capacity is evaluated against five factors as well: (a) planning; (b) sense of urgency; (c) personal support; (d) stakeholder support; and (e) leadership focus. Planning involves conceptualizing the planned change and the requisite steps. A *sense of urgency* is the understanding that the costs of staying the same is greater than moving towards a new state. Personal support is offered by individuals in the change leaders immediate circle; family, friends, and colleagues. Stakeholder support is the support offered by internal members of the change team. Time to focus on the initiative, despite other pressures is the leadership focus. In this instance, the organization also had a strong *sense of urgency* as well as *stakeholder support*.

The urgency results from growing dissatisfaction with the existing model. Various stakeholder groups identify current structures as ineffective at meeting the needs of NTIP teachers. Further evidence of urgency presents in increased attrition rates in 2018 (Ontario Ministry of Education, 2018). Senior leadership within the TBE, including the supervisory officer associate with NTIP, seek to enhance the existing model. Alignment between change strategist and change implementer increases the accessibility of change initiatives.

Using the Reeves *Change Readiness Matrix*, the intersection of results puts the TBE into the *ready for change* category. This indicates both a leader and an organization with the capacity to undertake a change initiative. However, when considered with the *rate the readiness for change* score, change should proceed with caution. At present, change champions exist at the micro level however, the organizational cultural context may limit how the change is received on the system level. Macro factors including the organizational culture and political environment in the province of Ontario may impact the organizations ability to implement change.

Chapter Summary

The first chapter of this OIP has focussed on understanding the challenges present in teacher induction in the Tungsten Board of Education. This chapter provides an overview of the institution and its current New Teacher Induction Program. Framing organizational change using Bolman & Deal's four frames model, a PESTE analysis and change readiness assessment tools provides insight into potential barriers and champions of the change. Going into Chapter 2, a blend of adaptive and situational leadership describes how the NTIP facilitator will facilitate the role of change implementer to enhance teacher induction in the Tungsten Board of Education.

CHAPTER 2 – PLANNING AND DEVELOPMENT

Establishing and implementing a renewed vision for the New Teacher Induction Program is the focus of this Organizational Improvement Plan. In this chapter, leadership approaches to leading change are investigated. A change management model provides a potential structure for the OIP change process. Potential barriers to the problem of practice are explored prior to investigating prospective structures to enhance the teacher induction process in the Tungsten Board of Education. Finally, an exploration of the Ontario College of Teachers *Standards of Practice* (n.d) demonstrates how a teacher leader can act with integrity and with an ethics of care during a change initiative.

Leadership Approaches to Change

Sustainable change necessitates the generation of goals that aim “not to make every school the same, but to enable each school to construct its own solutions” (Daggett & Jones, 2010, p. 2). In education, we have historically maintained a solution-orientation, looking for answers prior to fully understanding the problems of practice. An understanding of the historical context, as outlined in Chapter 1, ensures that “both change strategists and implementers ... implicitly understand how the organization functions in its environment, how it operates, and what its strengths and weaknesses are” (Mento, Jones & Dirndorfer, 2002, p. 50). A shared vision between stakeholder groups allows the NTIP facilitator to enter into relationships focused on leveraging change initiatives linked to the larger system, school, and student achievement goals (York-Barr & Duke, 2004).

Identification of possible theories for leading the change process. To evoke change, a leader must be able to influence others and mobilize change-focused action (Northouse, 2016).

In a hierarchical system of leadership, leaders are able to solicit change from followers (Wood, 2017). Teacher leaders who lead from the middle act as change implementers, a role that necessitates an alternative approach to leading change. The implementer is tasked with helping “to help shape, enable, orchestrate and facilitate successful process” thus requiring a deviation from the hierarchical model of leadership employed by many change strategists (Mento, Jones & Dirndorfer, 2002, p. 49). Given the complexities of change in our modern world, organizational change requires a dynamic and adaptive leadership style, no matter the positionality of the leader (Foote & Bartell, 2011; Lichtenstein, Uhl-Bien, Marion, Seers, & Orton, 2006). Using a combination of situational and adaptive leadership styles provides the opportunity for a teacher leader, in this case the NTIP facilitator, to layer capacity building initiatives onto existing relationships by leveraging differentiated professional learning opportunities to meet individual needs (Northouse, 2016; Yukl & Mahsud, 2010). A facilitative and enabling process will yield increasingly positive results for the teacher leader (Higgs & Rowland, 2005).

Differentiation of instruction: The changing face of NTIP. In 2006, when NTIP was created, ninety-one percent of new teachers in Ontario had a full-time contract position within the first five years of teaching, making the role of NTIP one of brokering new teachers into the profession and board (Ontario Ministry of Education, 2010). Due to teacher surpluses and the implementation of Regulation 274/12 (Elementary Teachers’ Federation of Ontario, 2012), the pathway to permanent employment is longer for today’s new teachers. Many teachers report seven years of long-term occasional contract positions prior to receiving a permanent contract with their respective board (Elementary Teachers’ Federation of Ontario, n.d). This means that the NTIP program must evolve; entry points for teachers will vary based on previous experiences

(Ontario Ministry of Education, 2018b). With an adaptive leadership style, the NTIP facilitator differentiates offerings to match the needs of individual educators (Northouse, 2016).

Energizing and influencing colleagues through situationally-differentiated instructional coaching supports a facilitator as they move between delegating, supporting, coaching and directing (Northouse, 2016; Hersey-Blanchard, 1982). The intersection between an educator's willingness to try and their inherent capacity helps to determine the most appropriate approach to intervention. For example, a teacher with a high willingness to learn and a beginning pedagogical capacity set would be well suited to instructional coaching and could benefit from opportunities to discuss strategies and to complete peer observation.

The responsive, innovative, creative leadership style of the NTIP facilitator is grounded in critical theory and liberal ideologies (Northouse, 2016). Recognizing that there is not one pathway to successful teaching practice enables the facilitator, and beginning teachers, to forge their own identity as educators. Innovative solutions require the NTIP facilitator to embrace challenges by employing patience and insight and suggests incremental change. Instructional capacity building is a longitudinal pursuit (Stoll & Temperley, 2009). A future focus and gradual changes can result in a more profound acceptance of change embedded directly into the corporate culture, as the unwritten rules of culture require an identification of the underlying assumptions of the organization before goals are defined (Lumby & Foskett, 2011; Milhauser, 2014). A gradual change also tends to result in less resistance than radical change (Burrell & Morgan, 1979). As a teacher leader, mitigating resistance increases the likelihood of implementation. Supportive, responsive leadership enables to the NTIP facilitator to meet individual needs in circumstantial contexts.

Adaptive, situational leadership: Considerations. Peer-to-peer capacity building is a high yield strategy amongst educators (Reeves, 2009) and this “deep professional commitment to work collegially” necessitates the formation and maintenance of trusting relationships by the NTIP facilitator (Duignan, 2012, p. 135). Relational trust is paramount if a facilitator wishes to mobilize change in colleagues (Dirks & Ferrin, 2002; Ontario Ministry of Education, 2018 Ontario Ministry of Education, 2014; Tschannen-Moran & Gareis, 2015). A complexity of the NTIP facilitator role is offering this coaching whilst maintaining the trusting relationship. Using classroom observations, the facilitator uncovers facts and knowledge and uses these facts co-construct solutions using a common language thereby fortifying the partnership. All proposed changes are framed through the practice not the person, thus protecting relational trust.

Predicting future outcomes is the essential tenet of the positivist, epistemological lens and connects with an adaptive leadership approach (Burrell & Morgan, 1979; Northouse, 2016). The correlation between collegiality and trust reflects the importance of relationship for teacher leaders. When followers believe in their leader’s capacity to act with integrity and benevolence, followers are more comfortable to take risks (Dirks & Ferrin, 2002). As knowledge accumulates, a leader can begin to “make sense of the complexities of their work” (Capper & Green, 2013, p. 64) and thereby direct programming decisions to better enable school teams to respond meet the student needs.

A sense of ownership, pride, and empowerment will lead to increased commitment amongst teachers. Teacher leadership affords teachers the opportunity to participate in decision-making and collective capacity building. Weiss, Cambone, & Wyeth (1992) posit that “when teachers share in decision-making, they become committed to the decisions ... They buy into the decision; they feel a sense of ownership; therefore, they are more likely to see that decisions are

actually implemented” (p. 350). To facilitate a change initiative, the NTIP facilitator will need to awaken the collective consciousness of beginning teachers and engage these educators in the pursuit of change. An effective teacher leader supports shared professional growth by: (a) building rapport and establishing trusting relationships with colleagues; (b) demonstrating effective communication skills, particularly listening skills; and (c) analyzing practices through assessing, interpreting, and prioritizing the needs of individuals whilst maintaining an understanding of the organizational bigger picture (York-Barr & Duke, 2004). As a teacher leader, an adaptive, situational leadership style affords the opportunity to adjust course as circumstances necessitate requiring flexibility, intuition and strong emotional intelligence skills from facilitators (Northouse, 2016).

Framework for Leading the Change Process

Change will occur only when individuals within the system demonstrate readiness (Weiner, 2009). Therefore, to facilitate change, the NTIP facilitator must “... respond to change appropriately and show others the way. They must take school staff on challenging journeys that the staff would not take on their own” (Dagget & Jones, 2010, p. 1). An awareness of school culture, structure, organizational history and the external environment will guide the approach to meet the goals expressed in this problem of practice. In this OIP, I seek to make a first order change, by “enhancing the existing organization by correcting deficiencies in organizational policies and procedures” surrounding NTIP (Waks, 2007, p. 282).

Tools & change: Implementing, evaluating, and monitoring change. Given the highly personal nature of change, chosen models identify the barriers to change and focus on addressing the barriers. The *Awareness, Desire, Knowledge, Ability, and Reinforcement (ADKAR)* model and the *Care, Relate, Examine, Acquire, Try, Expand and Renew (CREATER)* model both offer

the simplicity of a linear change process but with more direction than offered by the Lewin model (Havelock & Zlotolow, 1995; Hiatt, 2003). For a teacher leader, the linear process offers opportunities for reflection in addition to seeking collaboration in the learning process.

Identifying barriers enables a leader to strategize effectively.

The *ADKAR* model has been used both in business and education as it emphasizes goal-oriented, reflective capacity building. Matoti (2010) used the *ADKAR* model to facilitate change in South African schools by allowing educators to build a community from which to share their concerns. This resulted in improved teacher buy-in and increased movement towards collective goals. Many models of coaching draw from the core premises of the *ADKAR* model, including Thomas Crane's (2012) transformational coaching model which recognizes the value in establishing a strong foundation before engaging in change initiatives. The *CREATER* model has found use by teacher leaders in secondary schools where task-focused leadership was necessary for leaders with "little control over decisions" (Gaubatz & Ensminger, 2015, p. 1). Its ability to focus change for teacher leaders enhances this PoP.

Change is a dynamic and complicated process, and it is particularly tricky for teacher leaders who, without formal titles, require trusting relationships both with peers and administrators to evoke change. Relying on both qualitative and quantitative measures, the Prosci *ADKAR* change model and the *CREATER* model support the change process for this problem of practice (Hiatt, Creasey, & the Change Management Learning Center, 2003; Havelock & Zlotolow, 1995). Organizational change results from the interaction between community members as it is individual stakeholders who impact the greater organization (Hiatt, Creasey, & the Change Management Learning Center, 2003). As such, the *ADKAR* model is built on the premise that supporting leaders, in this case, the NTIP facilitator, in their change endeavors

facilitates organizational change (Lawrence & Frater, 2017). Change at the individual level can prompt change at the organisational level. The *CREATER* model will supplement *ADKAR* through the change process, offering clarification and additional insights.

Awareness. The first step in the *ADKAR* change process is to raise awareness. Leaders must create conditions of personal relevance and/or dissonance to motivate community members to begin change (Hiatt & Creasey, 2006). This correlates with the *care* phase of the *CREATER* model (Havelock & Zlotolow, 1995). The leader is gathering data from both internal and external sources to determine what change could benefit the organization (Gaubatz & Ensminger, 2015). For the NTIP facilitator, this would include reviewing the *Transition to Teaching* report (Ontario College of Teachers, 2017) for the most recent year, looking at the internal historical data like the system NTIP plan, gathering syllabi from the local teacher education programs, and surveying teachers within the system (Ontario College of Teachers, 2018). Data analysis would allow the facilitator to anticipate the needs of the NTIP teacher and plan programming options accordingly. Surveying those teachers who have recently completed NTIP provides an opportunity to respond to perceived gaps in the cohort exiting the program.

The foundation for relationship building figures prominently for a situational leader in this phase of the change framework. Initial offers might include priming NTIP teachers with a weekly email of guiding questions (Crane, 2012). The role of the questions is to have teachers engage in critical thinking about their role in education. Early in the school year, new teachers may begin to experience some dissonance between what they believe classroom should look like and the reality of the twenty-first-century classroom. Eisenhardt, Besnoy, and Steele (2011) uncovered that experiencing cognitive dissonance, during pre-service field experience, resulted

in an adjustment in beliefs about effective instruction and student ability. One hopes that this finding extends to teachers early in their careers.

Desire. The second phase in the *ADKAR* model is contemplation, the desire for change (Hiatt & Creasey, 2003). During this phase, the leader communicates the benefits of new ideas, identifies potential risks, addresses fears, and builds momentum for change (Hiatt & Creasey, 2006). As NTIP facilitator, this will involve building relationships and facilitating reflective practice. The power of critical self-reflection cannot be undersold. Sellars (2012) found that critically reflective teachers took greater ownership of their classrooms and were always looking for ways to improve outcomes for their learners. Communication with mentors and administrators will be crucial at this point, as the NTIP facilitator may need to visit teachers and schools where self-reflection is not evident. This phase requires that the facilitator exercise caution as some teachers may feel like they are being judged and could resist the support. *CREATER* reminds us that relationships not only support the notion of capacity building but also serve to identify potential resisters (Gaubatz & Ensminger, 2015; Hersey & Blanchard, 1982).

Knowledge. The third phase in the *ADKAR* model involves preparation for change (Hiatt, Creasey, & the Change Management Learning Center, 2003). New teachers will begin to gain necessary knowledge to improve their practice (Hiatt, Creasey, & the Change Management Learning Center, 2003). In this OIP, the pathway to professional learning begins with onboarding sessions offered to larger groups. The sessions will provide the NTIP teacher with a foundation in comprehensive program planning. Success criteria paint a picture of what successful classroom indicators are. By starting with prescribed professional development sessions, it is hoped that new teachers will take the opportunity to subsequently reflect on their professional learning goals as NTIP teachers (Katz & Dack, 2013). Gaubatz and Ensminger (2015) found that

after involving organization members in initial phases, teachers needed time to “process and understand information related to possible change options, and to determine their role in the possible change process” (p. 12). By making sense of the expectations, engagement in the change process will increase for the NTIP teachers (Andrews, Cameron, & Harris, 2008). In many ways, initial professional developments sessions help teachers to identify gaps in their knowledge and skills. The importance of reflection cannot be overlooked. To facilitate the building of relationships with NTIP mentors, all mentors will be invited to participate in sessions alongside their NTIP colleagues. This serves the dual purpose of providing a relationship building opportunity and collective capacity building.

Ability. The fourth phase in the *ADKAR* change model involves acting towards organizational goals (Hiatt, Creasey, & the Change Management Learning Center, 2003). *CREATER* reminds us that change occurs in two phases: (1) a gathering of resources; and (2) the gradual expansion as the change initiative takes hold of the organization (Havelock & Zlotolow, 1995). The change will be rolled out sequentially over time, using responsive, innovative leadership that adapts to individuals and situations. This is particularly important for this OIP because effective professional learning needs to be differentiated to meet individual needs. A structure to allow for efficient collaboration will be necessary to enable teachers to take ownership of their learning, renew and report progress (Gaubatz & Ensminger, 2015). A further critical element is the alignment necessary between stakeholders to ensure collaboration to meet student needs (Miskolci, Armstrong, & Spandagou, 2016).

Although the ideal state is a collective movement towards the organizational goal, the *ADKAR* and *CREATER* frameworks recognize that improvements in the performance of individual members will occur at different rates and in different ways, as change is highly

personal (Hiatt, et al., 2003). Flexibility is required as the needs of individuals evolve over time and will require the facilitator to identify barriers to effectively strategize (Yukl & Mahsud, 2010). One such example of strategizing is shared by Matoti (2010) who facilitated change in South African schools by creating a community where collective action for self-identified problems could be addressed through collaborative practice. In this OIP, barriers might include instructional core and/or targeting specific populations of NTIP teachers, like Core French teachers. A demonstration of reflective practices helps an adaptive, situational leader to identify challenges, determine gaps, and develop plans of action for the target group (Burke, 2018).

Reinforcement. The final phase of the *ADKAR* model is reinforcement or maintenance (Hiatt, Creasey, & the Change Management Learning Center, 2003). During this phase, data is analyzed to “assess the effect of the change, nurture the continuation of the change, and adjust areas that would make the change more effective” (Gaubatz & Ensminger, 2015). *CREATER* reminds us that the purpose of this phase in the change process is to renew, look to celebrate the success, communicate with stakeholders, and begin forward-thinking (Havelock & Zlotolow, 1995). Follow-up surveys, narrative interviews and classroom observations will triangulate the data sources as I investigate the impact of the initiatives on the system.

With an aim of fostering collective efficacy, teams of learners can assemble to celebrate success. Strong collective efficacy leads to “a strong focus on academic pursuits, directs the behavior of teachers and helps them persist” (Hoy, Sweetland & Smith, 2002). Reaffirming the worth of every program participant fosters system coherence and demonstrates caring (Kouzes & Posner, 2012). The celebration of success enhances the NTIP experience for current members and offers the added benefit of increasing engagement in future cohorts.

The NTIP facilitator might choose to collect leaders, both exemplary mentors and talented new teachers, to create a steering committee for future initiatives (Ontario Ministry of Education, 2018). When stakeholder groups are assembled, the steering committee offers alternative perspectives and enhances accountability between stakeholder partners. Enhancing partnerships with our faculties of education, senior leadership, school administrators, teachers' unions, mentors, and NTIP teachers improves outcomes for beginning teachers and allows for the communication of the positive impact of the changes to stakeholders, both internal to the organization (Hiatt, Creasey, & the Change Management Learning Center, 2003).

Conclusion. The interdependence between leadership style and change reaffirms the unique responsibility of a teacher leader. A lack of positional authority requires the teacher leader to investigate change through a different lens. As a change implementer, the teacher leader typically enacts the change decisions of other policy makers. The *ADKAR* and *CREATER* models both offer a framework from which change results from the capitalization on relationships between individuals and tactical task-focused behaviours (Burke, 2018; Gaubatz & Ensminger, 2015; Hiatt & Creasey, 2003; Kazmi & Naarananoja, 2014). Leveraging barriers to change allows the NTIP facilitator to maintain a goal-orientated, reflective capacity-building stance which meets the needs of individuals.

Critical Organizational Analysis

Given the complexity of organizational change, it is wise to complete a gap analysis to identify strategic priorities and to support the generation of a shared vision for change (Cawsey, Deszca, & Ingols, 2016). Implementing a change initiative is a “process of discovery, with thoughtful questions continually being asked throughout the change journey” (Mento, Jones & Dirndorfer, 2002, p. 46). Tacit knowledge about an organization is critical in generating a plan

for change thus to this end, the Nadler-Tushman Congruence Model (1990) will support the identification of gaps as they exist with the New Teacher Induction Program in the Tungsten Board of Education.

The Nadler-Tushman Congruence Model encourages reflective practice to identify challenges, determine gaps, and to develop plans of action making this goal-oriented, capacity building model ideal for a teacher leader (Burke, 2018; Nadler & Tushman, 1990). This model describes change as a process and strives to generate individualized solutions to match organizational needs by seeking to understand components of dissonance and congruence that shape the performance of the organization as it focusses on diagnosing organizational problems (Nadler & Tushman, 1990). Organizational change is only possible when the work, the people, the organization and the culture are congruent.

Input. Nadler & Tushman (1990) identify three components of organizations as sources of input data: (a) the environment; (b) resources; and (c) organizational history. The organization begins to identify the symptoms of struggle by analyzing available quantitative and qualitative data and evaluating the climate for change (Mento, Jones & Dirndorfer, 2002). These sources of information do not pinpoint a cause of the problem, they simply outline symptoms (Nadler & Tushman, 1990). The collection of data provides an opportunity to consider the lenses of various stakeholders as they pertain to the OIP and supports the identification of gaps as natural tensions offer an entry point for investigation (Mento, Jones, & Dirndorfer, 2002).

The environment. Environmental factors include those which shape our workplace, from both internal and external sources (Nadler & Tushman, 1990). As we consider the constraints our environment poses, we investigate all educational partners - the teachers, the facilitators, the students, the parents, administrators, senior administration, and community partners.

Internal factors include both the demographics of our student body and the patterns and trends associated with system educators and leaders. As mentioned in Chapter 1, the TBE encompasses a diverse region, both in terms of geography, cultural, and socio-economic opportunities (Tungsten Region Economic & Planning Document, 2015). In general, our schools in areas with fewer socio-economic opportunities tend to have higher teacher attrition, this results in a greater number of NTIP teachers residing in those schools. In the current school year, nine such schools have at least fifty-percent or higher of their staffing complement in the NTIP program (Tungsten Board of Education, 2018). As a direct result of the high proportion of NTIP teachers, these schools have fewer opportunities for in-school mentor matches and rely more heavily on leadership offered through the principal and/or vice principal. Of particular importance is the creation of a culture in which beginning teachers can build their craft; the administrator is a driving force in the creation of a positive school culture (Cherian & Daniel, 2008). An ability for a beginning teacher to assimilate into the school culture is indicative of their fit. When fit lacks, many teachers struggle to find self-efficacy (Yusof, Nursalam, & Mohd Noor, 2016). A gap exists when new teachers are unable to perform, resulting from limited mentor matches and a school culture-NTIP teacher mismatch. Resultant diminished individual efficacy is of significant concern.

Although many factors external to the OIP exist, the most significant is that our land is situated on the treaty territory of a large indigenous community and as a result, we have longstanding partnerships with these groups. Given the opportunity, our local elders would co-govern decisions on NTIP, moving decision making into the hands of the collaborative team (Munroe, Border, Orr, Toney, & Meader, 2013). The relationship building focus of this OIP connects strongly to the indigenous value of walking together in mutual respect (Hare, 2004;

Martin & Garrett, 2010). The revised NTIP program must value community, storytelling, and ethically-focused problem solving to align with indigenous values deeply entrenched (Iseke & Brennus, 2011).

NTIP is highly political given it is funded entirely by the Ministry of Education. NTIP is completely dependent on Ministry funding and given the competition for scarce resources in the province of Ontario at the moment, a gap exists between the newly proposed NTIP and the funds available (Ontario Ministry of Education, 2018). As stakeholders in the TBE compete for scarce resources, the NTIP team may be forced to make decisions about the teacher induction strategy.

Resources. Human resources, capital, technology and information are all examples of resources that the TBE has invested in the NTIP program (Tungsten Board of Education, 2018). As mentioned, capital is allocated by the Ministry of Education and must be used in alignment with their framework (Ontario Ministry of Education, 2018). Financial constraints limit the opportunities available to NTIP teachers, making thrifty allocation of resources necessary. Given this reality, technology has figured prominently in providing an efficient means of brokering knowledge. A gap exists between this valuable tool and its actualized potential. As an example, in the 2018-2019 academic year, less than twenty percent of persons involved in NTIP joined our Google classroom (Tungsten Board of Education, 2018).

Human resources, including quality mentors in sufficient quantity is another struggle for the TBE. With close to one-seventh of our Board population falling under the umbrella of NTIP, mentor shortages are a reality (Tungsten Board of Education, 2018). Mentors are a pivotal element of the OIP, as their role in supporting collective capacity building is essential (Strachan, 2018). Mentorship is consistently a highly rated component of the NTIP program (Ontario College of Teachers, 2018). However, despite being assigned a formal mentor, fewer than half of

NTIP teachers in Ontario report an opportunity to observe another teacher teach and merely sixty-five percent report having the opportunity to be observed, aside from formal evaluation by administrators (Ontario College of Teachers, 2018).

History. An understanding of the history of NTIP, from both an organizational and a provincial context allows for a comparison between the idealized and actualized offerings. Investigation would identify whether the management of the program, opportunities offered, and role of the NTIP facilitator aligns with the needs of system teachers and administrators. Findings gleaned from the Ministry of Education's longitudinal study will provide valuable insights.

In addition, nostalgia may also figure into this OIP. Some educators and administrators experienced success with the previous NTIP program and as such, may be reluctant to see the program evolve. Nostalgia may leave educators feeling resistant to reform (Goodson, Moore, & Hargreaves, 2006).

Transformational process. A synthesis of the three inputs – the environment, resources, and organizational history, as outlined above – supports the transformational process. The interaction between these inputs identifies the opportunity to realign the organizational components for change as they pertain to NTIP in the TBE (Nadler & Tushman, 1990). By investigating the relationships between the input components, one can investigate gaps that might exist.

Work and people. An investigation into the relationship between *work and people* enables an understanding of who is doing the work, how it is being done, and whether the work meets the needs of the individuals in the organization (Bolman & Deal, 2014). A sizable gap exists between the existing structure of NTIP in the TBE and the needs of the system. While the historical model of a facilitator acting as a broker of knowledge was beneficial, in the current

instructional environment, an adaptive model, reflecting the needs of individual situations provides educators with what they need to move their individual practice forward. In addition, mentors had never figured prominently in the TBE NTIP program. Given the value of mentorship relationships, the TBE needs to elevate the role of mentor (Strachan, 2018). A process to build mentor capacity requires attention to enable mentors to become instructional coaches (Campbell & Malkus, 2011).

Work and structure. A well-coordinated effort will be necessary to evolve the role of NTIP mentor. The structure needs to outline expectations, including the time commitment required from mentors. To ensure a manageable workload for the NTIP facilitator and mentors, a redefinition of what constitutes an NTIP teacher may be necessary. The TBE currently offers NTIP supports that extend beyond Ministry requirements (Ontario Ministry of Education, 2018). The Ministry mandates NTIP supports for teachers in their first year of permanent contract (Ontario Ministry of Education, 2018). At present, the TBE offers NTIP supports to teachers in their first and second long-term occasional positions as well as those in the first and second year of permanent contract. It is possible, by reducing the number of participants, the NTIP program can offer a richer experience for those involved.

Structure and people. In their renewed NTIP strategy, the Ministry indicates that all teachers should have the opportunity to benefit from NTIP making differentiated opportunities a priority (Ontario Ministry of Education, 2018). Our current program does not have one hundred percent participation. In fact, our system orientation online had very low participation rates. Perhaps individual “meet and greet” meetings with the NTIP teacher at each school, providing an overview of the program and its evolution might yield increased participation rates. While time consuming, the two schools afforded the opportunity for a facilitator-led onsite opportunity in the

2018-2019 school year have shown increased interest in the NTIP program. One hundred percent of the educators in these two schools attended at least one NTIP professional learning session (Tungsten Board of Education, 2018).

People and culture. The novelty and value of NTIP has waned after four years of NTIP supports, under the current model has been undermined. Rather than accessing NTIP as an opportunity to expand professionally, many educators in the TBE have begun to see NTIP as a barrier to their permanent contract (Tungsten Board of Education, 2019). Given the vast numbers of permanent teachers who continue to be part of NTIP, it is possible they have hit a critical threshold and do not feel an urgency to improve their practice (Kouzes & Posner, 2016).

Mentor culture also needs to be realigned. Individuals who fulfil mentorship responsibilities should have a passion for teaching and learning. At present, mentor recruitment practices are not stipulated. Administrators should have a hand in choosing NTIP mentors. In some situations, mentors are chosen by NTIP teachers. This may result in mentor matches that are based in friendship rather than mentorship capacity. In other situations, mentor shortages have resulted in mentors in other schools or with mentors with limited teaching experiences (Kitchen, Cherubini, Smith, Goldblatt, & Engemann, 2008).

Culture and work. Across the province of Ontario, mental health and wellness presents a challenge for many teachers (Betoret & Artiga, 2010). As such, the NTIP program needs a foundation in supporting wellness for educators, both mentors and NTIP teachers. Partnership with the teachers' federations will facilitate the expansion of this area of NTIP. There is a strong correlation between teacher wellness and a collaborative school culture (Zhu, Devos & Li, 2011).

Structure and culture. To foster system congruence, NTIP's structure must successfully integrate with those of other departments in the organization (Milhauser, 2014). Communication

between the NTIP program and system stakeholders will be vital. This includes sharing program structure with the educator groups. It will support the system in understanding the reimagined NTIP program. System congruence will be necessary if NTIP hopes to evolve.

Summary. The implementation of the Congruence Model requires the identification of the symptoms of challenge and determining the gaps between the system inputs and the desired outcome (Nadler & Tushman, 1990). Feedback shares desired outcomes and aligns the fit between each component of the system (Nadler & Tushman, 1990). The goal of this OIP is to improve the capacity of beginning teachers to support students in their classroom. The structure of the NTIP program attempts to provide an opportunity to increase teacher capacity through a model of differentiated, situationally-appropriate leadership.

Possible Solutions to Address PoP

To improve outcomes for new teachers, the Tungsten Board of Education could investigate potential modifications to their current New Teacher Induction Program model. Through this Organizational Improvement Plan, an investigation into the literature and practices of teacher induction has led to the creation of five potential shifts the Tungsten Board of Education NTIP team could make to their program delivery to improve outcomes for NTIP teachers. Given that NTIP is a program funded entirely by the Ministry of Education, board autonomy over the program has limits (Ontario Ministry of Education, 2018). At present, the Ministry program requires: (a) an orientation to the school and board; (b) mentoring; and (c) professional development and training (Ontario Ministry of Education, 2010b). Each potential solution includes all three mandatory components.

Solution A: maintenance of the status quo. In 2010, the Ontario Ministry of Education introduced the New Teacher Induction Program to the teachers of Ontario (Ontario Ministry of

Education, 2010). The TBE embraced this change immediately and began offering new teachers the opportunity for orientation to the Board, provided principals with a checklist for school-level orientation, facilitated one-to-one mentoring partnership between new and experienced teachers, and provided professional development and training on a range of topics, as per Ministry recommendations (Tungsten Board of Education, 2018).

NTIP teachers have been able to choose from an extensive menu of NTIP workshops, including classroom management, descriptive feedback, and inquiry; each workshop was “a one-off” session, requiring no follow-up (Tungsten Board of Education, 2018). Workshops were designed to appeal to a broad range of educators across the system and typically included twenty-five participants, registering on a “first come – first served” basis. With voluntary participation, some NTIP teachers attended multiple sessions while others attended none. Using *Mentoring for All* as their basis, a half-day training session offered mentoring fundamentals (Ontario Ministry of Education, 2017). A slate of courses delivered by the NTIP facilitator placed the NTIP facilitator in a trainer capacity.

To facilitate the onboarding of new staff in an increasingly efficient manner, in 2015, the NTIP facilitator introduced an online orientation. NTIP teachers could voluntarily and independently complete the training at their leisure. In the Fall of 2018, the platform shifted although participation rates remained low; fewer than ten percent of eligible NTIP teachers enrolled or completed training (Tungsten Board of Education, 2018).

Resources & analysis. Maintenance of the status quo would require a continuation of funding at current levels with increases to compensate for inflation and contract negotiations. The Board would need to maintain the full-time position of NTIP Facilitator with the administrative assistant and Education Officers assigned to the portfolio.

The current NTIP model has been in place for eight years. During this time, the program has become a rite of passage for new teachers. Administrators, mentors, and teachers in the system know what to expect from the program and are comfortable with the support it is providing for most new teachers. The scripted nature of this program offers the comfort of knowing the slate of NTIP offerings for the year however as a result, is not responsive to the needs of teachers as they arise during the school year. For example, with the changes to the Health and Physical Education curriculum shared by the Ministry in the summer of 2018, NTIP teachers were not offered updated program supports because the slate of NTIP offerings was created in the previous spring (Elementary Teachers' Federation of Ontario, 2017).

This solution is the easiest to implement as it involves maintaining the status quo however, it does not alleviate any of the concerns addressed in the PoP in Chapter 1. It also misses the mark on the Ministry of Education's goal of NTIP for all. As such, this solution is not a viable option.

Solution B: A mentor-centric model. The *Transition to Teaching* report (Ontario College of Teachers, 2018) identifies mentoring as one of the most transformative aspects of the NTIP program, according to survey respondents (Ontario College of Teachers, 2018). Mentoring offers the benefits of: (a) improved instructional performance; (b) transfer of district policy, procedures, and educational philosophy; (c) framing the professional learning journey; and (d) promoting the norms of learning and collaboration (Lipton & Wellman, 2003). Given the impact

mentoring has on teacher professional learning, it would be wise to build a strong pool of mentors. Evolving our NTIP model in the TBE to emphasize the mentor-mentee relationship can offer an intensified mentoring experience and can “expand and deepen our collective capacity, shape our professional growth, and focus our commitment to increased levels of student achievement and wellbeing” (Ingersoll & Strong, 2011, p. 224). A focus on the mentor-mentee relationship and capacity building through this lens would strengthen this already valuable resource.

In this model, the opportunities for workshop-style professional development for NTIP teachers would diminish significantly. This would allow the NTIP facilitator to focus on developing the capacity of NTIP mentors. By prioritizing the training of mentors, the TBE is looking to increase the pool of teacher leaders in our system. Mentor training would include opportunities for professional learning, dialogue between mentors, and mentor-coaching from the NTIP facilitator for individual mentors.

An opportunity exists to solicit prospective mentors using an application system, in collaboration with school administrators. After reviewing the pool of applicants, the NTIP facilitator would create mentor matches based on geography, subject area, and NTIP teacher learning profile. Mentors could be assigned multiple NTIP teachers to work with. While this would be a shift from the current practice of having one-to-one matches at the school level, this enhanced model would allow for informal school-level partnerships to establish organically whilst providing trained mentors for focused learning initiatives. Opportunities can include broker mentoring, one-to-one mentor matching, group mentoring, communities of practice, online mentoring, and informal mentoring (Ontario Ministry of Education, 2017). By facilitating

a variety of mentorship opportunities, the NTIP facilitator is strengthening the impact that mentoring has on the beginning teacher.

Mentor learning communities would be created, where mentors collectively engage in professional learning about mentoring, leadership, and capacity building. After an initial opportunity to become acquainted with NTIP, mentors have opportunities to build coaching skills, create coaching plans, and increase their capacity in key instructional competencies. Shifting mentors to a coaching stance requires that a frameshift from “fixing and solving to capacity building” (Sharpe & Nishimura, 2017). Mentor-coaching sets itself apart from coaching by: (a) providing opportunities to co-create the relationship; (b) facilitating a capacity building mindset to accelerate learning; (c) a reciprocal learning relationship; (d) the provision of a thinking partner, all within an infrastructure for organizational learning (Sharpe & Nishimura, 2017). Ideally, NTIP mentors would build coaching relationships with NTIP teachers. In this model, the NTIP facilitator would act as a guide, developing mentors and providing direct support in schools where challenging situations arise. Focused on an adaptive situational leadership style, the NTIP facilitator enacts powerful change based on the vision created by the senior administration.

Resources & analysis. The reallocation of resources from teacher to mentor alters the historical practice of central professional learning opportunities. This reduction may result in short-term frustration by NTIP teachers as most support would now involve work with mentors. This could look like co-planning, co-teaching or co-learning in a workshop. The role of NTIP facilitator would shift significantly, with mentors becoming the primary point of contact for new teachers. Professional learning directives at the system level would support mentors rather than NTIP teachers.

Improved outcomes result when teachers have the opportunity to learn from many people. In fact, longitudinal research on the NTIP program describes a mentoring web, of five to seven different mentor partners, as being common in high growth new teachers (Strachan, 2018). As such, this model capitalizes on available research. For educators who enter the NTIP program after initial mentoring matches, a secondary system for mentor allocation will need to be established.

This proposed model capitalizes on available research on mentorship but fails to consider logistical concerns associated with a mentor-centric approach. A break down in relationship, scheduling challenges or a personality mismatch could limit the effectiveness of this model. Internal historical data indicates that mentor-mentee relationships, while highly valued, have limited empirical data associated with their efficacy. A further challenge is how loosely this mentor-centric model aligns with established Ministry of Education criteria. Orientation and professional learning will be a direct result of mentor efficacy.

Solution C: School-based coaching support. This model focuses on the individual NTIP teacher. In this model, initial training sessions are offered in key board priorities centrally, at the Education Centre, but subsequent training is offered directly to individuals, or schools, as requested. In this model, the NTIP facilitator uses the initial sessions to build relationships and then leverages these relationships to get into schools to deliver just in time, “my space – my place” instructional coaching to individuals (Knight, 2011).

In this model, completely individualized instructional coaching is the focus of the experience. Movement towards desired states is contingent upon adequate support provided by “an on-site, consistent, and nonjudgmental presence to offer support along whatever constituted employees’ growing edge” (Austin & Harkins, 2008, p. 108). Each individual teacher, or school,

would have the opportunity to request support as needed for the NTIP teachers in their school. It would involve the NTIP facilitator providing instructional coaching directly to NTIP teachers. This could look like in-class instructional coaching, co-planning outside of school hours, leading sessions for small groups within the school, and providing direct supports that the administration or teachers would like.

Resources & analysis. This model requires fewer release days for NTIP teachers, as the NTIP facilitator would be working directly in classrooms. Increased time in schools would require a reallocation of funds to increase administrative support to the NTIP program. With a focus on school-level support, the NTIP facilitator will have diminished time resources for administrative responsibilities.

With almost one thousand NTIP teachers in the system, it would be impossible to provide direct service to all NTIP teachers in one school year (Tungsten Board of Education, 2018). Some teachers would receive no support. As such, the facilitator would need to determine priority schools, for example those schools with high incidence of NTIP teachers, upon which to focus time. This would ensure support to schools with high numbers of NTIP teachers. A further consideration might be to offer instructional coaching support solely to one group of NTIP teachers, possibly year one permanent teachers.

Instructional coaching offers the benefits of individualized, intensive intervention. Research indicates the prolonged coaching experiences are high yield, in terms of their impact on improved teacher-efficacy and likelihood of embedding strategies into the classroom (Evans, Thornton & Usinger, 2012). The individualization would ensure that opportunities target the needs of teachers and allows the facilitator to shift into the role of instructional coach. This

aligns with the Hersey-Blanchard model of situational leadership when individuals fall within the *coaching* quadrant.

A move toward a model where the NTIP facilitator acts primarily in a coaching capacity would require a significant shift in organizational culture, and as such would require a realignment of facilitator responsibilities by senior leaders. As Lumby (2012) describes, leaders would need to look at the situation from a wider lens and recognize the assumptions in which this change has been grounded; a leader should change “one’s own thinking, and then using such thinking to work through the conflicts in daily life” (p. 587). This may be an oversimplification, though it provides a framework from which to view this change, which may be seen by many to be radical and inequitable. Given the inherent inequities associated with this model, it is not likely to be a viable option for the TBE.

Solution D: Professional learning community. In this model, the NTIP teachers and mentors become part of a professional learning community. In a professional learning community, “educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve” (DuFour, DuFour, & Eaker, 2008, p. 14). These communities, “... operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators” (DuFour, DuFour, & Eaker, 2008, p. 14). The NTIP facilitator would act as a guide, modeling the practice and helping each team build a culture of shared leadership (Pussa, Kuittinen, & Kuusela, 2013). Fluidly, the NTIP facilitator moves between leading and following in this model (Bonner, Koch, & Langmeyer, 2010). Memberships in such communities allow for the sharing of valuable knowledge and improve collective efficacy (Godkin, 2010).

Gleaning topics from initial survey data, the facilitator would create a slate of professional learning community options. The facilitator would oversee each professional learning community although would leverage content area experts where necessary. Under the guidance of a trained facilitator, each NTIP teacher would have the opportunity to choose if/which professional learning community they would like to participate in. The communities could be based on geography, subject areas, and/or pedagogical interests. Teachers have the opportunity to exercise voice and choose a structure “with support and leadership embedded” (Osmond-Johnson & Campbell, 2018, p. 2).

The professional learning communities would align with the following six principles: (a) shared mission, vision, values, and goals – all focused-on student learning; (b) a collaborative culture with a focus on learning; (c) collective inquiry into best practice and current reality; (d) action orientation: learning by doing; (e) commitment to continuous improvement; and (f) results orientation (DuFour, DuFour & Eaker, 2008). The PLCs would include initial system-level training to provide a baseline, likely in a workshop format. Following that, the facilitator would support the group in determine a learning focus. Resources, such as speakers, books, and research could be accessed, to move their practice forward. PLCs could include co-planning, teacher moderation, and/or classroom observations. The aim of the professional learning community is to provide each teacher with personalized growth (Bentley, 2010).

Resources & analysis. Reallocation of resources could allow for this model to support all NTIP teachers and mentors in the TBE. Release time would be needed to ensure that learning teams are available to collaborate, and funds may need to be secured to leverage experts outside of the school district. Between learning cycles, the NTIP facilitator would need to create a process for progress-monitoring and would be responsible for checking in to ensure individual

teachers were progressing in their learning. Physical resources, like professional literature, may also be necessary.

The advantage of this opportunity is that it provides authentic and differentiated professional learning for NTIP teachers and their mentors (Osmond-Johnson & Campbell, 2017). Teachers would be required to apply their learning directly into the classroom thereby enhancing implementation rates. As shared in Chapter 1 of this OIP, the implementation rates for one-off workshops is quite low (Knight, 2011). This model presents a few challenges, one being that establishing a trusting relationship with a group of educators, possibly outside of your school community, might take time. Additionally, the risk exists that the PLC does not become cohesive and learning breaks down requiring pre-emptive considerations be contingency mapped (Garmston & Zimmerman, 2013). Becoming highly involved in a PLC is not appealing for some educators, as such, this might not reach as many people as traditional workshops would. In addition, if someone chooses to join a PLC on inquiry, they would not be exposed to other important information, such as foundations of literacy, differentiated instruction or special education. This may also result in teachers choosing a PLC based on their area of interest, rather than instructional need.

The Solution: A Hybrid Model. Each solution presented offers benefits and drawbacks. An opportunity to merge positive aspects of each offers the best solution for the Tungsten Board of Education NTIP program.

Beginning with a face-to-face system orientation ensures that all NTIP teachers have been properly inducted into the TBE context (Milhauser, 2014). Completed centrally, the NTIP facilitator welcomes new teachers, provides an overview of Ministry guidelines and expectations, and offers long-range plans for the years. This event is enhanced by partnership

with external stakeholders. The teacher's union shares professional boundaries and contractual details, additional qualification partners outline their opportunities and community agencies promote teacher wellness.

Subsequent self-selected opportunities to learn alongside a facilitator and their school-level mentor ensures that growth opportunities are available to all. After orientation, teachers complete their *Individual Strategy form* in partnership with their administrator(s) (Ontario Ministry of Education, 2018). On the submitted form, teachers will choose their NTIP learning journey. For long-term occasional teachers, opportunities will be short series of workshops, access to school-level mentors, and instructional coaching from the NTIP facilitator. For permanent teachers, NTIP teacher will have the opportunity to join a professional learning community. Differentiating the opportunity by employee group conserves fiscal resources and allows for learning to target various placements or the individual educators place on the learning continuum.

The NTIP professional learning communities mirror work completed by Darling-Hammond (1994) and DuFour, DuFour, & Eaker (2004). Darling-Hammond created *Professional Development Schools* in which preservice teachers and mentors engaged in sustained collaborative learning that was grounded in experimental change initiatives with the goal being to create a recursive and iterative learning process. As such, each professional learning community will have predetermined learning targets. In concert with administrators, NTIP teachers have the opportunity to choose between: (a) literacy; (b) numeracy; (c) special education; and (d) Core French as their learning focus. Instructional facilitators, coaches, and mentors facilitate each community, calling upon external knowledge keeper as needed. Mentors provide follow-up supports at the school level mentors leveraging the NTIP facilitator when

instructional supports exceed their time and/or capacity. Formal professional learning community meeting will take place six times over the school year, with follow-up in between each.

This mixed methods approach, incorporating both rich mentorship experiences and teacher-drive professional learning communities brings together two research methods offering an arguably richer experience (Adams & Buetow, 2014; Heck & Hallinger, 2013; Osmond-Johnson & Campbell, 2017). NTIP teachers “dive deeply” into one instructional core and build partnership with colleagues, mentors, coaches and facilitators.

Leadership Ethics and Organizational Change

The Ontario College of Teachers outlines four ethical standards that guide all educators in the province of Ontario. These standards require educators to “demonstrate responsibility in their relationships with students, parents, guardians, colleagues, educational partners, other professionals, the environment and the public” (Ontario College of Teachers, 2018b, p. 1). These commitments support the actions of members of the College of Teachers. As members of the college, staff within the TBE are required to maintain the ethical standards of (a) care; (b) respect; (c) trust; and (d) integrity. The NTIP facilitator must align all actions whilst planning a change initiative with these standards, as failure to attend to ethics can result in significant consequences (Burnes, 2009; Frick, 2008).

Care. When considering organizational change, the tenet of care involves “compassion, acceptance, interest and insight for developing students’ potential” (Ontario College of Teachers, 2018b, p.1). A commitment to improving our professional practice to promote student achievement and well-being grounds this area of the board strategic plan to the ethical standard of care within the College of Teachers (Ehrich, Harris, Klenowski, Smeed, & Spina, 2015).

With a focus on improving outcomes for beginning teachers, the NTIP facilitator places relationship at the core of her practice and maintains a focus on the ethical standard of care. One such guideline involves the treatment of children (Ehrich et al., 2015). In a situation where the NTIP facilitator, or another mentor is supporting a teacher, it is imperative to consider the impact the intervention might have on the well-being of the child in question. In some contexts, where vulnerable children are present, it might be wise not to have the facilitator directly work in the classroom. Situational leadership, in this instance, would require the NTIP facilitator to embrace fluidity and to shift the coaching stance to “adapt his or her style to the demands of different situations” (Northouse, 2016, p. 93). For example, this instance might be better served with video modeling.

As a leader, it is crucial to consider the impacts of the change initiative. When choosing a change path, it is vital to consider how much disruption this will present to various stakeholders and complete a cost-benefit analysis to determine whether the change initiative offers sufficient benefit to merit consideration. For the NTIP facilitator, it could include analyzing the impact of the change on various stakeholders and determining how the change would “require a breaking of many interconnected items” (Cawsey, Deszca, & Ingols, 2016, p. 47). It is crucial not to oversimplify the change initiative. Even the smallest change has a ripple effect that impacts various stakeholder groups.

Respect. Respect involves two components: trust and fair-mindedness. An equity-stance supports educators as they apply the principles of respect to all learners. In the new era of ethically and socially responsible behaviour, adjusted value are important (Burnes, 2009). This connects with the ethical standard of care and would necessitate the NTIP facilitator to address the impact of actions on various stakeholders in the organization. As we consider a more socially just approach, clearly articulated values demonstrate a thorough analysis of the situation at hand and will ensure that all stakeholders have their needs met appropriately (Cawsey, Deszca, & Ingols, 2016). Educators, including the NTIP facilitator, are required to have a fair and respectful stance.

The change process will need to keep the needs of: (a) teachers; (b) students; (c) principals; (d) external stakeholders; and (e) the province in mind. As such, we consider how change will impact each of these groups and the benefit or detriment of the change. In some cases, to meet the needs of individuals, we infringe upon those of others. In this instance, pulling teachers from the classroom to work with mentors or attend professional learning sessions infringes upon the rights of the students in the classroom, in the short term. In addition, asking teachers to attend after-school professional learning sessions, or to work outside of our contractually agreed-upon times goes against the boundaries set out in our collective agreements (Tungsten Board of Education, 2018). Allowing educators to exercise their professional judgement demonstrates respect.

The Ontario Ministry of Education endeavors for NTIP to provide opportunities to all teachers who qualify (Ontario Ministry of Education, 2018). Therefore, the NTIP facilitator needs to ensure that a system provides equitable access to programs and supports to all NTIP teachers a method for sharing and monitoring involvement enhances equitable outcomes.

Trust. Within the field of education, all relationships are grounded in trust (Ontario College of Teachers, 2018). Without building trusting relationships, change initiatives will fall flat as leaders do not have the social capital to foster change (Kouzes & Posner, 2006; Tschannen-Moran & Gareis, 2015; Dirks & Ferrin, 2002). In fact, “by fostering relationships of caring, trust, collaboration, experimentation, inquiry and risk-taking, schools can potentially become centres of inquiry, rather than targets of change, and have far greater capacity for increasing student achievement” (Houchens & Keedy, 2009, p. 53). A situational leadership style is grounded in a foundation of trust as followers are required to share their unique needs to allow the situational leader to facilitate change initiative (Northouse, 2016).

As the NTIP facilitator, building trust is the foundation in any change initiative (Covey, 1989; Ontario Ministry of Education, 2014). Therefore, the intent of the program and its changes will need to be clearly communicated to all stakeholders (Kouzes & Posner, 2012). Without doing this, collective capacity building cannot be achieved and we also risk alienating some stakeholders (Jones & Harris, 2013).

Integrity. Educators demonstrate integrity when they choose to act with honesty and with morality (Ontario College of Teachers, 2018). Similar to the tenet of trust, integrity in situational leadership models authenticity (Ehrich, et al., 2015). In fact, “unless you know who you are, what you are prepared to do and why then you can’t hope to achieve anything very grand” (Kouzes & Posner, 2006, p. 51). The situational leadership style of the NTIP facilitator requires that the leader build rapport and facilitate the process of “how to get from the present to a desired future state” (Cawsey, Deszca, & Ingols, 2016, p. 52). As mentioned by Kouzes & Posner (2012), an understanding of self and values must pre-date the change initiative.

Without integrity, the NTIP facilitator would quickly lose the trust of their colleagues. A challenge of a situational leadership style is the requirement to “adapt to the followers” (Northouse, 2016, p. 103). When working with numerous stakeholder groups, it quickly becomes apparent that the goals and values of various groups clash with one another. Although flexibility is a core tenet of both situational and adaptive leadership, a clear vision and the articulation of one’s values is necessary in order to guide a facilitator (Burnes, 2009; Kokemullen, 2018).

Another consideration is the role of instructional coaching on resisters. The *Hersey-Blanchard* model describes situational leadership styles based on follower capabilities (Hersey & Blanchard, 1982). Using a quadrant system to explain, Hersey & Blanchard identify how the willingness and ability of the follower intersect to dictate the leadership style. When we look back at the *Hersey-Blanchard* model, we recognize that instructional coaching is best suited for individuals who have a high commitment to success (Hersey & Blanchard, 1982). That lends the question: What supports do we provide to individuals who do not fall in the coaching quadrant? Supporting a resistor in moving practice forward would require a situationally differentiated approach, instructional coaching would not be the best approach (Hersey & Blanchard, 1982). Northouse (2016) reminds us that “for leaders to be effective, it is essential that they determine where followers are on the developmental continuum and adapt their leadership style, so they directly match their style to that development level” (p. 97). Garmston and Zimmerman (2013) suggest that supporting facilitators “invite positive intentions or strategies to help members become conscious” (p. 102). The notion of generating small wins in these instances will support the NTIP facilitator as she gradually moves in new directions (Kouzes & Posner, 2012).

Summary

In this chapter, an investigation of leadership approaches to change identify adaptive, situational leadership as the ideal structure for a teacher leader. For a teacher leader, the *ADKAR* and *CREATER* models support the change initiative by providing a framework from which to individualize support. A critical analysis articulates potential barriers before potential solutions to address the Problem of Practice are outlined. Finally, an investigation of ethics and organizational change highlights the ethical standards that guide educators in the province of Ontario. In the next chapter, the implementation plan and communication plan provide shape to the chosen solution.

CHAPTER 3: IMPLEMENTATION, EVALUATION, AND COMMUNICATION

Through the creation of NTIP professional learning communities, this OIP aims to shift the culture of NTIP from an individualistic model to a high-trust climate for collaborative professional learning (Belle, 2016; Ingersoll, 2012; Mohan & Shubhasheeh, 2017). The mentor-mentee relationship and resultant mutual capacity building will drive the induction strategy. As outlined in this chapter, collaborative efforts between stakeholder groups aligns implementation strategy, progress monitoring measures, and the communication plan. Future considerations for NTIP are also explored.

Change Implementation Plan

The aim of this OIP is to create a structure for induction that reduces the barriers associated with the transition to teaching (Ingersoll, 2012; Malczak, McIntyre, & Tallo, 2018). The planned change will shift the role of the mentor, redesign the professional learning experience for NTIP teachers, and adjust the initial onboarding experiences. Connecting NTIP's shared vision and implementation plan with system priorities, as seen in Figure 1, results in a vision that is "juxtaposed with the current reality" and aligns operationally in terms of stakeholder roles and responsibilities (Mento, Jones & Dirndorfer, 2002, p. 49).

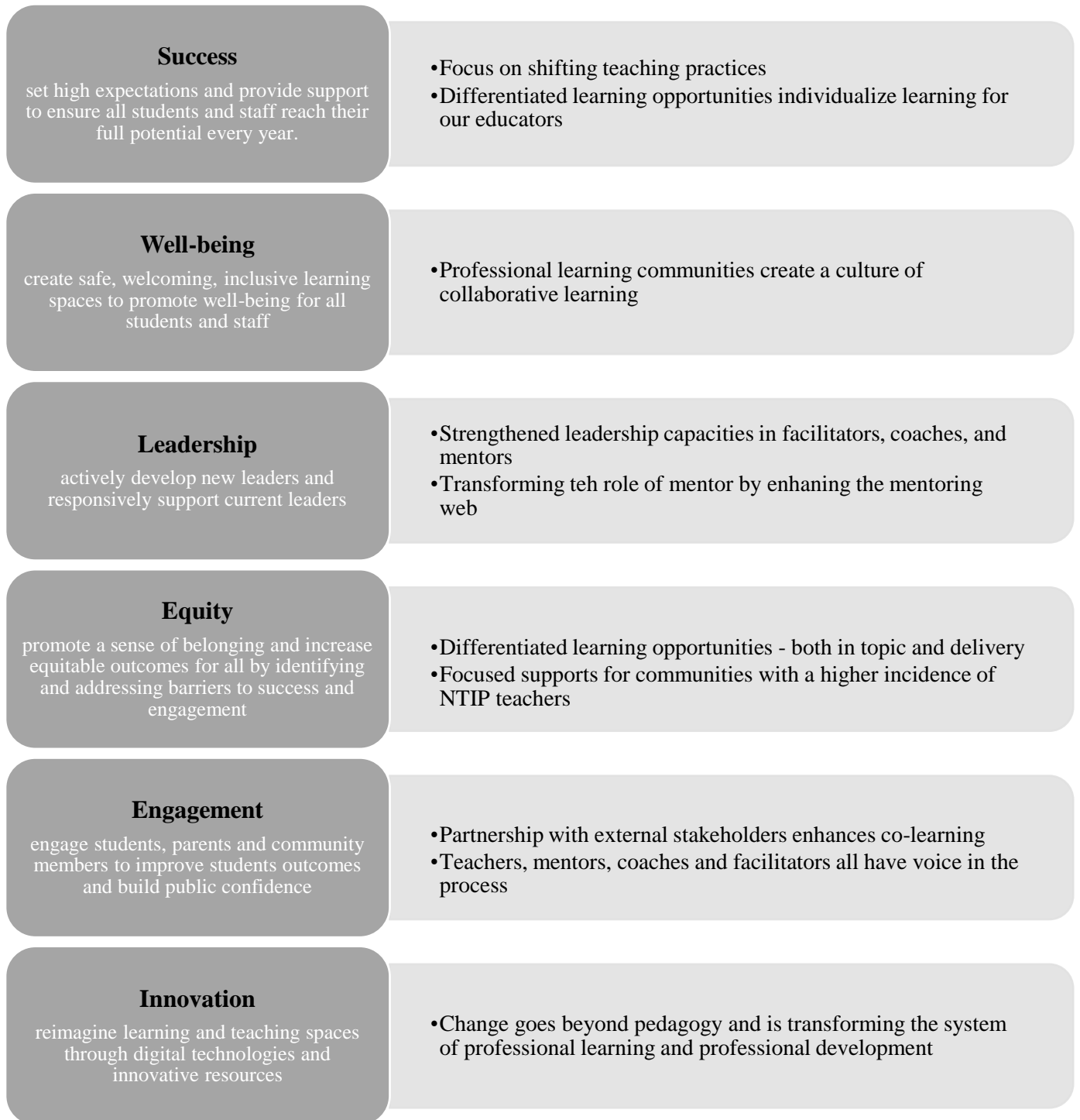


Figure 1: Connections between renewed NTIP strategy and TBE’s Board Improvement Plan by

Terri Jackson, 2019.

The changes proposed in this OIP will not result in operational changes to the TBE organizational structure. Senior leadership assigned to NTIP will act as change strategists, designing an overall vision for NTIP, while the NTIP facilitator directs assigned initiatives within the context of the program. Organizationally, the greatest shift results from reduced interdepartmental segregation between instructional coaches and facilitators as a result of the NTIP professional learning communities. The interdisciplinary nature of the NTIP professional learning communities will promote cohesion and collaboration between departments.

Using the *ADKAR* – awareness, desire, knowledge, ability, and reinforcement – change management structure developed by Prosci (2018), this OIP focusses change initiatives on thoughtful, strategic change processes (Hiatt & Creasey, 2006). The implementation plan outlined applies change thoughtfully and incrementally. A focus on outcomes, rather than tasks, makes *ADKAR* the ideal change management process for the adaptive, situational leadership style of a teacher leader (Hiatt & Creasey, 2006). During each phase of the *ADKAR* change management process, specific outcomes will be incrementally targeted and communication and collaboration between stakeholders ensures target clarity (Karambelkar & Bhattacharya, 2017; Mohan & Shubhasheeh, 2017; Schoenfeld, 2015).

Implementation of each phase of the change is monitored using the *Plan-Do-Study-Act* (*PDSA*) cycle (Deming, 2000). The *PDSA* process increases the likelihood of an initiative being successful by making the details easier to track (Deming, 2000). It fosters reflection through the change process, leading to a greater sustainability of the change initiative (Deming, 2000). In the *plan* phase, goals are set, and metrics outline successful implementation (Deming, 2000). Components of the plan are implemented during the *do* phase. Outcomes are monitored during the *study* phase. Finally, the *act* phase completes the cycle by integrating new learning into the

process. Adjustments may occur as the leader reflects on the process. The *PDSA* process is cyclical and enduring. Therefore, embedding mini *PDSA* cycles throughout the change initiative anchors each thoughtful action to reflective practice.

Awareness. With the intention of motivating change, the leader creates conditions of personal relevance and/or dissonance within the organization during the *Awareness* phase (Hiatt & Creasey, 2006; Karambelkar & Bhattacharya, 2017). A social media campaign heightens awareness of NTIP for TBE stakeholders. To evaluate the effectiveness of this change, the message is *planned*, and data collections tools are chosen. Subsequently, the message is shared with stakeholders and activity monitored. A *study* of findings seeks to establish patterns in responses leading to further *actions*, including adjustments to future social media campaigns. Consulting both internal and external sources supports the generation of a vision for change. Internal sources of information provide context while external sources generate the impetus for new ideas. Monitoring this action requires a *plan* for information gathering, using guiding questions. Table 1 summarizes the *awareness* phase of the change implementation plan.

Table 1

Change Implementation Plan - Awareness

Awareness			
Timeline	Actions	Responsibility	Intentions
February	<p>Increasing Personal Relevance</p> <p>Social media campaign</p> <ul style="list-style-type: none"> - outlining the benefits of teacher induction - highlighting NTIP success stories 	NTIP Facilitator	Seek to create conditions to motivate change/personal relevance among NTIP teachers and mentors
March	<p>Information Gathering</p> <p>Survey (NTIP teachers, mentors, administrators)</p>	NTIP Facilitator	<p>Collect baseline data</p> <p>Capacity building</p>
February	<p>Research existing teacher induction structures (Ontario, Canada, globally)</p> <p>Establish a vision for the renewed</p>	NTIP Facilitator	<p>Development of a shared understanding of goals;</p> <p>supports the generation of a collaborative culture</p>
April	<p>NTIP program based on survey data and available research</p>	<p>NTIP Facilitator</p> <p>Education Officer</p> <p>Supervisory Officer</p>	<p>Generation of a shared analysis of needs in the system</p>
April	<p>GAP analysis to determine a plan of action and target audience</p>	<p>NTIP Facilitator</p> <p>Education Officer</p>	

Desire. To transition from *awareness* to *desire* requires an individual decision to participate in the change process (Prosci, 2018). The change leader uses this opportunity to outline the benefits of new ideas, share potential risks, address fears, and build momentum for change (Hiatt & Creasey, 2006). A plan to manage the change requires a strong sponsor, actively engaged in the change process. Incentives for participation are also critical. In the case of NTIP, participation in professional learning activities is voluntary making the offer of enticing incentives crucial. A plan to understand the risks, fears and benefits is measured prior to engaging in a communication plan and seeking feedback. The evaluation of feedback directs further initiatives. Table 2 summarizes the actions during the *desire* phase.

Table 2

Change Implementation Plan - Desire

Timeline	Actions	Responsibility	Intentions
April	Communicate vision for change and strategic plan; share relevant research and survey data <ul style="list-style-type: none"> - Administrative Council - NTIP Steering Committee - School Administrators 	Education Officer Supervisory Officer	Foster system congruence; communicate the need for change and the structures

Knowledge. The *knowledge* phase involves both gaining knowledge and learning how to integrate the new knowledge into the future state (Prosci, 2018). In the case of this OIP, capacity building initiatives are designed to offer entry points for NTIP teachers at various junctures in

their career. Once a framework has been shared, the *stages of concern* tool identifies the readiness of individual learners. Evaluation of feedback allows for revision prior to commencing the action phase. Table 3 summarizes actions during the *knowledge* phase.

Curry (2014) reminds us that “collaborative environments do not emerge organically” (p. 20) thus reinforcing the importance of creating the conditions for trust. A highlight of this change implementation plan revolves around providing a mentor network for NTIP teachers. Rather than providing one-to-one mentor matches in schools, the renewed NTIP strategy creates a program that selects and trains exceptional mentors. These exemplary mentors will work with NTIP educators with similar teaching assignments in a professional learning community. Not only does this allow for efficient mentoring opportunities, but the addition of coaches and facilitators to the team offers NTIP teachers the opportunity to strengthen their mentoring network (Ontario Ministry of Education, 2018).

Table 3

Change Implementation Plan - Knowledge

Timeline	Actions	Responsibility	Intentions
May	Design menu of NTIP offerings <ul style="list-style-type: none"> - permanent contract teachers - long-term occasional teachers 	NTIP Facilitator	Ensure offerings are differentiated to meet varying needs
June	Orientation Sessions <ul style="list-style-type: none"> - Facilitators, instructional coaches, federation partners - Mentors - NTIP teachers 	NTIP Facilitator Education Officer	Fosters collaborating collaboration between stakeholders; ensures clearly articulated vision for program

Ability. Movement towards the *ability* phase requires individual members of the TBE community to implement desired changes into classroom practice. The knowledge-ability gap will be tightened as the leadership responds to context-specific needs with onsite instructional coaching follow-up during the *plan* phase. Learning is personalized during the *do* phase to allow individual NTIP teachers to move practice forward, as applies in their context. *Levels of use* metrics support implementation plans wherein feedback is *studied*. Facilitator and teacher reflection encourages continuous growth and enhances further *actions*. Table 4 summarizes the actions during the *ability* phase.

Table 4: Change Implementation Plan - Ability

Timeline	Actions	Responsibility	Intentions
June	NTIP professional learning community Communities <ul style="list-style-type: none"> - program orientation; goal setting; timelines - group sessions - mentor follow-up - differentiated support by the facilitator 	NTIP Facilitator	Capacity building and networking opportunities; fosters culture of collaboration
September	Professional learning opportunities for long-term occasional teachers <ul style="list-style-type: none"> - online forums - after-school book clubs target system-level initiatives 	NTIP Facilitator	Capacity building for long-term occasional teachers

Reinforcement. The final phase in the *ADKAR* change management process is *reinforcement*. This phase is crucial as change maintenance requires a constant stream of celebrations, rewards, recognition, feedback, corrective action, and visible accountability measures (Prosci, 2018). For our NTIP program, this will necessitate the *planning* of clearly determined metrics and tools that offer the system and individual educators a yardstick on which to measure their progress. Continued use of social media during the *do* phase will allow for

regular reinforcement of exemplary practices by NTIP teachers. A *study* of the impact of the actions, will determine if internal and external stakeholder groups share in target attainment. Plans for further practice enhancement may ensue. Table 5 summarizes the change implementation plan for *reinforcement*.

Table 5

Change Implementation Plan - Reinforcement

Timeline	Actions	Responsibility	Intentions
May	Collect metrics <ul style="list-style-type: none"> - NTIP teachers - NTIP mentors - Instructional coaches and facilitators - School administrators 	NTIP Facilitator	Understand the impact our change initiatives have had on the system; analyze the impact this program has had on teacher workload
June	Analyze impact of change initiative	NTIP Facilitator	Seek to offer differentiated opportunities
June	Communicate outcomes with stakeholders <ul style="list-style-type: none"> - Board report - NTIP Google site - Twitter 	NTIP Facilitator Education Officer	Enhance communication
June	Reflect and refine practices	NTIP Facilitator	Continued growth

Stakeholder Partnerships. A successful team requires the development of a culture of cohesion (Bolman & Deal, 1992). In the case of this OIP, engaging the system in a cohesive vision facilitates the creation of guiding coalition of strategic partnerships (Curry, 2014; Fullan, 2013). Communication and clarity of vision reduces barriers to change initiatives for teacher leaders and given their pivotal role in this change, their voice is necessary (Henning, Rice, Dani, Weade & McKeny, 2017). Resistance amongst teacher leaders decreases when they have the opportunity to participate in establishing the norms, direction, and practices (Curry, 2014). As change implementer, I allow these cross-departmental groups the opportunity to chart the pathway of their professional learning communities whilst reinforcing the collective capacity in the room and ensuring equity of voice between mentors, instructional coaches, and facilitators.

Potential Limitations. There are a number of potential implementation issues in this OIP. Three such issues include: (1) teachers rejecting the change initiative; (2) ineffective mentor-mentee relationships; and (3) political unrest between the Ontario Ministry of Education and the teachers' unions. Strategies to mitigate each whilst understanding the limitations from multiple lenses is a key factor.

Research indicates that “as groups combine skills and abilities for decision-making to collectively fulfill the vision or mission of the organization” (Curry, 2014, p. 30), participants become interested. For these change initiatives to gain traction, teachers must embrace participation in the professional learning components of NTIP. Creating opportunities that are appealing for teachers is crucial, given that NTIP participation is voluntary. This year just over half of eligible teachers participated in NTIP offerings (Tungsten Board of Education, 2019). To enhance engagement, learning experiences offered must appeal to educators. Surveys, school-centric sessions and various professional learning formats deliver increased choice.

The next potential challenge could rise if mentor-mentee relationships break down resulting in diminished educator co-learning due to communication breakdowns or a pairing mismatch (Burk & Eby, 2010; Eby, Butts, Durley, & Ragins, 2010; Ensher & Murphy, 2011; Kardos & Johnson, 2010; Qian, Lin, Han, Chn, & Hays, 2014). Use of the professional learning community model enhances NTIP teachers mentoring webs. Should the immediate mentor-mentee relationship break down, the NTIP teacher can reach out to the instructional coaches and facilitators for support. For smaller conflicts, the NTIP facilitator can support mediation and conflict resolution. The provision of additional support persons safeguards against personality mismatches and personal conflict between mentors and NTIP teachers.

Finally, in the Fall of 2019, the Elementary Teacher's Federation of Ontario will enter contract negotiations with our provincial government (Elementary Teacher's Federation of Ontario, 2019). Should this result in job action, it is possible that system-level professional learning opportunities would be cancelled. The result would be a cohort of NTIP teachers losing the opportunity to participate in NTIP (Elementary Teacher's Federation of Ontario, 2019). In the event of job action, alternative support measures will need to be considered.

Change Process Monitoring and Evaluation

Assessing the outcomes of the change initiative ensures the desired impact (Cawsey, Deszca, & Ingols, 2016). The *Plan-Do-Study-Act (PDSA)* cycle, introduced in the previous section, allows for the change management plan to be monitored systematically to ensure accountability (Deming, 2000). The *PDSA* offers both a quantitative and qualitative picture of the complex undertaking (Dudar, Scott & Scott, 2017; Langley, 2009). To build a coherent structure, NTIP teacher will need to possess the common instructional framework, a framework from which to incorporate the practices, and necessary time and resources (Beaver & Weinbaum,

2012). Evaluation should consider factors including resources, urgency, and the need for scientific credibility and rigour (Kirkpatrick, 2006). Although “no survey instrument is sufficient for measuring the human experience of coaching”, a measure that offers opportunity to reflect from multiple lens’, like the *Concerns-based Adoption Model (CBAM)* provides a starting point (Tooth, Nielsen, & Armstrong, 2013).

An iterative process, the *PDSA* model “provides a structure for testing a change and guides rapid learning through four steps that repeat as part of an ongoing cycle of improvement.” (Shakman, Bailey, & Breslow, 2017, p.5). The *plan* phase involves determining the desired outcome and defining metrics to monitor and assess impact (Shakman, Bailey, & Breslow, 2017). Implementing the change initiative for a predetermined period of time whilst collecting data on both the change process and the during the *do* phase if we hope to study the effectiveness our initiative. As we move to the *study* phase, analysis of data against pre-identified learning targets provides opportunities for reflective practice (Shakman, Bailey, & Breslow, 2017). Analysts must remain nonjudgmental, “simply stating what they see in the data” (Shakman, Bailey, & Breslow, 2017, p.9) without offering their interpretations. Using insights gleaned from the data, the change strategist and change implementer will collaborate to determine whether “changes that they introduced and tested should be adopted, adapted, or abandoned altogether” resulting in adjustments to objectives, the formulation of new ideas, modifications to tools or processes, culminating the fourth phase of our cycle, *act* (Shakman, Bailey, & Breslow, 2017, p.9).

Evaluation: Teacher Induction through Professional Learning Communities.

The *Concerns-Based Adoption Model (CBAM)* offers educator teams an opportunity to investigate the change process through multiple stakeholder lenses (Dudar, Scott & Scott, 2017).

CBAM has been in use in the field of education for decades and is “one of the well-known, well-accepted and recognized change-related models within education” (Dudar, Scott & Scott, 2017, p. 51). *CBAM* provides tools to assist in the monitoring, understanding, and guiding the implementation of new educational practices (American Institute for Research, 2018). The *CBAM* model has three aspects: (a) the *innovation configurations* which provides a picture of exemplary implementation; (b) the *stages of concern* identifies attitudes and beliefs towards a new program or initiatives; and (c) the *levels of use* which determines how well a program is being used (Hord, Rutherford, Huling & Hall, 2006; Hall & Hord, 2015). For the purposes of this OIP, aspects of *CBAM* have been adjusted to allow the NTIP team to plan for, and monitor, the impact of our revised NTIP strategy without compromising the collective agreements of our teacher leaders (Elementary Teachers’ Federation of Ontario, 2017). As a teacher leader promoting collective capacity building within a group, *CBAM*’s inherent focus on differentiation enhances my adaptive, situational leadership style. The *PDSA* cycle explains how *CBAM* is used in the context of the NTIP professional learning communities.

Plan. At the outset of any professional learning endeavour, clear goals must be identified. Without clear goals, it is impossible to monitor or support the outcomes (Cresswell, 2013; Dudar, Scott & Scott, 2017; Fullan, 2013). The *innovation configuration (IC)* uses criteria generated by teams to provide exemplars and success criteria to initiatives of interest and using qualitative metric. A rubric-style map organizes the information into three columns: ideal, acceptable, and unacceptable implementation (Hord, Stiegelbauer, Hall & George, 2006). Once generated, this map provides a compass for the implementation team. Questions posed during the information gathering phase will help to shape the future direction of the OIP; potential questions include: (a) What does this specific change look like?; (b) What variations exist on the initiative

currently?; (c) What are the characteristics of groups doing it well?; (d) What is ideal?; and (e) What do we hope we never see? Following the extensive research and field observations, the group will come together and begin outlining the success criteria for the initiative.

The *stages of concern (SoC)* help a leader to identify group member attitudes and beliefs towards a new program or initiative (George, Hall, Stiegelbauer, & Litke, 2006). These qualitative tools allow us to empower educators. We are able to assess, identify and respond to worries, attitudes, and perceptions of participants prior to engaging in the change initiative (George, Hall, & Stiegelbauer, 2006). Screening for personal concerns helps to ensure teachers have necessary professional capital, including their motivations and issues just below the surface (George, Hall, & Stiegelbauer, 2006). An understanding of attitudes and motivations help a situational leader understand learner positionality, as situated in Hersey-Blanchard's four quadrants (Hersey-Blanchard, 1982).

Do. The aim of the NTIP Professional Learning Communities is to provide an opportunity for “ongoing learning, collaboration, and problem-solving with colleagues” (Dudar, Scott & Scott, 2017, p. 65). Educational innovations often fail not because the innovation itself is flawed, but because it is not being used to its highest level in the classrooms (Hall, Dirksen, & George, 2006). *Levels of use (LoU)* refers at the levels of usage of a program within a system. Theoretically it involves two aspects: an interview and classroom observations. As we seek to study the impact of our teacher induction program, *LoU* data will provide invaluable information regarding the uptake of the initiative. *LoU* data will be useful during three distinct phases of the change implementation process: individual NTIP teachers will be asked to rate their implementation of the targeted intervention against the *IC* rubric, prior to, midway through, and

following the intervention. This correlational data provides insight into the progression of learning (Cresswell, 2013).

The Facilitator will visit each participant in their classroom to see firsthand the implementation of the initiative and to complete a narrative interview and to “walk the walls”. This piece of phenomenological evidence allows participants to share their lived experiences in an authentic context (Cresswell, 2013). Phenomenological research offers the benefits of a unique perspective, rich data and a detailed understanding of an individual context (Cresswell, 2013). As change implementer, the facilitator is collecting data in a non-evaluative way by making meaning of the teacher self-reports and classroom artifacts (Hall, Chai & Albrecht, 2010). Data is queried only to probe deeper reflection.

Study. Collecting the data from each facet of *CBAM* provides a full picture of the effectiveness of the NTIP professional learning communities. As an NTIP team we will triangulate data by seeking to collect conversational data, observations from visits to classrooms and products, including survey data and classroom artifacts. This common framework “allows for improved pinpointing of school weakness and better targeting of improvement strategies” (Beaver & Weinbaum, 2012, p. 2). Minnullina, Abdrazakov, and Graboviy (2017) found that those employees with coaching opportunities showed improvements in their perception of work, an increasingly positive attitude towards work, and increased satisfaction from work.

Act. Using *LoU* data and phenological data, a picture of the impact of our intervention on NTIP teachers becomes evident. Because there will be cohorts across the system, comparing data between each identifies strengths and drawbacks between groups. Considering an array of perspectives provides multiple lenses from which to view the initiative, each offering useful

insights (Dudar, Scott & Scott, 2017). A humble and self-reflective review of our data will support the NTIP Steering Committee in generating next steps.

Summary. Using the *ADKAR* change management process, this OIP focusses initiatives on thoughtful, strategic change. A coalition between change strategists and change implementers ensures change initiatives are applied in a thoughtful and incremental manner. In any change initiative, a plan for monitoring progress and evaluating the impact of the change is crucial; “organizational learning serves to assist in the (re)calibration and alignment of members’ experiences and expectations” (Belle, 2016, p. 332). Reflecting from each stakeholder’s unique lens offers a rich diversity of perspective regarding the impact of this change initiative on our system. Planning and monitoring our change initiative will require at least three to five years before it becomes institutionalized (Duke, 2015).

Plan to Communicate the Need for Change and the Change Process

An understanding of the proposed changes, the vision behind the change, and the benefit the changes provides to the organization will be important information to share with stakeholder groups (Klein, 1996; Lewis, Schmisser, Stephens, & Weir., 2006). A plan to communicate the initiative will act to “minimize the effect of rumors, to mobilize support for the change, and to sustain enthusiasm and commitment” for the change initiative as it progresses forward (Cawsey, Deszca, & Ingols, 2016, p.320). In fact, “organizational changes often flounder because not enough strategic thought is given to communicating the rationale, the progress and the impact of the change” (Klein, 1996, p. 46). Internal and external supports will be necessary to move this change initiative forward (Austin & Harkins, 2008). As such, four goals have been established to ground the communication plan: (a) create a sense of urgency for the change; (b) help individuals to see the benefit of the change for themselves; (c) communicate roles in the change

implementation plan; and (d) update as the change process continues (Cawsey, Descza & Ingersoll, 2016).

Senior leadership team. The first step in the change management process will be evaluating the climate for change within the senior leadership team, for without their support change cannot occur at a systemic level (Mento, Jones, & Dirndorfer, 2002). Administrative Council is the venue at which senior leadership communicates organizational goals and systemic change (Tungsten Board of Education, 2018). *ADKAR* change philosophy recommends that the communication of a change initiative be shared by one of two parties: the change sponsor or the immediate supervisor of the person impacted by the change (Prosci, 2018). A direct line of hierarchy will offer the most effective communication channel so the Superintendent of Education for NTIP should share the proposed change with the senior leadership team (Klein, 1996).

An overview of the change initiative, outlining the need for the change, the benefits to the organization, and its alignment to board priorities will be shared. Detailing the risks and benefits associated enhances senior leaders in understanding the positive impact this initiative can have on success across the system, for both students and teachers (Dudar, Scott, & Scott, 2017; Prosci, 2018). Allocation of resources will be an issue of central concern for the senior leadership team, such as the costs associated with teacher release time (Dudar, Scott, & Scott, 2017). It is anticipated that the move to a NTIP program focused on teacher capacity building will be received positively by these opinion leaders, particularly because the change initiative encompasses all six board priorities (Tungsten Board of Education, 2018) and is grounded in research. While their role in the direct operation of NTIP will be minimal, the support of senior leadership will ensure a message of coherence is shared through the system (Fullan, 2013).

School administrators. As change strategists, the Education Officer and Superintendent will be in the ideal position to communicate the renewed vision for NTIP to school administrators (Klein, 1996). Two opportunities exist for senior leaders to communicate the renewed strategy to school administrators: The Director's meeting and Area Family of Schools meetings (Tungsten Board of Education, 2019). The Director's meeting is a large group venue, involving all system administrators. Area Family of Schools meetings include both the principal and vice principal for schools in a specific geographic area (Tungsten Board of Education, 2019). Leveraging the opportunity for face-to-face communication in a smaller venue, the Area Family of Schools meetings will provide the ideal venue to discuss how adjustments to the model align with board priorities and support our teachers as they transition into our profession (Klein, 1996; Prosci, 2018). Face-to-face communication is a high yield strategy in garnering support for a change initiative. In a face-to-face setting, change recipients appreciate the opportunity to ask questions and have their concerns addressed (Klein, 1996; Prosci, 2018).

Providing administrators with a list of their NTIP teachers, at the outset, will allow them to see the approximate proportion of staff that qualify for NTIP supports, thus providing perspective on the scope of the need in their specific context. School administrators are likely to have more questions and concerns about the renewed NTIP strategy than their senior leadership peers. Anticipated questions surround resource allocation, human capital, and the plan to communicate the change at the school level. To increase the likelihood that our message will be received as intended, the NTIP team has created supplementary literature including: an administrators' checklist, a quick facts placemat, and an NTIP handbook (Klein, 1996). From an administrator's lens, it will be crucial to provide information regarding the impact changes will have on their schools and also how it will impact their workload (Klein, 1996; Campbell,

Carmichael & Naidoo, 2015). Two-way communication will be encouraged, and administrators will be invited to book NTIP overviews for their staff with the NTIP facilitator (Prosci, 2018).

The greatest impact on student achievement results when administrators take on the role of instructional leader (Houchens & Keedy, 2009). In fact, “the principal’s support for and participation in the professional learning of staff produced the largest effect size on learning outcomes for students” (Hallinger, 2010, p. 133). Therefore, seeking their support in this change initiative will facilitate stronger partnerships in schools. As a result, we want our administrators to ask, “hard questions about what it is we want from our schools and students” (Hallinger, 2010, p. 128) helping to propel this OIP forward.

Teacher leaders. Within the TBE, we have a large network of teacher leaders who will be leveraged to contribute to the success of NTIP. Federation partners, subject-area facilitators, and instructional coaches will collaborate with the Education Officer and NTIP Facilitator to establish the renewed NTIP vision. It is imperative that the NTIP team find a group of sponsors for our change plan. The sponsors “must express, model and reinforce the initiative for the maximum effect” (Mento, Jones, & Dirndorfer, 2002, p. 52). A joint presentation, from the NTIP Facilitator and the Education Officer will convey the message to teacher leaders of the value of this initiative. The Education Officers affiliated with each team of facilitators and coaches will be invited to attend the presentation, though they will have received their briefing at the admin council meeting. Their presence signifies their support and provides a redundant message, to improve retention (Campbell, Carmichael, & Naidoo, 2015; Klein, 1996). A strategic plan for two-way communication will ensure that this group of professionals understands the impact this change will have on their workload, professional goals, and personal agenda (Prosci, 2018). By focusing our discussion on the alignment of board priorities and offering differentiated learning

to our NTIP teachers, the facilitators and instructional coaches will develop an understanding of their vital role in the success of NTIP teachers (Klein, 1996).

Response to this change initiative will vary depending on the individual coach or facilitator. While some may focus on the increases to their workload, most will look forward to enhanced opportunities to collaborate with TBE's newest educators. Workload concerns and ensuring sufficient work for daily occasional teachers will be areas of query from our federation partners.

Clarity with this group of stakeholders will be crucial to avoid rumors, anxiety and ambiguity (Cawsey, Deszca, & Ingolis 2016; Klein, 1996). It will be crucial to discuss the role each team member will play in professional learning communities. Collegial support structures are validated in research as an effective means for professional learning, hence a distributed leadership framework which draws upon the strength's individual teacher leaders bring to the table within the confines of the program vision (Dudar, Scott, & Scott, 2017). By offering facilitators and coaches the opportunity to shape the focus of their chosen professional learning community, we will increase buy in (Hargreaves & Fullan, 2012; Weiss, Cambone, & Wyeth, 1992). Again, the building of collaborative relationships results in an increased "sense of belonging and provides an opportunity to influence" (Belle, 2016, p. 333). As mentioned in Chapter 2, educators appreciate an opportunity to participate in decision making surrounding collective capacity building. In this instance, they will have the opportunity to choose which NTIP professional learning community to join and will work collectively to chart the professional learning community trajectory.

As we move towards change implementation, this group of stakeholders will need a constant stream of communication with the NTIP facilitator to ensure that the NTIP professional

learning communities continue to align with the established vision (Fullan, 2013b).

Opportunities for informal two-way communication, in a variety of means: face-to-face, email, Google Hangouts, Google classroom, social media, and monthly steering committee meetings will ensure continued clarity of message and work to address questions (Bonner, Koch & Lagmeyer, 2004; Klein, 1996; Prosci, 2018). The NTIP facilitator will act as the conduit for communication, participating in the planning and implementation of each NTIP professional learning community.

NTIP mentors. After securing the support of the facilitators and instructional coaches, it will become necessary to identify a group of educators to act as mentors for the NTIP teachers. Research consistently indicates that mentoring “leads to increased professional competence in work with students, increased student achievement, and interactions with colleagues that promote a more productive school environment” (Blank & Sindelar, 1992, p. 22). Mentors are paramount to the success of this initiative. As a result of their pivotal value to the project, mentors will be chosen by the change strategists, in collaboration with school administrators (Blank & Sindelar, 1992).

At the outset, these mentors are likely to be apprehensive. They will need an overview of the plan and a concrete understanding of both what is in it for them and the commitment required (Prosci, 2018). Seeking opportunities to provide personal relevance will be key for this stakeholder group (Klein, 1996). Those who have mentored in the previous iteration of NTIP will need clarification of the benefits the renewed NTIP program offers to them professionally, as historic NTIP models have tended not to offer as many overt learning opportunities for the mentor (Tungsten Board of Education, 2018). When meeting with this group, it will be crucial to

discuss the plan and how it aligns with board priorities whilst clearly defining the role mentors play in the process.

As with the formal teacher leaders, the NTIP mentors will be offered choice and voice by choosing the NTIP Professional Learning communities that best meets with desired professional skillset and learning interests (Weiss, Cambone, & Wyeth, 1992). Belle (2016) reinforces that “ownership, stewardship, leadership and trade-offs” (p. 335) will promote buy-in from this stakeholder group. Members of this stakeholder group will need to understand their role in the process and will need the opportunity to meet with the professional learning community teams. Opportunities for all members of the NTIP professional learning communities to “gel” will foster a sustainable practice (Schaeffer & Rouse, 2014, p. 28). As part of this communication plan, it will be essential to coordinate with facilitator and coach teams. In the 2018-2019 school year, there was some struggle with the Family of Schools model wherein the roles of the vice principals and instructional coaches involved were not clearly articulated and this resulted in some confusion amongst team members (Tungsten Board of Education, 2018).

NTIP teachers. NTIP teachers may be the most difficult group with which to communicate our plan for change. Timing and clarity will be crucial as NTIP teachers will begin to hear rumors of changes to the NTIP program (Cawsey, Descza, & Ingolis, 2016). Rumors can have deleterious effects on change plans, so to minimize confusion and increase buy-in, clear and timely communication will be necessary (Dasborough, Lamb & Suseno, 2015; Klein, 1996). The NTIP Facilitator is the face of NTIP in the TBE. As such, communicating this change should be done directly by the facilitator (Prosci, 2018). Unfortunately, with almost one thousand NTIP teachers spread over more than one hundred schools, it can be challenging to communicate the plan of action to all members of this stakeholder group efficiently. As such, the plan to

communicate the need for change will be shared with this stakeholder group through a variety of platforms. Although social media teasers can be a great way to gain interest in a change movement, it is likely that the resultant outcome in this case would be rumors. Ambiguity would result in speculation and anxiety (Klein, 1996). Instead, simultaneously, a poster outlining the change will be posted in each school, the NTIP social media feeds will announce the changes, and an email blast will go out to teachers. All three of these communication methods will direct teachers to the NTIP Google site. The NTIP Google site will be the single location for disseminating information about changes to NTIP. The site will have both video and literature outlining the changes. This will ensure that one message is being communicated to NTIP teachers (Klein, 1996).

The NTIP facilitator can discuss the renewed NTIP strategy in individual schools, upon request. This would allow NTIP teachers the opportunity for face-to-face communication to share their concerns and ask questions (Klein, 1996; Prosci, 2018). This will be particularly helpful in schools with high attrition rates and with large number of NTIP teachers. In addition, the facilitator will continue to seek opportunities to share the structure of the renewed NTIP program at federation events, the occasional teacher orientation, and other system orientation events. The valuable face time provided, even for educators who do not currently qualify for the NTIP program, may provide incentive to seek long-term occasional postings (Prosci, 2018).

It is important that teachers understand the reason for the shifts and how these align with board priorities. More importantly, they need a clear understanding of the pathways offered through the NTIP professional learning communities and how to choose the best pathway for their current situation. A meaningful context for participation will be key as educators need to see how this applies in their setting (Belle, 2016; Campbell, Carmichael & Naidoo, 2015). The

NTIP facilitator must reassure this group that the learning offered through the NTIP program will be “intentional, experiential and motivational” (Belle, 2016, p. 333). Although commitment to capacity building tends to be higher in early career teachers, resistance is possible (Fullan, 2013). Resistance may result from a comfort with the status quo, not understanding the reasons for the change, or debate over the reasons for the change. Communicating the benefit of the change for the individual teacher will be critical (Prosci, 2018). We can anticipate that many educators will begin to feel a sense of nostalgia as they move through the change process as research consistently indicates that change participants begin to wish for the good old days when undergoing a major change initiative (Dasborough, Lamb & Suseno, 2015).

External stakeholders. Pertinent information will be shared with external stakeholders by both the NTIP Facilitator and Education Officer. A respect for their perspectives guides our sharing as it ensures our NTIP program is comprehensive and helps to reduce blind spots (Dudar, Scott, & Scott, 2017). In general, most groups will require an overview of our plan, ways they could become involved, and a platform to ask questions pertaining to our implementation plan.

Next Steps and Future Considerations

Supporting the implementation of a renewed NTIP program will require the Tungsten Board of Education to undertake a series of crucial next steps. Whilst eager to embark on the pathway to the desired future state, it is vital that the NTIP team await funding from the Ministry of Education prior to making any official announcements beyond the senior leadership team. Prior to funding announcements, the NTIP team can busy ourselves with finalizing the plan of action and aligning the vision for NTIP amongst team members. The alignment helps maintain an inspired vision and commitment to our desired goal (Martin, McCormack, Fitzsimons, & Spirig, 2014). The creation of a shared vision between the change strategists and change

implementers is a prerequisite to disseminating any information to the system (Kouzes & Posner, 2012).

As mentioned in chapter 1, the implementation of Regulation 274/12 (Elementary Teacher's Federation of Ontario, 2012) has resulted in most teachers beginning their careers in daily occasional positions. At present, these educators receive neither the support of a school team nor the opportunities associated with NTIP. Expanding NTIP to offer increased supports for those teachers in the beginning stages of their careers is an avenue for future consideration particularly given that twenty percent of the daily occasional teachers hired in the fall of 2018 have chosen to leave the TBE (Tungsten Board of Education, 2019). Daily supply teaching positions offer unique challenges for beginning teachers and support for the requisite classroom management and differentiation skills may be of long-term advantage to these educators. A potential line of questioning could include the impact that early career support has on long-term career prospects – are these teachers more likely to continue in daily occasional positions? Will they leave the profession? Will capacity and self-efficacy improve more rapidly after transitioning to the classroom?

A leadership crisis is evident across the province of Ontario as qualified school administrators are in short supply (Darling-Hammond, LaPointe, Meyerson, Orr, & Cohen, 2007; Williams, 2001). With a focus on mentorship and collaborative learning opportunities, the mentors, coaches, and facilitators involved in the NTIP program will be afforded opportunities for enhanced leadership skills and training. With a focus on capacity building, the NTIP professional learning communities are working to create the next generation of leaders (Hallinger, 2011). This may result in a body of professionals prepared for leadership roles within

our system. Bolstering the teacher leader pipeline may result in an increased pool of qualified administrator candidates.

In conclusion, this Organizational Improvement Plan shares a vision to overhaul the New Teacher Induction Program in the Tungsten Board of Education. This plan seeks to improve outcomes for beginning teachers by adjusting the induction process. By altering the professional learning opportunities and bolstering the mentor relationship, this focus on instructional coaching improves teacher efficacy and results in a greater adoption of evidence-based practices in the classroom (DuFour, DuFour & Eaker, 2006; Knight, 2011). The interdisciplinary collaboration between educational partners improves outcomes for our beginning teachers, and in turn, our students. The *ADKAR* model supports a focused change initiative as the educator team moves from ideas to action. An adaptive, situational leadership style allows the NTIP facilitator to be responsive to the needs of individuals, offering a truly differentiated professional learning experience for NTIP teachers. Ultimately, through the enactment of the renewed NTIP strategy, teachers in the Tungsten Board of Education will be better equipped to support the individual learners in their classrooms.

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