

9-8-2022

A Strategic Plan for the Improvement of Literacy for First Nation Students

Laverna H B Strongeagle
Western University, lblind@uwo.ca

Follow this and additional works at: <https://ir.lib.uwo.ca/oip>



Part of the [Educational Leadership Commons](#), and the [Higher Education Commons](#)

Recommended Citation

Strongeagle, L. H. (2022). A Strategic Plan for the Improvement of Literacy for First Nation Students. *Dissertation in Practice at Western University*, 312. Retrieved from <https://ir.lib.uwo.ca/oip/312>

This DiP is brought to you for free and open access by Scholarship@Western. It has been accepted for inclusion in The Dissertation in Practice at Western University by an authorized administrator of Scholarship@Western. For more information, please contact wlsadmin@uwo.ca.

Abstract

Organizational change within an educational system is a multi-faceted endeavor that requires commitment and perseverance with a driven passion. The focus of the problem of practice (PoP) for this OIP is to examine underlying issues and contributing factors for the low literacy and numeracy rates for First Nation students through the lenses of collaborative leadership and intergenerational historical trauma. The achievement gaps in First Nation literacy and numeracy have been consistently widening these past five years according to data collection; however, for the purpose of this OIP, I will examine one school's levels. The assessment tools utilized to compile data are from the Fountas and Pinnell (F & P) benchmark system and Basic Concepts of Math (BCM) which were developed by a school division in a prairie province. According to some of the data, the gap began widening seven years ago and continue to the present day. A noticeable trend within this data illustrates that the levels begin to drop at grade 3 upward and continue to widen as students enter the high school grades. Numerous encumbrances such as dipropionate federal funding, intergenerational historical trauma, lack of commitment to long-term strategic planning, teacher isolation with lack of appropriate professional devolvement and support, absence of knowledgeable leadership regarding front line educational pedagogy and methodology, student mental health issues, and the impact of socioeconomic realities are among the challenges First Nation reserves encounter daily. I endeavor to integrate my main change approach through varied lenses, frames, and models which will compliment and provide structure within the varied stages of this improvement plan.

Executive Summary

A consistent question that has instigated this OIP asks how I, as a leader and an educator, can help to close this widening gap in First Nation literacy. The various factors which impact student achievement in the classroom include the impact of curricula, home, students, teachers, and school (Hattie & Zierer, 2019). One consistent problem for First Nation students throughout the school divisions and First Nation (FN) Schools in the western provinces in which I have been employed, has had data that reflects low to below low literacy levels (three grades or lower) for FN students. Data from test/achievement scores and assessments completed (formative and summative) in conjunction with Fountas & Pinnell or PM Benchmark systems (Fountas and Pinnell Training Webinar, 2019) reflect First Nation students' literacy levels progressively becoming lower as FN students progress from the primary years to the completion of middle years. What is examined in this three-chapter Organizational Operation Plan (OIP) is a strategic one-to-four-year implementation plan utilizing Kotter's (2021) eight-stage process combined with the influence of Bolman and Deal's (2017) four frames. For the monitoring and evaluation process, I will adapt Markiewicz and Patrick's (2016) tables as guides, and for the communication process, I will adapt Barrett's Strategic Employee Communication Model. For the design and planning of a literacy model, I utilize Hattie and Zierer's (2019) didactic triangle interlaced with Brendtro et al's (1990, 2002, 2019) Circle of Courage philosophy.

Chapter 1 aims to ascertain whether change is required. This can be determined by compiling literacy and numeracy data, graphing, and analyzing the data for trends in conjunction with my experience and observation from a FN educator's perspective. According to collected data, witnessing teachers' pedagogy and methodology and observing FN leadership, change is required; henceforth, there is a need for a design for an educational implementation plan. Four

pertinent questions of where we are, where do we want to go, how do we get there and how do we know we succeeded will assist in guiding the process of change. Discussed in this chapter is a FN school, its' community, FN socio-economic fate, FN epistemology, a brief history of the impact of historical trauma on FN communities, and the leadership position, lens, and approach.

In Chapter 2, the leadership approach is examined as well as Kotter's (2012) change model, an eight-stage process integrated with Bolman and Deal's (2017) four frames of organizational change: structural, human resources, political and symbolic. The steps of the change model and four frames are examined to determine how best to utilize the change model and four frames as a guide for strategic changes that are required in a FN educational system. The PDSA model, the gap areas, and solutions are discussed. In discussing instructional leadership, Hattie and Zierer's (2019) meta-analysis results are referenced for the nine domains pie chart, which exhibits the percentage of the various factors that affect student outcomes and student success. The highest percentage for student success happens in the classroom and to keep FN content and philosophy pertinent, Hattie and Zierer's (2019) didactic triangle is interlaced with Brendtro et al. (1990, 2002, 2910) Circle of Courage model. Lastly, in this chapter, recommendations are made for the success of the three stipulated solutions utilizing the PDSA model.

Chapter 3 wraps up the OIP with monitoring, evaluation, and communication processes that support the implementation change plan. For monitoring and evaluation, Markiewicz and Patrick (2016) offered some relatable tables for this phase. Markiewicz and Patrick (2016) discussed their tables utilizing their tables as an example for a FN community project. In correlation with these tables, objectives and indicators have been brought forward. These objectives and indicators emphasized the necessity of assigning these specific objectives and

indicators to the different phases and operations that are being analyzed for the implementation change plan. To conclude the mechanics of the improvement change plan, a model designed by Barrett (2002) will be adapted for the communication change plan. Barrett (2002) emphasizes that a sound communication change plan can make or break an organization's plan of success. The model is based on the integration of five main strategic objectives; however, for this plan to be successful, full cooperation from leadership to the frontline workers is required. What is notable in this model is the amount of responsibility and organizational skills that will be required from the strategic communication team.

The ultimate success of such a multi-faceted organizational implementation plan requires 100% support by the First Nation Chief and Council / Leadership and a strong change communication team. This point cannot be stressed enough. This plan cannot not be shouldered by one person; therefore, my favored leadership approach for this OIP is distributed leadership in collaboration with the First Nation Leadership, stakeholders, peers, and community. Before this plan can be implemented, an introduction of this plan must be presented as a whole body of work and a commitment from the school's First Nation and Chief and Council / Leadership need to be confirmed. In discussing this plan with Council folks, and because of the timeline for this educational implementation plan, the opportune time to approach Chief and Council is at the turnover of a term which is when the same leadership is elected back in, or new leadership comes in. Presently, for some First Nation Bands, the term for Chief and Council is four years. This is the turning point to make change. The alternative is to approach Band membership for strong community support and have this initiative be passed as a law under the Band's Education Act. Bolman and Deal (2017) stated that "leadership is multilateral, not unilateral" (p. 336) and

that it is distributed and contextual. Successful results are determined by the synthesis of appropriate human resources and growth.

When this OIP was in its infancy, the window was the widening gap in First Nation literacy and numeracy; however, because of the immensity of the issues and how the powers to be have complete control, this OIP required considerable study of First Nation political culture and history. We must bring to the forefront that our First Nation children must come first. This is not about me, or the reader, or our leaders. This is about quality education that our FN children deserve. Chief and Council are the change enforcers. We, as community members are the change initiators, drivers and agents. The recommendation to make change begins in the Chamber Council of Chief and Council. My grandmothers walked with me throughout this process. My five years in five different First Nation schools was not my plan. With the blessing of our One and Only Creator and my sacred Grandmothers, they took me to these schools to verify my data and clarify the numerous obstacles our First Nation Education system faces. Change will only come if we, as a First Nation community, take accountability and ownership of our FN educational system and only then will we succeed.

Acknowledgement

First and foremost, with immense gratitude and love, to the One and Only, our Sacred Creator and His many Spiritual Beings he so generously shares with me every day. To my Sacred Grandmothers who walked with me on this journey. To my ancestral lineage, my parents, the grandmothers, and grandfathers I have been so blessed to have come from. To my siblings and their partners who have been so graciously patient, guiding, and always being the upstanding role models throughout my life. To my children for their love, support, and believing in me and whom I consistently advised to, “go to university”. To my beautiful grandchildren, who are my absolute spark of joy and happiness every day.

I could not have proceeded to continue this OIP without the approval of the Dean of this Faculty. Thank you. To the many professors who found time to be patient with me, in particular, Dr. Beate Planche, whom I often envisioned shaking her head at times wondering ‘where on earth is she coming from?’ when working with me. To the many educators who have either agreed or disagreed with me, thank you.

Finally, thank you to all our First Nation Chiefs and Council that diligently fought to keep our Treaties and Sovereignty first and foremost and for continuing to strive to make and keep our communities whole. I dedicate this OIP to our First Nation Children whom I believe will through resilience, perseverance, and love, become wonderful, caring, knowledgeable, and wise leaders.

Table of Contents

Abstract	i
Executive Summary	ii
Acknowledgement	vi
Table of Contents	vii
List of Figures	x
Acronyms	xii
Chapter One: Introduction and Problem	1
Organizational Context	2
River Cree First Nation	3
River Cree First Nation Community School	4
Cultural and Social Issues.....	4
Leadership Position and Lens	7
Leadership Approach to Change	9
First Nation Epistemology.....	9
Relevance to Instructional Leadership in Leadership Approaches	11
Utilizing an Administrative Role to Implement Disturbed Leadership.....	13
Leadership Problem of Practice	14
Framing the Problem of Practice.....	16
History of the PoP.....	17

Key Organization Theories, Models and Frameworks.....	18
Guiding Questions.....	22
Leadership – Focused Vision for Change	25
Organizational Change Readiness.....	30
Chapter Two – Planning and Development	35
Leadership Approaches to Change	35
Introduction to a Change Process.....	36
Closing the Gap	38
Framework for Leading the Change Process	39
The Change Management Process.....	41
Critical Organizational Analysis	44
Educational Gaps in Literacy	46
Organizational Gap Areas	49
Possible Solutions in Addressing Problem of Practice	50
Recommended Solution	65
Leadership Ethics and Organizational Change	66
Chapter Three – Implementation, Evaluation, and Communication	70
Change Implementation Plan	70
Applying Kotter’s (2012) Eight Stage Change Process	70
Change Process: Monitoring and Evaluating the Change Plan.....	81

COVID Challenge for an On-Reserve School.....	82
Implementing PDSA to Monitor and Evaluate Change	83
Monitoring, Assessing, and Evaluating the Change Process	84
A Format Plan for Monitoring and Evaluation.....	89
Communication Strategies for Organizational Change.....	91
A Plausible Communication Model for FN Literacy	95
Next Steps and Future Considerations	99
References.....	102
Appendix A.....	121
Appendix B	122
Appendix C	123
Appendix C cont'd.....	124

List of Figures

Figure 1: Nine Domains Pie Chart	12
Figure 2: Circle of Courage	19
Figure 3: Didactic Triangle	20
Figure 4: Kotter's (2012) The 8-Step Process for Leading Change	41
Figure 5: FN Model	72
Figure 6: Hill's Model for Team Leadership (2019)	80
Figure 7: Langley, Moen, Nolan, Nolan, Norman & Provost's (2009) The Model of Improvement	85

List of Tables

Table 1 Integration of Kotter and Bolman and Deal’s frameworks	40
Table 2 Amalgamated Monitoring and Evaluation Plan	89
Table 3 Barrett’s Scoreboard of Current Communication	97

Acronyms

AFN (Assembly of First Nations)

BAS (Benchmark Assessment System)

BBQ (Barbecue)

BC (British Columbia)

BOFF (Band Operated Funding Formula)

COVID 19 (Coronavirus disease of 2019)

CT (Collaborative Theory)

DL (Distributed Leadership)

EA (Educational Assistant)

EBD (Emotional and Behavioral Disorders)

ELA (English Language Arts)

F & P (Fountas and Pinnell)

FN (First Nations)

FSIN (Federation of Sovereign Indigenous Nations)

GSCSD (Greater Saskatoon Catholic School Division)

HT (Historical Trauma)

IACC (International Association of Conference Centers)

IPLAC (Instituto Pedagógico LatinoAmericano y Caribeno)

LIP'S (Learning Improvement Plans)

MM (Middle Manager)

NSMA (National Middle School Association)

NTC (Northern Tribal Council)

OIP (Operational Improvement Plan)

PD (Professional Development)

PDSA (Plan, Do, Study, Act)

PoP (Problem of Practice)

RCFN (River Cree First Nation)

RCFNCS (River Cree First Nation Community School)

SCT (Strategic Communication Team)

SICC (Saskatchewan Indigenous Cultural Centre)

SLT (School Leadership Team)

SMART (Specific, Measurable, Attainable, Relevant, Time-bound)

ST/PST (Systems Thinking/Principals Systems Thinking)

TM (Top Manager)

U of R (University of Regina)

U of S (University of Saskatchewan)

UNDRIP (United Nations Declaration on the Rights of Indigenous Peoples)

YTC (Yorkton Tribal Council)

Chapter One: Introduction and Problem

First Nation (FN) literacy is in crisis. Therefore, the focus of this OIP is to find some clarity on the contribution of intergenerational, historical trauma effects that have perpetuated declining FN literacy and numeracy and utilize this knowledge to move forward. I will examine present organizational structures of FN schools in which I have been employed. For literacy, I have collected data utilizing Fountas & Pinnell (F & P) benchmark assessments that range from grade 1 to 8. A prairie province school division had transformed the Text Level Gradient or the Guided Reading Level to go up to grade 8 prior to F & P who go to a grade 6 level. I adopted Greater Saskatoon Catholic School Division's (GSCSD) Basic Concepts of Math (BCM's based on two of the four Saskatchewan curriculum math strands: Number, and Patterns and Relations) for numeracy and will reference collected public data on these literacy and numeracy levels. Presently, according to the data I have collected and graphed, the levels for most of the FN schools' literacy and numeracy rates students, 15% to 20% of the students are at grade level.

Contributing to the declining academic levels, it is clear that historical trauma has affected student achievement and that the operation of schools has become a challenge in refocusing on their school's mission and vision. The FN Bands are continuously challenging the federal government for their right to education and a big part of this battle is to receive the equal amount of dollars per student as the province disburses per student to provincial schools. In 2017, Assembly of First Nations (AFN) reminds us that FN Band Operated Funding Formula (BOFF) was created 1987. The federal government is still abiding by this document. BOFF does not include technology, FN language immersion, sports and recreation, libraries, or student data management systems (Harper & Thompson, 2017). According to Harper and Thompson, the province of B.C. provides \$2,029 more per student than the federal government allots per student

on the FN nominal roll. The province of Quebec provides \$5,953 per student over what an on-reserve FN student receives from the federal government. Keep in mind that FN Bands are ruled under *The Indian Act* (Government of Canada, revised 1985) and my knowledge of context comes from experience in First Nation schools as an educator. The students have gotten lost in the shuffle of politics, change, environment, culture, and priorities. In pursuit of effective change, I will re-examine the abilities and roles of pedagogy, methodology, structural, and organizational change which are necessary for cohesive leadership and successful higher student learning and achievement.

Organizational Context

In considering the organizational history as a part of context setting for this Organizational Improvement Plan (OIP), First Nation schools are granted a set number of millions of dollars from the federal government as per agreement with the Band (and nominal roll) and the Indian Act. These amounts differ amongst FN populations. The *Indian Act* of 1985 was first introduced in 1876 by the Federal government of Canada and presently pertains to all registered First Nation population of Canada. This Act imposed Euro-western culture and social organization (Carr-Stewart, 2001) for all status First Nations in Canada. In accordance with the amended (August 15, 2019) *Indian Act, 1985*, Section 74 to 80 outlines the criteria for elections of Chief and Council. According to the Act, one Chief and one Councillor per 100 registered Band members are elected through a nomination process. When a nomination is posted, candidates are eligible to run for a position of Chief or Council through the votes of registered Band members. The main requirement to run for office is to be a registered Band member and reside in the electoral section of the Band upon seeking nomination (*Indian Act, Section 75*). A Band is required to have one Chief one Councillor but no more than 12 Councillors. The

duration of these elected positions to hold office is two years. Once in office of Council, each Councillor will be assigned a portfolio such as: Education, Public Works, Health (& Social/Wellness), Housing, Lands & Resources, and Membership. Administration and Finance operations are a shared entity for Chief and Council. In reference to schools in this amended *Indian Act*, Sections 114 to 122, the minister states he or she “establishes, operates, maintains schools for Indian children” (Sec. 114 (2)). Band schools are allowed to enter into agreements with respective province, public, and private boards (Sec. 114), which is a route some Bands have taken. Section 115 of the *Indian Act* states that the minister may provide and make regulations to numerous school operational categories and to teaching and education. Furthermore, operations of schools and education rests with Chief and Council, specifically, the Education portfolio Councillor, to carry out ministerial duties and obligations.

River Cree First Nation

River Cree First Nation (RCFN) which is anonymized is located in north central Saskatchewan on Treaty 6 territory. The population of Band membership sits at 2,738 with approximately 1/3 of these members living on reserve. RCFN operates under one Chief and five Councillors. At one point, RCFN was a member of the Northern Tribal Council (NTC) which consists of 12 FN Band membership. A Tribal Council is operated through pooled Band membership funds and some federal funds. NTC facilitated the Education programs for the Bands through an educational director and consultants. RCFN disembarked from this partnership due to lack of support for the school; henceforth, RCFN’s school presently operates under the educational leadership of a Band appointed educational director and one consultant.

River Cree First Nation Community School

River Cree First Nation Community School (RCFNCS) is K-12 federally funded FN school which was built in 1986. As all prairie FN schools do, RCFNCS follows the provincial curriculum. Any proposed or formal changes made at RCFNCS via the educational director must be approved by the Education portfolio Councillor who in turn, presents proposed changes to Chief and Council for final approval. Should an employee or educator desire change at RCFNCS, the employee or educator will approach the school's administrator, who is the principal. Only on occasion does an employee or educator approach the educational director with these suggestions or ideas of change. The mission statement for RCFNCS states that: "Education is our inherent right. Our learning process is developed holistically incorporating education mentally, spiritually, socially, and physically while nurturing student achievement and learning; therefore, becoming conscious, responsible, and caring members of RCFNCS and community". RCFN School became independent of their tribal council, therefore, their new vision and goals remain to be developed and implemented.

Cultural and Social Issues

Unfortunately, as many FN reserves experience, alcohol and drug addiction, mental illness, suicide, and various forms of abuse and violence are actively part of the FN reserve population, including RCFN. I observed as a FN and an educator, the ripple effects of the socio-economic factors that deter the mental well-being of a child; henceforth, leaving a child struggling to focus on any situation, circumstance, or challenge presented to them. If a child is lacking within their life stability, security, healthy nutrition, and unconditional love this child will bring his or her stresses and pain into the classroom with them, thus leaving the child

unable to focus to the best of his/her ability in his or her studies. According to the Canadian Centre for Addictions (2021), 75% of FN communities feel that alcohol and drug abuse is prevalent in their community, 33% of FN communities feel that alcohol and drugs are a problem within their families, and 25% of the population of FN communities reported a substance abuse problem. Adult or parental literacy had been flagged by a few educators at RCFNCS stating the parents are unable to help their children with their homework because of the low literacy level of the parents. According to a study by ArrowMight and IPLAC (2013), a group of international educators, released a study stating 15% of Saskatchewan's population is FN. Of this population, 18% are unemployed and approximately 44% of the provincial FN population are at a level 1 or 2 in terms of literacy competency. Level 1 and 2 fall below the literate societal, employability standards with 1 representing illiterate competencies to very little literate competencies. ArrowMight prepared a home-based literacy, essential skills, and employability training program so students could achieve the literacy skills to function in accordance with general economic societal standards. For a level 3, the student must achieve an 85% passing mark in every module to the completion of the program. Level 3 represents the ability to function in societal economic standards.

Specific to RCFN community, there was a forest fire in 2015 and the community was evacuated to cities that were within a one to four hours radius of the community. During this time in the cities, many of the younger families found meth, became users, and brought it back to their homes and community (CBC News, May 2019). According to the May 2019 article, there were 600 meth users on reserve, ages ranging from 12 to 52 years old. In an article posted January 2020 for CBC News, the Director of Child and Family Services stated that all members of the Band are affected by the crystal meth issue on the reserve. The Band recently opened a

crystal meth detox facility for their on-reserve families. The family has the option of attending a land-based treatment centre for six months immediately following their detox period. According to the article, because approximately 60% of Band members on RCFN are meth users, the centres are available to Band members only. This background information sets the challenging stage for understanding literacy development for RCFN students.

An objective of FN communities during the residential school era was to obtain the right to educate their own children and then succeeding in this objective, the FN communities sought to employ Band members. Many of the school staff employed at Band operated schools where I have been employed are from the same reserve of the Band school. There are some religious and spiritual beliefs and sects which can firmly divide a reserve. This does not appear evident on RCFN. The spiritual belief of a member of RCFNCS is respected; henceforth, left alone. What is notable, however, are the children who get lost in the shuffle and have no spiritual foundation or practice. Some reserve schools begin with a morning smudge, prayer, and song - whether in their ancestral language or English - and continue with their traditional teachings in conduct, social interactions, values, and beliefs. Notable through observation and discussions with staff and educators, a sense of efficacy for many teachers is very low within the educational culture at RCFNCS. Some causes of stress, frustration and challenges the educators encounter are low academic levels, student behavioral issues, low attendance, and lack of support from administration. Many educational assistants (EAs) lack inspiration and direction due to these challenges the educator's encounter. The literacy and numeracy data collected over this past year reflect declining grade levels similar to the past four to five years at RCFNCS. Related to this decline, I will provide more information about intergenerational historical trauma (HT) and the colonial effects on FN populations later in the OIP.

Leadership Position and Lens

Previously, I have followed the same process in three schools as an administrator in the capacity of instructional leadership with the approval of the education director. The past few years when I have been interviewed for a position, I have informed the panel and prospective education director of my leadership style, which is a combination of distributive, collaborative and instructive when working with staff. My understanding of the distinction amongst these three leadership styles is that distributed leadership requires a leader that distributes tasks to complete a project. In this OIP, this would be the team leaders in the different areas of the implementation plan. These designated distributive team leaders would be in literacy, numeracy, monitoring, evaluation, communication, and human resources. Collaborative leadership requires a leader; however, for a project to be a success, the team is working together with combined thoughts and ideas to form one solid concept, goal, or objective. In this sense, the distributed team leaders will cross over to collaborate during team meetings, so everyone is working toward the same goals for the project. Instructional leadership is having the ability to deliver and administer skill building tools and resources to educators. Instructional leadership will be a required skill for all distributed leaders within this project. The distributive leaders will be transmitting the information and training that is directed from the project manager/administrator. I will be identifying these terms with this OIP. Concerning this, Azorin et al. (2020) suggested that within collaborative school leadership cultural change occurs within collaborative network.

When I am interviewed for a leadership or teaching position, I always inform the interview panel of my abilities and what my plans are regarding literacy and numeracy tracking, the requirement of a strong literacy model throughout primary and middle years, and consistent adherence to regular BCM re-testing for improvement. My aspirations would be to collect

completed BCMs and F & P results. These results could reflect gaps. At present, I am hired as an Itinerant teacher and math coach with RCFNCS. Thus far, I have instructed individual teachers from grades K – 9 on how to utilize the BCM, the purpose of them, and why I wanted to collect them. I approached individual teachers from grades K to 9 to submit their updated and completed BCMs for the present school year along with their latest F & P benchmark assessments.

Educators from the GSCSD laboriously compiled these BCMs and the school division graciously gave me permission to utilize their BCM for the purpose of data gathering. Once the data was collected, I graphed according to a color coded excel sheet. My job as a math coach is to assist and support teachers to re-teach missed concepts in the classroom or assist the teacher in teaching a concept, assist teachers in identifying missed outcomes from the BCMs, group the BCMs according to missed outcomes, clarify to the teacher the relevance of re-teaching these outcomes, and gather working material for group packages. These BCMs are formulated under two math strands of the provincial curriculum: Number and Patterns and Relationships. I collected data for F & P to graph. The results, as in the BCMs, reflect three to four grade levels below the students' grades by the time these students enter the middle years. The red coding as shown in Appendix B in both literacy and numeracy graphs reflect well below grade level. Interestingly, in numeracy and consistently throughout FN schools, red coding as shown in Appendix B and C appears in every grade 3 classroom. There is little to no follow up with the educators in most of the schools that I left who are maintaining their class literacy and numeracy results, nor is there support from leadership for educators to comply and follow through with upgrading the levels in F & P and the BCM results.

Leadership Approach to Change

When I was in a school administrator position, I was able to implement my instructional leadership role quite extensively. My chosen leadership styles of collaboration, instructional, and distributed leadership (DL) enhances teacher efficacy. Teachers take ownership and embrace challenges to become a more informed, caring, skilled educator who take pride in their new-found knowledge. Higher teacher efficacy initiates steps toward higher student achievement. Bolden (2011) suggests that when organizations become correlated and focused, staff efficacy rises. Therefore, staff become more collegial. This, in turn, positively reflects on student outcomes. Hallinger (2009, as cited in Harris, 2012) contends that DL contributes academically; however, it also contributes to student outcomes indirectly. Harris and Spillane (2008) mentioned that it is the practice of how leadership is distributed for DL to be successful. Silins and Mulford (2002) identified five predictors for successful leadership and organizational learning: teacher learning and leadership, staff valued, leadership satisfaction, leader, and resource. The more trusting, collaborative, and wholistic leadership becomes, teachers will organize and function as a group, and the more successful in transformation they become. Teachers and staff need support and encouragement. As an educator, my priority is to have high expectations of students along with guidance, support, encouragement, patience, and love. This is the same mantra I incorporate as a leader toward educators.

First Nation Epistemology

As a FN educator, I have been taught to value education and keep my culture (ancestral spiritual beliefs) which some FN communities lost due to colonialism, day pass system, and residential school system. Of vital importance is our perspective and world view. We honor dreams, visions, inspirations, and signs that our Elders interpret for us. It is vital we remain

connected to our environment and these ancestral ways. Battiste (2008) discussed that we (FN) very seldom separate our past, experiences, memory, and thoughts when organizing our world. It's our perceptions, interactions, connections, and interpretations of these personal experiences of the spiritual world that shape our core values and belief systems which then guides our future. As Ermine (1995) discussed, "the ideology that directs information – and knowledge-gathering - determines the purpose and method of knowing" (p.103). Ermine continued that Kierkegaard's "inwardness" ([1846], 1966, p. 103) is finding creation connection within one-self that combines one with what is outside one-self. This imminent connection gives meaning to existence and forms our worldview (p. 103). Elders in southern Saskatchewan and Manitoba on numerous occasions have informed me that as FN, we walk with our grandmothers and grandfathers. They guide, teach, protect, and assist us. As a FN leader and with the guidance of my grandmothers, I must identify every process of this OIP and work within their timeline to put all of this together. My teachings (as FN call it) have been incremental with the assistance of my Elders and grandmothers and grandfathers. Thus, collaboration for learning and teaching is ingrained in our DNA as FN. My professional experience has been developmental and purposeful while being collaborative through distributive leadership. Colbry et al. (2014), however, discussed two theories for collaborative theory (CT) and they are individual theory and team theory. Within these theories when there is a follower or leader collaboration, the amount of leadership for each of these theories is understood. This relationship relies on honesty, taking turns, cooperation, humility, support, collaboration, and the socially agreed-upon interaction in this collaboration, therefore, leadership does not define the role. It is the collaborative understanding. An Elder advised me that this is the exchanging of ideas.

Relevance to Instructional Leadership in Leadership Approaches

From a leadership approach and lens, and for the purpose of higher student achievement to move forward, distributed, collective, instructional leadership dissipates confusion. The impact of instructional leadership is extremely beneficial for teacher skill building, identifying academic gaps, and identifying the needs of the well-being of the student population. I have been employed in four different schools these past few years, three of these years as an administrator. Without experience in these positions, I would not have the first-hand knowledge I have today. All four of these schools neglected instructional leadership. In clarification, not all FN schools are operated as such. On a personal basis, I began experiencing low literacy and numeracy rates with FN students approximately seven years ago. I understand that enrolment, school operations, community obligations and financial and human resources are vital steps for the incoming administrator. Regardless, so is high student achievement and learning. High student achievement has become non-existent in these four FN-lead schools.

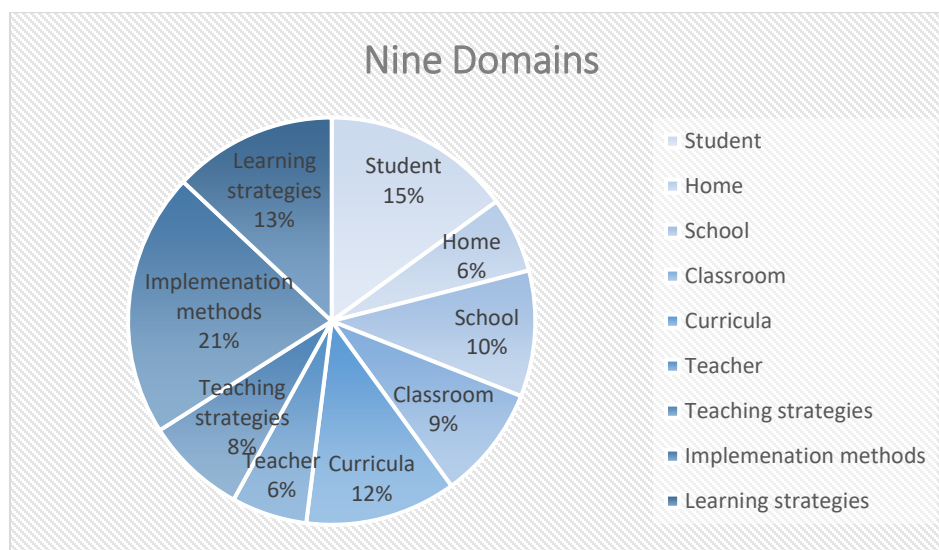
Tschannen-Moran and Gareis (2015) completed a study on faculty in trust in leadership, principal leadership behaviors, school climate, and student achievement. In their findings, collegial leadership behaviors and instructional leadership were strongly related in receiving trust from faculty and this, in turn, can lead to strong collaboration toward student achievement. For FN educators, we need to be re-educated about our past, re-emphasize the euro-western ideologies that came with this change and how we adapted to this change. We need to discuss both the positive and negative adaptations and embrace change which can best support our students. Battiste (2013) quoted Nisga'a Rod Robinson to the effect that as FN people, we stand on one side of the bank of the river and the Other stands on the opposite bank of the river. We need to come together as FN people and the Other. As FN people, we need to re-trace our history

to find the misconceptions and misperceptions that have evolved to where we are today and move forward.

Hattie and Zierer (2017) updated their meta-analysis with a focus on student achievement. The authors discussed nine domains on student achievement as seen in Figure 1. According to a completed pie chart outlining the nine domains, four of these domains are categorized as: teaching strategies, learning strategies, implementation methods, as well as the impact of the teacher. These four make up approximately 60% of the nine domains for student achievement. This reiterates the importance of goal-specific instructional leadership for the maintenance of high student achievement and learning.

Figure 1

Nine Domains Pie Chart



Note: Adapted from *Visible Learning Insights* (p. 103), by J. Hattie and K. Zierer, 2019, Routledge (<http://doi-org.proxy1.lib.uwo.ca/10.4324/9781351002226>(<https://doi-org.proxy1.lib.uwo.ca/10.4324/9781351002226>)

Utilizing an Administrative Role to Implement Disturbed Leadership

When I was in an administrative role utilizing DL to collaborate with my school's staff and educators, I took some steps to initiate instructional leadership for both numeracy and literacy programming. As a school team, we re-visited the school's mission and vision statements. Literacy and numeracy data were collected, graphed, and displayed as a wall chart so teachers had a snapshot of the school's grade levels, trends, and for the purpose of required improvement. For three of the schools where I had been administrator, I collected the F & P benchmark results and graphed the results. For higher student achievement and learning, we discussed short term and long-term goals directed at literacy and numeracy levels such as SMART goals (specific, measurable, attainable, relevant and time-bound) and annual learning improvement plan's (LIPs). To begin my DL role and utilize my knowledge base in math, I taught teachers from grade K to nine how to use BCMS as an assessment tool and stressed the importance of student re-testing after three to four weeks of reviewing the missed outcomes. Robinson (2008) compared a few DL theories: one designed by research as leadership tasks, and the second distribution of influence processes. The former discussion focused on leadership from an individual standpoint, the later discussed influence from a few or more individuals in leadership capacity. Robinson suggested that for leadership to have influence, the leadership's primary goal must be directed toward student outcomes from the beginning to completion. Preferably, leadership remains as a smaller group. For our smaller school leadership group, once we reviewed the literacy and numeracy data and became goal orientated, a few teachers took the lead and formed small committees for literacy and numeracy. For literacy, the teachers refreshed their skills with available resources then moved to the F & P benchmark assessment system (BAS) with our reading levels to grade 8. Each classroom was to submit their students' results

three times a year. If the school had consultants through their Tribal Council, I would bring in the literacy consultant to review the F & P benchmarking assessments. Prior to leaving my last administrative post, I was in the process of revising the evaluation forms. Evaluations were scarce to non-existent prior to that.

One of the previous schools in which I was administrator are presently maintaining their literacy and numeracy committees along with their data walls. Before my contract expired at this school, we were in the beginning process of forming the data walls. Prior to my arrival, the staff requested a lateral violence workshop for a day. This workshop reawakened the necessity of understanding HT in education for FN professionals. For my own improvement as a future instructional leader, I would educate the staff of the community's FN history, colonialism, and reconciliation efforts prior to the implementation of new literacy and numeracy initiatives. As suggested to me, an introduction and discussion on change itself would assist in transition from little instructional leadership to more consistent prioritization of higher student achievement and student learning.

Leadership Problem of Practice

Since being employed at FN schools, I have collected and graphed data regarding FN literacy and numeracy achievement levels. The formative (along with summative) tools used for literacy assessments is F & P and BCM for numeracy results. According to this data, many FN students' levels are below three or more grade levels and, in some classrooms, four or more grade levels. My problem of practice focuses on how to improve student learning and achievement. I choose utilizing a DL lens for organization change within a school culture. My present perspective stems from a math coach and itinerant teacher, and my experience as a teacher and former administrator. There are six skills that early and primary learners need to

learn: alphabet knowledge, phonological awareness, high frequency words, shared reading and writing, family involvement, and fluency development (Mort, 2020). In relation, Jolly Phonics resources listed letter sounds and formations, blending, segmenting, and tricky words (jollyworks.org website). Of prime concern at this point and prior to being employed at this school, regular submissions of F & P (at least 2 to 3 times a year) were inconsistent and for BCMs, they were non-existent. To find clarity for my instructional practice with numeracy, I revised the previous year's school numeracy data according to GSCSD's BCM protocol and graphed the results. Mort (2020) achieved success with Joyful Literacy – a literacy intervention series. This framework required collaboration from classroom teachers, school leaders, EAs, and district staff (school divisions and First Nations). In the introduction of her book, Mort depicted graph results for grade two at Lauwelnew Tribal School in Saanich, BC. The literacy rates in 2014 were at 26% with an increase to 92% in 2017.

Thus far, I have witnessed low teacher efficacy, low skills building (presently, there is an absence of factors from Mort's six factors) with no literacy professional development scheduled for classroom teachers this school year. There is very little collaboration amongst grade-alike teachers. The communication regarding skill building amongst staff and school leadership has deteriorated. The teachers make their own decisions and, unfortunately, this isolation turns to confusion, frustration, and complacency. In addition, and equally frustrating, these past few years the FN school organization had to work with COVID 19 restrictions and school closures. However, from the lens of school leadership and classroom teachers in my present school, higher student achievement standards are a difficult reality.

The present lack of communication with RCFN Chief and Council transmits to the educators and the school culture that higher student achievement and student learning is non-

essential. A reality could be that there is a lack of knowledge or communication at the Chief and Council level regarding the numeracy and literacy rates, and what can to be done for improvement. Some leaders are aware of their school's dilemma but neglect to understand the deep rootedness of the achievement gap. First Nation Bands have fought long and valiantly to have their own school and curriculum to educate their children. First Nation scholars have enlightened the pathway of uniqueness of being First Nation and through this growth process from primary to doctoral levels. Still our FN children have been stalled in the movement that was to take all of us forward.

Framing the Problem of Practice

The purpose of this PoP is to determine an understanding of FN students' widening gap in literacy and numeracy levels. There are several possible contributions to this widening gap in FN academia. The multi-faceted hinderances to close these gaps begin with the lack of instructional leadership in literacy and numeracy, very little to absent support from the educational director or Band leadership, lack of support and relevant professional development for educators which results in teacher complacency, lack of professional human resources, student absenteeism, socio-economic factors instigated by HT, and unequal federal funding per student which is close to \$3,000 less per student than the provincial allotment. By examining all these factors, the purpose of this OIP is to examine these factors through evidence-based research and examine possible solutions by adapting Kotter's (2012) Eight Stage Change Process as my main framework along with various structural tables and change philosophies (Bolman & Deal, 2017; Markiewicz & Patrick, 2016; Barrett, 2002; Brendtro, Brokenleg & Van Bockern, 1990, 2002, 2019; and Hattie & Zierer, 2019).

History of the PoP

Western methods of education became prominent within FN communities at the signing of the treaties. Carr-Stewart (2007) commented to the effect that inclusion of education during the signing of Treaties 4 – 7 was obscurely included. Regardless, the Signatory Chiefs understood the importance of their population receiving western education. One of the areas that will be examined within this OIP is the impact of HT in FN education. FN people of Canada have a traumatic history in relationships with the federal government. Milloy (1999) discussed one of the first reports presented to the Department of Indian Affairs by Dr. P. H. Bryce in 1907 about the plague of tuberculosis that had gone almost unchecked resulting in the death of 50% of children who passed through a school. Tribes were assigned parcels of land. This came about because Canadian Prime Minister McDonald required land for the railroad to pass through Canada. Following the signing of the Treaties in Saskatchewan, the North-West Rebellion of 1885 followed. Henceforth, FN were placed under a pass system from 1882 – 1935 (Barron, 1988). The pass system was a segregationist policy designed to confine FN on their tract of land, a reserve. Prior to the pass system, discussion had taken place in 1828 to reform the population by “Christianizing” or “civilizing” native people of Canada (Barron, 1988). Every native required a pass from the Indian agent to exit the reserve for any reason.

In 1891, according to the treaty articles in the Indian Act, Indian day schools were built on the reserves. Funding came from the sales of Indian land that was extinguished from the signing of the treaties (Henderson, 1995, as cited in Battiste & Barman, 1995). In Barron’s review of the Indian Pass System (1988), Hayter Reed, assistant Indian commissioner, wrote a memorandum suggesting that the Indian Pass system be used as a “relative to the future management of Indians” (p. 27). This was due to the lack of control of the Indian population

leaving the reserve for numerous occasions. Reed took it upon himself to implement the Indian policy prior to approval from Macdonald (Barron, 1988). Barron went on to discuss the Sundance and that this ideological ritual interfered with the farming season. The Sundance introduced the youth into Indian society and was a detriment to the “assimilation programme” for the day and residential school programs (p.31). This was the beginning of the violent ontological attacks on FN values, society, and language. As a result, Indian agents were granted full disciplinary enforcement should a family hold their children back from attending day and residential schools. Often, the child was forcibly removed from his or her home and if the parent did not comply, parents were incarcerated (Milloy, 2017). Numerous atrocious, continuous socioeconomic and cultural abuses such as: malnutrition, starvation, and death; neglect; spiritual, physical, sexual, and emotional abuse were ingrained within the operation of the boarding, industrial, and residential schools for the FN, Métis, and Inuit students. This abuse became intergenerational and is still evident within FN, Métis, and Inuit communities today.

Key Organization Theories, Models and Frameworks

FN leadership, under the Indian Act, has taken a turn from more communal, societal leadership to the power dynamics of egalitarianism and this style of leadership plays a major role in the operation of leadership (Macpherson, 2014). Therefore today, a shift from egalitarianism to distributed and collegial leadership needs to take precedence. In discussing school reform (Restructuring Movement), Dufour and Eaker (1998) commented that educators were to be given autonomy in reorganization of programs and facilities. I hope to implement distributed and collegial leadership theory as part of this OIP. Reform will require a format that will need to be re-visited consistently. I have examined a few models more closely for their applicability to adapt into a framework for FN education and reform. For FN philosophy of family and

community, I examine the circle of courage (Brendtro et al., 2014) and the four components of belonging, mastery, independence, and generosity (Figure 2) in conjunction with Hattie & Zierer, (2019) didactic triangle (Figure 3).

Throughout the process of amalgamating these models and to keep FN philosophy in balance, all four components, with parallel directional colors in the circle of courage, will be blended in within the classroom components of teaching and learning strategies and implementation methods of Hattie and Zierer’s approach (2019). Hattie and Zierer’s nine

Figure 2

Circle of Courage

(Black) Generosity – The opportunity to show respect and concern.

Altruism – motivation to help others and be of service to other.

Virtue – The individual believes “my life has purpose”.

(White) Mastery – The opportunity to problem solve and meet goals.

Achievement – Motivation to work hard and attain excellence.

Competence – The individual believes “I can solve problems”.



(Red) Belonging – The opportunity to establish trusting connections.

Attachment – Motivation to affiliate and form social bonds.

Significance – The individual believes “I am appreciated”.

(Yellow) Independence – The opportunity to build self control and responsibility.

Autonomy – Motivation to manage self and exert influence.

Power – The individual believes “I set my life pathway”.

Note: Adapted from *The Circle of Courage* (p. 132) by Brendtro, Brokenleg, and Van Bockern, 2002. Department of Research and Training, Starr Commonwealth.

<http://www.behavioradvisor.com/CircleOfCourage.html>

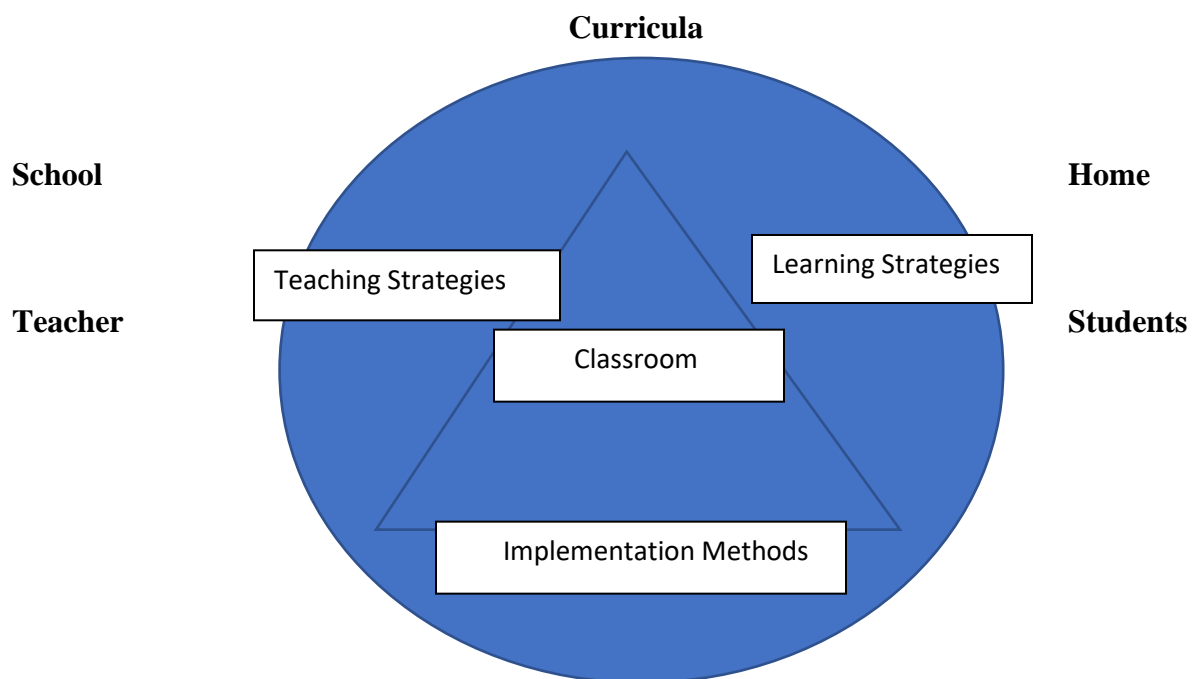
Copyright (n.d.). Authored by Tom McIntyre DoctorMac@BehaviorAdvisor.com

domains and their factors will be examined for their contribution within the model; however, the main element is the classroom domain and what the educators have control over for positive change.

A shift in a FN teaching and learning model has been analyzed for the purposes of this OIP regarding needed educational reform. The First Nation at the heart of this planning and educational reform is situated in southern Saskatchewan. What is interesting in this matter is that this FN band is in partnership with a school division. The band passes their allotted federal education funds to the school division. The school division accepts the academic and financial

Figure 3

Didactic Triangle



Note: adapted from Hattie, J. & Zierer, K. (2019). *Visible Learning Insights* (p. 22). Routledge.

<http://doi-org.proxy1.lib.uwo.ca/10.4324/9781351002226>

responsibility for educating the Bands' students. This FN band has taken interest in this project to ascertain the academic levels of their students in literacy and numeracy through regular F & P benchmark assessments for literacy results, and through the administration of the BCMs for numeracy results.

Political, Economic, Social and Technological Factor Analysis

As previously mentioned, FN bands fall under the *Indian Act, (R.S.C, 1985, c 1-5)* (Justice Laws website). The whole FN population, and to some extent, urban population, fall within the boundaries of this act, which include funding allocations, land and resources, estates and wills, taxation, farms, legal rights, guardianship, elections of Chief and Council and powers, and enfranchisement. What has been disheartening are the low levels of academia FN bands have encountered over the past ten to fifteen years. Stated in the preface of *Truth and Reconciliation in Canadian Schools*, Toulouse (2018) offered that in the context of Truth and Reconciliation and for FNs to move forward, educators, administrators, and organizations must all work diligently to move literacy and numeracy development forward for the betterment of students and their communities. Furthermore, to Truth and Reconciliation's Call to Action (2015), the Government of Canada is called upon to work with Aboriginal groups to eliminate these gaps in education and employment between the Aboriginal and non-Aboriginal population. The United Nations Declaration on the Rights of Indigenous Peoples (United Nations, 2007) stated that "Indigenous peoples have the right to establish and control educational systems and institutions that provide education in their own language" (UNDRIP, Sept. 13, 2007). The completion of an analysis of the 2008 Saskatchewan Education Indicators Report by Steeves et al. (2012) brought forward several important issues that require further exploration: "barriers to disadvantaged learners and improved capacity building in parental and community involvement, culturally relevant curriculum and instruction, appropriate teacher education programs, and more effective

use of student services” (p. 12). This OIP will be examining possible solutions and recommendations in Chapter 2 pertaining to three major underlying issues for First Nation literacy. These issues appear to be systemic. I will examine the underlying issues within the frames of the political, economic, social and technological factor analysis.

Toulouse (2018) constructed a chart that compared traditional values versus technological values. FN values today have shifted to that of western Eurocentric values (p.19). What was traditional has now been turned around. At one time, aging was welcomed, today, youth want to stay young. FN humor was a sign of trust, today, humor has its place in society. For FN, cooperation was essential, today it is a driving force. Silence at one time was important but today, talking is more important. Historically, feasts were performed to honor spirits and ancestors first, and today, they are formalized and secular. And a major shift, historically, the focus was on community and sharing whereas today, we focus on individualism and property and rights. Communication, respect, and honor need to be an integral part of our society once more. We need to honor one another, regardless of status. We need to communicate reciprocally and re-examine our priorities and move forward with truth and reconciliation for the betterment of student achievement and well-being.

Guiding Questions

Addressing this PoP will involve three guiding questions that are consistent throughout FN schools where I have worked. It is evident that teachers care about the well-being of their students. While I observed strong relationships with educators and students, student achievement appeared to be a challenge in key areas and with continued research in this area, I hope to find pathways that will assist in re-constructing the present mind frame regarding student achievement and outcomes. It is an immense undertaking examining student learning in a FN school and the following three questions only touch on a few key areas. These questions will be

explored further in Chapter 2 of this OIP. The purpose of these questions is to guide and assist my research in my understanding and clarification as to the cause or factors contributing to the widening gaps in literacy and numeracy on FN reserve schools.

The first question probes the underlying factors for FN students' low literacy rates in RCFNCS. What I have witnessed and has a solid impact on the well-being of school culture in a FN school is teacher efficacy and the possibility of lack of teacher efficacy. Hattie and Zierer (2012) discussed teacher competence in these areas: subject matter knowledge (knowing content that is transmitted to students), educational competence (connecting with students to build relationships), and didactic competence (methodology, preparation in clear, comprehensible, targeted planning). Hattie and Zierer continued that passion for subject matter, for learners, and for the teaching profession itself because it relates to the impact on learners. The mindset in the teaching profession is crucial. FN teachers need to feel supported in a safe and secure environment so that their voice and opinion matter. A mind frame shift needs to occur for some of the FN teachers who need to re-acquaint themselves with the passion of teaching, why they became educators and start these dialogues on student achievement and outcomes, or the lack of, amongst themselves and with the support and guidance from their instructional lead.

In context to the three questions, the second question relates to instructional leadership which focuses on student learning and should be a requirement. Some areas that can be reviewed include the use of resources (e.g., classroom libraries and leveled and age-appropriate reading material), goal setting for student achievement, learning for short term and long-term periods with consistent tracking, and reviewing as well as dialoguing with students about student learning. Hattie (2015) discusses different areas to review regarding transformational versus instructional leaders. He maintains that transformational leadership focuses on the school

whereas instructional leadership focuses on student learning. There needs to be a mind frame shift for areas such as learning and the impact of teaching. Do all stakeholders understand the impact of student outcomes and how academic lags multiply? Hattie suggests that we need to look at the causes of student learning versus the effects. He also suggests self-evaluation as teachers of learning. Some other ideas Hattie puts forward concern classroom pedagogy. What are the learning factors that impact student outcomes: teachers as visible learner, teacher appraisals, and teacher observations? Hattie (2015) suggests that teamwork drives change. Students need to be visible learners, understanding what they're learning, knowing their progress in learning, and being able to articulate their personal learning goals (p. 40). All these factors are relevant to a teacher's pedagogical background and their present knowledge as to the best methodologies for planning and instruction specific to their students' learning.

A final question this PoP will consider is what are the community factors that contribute to FN student achievement. This is an underlying challenge that appears to be systemic and has had a major negative impact on FN literacy and numeracy. Because of intergenerational trauma and the lasting effects, this question will be related and discussed in different areas regarding leadership, history, and challenges of FN population and their communities. While parents want their children to have the best education, there are a few areas that could be examined. A significant number of parents have low literacy rates due to their own educational experiences. How can we support in this area, so parents become partners and change drivers with teachers? At the Band level, how can we include interagency teams directed at student learning, attendance, and support for the parents? A few Bands have this in place, and I would like to continue this collaboration amongst stakeholders. Band agencies believe it takes a community to raise a child. We need to revisit this philosophy and adopt a community approach.

Leadership – Focused Vision for Change

The required extent of change within a school or division cannot be completed by one person. It requires a multitude of minds and hearts to collaborate which will require a strategic one-to-four-year plan, strategic objectives to implement the plan, monitor, evaluate, and communicate change while making allowance for mistakes and changes along with full cooperation from school and Band leadership. This school year has provided added insight for smaller details concerning the operation within a school culture, staff perception, and overall operations. As previously mentioned, behavioral changes come from the individual that change is being directed toward, not from the advisor. Priorities for change within the structure of the present FN school where I am employed and prioritizing student learning will require restructuring, beginning with open dialogue with Band leadership. FN schools lean toward top-down in organization. This model of leadership began with Indian and Northern Affairs when the *Indian Act* was implemented to govern FNs of Canada. This changed traditional leadership councils, family dynamics, and socio-economic factors by restricting FN people on reserves, forcing residential schools, and implementing the '60's scoop (children were taken and placed in foster care). Stakeholders for this school include Chief and Council of the Band, Education Committee, Parents, and the Community at large.

The betterment of education for higher student achievement and its continuance will open opportunities for employment, post-secondary studies, and entrepreneurial ventures on and off the reserve. Thinking long-term, we must aim to decrease unemployment status and low literacy levels on FN reserves. Students will then learn to embrace dreams for their future and have the ability to make their dreams come true. Steeves et al. (2012) say that an increased focus on student learning achievement and decreased focus on family and community can impair

improved student learning. I am in full disagreement – our communities need to be ready to accept involvement with their schools. We cannot change the child’s socioeconomic circumstances once they are outside of the school environment; however, we can love, support, encourage, and nurture their child when the child is in the school. As FN parents (myself being one), we need to re-acquaint ourselves with our parenting skills regarding parental involvement and our child’s academics. As FN parents, we need to hold ourselves accountable, become informed of our child’s education, and question the quality of this education.

My desired future vision for FN student education encompasses a few words of the FN Treaty signing agreement followed by my interpretation of the articulation of student learning “As long as the sun shines, the river flows, and the grass grows (AFN power point, 2008), in our four beings and that of our children and future generations, enriched educational student achievement and continued higher learning is a priority”. I will continue to build on the vision statement for the expressed mission. Through observation, which is inclusive of my higher education, my Grandmothers and Grandfathers teachings, and varied work experience in and out the education field, I often heard that we are only as good as our leaders. FN schools are not exempt from this analogy. Carpenter et al. (2004) offer that students modify their behavior to meet our expectations. If this is so, as professionals, we should be raising our expectations for students. Carpenter et al. (2004) discusses how motivation is built. In the National Middle School Association’s *This We Believe* (National Middle School Association [NMSA], 2003), challenges were put out to the teachers and students to raise expectations, which in turn, builds motivation. According to research in Carpenter et al. (2004), Cooney and Bottoms (2003) iterated when expectations are raised for both teacher and students, higher student achievement can be obtained through time-invested support (p. 2). Furthermore,

Bertolini et al. (2012) discuss that creating school policies to improve student outcomes should shape student expectations.

Change Drivers

Noticeable during my time as an employee in FN schools, change drivers such as designated team leaders in literacy and numeracy have been absent. Change begins with leadership and educational leadership with cohesive, consistent literacy and numeracy models throughout primary and middle years. Kotter (2012) charted the differences in management and leadership (p.29). Management is about predictability for short term outcomes, whereas leadership is to produce lasting change. To best serve FN students and assist in obtaining higher student achievement, a suggestion would be that leadership and appointed educational leaders collaborate on the best avenues to implement programs that will increase student achievement and learning, In-school leadership need to recognize and prioritize collaborative and instructional leadership that is aimed at higher student achievement and student learning with efforts to incorporate this mind frame into school culture. This mind frame needs to be intentional. Mort (2020) requires committed school leadership for her literacy framework to be a success. Teachers need trustworthy leadership that will support and encourage pedagogical and methodological growth and foster teacher efficacy. Teachers need skill building to upgrade their pedagogy and methodology (most if not all classrooms are differentiated and multi-leveled). Steeves et al. (2010, 2011) highlighted some future policy directions from Yorkton Tribal Council's (YTC) 2009 policy framework for improved student achievement outlined some areas that require further discussion and research for FN education: "leadership and governance structure; language and cultural programs; teachers, instruction, and curriculum; effective schools; community and parental influences; students' characteristics; assessment linked to instruction

and planning; and, appropriate levels of funding”(p. 78). In addition to YTC’s framework, change driver issues related to training and participation, human resource practices, organizational structure and control practices, and communication throughout the process (Whelan-Berry & Somerville, 2010) can be intertwined with YTC’s framework recommendations. To narrow this down, questions for data depicting the need for change include who is involved, how are we involved, what are our resources, what are our goals, how do we measure success, and what is culturally relevant to the school’s area? These are just a few questions to begin the improvement process. As the organizational improvement plan evolves, the role of appropriate resources will be highlighted.

Another driver of change is to have an active Parent Council and recruitment of this council should be strongly encouraged. Open school nights for literacy, numeracy, cross-cultural events and extra-curricular need to be implemented on a regular basis with community involvement. Hattie (2015) discusses how low student achievement and working with one teacher at a time will not fix the system. He continues that student achievement is collaborative and that the onus is on everyone to work together. As an example of being in a developing change process, I presented the beginning steps of a change process to my FN Band on prioritizing student learning. At this time, I reminded the Chief and Council by suggesting that a strategic, structural change model is needed, that change is an ongoing, multi-dimensional, and multi-task operation. I have presented the first step of Kotter’s (2012) model to my FN Band – establish a sense of urgency. To better understand my Band’s organizational structure in partnership with a provincial school division, I am having conversations with the Band’s education committee member (the School Division and Band education committee), Band Councillor for Education, and Band policy advisor. We are sharing research targeted at

Saskatchewan student achievement in general terms to clarify the issue of jurisdiction for student achievement.

Overcoming Literacy Achievement Gaps

Presently, as a resource and itinerant teacher at RCFNCS, I have observed gaps in some of the classrooms at my school. First, these gaps include the lack of teacher preparedness in areas of relevant and coordinated lesson plans (tied in with curriculum and grade level) such as tracking, correcting, and feedback for material after completed assignments. Second, there is a lack of consistency for a strong ELA (English Language Arts) program or model such as Jolly Phonics (2018), Joyful Literacy (Mort, 2016), or The Daily 5 (Bousey & Moser, 2018) throughout the primary, middle and senior years. Consistency and structure throughout the grades assist in transitions from grade to grade for students. Third, there is little to no grade alike collaboration (collaboration of all sorts and levels) nor is there a support system to nurture teacher efficacy. Lastly, there is little to no direction and leadership from all levels of leadership (which causing stress and frustration).

In reviewing *Inspiring Success: First Nations and Métis PreK – 12 Education Policy Frameworks* (Government of Saskatchewan, p.5) under Reconciliation Through Education, the elimination of gaps in educational achievement between Aboriginal and Non-Aboriginal Canadians is noted. Marshall et al. (2010) discusses some factors affecting on-reserve FN education. One factor is the lack of funds for second level resources such as speech therapy, school counseling, student testing, supervisory support, and information technology. Marshall et al. shared that there is strong evidence for positive outcomes in student achievement when second level resources are available and utilized. Throughout the process of this Operational Improvement Plan and further research, I hope to incorporate Hattie and Zierer (2019) and

Brendtro et al.'s (2014) models to formulate and compose a culturally relevant student model focused on student learning. In the future, I want to see FN schools excelling academically, working collaboratively, and maintaining high standards in student achievement and learning and for these improving schools to share their knowledge and expertise with other FN Band schools. I would like to see culturally relevant curriculum specific to the school's environment and FN history. In addition, I would like to see Chief and Council, Education Authorities, parental and community involved within their school community working toward and maintaining high student achievement and learning. This all begins with focused, knowledgeable, caring, and intuitive leadership.

Organizational Change Readiness

Organizational change is a process. It requires planning for both success and challenge as they are encountered throughout the change process. Planning for change in an organization requires study and reflection regarding internal and external factors. Batch et al. (2013) suggests factors that include resistance to change, readiness to change, leadership effectiveness, employee commitment, participation in the change initiatives, and the roles and competencies that are needed to ensure the success of strategic change. The key change agent plays a major role in the process.

There must be a conclusive reason for change. My inspiration came into fruition through the reality of constant low literacy and numeracy levels for FN students. As I moved from FN schools to Divisional schools and back to FN schools, a higher number of FN students appeared to have the lowest results when assessments were completed. I am working with FN communities; therefore, I need to be aware of the historical impact of the Indian Act of 1985 (Justice Laws Website, n.d.), the Indian Pass System (Barron, 1988), and the Indian Residential

School (IRS) (Milloy, 1999) era and how these systems affected FN well-being and stability. Our self-identity and history are of vital importance as it is for any ethnic group and because of our history with Canada, FN people have been isolated and unjustly compromised in all areas of their education and social and economic equities when dealing with the federal government as per Indian Act (Justice Laws Website, n.d.) stipulations, mandates, and policies.

My inspiration for change happened through data collection within one particular school, although I have seen very similar results in other schools. This was my awakening to FN student academic levels. From there on, I worked to become the change agent. I communicated the results of this data. I used my voice and the data to educate different forums of FN leadership and pertinent stakeholders (community organizations and parents) that FN education was in a crisis. This was my urgent call for attention and help. I utilized the first step to Cawsey et al.'s (2016) The Change Path Model, awakening, where I identified the need for change and confirmed the problems through data (p. 98). I looked at the first step in Kotter's (2012) the Eight-Stage Change Process and I worked to establish a sense of urgency and crisis utilizing student data (p. 46). This was my clear message for change and a desire and need to improve student learning.

Data can be utilized as a tool for change if introduced purposefully and intelligently. When I begin the change process for literacy and numeracy, I utilize the data I collected and graphed to show the educators the low data results of previous years and the present year. Various emotions arose as I displayed and explained the results of my collected data. As Armenakis et al. (1993) stated, as a change agent, it was my job to influence the beliefs, attitudes, intentions, and behaviour of a change target, which means the changing of each individual's cognitions across a group of employees. As I progressed during my presentations

with the data depicting the low levels, mixed feelings become evident as to who was to blame, and a crucial question emerged, asking myself, how do we fix these low levels? Historically, some educators often blame various internal and external factors for their contributions to the low achievement levels. Cawsey et al. (2016) call this responsibility diffusion: “As the attribution of causation shift, so too do the beliefs about who or what is the cause of the problems and what should be done” (p. 97).

Data is a strong visual tool depicting student learning and for these instances was required because there was resistance to change by a few educators. However, needless to state, we worked collaboratively. At this point, effective leadership was required to make effective change. I required experience, skills, abilities, and understanding to initiate conversations on interpreting the data. I had to analyze if the educators were ready for change, and if not, I had to instigate conversations to understand the resisters and get them on board with those of us who did want and need change. Batch et al. (2013) discuss resistance to change and suggest that employees fear changes and question their employability, or they are simply unwilling to or unprepared to learn and develop new skills that come with change. Batch et al. also contend that leadership’s lack of establishing clear norms of change readiness and a clear vision reduces the organization’s capabilities for successful change.

Holt et al. (2007) completed a study on individual readiness for change. They identify a few variants by looking at commitment for change such as the employees (educators) being capable of the proposed change and the appropriateness of change for the context. Also, the change agent must look at leadership and the change process and ascertain if the school or system leadership is supportive and ready for the change. Moreover, Holt et al. suggested a theoretical framework with the intersections of content, context, individual attributes and process

to shape belief readiness and behaviours. They utilized a questionnaire to assist with measuring the results. A positive note for this study is that these variants can be used to evaluate readiness for an implemented change. As I progress through this OIP, I am given the chance to re-evaluate my own leadership skills and abilities and learn how I might change my presentations to be more inclusive in different areas that I had not yet considered. In consideration of readiness, as I studied Cawsey et al. (2016) and Kotter's (2012) models, I had ventured into the second steps of articulation of the data. We (the educators and I) had become *a coalition* with different responsibilities keeping communication in the forefront (p. 63). Educators became excited when they completed the re-testing and saw improvement. They applied their new skills and witnessed improvement as educators.

There are numerous circumstances and tell-tale signs when organizational change is required. Another aspect that must be at the forefront for FN education is the history of the community. The change agent must be educated on the history of the reserve; the social and economic problems are pertinent to a student's learning capacity because this impacts the students when they attend class. The students are affected by what happens at home. Henceforth, I found that our FN children struggle with expressing and communicating their feelings. At times, I interpreted that the children are so used to living the way they live, that it's normal. Being the loving, embracing children that they are, they have no desire to find blame or fault; therefore, no expressions are released. They often hold in their confused feelings to a point of dysfunction and explode in class, or they cut themselves, bully, or become promiscuous, or they may give up and become addicts. Mansfield (2017) offer in response to potentially traumatic events that people act out on oneself, or against others, echoes that the pain that is not transformed is then transferred. I'm not a social worker or educational psychologist; however, I

am a mother and a grandmother, and I am becoming a scholar practitioner. These are the skills I fall back onto to reach these students, and at times, their parents or caregivers. Every dysfunction is cyclical and until we understand our history and how trauma played a role, the cycle will go unchallenged. When I reflect on post-colonial stress, my understanding is what we see is learned behavior. Linklater (2014) explained that the question was always about the addiction and never about the pain. Henceforth, Linklater continued that once FN communities and treatment centres are educated about our colonial history and historical trauma, addictions will shift to well-being. We once were strong, community-oriented people. We must take time to understand our history so we can pass this knowledge onto our children. We need to connect with the children and give them the tools to express themselves in a safe, caring, and reassuring environment so they are open to learn. The students are an intricate part of the organization; in fact, they are the organization. They will be going through the process of change alongside their educators. FN trauma and traumatized students as change recipients will be discussed in a subsequent chapter.

Simply put, educators of FN students cannot afford to not be ready to push academic improvement forward even though some stakeholders may resist change. Ideally, change requires desire and commitment from all involved. We must begin with those educators who are ready. It requires an overall plan from beginning to end including an assessment of the benefits to students once a change process reaches the end of its first cycle of change effort.

Chapter Two – Planning and Development

The undertaking will begin with analyzing the widening gaps in FN literacy and numeracy as stated in my PoP. This would include framing Kotter's (2012) Eight Stage Change Process as a guideline for the strategic objectives for the initial change, monitoring, evaluating, and communicating change along with the numerous phases of political forces, structure, human resources, symbolism, and other formats that support change (Bolman & Deal, 2017; Markiewicz & Patrick, 2016; Barrett, 2002; Hattie & Zierer, 2019; and Brendtro *et al.*, 1999, 2002, 2019). The current state within FN schools, as I have witnessed and experience, lacks leadership with instruction, literacy and numeracy models, and relevant communication and support with the front-line workers who are the educators.

Leadership Approaches to Change

The role of DL and instructional leadership begins with the change agent who will be the instructional leader. As I understand a role for a DL and instructional leader within a FN school, the DL and instructional leader mediates in and around the educators, EAs, administration, and education director. Katz et al. (2018) argued that it would be wise to know what should be mandated and what will require subtle persuasion in a proposed change process. In discussing readiness for change, Self and Schraeder (2008) bring forward five questions regarding Armenakis et al.'s model of change readiness (1999): Is change necessary: Is this the correct change for us: Are key members supportive: Is the organization capable to implement change: and, what is in it for me. These questions can be shared at the beginning process of a change plan for the upcoming school year (Self & Schraeder, 2008). In achieving leadership for change, staff engagement will be important.

I am taking a framework approach to look at different models of school leadership as seen in Appendix A. I have chosen the shared and DL approach (infused with the skill of instructional leadership). I have always utilized the DL model in the role of administrator where teamwork was required. My rationale is that the other school models of transformational and managerial leaderships are integrated within DL. DL takes the perspective further. Northouse (2019) suggests that shared DL “involves the sharing of influences by the team members” (p. 373). A DL leader is charismatic, focused on personal and teacher efficacy, motivated, driven, and near and far-sighted in organizational structure and change. Therefore, the DL leader could continue with planning ahead, tweaking, implementation, and re-visiting of a project in a continuous cycle until the goal is obtained. When discussing a distributive perspective in school leadership, Spillane et al. (2001) stated that leaders incorporate “artifacts e.g., curriculum frameworks, teacher observation tools” (p. 26) and organizational structures as essential components of their leadership practices to be effective.

Introduction to a Change Process

I envision adopting Kotter’s (2012) Eight Stage Change Process as my change management framework. Kotter suggests examining the opportunities and challenges that come with organizational change whether the changes are negative or positive. He explained that it helps to cut out as much unnecessary chaos as possible by examining challenges prior to the planning process. Kotter looked ahead at what is unforeseen such as unpredictable challenges that require extensive leadership skills to work with numerous behavioral challenges for change. He continues his discussion that it becomes lethal when an organization’s culture resists change, and its managers have not been instructed to create change. If change is to be made then change can become a risk. Furthermore, Kotter believes that a manager produces short-term results

mandated by the stakeholders. In contrast, leadership “makes dramatic changes and has the potential to make extremely useful change” (p. 29). Rallis and Lawrence (2019) offer that it “takes courage, risks and actions for a school to address the interconnectedness of human interaction to enact system change” (p. 23). As I understand distributed leadership, transformative change is an integral part of change, and this requires a cohesive, human interconnectedness of a collaborative team. Northouse (2019) discussed team leadership (shared and distributed) through the *Hill Model for Team Leadership* (Hill, 2014, as cited in Northouse, 2019, p. 374) which is based on functional leadership. Northouse suggests it is the leader’s ability to monitor his or her team and take action to insure effectiveness. Because there is a growing, widening gap in FN literacy, I hope to introduce possibilities of structural change with our FN educational system within this OIP. Organizational changes to close the widening gap in FN literacy and numeracy will require a specific set of leadership skill with input and feedback from all levels within the organization.

Change in Leadership

There will soon be a change in leadership for RCFNCS which will bring in a new principal. This could be an ideal opportunity for me to approach the new principal and put forward a request, according to the data that I had collected, to discuss instructional leadership specific to student outcomes and higher student achievement: team building, teacher support, and skill building. I could make suggestions of how to form team collaboration with administration and the homeroom teachers. Should I get approval from the education director (who I would approach should the meeting be successful with the principal) and become part of DL in the school. I would like to collectively form teams, after I examine for strong team leaders in literacy and numeracy, so we can collectively work toward student outcomes and higher student

achievement. Should this collaboration fall short with the principal, the best I can do is continue collecting data, identifying the gaps, and assisting the teachers one on one on how we can close these gaps. Another obstacle that requires examination for RCFNCS is that the school does not have a vision or mission statement. This school broke away from a Tribal Council (an amalgamation of Bands for the area) this past year and went independent. However, since this is a community school, I feel it is important that the community should be involved in this important step.

Closing the Gap

Leadership requires flexibility, adaptability, and versatility (Yukl & Mahsud, 2010). There will be numerous occasions when a staff member will remark “what if” or “why”. My questions are what do we do as educators to develop student outcomes that will assist in attaining higher student achievement? And how are we going to plan and implement this process? We will need to examine our demographics, social community standing, and history of our student population. Singer (2010) shared information on building capacity for change: school leadership, teacher capacity, student-centered learning climate, instructional guidance systems, and parent-family ties. Singer also put forward a need for shared data (p. 13). When discussing professional learning for equity, Singer proposed some goals for building teacher commitment and capacity for higher student achievement including higher teacher expectations (raised expectations for students), elevating active engagement, teaching language in tandem with content and critical thinking, elevating students’ oral language and collaborative skills, and using formative data to assist in instruction.

Developing a healthy, collaborative school culture is necessary to keep a school community unified. When it comes to improvement of culture in a school organization, Dixon and Eddy-

Spicer (2019) suggest, and others agree, that the central office of a district needs to support and nurture a school-wide culture aimed at improvement (David & Talbert, 2013; Elmore & Burney, 1998; Kirp, 2013). David and Talbert (2013) also contend several other elements must be in place such as emphasizing positive relationships, respect for people, collaboration, shared responsibility, and “reciprocal accountability” (p. 27) For this study, Chief and Council can be considered the central office and with direct, and with collaborative working relationships we will nurture mutual positive and respectful relationships.

Trust from faculty and peers is a key component to move forward. If the trust is not there, staff will disengage (Tschannen-Moran & Gareis, 2015). Handford and Leithwood, (2013, as cited in Tschannen-Moran and Gareis, 2015) highlighted values and skills such as honesty, benevolence, openness, competence, and consistency contribute to the trust staff have for a leader. Tschannen-Moran and Gareis suggests that honesty includes a sense of integrity. In discussing several authors, when a principal or leader have the trust of their peers and faculty, this trust invites involvement in decision making, and when involvement is coupled with influence over organizational decisions, it becomes manifested (Handford & Leithwood, 2013; Mitchell et al., 2013; Tschannen-Moran, 2001). When the values and skills Tschannen-Moran and Gareis (2015) suggest are coupled with Rallis and Lawrence’s (2019) courage to take a risk and act, leadership behaviour results. What is most important is that I recognize the value and skill set within myself and utilize these tools to move forward.

Framework for Leading the Change Process

Involving Kotter’s (2012) Eight Stage Change Process as my chosen framework for change involves the following imperatives: 1) establish a sense of urgency; 2) create a guiding team; 3) create an uplifting vision and strategy; 4) communicate a vision and strategy through

words, deeds and symbols; 5) remove obstacles and empower people to move forward; 6) celebrate early wins; 7) emphasize when going gets tough; and 8) build a new culture to support new ways. Integrated with Kotter will be Bolman and Deal (2017). Bolman and Deal constructed a table and reframed Kotter's framework by adding four additional skill and process frames to coincide alongside Kotter's Eight Stage Change Process. These perspectives or frames include

Table 1

Integration of Kotter and Bolman and Deal's frameworks

Kotter's Stage of Change	Structural Frame	Human Resource Frame	Political Frame	Symbolic Frame
1. Establishing a sense of urgency				
2. Creating guiding questions				
3. Developing a vision and strategy				
4. Communicating the change vision				
5. Empowering broad-based action				
6. Generating short-term wins				
7. Consolidating gains and producing more change				
8. Anchoring new approaches in the culture				

Note: The amalgamation of the two frames allows further discussion and specify for each frame.

Adapted from Kotter, J.P. (2012). *Leading Change*. Harvard Business Review; and Bolman, L.G.

& Deal, T.E. (2017). *Artistry, Choice, and Leadership: Reframing Organizations*. Jossey-Bass.

structural, human resources, political, and symbolic and the roles of these frames in relation to

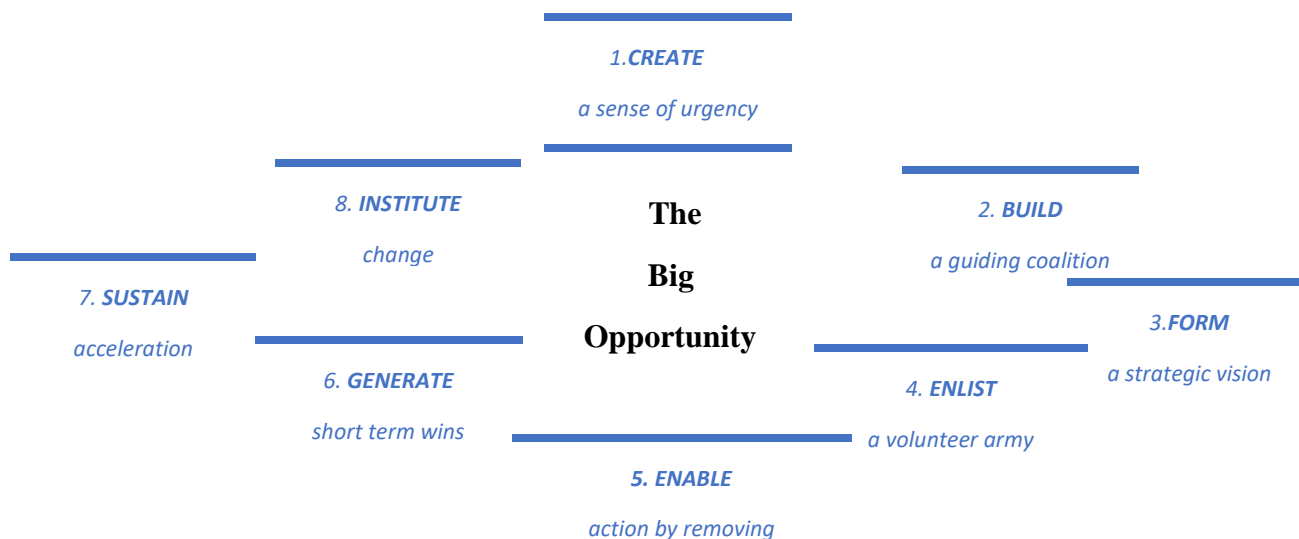
Kotter's Eight Stage Change Process. These frames assist in identifying strong leadership and

possible barriers within these four frames. When these two models or frames are amalgamated, a

matrix will display the titles of Kotter's Eight Stage Change Process as depicted in Figure 4, along with the four frames at the top. The total of top headers will be five. Under each of these titles, Kotter's steps are listed from step one through to step eight as shown in Table 1.

Figure 4

Kotter's Eight-Stage Process for Change



Note: Adapted from Kotter's (2012) *Leading Change*. Harvard Business Review.

<https://www.kotterinc.com/8-steps-process-for-leading-change/>

The Change Management Process

Changes to an educator's pedagogy and methodology can be challenging at times; however, when data reflects gaps as those in Appendices B and C, educators will either blame, become frustrated, anxious, or question how to improve the outcomes. The varying leadership styles of collaborative, DL, and instructional will be instrumental under the direction of Kotter's (2012) and Bolman and Deal's (2017) four frames.

Kotter's Eight-Stage Process for Change

For Kotter's Step one, creating an urgency for change, utilizing data is a strong tool when used strategically to set a direction. Nadler and Tushman (1989) suggested some of the issues to

be aware of are political dynamics, motivating constructive behavior, and actively managing the transition states. When it comes to organizational change, Nadler and Tushman discussed two dimensions: the scope of change and the positioning of change. In accordance with Table 1, the first dimension of change will either require re-configuring or a complete change which will be incremental or strategic as one works through the amalgamation of the aforesaid model. Nadler and Tushman offer that these fundamental changes will re-shape, bend, or break the present framework.

The second dimension in positioning the change is to be aware of anticipatory or reactive motives in relation to the occurring events. Nadler and Tushman (1989) continued that four processes that will reflect change under these dimensions are: tuning (tweaking for betterment), adaption, reorientation, or re-creation. For data results as expressed above, I would need to take a strategic scope for re-orientating or re-creating change. In determining the best strategies, we will need to discuss the patterns or trends and the resources available that will either create opportunities or reflect threats within Kotter's (2012) Eight Stage Change Process. It will be important to examine the desired output through collaboration as a group, teams, and individually. Katz et al. (2018) calls a school intelligent when resources that have been successful are used. Transitional factors require monitoring throughout the process. For Kotter's *Leading Change* (2012), steps two, three and four - building a guiding coalition, forming a strategic vision, and enlisting a voluntary army - require collaboration by the staff and community. Step three - forming a strategic vision - will require a specific and singular session with stakeholders and community input. Most of the schools I have been employed have yet to develop a vision and mission which can be a driver for change.

Continuing Kotter's (2012) framework, Step Five involves (barriers to empowerment and/or freedom of input and feedback) generating short term SMART goals through collaboration. Small wins are to be celebrated whereas standstills in movement need to be examined and re-configured. To sustain acceleration, long term goals and learning improvement plans (LIPs) will need to be configured every fall once within scope of the model. Singer (2015) discussed the importance of realizing achievement gains as a school and that a "systemic integrated approach of multiple factors is essential" (p. 9). With the realization of achievement gains through our SMART goals and LIPs, step eight of Kotter's leading change would be realized. Henceforth, the process can become institutionalized. It is important that monitoring is continuous throughout the transitions or that efforts are re-implemented. Steps one to eight will overlap. Educators leave and political leaders are re-elected; henceforth, a successful process for change is reflected when student success can be sustained during many episodes of reconfiguring.

Success is generated when the completed work from the change agents within human resources, the political arena, and symbolic elements are analyzed, and incorporated. Through the process of this OIP, systemic issues surfaced within FN literacy and numeracy and for a sense of order for me, examining the possible solutions within these models could assist in tracking, identifying, and organizing these breakdowns within our FN educational system. By integrating a lens on Bolman and Deal's (2017) four frames with Kotter's Eight Stage Change Process, I can delve deeper and be mindful of the affecting factors within the school's organization. The political arena plays an immense role in the success or failure of FN student academia. Success comes through the orchestrated and integrated model for "responding to the needs for learning, realignment, negotiation and grieving" (Bolman & Deal, 2017, p. 383).

Working with FN leadership demands a different mindset in a different arena; therefore, organizational change requires strategic maneuvering. The amalgamation of Kotter's Eight Stage Change Process (p. 23) with Bolman and Deal's four-frame model can be used in designing this change plan and model. This change process will not be a simple feat. An example of how I would implement this information follows: 1) emphasize Kotter's step one (sense of urgency) by sharing literacy and numeracy data results; 2) ensure the school's human resources are all involved from Chief and Council to school staff; 3) address the political frame by including the Chief and Council and school in project leadership; 4) address the symbolic frame by incorporating Brendtro et al.'s (2002) four directional values for balance which are generosity, independence, belonging and mastery. FN leadership will not accept anything but these standards and explanations.

When I began my administration duties as Vice Principal and Principal, I have used shared, distributed, and instructional leadership to assist or lead an instructional session with educators. Through this experience, I have found that educators are more receptive when they have their pedagogical input into their classroom structure and instruction. Their opinions and feedback are vital when structural change is required.

Critical Organizational Analysis

The inspiration for this IOP has stemmed from long standing frustration, reasoning, and searching for solutions for the widening gap within FN literacy and numeracy. My constant companion questions were, "how had this happened, and what are the solutions specific to FN students widening gap of FN literacy (and numeracy) levels?" The present state of FN educational pedagogy and methodology, I am witnessing a state of crisis within FN literacy and numeracy by means such as 1) the lack of support for teacher restoration in pedagogy and

methodology, 2) the lack of informed leadership and stakeholder involvement, and 3) the impacts of historical re-education relating to HT. Through experience in the present school, as in previous FN schools I have been employed thus far, leadership has been the main stakeholder with the final decision as to whether their school moves forward toward higher student achievement and success or continues the demeaning, repetitious cycle we appear to be maintaining as FN educators. Holt and Vardaman (2013) remarked that influences can come from individuals or structural factors. The objective of the critical analysis is to provoke conversations as Markham (2005) suggests. This pertains to the betterment of our FN education standards towards higher achievement and success through the means of a long-term strategic implementation plan. The multi-faceted levels and phases have broken down resulting in failure of higher student achievement in FN schools.

When analyzing a system critically, history is relevant. HT ties in with our FN leadership. Through the process of IRS, The Indian Pass System (Barron, 1988), The Indian Act of 1985, (Justice Laws Website, n.d.) and the 60's Scoop, FN communities have had to adopt the eurocentrism format of leadership which proved to ignite the cycle of community disruption. When an education portfolio holder is elected into Band leadership, there are no requirements in regard to education or experience. Some uncomfortable topics that need to be discussed in relation to FN leadership are nepotism, chauvinism, misogyny, mismanagement, and lack of education and experience for the portfolios Councillors are responsible for the community. On the upside of this critical analysis of the FN educational system, in solidarity, we still participate in our Rain Dances, Sun Dances, Sweat Lodges and other numerous ceremonies to keep us grounded, accountable, responsible, and focused to complete the best work we can for our One Creator and his Son (which is the same Creator and Son of the main churches of Canada).

Nygaard (2012) compiled research on FN addictions and within these findings, Nygaard found that the research highlighted the multifaceted role and effects of colonialism, addictions, and structural problems. Therefore, to leave this generational cycle would be to undermine the beneficial qualities of cultural identification. A community's history is vital education to our FN schools, and it should be mandatory and implemented as the local curriculum.

Educational Gaps in Literacy

Gaps begin in the primary years and become critical in the middle years; henceforth, students struggle to complete satisfactory academic grade-level work in high school. For FN students there are numerous factors that contribute to the widening gaps in literacy and numeracy. Corenblum (2014) completed some empirical research regarding racial-ethnic identity for FN children (ages 6-11 years over a five-year period). Corenblum concluded that over the five-year project, FN children become increasingly aware of their racial-ethnic identity as individuals and with age and cognitive maturity, they became aware of positive explicit and implicit attitudes about in-group peers. I question if Corenblum's conclusion is related to the appearance of the all the students' grade 3 numeracy results and the red coding as shown in Appendix B) discussed earlier in this OIP. As a FN person and in discussions with other FN educators, it is of vital importance to know our personal history: historical family lineages, community history, and other relevant and pertinent information regarding our specific tribes. From my observation and experience, when we know our history, it sheds light on nuances, habits, thoughts, and social patterns that we've adopted or adapted throughout our encroached, societal history. Nygaard (2012) compiled research on FN addictions and within these findings, Nygaard found that the research highlighted the multifaceted role and effects of colonialism,

addictions, and structural problems and these problems ripple into the school environment and culture within FN schools.

Another factor that had become relevant within FN educational gaps is in the realm of special education. Assessment results can give misinformed results such as educational psych assessments. In identifying low academics, behavioral and mental health issues for FN students, special education assessments do categorize a student as non-compliant or intellectually disabled when the main problem stems from either a lack of attendance, or a student is not given assignments and support for their grade level or there is a lack of classroom management on the teacher's behalf.

To assist in closing these gaps, collaboration and instructional leadership is vital to an educational system along with concluding documentation, data, or statistics that reflects these widening gaps. The present problem of low academics in FN schools is not being recognized nor addressed for resource requirements, performance and skills of educators, and leadership abilities. When a school does recognize the gaps, inadequate short-term changes are presented; however, the follow-up process is neglected. There are neither established on-site intervention programs to identify specific gaps in these problem areas nor solutions put forward to bridge these gaps. As an example, for closing these educational gaps as shown in Table 1, I would analyze in adapting Kotter's (2012) The Eight-Stage Change Process and Bolman and Deal's (2017) four frames or perspectives as a guide for changes beginning with step one, creating a sense of urgency. Gathering the data illustrating the widening gaps in literacy rates will help to create a sense of urgency. Considering the four frames will also help to deepen the sense of urgency. Step two pertains to creating a guiding coalition which would be an opportunity to engage the stronger teachers and recruit them to work with me. As I progress through the steps of

the adapted model in table 1, not all frames are relevant throughout this process. In reviewing the frames or perspectives, which frames, or perspective could I utilize to assist in determining a process to move forward in closing these educational gaps and work toward higher student achievement. I would look at the structural, human resources, political, and symbolic frames or perspectives and target these frames to identify best methods within these frames to move forward in creating a sense of urgency. Another example in utilizing the frames or perspective process is that of Kotter's step three, developing a vision and strategy. For community schools, this is a huge factor within the human resource and political frames. Some schools do not have a vision or mission statement; therefore, stakeholders and the community should be involved in designing this step. As I progress through planning this OIP to address the PoP, my aim is to see these steps stabilize with specific solutions.

As we are progressing in closing the educational gaps, change leadership methods will need to vary to address challenging areas. Dumas and Beinecke (2017) and Cawsey et al. (2012) discuss that organizational change requires a team which understands human relationships. Teachers require reassurance and commitment when making change within their environments. Support helps teacher efficacy for maximum output. Caldicott, (2014, as cited in Bolman and Deal, 2017) indicates that leadership requires complexity, and this involves framing difficult concepts quickly, synthesizing data with new insight, and building teams that can generate different scenarios. Caldicott (2014) offered those experienced managers understand the difference of possessing tools and knowing when to utilize these tools.

Benson et al. (2013) discussed employee involvement (EI) which is an approach to design work systems that emphasize a high level of employee decision-making (p.234). Through experience, I found that the more involvement and responsibility a teacher has with a guiding

coalition, the more teacher efficacy multiplies, and this is reflected in their pedagogy, methodology, and terminology with discussions expanding into the school hallways, classrooms, and lunchrooms. Success in understanding a personal pedagogical approach for teachers requires diverse presentations and implementations in style, feedback, and assessments (Cole, 2019) while targeting curriculum outcomes. Therefore, student connection is of utmost importance to understand a student's learning style and the best pedagogical approach. Cole (2019) listed various learning styles: visual-spatial, linguistic-verbal, interpersonal, intrapersonal, logistical-mathematical, musical, body-kinesthetic, and naturalistic. Along with these styles, Cole (2019) continued with different approaches to teaching such as constructivist, collaborative, inquiry-based, integrative, and reflective. In retrospect, a teacher of FN students needs to know which learning style best suits each student's learning ability and apply these various styles to the student's learning style and work habits.

Organizational Gap Areas

The widening of the gaps in FN literacy has happened progressively over time. However, as Marshall et al. (2010) concluded in their research, in 1973 the government of Canada attempted a new direction for FN on-reserve education. This, however, did not include second-level resources such as achievement testing and diagnosis of learning difficulties, speech therapy, and counseling (Marshall p.3), therefore, because of this limited funding for FN education, organizations have been limited in providing quality, sustainable services. FN Bands have had continuous challenges in obtaining second-level funds. The organizational gaps that I will be examining have an indirect and direct impact on higher student achievement and success. These gaps are, firstly, related to the teaching staff at FN educational facilities. The teachers will require re-education with strong support and guidance, inclusive of historical re-education. The

second gap is in organizational change which ties in with the first gap. Because there are numerous gaps in the classroom with pedagogical and methodological patterns, teacher leaders, administrators, and stakeholders (at the funding level) will be required to identify, collaborate, and re-set new standards for higher student achievement and success. This will be a multi-faceted process. The challenge is being aware of both the educational and organizational gaps that are out of our control and work with what is available. This would be a focus for the third gap: sustainability. When the process begins for creating the change model such as Table 1 in this OIP, these educational and organizational gaps will have to be identified within the frames or perspectives so that solutions or possible solutions are put forward.

Possible Solutions in Addressing Problem of Practice

In this section, I consider how to address the problem being posed of declining FN student literacy and numeracy test scores through a multi-faceted perspective. I examine possible solutions, benefits, risks, and suggest a chosen path based on my possible solutions. The present state of FN educational pedagogy and methodology continues to falter to the state of crisis. Henceforth, due to the lack of structured, high impact, differentiated instructional skills, the widening gaps in FN literacy and numeracy will continue if there is no intervention. I now examine the requirements for these gap areas within 1) participation and involvement of leadership and stakeholders; 2) teacher restoration in pedagogy and methodology; and 3) re-education relating to HT for school staff via community project initiative.

Solution 1: A Professionally Qualified Task Force

The development of organizational change requires change by formulating and mandating a professionally qualified educational task force. Presently, FN education is a top-down process, and this includes movement for professional development or targeted support of

teacher pedagogy and methodology. Presently, the intricacies of the widening gap in literacy and numeracy appear to be irrelevant or by-passed through obscured communication of student achievement and success at the higher decision-making level. Heyden et al. (2017) completed some research on three Dutch management training institutions regarding bottom-up, top-down organization change and top manager (TM) and middle manager (MM) roles. Heyden et al. commented that there needs to be recognition from both managers for mutualistic advantage and continued that there needs to be “multi-echelon perspective leveraging complementarities” (p. 976) between both levels of management. In relation to this, Chief and Council are TM and school administration is MM. Teachers are often the last to receive communication regarding their renewal of their contract, grade placement, and salary grid, and if there is professional development (PD), the mandated PDs have been selected. As a former principal coming into the new school year, there should be a requirement for a round-table discussion with Chief and Council, Education portfolio holder, education director or superintendent, administration, consultants, and teaching staff regarding higher student achievement and success, attainment of future goals for the upcoming school year, and teacher and staff roles. Presently, a new principal appears to blindly inherit a good deal of mayhem from the previous school year.

Leadership positions in FN education need to be filled by leaders whose additional task is to identify or deliver instructional leadership directed at differentiated, high impact instructional skills, student achievement and success, and local curriculum. When discussing leadership and change management, Heyden et al. (2017) remarked that MM or school administration in an organization are the “spark” (p. 962) for change. However, Heyden et al. also continued that TM and MM need to be cognizant of their co-dependence and embrace their roles for the betterment of the organization. Our FN Band leadership (MM) need to let go of control, trust the educators

as professionals, and collaborate with their educated Band members whom they supported and encouraged to complete a post-secondary education.

Objective

All FN Bands need to formulate and mandate a professionally qualified (in education) task force that focuses on higher student achievement, success, and local curriculum. This task force will work with the immediate leadership, education authority (with some members who have a post-secondary Master's or Doctoral degree in Education), and a quorum of three Band Councillors.

Resources Needed

For meeting human resource needs, which is important in supporting mental health and wellness, community psychologists and mental health workers will be required as interagency resources. Personally, I strongly suggest an on-site mental health worker in schools for staff and students. Additional human resources would include interagency teams, instructional leadership (preferably in school staff resource), teacher leaders, contracted FN school consultants in literacy and numeracy, school administration, teaching staff, and community Elders. Local protocol will be adhered to for the Elders. Additional resources will be required for daily planning sessions, meals, technology for presentations, paper, pen, marker supplies, whiteboard, pin tacks and appropriate wall space so that a data wall can be introduced, laptops, and connectivity. Professional development days would need to be scheduled into the budget.

Benefits

This solution would involve structured, scaffolded, directive and accountable implementation plans for organizational change. Collaboration will build skills directed at change. Directives in change would occur from bottom-up, top-down interchangeably; therefore, educators will collaborate regarding the directions of change. For all involved, their role and

expectations will be outlined. The task force, education committee, and educators can measure movement or lack of movement and unforeseen possibilities with solutions. As the phases are being developed to close the literacy and numeracy gaps, research material will be shared from evidence-based, high impact instructional studies targeted for their contributions to higher student achievement and student success.

Risks

A major concern with this solution is the mental health and wellness of all involved. In planning the required integration and implementation processes, these are challenging roles because both actions require collaboration and commitment. The risk is a managerial challenge and whether the task force and education committee are committed to follow-through with short- and long-term plans. Staff turnover is likely due to the complexities of Councillor positions and staff contracts. The most detrimental risk would be the cancellation of a task force, education committee, or implementation plan due to a change of leadership or because the organizational change is too challenging.

PDSA Cycle for Solution 1

The purpose of putting forward solution 1 is to inform Chief and Council that there are no teacher voices reaching their round table and to stress the importance of collaboration with the teachers' front line, informed and experienced voices. In reference to my experience as a substitute teacher who has visited most classrooms and had direct conversations with the teachers, they are afraid to voice their concerns and suggestions, so they remain quiet as reassurance of continued employment. To begin, when the planning process begins to move this possible solution forward, a mid-August meeting task force meeting would be set, and tentative plans made for ongoing meetings throughout school year. Under this task force, time factored for

change would vary with school goals. For example, short term-long term goals such as SMART, LIPs, education action plan, school contingency plan (in collaboration with school policy), and the student model or framework. LIPs and short-term SMART goals could begin within the first few months, then followed up with monthly meetings to re-examine the goals for success or restructuring. Longer term goals will follow similar re-examination process with a time frame of nine to twelve months. The task force and teams would need to be cognizant of the goals in the different areas of finances, human resources, and technology due to feasibility.

Next, to put the plan into action, guidelines set out by task force for meetings, content, dates, priorities, goals, and finances would be determined. Inter-school or the education committee meetings would see work being organized toward task force goals for implementation. In preparation for the plan, there will be on going PD and training, and higher education content evidence-based studies for the teachers. This skill building exercise would enhance their expertise that would be directed in search of additional conceptual suggestions for possible implementation and refinement. Lastly, as change moves forward, there would be the implementation and integration of the eight-step process for change (Kotter, 2012), the circle of courage model, (Brendtro et al., 2005) and the didactic triangle (Hattie & Zierer, 2019).

When reviewing solution 1, the best method to inform and educate the population of the 74 nations of Chief and Council throughout Saskatchewan would be to present an academic framework in its entirety at the annual Assembly of the Federation of Sovereign Indigenous Nations. This framework would emphasize the widening academic gap of our FN children and the necessity of a working model that could be implemented or partially implemented at the Band level or through their Education Authority. This solution is possible and achievable, and the model is not written in stone. Therefore, this model is adaptable.

Solution 2: Professional Development, Skill-Building, and Teacher Efficacy

All educators should be entitled to PD that enhances their pedagogical views, classroom methodology, and their school community history. Teacher efficacy is extremely low within FN schools due to lack of support in pedagogy, methodology and omission of historical education about the FN community. Firstly, informed teachers are professionally capable and willing to embrace change if supported and guided collaboratively and respectfully. Bartunek et al. (2006) and Iverson (1996, as cited in Heyden et al., 2017) commented that employees are not passive to change when they are informed by the management of an organization regarding change. Fedor et al. (2006, as cited in Heyden et al., 2017) continued that “attitudinal reactions” (p. 965) are partly driven by feelings of uncertainty, loss of control, and fear of failure in the change of events. Further to this, Greenwood and Hinings (1996) and Nadler and Tushman (1995, as cited in Hill et al., 2012) commented that an employee’s commitment must be gained otherwise this change could affect a fundamental and qualitative shift in the organization’s philosophy, perspective, and strategic orientation. As discussed earlier in this OIP, HT is a main contributor to FN mental health and wellness, including FN educators. It is vital to re-visit HT for school staff along with the generational effects that continue to ripple through the school corridors and classrooms. We need to re-trace our FN and community history to find the misconceptions and misperceptions that have evolved to where we are as educators so that we can move forward.

Secondly, as educators, we need to re-direct our focus and approach peers or leadership for assistance and accept this support as capable and educational professionals. FN students require differentiation in instruction and as educators, we need to recognize this as a developing and required skill. Moran & Hoy (2007) commented that a teacher’s self-efficacy has been related to student outcomes and behaviour within the classroom, and in turn, reflects on students’

self-efficacy and beliefs, motivation, and achievement. In all the classrooms that I have been privy to teach in FN schools, most academic levels in these classrooms ranged from one to five grade levels below standard public-school academia. Through this experience, literacy levels require specific instruction to address gaps and begin at a student's starting level. Widening literacy gaps require patience for student growth and adaptability, and this comes through the knowledge of student connection. Lastly, in recognizing teachers as professionals and to enhance teacher efficacy, permanent teacher contracts must be considered. Presently, teacher contracts are renewed yearly according to the province's salary grid. A teacher with a master's degree or if he or she overextends outside of the first pay bracket (bracket 4), his or her contract is seldomly renewed due to lack of FN band funds. The provincial salary grid usually falls on a level 4 for a bachelor's in education to a level 6, which is a master's or additional classes that bump the individual's pay grade up to a 6. The teacher is considered too high on the salary grid if he or she is sitting at a level 6 on the salary grid.

Objective

Educational facility or school decision makers need to foster the growth of collaborative, high impact instructionally skilled educators who use high impact strategies within a caring, supportive, and safe educational environment. A goal of obtaining higher student achievement and success with respect and honor to the children of the community would be achieved by obtaining a high-quality education.

Resources needed

For human resources and that is important in supporting mental health and wellness, Community psychologists and mental health workers will be required as an interagency resource or on-site mental health worker for staff and students. Additional human resources would include

interagency teams, instructional leadership (preferably in-school staff resource), teacher leaders, contracted FN school consultants in literacy and numeracy, school administration, teaching staff, and community Elders (with required local protocol necessities such as tobacco). The extra help that is required for daily planning include meals, technology for presentations, paper, pen, and marker supplies, whiteboard, pin tacks with appropriate wall space (introduction to a data wall), laptops and connectivity. Professional development days would need to be scheduled into the budget.

Benefits

This solution would involve structured, scaffolded, directive, and accountable implementation plans for organizational change. Collaboration for change begins from bottom-up, top-down interchangeably; therefore, educators will be informed of the directions of change, and their role and expectations will be outlined. The task force, education committee, and the educators can measure movement, lack of movement, and unforeseen possibilities with solutions. As the phases are being developed to close the literacy and numeracy gaps, research material will be shared from evidence-based and high impact instructional studies targeted for higher student achievement and student success.

Risks

A major concern with this solution is the mental health and wellness of all involved. Areas such as skill building, confidentiality, and self-efficacy could be challenging. Collaboration and commitment could prove to be an additional challenge. As previously mentioned, a risk is whether the task force and education committee are committed to follow through with short-and long-term plans. Staff turnover is likely due to the complexities of Band Councillor positions and staff contracts. An additional risk pertains to available funds for PD.

Once again, the most detrimental risk is the disbandment of a task force, education committee, or implementation plan due to a change of leadership or because the organizational change is too challenging.

PDSA Cycle for Solution 2

The purpose of solution 2 is to bring attention to the absence of support that teachers are presently experiencing within their profession. In reference to my own experience as a substitute teacher who has visited many classrooms and in observation of the practicing pedagogy, methodology, direct conversations with the teachers, and, the data collected for literacy and numeracy, teachers need support, guidance, and reassurance of continued employment. A plan would need to outline staff development to implement restoration of teacher HT (with a prayer by an Elder prior to this session), pedagogy and methodology for student achievement and success, broken down by an education committee. A clear priority currently is determining what literacy models are in place, re-examine curriculum outcomes and discuss the best methods of differentiated instruction for high achievement student success. It will be important to review the provincial STF (Saskatchewan Teacher's Federation) Code of Ethics and the school's Code of Ethics Policy. One retreat day would be scheduled throughout the school year with the task force, education committee and school staff.

In preparation to implementing the plan, the classroom teachers would need to collect students' literacy and numeracy data from the previous school year so they can identify the specificity of academic gaps. Prior to this, a collaborative plan co-constructed by teachers for possible instruction would be outlined in moving forward. In collaboration with Councillors, education committee and administration, we will need to follow through with structured and scaffolded sessions. Not all sessions require aforesaid collaborators. Instruction on utilizing the

BCMs will need to be completed with teachers on how and why to use BCMs. Next, to assist with the plan, a study would be organized according to the task force implementation phases. Teachers will be asked to review and record the prior year's F & P benchmarked results and the results of the present school year to assist in identifying the literacy gaps. The teachers will be asked for input about possible solutions to close these gaps. Teachers will be asked to correct, group, and complete required BCM charts prior to handing off completed tests for me to graph. Grade alike collaborative groups will be formed. Lastly, the implementation of Kotter's (2012) Eight Step Process for Change in unison with the task force phases of change is suggested. We would carry forward the task force and Education committee's applicable phases of assigned sessions and content. Upon identifying weak differentiated, instructional skills, teachers will research possible PD workshop days to upgrade pedagogy and methodology in differentiated, instructional skills within literacy areas. The teachers will then submit the selected PD days to administration for approval. If the literacy leader finds that most teachers require similar skill building upgrading, it might be more economical to bring in consultants or workshop to the school.

In reviewing solution 2, and because a Band's Chief and Council are the final decision makers for a program to move forward within a FN community, a teacher leader must be given a direct voice about continuous re-education in pedagogy and methodology in differential, high impact instructional skill building designed for high student achievement and success. This solution would require a tremendous amount of persuasion and commitment at the Chief and Council levels. Presently, this solution is unlikely to happen due to the level of movement within leadership.

Solution 3: Community History and Culture

First Nation schools are unique in their own history, geography, culture, ethnicity, language, and traditions; therefore, it is necessary for school staff to be informed of community history and contribute to local curriculum involving the community's history and culture. Not all First Nations have the same structural livelihood as FNs from the same tribe, such as Cree, Saulteaux, Denesuline (Dene and Chipewyan), Nakota (Assiniboine), Dakota, and Lakota (Stonechild, n.d.). Not all FN's deal with trauma as their neighboring FN communities. Not all FN have had an IRS on their reserve. Regardless, all FN communities have been affected and do have a history that involves HT. In our fulfillment as human beings and as the curious creatures we are, we need to know who we are so we can construct and develop our own sense of being. Battiste (2013) discussed the construction of a postcolonial framework and for FN to develop their framework for their community, they (FN community) need to "reconstruct the underlying principles of their world views, environments, languages and forms of communication, and re-examine how all these elements combine to construct their humanity." (Battiste, 2013, p. 68). AFN ([National Indian Brotherhood] 1988, as cited in Ryan,1996) was discussing FN education and stated FN people embody education which will ensure a solid identity. Also, in Ryan when integrating our FN language, history and culture, AFN put forward that FN people will see improvement in self-identity with more school success. Ryan continued that based on this evidence, this will happen when FN people have total jurisdiction over their education and FN cultural values are integrated into the curriculum.

Objective

When discussing community history and involvement, the main objective is to educate school staff about their employer's community, history, and how different cultures have

contributed to their uniqueness, and, to compile, construct, develop, and implement local curriculum depicting the community's history.

Resources Required

Locating and researching a community's history can be taxing. However, to alleviate some stress, this would make excellent, collaborative committee work consisting of school staff and community members. The community human resources that are necessary are Community Mental Health Workers, Elders, Interagency, Band members, school staff, a curriculum resource member, language translator, Band lawyer and a reference person to assist in archival research of the community. Funds for introduction BBQ (we, FN folk, love free community meals) and additional committee meals, transportation and gas, and a possible retreat day for the committee in a nearby location are required. Hours worked outside of classroom instruction could be negotiated as extra-curricular hours for school staff. Additional funds for incidentals such as tobacco and access fee for archival information would need to be factored in. The technology requirements are minimal such as laptop or desktop, memory sticks, Wi-Fi connectivity, and printer and photocopier accessibility. Another possibility is the publication of the gathered, community history.

Benefits

Since the committee comprises of school staff and community members, this initiative will bring numerous parents and community members into the school arena to be active in establishing a local curriculum that they want their children to learn. This initiative will bond the school community and Band because of the common cause and challenges they will encounter. This would result in tangible, written, documented historical information that the FN community had assisted and guided for research and local curriculum implementation. Therefore, self-

identity and pride would be instilled and remembered by community members and the school. This initiative would open doors to other possible projects, school partnerships, and overall parental and community involvement with the school.

Risks

Possible ethical boundaries will need to be considered. This would have to be determined prior to any implementation of this project. There is the possibility of discovery that some Band members will be extremely uncomfortable with in some of the findings in their history and this could possibly cause disruption within the initiative.

PDSA Cycle for Solution 3

The purpose of solution 3 is to unite the community and school staff through a common goal collaborating in a project that will expand school staff's research skills and validate the community's historical identity. The information gathered from this committee will supplement Saskatchewan curriculum's Treaty Education, Land-based learning, and the locally developed courses. To begin the planning process, Kotter's (2012) Eight Step Change Process could assist and guide the committee at a micro level for the purpose of structure for the community committee. A community committee consisting of school staff and community members would be ideal to research community history. The committee would meet and set a tentative outline and timeline of how to commence. Ethical considerations according to Band Council policy need to be established prior to implementation into local curriculum or publishing if desired. A tentative format of recording, verifying, and documenting history will be required once information is being gathered. A community meeting and meal with the community Elders (urban and rural) would prove to be priceless with the verification of community history. Due to FN HT and subsequent related factors, there would be additional community mental health

support workers on site and immediately available. All the historical information which is gathered would need final approval by Chief and Council, and possibly the Band lawyer. Since community is necessary as firsthand contributors, it may be possible to approach Chief and Council for additional temporary funds. It may be feasible to construct proposals for provincial and federal grants or monies within this area of study through the National Indian Brotherhood Trust Fund (est. 1975). A tentative travelling budget should be planned and submitted to the task force and Chief & Council, Education Committee, and school administration. A plan for a meeting room, technology, and additional supplies needs to be in place for the scheduled meeting dates, including the acquisition of an IT resource person.

Staff and community members will need to be recruited to form a committee who will undertake a collaborative study of the community's history. In agreement from Band leadership, members of the community, and school administration, a teacher and community leader would be determined to lead this project. The assigned teacher leader and community member would propose a tentative outline of expectations and reasoning for this specific committee. A staff committee member will need to approach community Elders according to community protocol at the beginning of this project and the duration of following meetings and gatherings. A definite date for the first BBQ with community members and school staff would be set. Meeting dates for future structure such as every 3rd Thursday of the month could be set. Committee members will be designated to do the shopping for first BBQ, setting up the eating area, circulating with community members to feel out and look for support and resources. Because of the possible and numerous challenges this committee could encounter, the teacher leader may have to consult with administration regarding education policy and possible ethics regulation for that specific community. The teacher leader may have to find a resource person to assist from the University

of Saskatchewan, University of Regina or from the Saskatchewan Indian Cultural Centre and formulate a possible outline for ethics and a community-based study. At this point, I strongly suggest asking a community leader to accompany the teacher leader as a learning process for both involved. The community member would be a valuable resource person. The teacher or volunteer teachers on the committee will be approached to follow through with re-visiting the Saskatchewan curriculum so they can integrate the local curriculum into the present Saskatchewan curriculum subject area. The finding and gathering of the study will be implemented into the local curriculum.

Lastly in the PDSA cycle for solution 3, the implementation of Kotter's (2012) Eight Step Process Change Process as a micro change model or framework for the purpose of structure for the community committee would not only assist in guiding the committee, but it would also assist in establishing grants and proposals. A teacher and community leader would need to submit gathered information to be formulated into local curriculum or publication to be presented to Chief and Council for approval before implementation and publication.

In reviewing solution 3, to understand ourselves as a human race, we all need to know our origins. As part of the HT healing process, I highly recommend a research project of the FN school's community local history (at a comfortable pace) be undertaken in conjunction with school staff and community membership and for the findings to be implemented into local curriculum and taught in the FN community classrooms. This solution is achievable; however, it would require Chief and Council approval and a strong, purposeful administration that is willing and able to follow through with this challenging project.

Recommended Solution

The reality of this OIP begins with FN Leadership and an independent education authority and the willingness to take a serious, in-depth, goal seeking examination of the academic levels within their school's classrooms. Education has a ripple effect. If a child is not academically successful in their primary grades and differentiated instruction is absent throughout the middle years into high school, the academic levels will be, at minimum, a five-year grade-level gap. Low academic levels in literacy and numeracy are a main contributor to high drop out rates with FN youth.

Change is a process, and our FN communities are healing. In reference to change at the top level in FN leadership, I am confident that a presentation to the Federation of Sovereign Indian Nations Assembly (FSIN) is achievable. I am confident that there are FNs in Saskatchewan who want, and desire, change in their education system. In reference to solution 3, a community project does not have to be as arduous as a research project; however, this could bring historical validity to the school's community membership. A project of this magnitude could bring precedence into Saskatchewan's education when implemented as locally developed curriculum and since this solution is part of this OIP, I am confident that FSIN would fully approve such a project. I would select and endeavor to follow through with a hybrid combination of Solutions 1 and 3, which involves the collaboration of a leadership task force. This task force should be the Chief and Council, the Band's Education portfolio holder, the education director or superintendent, administration, the consultants and the teaching staff. The task force could be approached to consider a community project that would collect and possibly publish the community's historical information for future generations.

Leadership Ethics and Organizational Change

Ethical leadership in organization change is essential to a healthy, collaborative, and committed work environment. The issues facing FN education are systemic and to chunk them off into separate issues becomes a difficult cycle. Shaked et al.'s (2019) interdisciplinary conceptual framework in *Leading Holistically* discussed how a school principal can utilize system thinking (ST) or principal's system thinking (PST) by outlining four characteristics:

- 1) Leading whole – interconnectivity and looking at school life as one whole system.
- 2) Influencing indirectly – by straightforwardly addressing school goals and challenges and the connectivity of these affects and what is being affected by them. An important sub-characteristic listed is “the ability to motivate teachers through responsibility rather than blame” (p. 57). This is assumed the principal has indirect influence of the actions on the performance of the staff.
- 3) Adopting a multi-dimensional view includes considering issues and their potential sources and possible consequences. Some sub characteristics mentioned by Shakred et al. include an openness to a variety of opinions to see multiple aspects of situations.
- 4) Evaluating significance – observe and act accordingly to any given priority in relation to the whole system.

Sub-characteristics include the need to balance internal and external relationships as well as group needs. My understanding of ethical is “doing the right thing” or moral approval, which is being honest, just, and fair with integrity.

The opposite of ethical behaviour is deviance, mistrust, wrongful, and indecent behaviour. Unemployment has the capacity of negativity affecting employees (Chan et al., 2011; McBey & Scott-Ladd, 2011; DeVos & Meganck, 2009; Lewchuk et al., 2008). These strains

include individual physical and mental health, stress, staff turnover and intentions, job satisfaction and commitment, absenteeism, and low performance. I have had numerous conversations with traumatized teachers stating that the strain of these negative effects were the cause for their absenteeism from work. Therefore, to keep their contracts for the following year, teachers remain silent.

I am grateful when I am back in the classroom teaching. Teaching keeps me grounded in pedagogy, methodology, and the desire to accept the challenges our FN students face today and had faced historically. I enjoy my “ah ha” moments. I especially enjoy the students’ “ah ha” moments. Ethical leadership in organizational change requires caring, determination, and equity to make a tangible difference for the betterment our FN students. As professionals, we should feel safe in voicing our opinions without the fear of retribution or requital. Starratt (1991, 1996, and 2009, as cited in Ehrich 2015) discussed the ethics of care, ethics of justice, and ethics of critique in a leadership role and the vital importance of combining these ethics for a just, caring, and equitable education. Starratt continued that all three of these ethics are interconnected and that “organizational structures, relationships, and arrangements can be scrutinised in an endeavour to achieve greater equity for all students and staff” (p. 200). I believe all children deserve a well-rounded, equitable, and quality education, but I must prioritize our FN children. Presently, there appears to be a lack of structure within our FN schools prioritizing student achievement and success. Relationships within the schools are often fractured and foster cliques. These relationships fluctuate, become unpredictable and unhealthy, and make long-lasting friendships and collaboration unattainable. From my interpretation, this stems from trauma within the hierarchy and operation of the school system. This debilitated atmosphere makes it extremely difficult to foster change. It is not impossible, but it will require extreme sensitivity

and nurturing of the souls for the betterment of the education system at large. Most important, when working within a traumatized system, fair and high standards of healthy ethics are necessary. Northouse (2019) remarked that ethics are central to leadership and what leaders do, their behaviour, and their virtuousness. He continued ethics are either implicitly or explicitly involved in any decision-making situation. When discussing organizational health, Özgenel and Aksu (2020) discussed that it is important for a principal to demonstrate an effective management process with ethical behavior. The authors brought forward that Şentürk (2001, as cited in Özgenel & Aksu, 2020) emphasized that an ethical leader takes challenges and turns them into opportunities. Şentürk continued that “a healthy organization fosters healthy individuals and since schools are the first social arena children enter and are raised, therefore, school organizations and climate affect the ability to produce healthy products” (p. 817).

In relation to integrity, Eraut (1993, as cited in Ehrich et al., 2015) offer that integrity has a strong moral dimension because it is concerned with the betterment of the students. Within our FN schools, we need to strive for the betterment of the school, the staff, and the students. Ehrich et al. (2015) suggest that performance-driven accountability should be the drive for improvement in student learning contributing to the life chances of all students. Ethical leadership is a “dynamic and continuing activity rather than an adherence to a system of moral codes and principles enshrined in formal policy statements” (Ehrich et al., 2015, p.198). It has become apparent to me that it’s my ethical responsibility to enlighten our FN leaders in respect to our FN children, who are not receiving a fair, equitable, just, and high impact instruction by national or international standards. Gluchmanova (2015) stressed that the relationships between democracy, citizenship, and education cannot be treated as separate entities in multiculturalism. When it comes to FN education, all three of these entities need to be intertwined to assist character

building in FN students and to take ownership for their livelihood on the reserve. Our FN students need to be aware of international stereotyping and the language and jargon used within these conversations, and they also need to embrace the challenges of learning about multiculturalism. Discrimination is a factor in all societies and the way to dismiss ignorance is through education. Through this process, I am also finding my voice as a teacher and through this voice, it is my ethical responsibility as a FN educator to voice that we deserve caring, supportive, equitable, and just employers that will respect our profession, support our continued journey for the betterment of our skills and abilities, and walk with us on this journey. The awareness of the widening gap within our FN academia requires our FN Chiefs and Councils' immediate attention along with a proposed change of organizational structure so we can all move forward as a nation.

Chapter Three – Implementation, Evaluation, and Communication

Change Implementation Plan

Kotter's *Leading Change* (2012) is my chosen framework, and it has eight stages leading the change process. Considering Bolman and Deal's (2019) four-frames will add specificity to the planning as shown in Table 1 within Chapter Two of this OIP. Hattie and Zierer (2019) *Visible Learning* will be my main resource, with additional resources incorporated to target the classroom, student learning, high achievement, and a quality education which includes school, home, students, and teachers. The classroom activity appears to play a major factor within FN educational system; therefore, I am unable to successfully implement this change without additional assistance, guidance, and input. I anticipate administering collaborative leadership. Through my movement in FN job locations, the lack of quality pedagogy and methodology within FN schools appear to be systemic. As previously mentioned, there is a lack of teacher support, skill building professional development, and job security. Because I am working within a FN community, I need to keep our FN value and moral system in place to remind me where I am within the Creator's design and to remember my responsibility in teaching, guiding, and supporting our FN children. For this, I will use Brendtro et al.'s (1990, 2002, 2019) epistemology circle of courage as seen in Figure 2.

Applying Kotter's (2012) Eight Stage Change Process

The incentive to construct changes in FN literacy delivery is the yearly, widening gap in the literacy levels which are reported from F & P (2021) benchmarking assessments. Kotter's (2012) first step is to create a sense of urgency. I expect to utilize graphs and data walls as tools to emphasize the gaps and yearly patterns along with factors that affect student achievement including at my present school. By displaying the levels in these graphs, educators have a clear

picture of their students' ability in their English Language Arts classes. Teachers will assess their homeroom students for missed math outcomes three times a year using the BCMs for missed outcomes which are from two provincial math strands. Bernhardt (2017) discussed data analysis for school improvement and that data alone will not assist in closing the gap. Bernhardt continued that there must be a system, structure and a vision in place that guide the effective use of data. The teacher's pedagogy and methodology are an important factor to close the widening gaps in their students' levels. The use of technology will be assessed when applicable or required such as the availability of technology. The team leader for technology will be responsible for communication distribution throughout the levels of change and for all involved throughout the various steps of change. Henceforth, the tech team leader will be required to complete and distribute data and additional required information that is being processed to the school, Chief and Council, and the community.

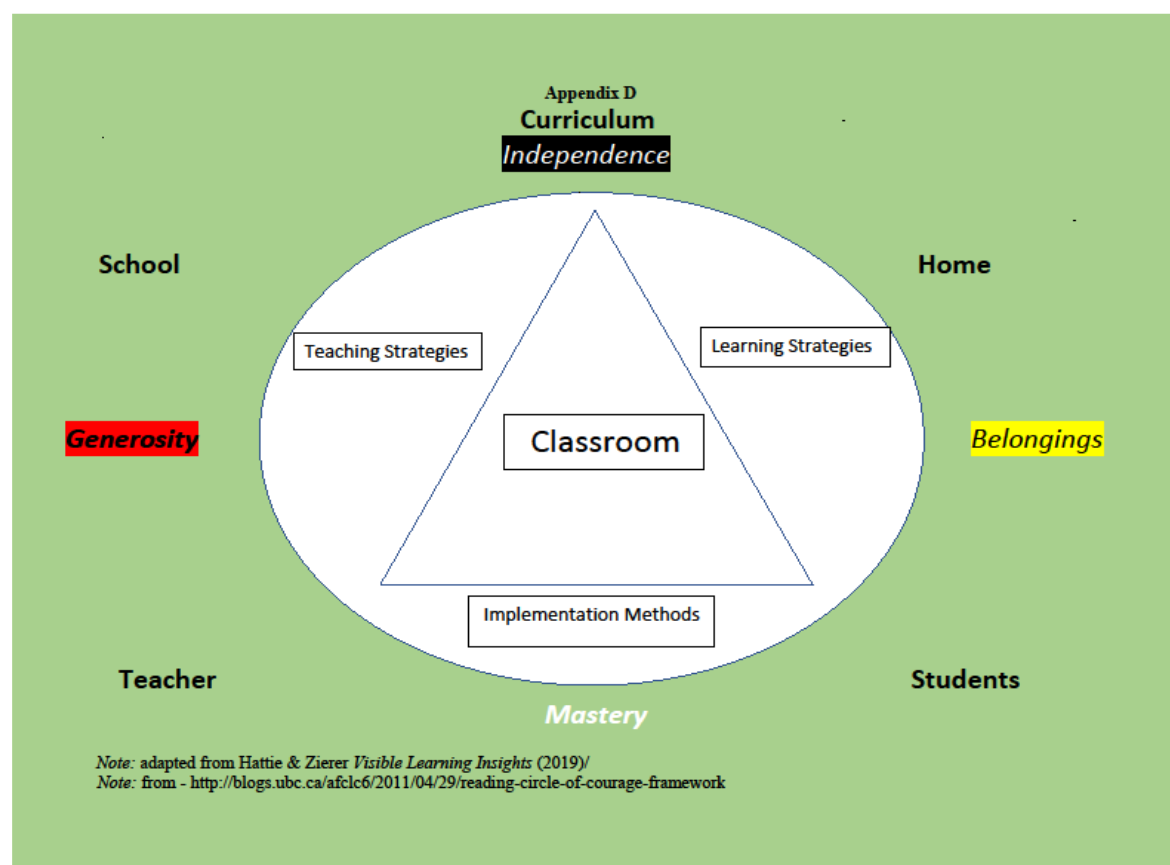
The political component includes FN Band leadership and the school leadership. To keep FN symbolism integrated, I envision a discussion about the fusion of the FN model. This model is adapted by and emphasizes Hattie and Zierer's (2019) didactic triangle of the classroom area interwoven with the circle of courage's (Brendtro *et al.*, 1990, 2002, 2019) four directions' (Figure 2) philosophy as seen in Figure 5. The elements of the circle of courage (Brendtro *et al.*, 1990, 2002, 2019) stem from a sense of belonging, independence, mastery and generosity. This philosophy will be taught to the students through various classes.

Step two of Kotter's (2012) is to create a guiding coalition. Collaborative leadership is vital when building on the first step into the second step of Kotter's Eight Stage Process. A discussion will need to take place regarding the data analysis, teacher pedagogy and methodology along with the best method and pathways to close the widening gap in literacy and

numeracy. Bolman and Deal (2017) also discuss such a process and the strategic planning to set objectives and coordinate these resources. This will be completed through a distributive, collaborative process. As a leader in this process, I anticipate decision making to be completed thoughtfully by the classroom teachers involved. This usually involves grades 1 – 12 teachers.

Figure 5

FN Model



Note: adapted from Hattie & Zierer, 2019, Visible Learning Insights. Routledge.; Brendtro, L., Brokenleg, M. & Van Bockern. (1990, 2002, 2019), Reclaiming Youth at Risk: Futures of Promise. Solution Tree.

We will be required to leave the room to realign roles and responsibilities to fit assigned tasks within the environment of change. Grade alike coalitions will be developed for further strategies

and goal making will be aimed at student improvement. The structural frame's influence will be to build an implementation plan to focus on closing the widening gap in FN literacy and numeracy. A variety of human resources, which stems from Bolman and Deal's (2017) four frames, would be involved including school leadership, educators, educational assistants with the focus on building educator capacity. At this step and because of the importance of the objectives and goals, we note the political influencers including the school administration and the FN Band Education Councillor who represent the leaders with whom I work. A symbolic integrative frame can apply as well in the designation of volunteer teacher team leaders and community members. This approach emphasises teamwork at all levels both academically and politically. I anticipate the time span for the beginning process to take a minimum of three months.

Step three of Kotter's (2012) Eight Stage Change Process is to develop a vision and strategies. Because of the importance of the vision and mission statement, this step will need to be implemented and finalized within the first two to three months. Kotter suggested that leadership create this process; however, for educators and community members to have ownership, I feel their participation is significant, especially for the strategies that will enhance student improvement. A key role for school administration and the Band Education portfolio Councillor is the planning and budgeting of finances that is available including unforeseen financial support that will carry the organizational change through to completion. The structural aspect of this step is to review the present vision and mission statement and revise it if necessary or create a new school vision that includes success for all abilities. SMART goals for literacy and numeracy will be set for short term at two-to-three-month intervals, four to six months, and long-term annual goals. Long term goals will range from 12 to 18 months. Part of these goals will consider pedagogy, student demographics, the special education program, extra-curricular,

language, and culture, as well as the operating land-based program. Together with educators, we will re-visit the provincial curriculum for planning and implementation of programming. Teacher teams will re-visit available technology for their students for in class and home studies. All SMART goals set within different areas will be revisited for relevancy and to be revised, adopted, or removed. Wyk and Moeng (2014) emphasized that “goals are inspirational statements that define which student outcomes the schools are striving to achieve in the areas of student learning, engagement, well-being, pathways and transitions” (p. 139).

The next integrative frame of Bolman and Deal (2017) that I have considered for planning concerns the needed human resources which I see as part of Kotter’s (2012) step three. We anticipate the vision and mission statement to be completed within three months of the introduction process of the organizational change. The school staff will brainstorm ideas for school vision and mission statement. The school’s community will be invited to participate. If a vision is in place, revisiting the goals and objectives will be helpful. When required for the school staff and community participants, the building of needed skills with on-going training will be offered such as technology and software programs for communication, implementing diverse instruction, or intervening in negative behaviours. The political realm is represented by Chief and Council, community members and school administration. The community’s involvement is very symbolic. I will bring forward the concept of the circle of courage (Brendtro et al. 1990, 2002, 2019) as we seek balance in this development.

The fourth step of the Eight Stage Process for change of Kotter’s (2012) is communicating change vision. This step, typically, follows the completion of the vision and mission statement which could be completed in three to four months. The framing of Brendtro et al.’s (1990, 2002, 2019) circle of courage focuses on a child’s behaviour, accountability,

empowerment, courage and the interconnectedness of these values and skills. As FN and as a new generation of adults and teachers, we need to give these skills and values back to our children. Sutherland et al. (2008) discussed students with emotional and behavioral disorders (EBD). FN student population come to school with numerous mental health issues that have been accumulating year upon year throughout their school life and with these issues, challenging classroom behaviour is highly evident in our FN school. As Sutherland et al. (2008) listed, some issues in the classroom are lack of motivation, frequent disruptions, and aggressive behaviour. One issue brought forward by McGee et al. (1986, as cited in Sutherland et al., 2008) is that students with reading problems develop classroom behavior problems between the age of 5 to 9yrs. Miles and Stipek (2006) in Sutherland et al. discussed that students get frustrated and become aggressive. Sutherland et al. continued that as students get older, they become aware of their abilities that their levels are not as strong as their peers who are succeeding academically.

As the school teams are making structural changes for student improvement within a FN school context, these issues must be integrated into the development of SMART goals, objectives, and how this interlaces with the school's vision and mission. Time must be set for meetings. During this time, it will be opportune to communicate strategies for improved school literacy, pedagogy, and methodology (Hattie & Zierer, 2019) in conjunction with EBDs. According to Hattie and Zierer's didactic triangle as shown in Figure 3, the classroom is at the center of learning and the main roles come from the teachers through learning strategies, implementation methods, and teaching strategies. In *Visible Learning Insights* (Hattie & Zierer, 2019) there are 255 factors listed that affect student outcomes. Of these 255 factors, 176 factors are directly related to the classroom, curricula, and teaching (Hattie & Zierer, 2019, p. 21). For example, presently, educators in my school are completing grade alike mini units specifically for

the present student population and completing their literacy benchmark and numeracy assessments. Skill building has been on going and will continue throughout the year within these areas. As part of their collaborative grade alike skill building, the educators are identifying parts of the ELA curricular components, strategies, resources, and implementation process. Key human resources who need to work together are school administration and school staff or team coalitions, professional development facilitators for literacy strategies and intervention methods or models, and participating community members. When asking a FN community to participate, this is completed through word of mouth from teachers to parents or advertised on the school's *Facebook* page. A symbolic highlight is the continued involvement from the community which is also discussed as vital in excerpts from *Reclaiming Youth at Risk: Futures of Promise* (Brendtro et al., 1990, 2002, 2019).

The fifth step of Kotter's (2012) Eight Stage Change Process is empowering broad-based action. As we progress through Kotter's eight stages there will be interlacing of stages and Bolman and Deal's (2017) four frames to complement or assist in explanation of one another. I anticipate the fifth step happening around the third to sixth month. Identifying and removing barriers depends on the circumstances and history of the challenge which caused the barrier. Bolman and Deal's structural frame suggests that one should identify and remove or alter structures and procedures that support old ways. Obstacles need to be identified whether actual or hypothetical before they can be removed. Some suggestions by both Bolman and Deal and Kotter regarding the effective use of human resources includes the provision of the appropriate training for team coalition members, community members and support and resources within their designated assigned area. One resource would be a mental health worker and Elders who will be actively involved in the planning process. Kotter suggested aligning support systems to the

vision. This would help our teams stay focused and on track. Barriers will vary as we progress through our planning and implementation steps. I anticipate identifying some barriers at the beginning of the planning process; however, I will need to witness and feel the collaborative atmosphere as the team members plan and implement their plans. Wyk and Moeng (2014) suggested this as auditing and the objective of this step is for team members to prioritise their needs.

Reviewing the SMART goals and strategies, educators and leadership will need to be specific in relating their needs. Two examples of SMART goals are daily connection with a student to build positive relationships the increase in literacy levels of 20%. 20% is feasible because the percentage is low and more than likely, there is no previous data collection to as a reference. Once a SMART goal is set, the next following step for the teams is work out the process and what resources and support are required to complete this goal. As these SMART goals are set, teams will have to prioritize their goals. After all, as in Wyk and Moeng (2014, as cited in Morale, 2007) accordingly, these priorities must be realistic, have educational value, and be justified on educational grounds. The interpretation and understanding of Chief and Council in determining the value of the goals will be important. The political realm consists of the inclusion of the FN Education Councillor.

The sixth step of Kotter's (2012) Eight Stage Change Process is generating short term wins. I anticipate this step in the fifth to sixth month. There is a possibility that a few SMART goals such as classroom instruction will be recognized and celebrated prior to the fifth or sixth month. As part of structural change, Bolman and Deal (2017) suggest planning for short- term victories. These short-term SMART goals will be reviewed and celebrated to continue moving forward. The goals that fall short will be discussed. To emphasize the importance of short-term

wins, Kotter listed the role of short-term wins is to: provide evidence that sacrifice (and hard work) are worth it; reward change agents with recognition; help refine the vision and strategies; undermine cynics and self-serving resisters (fundamentalists); keep bosses on board; and, build momentum. The human resources frame involved can support the coalition of teams and skill building which needs to be continuous. Bolman and Deal suggest investing in resources to continue moving ahead. This is a pertinent reminder that as roles and responsibilities shift, so will the need for additional resources. The anticipated short-term win will be the symbolic, collaborative teamwork that successfully brought the change thus far. Recognizing and planning a celebration for coming so far in achieving success and generating new possibilities will bring a sense of accomplishment for the new year.

The seventh step as suggested by Kotter's (2012) Eight Stage Change Process is consolidating gains and producing more change. Being cognizant of transformation, interdependence is a focal point in my change process which is built on Kotter's framework. Little steps in this area can be identified within four months; however, the changes of success and short coming of a major project such as implementing a new literacy model will be difficult to measure and could take from one to two years to measure success such as the alignment a SMART goal that was set for an annual increase of 20% in literacy levels. At this point, I would personally recommend developing a 3-to-5-year strategic plan for long term gains. Consolidating gains and producing more change require analyzing success and short comings and this can happen when some change has been implemented. By consolidating gains and producing more change, this will keep coalitions and leadership focused on the goals and strategies that are needed for success and give direction to re-visit strategies that are still relevant at this time in change. We must be mindful of the nay-sayers who are still resistant to change and continue

support for them. A point that Kotter makes is that change is constant, and leadership and the coalitions need to be aware and remain involved. As change occurs whether at a rapid pace, a calm but steady pace, or change becomes stagnant at whatever step we progress through human resources, the resources for technology, the teams and coalitions and their roles will change and need to be re-visited at every so often.

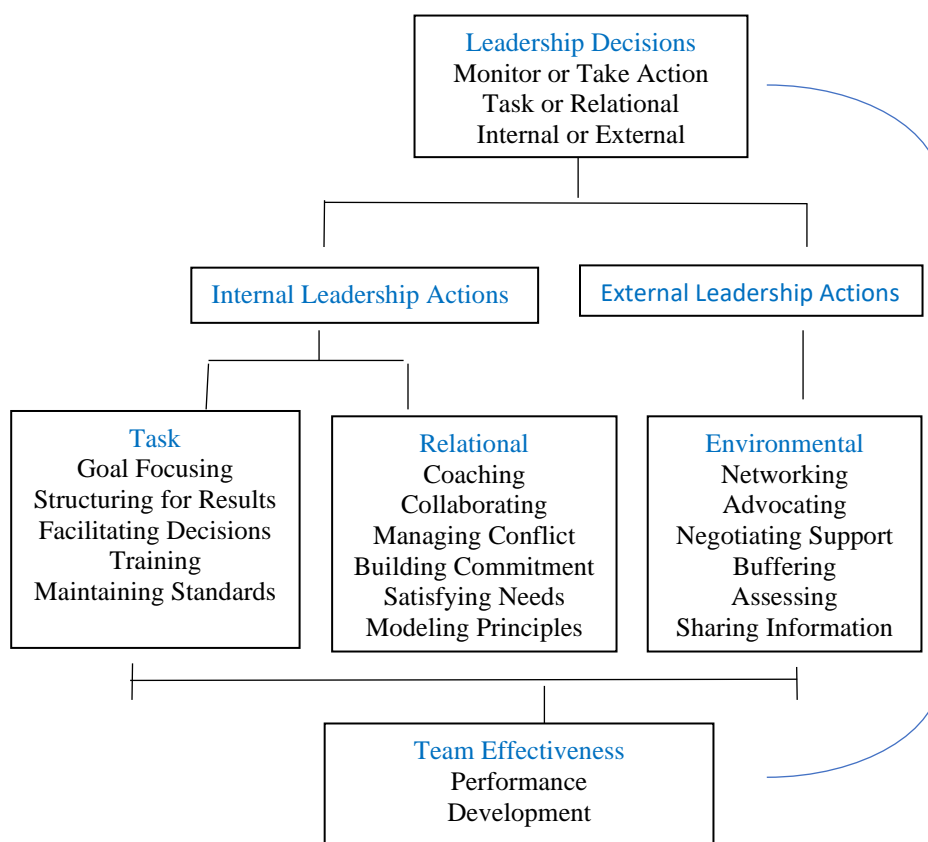
Regarding politics, should there be a shift or re-election in Band Leadership and if we have kept our data up to date, I am confident our change process will be fully supported. It is advisable to keep Chief and Council informed of the progress through a monthly presentation in the Band Chambers. This will mean advancement for Chief and Council in the education field for FN student achievement and success. From this point forward, the collaborative team leaders and school administration will be required to lead, but with the added responsibility of maintaining the established, successful momentum. By doing so, a school community unit will have been constructed. Continuing the symbolic frame of the interconnecting, the circle of courage's (Brendtro et al., 1990, 2002, 2019) four directions of belonging, mastery, interdependence, and generosity will be emphasized, where we, as educators, fit in this circle and what we have learned about our individual strengths through this process. This is a good time to bring community Elders in to participate and lead.

The last and eighth step in Kotter's (2012) Eight Stage Change Process is anchoring new approaches in the culture. As the literacy team progresses further, plans will be set out for the upcoming school year. Coalitions and teams will discuss strategies and goals that could be cemented with potential additional goals and strategies for the next school year. This is part of the structural frame that can be instilled into a new school culture by aligning SMART goals and strategies for literacy and high student achievement, teacher efficacy, resources, support,

professional development, and technology (Bolman & Deal, 2019). I foresee focused coalition professional learning sessions using evidence-based research for student improvement and higher student learning and achievement. I would approach Chief and Council at this point to begin a historical qualitative research project for the community. In collaboration of non-first nation research, stories passed on from the community Elders remain important and substantial and enlighten others about the community's traditions.

Figure 6

Hill's Model for Team Leadership



Note: Adapted from Hill, 2019 in Northouse, P.G. (2019). *Leadership Northouse: Theory and Practice*. SAGE.

Throughout this implementation plan, as a team we will have utilized collaborative teamwork which is one of my leadership styles. Northouse (2019) discussed a team leadership model known as The Hill Model for Team Leadership (as seen in Figure 5). The model depicts leadership decisions (at the top) to internal and external leadership actions (in the middle) as two separate categories. The remainder at the bottom of the model is team effectiveness and within team effectiveness are two functions: performance and development. These two functions are depicted in the figure below. All stages are continuous resulting in a continuous learning cycle. As a collaborative team seeking accomplishment for higher student outcomes and achievement, the standard for excellence in performance and development of coalitions, goals and strategies need to be set and normalized including excellent standards, behaviours, conduct, and expectations. Anything else outside of excellence for FN academia is unacceptable.

Change Process: Monitoring and Evaluating the Change Plan

Over my career I have been employed at different FN schools and in each school, FN leadership will have their agenda as to how their school should operate. With respect to this, FN leadership have fought long and diligently to achieve the success of having schools on the reserves that are Band operated. FN Bands are aware their children's literacy and numeracy levels are low; however, in the scramble to eradicate the stigma and frustration of their children's under achievement, I have experienced the absence of commitment for long term viable plans and goals from the leaders, planners, and implementers. Clearer commitment goals would target higher student achievement and success. School leadership and staff who are informed, experienced, and collaborative along with Band leadership have been proven to be extremely productive in closing the widening gap in literacy and numeracy. Through tracking and data collection, Mort (2020) inserted bar graphs of a FN school's reading levels into her literacy

framework book. The Lauwelnew Tribal School in Saanich, BC, reflect the following increased levels in reading for gr. K-2 from June 2014 to June 2017: Grade K increased from 0% in June 2014 to 80% at grade reading level by June 2017; grade 1 increased from 54% in 2014 to 89% in 2017; and grade 2 increased from 26% in June 2014 to 92% at grade level in 2017. Through support from the stakeholders involved in education to the school community into the classroom, quality education is viable and achievable for FN children.

COVID Challenge for an On-Reserve School

A major factor that has affected school attendance and achievement in the past two years is COVID, a world-wide pandemic. During COVID, grants were made available to all FNs for the purchase of iPads or chrome books. An ongoing challenge is accessibility to reliable wi-fi. A vast majority of students do not have access to wi-fi. The lockdowns on the reserve lasted from two weeks, two months to a year during peak COVID transmissions and because parents are constantly changing their phone numbers, home contact of students has been difficult. The lockdowns (unable to leave living quarters or the reserve) made it impossible to assign or collect homework packages. Special education students lost their one-on-one education assistant, occupational and speech therapist sessions, ongoing assessments, guided learning intervention, and counselling periods. From the data I collected, I identified a trend in the middle and high years where the red percentages (below 3 or more grade levels) begin in grade 3 with levels continuing to decrease into grade 4 or grade 5. Unfortunately, these trends began pre-COVID. COVID cemented the low levels in literacy and numeracy.

I have identified Kotter's (2012) Eight Stage Change Process as a framework for this OIP because of its simplicity and applicability as a change process that includes some structure. For higher student achievement and success in literacy and numeracy, several factors affect the low

levels of literacy and numeracy in these schools such as history of the school culture, resources, technology, environment, student and staff mental health, and leadership. Johnson and Scholes' (1993, as cited in Tsiakiros and Pashardis, 2002) model was discussed for strategic analysis, strategy implementation and strategic choice. In accordance with this model, strategic analysis is "trying to find the position of the organization in its environment" (Tsiakkiros & Pashardis, 2002, p. 7). For the FN school at the heart of this OIP, it is on the reserve and the school is the hub of the community. It is important for an educator to know the history of the community and the available resources in the community. Not knowing would alter a teacher's perception and would send ripples into the teacher's methodology and pedagogy. RCFN community's environment involves various socio-economic challenges. We know that accessibility to grocery and clothing stores, technology (wi-fi, computers, cable, or satellite, tv) and access to sports and recreation activities does shape an environment. Lack of accessibility to these services ripple into the community environment. Strategic implementation consists of planning with available and foreseen resources, allocating and managing these resources effectively. School resources in the school include a gym, skating rink, and outdoor area for soccer and other field sports, laptops, computer labs, and functional smart boards with internet accessibility. Academic resources in this school, however, are often not being used as intended. Instructional and administrative support is often unavailable; henceforth, teacher complacency has resulted with visible evidence of frustration, absenteeism, and low-performing instructional skills. Coaching specific teachers should change this sense of complacency and this could be monitored.

Implementing PDSA to Monitor and Evaluate Change

The plan-do-study-act (PDSA) cycle (Moule & Pollard, 2013) changes as a team progresses through the improvement stages. The data that I have collected is the initial

inspiration to support teachers and movement for change. I foresee separate teams for literacy and numeracy, and, utilizing collected school data for goal setting in PLSs. The school is comfortable with F & P BAS; therefore, the process of data collection and monitoring in literacy (and numeracy) will remain the same. My training from a school division on how to utilize and incorporate the BCM will enable us to track our math levels, regardless of the assessment focusing on two of the four math strands from the Saskatchewan curriculum. This change is a challenge for teachers; however, given support, teachers will excel with this skill. Our collaborative discussions will revolve around teacher pedagogy, methodology and school culture. Langley et al. (2009) PDSA model of improvement as shown in Figure 7 could assist us in guiding the change process as shown in Figure 6. However, Langley et al.'s PDSA model can also serve as a guide for indicators as our team creates their SMART goals and objectives.

Monitoring, Assessing, and Evaluating the Change Process

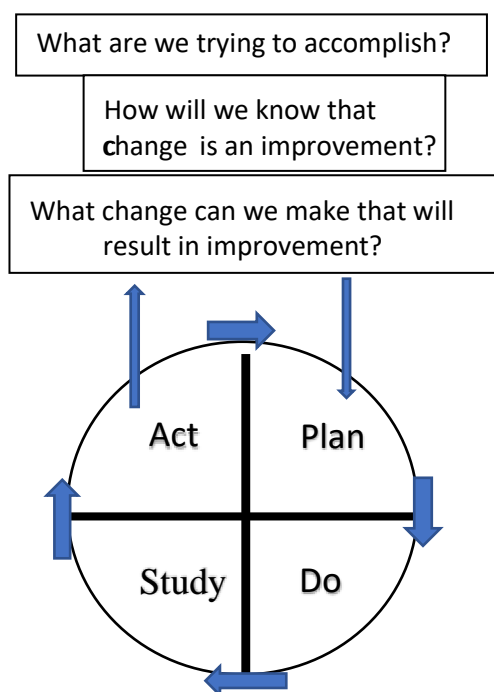
When I am in a leadership role, it is my leadership approach to implement change through collaboration and distribution (of tasks). As I have progressed through the last few years on the creation of this OIP and my present position as a teacher leader, trust from my peers is crucial. Building trust from the literacy and numeracy coalition teams is vital. Therefore, continuous support in their learning is an expectation I place within myself. Hallam et al. (2019) communicated that trust within PLC teacher teams and administration is essential for positive effectiveness in student performance. I have had to be knowledgeable of the subject I am introducing and be able to respond clearly as to what I am wanting to implement for higher student achievement. However, most important, I ask the teachers for their opinion and reasoning. When discussing student achievement Tschannen-Moran (2014b; Zeinabadi, 2014) discussed that effective collaboration within various interdependent actors is a significant

variable for student achievement and attaining higher student outcomes. In utilizing the trust, I would be able to complete informal monitoring.

Using Langley et al.'s (2019) model of improvement as in figure 7, the first question is – what are we trying to accomplish? The answer to this is to close the widening academic gap in FN literacy and numeracy utilizing a framework for organizational change. The purpose of monitoring and evaluation framework according to Markiewicz and Patrick (2016) is to provide guidance to direct monitoring and evaluation performances throughout the change process. I anticipate collaborating with the staff outlining the urgency for change, collecting, and analyzing

Figure 7

Model of Improvement



Note: Adapted from Langley et al. (2009). *The Improvement Guide: A practical approach to enhancing organizational improvement*. Jossey-Bass. 2nd ed.

data specific to our student population, designing a framework which outlines our goals, objectives, performance indicators, targets, benchmarks, monitoring, and evaluation. I anticipate adding additional variants to this framework as we collaborate through the change process.

A key factor that is fundamental in education is the transition to sustainability and that everyone should have the “opportunity for quality education and learning that motivates societal change towards a sustainable future” (UNESCO 2004 in Tilbury, 2007, p. 240). For our purposes in achieving student success, a SMART goal needs to be specific, measurable, achievable, relevant and time bound. Daudkhane (2017) mentioned that goals which are specific, difficult but attainable, and time-bound result in better performance than those that are easy and nonspecific. Daudkhane re-iterated that these goals require sufficient ability and feedback from participants to perform effectively within the intended guideline. Our SMART goals within the framework amalgamation of Kotter (2012), Bolman and Deal (2017), Hattie & Zierer (2019), Brendtro et al. (1990, 2002, 2019), and Barrett (2002) will evolve around the literacy, numeracy levels, and higher student achievement along with the challenges we face as educators. Some of these challenges include attendance, targeting behavior, special education availability, access to skill building resources such as differentiation instruction, long term commitment, and age specific abilities to assist with FN teaching strategies. I anticipate incorporating (performance) indicators through the monitoring and evaluation process so we can narrow our targets for improvement and re-evaluate our goals utilizing collected data.

Langley et al. (2009) suggested we must ask two questions: how we will know change is an improvement and what change we can make that will result in improvement. These questions will continue to serve as a guide as we work, monitor, assess our progress through our indicators. Markiewicz and Patrick (2016) listed a range of monitoring and evaluation frameworks that

address specific results, management, accountability, learning, and program improvement (2016). In relation to the first question, as change leaders in an educational system level, indicator development corresponding with the SMART goals will function as drivers in monitoring progress. The SMART goals could provide measurement in change. In addition to the SMART goals, indicators and benchmarks could be implemented. Beeckman (2004) discussed measuring implementation of the right of education versus the human rights indicators and suggested that indicators and benchmarks can be specific for monitoring progress. Tilbury (2007) suggested that specific indicators are key to improving decision-making. Clear indicators provide an important avenue to engage stakeholders and system change over time can be evaluated through their use. Within this framework, SMART goals or intermittent benchmarks will have specific indicators such as the impact of instructional strategies working toward a specific goal or benchmark.

Lastly, the second question from Langley's (2002) model of improvement – how will we know that a change is an improvement? As a teacher leader in a resource advisory position, I anticipate monthly meetings or when we feel it necessary to convene sooner to review the short-term goals. Having visible goals written specifically for our envisioned literacy, numeracy and higher student achievement, planning with these goals in mind will guide us and be followed up by scheduled meetings. With the collaboration of the anticipated literacy and numeracy coalition teams, we will be able to tweak a goal, so it is achievable and realistic. Indicators would enable targeting the success or fallback of a goal. We will consider our resources (and budget) for technology: computer labs and connection access for students, classroom iPads, smart boards, teacher laptops vs desktops and a school generator. According to Moeller et al. (2012) setting two types of goals are helpful. The first goal is task-focused and involves intrinsic learning and

improving and the other goal is an ability focused orientation with an extrinsic focus on external rewards such as good grades, performance or ego involved (as mentioned in Moeller et al., Dweck, 1986; Dweck & Leggett, 1988; Elliott & Dweck, 1988). By examining the task-focused and ability focused when analyzing student data, utilizing these focused variations to examine contributors for these widening gaps within our specific demographic brings us closer to understanding the widening gaps in FN student literacy and numeracy. Tichnor-Wagner et al (2017) discussed continuous improvement research (CIR) and design-based implementation research which is built upon action research where practitioners utilize data collection and analysis for improvement to evaluate the progress of improvement. Tichnor-Wagner et al. remarked that “CIR responds to the challenge of implementing effective educational innovations at scale by collaborating with practitioners in local contexts to understand “what works, for whom, and under what conditions” (2017, p. 1). When it comes to informal measuring of an educator’s performance or effectiveness and change, I would monitor, with the assistance of school administration, teacher willingness to adapt to change by means of adaptable and applicable skill building and assessments, involvement in PLCs, and preparation. When working with teachers I could monitor the understanding of literacy and numeracy through the results of their student data. From analyzing this data, I would suggest strategies the educators could incorporate into their instruction that could alleviate the struggles the students are facing whether these challenges are academic or social. As a resource support to teachers, I would monitor classroom management by regular “pop-ins” into the classroom while students are working to see if the students are on task or if the students are working at their achievement levels.

A Format Plan for Monitoring and Evaluation

The next process of the PDSA (Plan, Do, Study, Act) model is the Study component and the question: what change can we make that will result in improvement? I anticipate developing a format plan incorporating a collaborative monitoring and evaluation process which would work best for our specific goals and objectives. As a FN, hands-on, visual learner I seek to understand the Big Picture. Sometimes I need to chunk my work or work backwards. In the entirety of this OIP, chunking the areas of this framework will be required because of the multiple areas and layers of this framework.

Table 2

Amalgamated Monitoring and Evaluation Plan

Evaluation Questions	Focus of Monitoring <i>Summary of Monitoring</i>	Indicators <i>Focus of Evaluation</i>	Targets <i>Evaluation Method</i>	Monitoring Data Sources <i>Method Implementation</i>	Who is Responsible	When
Appropriateness						
Effectiveness						
Efficiency						
Impact						
Sustainability						

Note: For this OIP, the same table format is used for the Monitoring Plan and Evaluation Plan; therefore, both plans have been combined into one example. Data information is the same for both tables under the Evaluation Questions column; however, in a separate table for the Evaluation Plan, the headings will differ such as the bolded and italicized titles stated above in columns 2 – 4. Adapted from Markiewicz, A. & Patrick, I. (2016). *Developing monitoring and evaluation frameworks*. SAGE.

I foresee adopting Markiewicz and Patrick's (2016, in *Developing, Monitoring and Evaluation Frameworks*, Table 6.1, p. 157-159; p. 264) table format as shown in Table 2 with these headings for the Monitoring Plan: *evaluation questions, focus of monitoring, indicators, targets, monitoring data sources, who is responsible, and when*. The headings differ for the evaluation table as shown in Table 2; however, the table format is the same for both the monitoring and evaluation plans. Markiewicz & Patrick utilized this framework as an example for a "community education program targeted to families in a disadvantaged community where rates of school attendance of children are low" (p. 126). Markiewicz and Patrick's additional evaluation plan or framework table 7.5 (pp. 158-159, 265) in *Developing, Monitoring and Evaluation Frameworks*) follows in the same format as the monitoring plan; however, indicators completed the table. These frameworks are adaptable for our FN school community, structured yet straight forward for our purposes. In addition to these tables, Markiewicz and Patrick (2016) suggests data collection methods for evaluations.

Markiewicz and Patrick incorporated a matrix list of qualitative methods and quantitative methods table for individuals, groups, and other. The examples of other would include document reviews or literature reviews (p. 166). An example of a qualitative for an individual could be case studies or stories of change; and for quantitative, an individual could choose longitudinal testing tracking or testing (p. 166). The participants can select which data collection methods best suits their needs or requirements to complete an evaluation (7.8). The list gives a variety of options that an individual or group could find comfortable adopting for their method process. I anticipate that the suggestions from the data collection methods table will prove to be valuable vehicles for monitoring and assessment. Considering these anticipated tools for monitoring and evaluation, I would need to encourage my colleagues to be aware of our provincial curriculum and outcomes

throughout the change process. In anticipating long term gains, we need strong models reflective of our educators' pedagogical input for our school to become successful. The table format as shown in Table 2 by Markiewicz and Patrick (2016), the SMART goals and indicators could interplay within the monitoring and evaluation process. This table could be utilized as a primarily tool to find solutions to the guiding questions throughout the implementation stages of change. Asking the numerous questions such as why change (depicted via data); what are the target areas (widening gap of literacy and numeracy levels); what groups are affected (gr. K to 12); what are the contributing factors that we can or cannot control (home socio-economic, attendance, lack of parental support) could guide us through the monitoring and evaluation process. As I indicated earlier, I continuously ask myself: What literacy model can we incorporate that is targeted specifically for First Nation learners? Do we need a 'First Nation' literacy model? Whatever our choices, change must be collaborated, communicated, appreciated, and acknowledged in all its stages.

Communication Strategies for Organizational Change

Tyler (2016) completed a qualitative research project on high performing schools and the leaders of these schools. Communication methods that Tyler (2016) compiled from this study includes the need to remain student focused and keeping on track with vision and mission statements. I anticipate helping create PLCs for collaboration and problem-solving with leadership participation. Tyler specifies the necessity for trust within coalition teams and staff as well as the importance of clear, face-to-face communication. A last thread of successful communication according to Tyler is that of natural mentorship. Mentoring a vice principal (VP) enhances first-hand knowledge in observation in a variety of areas and circumstances that

principals face daily. Witnessing and participating in all areas of organizational change will enrich a VP's knowledge and skills.

According to Bolman and Deal (2017), communication is interpreted through the four different frames: structural, human resources, political, and symbolic. The first frame which is the structural frame is to transmit facts and information (p. 301). As Klein (1996) broached, redundancy in the communication of organizational change will eventually be retained by employees; however, the challenge is to keep the message clear, relatable, and motivating. The method of change is of utmost importance to reach the stakeholders, management levels, and frontline workers and other employees. Beatty (2015) suggested that a stakeholder analysis should be completed to find out about each stakeholder's issues. Social media is one of the popular communication tools to introduce change for student achievement for FN schools and communities. Social media such as *Facebook*, along with school newsletters, and emails through the contact list could be an option to reach community members. Additional communication processes are information sessions in the school gym, staff meetings, Band Hall meetings, and house to house distribution of newsletters as a form of face-to-face interaction. In the overall framework plan, this information is pertinent to the third frame, human resources of Bolman and Deal (2017).

An additional point Beatty (2015) brought forward is the deliverer of the message: who is best suited and who is most informed and trusted by the targeted audience. In this case, a team leader of the communication team could be delegated to involve staff members and community. This person will have already acquired the respect of the community and know the history of the community. In addition, this person will need to be aware of the community's resources and nuances, and he or she need to be quite knowledgeable of all the aspects of the change process

should he or she be challenged or questioned when delivering the message of a need for educational change. Bolman and Deal (2017) suggest team building through training. Another suggestion by Bolman and Deal would be to consider incorporating surveys for feedback from staff and community. This feedback could assist in choosing the best direction to work toward in the different stages of the communication process and the best methods to apply to move forward. Some of the targeted audience for these surveys could vary from the FN political leaders to the school's administration, the educators or FN stakeholders (community, FN Band members).

Klein (1996) highlights key principles in communication strategy. Redundancy of communication for change should be multifaceted through different means of media. Change requires interactive involvement to clarify ambiguities. Bolman and Deal (2017) suggests mapping out the political terrain such as informal communication, finding principal agents and influencers, analyzing the mobilizing internal and external players, and anticipating counter strategies others are unlikely to employ (Bolman & Deal, 2017, p. 206). For FN communication and conversations, personally initiating a concept of educational change to one of our FN leaders from FSIN, Tribal Council Chiefs, or the individual Chief and Councils of the province is extremely important prior to approaching the FN organization as a whole. This political terrain would include Chief and Council, community members, and other added support and funding resources the school is able to secure.

Communicating the implementation of a change process to our FN educational system requires knowledge of the change process from beginning to the year-end of the plan. The most challenging aspect is to present a viable plan to Chief and Council or the FN Education Authority and have their full support. From there, informational sessions will need to be planned with the

education director and the Band's Education portfolio holder. Once the milestone of achieving full support from Chief and Council and informational sessions are concluded, the implementation process can be introduced to the educators in the projected annual phases. Bolman and Deal argue that the strategic employment of networking and building coalitions, bargaining and negotiation, as well as being aware of morality and the politics involved for organizational change will be important. One important discussion brought forward by Joseph (2022) on the Indigenous Training Centre, Inc. blog is that of stakeholder and FN engagement. Joseph stipulated that engaging with FN's is not a stakeholder engagement. On his blog, Indigenous Peoples are "rights and title holders" not stakeholders (2022). In reference to this, a stakeholder can make changes in the community through their Member of Parliament or Member of the Legislative Assembly. For Indigenous Peoples, they have Aboriginal constitutional rights. Therefore, if engaging with Indigenous Peoples, Joseph suggests "do not hand out your business card if it states Manger, Stakeholder Relations" (Indigenous Training Centre, Inc., 2022

To be successful, Kotter (2012) suggests that there are eight mistakes often made in organizational change. He offers that uncommunicating the Vision (2012, p. 9-10) is an issue such as limited intra-communication of change and wrongly assuming employees receive information through the same format. Another error is one-way communication by management informing employees of change but neglecting to obtain valuable feedback from all involved. This can cause a lasting effect where skepticism goes up and belief in change goes down. Kotter re-iterates that words and deeds are of equal importance for successful change outcomes.

The next few questions asked are: how will we plan implementation? One potential answer is through the creation of short- and long-term SMART goals broken down with specific indicators in reference to the goal. Next, how will we measure progress (, knowledge

management system, data, student observation and discussion, formative, and summative assessments)? These questions will require that the coalition teams set up a focused, repeatable communication process in reference to the SMART goals from the status quo (present performance) to the final goal (increased percentage goal for both literacy and numeracy) while keeping our controlled and uncontrollable factors forefront throughout our discussions, goal setting, and sustainability of success.

A Plausible Communication Model for FN Literacy

Barrett (2002) discussed the strategic employee communication model as an analytical tool to diagnose a company's strengths and weaknesses. As a distributive leader, this model best fits this improvement plan because of the multi-faceted phases of the improvement change process, and in addition, this model requires a high level of collaboration. The foundation of a school are the staff, and to be successful, all staff will need to be part of the improvement plan. Barrett stressed that effective communication is underrated and for that reason alone, numerous businesses have failed. The purpose of this model and the components could begin conversations for the communication plan. This model consists of an integrated process of the strategic objectives (such as the SMART goals), supporting management, well-positioning of staff, communicating effective methods of media and forums, assist in targeting messages for specific audiences, and on-going assessments, including an evaluation process that will be completed by the staff to measure the effectiveness of the strategic communication team (SCT). There should be a direct one-on-one correlation between the organization's strategic objectives and the communication objectives. All these objectives (or SMART goals) must be built in during the implementation change process when designing the vision, the strategies, the business and educational planning, all management and team leaders, leadership meetings, preparation for the

information flow, and knowledge management. The communication will form sub teams for the different areas as mentioned in the model. The communication team is strategically placed between leadership and educators. There are three phases in this plan. During the planning process, the strategic employee communication model could serve as a guide to communicate in the 3 different phases.

The first phase is to perform an analysis and design a communication strategy as to how to introduce the implementation of organizational change. This phase should take approximately a month. The first action for this phase is to form a SCT. Second action is to assess current communications against best practices, conduct interviews and audits, and develop a change communication plan for the intended audiences. One communication plan could be targeted for the political realm mentioned in monitoring and evaluation. One approved within this area, the SCT would have to alter their communication plan for staff, then community. It is advisable to have front-line employees on this team for knowledge of practices. These plans will be continuously updated and presented as we move through the change process.

The second phase is to refine communication and to start informational workshops. This phase will take approximately two to three months. The actions for phase two apply to developing and testing preliminary messages of change and expectations, to launch workshops about the vision, the strategies involved, and the redefinition of jobs.

The third phase focuses on continuous workshops and monitoring the results. The actions that will occur in this phase are the communication of continuous change such as job re-assignments, measuring the results, establishing on-going feedback, and building a link to the improvement plan. This phase will begin around the third month and will continue until all employees or staff have a grounded understanding of the change, the process, and the

expectations. At this point in the plan, sub teams are suggested for the areas of strategy, media, messages and materials, staff, and the assessment. These five areas will be designated to the team leaders.

Table 3

Barrett's scoreboard of Current Communications

Strategic objects	*-----*	
	communication planning aligned with improvement plan's strategic goals	not aligned
Processes	*-----*	
	communication integrated into yearly business planning process	not integrated
Management	*-----*	
	leadership accepts major responsibility in communications	does not accept
Messages	*-----*	
	targeted, consistent strategic	scattered, inconsistent tactical
Media and forums	*-----*	
	emphasis on informal, informal	publication focus
Communication Staff	*-----*	
	strategically placed as change agents	functionally isolated
Communication Assessment	*-----*	
	measured frequently and included in performance appraisals	not measured, included

Note: The area between the two asterisks determines the success of the communication process.

Adapted from Barrett, D. (2002). Change communication: using strategic employee communication to facilitate major change. *Corporate Communications: An International Journal*. 7(4). 219-231. Copyright 2002 by MCB UP Limited.

<http://doi.org/10.1108/13563280210449804>

Barrett (2002) suggested that the objectives (SMART goals) be introduced to team leaders along with the change, the process and change messages, and the vision. The SCT will have to design a method or form a knowledge management system, so all staff are informed, and the information gathered is stored and retrievable upon request. The SCT must clearly relay the results of the change process and make sure the staff are hearing, understanding, and accepting the proposed changes. One method of communication and feedback suggested is for the SCT to complete surveys to their team members as shown in Table 3. This could assist in success of the communication process and phases.

Next, the SCT introduces the completed feedback surveys or scoreboards and the improvement ideas to the team members. Once the scoreboard is designed, the SCT would distribute the survey. The process is repeated until the goals and objectives are met on the scoreboard. Once the conversations level out, the SCT re-examines the new vision, the alignment of organizational and communication strategic objectives, and other pertinent material for change.

When monitoring the success of a communication change plan, it is important for the SCT to keep close ties with the staff so that the staff are hearing, understanding, and accepting the change process. A suggestion is that a survey be completed to measure the morale and attitudes of staff. Any suggestions and barriers from the survey are immediately addressed. A culture shift needs to take place for the communication plan to be a success; leadership must be involved, and two-way communication is continuous so the organization, whether a school or Tribal Council, remains linked throughout the process.

Next Steps and Future Considerations

The intent of this OIP was to find a solution in closing the gap in FN literacy and Numeracy. I choose Kotter's (2012) Eight Stage Process of Change due to the workability and structure of the framework. Kotter's framework aspires gentler manoeuvring within the framework's structure throughout the change process. Through both the research for this OIP and my firsthand experience as an educator within FN Band schools. I have become better informed about the challenges within a FN school culture, leadership, and historical trauma. The research I conducted into the connected strands within the FN educational system included: educator performance, support, and skill building, budget from Aboriginal Affairs, communication from leadership to the school's academic mission and vision, and significantly, intergenerational historical trauma. Re-structuring a school model is a feat that requires collaboration, significant planning from numerous stakeholders, additional funding, and communication from all involved.

In reviewing the implementation plan put forward in this OIP, I envision the priority would be acquiring support to make change. This becomes a sales pitch specifically outlining change relating to present student achievement, awareness, and future student achievement levels and quality education. This plan will be challenged by FN leaders, therefore; having experience and knowledge in re-structuring a school's literacy and numeracy program are essential. I anticipate utilizing Hattie and Zierer's (2019) *Visible Learning Insights* didactic triangle factors to assist in examining the classroom environment, specifically the teaching and learning strategies and the implementation of these strategies. I envision adapting supplemental material from Bolman and Deal's (2017) four lenses of structural, human resource, political and symbolic to supplement the organizational structure in the planning process. In addition to the organizational structure of this plan is the assistance of Markiewicz and Patrick's (2016)

monitoring and evaluating frameworks. I would implement Barrett's (2002) strategic employee communication model for the organization's communication growth process. Once we reach this point and continue our cycles of progress and growth, I look forward to a teacher leader model for our FN schools. One such model was discussed in the exploratory study completed for the HOPE Foundation by the American Institutes for Research (AIR) and authored by Seth Brown et al. (2011). The study entailed implementation and impact of (courageous) leadership by building school leadership teams (SLTs). The study concerns a reform model entitled *Failure is Not an Option* with the embedded six principles: 1) a common mission, vision, values, goals; 2) systems for prevention and intervention; 3) collaborative teaming focused on teaching and learning; 4) using data to guide decision making and continuous improvement; 5) active engagement from family and community; and 6) building sustainable leadership team capacity (Brown et al., 2011, p.3). The SLT could help to structure, inform, and engage the thoughtful development of active school engagement with the families and the community. The SLTs function as PLC with embedded professional development to build school staff as change leaders. This model was developed incrementally in three phases with one phase a year being built over the course of three years.

In moving forward, with the development and completion of the first draft of this FN school model and when it is implemented into a school culture for higher student achievement and success, I anticipate numerous tweaking of the drafts that I will encounter as I move along in this growth process. My hope is to have teacher team leaders from our school incorporating and tweaking this framework for the betterment of their school's academia. In retrospect, we all have a being (mental, emotional, physical, spiritual) within ourselves that is stronger than the other three. However, it is wisdom that is pulling all our beings to work as one and it is wisdom that

blesses us with the knowing of how our beings complement one another during challenging times. I anticipate challenging times introducing and implementing this FN school model. I will not be alone on this journey.

Brendtro et al. (1990, 2002, 2019) recognize this concept as essential when working with FN youth. Brokenleg commented that “[i]ntergenerational trauma has wounded us deeply” (as cited in Brendtro et al., 1990, 2002, 2019, p. 132). We need to keep our FN children’s mental health first and implement resources that will rejuvenate their identity and well-being. One successful, high performing FN school will set the standards for other FN schools. Henceforth, this success will set a path for future team leaders who want to be knowledgably strong in literacy and numeracy programs in FN schools. As previously mentioned, I struggled to find a solution. I initially lacked recognizing the underlying issues and accrediting these issues our FN children encountered. These issues need to be recognized and eradicated. About three to four years ago, The Grandmothers got tired of my pleas when I asked for help and guidance with this paper. These beautiful beings took me for a walk and showed me. I was quite skeptical and was unable to incorporate what they were trying to teach me because I was unable to do this academically. It took numerous minds and discussions to come to this conclusion. Our FN low literacy and numeracy rates go beyond books and classrooms. I had to walk this journey to realize this systemic illness that our FN children inherited through no fault of their own.

References

- Aguiar, W., & Halseth, R. (2015). *Aboriginal peoples and Historic Trauma: The processes of intergenerational transmission*. Prince George, BC: National Collaborating Centre for Aboriginal Health.
- <https://www.ccsa-nccah.ca/Publications/Lists/Publications/Attachments/142/2015-04-28-AguiarHalseth-RPT-IntergenTraumaHistory-EN-Web.pdf>
- Aldercotte, A. (2018). Monitoring and evaluating impact. *Equity Challenge Unit*.
- Armenakis, A.A., Harris, S.G., & Mossholder, K.W. (1993). Creating readiness for organizational change. *Human Relations*, 46(6), 681-703.
- <https://doi.org/10.1177/001872679304600601>
- Assembly of First Nations. (2008). *Federation of Saskatchewan Indian Nations: Overview of Treaty Implementation Principles*.
- https://www.afn.ca/uploads/files/treaty_forum/fsin-powerpoint.pdf
- Azorin, C., Harris, A., Jones, M. (2020). Taking a distributed perspective on leading professional learning networks. *School Leadership & Management*, 40(2-3), 111-127.
- <https://doi.org/10.1080/13632434.2019.1647418>
- Barrett, D. (2002). Change communication: Using strategic employee communication to facilitate major change. *Corporate Communications: An International Journal*, 7(4), 219-231.
- <https://doi.org/10.1108/13563280210449804>
- Barron, F. L. (1988). The Indian Pass System in the Canadian West, 1982-1935. *Prairie Forum*, 13(1), 25-42.

- Batch, J., Castaneda, M., & Farah, J.E. (2013). Employee resistance to change. *International Journal of Management & Information Systems (IJIMS)*, 17(2), 113-116.
<https://doi.org/10.19030/ijmis.v17i2.7715>
- Battiste, M. (2008). Research ethics for protecting Indigenous knowledge and heritage. In Denzin, N., Lincoln, Y.S. & Smith, L.T (Eds.), *Handbook of Critical and Indigenous Methodologies* (pp.497-509). SAGE Publications, Inc.
- Battiste, M. (2013). *Decolonizing education: Nourishing the learning spirit*. Purich.
- Beatty, C.A. (2015). Communicating during an organizational change. *Queen's University IRC*, 1-34.
- Beeckman, K. (2004). Measuring the implementation of the right to education: Educational versus human rights indicators. *The International Journal of Children's Rights*, 12, 71-84.
- Benson, S.G., Kimmel, M., & Lawler, E.E.III. (2013). Adoption of employee involvement practices: Organizational change issues and insights. *Research in Organizational Change and Development*. 21, 233-257.
[http://doi.org/10.1108/S0897-3016\(2013\)0000021011](http://doi.org/10.1108/S0897-3016(2013)0000021011)
- Bernhardt, V. (2017). *Data analysis for continuous school improvement*. Routledge.
 DOI: <https://doi-org.proxy1.lib.uwo.ca/10.4324/9781315101026>
- Bertolini, K., Stremmel, A., & Thorngren, J. (2012). Student achievement factors. *South Dakota State University College of Education and Human Sciences Department of Teaching, Learning and Leadership*.
<https://files.eric.ed.gov/fulltext/ED568687.pdf>

Brendtro, L., Brokenleg, M., & Van Bockern. (1990, 2002, 2019). *Reclaiming youth at risk: Futures of promise*. Solution Tree.

Brendtro, L., Brokenleg, M., and Van Bockern. (2002). The circle of courage and positive psychology. *Reclaiming children and youth*. 14(3), 130-136.

Brendtro, L., Brokenleg, M., & Van Bockern, S. (2014). Environments where children thrive: The circle of courage. *Reclaiming Children and Youth*. 23(3), 10-15.

Bolden, R. (2011). Distributed Leadership in Organizations: A review of theory and research. *International Journal of Management Reviews*, 13, 251–269.

<http://doi.org/10.1111/j.1468-2370.2011.00306>.

Bolman, L.G., & Deal, T.E. (2017). *Artistry, choice, and leadership: Reframing organizations*. Jossey-Bass.

Boushey, G., & Moser, J. (2014). *The Daily 5: Fostering literacy in the elementary grades*. Stenhouse.

Canadian Centre for Addictions. (January 7, 2020). *Alcoholism in Indigenous communities: Trauma, mental illness and addiction*.

<https://canadiancentreforaddictions.org/indigenous-communities-trauma-mental-health-Addiction/>

Carpenter, K.M.H., Flowers, N., Mertens, S.B., & Mulhall, P.F. (2004). High expectations for every student. *Middle School Journal*. 35(5), 64-69.

<http://doi.org/10.1080/00940771.2004.11461454>

Carr-Stewart, S. (2001). A treaty right to education. *Canadian Journal of Education*. 26(2), 125-143.

<https://doi.org/10.2307/160219>

- Carr-Stewart (2007). Treaty 6 education: In search of her Majesty's bounty and benevolence. *Canadian Journal of Native Education*, 30(2), 231-247.
- Cawsey, T.F., Deszca, G., & Ingols, C. (2016). *Organizational change: An action-orientated toolkit*. Sage.
- Chan, C.A., McBey, K., & Scott-Ladd, B. (2011). Ethical leadership in modern employment relationships: Lessons from St. Benedict. *Journal of Business Ethics*, 100(2), 221-228.
<https://www.jstor.org/stable/41475838>
- Chapman, J. (2002). Monitoring and evaluating advocacy. (PLA Notes from *Monitoring and Evaluating Advocacy: A Scoping Study* by Jennifer Chapman & Amboka Wameyo). *Action Aid 2001*, 43, 48-52.
- Cole, K. (June, 2019). *Pedagogy in education: More than a buzzword*. Schoology Exchange.
<https://www.schoology.com/blog/pedagogy-education-more-buzzword>
- Corenblum, B. (2014). Development of racial-ethnic identity among First Nation children. *Journal Youth Adolescence*, 43, 356-374.
<http://doi.org/10.1007/s10964-013-0007-5>
- Day, T., & Tosey, P. (2011). Beyond SMART? A new framework for goal setting. *The Curriculum Journal*, 22(4), 515-534.
- Daudkhane, Y.S. (2017). Why SMART goals are not "Smart" enough? *Imperial Journal of Interdisciplinary Research*, 3(6), 137-143.
<https://ss.com/abstract=3349004>
- Dixon, C.J., & Eddy-Spicer, D. (2019). System leadership for continuous improvement. In Shaked, H., Schechter, C. & Daly, A.J. (Eds.), *Leading Holistically: How Schools, Districts, and States Improve Systemically* (pp. 141-157).

<https://doi.org/10.1177%2F0892020620907327>

Donnelly, P., & Kirk, P. (2015). Use the PDSA model for effective change management.

Education for Primary Care, 26(4), 279–281.

<http://doi.org/10.1080/14739879.2015.11494356>

Dufour, R., & Eaker, R. (1998). *Professional learning communities at work: Best practices for enhancing student achievement*.

https://books.google.ca/books?hl=en&lr=&id=y2IXBwAAQBAJ&oi=fnd&pg=PR5&dq=professional+learning+communities+-+dufour,+dufour+%26+eaker+&ots=jM-o3OBXgM&sig=IhgvVSJuII5sqxepIn4leaX23hI&redir_esc=y#v=onepage&q=professional%20learning%20communities%20-%20dufour%2C%20dufour%20%26%20eaker&f=false

Dumas, C., & Beinecke, R.H. (2017). Change leadership in the 21st Century. *Journal of Organizational Change Management*, 31(4), 867-876.

<https://doi.org/10.1108/JOCM-02-2017-0042>

Ehrich, L.C., Harris, J., Klenowski, V., Smeed, J. & Spina, N. (2015). "The centrality of ethical leadership". *Journal of Educational Administration*, 53(2), 197-214.

<https://doi.org/10.1108/JEA-10-2013-0110>

Engel, P., Land, T., & Keijzer. (2006). Study on capacity, change and performance: Balanced approach to monitoring and evaluating capacity and performance. *European Centre for Development Policy Management*. August 2006, 1-7.

Ermine, W. (1995). Aboriginal epistemology. In Battiste, M. & Barman, J. (Eds.), *First Nations Education in Canada: The Circle Unfolds (101-112)*. UBC Press.

Fitzgerald, T. & Gunter, H. (2006). Leading learning: Middle leadership in schools in England

and New Zealand. *Management in Education*. 20(3), 6-8.

<https://doi.org/10.1177/08920206060200030201>

Foster-Fisherman, P.G., & Behrens, T.R. (2007). Systems change reborn: rethinking our theories, methods and efforts in human services reform and community based change. *American Journal of Community Psychology*, 39, 191-196.

<http://doi.org/10.1007/s10464-007-9104-5>

Fountas & Pinnell. (2021). *Literacy: Elevating Teacher Expertise*.

<https://www.fountasandpinnell.com/bas/>

Fountas & Pinnell. (2019). *Fountas & Pinnell Benchmark Assessment System: Training webinar handout*.

<https://instructionalservices.sd35.bc.ca/wp-content/uploads/sites/76/2019/12/FP-BAS-Handout-11-2019.pdf>

FSIN. (2020). Federation of Sovereign Indigenous Nations: Protecting our treaty rights.

<https://www.fsin.ca/#>

Giacalone, R.A, Jurkiewicz, C.L., & Knouse, S.B. (2013). The ethical aftermath of a values revolution: Theoretical bases of change, recalibration, and principalization. *J Business Ethics*, 110, 333-343.

<http://doi.org/10.1007/s10551-011-1169-2>.

Gluchmanova, M. (2015). The importance of ethics in the teaching profession. *Procedia – Social and Behavioral Sciences*, 176, 509-523.

<http://doi.org/10.1016/j.sbspro.2015.01.504>

Godlewska, A.M.C., Schaepli, L.M., & Chaput, P.J.A. (2013). First Nations assimilation through neoliberal educational reform. *The Canadian Geographer*, 57(3), 271-279.

<https://doi.org/10.1111/cag.12016>

Government of Canada. (2021, January 28). *Section 35 of the Constitution Act 1982:*

Background.

<https://www.canada.ca/en/immigration-refugees-citizenship/corporate/transparency/committees/inan-jan-28-2021/inan-section-35-constitution-act-1982-background-jan-28-2021.html>

Government of Canada. (2003). *International Adult Literacy and Skills Survey (IALSS).*

<https://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&Id=15034>

Government of Saskatchewan. (2018, June). *Inspiring success: First Nations and Métis prek-12*

education policy framework. [https://www.saskatchewan.ca/residents/education-and-learning/first-nations-and-metis-](https://www.saskatchewan.ca/residents/education-and-learning/first-nations-and-metis-education#:~:text=The%20vision%20of%20Inspiring%20Success,system%20that%20benefits%20all%20learners)

[education#:~:text=The%20vision%20of%20Inspiring%20Success,system%20that%20benefits%20all%20learners](https://www.saskatchewan.ca/residents/education-and-learning/first-nations-and-metis-education#:~:text=The%20vision%20of%20Inspiring%20Success,system%20that%20benefits%20all%20learners)

Government of Saskatchewan. Saskatchewan Curriculum.

<https://www.edonline.sk.ca/webapps/moe-curriculum-BB5f208b6da4613/>

Greater Saskatoon Catholic School Division. (June 2015). *Basic Concepts of Math Test A – E:*

Numeracy Diagnostics Grade K - 9 For students accessing Saskatchewan Mathematics Curriculum.

Hanover Research. (2014). *Best Practices in K-12 literacy models.* District Administration

Practice. November 2014.

Harper, A.O., & Thompson, S. (2017). Structural oppressions facing Indigenous students in

Canadian education. *Fourth World Journal*. 15(2), 41-66.

Harris, A. (2012). Distributed leadership: implications for the role of the principal. *Journal of*

Management Development. 31(1), 7-17.

<https://doi.org/10.1108/02621711211190961>

Harris, A., & Spillane, J. (2008). Distributed leadership through the looking glass.

Management in Education. 22(1), 31-34.

<https://doi.org/10.1177%2F0892020607085623>

Hattie, J. (2015). High Impact Leadership. *Educational Leadership*. 72(5), 36-40.

Hattie, J., & Zierer, K. (2019). *Visible Learning Insights*. Routledge.

[http://doi-org.proxy1.lib.uwo.ca/10.4324/9781351002226\(https://doi-org.proxy1.lib.uwo.ca/10.4324/9781351002226\)](http://doi-org.proxy1.lib.uwo.ca/10.4324/9781351002226(https://doi-org.proxy1.lib.uwo.ca/10.4324/9781351002226))

Health Canada. (2015, January). *First Nations mental wellness continuum framework summary report*.

<https://www.sac-isc.gc.ca/eng/1576093687903/1576093725971>

Helin, C., & Snow, D. (2013). Free to learn: Giving Aboriginal youth control over their post-secondary education. In F. Widdowson & F. Howard (Eds.), *Approaches to Aboriginal Education in Canada: Searching for Solutions*, (pp. 219-246). Brush Education.

<https://books.google.ca/books>

Henderson, J.Y. (1995). Treaties and Indigenous education. In Battiste, M., & Barman, J. (Eds.), *First Nations Education in Canada: The Circle Unfolds*, (pp. 245-261). UBC Press 1995.

Hüttermann, H., & Boerner, H. (2011). Fostering innovation in functionally diverse teams: The two faces of transformational leadership. *European Journal of Work and Organizational Psychology*, 20(6), 833-854.

<https://doi.org/10.1080/1359432X.2010.524412>

- Herman, J. (1992). Complex PTSD: A syndrome in Survivors of prolonged and repeated Trauma. *Journal of Traumatic Stress, 5*(3), 377-391.
<https://doi.org/10.1002/jts.2490050305>
- Heyden, M.L.M., Fourné, S.P.L., Koene, B.A.S., Werkman, R., & Ansari, S. (2017). Rethinking ‘Top-Down’ and ‘Bottom-Up’ roles of top and middle managers in organizational change: Implication for employee support. *Journal of Management Studies, 54*(7), 961-985.
<http://doi.org/10.1111/joms.12258>.
- Hill, N.S., Seo, M.G., Kang, J.H., & Taylor, M.S. (2012). Building employee commitment to change across organizational levels: The influence of hierarchical distance and direct managers’ transformational leadership. *Organization Science, 23*(3), 758-777.
<https://doi.org/10.1287/orsc.1110.0662>
- Holcomb, E.L. (2001). *Asking the right questions: techniques and collaboration for school change*. Corwin Press, Inc. Website:
<https://books.google.ca/books?hl=en&lr=&id=xIPVSuts1NYC&oi=fnd&pg=PP15&dq=what+are+pertinent+questions+when+implementing+change&ots=Rzr6dgrDby&sig=d7wVy7mBDGVkx15xP9hYPZXAEhg#v=onepage&q=what%20are%20pertinent%20questions%20when%20implementing%20change&f=false>
- Holt, D.T., & Vardaman, J.M. (2013). Toward a comprehensive understanding of readiness for change: The case for an expanded conceptualization. *Journal of Change Management, 13*(1), 1-18.
<https://doi.org/10.1080/14697017.2013.768426>

International Association of Conference Centres. (2017, February 7). Essential collaboration Tech for today's meetings and conferences. *IACC Blog*.

<https://www.iacconline.org/iacc-blog/essential-collaboration-tech-meetings-conferences>

Jolly Phonics. (2018). How did saying 'Nnnn' get these children off to a flying start? Jolly Phonics Case Study.

<https://jolly2.s3.amazonaws.com/Case%20Studies/Toronto%20CaseStudy.pdf>

Joseph, B. (2022). Indigenous corporate training, Inc., Working effectively with Indigenous Peoples. Indigenous Training Centre, Inc.

<https://www.ictinc.ca/hs-search->

[results?term=stakeholders&type=SITE_PAGE&type=BLOG_POST&type=LISTING_PAGE](https://www.ictinc.ca/hs-search-results?term=stakeholders&type=SITE_PAGE&type=BLOG_POST&type=LISTING_PAGE)

Judge, W. & Douglas, T. (2009). Organizational change capacity: the systemic development of a scale. *Journal of Organizational Change Management*, 22(6), 635-649.

<https://doi.org/10.1108/09534810910997041>

Justice Laws Website. (n.d.). *Indian Act (R.S.C., 1985, c. I-5)*. Retrieved January 21, 2021, from

<https://laws-lois.justice.gc.ca/eng/acts/I-5/>

Katz, S., Dack, L.A., & Malloy, J. (2018). *The intelligent, responsive leader*. Corwin.

Kaufman, E.K., Mitra, S., Anderson II, J. C., Coartney, J.S., & Cash, C. S. (2020). Leading collaborative change in an educational organization. *Journal of Leadership Education*, 19(4), 56-67.

<http://doi.org/10.12806/V19/I4/R5>

Klein, S.M. (1998). A management communication strategy for change. *Journal of*

Organizational Change Management, 9(2), 32-45.

<https://doi.org/10.1108/09534819610113720>

Kotter, J.P. (2012). *Leading change*. Harvard Business Review.

Kruse, S.D. (2019). Addressing the complexity of ill-defined problems. In Shaked, H.,

Leithwood, K., & Duke, D.L (1998). Mapping the conceptual terrain of leadership: A critical point of departure for cross cultural studies. *Peabody Journal of Education*, 73(2), 31-50.

<https://www.jstor.org/stable/1493014>

Langley, G.J., Moen, R.D., Nolan, K.M., Nolan, T.W., Norman, C.L., & Provost, L.P. (2009)

The Improvement Guide: A Practical Approach to Enhancing Organizational Performance. Jossey-Bass.

Leviatan, U. (2013). Overcoming drawbacks of hierarchy: Examples from Kibbutz

communities. *Journals of Community Positive Practices*, 13(1), 147-164.

<http://catalactica.com/jppc/en/index.php/jppc/article/view/179>

Linklater, R. (2014). *Decolonizing trauma work: Indigenous stories and strategies*. Fernwood.

Macpherson, R. (2014). *Political philosophy, educational administration and educative leadership*. Routledge.

https://books.google.ca/books?hl=en&lr=&id=oQAiAQAAQBAJ&oi=fnd&pg=PP1&dq=%2BMacpherson,+R.+Political+Philosophy,+Educational+Administration+and+Educative+Leadership.&ots=g3YBdTUHBK&sig=Hw3OYKMq7nHAW7Gz34ZpiUJTgWw&redir_esc=y#v=onepage&q=Macpherson%2C%20R.%20Political%20Philosophy%2C%20Educational%20Administration%20and%20Educative%20Leadership.&f=false

Mansfield, K. (2017). Strategies for trauma awareness and resilience programme: experiential

education towards resilience and trauma informed people and practice. *Intervention*, 15(3), 264-277.

<http://doi.org/10.1097/WTF.0000000000000164>

Markham, A.N. (2005). Discipling the future: A critical organizational analysis of internet studies. *The Information Society*, 21, 257-267.

<http://doi.org/10.1080/01972240591007571>

Markiewicz, A., & Patrick, I. (2016). *Developing monitoring and evaluation frameworks*. SAGE.

Milloy, J. (1999). *A National Crime: The Canadian government and the residential school system, 1879-1986*. The University of Manitoba Press.

Moeller, A.K., Theiler, J.M., & Wu, Chaorong. (2012). Goal setting and student achievement: A longitudinal study. *Faculty Publications: Department of Teaching, Learning and Teacher Education*, 159. 154-169.

<https://doi.org/10.1111/j.1540-4781.2011.01231.x>

Morin, R. (2016). First Nations instructional leadership for the twenty-first century. *SELU Research Review Journal*, 1(2), 61–72.

Mort, J.N. (2016). *Putting on the blitz: Our breakthrough methodology*. CreateSpace.

Mort, J.N. (2020). *The joyful literacy interventions framework: Closing literacy skills gaps*. CreateSpace.

Moule, D.E., & Pollard, K. (2013). Using the plan-do-study-act model: Pacesetters experiences. *International Journal of Health Care Quality Assurance*, 26(7), 593-600.

<http://doi.org/10.1108/IJHCQA-09-2011-0053>

Mourshed M., Chijioke C., Barber M. (2011). How the worlds most improved school systems keep getting better. *Educational Studies Moscow*, 2, 5-122.

<http://doi.org/10.17323/1814-9545-2011-2-5-122>

Muhammad, A. (2009). *Transforming school culture: How to overcome staff division*. Solution Tree Press.

Nadler, D.V., & Tushman, M. L. (1989). Organizational frame bending: Principles for managing reorientation. *The Academy of Management Executive*, 3(3), 194-204.

<https://doi.org/10.5465/ame.1989.4274738>

Napier, G.S., Amborski, D.J., & Pesek, V. (2017). Preparing for transformational change: a framework for assessing organisational change readiness. *Int. J. Human Resources Development and Management*, 17(1/2), 129-142.

National Indian Brotherhood. (1972). *Indian Control of Indian Education*. Canada.

National Indian Brotherhood. (1988). *Tradition and Education: Towards a Vision of our Future*.

National Indian Brotherhood, Assembly of First Nations.

National Middle School Association. (2003). *This we believe: Successful schools for young adolescents*. National Middle School Association.

[https://books.google.ca/books?hl=en&lr=&id=RgJjcMQUZWgC&oi=fnd&pg=PR9&dq=National+Middle+School+Association.++\(2003\).+This+We+Believe.&ots=WpvOayHLhS&sig=vl4EuC_Mh5gzEiyLi1TeOgMKUk#v=onepage&q=National%20Middle%20School%20Association.%20\(2003\).%20This%20We%20Believe.&f=false](https://books.google.ca/books?hl=en&lr=&id=RgJjcMQUZWgC&oi=fnd&pg=PR9&dq=National+Middle+School+Association.++(2003).+This+We+Believe.&ots=WpvOayHLhS&sig=vl4EuC_Mh5gzEiyLi1TeOgMKUk#v=onepage&q=National%20Middle%20School%20Association.%20(2003).%20This%20We%20Believe.&f=false)

NIB Trust Fund. (n.d.). <https://nibtrust.ca/>

Nir, A.E. & Kranot, N. (2006). School principal's leadership style and teachers' self-efficacy.

Planning and Changing, 37(3/4), 205-218. Retrieved from

<file:///F:/school%20principal's%20leadership%20style%20and%20teachers'%20self-efficacy%20-%20Nir,%20Kranot.pdf>

- Northouse, P.G. (2019). *Leadership: Theory and practice*. Sage.
- Nygaard, A. (2012). Cultural authenticity and recovery maintenance in a rural First Nation community. *International Journal of Mental Health Addiction, 10*, 162-173.
<http://doi.org/10.1007/s11469-011-9317-6>
- Özgenel, M., & Aksu, T. (2020). The power of the school principals' ethical leadership behavior to predict organizational health. *International Journal of Evaluation and Research in Education, 9*(4), 816-825.
<http://doi.org/10.11591/ijere.v9i4.20658>
- Rallis, S.F., & Lawrence, RB. (2019). Systems thinking to drive school turnaround. In Shaked, H, Schechter, C. & Daly, A.J. (Eds.), *Leading Holistically: How Schools, Districts, and States Improve Systemically*, (pp. 21-38). Routledge.
- Robinson, M.J. (2008). Forging the links between distributed leadership and educational outcomes. *Journal of Educational Administration, 46*(2), 241-256.
[https://cdn.auckland.ac.nz/assets/education/about/research/LRG/Robinson%20\(2008\)%20Forging%20the%20links%20between%20distributed%20leadership%20and%20educational%20outcomes.pdf](https://cdn.auckland.ac.nz/assets/education/about/research/LRG/Robinson%20(2008)%20Forging%20the%20links%20between%20distributed%20leadership%20and%20educational%20outcomes.pdf)
- Ryan, J. (1996). Restructuring First Nations' education: trust, respect, and governance. *Journal of Canadian Studies, 31*(2), 115-132.
<http://doi.org/10.3138/jcs.31.2.115tr>
- Saskatchewan Ministry of Education, Student Data System. (2018). *Inspiring success: First Nations and Métis PreK-12 education policy framework*.
<https://www.saskatchewan.ca/residents/education-and-learning/first-nations-and-metis-education#inspiring-success>

- Saskatchewan Teacher's Federation. (n.d.). *Teacher's professionalism: A public trust*.
https://www.stf.sk.ca/sites/default/files/teacher_professionalism_public_trust.pdf
- Self, D.R., & Schraeder, M. (2008). Enhancing the success of organizational change: Matching readiness strategies with sources of resistance. *Leadership & Organizational Development Journal*, 30(2), 167-182.
<http://dio.org/10.1108/01437730910935765>
- Shaked, H., Schechter, C., & Daly, A.J. (Eds.). (2019). *Leading holistically: How schools, districts, and states improve systemically*. Routledge.
- Silins, H., & Mulford, B. (2002). Schools as learning organizations: The case for system, teacher and student learning. *Journal of Educational Administration*, 45(5), 425-446.
<https://doi.org/10.1108/09578230210440285>
- Singer, T.W. (2015). *Opening doors to equity: A practical guide to observation-based professional leaning*. Sage.
- Smith, A.C.T., & Graetz, F.M. (2011). *Philosophies of organizational change*. Edward Elgar.
- Spillane, J.P. (2005). Distributed leadership. *The Educational Forum*, 69(2), 143-150.
<https://doi.org/10.1080/00131720508984678>
- Spillane, J.P., Halverson, R., & Diamond, J.B. (2001). Investigating school leadership practice: A distributed perspective. *Educational Researcher*, 30(3), 23-28.
<https://www.jstor.org/stable/3594470>
- Steeves, L., Carr-Stewart, C. & Marshall, J. (2010). Aboriginal student educational attainment: A Saskatchewan perspective. *Journal of Educational Administration and Foundations; Winnipeg*, 21(2), 1-17.

- Steeves, L., Carr-Stewart, C., & Marshall, J. (2011). Enhancing student achievement: The importance of second level educational services in First Nation Schools in one Tribal Council in Saskatchewan. *In Education*, 17(2), 74-87.
- Steeves, L., Carr-Stewart, S. & Pinay, D. (2012). Metaphor for educational accountability framework: The kokum connection within a Saskatchewan context. *International Studies in Educational Administration*, 40(1), 63-73.
- Stonechild, B. (n.d.). Indigenous Peoples of Saskatchewan. *University of Saskatchewan: Indigenous Saskatchewan Encyclopedia*.
https://teaching.usask.ca/indigenoussk/import/indigenous_peoplesof_saskatchewan.php
- Sutherland, K.S., Lewis-Palmer, T., Stichter, J., & Morgan, P.L. (2008). Examining the influence of teacher behavior and classroom context on the behavioral and academic outcomes for students with emotional or behavioral disorders. *The Journal of Special Education*, 41(4), 223-233.
<https://doi.org/10.1177%2F0022466907310372>
- Tichnor-Wagner, A., Wachen, J., Cannata, M., & Cohen-Vogel, L. (2017). Continuous improvement in the public-school context: Understanding how educators respond to plan-do- study- act cycles. *Journal of Educational Change*, 18, 465-494.
<http://doi.org/10.1007/s10833-017-9301-4>
- Tilbury, D. (2007). Monitoring and evaluation during the UN decade of education for sustainable development. *DESD Indicators*, 1(2), 239-254.
<https://doi.org/10.1177%2F09734082070010021>

- Tschannen-Moran, M., & Gareis, C. (2015). Faculty trust in the principal: An essential ingredient in high-performing schools. *Journal of Educational Administration*, 53(1), 66-92.
<http://dx.doi.org/10.1108/JEA-02-2014-0024>
- Tschannen-Moran, M., & Hoy, A.W. (2007). The differential antecedents of self-efficacy beliefs of novice and experienced teachers. *Teacher and Teaching Education*, 23, 944-956.
<https://doi.org/10.1016/j.tate.2006.05.003>
- Tsiakkiro, A., & Pashiardis, P. (2002). Strategic planning in education: the case of Cyprus. *The International Journal of Educational Management*, 16(1) 6-17.
<https://doi.org/10.1108/09513540210415505>
- Toulouse, P.R. (2018). *Truth and reconciliation in Canadian schools*. Portage & Main Press.
- Truth and Reconciliation Commission of Canada. (2012). *Truth and Reconciliation Commission of Canada: Calls to Action* (2015).
http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf
<http://www.trc.ca/about-us/faqs.html>
- Tyler, D.E. (2016). Communication behaviours of principals at high performing Title I elementary schools in Virginia: School leaders, communication, and transformative efforts. *Creighton Journal of Interdisciplinary Leadership*, 2(2), 2-16.
<http://doi.org/http://dx.doi.org/10.17062/CJIL.v2i2.51>
- United Nations. (2007, September 13). *United Nations Declaration on the Rights of Indigenous Peoples*.
https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP_E_web.pdf

- Valiquett, S. (2019). Sixties scoop, historical trauma, and changing the current landscape about Indigenous people. *Major Papers*. 106
<https://scholar.uwindsor.ca/major-papers/106>
- Wetere, Dr. R. H. (2013). Employment and literacy issues of Canada's Aboriginal population: National skills upgrade 2014. *AM Aboriginal Literacy Issues 2013*.
<http://www.arrowmight.ca/docs/Literacy%20Issues%20-%20A%20discussion%20paper.pdf>
- Whelan-Berry, K., & Somerville, A. (2010). Linking change drivers and the organizational change process: A review and synthesis. *Journal of Change Management*, 10(2), 175-193.
<https://doi.org/10.1080/14697011003795651>
- Whyman, T., Murrup-Stewart, C., Carter, A., Young, U.M., & Jobson, L. (2022). Ngarratja Kulpaana: Talking together about the impacts of lateral violence on Aboriginal social and emotional well-being and identity. *Cultural Diversity and Ethnic Minority Psychology*. Advance online publication.
<http://dx.doi.org/10.1037/cdp0000518>
- Wyk, C.V., & Moeng, B.G. (2014). The design and implementation of a strategic plan in primary schools. *International Business & Economic Research Journal*, 13(1), 137-143.
<https://doi.org/10.19030/iber.v13i1.8364>
- Yukl, G., & Mahsud, R. (2010). Why flexible and adaptive leadership is essential. *Consulting Psychology Journal*, 62(2), 81-93.
<http://dio.org/10.1037/a0019835>

Zakreski, D. (2019, May 14). *Crystal meth crisis on Saskatchewan First Nation traced to 2015 wildfire evacuation*. CBC.

<https://www.cbc.ca/news/canada/saskatoon/montreal-lake-meth-crisis-wildfire-evacuation-1.5134061>

Zeracha, G., Shevlin, M., Cloitrec, M., & Solomon, Z. (2019). Complex posttraumatic stress disorder (CPTSD) following captivity: a 26-year longitudinal study. *European Journal of Psychotraumatology*, *10*(1616288), 1-12.

<https://doi.org/10.1080/20008198.2019.1616488>

Appendix A

Models of School Leadership (as adapted from Leithwood, Duke, 1998): A framework-dependent approach of conceptions of school leadership

School model of leadership	Objectives & functions	Distribution of leadership	Contributors & contributions to school of leadership	Possible drawback of model
Instructional leadership	Focuses on behaviors of teachers as they engage in activities directly affecting the growth of student	Allocates/distributes authority/influence to formal administrative roles: principal, teachers, district level instruction	Geltner and Shelton (1991) – strategic instructional leader Stalhammar (1994) – pedagogical leadership Kleine-Kracht (1993) – direct and indirect leadership Hallinger & McCary, 1990; Hallinger & Murphy, 1985) - defining the school mission, managing the instructional program, promoting school climate	Lack of explicit descriptions of instructional leadership makes it difficult to assess the extent to which such leadership means the same thing to all those writing about it
Transformational leadership	the central focus is commitments and capacities of organizational members. Higher levels of personal commitment to organizational goals, greater capacities for accomplishing those goals; therefore, greater productivity	power is attributed by organization members to whomever is able to inspire their commitments to collective aspirations, and the desire for personal and collective mastery of the capacities needed to accomplish such aspirations.	Kowalski and Oates, 1993; Bums's 1978; Dillard, 1995; Bennis and Nanus'; 1985 - represents the transcendence of self-interest by both leader and led Leithwood, 1994; Bass's, 1985 – two-factor theory in which transactional and transformational leadership represents opposite ends of the leadership continuum. Bass, 1985 – complementary; Leithwood (1994) – combination in seven factors e.g., school goals visions, modeling best practices, productive school structure...	ambivalent with regard to fostering innovation in functionally diverse teams (double edged sword); fosters team members' dependency on team leader may discourage the willingness of members in cross-functional teams to express their diverging opinions. Hüttermann and Boerner, 2011
Managerial Leadership	organizational, transactional, leaders ought to be on functions, tasks, or behaviors for all so the organization can will be facilitated	formal positions in organizational hierarchy	Cusack, 1993; Hallinger, 1992 – organizational change Lesourd, Tracz, and Grady, 1992 – visionary leadership Achilles, 1992; Atkinson & Wilmore, 1993; Bolman & Deal, 1992, 1994; Reilly, 1993; Whitaker, McGrevin, & Granier, 1991 – competing concepts Leithwood, 1994; Reitzug & Reeves, 1992, Davies, 1987; Harvey, 1986; Kmetz & Willower, 1982 – complimentary	equity concerns in authority, influence, power, rewards - danger of loss of information due layers of hierarchy; limitations on initiative taking, dependency o layers of hierarchy. Leviatan, 2013

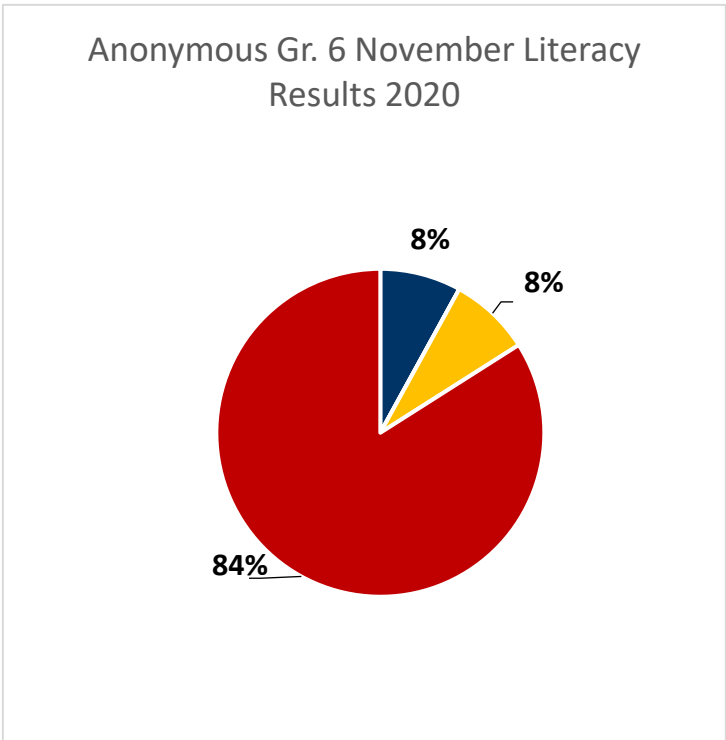
Appendix B

Anonymous Gr.6 Literacy / Numeracy Results, 2020

Coded Data Sheet for Literacy:
 Red – 3 or more grades lower
 Yellow – 2 or more grades lower
 Green – At grade level
 Blue – Surpassing grade level

Coded Data Sheet for Numeracy:
 Red – 3 or more grades lower
 Yellow – 2 or more grades lower
 Green – 1 grade level below
 Blue – at grade level (expectations set at 80% knowledge base in preparation for next grade)

Grade 6 F & P Benchmark results			
Student Name	November	March	June
John	L		
Pat	T		
Jamie	R		
Teresa	D		
Hank	A		
Cecelia	R		
	T		
	A		
	X		
	I		
	K		
	I		
	N		
	I		
	I		
	R		



Note: Excel graphs format are adapted from Greater Saskatoon Catholic School Division. Their literacy level chart goes from grade one to eight.

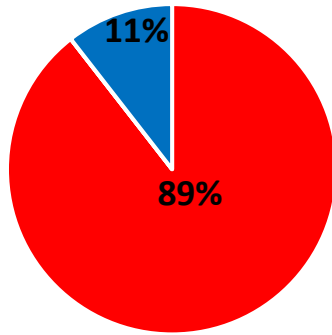
Appendix C

Anonymous Gr. 6 Numeracy Results, 2020

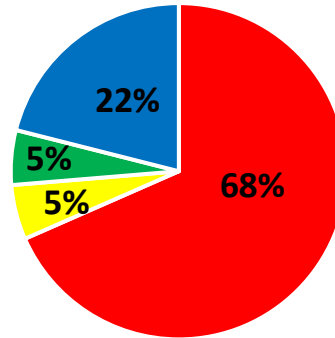
Grade 6 - SABMS	2020-2021		Basic Concepts of Math										(Grade 5 2019-2020)
	Pre K	Post K	Pre Gr 1	Post Gr 1	Pre 2	Post 2	Pre 3	Post 3	Pre 4	Post 4	Pre 5	Post 5	
John	0%	0%	38%	0%	100%	0%	46%	0%	7%	0%	0%	0%	0%
Pat	0%	0%	31%	0%	83%	0%	15%	0%	7%	0%	0%	0%	0%
Jamie	0%	0%	0%	0%	0%	0%	23%	0%	13%	0%	0%	0%	0%
Teresa	0%	0%	81%	0%	92%	0%	69%	0%	20%	0%	0%	0%	0%
Hank	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Ceceila	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	0%	0%	0%	0%	0%	0%	62%	0%	20%	0%	0%	0%	0%
	0%	0%	0%	0%	0%	0%	85%	0%	7%	0%	0%	0%	0%
	0%	0%	0%	0%	0%	0%	100%	0%	73%	0%	50%	0%	0%
	0%	0%	0%	0%	75%	0%	69%	0%	60%	0%	19%	0%	0%
	0%	0%	0%	0%	0%	0%	16%	0%	20%	0%	0%	0%	0%
	0%	0%	0%	0%	0%	0%	77%	0%	53%	0%	25%	0%	0%
	0%	0%	0%	0%	0%	0%	23%	0%	13%	0%	0%	0%	0%
	0%	0%	100%	0%	83%	0%	38%	0%	38%	0%	0%	0%	0%
	0%	0%	0%	0%	0%	0%	23%	0%	0%	0%	0%	0%	0%

Appendix C cont'd

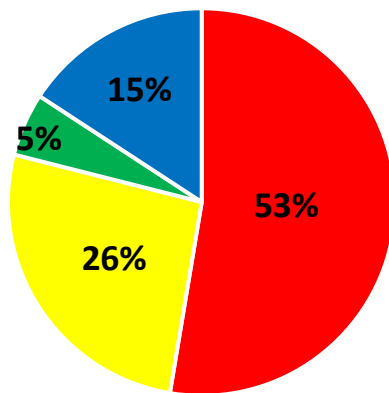
Grade 1 results



Grade 2 results



Grade 3 results



Grade 4 results

