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Cultivating a Change Towards a Culture of Compassion and Critical Consciousness in an Elementary School

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Abstract

Promoting an adoption of an educational approach that combines compassion, critical pedagogy, and problem-posing learning encourages the re-connection and re-engagement of students to learning. Shifting the power relationship in the classroom and humanizing the school culture while supporting the acquisition of 21st century skills in students promotes critical citizens who focus on creating a more socially just world. As Freire (2000) articulated, postcolonial pedagogy should be connected ethically, conceptually, and politically to a greater pedagogy of liberation. This organizational improvement plan aims to create a strong culture of learning that promotes compassion and critical consciousness in a small, urban school in Alberta. This will be accomplished through changing teachers' beliefs, skills, and attitudes and building their capacity through collaborative professional learning that focuses on supporting the transformation of educational practices to ones that promote student-centered, critical practices. Critical theory is the theoretical framework through which this transformation will occur. Focusing on the culture and challenging the power structures while developing critical consciousness will transform reflection into action in an effort to end oppression. Transformative and compassionate leadership approaches focusing on collaboration, communication, empathy, thinking critically, and acting with a purpose are instrumental in supporting the transformation of the school culture, teacher efficacy, and student learning. A two-to-three-year implementation plan includes the change process, a credible and vigorous communication framework, and a methodological triangulation method of monitoring and evaluating the progress and its success. The organizational improvement plan concludes with the consideration of next steps and future considerations for continued sustainability.

Keywords: critical pedagogy, critical consciousness, liberation, compassion, collaboration

Executive Summary

Educating students to be successful in the 21st century requires an attainment of skills such as problem-solving, communication, innovation, and metacognition (Rahman, 2019). Acquiring problem-solving abilities is one of the most essential human cognitive processes that students can develop throughout their schooling. Critical pedagogy uses problem-posing educational practices to transform society through emancipatory education (Aliakbari & Faraji, 2011). Freire (2000) proposed an educational structure that included problem-posing pedagogies that lead to critical consciousness. This consciousness allows students to reflect and take the necessary actions to improve society (Aliakbari & Faraji, 2011). Education through critical pedagogies is a liberatory process (Freire, 2000).

Compassion and care represent the fundamentals of humanity in the workplace. Creating and sustaining a compassionate school culture involves collaboration, communication, active listening and learning, critical reflection, and coaching (Waddington, 2019). Strong relationships foster an environment that allows stakeholders to experiment with their practices, reflect on their work, and accepts mistakes as opportunities for growth and improvement (de Zulueta, 2016; Kuenkel et al., 2021).

This three-chapter organizational improvement plan investigates a problem of practice at Aurora Elementary School (AES, a pseudonym). The problem of practice examines how to create a strong culture of learning that promotes compassion and critical consciousness. The organizational improvement plan suggests a solution to the problem of practice through a framework of critical theory, promoting problem-based learning, global competencies, critical pedagogy, and the development of critical consciousness.

Chapter One begins with an introduction of the problem, my positionality and lens statement, along with the organizational context and the political, economic, social, cultural, equity, and policy contexts that affect it. Leadership in the Borealis School District (BSD, a pseudonym) and the leadership problem of practice are described. Framing the problem of practice is accomplished by examining the political, environment, socio-cultural, and technological (PEST) factors prompting change within the school environment. The theoretical lens of the critical framework is used to consider the possibilities for change within this organizational improvement plan. The lens is narrowed even further to focus on critical consciousness and the creation of classrooms that values critical thought, dialogue, participation, and empowerment. Three guiding questions arise from the problem of practice and are investigated to embrace a conceptualization for change. Chapter One concludes with an examination of the leadership-focused vision for change that involves a transformative cultural shift. This desired state of change will begin by stimulating compassionate relationships and intellectual consciousness. Freire's (2000) critical constructivist pedagogies will promote problem-posing practices focused on critical thinking and praxis. Learner-centered classrooms will focus on the needs of the students and global competencies.

Chapter Two focuses on the planning and development of the change process to attend to the problem of practice. The leadership to change process includes transformative and compassionate approaches which will assist in inspiring the changes at AES. As a transformative leader, my goal is to motivate and transform others' thinking to acquire a new interest to improve the individual condition and human condition in the school (Shields, 2016, 2022). Integrating compassionate leadership with transformative leadership allows me to create an environment focused on relationships and collaboration. A framework for leading the change process is

constructed from Kuenkel et al.'s (2021) transformative change model (TCM). This framework is divided into six dimensions focusing on possibilities, engagement, innovation, humanity, collective intelligence, and wholeness while diagnosing, designing, and implementing a collaborative plan for change (Kuenkel et al., 2021). The organization's readiness for change is examined through an analysis of the gaps between the current state and the desired future. Three possible solutions are addressed. The first solution suggests reinventing the space and learning environment, the second solution proposes prioritizing individual student voice and agency, and the third solution suggests re-framing the learning and pedagogy in classrooms. Chapter Two concludes with a description of the chosen solution and the justifications for the choice. The chosen solution is to re-frame the learning and pedagogy in classrooms so that critical thinking skills and problem-posing practices are utilized through global competencies.

Chapter Three describes the change implementation plan, the communication framework, and the monitoring and evaluation methods used to support the solution to the change conceptualization. The change implementation plan is sectioned into three phases: Short-Term Phase: Shifting Mindsets, Medium-Term Phase: Collective Understanding of Practices, and the Long-Term Phase: Developmental Competence. The communication framework incorporates vigorous, active, and credible strategies to ensure all stakeholders are engaged in the change process. The final part of the plan is the monitoring and evaluation structure that incorporates qualitative and quantitative collections of data, including the concerns-based adoption model (CBAM; Hall & Hord, 2020) to receive feedback, track progress, influence decisions, and inform next steps in the change plan. The organizational improvement plan concludes with next steps and future considerations to initiate the plan, sustain the motivation, and incorporate critical spirituality and Indigenous ways of knowing.

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List of Acronyms

AES	Aurora Elementary School
BSD	Borealis School District
CBAM	Concerns-Based Adoption Model
ELL	English Language Learner
IC	Innovation Configuration Map
KMb	Knowledge Mobilization
LoU	Levels of Use
LQS	Leadership Quality Standards
OECD	Organization for Economic Development and Cooperation
OIP	Organizational Improvement Plan
PEST	Political, Environmental, Socio-Cultural, Technology
PLC	Professional Learning Community
PoP	Problem of Practice
SDP	School Development Plan
SES	Socio-Economic Status
SoC	Stages of Concern
TCM	Transformative Change Model
TLTC	Teacher Learning Team Cycle
TQS	Teacher Quality Standards

Glossary of Terms

Behaviorist Approach: Students learn through reinforcement and do not question the information or methods of learning. The information is seen as either right or wrong (Freire, 2000).

Culturally Responsive Teaching: Teaching that focuses on the cultural characteristics, experiences, and perspectives of diverse students (Gay, 2002)

Emancipatory: To free oneself or others from someone else's power or control (Aliakbari & Faraji, 2011).

Equity: Equity is the measure of fairness and opportunity in education to ensure students receive what the need in order to be successful (Shields, 2016).

Intergenerational Trauma: Trauma that is passed down from those who experience a traumatic incident may affect future generations (Menzies, 2019).

Liberationist Approach: Students and teachers work together to determine the learning. Co-planning and collaboration frame the learning process which is promoted from the interests and prior knowledge of students (Freire, 2000; KnowledgeWorks, 2018).

Methodological Triangulation: Involves the collection of data from more than one source (three) to study an event, i.e., people, time.

Oppression: A sequence of discrimination and institutional privilege that generates a system that systematically and relentlessly shows prejudice against some people while benefiting others (Freire, 2000).

Pedagogical Imperative: Pedagogical methods that extend beyond surface learning and create intellectual depth through quality teaching practices (Fullan et al., 2018).

Chapter One: Problem Posing

The problem of practice (PoP) that will be addressed in this organizational improvement plan (OIP) examines how to create a strong culture of learning that promotes compassion and critical consciousness. Culture, as defined in this organizational improvement plan, is an organizational concept that includes the attitudes, beliefs, values, and traditions of those involved in the school and the relationships between those people (Deal & Peterson, 2016). The development of a strong learning culture involves the notion that learning is valued and everyone involved in the learning process is respected (Cornu et al., 2003). A key component of this OIP is the development of a culture of compassion as an essential element of creating a vigorous and caring school environment. Compassion, unlike empathy, includes both feelings and a response (Waddington, 2016). Compassion can be appreciated as both a singular reaction and an organizational progression involving feelings and actions (Waddington, 2016).

Data retrieved from Alberta Education's Assurance Survey (2022a) indicated that 33% of students at AES find work challenging and 47% of students find school interesting. The teachers articulated that 52% of students are distracted and disengaged in the classroom (Alberta Education, 2022a). Data collected through the BSD Student Survey (BSD, 2022b), indicated that student engagement is low. The results of the survey demonstrated that approximately 41% of students in grades four to six were not excited about school and nearly 34% did not feel a sense of belonging. The current culture produces feelings of frustration in teachers and students and although both parties want to be successful, neither know how to proceed. As student engagement affects their educational results and their sense of well-being, a deeper insight into the relationship between pedagogical practices and engagement is fitting (Finn & Zimmer, 2012; Pietarinen et al., 2014; Strambler & McKown, 2013). An educational model based on the

development of critical thinking skills through problem-posing education and global competencies will be promoted in this OIP; focusing on collaboration, student voice and agency, and an equitable interconnection that promotes critical consciousness.

Positionality and Lens Statement

Being an agent of change or having agency includes having an awareness of and embracing certain ideals and a cultural identity and pursuing self-determined commitments and objectives through conscious, deliberate actions (Frost, 2016). As the principal, I have a professional obligation to ensure that the environment created in my school is optimal for student learning in the 21st century. Glickman et al. (2012) described ideal instructional leadership as a collaborative undertaking performed in a compassionate environment that leads to an all-school transformative plan. Fullan (2002) affirmed that emotionally intelligent leaders are perceptive and encouraging, and while they continue to deal with the everyday functions within the school, they maintain a focus on the fundamental transformations required in the culture of the organization. The recommendations for change in this OIP will allow me to exercise my agency in order to implement intentional actions for improvement while making a difference to the culture of learning and the monitoring of its effectiveness (Watkins, 2005).

I identify as a Caucasian, heterosexual, educated woman. I come from a middle-class, privileged upbringing. My father immigrated to Canada from Wales in 1962 and my mother is a third generation Canadian. Although my father is an immigrant to Canada, the fact that he identifies as a white male has certainly alleviated some of the same marginalization felt by many immigrants; although I do remember being teased as a child because my father ‘talked differently’. Moreover, while my father came to Canada at the ripe age of 23 to teach mathematics at the university level, I vividly recall children calling him ‘stupid’ because he

‘sounded different’. These behaviors I experienced as a child developed in me the compassion to see others as equals and value each individual for whom they are and what blessings they bring to my life. This is especially true of the students I teach and the staff I lead.

I have been at my current school for five years and am familiar with the community and their needs. The organization within which I lead is a traditional, neo-liberal organization made up of mainly white people in top leadership positions. As the principal, I have positional authority in our tiered system at the school level (Deszca et al., 2020). I work vigorously to shape the circumstances within which I work, think, and live. As a white woman leading in a very diverse environment, I must remain aware of my positionality, privilege, biases, and others’ perspectives (Kezar & Lester, 2010). I continue to remain actively involved, reflective, and open regarding tensions that may arise when leading in an environment where conflicts may surface concerning race and culture. Interconnectedness, dialogue, and relationships are vital to the trust and respect necessary for the successful change envisioned in this plan (Kezar & Lester, 2010).

As the principal, I am accountable for ensuring that the interests and learning needs of all the students in the school are being met. I have the responsibility of creating a positive culture where students are receiving a quality, equitable education in a safe and caring environment and where their individual well-being is being supported and promoted. In order to accomplish this, I must ensure that I am providing the leadership that promotes a caring and compassionate culture of learning. Empowering student voice and choice in learning experiences develops students who become responsible, caring, active participants in learning. Students become critical mediators who vigorously question and negotiate the interactions between concepts and practice (Freire, 2000; Giroux, 2010; Rucker, 2019).

As the primary change leader, my work includes exercising socially just, equitable leadership in order to create a warm, inclusive, welcoming school where all students, including those who are marginalized or financially underprivileged, feel acknowledged, valued, and intellectually challenged (Caldwell et al., 2012; Shields, 2016; Shields & Hesbol, 2020; Theoharis, 2008). I have been committed to transforming the current school culture to one that is dedicated to a greater focus on equity, inclusion, social justice, and excellence (Shields, 2010, 2022; Shields & Hesbol, 2020). Transformative leadership includes the traits of creating personal relationships, humility and resolve, adherences to values and principles, service to stakeholders, contribution to meaning, and focus on synergistic change (Caldwell et al., 2012). Caldwell et al. (2012) suggests that without trust and ethics, leaders are unable to successfully lead and transform an organization and that today's leaders need to raise the standards, create trusting relationships, and focus on the individuals within the organization.

Transformative leadership addresses queries of justice and democracy through the critique of biased practices and inappropriate uses of power and privilege (Shields, 2010, 2016, 2022; Shields & Hesbol, 2020). Transformative leadership is grounded in critical theory and begins with a critical analysis and reflection, continues to an informal understanding, and results in action (Shields, 2010, 2016, 2022). One proposition of transformative leadership focuses on the social good and suggests that when schools emphasize democracy, civil life, and citizenship, society benefits from the addition of knowledgeable and caring citizens (Shields, 2010; Shields & Hesbol, 2020; Theoharis, 2008). Academic transformations stress an emphasis on democratic systems, freedom, justice, and equity as well as ensuring that all students be taught about the global society through an awareness of interrelations, connections, and becoming globally aware (Shields, 2010, 2016; Shields & Hesbol, 2020). Transformative leadership focuses on liberation,

hope, empowerment, and activism. It critiques scholarly practices and promises better educational experiences for students and staff at AES.

Compassionate leadership highlights compassionate integrity and cultivating compassion within an organization (Baron et al., 2021; Senge et al., 2019). By demonstrating compassion, one extends an unadulterated commitment to preserving the dignity of others (Raelin, 2005). Each stakeholder is valued irrespective of their social class or background and all perspectives are recognized despite whether they agree with the existing beliefs and processes (Raelin, 2005). This leadership practice will be emphasized throughout the change process as a prominent component of change within the organization. It will emphasize taking action towards cultivating a compassionate culture, improving the interconnectedness, social and emotional learning and mindfulness, and non-judgmental responses of all stakeholders in the organization (Poorkavoos, 2016; Senge et al., 2019).

Compassionate leadership includes a focus on connections through intentional listening, support, empathizing with, and understanding other people, and permitting those we lead to feel respected and valued so they can reach their full potential and do their best work. Compassionate leadership often results in a more motivated and engaged staff with high levels of wellbeing (West, 2021).

The change leaders (principal, assistant principal, and learning leaders) who will lead the change will work with all stakeholders to create an even stronger environment focused on care, trust, and decent humanity (Gallo, 2017; McCauley & Fick-Cooper, 2020; West, 2021).

My role will be to lead the change in the school as I model transformative and compassionate leadership. This will be accomplished by nourishing high levels of trust and shared support, being reflective in my work, and observing mistakes as opportunities for learning

and improvement (de Zulueta, 2016). As a transformative, compassionate leader, my tasks will also include modelling the envisioned change, inspiring and enabling others, and challenging stakeholders to engage in the change process for an improved future at AES (Shields, 2020; Xu et al., 2015). Laying the foundation for the need to transform the current culture and pedagogical practices at AES, reflections on current practices and two book studies will initiate the change process. Staff will be presented with current data from the provincial Assurance Survey (Alberta Education, 2022a), the BSD Student Survey (BSD, 2022b), report cards, and attendance records and will examine the data to determine what needs to change in order to develop praxis and critical consciousness in classrooms. A restructuring of the current professional learning communities (PLCs) will occur. Teachers will be exposed to the five stages of the teacher learning team cycle (TLTC) and use this framework to organize their conversations and cycles of inquiry (Learning Solutions, 2018). Other tools supporting praxis and a transformation of instructional practices that promote deeper engagement and activism during PLCs will be shared with staff.

I will lead the transformation as a role model. Effective professional development will rely heavily on the same processes that will be used in classrooms to help students learn (Saavedra & Opfer, 2012). Staff need time to absorb, develop, discuss, and practice new techniques and knowledge (Saavedra & Opfer, 2012). Praxis and its focus on reflection and action as a way of changing the current reality at AES will involve the collaborative work of change beginning with the difficult process of breaking down the staff's personal epistemological cognitive preferences to find a common understanding and developing actions to change the current educational practices at AES. This process involves acknowledging and integrating difficult and sometimes conflicting approaches to creating effective environments for

learning, quality pedagogical practices, developing shared conceptual toolkits, integrating global competencies, and designing protocols to structure problem-posing, learning opportunities in classrooms (Alonso-Yanez et al., 2019; Balvanera, 2017). The organizational context will be examined in the next section.

Organizational Context

The BSD is the largest public school district in western Canada. There are currently more than 125,000 students in over 245 school (BSD, 2021b). The board's priorities for student success focus on achievement, equity, and well-being (BSD, 2021a). Aurora Elementary School is a small school in a diverse, transient neighborhood. There are currently 19 teachers with a total of 36 staff at AES. The teachers have a varying degree of experience and specialties. Many of the teaching staff are new to the profession and are working diligently to develop their classroom management skills and pedagogical imperative.

Students come to school with many complexities. Aurora Elementary School has a large population of English language learners (ELL), low socio-economic status (SES), high transiency, and students who have either experienced trauma first-hand or are affected by intergenerational trauma. Recent city census data, concentrating on the school's neighborhood, indicated that 25% of students come from single-parent homes and 24% of parents do not hold any educational diplomas or certificates (Statistics Canada, 2017). Students start kindergarten or grade one with a variety of levels of school readiness skills. They are provided with supports to develop their academic and social skills. Aurora Elementary School is identified as a 'high equity school' in the BSD meaning that AES receives additional funding and supports from the district to support student learning and well-being (BSD, 2022a).

The percentage of marginalized students is growing at a swift rate. Not only are the academically underprivileged increasing in number, but the degree of disadvantage is also amassing (Prokopchuk, 2016; Shields, 2016; Watson, 2011). At risk students are more likely to experience difficulties at school and often, as a result, drop out of high school. This can lead to an inability to be successful in the workforce (Prokopchuk, 2016; Shields, 2022; Watson, 2011). Canada Statistics (2016) stated that 23% of Aboriginal students dropped out of high school compared to 9% of their non-Aboriginal counterparts and only 44% of children in foster care graduated compared to 81% of their peers.

For students at risk, school culture is of specific significance. Schools that have a positive, collaborative culture have a shared ethos of what is important and a commitment to caring and helping all students learn (Bayar & Karaduman, 2021; Deal & Peterson, 2016). A school's culture is socially constructed by the people who attend and the culture has a substantial bearing on student success and retention rates (Prokopchuk, 2016; Watson, 2011).

Political, Economic, Social, Cultural, Equity, and Policy Contexts

One of the stated educational priorities in the province and in the district is a focus on equity (Alberta Education, 2020; BSD, 2021). Policies and guidelines have been established at all levels of governance to ensure that each student receives equal opportunities to be successful in their learning. At the provincial level, the government has created the *Guide to Education* (Alberta Education, 2020) which includes the *Inclusive Education Policy* which states that all children, regardless of any factors, are to have access to quality instruction and educational supports in order to be successful (Alberta Education, 2020, para. 4). The principles in this policy include understanding, valuing, and supporting the students, setting high expectations while focusing on the strengths of all learners, building capacity for staff, supporting the need for

creating flexible, responsive, learning environments, and encouraging collaboration with colleagues and stakeholders to support the success of all students (Alberta Education, 2020).

At the district level, the board of trustees has created the *Results Policies* (BSD, 2021c). These policies are achievement targets for the chief superintendent and for all students. The Results are used to monitor the success of the organization. Equity, along with quality teaching, are stated as priorities in the policies set out by the board of trustees (BSD, 2021c). The district's mission focuses on students using their abilities and gifts to complete high school with a strong foundation to thrive in life (BSD, 2021c).

The BSD continues to receive an underfunded budget from the provincial government in keeping with its growth (BSD, 2022a). This lack of funding has resulted in a reconfiguring of monies within the district as the lack of funding has an impact on resources, class sizes, and instruction (Alberta Education, 2022b). As a result, the district has redefined their funding framework and has made changes to the quantifiable discrepancies of equity in the district. The district has created a new funding framework that distributes funds more equitably to schools that require additional supports in order to aid with the complexities in their buildings (BSD, 2022a). Aurora Elementary School receives additional funds and resources to support the many complex learners.

The provincial ministry has created leadership frameworks, *Leadership Quality Standards* (LQS; Alberta Education, 2018a) and *Teacher Quality Standards* (TQS; Alberta Education, 2018b) that outline the professional standards leaders and teachers must consistently seek to attain throughout their careers (Alberta Education, 2018a; Alberta Education, 2018b).

At AES, current teaching practices focus mainly on traditional methods of instruction. Teachers teach the way they were taught and with approaches with which they are familiar. Most

staff members engage in direct instruction, rely on textbooks for information seeking, emphasize basic skill development, and assessments are positioned as a separate entity to the learning. Teachers recognize that the current methods are not always effective for their students and are interested in developing new instructional techniques to engage learners in the classroom.

It is proposed that teachers and students would benefit from a shift from a behaviorist approach to a liberationist approach. A behaviorist approach to teaching has students learning through reinforcement. They are given feedback that tells them whether they are right or wrong. The student is a passive learner. In a liberatory approach, students and teachers co-lead the learning. Teachers work collaboratively with students to examine what knowledge will be taught, while viewing differences and students' experiences outside of the school, as an asset to the learning (Freire, 2000; KnowledgeWorks, 2018). Students become leaders of their own learning and teachers assist them in increasing their ability to actively improve their cognition and critical thinking skills (Freire, 2000). Student-centered methods necessitate developing students' capabilities to become their own advocates while supporting them to identify how to evaluate information, how to learn, how to collaborate, how to seek assistance, how to become assessment proficient, and how to develop resiliency (Hattie, 2012; Jones, 2007).

Students live in a globally connected world full of complex problems. In order for students to be successful in navigating their world, they require the attitudes, skills, and wisdom necessary to deal with the problems facing today's society (Fadel et al., 2015; Freire, 2000). To thrive in the 21st century, students require the ability to think critically, collaborate, communicate effectively, and possess competent research and technological aptitudes (Soulè & Warrick, 2015). Global competence is a multi-faceted construct that necessitates a blend of skills, knowledge, and values effectively applied to global issues (OECD, 2018). When educators

employ a global focus to their instructional practices, they construct global competencies in their students, thereby cultivating global leaders. Global leaders become active in their attempts to make the world a better, more just place (OECD, 2018). Appendix A illustrates the global competencies that will be applied through liberatory practices in order to develop students who are culturally aware and prepared to create an equitable, sustainable, and productive future.

Change needs to occur in the educational system to undo institutional actions of oppression and I plan to make this part of the change occurring at AES. All stakeholders need to work to undo the internalized views, feelings, and actions that are generated through oppression so that harmony is created amongst people, individuals feel proud of what they bring to each learning opportunity, and everyone develops strengths to challenge the status quo and bring about effective social change (Chinook Fund, 2022). This change occurs by transforming the way students are educated in the 21st century; producing a shift from simply ‘schooling’ young pupils to creating individuals who can think critically and question what they are learning while reducing acts of oppression (Freire, 2000).

As I have been the principal at AES for five years, trust has been established and some organizational changes have commenced. Most notably is the inclusion of PLCs as an ongoing process of working collaboratively to improve teacher practice and enhance student learning through data-driven processes. The next section describes the leadership in the BSD.

Leadership in the Borealis School District

Leadership in the BSD is organized in a top-down, tiered structure, as the board remains traditional and neoliberal in nature. The chief superintendent is responsible for monitoring the progress of all of the employees in the district to ensure that the mission, values, and *Results* policies are being implemented (BSD, 2021c). The chief superintendent is responsible to

organize and lead all aspects of the organization to ensure that all students have access to quality education. The superintendent's team works with the chief to support the success of the district. They are responsible to provide a positive vision for the improvement of student achievement, equity, and well-being (BSD, 2021a).

The BSD is divided into seven areas. Two educational directors lead each area. Each director has a portfolio of approximately 20 schools. The job of the education director is to provide administrative support to the principals and parents in their area. The educational directors set meetings with school administration and relay messages and educational directives from the superintendent's team. While the education director does not create educational policies, their role is important as they are the middle management team who maintains communication between the superintendent and school administration. The area director is important to my PoP as he has the closest system impact to the change that will occur in my school. He has the authority to approve area and system supports which may be necessary for the success of my OIP. As well, he offers expertise and professional learning to administration which enhances the leadership capacity in his area.

As the principal and instructional leader in my school, it is my responsibility to provide time and access to constructivist methods of learning while promoting liberationist approaches to all educational experiences. I am responsible for modeling and reinforcing compassionate relationships and supporting staff and students in collaborating for effective change. I have the responsibility of creating a positive culture where students are receiving a quality, equitable education in a safe and caring environment where their individual well-being is supported. The next section defines and explains the leadership problem of practice.

Leadership Problem of Practice

The problem of practice that will be addressed in this OIP examines how to create a strong culture of learning that promotes compassion and critical consciousness within AES. A survey conducted in Alberta schools by Alberta Education reported that the teachers at AES indicated that only 33% of students find work challenging and only 47% of the students find school interesting (Alberta Education, 2022a). In addition, teachers at AES report that the care and respect for all stakeholders within the school hovers around the 40% mark (Alberta Education, 2022a).

Traditional methods of instruction are evident in classrooms at AES and teachers admit that they are interested in developing their skills to deliver a program that scaffolds learning for all individuals. Conventional methods exercise teaching as an informative process. Learners complete short, isolated activities that focus on finding the correct answers.

Current methods of teaching and learning exist in what Freire (2000) labelled as the ‘banking model’ of teaching. The banking model refers to the way in which teachers simply ‘deposit’ information into students’ minds, while students take no time to authenticate the validity of this information. The teacher is all knowing, and the student is merely the passive recipient of the information presented (Freire, 2000). Teachers currently teach using this behaviorist pedagogy. The teachers provide the relevant information and stimuli, and the students respond to the information and ‘deposit’ the required knowledge from the material presented.

The curriculum is covered as a point of responsibility, not via a commitment to pedagogical imperative and intellectual depth. Teachers admit they may be unfamiliar with essential theoretical knowledge of non-traditional objectives and therefore are not in a place to

apply such methods and assessments, although more are trying to instill new approaches into their learning environments (Tularam & Machisella, 2018).

Teacher professional development through PLCs will be a key component to creating the change envisioned in this OIP. In order for teachers to become change agents, they must take a critical stance and make prevailing norms problematic (curriculum and academic achievement). Questioning the current realities in classrooms and critically analyzing and reflecting on the educational practices unleashes the process of praxis towards actioning change. The continued cultivation of a more intellectually engaging, compassionate organization will promote inclusivity, belonging, mutual respect, and critical self-reflection while transforming the learning at AES (Freire, 2000; Govender, 2020; Steinberg et al., 2010). As learning becomes more critically generative in the classroom, students may become more interested and engaged as they find that their understanding is something they can use rather than something they possess (Saavedra & Opfer, 2012). Framing the problem of practice is described in the next section.

Framing the Problem of Practice

My PoP focus is to reform the status quo from one of traditional methodologies to one of practicing co-intentional, educational experiences in order to create a strong culture of learning that promotes compassion and critical consciousness at AES (Govender, 2020). An examination of the political, environmental, socio-cultural, and technological (PEST) factors effecting change within the school can be analyzed using a PEST analysis methodology (Cox, 2020).

Political/Historical/Cultural

Education has its roots in neoliberal, colonialized, traditional ways of learning whereby many teachers teach the way they were taught. Without accessing new strategies and knowledge, past experiences, and exposure influence their current practice (Oleson & Hora, 2014). A fear of

failure has some teachers reticent to try different methods of teaching. Trust, compassion, and care are developing principles in the current culture at AES. Change and improvement takes time, commitment, and focus. As many staff are new to the profession, they are working diligently to manage all of the responsibilities that come with the profession as well as developing their capacity to address student engagement and transform the learning experiences in their classrooms.

Environment and Socio-cultural

Public education is shaped by the provincial government and politics, both of which have a direct impact on the operations of the school. The provincial government's *Guide to Education* (Alberta Education, 2020), which includes the *Inclusive Education Policy* (Alberta Education, 2020) indicate many principles of effective learning and teaching however, rarely are they visible in public schools. At the district level, the *Results* (BSD, 2021c) policies focus on equity in schools and quality teaching and while this is the vision, there is considerable growth and professional development needed within the BSD, including at AES. While the government and district recognize the need for equity in the system, financial support and professional learning have been neglected to make the changes necessary to advance the organization to what needs to be occurring in schools to support 21st century learners (Aronson & Poetter, 2017; Cornu et al., 2003). The socio-cultural impacts of the present-day schools' culture are interfering with meeting the needs of all students. Teachers are stuck in traditional, Industrial Age-based approaches to teaching which compartmentalize information and treat all students the same (Fullan, 2002, 2020).

Technology

As the process of transforming the way students are taught occurs, technology will play an integral factor in the learning process. Students currently have information at their fingertips. More and more assistive technologies are being developed and becoming readily available to provide opportunities for students who require support to enter the learning process (Duhaney & Duhaney, 2020). An increase in the diversity of the student population benefit from the use of progressive technologies and students of all ages can access learning with the support of technological tools (Duhaney & Duhaney, 2020).

Critical Framework

The critical framework provides a lens through which to consider societal organizations that produces and support social, fiscal, and political inequities (Bell, 2007). Compared to initiatives focused on diversity and inclusion, which tend to highlight and recognize social group differences, critical educators and theorists study how the previously mentioned differences propagate oppression of individuals, organizations, and social/cultural ranks. Critical theory's multi-layered exploration of the undercurrents of privilege and oppression is balanced with considerations of opportunities for intervention and social change (Bell, 2007).

The critical framework motivates singular and joint actions in and across social identity groups including shared collectives between children and adults to transform the structures the perpetuate injustices (Freire, 2000; Ginwright & Cammarota, 2002). Critical theory also stresses self-reflection and calls upon adults and young people to examine their various shared identities and recognize ways in which they interconnect and inform one another within the classroom and the wider community (Apple, 2019; Govender, 2020).

The theoretical lens of the critical framework is narrowed even further in this plan with a focus on critical consciousness. Building upon Freire's (2000) work on critical consciousness, progressive academics have suggested political efficacy – a person's belief in their ability to successfully enact change – as required for transforming reflection to action (Watts et al., 2011). Once young people start to cultivate a critical understanding of privilege, oppression, and the historical roots of organizational disparity, they learn to contest inequality and shift towards social change (Harro, 2010; Love, 2000).

Critical consciousness is a centerpiece of critical theory. Developing classrooms that value diversity of thought, group dialogues, participatory action, and empowerment, applied through liberatory approaches and ethics, will reduce the gaps being created in our current educational system (Freire, 2000). The next section examines the guiding questions emerging from the problem of practice.

Guiding Questions Emerging for the Problem of Practice

The guiding questions that surface from this PoP focus on the development of a more compassionate culture, a strengthening of pedagogical imperative, and the leadership impact needed to create the desired changes at AES.

Guiding Question One: Supports Required to Shift Pedagogical Practice

Guiding Question One asks what supports do all stakeholders need in order to shift the pedagogical practice to one that emphasizes critical consciousness, collaboration, global competencies, social change, and student voice and agency in order to shift the practices currently being employed in classrooms?

This is an unusual period. The recent disruptions caused by the pandemic in education, along with the social disconnections experienced by everyone, highlight the need to reconstruct

our current frameworks. Alberta Education (2021) has created a new curriculum which will be implemented in September 2023. This adds to the complexity of teaching, but also provides opportunities to create changes in the ways instruction is occurring in classrooms using this reconstructed curriculum.

Guiding Question Two: Cultivating a Compassionate Culture of Caring

Guiding Question Two asks what abilities and understandings do stakeholders need to cultivate in order to create a more compassionate culture of caring?

Compassion and the ability to adapt are the most prominent elements of today's professional learning for educational leaders (Garmston & Wellman, 2016). A compassionate attitude is essential to effectively address crises and social issues such as equity and oppression (Baron et al., 2021). Individuals spend an immense amount of time worrying about the impressions other people have of them. In cultures of compassion, they can release the desire to control others' reactions and uncover their vulnerabilities to bring their most genuine selves to each other and the learning process (Edmonson, 2019).

Guiding Question Three: Leadership

Guiding Question Three asks as the primary change agent and instructional leader at AES, how can my leadership practices promote productive dialogues around teaching and learning that value difference and diversity so that all stakeholders learn, unlearn, and relearn to disrupt the cycle of oppression in schools?

Current practices in the BSD remain traditional and perpetuate the relationships and attitudes needed to maintain the current dominant social and class relations of today's society (Duncan-Andrade & Morrell, 2008). Today's classrooms are environments that create oppression in that schools continue to organize, teach, and assimilate students (Aronson & Poetter, 2017).

Promoting standards-based accountability over critical constructivist methods of teaching support the tyrannical inequalities that exist in today's classrooms. Sending unprepared teachers into learning spaces is another way of promoting oppression and because they are unprepared, it is difficult for them to make connections with their students (Aronson & Poetter, 2017; Cornu et al., 2003).

Leadership at AES promotes the status quo. Discussions with teachers regarding the contextual understanding necessary to evoke change need to occur. In order for teachers to be effective change agents, they require an understanding of the contextual issues that perpetuate systemic inequality (Aronson & Poetter, 2017; Baron et al., 2021). Issues of social justice, equity, diversity, and the sociocultural context knowledge needed to create positive change will be prominent in the change efforts at AES. Transformative and compassionate leadership shape the future vision for change described in the next section.

Leadership-Focused Vision for Change

The change in my organization will involve a transformative cultural shift through the process of praxis. Freire (2000) described praxis as “reflection and action upon the world in order to transform it” (p. 52). For Freire, praxis was a distinguishing part of life and a required provision for freedom (Freire, 2000). He argued “human nature is expressed through intentional, reflective, meaningful activity situated within dynamic historical and cultural contexts that shape and set limits on activity” (Freire, 2000, as cited in Glass, 2001, p.16). The blend of reflection and action is at the core of praxis. As illustrated in Appendix B, theory (the way we understand things) is entrenched in reflection and action, and action is entrenched in reflection and theory as depicted by the circular figure and arrows (Stuart, 2020).

The desired transformation will alter the current school culture to one that focuses on compassionate relationships and intellectual consciousness. This transformation begins with a cultural shift that promotes compassion. Leading through a lens of compassionate responsiveness, my vision is to create an environment that supports the abilities to notice, reflect, and regulate while developing an understanding of others' perspectives (Baron et al., 2021; Van Wart et al., 2022). In time, this emotional growth will allow all stakeholders to look beyond a particular situation and begin to realize the conditions that lead to social injustices, repression, inequalities, and feelings of hopelessness and powerlessness (Baron et al., 2021; Van Wart et al., 2022). It is this awareness that will cultivate the positive changes envisioned in the school.

Compassionate leadership includes listening to and acknowledging staff and enabling them to find their voice (Shulldham, 2019). Demonstrating empathy, while revealing vulnerability and humanity, contribute to effective, caring leadership (Baron et al., 2021; Van Wart et al., 2022). By creating positive relationships based on mutual respect where stakeholders complement each other and push the innovation and performance forward, all individuals are able to bring their best selves to the learning environment. A leader who invests in connections and appreciates challenges from another's point of view creates a culture wherein staff and progressive educational change can flourish (Shulldham, 2019; Van Wart et al., 2022).

The focus on transformative leadership practices produces shifts towards a culture that values an equitable, respectful, inclusive learning environment (Shields, 2016, 2022; Shields & Hesbol, 2020). The vision is to support teachers in developing constructivist learning environments that promote active learning in the classroom.

While participating in one of two book clubs, staff will study different methods of engaging in critical pedagogy with students in the classroom. German's (2021) book *Textured*

Teaching: A Framework for Culturally Sustaining Practices, introduces the traits of textured teaching as a framework that includes strategies aimed at engaging students in social justice education. German's (2021) framework includes four traits including teaching through interdisciplinary practices, making learning experiential for teachers and students, being flexible while allowing students to have choice in their learning, and being student driven and community centered. German's (2021) framework is illustrated further in Appendix C. German's framework focuses on questioning current social realities and building socially just communities (German, 2021). Freire's (2000) book *Pedagogy of the Oppressed*, focuses on Freire's work and his belief that education is political in nature and the current form of educating students is oppressive. Freire (2000) offers problem-posing education as a solution to praxis and liberatory practices. Problem-posing education is an instrument to social transformation. Teachers act as facilitators in developing a critical awareness in students by posing problems and issues. Freire (2000) posits that working alongside students while investigating global issues is instrumental in creating equity in classrooms. A culture of learning that values student voice and empowers individuals to take an active responsibility in their learning will create a more equitable environment for all stakeholders (Govender, 2020).

At AES, the transformation begins with the staff. PLCs focused on critical pedagogies and collaboration will be the centerpiece of our work. These understandings can then be taken into classrooms and utilized with students in developing their critical consciousness.

PLCs support a collective vision by producing a collaborative setting where teachers are open to the ideas of others and all stakeholders practice cultural sensitivity that includes bringing a democratic, unrestricted spirit to the work (Shuldhham, 2019; Van Wart et al., 2022). PLCs utilize an ongoing process in which teachers work collaboratively in regular cycles of inquiry

and action research to attain better outcomes for the students they teach (Miller, 2020). The teacher learning team cycle (TLTC) framework (Learning Solutions, 2018) will support the cyclical, reoccurring work in PLCs. The TLTC framework includes five stages of inquiry: analyze data, set goals, learn individually and collaboratively, implement new learning, and monitor, assess, and adjust practice. As illustrated in Appendix D, the TLTC model supports the PLC process and encourages cycles of inquiry, collaborative planning, critical friend conversations, and opportunities for peer-to-peer learning and support.

Critical pedagogy creates environments that promotes building and understanding one's own knowledge (Cornu et al., 2003; Freire, 2000). Through the PLC work, leaders will provide the support and development to ensure that there is an explicit focus on the learning process. This will involve talking openly about what learning is, what thinking is, and the different processes involved in learning (Apple, 2019; Cornu et al., 2003).

Educational research supports a shift towards a more equitable form of learning that focuses on student-centered rather than teacher-directed learning (Fullan, 2022; Ormrod, 2008; Senge et al., 2000). A learner-centered practice focuses on the needs of individual students, their strengths, and their background while ensuring that each student is provided with quality educational experiences (Ormrod, 2008; Senge et al., 2000). This learner-centered approach to educating students is the true definition of equity as inclusion (Senge et al., 2019).

The principal, assistant principal, and learning leaders will be the change leaders and initiators supporting the process of pedagogical praxis at AES. To begin the change process, the principal will provide staff with a questionnaire to collect baseline data related to teachers' attitudes and beliefs regarding critical pedagogies. This data will be collected at the beginning of

the change process and be used to guide the learning processes throughout the plan. Staff will have opportunities to reassess their viewpoint throughout the change process.

The learning leaders will continue to support the PLC work as teachers reflect on and action the work of including critical pedagogies and critical consciousness into the learning experiences in classrooms. PLCs are committed to continuous improvement where stakeholders collaboratively focus on the improvement of student experiences by being action oriented (Dufour et al., 2006).

The end result will create a shift in the power relationship and teaching pedagogies to one that breeds praxis, mutual respect, and high expectations. This shift will support and nurture the growth towards constructivist, problem-posing methods of teaching and learning to support the development of critically aware individuals who focus on the social good and make the world a more just place (Freire, 2000; Saleem et al., 2021; Senge et al., 2019).

The changes envisioned in this OIP complement the provincial government and district priorities whose policies and mission both focus on equity and quality teaching to support students in becoming productive stakeholders of society and lifelong learners. However, these stated provincial priorities contradict the government's traditional, neo-liberal foundations for learning. The government has indicated that the new curriculum in Alberta has been created to emphasize essential knowledge and skills (Alberta Education, 2021). The curriculum focuses on literacy, numeracy, citizenship, and practical skills (Alberta Education, 2021). This back to the basics curriculum negates the development of metacognition and reflection in learning as well as student voice and choice in extending and challenging the current status quo (Roessingh, 2021).

Chapter One Conclusion

Effectual organizational change involves a well-defined vision for change, including why the change needs to occur. Ongoing professional learning focusing on compassionate cultures for learning, critical constructivist pedagogies, and equity will support the continuation of conversations and a shared language for hope and collective values in the organization. A shift in pedagogical imperative to a problem-posing, constructivist method of learning focused on global competencies will require a supportive environment as all stakeholders of the organization will be involved in the changes occurring in classrooms in advancing towards a co-constructive learning environment that develops a critical consciousness in students and staff. Chunoo et al. (2019) contends that the way to meet the needs of social change is through liberatory pedagogy. Educators need to understand oppression as prevalent, limiting, and a complicated part of today's society. Through a liberatory pedagogy, educators bring the crucial reflection required to generate environments entrenched in justice and equity (Chunoo et al., 2019).

As the instructional leader in the building, it will be essential that I continue to lead in a transformative, compassionate manner to sustain the positive changes needed in the school. When principals are keenly involved in the collaborative learning process with teachers, there is a strong connection between leadership acts and successful pedagogical performance (Donohoo, 2017). With a focus on PLCs (through the lens of a critical framework), the organization will generate a responsibility and commitment to action; to create an environment where all individuals can flourish and be valued as contributing stakeholders of society who actively work towards global competence and a positive, unprejudiced societal change. Chapter Two outlines the planning and development process of the change implementation.

Chapter Two: Planning and Development

The swift changes and disruptions impacting society necessitates a profound shift in education (Balingit, 2017). There is growing evidence that outdated school systems are ineffectual for the bulk of students, and most have displaced their sense of purposefulness (Fullan & Azorin, 2021). A vision of liberatory education that includes both compassion and critical consciousness is relevant to the change necessary for developing caring, productive, young people who are able to participate fully in society (Freire, 2000). These changes will occur using the leadership approaches of transformative and compassionate leadership. Those involved in the change process include the principal, assistant principal, learning leaders, school staff, students, parents, area and system strategists, specialists, and the education director.

Addressing the issues of equity in schools and the development of a collaborative process of learning leads the driving forces of change in this OIP. Humanizing pedagogy, communication, authentic thinking, liberation, reflection, and action upon one's world to transform it, while using problem-posing methods of learning, will create the desired state in the organization (Freire, 2000; KnowledgeWorks, 2018). This pedagogical transformation will necessitate a transformation in the cultural environment at AES. Cultivating a culture of compassion, focused on collective behaviors and moral values and purposes, may foster the intended shift to support all students and staff at AES (Fullan & Azorin, 2021). Alberta Education's (2021) release of their new curriculum makes this an ideal time to shift the teaching practices as staff delve into implementing the changed structure and programming for teaching and learning.

Leadership Approach to Change

Leaders provide the vision and support necessary to implement change in an organization. Chapter One described the theoretical framework and introduced the leadership styles that include the characteristics of transformative and compassionate leadership. These leadership methodologies guide my approach to change by supporting the people, the culture, and the work.

Transformative Leadership

Transformative leadership involves a critical and collective process in which school-based research and situational awareness impact organizational decision-making (Shields, 2022; van Oord, 2013). Transformative leadership encompasses the capacity to envision a new societal reality and convey this effectively with others. The transformative leader motivates and transforms others to acquire a new interest for the individual condition and the human condition at large (Shields, 2016, 2022; van Oord, 2013). Recognizing these traits, a transformative leader is an agent who participates in transformative methods that lead to a change in social relationships. Transformative leaders focus on changing social dynamics and human emancipation. Transformative leadership is critical, ethical, transformative, and educative (Foster, 1989; Shields, 2016; van Oord, 2013; Weiner, 2003).

Practically speaking, transformative leadership entails responsible deliberation and decision-making for what needs to be done to produce equitable improvements. Deliberation involves collaborative decision making and analysis of the current conditions, deciding on what needs to change, and the impact of those changes. It involves ongoing conversations with all participants who will be impacted by the decisions (Shields, 2016, 2022; van Oord, 2013). This includes teachers and students taking an active role in producing an educated community of

individuals who will have the capacity to promote a dynamic, democratic, social order (van Oord, 2013). Transformative leadership involves the actions of collecting knowledge from different viewpoints, carefully critiquing and evaluating this knowledge, and engaging in a shared decision-making process aimed at human development and emancipation (Shields, 2016; Shields & Hesbol, 2020; van Oord, 2013; Weiner, 2003). The collegial model has a strong ethical component; it is considered appropriate to involve individuals directly in the decisions for change that affect their personal and professional lives (van Oord, 2013). Through transformative leadership practices, Hargreaves (2019) advised that a school should endeavor to establish a culture that focuses on relationships and enthusiasm for reflection and improvement, intellectual capacities that value critical discussions, collaboration, and task-relevant expertise. An additional focus for change in the environment at AES includes freedom, liberty, and responsibility in the work being accomplished as well as encouraging diversity and a tolerance for others' opinions.

Compassionate Leadership

The competencies of compassionate leadership assist in the administration of performance issues by inspiring the collective responsibility of teams for solving the problems and aiding in the promotion of a culture of learning where taking risks is encouraged and where it is acknowledged that not all changes will be successful (West & Markiewicz, 2016).

Compassionate leadership encourages the creation of psychologically safe learning environments by urging stakeholders to share their learning and improve the quality of work through regular reflective analyses (West, 2021). In collaborative, safe team environments there are elevated degrees of learning and innovation. In juxtaposition, criticizing cultures are anxious, fearful, impede compassion, and prevent learning (Edmonson & Lei, 2014).

Compassionate leadership is not for the faint of heart. It is not about taking the easy route, leading through consensus, or giving in to those who wield the most power.

Compassionate leadership requires bravery, flexibility, and a strong belief in the team (West & Chowla, 2017). It requires a commitment as the primary leader of change to be the best that one can be. It begins with self-reflection. By attending to, understanding, and acknowledging the challenges present in the organization, caring for oneself and taking actions to help oneself, the goal is to get to the core values and meaning of the work – compassion, understanding, courage, justice, and equity – and by doing that, one is able to have a deeper, more authentic relationship with those they work and offer leadership into action (West, 2021). Creating a team built from a place of motivation, care, and creativity ensures a commitment to a shared purpose and improved performance (West & Markiewicz, 2016).

Some educators willingly implement new changes in their teaching environment while others avoid engagement or are resistant to change (Jones & LeFevre, 2021). It is important to comprehend the challenges they experience in order to support them. Research suggests that teachers' perceptions of risk may impact their commitment to educational change (Aven et al., 2009; LeFevre, 2014; Twyford, 2016). Perceptions of risk which may include feelings of ambiguity, doubt, and vulnerability in relation to engaging in change may cause teachers to be reluctant to partake in the change process (Lefevre, 2014). Teachers foster strong identities and personal practices during their careers (Maaranen et al., 2016). Years of teaching experience forge greater identities and they become ingrained; they become “something they just do and are a part of who they are as teachers” (Levin et al., 2103, p. 213).

Engaging in professional conversations and collaboration that leads to a deeper level of collegial trust is important. Providing opportunities to share perceptions of taking risks and

having them acknowledged by their administrators empowers teachers to take chances and engage in uncertainty (Jones & LeFevre, 2021). Opportunities to have conversations relating to why the change is necessary and better suited for 21st century learners have been implemented in the change plan. Engaging in dialogue with staff about the reason for the shift enables teachers to question their pre-existing perceptions of teaching and learning and to ponder the consequences of their beliefs, values, and pedagogies (Hargreaves, 2019). Leaders need to be aware of staff's pre-existing models and provide professional support to facilitate teachers in developing a shared and accurate understanding of critical pedagogies (Jones & Lefevre, 2021). For example, the Short-Term Phase of the implementation plan provides opportunities for staff to reflect on their personal and social identities in relation to their professional practices. These exercises offer implications relating to current identities and their relationship to pedagogy as well as the challenges that may thwart successfully implementing changes.

Transformative and compassionate leaders are authentic, have a moral purpose, and know how to recognize the passions and interests of those they lead. These are important skills that are required to transform organizations into decolonized, ethically just learning environments (Hermans, 2020). These leaders are those who themselves have been transformed from the cultural and power-related societies in history and have struggled with issues of injustice and reconciliation (Hermans, 2020; Noghiu, 2020).

Transformative learning as a form of education entails a deep-rooted, fundamental shift in the basic principles of thinking, feeling, and actions (Dei, 2002). It is a shift of consciousness that permanently alters our way of being in the world. Such a shift includes an understanding of ourselves, our relationship with other people and the world, a cultivation of global competencies, an understanding of power and its connection to the structures of class, race, and gender, and

possibilities for justice, harmony, and personal happiness (Dei, 2002). As leaders and educators, we need to encourage teachers and students to think about the broader implications of *why* and *how* they are motivated to contribute to society in substantial and ethical ways that add value to our community.

Transformative and compassionate leadership share many of the same traits. As the illustration in Appendix E demonstrates, it is often difficult to distinguish between the attributes of transformative leaders and compassionate leaders. While both leadership approaches are genuine, kind, effective, and seek to ensure all stakeholders are authentically included throughout the change process, transformative leaders seek to create an egalitarian, social order. Compassionate leaders, while interested in equality and fairness, seek to ensure hope, optimism, and collaboration reign through acts of introspection and reflection. As demonstrated in the figure in Appendix E, blending the two leadership approaches produces a vision for leadership that promotes authenticity, caring, introspection, and resilience towards positive organizational change. The chosen framework for leading the change process will be described in the next section.

Framework for Leading the Change Process

Critical consciousness, compassion, collaboration, and praxis are key components of this OIP and were important elements in considering an appropriate framework for leading the change process. Some other frameworks considered were Gentile's (2010) giving voice to values (GVV) model, Lewin's (1947) three step model – unfreeze, change, refreeze, and Lippitt et al.'s (1958) seven-phase model of planned change. Cases can be made for any of these models to have been used successfully but ultimately, they do not possess the collective humanness necessary to support the cultural change envisioned in this OIP (Kuenkel et al., 2019). For

example, Gentile's (2010) GVV model highlights ways to promote ethical awareness of problems by voicing perspectives contrary to status quo systems. This approach has an alignment to the theoretical aspects of what is being implemented in this OIP in that it gives voice to those who are typically oppressed. However, while this model focuses on one voicing their values, GVV is a post-decision framework that asks stakeholders to question ethical decisions once they have been made and implemented (Gonzalez-Padron, 2012). Lewin (1947) and Lippitt et al.'s (1958) linear language and processes for change are better aligned for business or hierarchical governance structures and lack the collaborative consciousness desired in the model needed for this OIP. Both models include all stakeholders in the change process and Lippitt et al.'s (1958) model includes a focus on stakeholder motivation, however leaders in both models instruct the change and lack the collective efficacy required to shift the cultural mindset required in a change model for this OIP (Hussain et al., 2018).

The TCM was developed by Dr. Petra Kuenkel (2021). Combining over 20 years of practice supporting change in complex multi-stakeholder environments focused on system changes for sustainability, Dr. Kuenkel identified the dimensions and features that comprise the TCM (Kuenkel, 2019; Kuenkel & Kuhn, 2018). It focuses on strengthening human interactions as the core driver of the transition process to evaluate, plan, and action the collaborative change necessary for sustainability (Kellerman, 2012; Kuenkel et al., 2021; Schiuma et al., 2021). The TCM (Kuenkel et al., 2021) supports the theoretical foundation of conscious collaboration. The framework is a meta-level model that supports the appreciation of co-creative processes between the stakeholders (Kuenkel & Kuhn, 2018). Attention is placed on the process of how each person and the collective brings about the anticipated future together in a collaborative process

(Kuenkel, 2019). The framework also considers the nonrational aspects of decision-making and collaborative change (Kellerman, 2012; Kuenkel et al., 2021; Schiuma et al., 2021).

Trust, disagreements, and tension can often be aspects that lead to failure in change implementation plans. This framework assists stakeholders in paying close attention to these human factors. It combines rational and nonrational aspects into the designing, executing, and assessment stages of change implementation (Kuenkel, 2016, 2019). Establishing actions to address both the outer and inner layers of the model permits an enrichment of tangible actions (outer layers) and a deeper, more insightful level of nurturing cohesion and efficacy (inner layers) by encouraging both individual and collective reflections (Kuenkel, 2016, 2019). Appendix F provides an illustration of the TCM (Kuenkel et al., 2021) and each dimension is discussed in more detail below. The figure illustrates the TCM and its iterative process for change. The circular diagram is used to diagnose, design, and implement a collaborative plan for change (Kellerman, 2012; Kuenkel et al., 2021; Schiuma et al., 2021).

Compassionate and transformative leaders possess strong competencies in designing change processes that focus on people and action (Shields & Hesbol, 2020; West & Bailey, 2019). The quality of aliveness is vital to the long-term success of realizing transformative, compassionate change. Compassionate, transformative leaders focus on encouragement, optimism, and hope.

The framework identifies six dimensions for implementing effective change involving all change agents who will be part of the transformation at AES. The six dimensions include future possibilities, engagement, innovation, humanity, collective intelligence, and wholeness. While the dimensions themselves are not original, what is innovative is the intentional consideration to

their combined existence as an interactive design used in the analysis and planning of complex change in a multi-stakeholder setting for sustainable transformation (Kuenkel, 2019).

The First Dimension: Future Possibilities

The process of change begins with tapping into the human desire to create a better future at AES. The outer layer of the framework indicates a need for future orientation, empowerment and decisiveness (Kuenkel et al., 2021). The transformation starts with stimulating the human spirit through narratives that foster stories of opportunities and inspire the minds and hearts of all involved in the transformative process (Kellerman, 2012; Kuenkel et al., 2021). This supports the way people change in their thinking and motivates them to work towards the vision (Kuenkel, 2015; Kuenkel et al., 2021; Schiuma et al., 2021). This dimension includes staff engaging in an examination of ‘self’ by reflecting on their identity and positional power on both a personal and professional level (mckeown, n.d.). Reflective questions will be contemplated at the level of self, school, and system (mckeown, n.d.). In addition, staff will take part in surveys reflecting on their own identity and their beliefs regarding critical pedagogy as part of the baseline data collection process.

The Second Dimension: Engagement

Identity within the process needs to be structured and requires meaning making. The outer layer of this dimension indicates a need for process quality, connectivity, and collective action (Kuenkel et al., 2021). Change that requires many change agents and differing responsibilities demands that quality processes are put into place that include building structured engagement for all stakeholders; connectivity and the fostering of cohesion and networking at all the different levels as well as collective action that drives joint implementation and results (Kellerman, 2012; Kuenkel et al., 2021; Schiuma et al., 2021). Two book studies will be

undertaken as a collective practice with staff. The principal and assistant principal will facilitate the book clubs and provide frameworks for reflection and conversation for all staff. As staff become familiar with the features of critical pedagogy and problem-posing teaching, they may become more equipped at engaging in important conversations with their students and exposing them to these pedagogical practices in the classroom.

The Third Dimension: Innovation

All living systems have the capacity to change and develop into new, more complex, growth-oriented states. To be successful, change processes need to be created on the human desire to delve into the unknown and create new paths (Kellerman, 2012; Kuenkel et al., 2021). The outer core of this dimension focuses on the need for excellence, adaptability, and creativity. People are often motivated to and inspired by the opportunities of venturing into new discoveries and uncovering the possibilities of what might be. This dimension of the change process involves encouraging the creativity and generation of new ideas, pursuing mastery and growing knowledge, global competencies, along with cultivating risk-taking, being flexible in planning, and fostering crises as opportunities for growth and learning (Kuenkel, 2015; Kuenkel et al., 2021; Schiuma et al., 2021).

Staff will undertake a deep dive into the data justifying the need for change. Provincial, district, and school data will be analyzed. Following the analysis, staff will collaborate to determine a collective mission and a core set of values. “Schools that have been most successful in addressing and increasing the academic and social achievement of students have benefitted from the clarity of purpose that is grounded in a shared set of core values” (Gabriel & Farmer, 2009, p. 57). Change happens when change leaders clearly define how stakeholders will work together to achieve the school’s vision and mission (Jackson, 2021). The core values at AES will

be the non-negotiable terms that will define our culture, the standards of practice, and accountability structures (Jackson, 2021). This dimension will include the voices of all stakeholders in the change process. The principal will facilitate the reflective discussions and ensure that staff, students, parents, community, and administration are valued contributors to the creation of the mission statement and the determination of the core set of values at AES.

The Fourth Dimension: Humanity

Consciousness is a general attribute of living systems (Freire, 2000). Life develops from meaning making cognition (Kuenkel, 2015; Kuenkel et al., 2021). This dimension focuses on the need to increase the individual capacity for reflection in action as well as respect and honor all life (Kellerman, 2012; Kuenkel et al., 2021). The outer core in this dimension indicates a need for mindfulness, balance, and empathy (Kuenkel et al., 2021). It is important to be aware of the sustainability challenges present in the envisioned change process and ensure that the change agents are paying close attention to the data collected to make certain that the path towards a new culture for learning remains attainable (Kuenkel, 2015; Kuenkel et al., 2021; Schiuma et al., 2021). This dimension of change will have an important, imperative focus throughout the process at AES. A shift in current mindsets towards praxis, empathetic listening, and compassion will support the new outcomes needed to shift the current culture at AES.

This dimension includes an examination of the current PLC processes to develop intentional, job-embedded learning experiences for teachers that improve student learning. A shift is necessary towards a collective inquiry model that promotes action research. This change will support the transformation of pedagogical practices while promoting collaborative practices that increase student achievement and engagement (Miller, January 2020). Learning leaders will

continue to facilitate the PLCs and collectively new norms will be established that encourage risk taking within a safe, collegial environment.

The Fifth Dimension: Collective Intelligence

This dimension focuses on relationship building and interconnectedness. The importance of relational communication and feedback loops that benefit from the complexity of diversity are integral to this dimension (Kuenkel, 2015; Kuenkel et al., 2021). People thrive on diversity and interconnections. The outer core of this dimension focuses on iterative learning, diversity, and dialogic quality (Kuenkel et al., 2021). Setting a priority to develop and maintain relationships through meaningful, collaborative conversations focused on invigorating change, while leveraging collective intelligences, promotes a shared learning system that actions learning into active pursuits towards positive change (Kellerman, 2012; Kuenkel et al., 2021; Schiuma et al., 2021). This dimension suggests developing mechanisms that balance individual and common interests. This is accomplished by creating iterative learning settings that foster meaningful conversations, developments of global competence, diversity of thought, experiences, viewpoints, and opportunities for collaborative learning and action (Kellerman, 2012; Kuenkel et al., 2021).

The change leaders will support the change process by promoting the development of collective intelligences as shared learning systems are supported and maintained at AES through the PLC process and the TLTC model (Learning Solutions, 2018). Donohoo's (2017) work on collective efficacy suggests that teachers' attitudes and collective judgements together can make a difference for students in their schools. Collective efficacy is evident when teachers see themselves as part of a team working together for the betterment of their students. As teachers work through the five stages of the TLTC model (Learning Solutions, 2018), the evidence of

impact will promote further actions towards collective behaviours and motivation to continue the progress will transpire (Donohoo et al., 2018).

The Sixth Dimension: Wholeness

This dimension brings the collective together. By creating networked designs of action while maintaining a connection to the greater goal, and creating impact with collaborative and complementary activities, the change envisioned as a cooperative venture becomes realized (Kuenkel, 2015; Kuenkel et al., 2021). The outer core of this dimension focuses on contribution, vitality, and contextuality (Kuenkel et al., 2021). Wholeness is mutually enhanced by describing the systems of life that are numerous and contain subsystems that provide uniqueness, consistency, direction, and shared reliability (Kellerman, 2012; Kuenkel et al., 2021). Whole systems cannot be defined by the separation of their parts. Change processes need to nurture the human capacity to relate to a bigger system and to contribute to society's development beyond the individual interest (Kellerman, 2012; Kuenkel et al., 2021; Schiuma et al., 2021). This dimension emphasizes the need to explore the larger context and place one's actions within that context, cultivating a spirit of support for each other and acknowledging all actors' contributions (Kuenkel, 2015; Kuenkel et al., 2021). Through the development of wholeness within the school environment, staff and students commit to creating a just and equitable society through problem-posing, liberatory educational practices.

Wholeness refers to the need to delve beyond an individual's interests to support a greater system change. When competencies have been developed at AES, sharing expertise with others will be important to support the continued development of the district. Celebrating student achievement, presenting at professional learning events, and visiting other classrooms and schools will be important. Critical consciousness inspires individuals and collectives to bring

about change in humanity through praxis in order to create a more socially just, and ethical world. The next section discusses AES's readiness for change.

Organizational Change Readiness

When endeavoring to produce change, creating alignment among the many different components of the organization becomes a complex but crucial role of constructing a detailed plan for effecting the change. Nadler and Tushman (1980) offer a model of the structural facets including the work, the people, and the formal and informal components of the organization that a leader should take into consideration to successfully implement change within their organization (Deszca et al., 2019; Nadler & Tushman, 1980). It requires that the leader take into consideration how transforming one piece of the organization will affect all the other parts, offering a large-scale vision of the change, acknowledging that the greater aligned the organizational pieces are, the more probable it is to attain its desired results (Nadler & Tushman, 1980). Nadler and Tushman's (1980) congruence model is intended for an open system; a structured system that works together with its outside environments. This model is applicable for a public educational system with many prominent stakeholders both within and outside the organization. As Nadler and Tushman's (1980) model focuses on congruence, analyzing the gaps in the components assists in creating change to align and re-align the four elements to create positive change within the school. Each shifting layer contributes to the intricacy and complexity of the transformation. Nadler and Tushman's (1980) congruence model aids in keeping the distinct components aligned. Nadler and Tushman's (1980) model will be used to promote an examination of the gaps within the school environment, support what needs to change, and identify the readiness for change at AES.

According to Nadler and Tushman (1980), four important organizational components blend to yield the desired outputs. These four factors are work, the people, and the formal and informal organization (Deszca et al., 2019). An examination of the four components indicated what needs to change to attain the desired state at AES.

Work

Work refers to what needs to be done by the organization to achieve its desired strategy (Nadler & Tushman, 1980). Work is the crucial component that will generate the necessary change. The initial task to be performed is a shift in the overall energy and culture of the school originating from the leadership within the building. The task begins with the change leaders modelling respectful, kind, compassionate relationships which will alter the way individuals treat each other. Reflecting on and stating the organization's collective values will determine the focus of importance as a collective community. Exemplary citizens are not born - they are made. Just as individuals learn to read and write, one should also engage in lessons that are fundamental in living in harmony and social progress (West, 2021). Individuals need to be taught and exposed to respect, equity, solidarity, critical thinking, and compassion (West, 2021).

Observations of classroom teaching and learning have determined that there is a need for change from the current situation. Change can be accomplished by applying co-intentional learning experiences. This includes Freire's (2000) work that points to humanizing pedagogy, communication, authentic thinking, liberation, reflection, and action upon one's world to transform it, while using problem-posing methods of learning. Change leaders and agents will engage in professional learning opportunities, including PLCs, that support the development of global competencies and co-constructing learning opportunities that foster critical consciousness

allowing both the teacher and the students to be active participants in the planning and investigations of solutions to real-world, relevant issues.

People

The people involved in the change process include the principal, assistant principal, learning leaders, school staff, students, parents, area and system strategists, and the education director. The principal will be the primary change facilitator and will initiate the work that needs to be done. With the support of the education director, the assistant principal, and learning leaders work will begin at the grass roots. Developing alliances with those who support the changes will be vital to its success (Deszca et al., 2019).

The learning leaders will be the primary change agents driving the change of pedagogical imperative and will lead the PLC work as they have the strongest impact in supporting the changes in the classrooms. Their work with the different PLCs will assist in creating positive learning experiences as well as alleviating opposition should challenges present themselves (Deszca et al., 2019; Nadler & Tushman, 1980).

Administrators will direct the cultural shift in the organization as their behavior and conduct will influence the actions of others in the building. All staff will engage in professional learning focused on building trust, respect, caring, collaboration, and compassion. Self-reflection will be a vital component of this process. Administration will ensure that there is collective engagement in determining the desired goals and strategies to accomplish the transformation and a common understanding of the future possibilities will be established.

Finally, staff and students are essential to the change envisioned at AES. While both are instrumental in determining the changes and the process, they are also the change recipients in the transformative process. Both staff and students will benefit from the changes in the way they

interact with each other along with the transformation in the classrooms that supports and values diversity of thought, group dialogue, participatory action, and empowerment.

The Formal Organization

This component deals with how formal structures and systems influence how one's behaviour and actions support the organizational policies (Deszca et al., 2019; Nadler & Tushman, 1980). The formal structure of the public education system is a tiered configuration with the provincial government at the apex of the system. The minister of education sets the policies, standards, and priorities for the educational system. The board of trustees is an elected group who represent the community and work to ensure that the public board is providing an enriching education for its students.

The chief superintendent and the superintendent's team are responsible to organize and lead all aspects of the organization and monitor the progress of its employees. The chief, along with the superintendent's team, create a *Three-Year Education Plan* (BSD, 2021a) that outlines the goals and vision for the school board. The board has prioritized literacy, numeracy, Indigenous education, and student well-being as its primacies (BSD, 2021a).

As the BSD is a large district, it is divided into seven areas led by an education director. Each director is responsible for ensuring the administration in their schools are providing a positive, equitable learning environment for all the students. At the school level, each school creates a *School Development Plan* (SDP), which outlines the goals, strategies, targets, and measures in each school year. At AES, teachers and administrators collaborate to determine the goals for student learning and instructional practices each year.

The Informal Organization

This component focuses on the cultural aspects of the organization. AES's culture has a massive influence on this organizational improvement plan. The resulting analysis was given considerate consideration with what needs to change. An analysis of the informal organization includes three areas of focus posed below.

Trusting Relationships

Compassion and trust are integral in this OIP. Teachers and students often refrain from revealing their vulnerabilities. Staff work tirelessly to support their students and want to be perceived as good educators. Engaging in the TCM (Kuenkel et al., 2021) while promoting collaboration, collective action, and humanity may help to strengthen the relationships between staff and administration and staff and students. Providing staff with input into the possibilities while focusing on empathetic conversations and collective efficacy may create a shift in the ways individuals work and learn together at AES (Kuenkel, 2015; Kuenkel et al., 2021).

Strong Culture of Learning

Staff members are currently overwhelmed with the demands connected to their jobs. The extra pressures created by the pandemic, a new curriculum, as well as the increased expectations and paperwork leave them exhausted. Tensions in classrooms continue to mount. The pandemic, mental health issues as well as social disruptions all have an effect on students.

Pedagogical Imperative

Teachers currently teach using what Freire (2000) called the 'banking model' of teaching. This method of teaching presents very little interaction between knowledge and inquiry (Freire, 2000). The information shared with the student is assumed as truth and is not evaluated or questioned. Student work, along with feedback and assessment practices, become a reproduction

of what the student remembers from the lessons given by the teacher (Bunnell & Bernstein, 2012). Decolonizing the art of teaching and promoting critical pedagogy in classrooms may foster equity within the classrooms as the teacher and students work together to resolve societal issues (Freire, 2000).

Outputs

The school's culture, teaching, and people are at the heart of this change process. The TCM (Kuenkel et al., 2021) will drive the desired change at AES. The short-term goals are to engage in reflective practices and expose staff to critical pedagogy and Freire's (2000) work. The medium and long-range goals will be focused on developing strong pedagogical practices through PLCs and the creation of a more compassionate culture that values student engagement in problem-posing practices of inquiry.

As gaps and strategies are determined using Nadler and Tushman's (1980) congruence model, it is important to determine the change readiness within the organization. Readiness is determined by the level of acceptance of all stakeholders. Appendix G outlines the components and the school characteristics indicating that AES and its stakeholders are ready to engage in the change process to create a strong culture of learning that promotes compassion and critical consciousness. The next section includes possible solutions to address the PoP as all stakeholders are ready to implement organizational change at AES.

Strategies/Solutions to Address the Problem of Practice

This section evaluates three possible solutions as well as identifies the preferred option to realize the desired state at AES. First, it examines the reinventing of the space and the learning environment. Second, it investigates the prioritization of individual student voice and agency. Next, it examines the reframing of the learning and the pedagogy within the classrooms. An

inventory of resources will be provided to indicate what might be necessary to achieve each solution and the advantages and disadvantages are evaluated respectively. Appendices H and I demonstrate a comparative analysis undertaken to provide information regarding the potential for each solution. Appendix H compares the three solutions in relation to five ethical paradigms and considerations. The comparison demonstrates that one solution strongly inhabits all five ethical standards. Appendix I compares the resources required for each solution. All three solutions require some level of resource support; however, Solution Three requires the least amount of fiscal input. Subsequently, the preferred solution will be presented to produce the change envisioned in this OIP.

Ethical Considerations and Challenges

In education, there is an ethical imperative for the profession, which is to attend to the well-being of all students. As such, this moral value must lie at the heart of any professional paradigm for leaders (Shapiro & Stefkovich, 2016). It is imperative for educational leaders to shift from a top-down tiered model for constructing ethical and other resolutions and instead switch to a leadership style that stresses connections and relations (Shapiro & Stefkovich, 2016). Ethics of care includes a responsive, moral, relationality to the needs of all members of the organization (Starratt, 2012).

The ethic of justice will be supported in this OIP through the principle of acknowledging the civil and human rights of all stakeholders. The notion of equality and just treatment of people are the fundamental values of the ethic of justice (Starratt, 2012). The ethic of critique confronts the status quo by including social discourse, which permits the oppressed an ability to speak out and uncover injustices (Starratt, 2012). This brings awareness to the inequities and actions to allow for the correction of these imbalances within education (Shapiro & Stefkovich, 2016).

The need to redefine and shift the power, privilege, culture, and injustices in the organization is an important focus in this OIP. Maintaining professional codes and adhering to the LQS (Alberta Education, 2018a) and TQS (Alberta Education, 2018b), while aligning personal ethical principles to support the best interests of students and staff are at the core of the ethics of profession (Stefkovich & Begley, 2007). Sustaining the ethics of profession throughout the change process by ensuring that the voices of staff and students are acknowledged and concerns are addressed will support the successful implementation of the transformative progression.

Challenges exist in implementing the proposed change in the school. Not every stakeholder will embrace the vision of transforming the culture and deliverance of a critical pedagogy. A fear of loss and disengagement by teachers could impact the advancement of learning anticipated for the proposed transformation (Herrmann, 2017). Attempting new ways of teaching and learning will leave teachers vulnerable. Their self-perception of who they are as leaders in the classroom will be challenged by a change in pedagogical practices (Kaur, 2012). Staff will have less control of the learning environment and may feel a huge loss of power (Herrmann, 2017). Success depends a great deal on the attitudes, viewpoints, and the moral compass of the staff involved in the transformation (Kaur, 2012). With any change, not every experience will be successful. Staff and students will experience failure. Asking teachers to move from a place of certainty and control to one of unpredictability and messiness will result in resistance from some. All stakeholders will be encouraged to engage in the transformation identifying that learning is about embracing possibilities, taking risks, making an effort, failing, and succeeding (Herrmann, 2017). The collaborative and collective plan envisioned in this OIP will engage those reluctant teachers who are unsure about the changes. For example, supporting

and collaborating with staff while sharing new ways of thinking about pedagogy during the book studies engages teachers in a non-threatening way allowing them to discover new ways of thinking and teaching in classrooms.

Solution One: Reinventing the Space and Learning Environment

Putting a group of students together based on chronological age is an outdated practice of the Industrial Age (Zhao, 2018). This construct has been criticized for not meeting the needs of all students (Zhao, 2018). Traditional ways of creating learning environments connect an individual teacher to a particular group of students. Often teachers are in their own space in isolation from others. Teachers become exclusively responsible for their group of students and their academic achievement. In recent years, there has been an increased focus on personalized learning, which necessitates that schools personalize the pathway for each student (Li et al., 2005; Zhao, 2018).

Present thinking on learning advocates that education has shifted from expecting students to be passive receivers of knowledge to encouraging students to be active creators of new knowledge (Freire, 2000). Current learning theory calls for a multi-disciplinary approach (Li et al., 2005). A natural progression from interdisciplinary learning is collaborative learning. The first solution includes creating opportunities that take place in discovery teams and investigative groups where students work through authentic problems and situations in cooperative ways based on student interest (Li et al., 2005).

Taking from the term collaboratory, learning spaces transform into places of collaboration and laboratories (Muff, 2014). The collaboratory is an open place, innovative system for accommodating significant conversations where various stakeholders tap into the collective intellect to produce solutions to difficult dilemmas (Muff, 2014).

The term laboratory also suggests the concepts of discovery and investigation, thus staying clear of the thoughts of perfection or standardization (Muff, 2014). Muff (2014) proposes that collaboratories are open spaces for all community stakeholders where action learning and action research come together and students and teachers, along with experts and researchers, join forces to address current societal problems. It is a place where people can think, work, and learn together to conceive a new societal future that includes equity and social justice for all.

To make this organizational shift, one must consider the ways in which students and teachers use the spaces in the building. A redesign and repurposing of the classrooms must occur in order for this solution to be effective. Changes that may be considered include the creation of micro-learning areas, a space for whole school access to technology and media, sports and music facilities, and opportunities to create spaces for outdoor, land-based learning exploration (Thornburg, 2017).

Resources

Resources needed for this solution may include professional learning for teachers to support their understanding, knowledge, and skills in being able to effectively support the new collaborative process of engaging in learning, funds to purchase furniture and lighting to complement the new spaces, new/additional technologies, media for virtual learning, current data to justify the necessity for change, human resources to support the creation of the alternate spaces (i.e., Facilities department), support from supervisors, time to create new spaces and learning to use them effectively, and equipment and resources to improve the outdoor spaces.

Advantages and Disadvantages

The advantages of this solution include a new way of organizing for learning. Team or collaborative teaching has been found to be less segregating and more effective, especially in

inclusive classrooms (Zhao, 2018). The combined capacity and efficacy have a positive effect on student learning (Zhao, 2018). When teachers work collaboratively, students profit from the exposure to a wider range of expertise, talents, and interests. Research has determined that teachers' collective abilities positively affect student learning (Baker-Doyle, 2011; Leana et al., 2006; Moolenaar, 2012).

The disadvantages of this solution include classroom management (especially in the beginning), maintaining positivity within the group dynamics, and altering outdated assessment practices resulting from a continuation of the expectations related to archaic evaluation processes (standardized tests, etc.). Student agency and pedagogy within this solution could remain status quo if teachers relate back to former habits of teaching within the newly developed classroom structures.

Solution Two: Prioritizing Individual Student Voice and Agency

Solution Two emphasizes the promotion of student-centered classrooms that focus on student-directed learning that supports the educational experiences of students. Learner-centered classrooms attend to more than just academics. They also cultivate care for social and emotional learning (Rucker, 2019). Cultivating trusting relationships based on mutual respect promotes an environment that encourages critical thinking (Freire, 2000). When students realize they are important contributors to the learning, they are more likely to be vulnerable, share their thoughts and feelings, and be open to being coached and mentored (Safir, 2017). Creating a culture of agency in the classroom offers remedies and support for educating students who were historically marginalized (Vaughn, 2019). Prioritization on individual student needs and interests allows for collaboration between the teacher and student whereby goals are set, and learning experiences are determined (Rucker, 2019). This solution requires educators to create a unique

environment that is dependent on trust, stability, and ingenuity. Freire (2000) proposed that the purpose of teaching is to nurture the students' critical sense so that they are not easily dominated but rather, able to act. Student learning should be based on their experiences, background knowledge, and lives (Freire, 2000). Teachers and students become jubilant and productive and the connections between school and the 'real world' become indistinct (Safir, 2017).

In a culture of learning, teacher collaboration with students shows an interest in and a respect for students' thinking while fostering their development as valued, capable persons able to participate effectively in the classroom (Ritchhart, 2015). By taking on some of the responsibility for their own educational experiences, students find meaning and purpose in the act of learning. Student agency allows for intellectual thought and critical analyses of the problems relating to one's existence (Rucker, 2019). Teachers become facilitators who learn alongside their students. Provocations and questions elicit critical dialogue and thus starts the process of actively transforming and constructing learning in the classroom. Education must not be a static entity. Rather, it must always attempt to help students understand the larger world and their place within it (Giroux, 2010). Teachers have been engaged in ongoing PLCs and the processes and protocols require a realignment to the current goals of this OIP.

Resources

Few resources would be necessary to invoke this change. Continued PLCs and learning through the TLTC framework (Learning Solutions, 2018), along with engaging in classroom supports, would be important to ensuring its success. New technologies may be needed to support the development of student autonomy.

Advantages and Disadvantages

Advantages to this solution include a transformation to current methods of teaching and learning at AES. When students begin taking some responsibility for their own educational experiences, students find meaning and purpose in the act of learning. Student agency allows for intellectual thought and critical analyses of the problems relating to one's existence (Freire, 2000). Providing students with voice and choice in the learning assists in educating students to become critical mediators who vigorously question and negotiate the interactions between concepts and practice, critical analysis, common sense, knowledge, and social change (Cornu et al., 2003; Freire, 2000; Giroux, 2010; Kek & Huijser, 2011).

Disadvantages of this solution include the time and effort it requires to implement. Teachers find that traditional ways of instructing require less time and energy. Students are used to being passive recipients of knowledge and encouraging them to voice their opinions and express their thoughts and interests may take time. As students become active participants in their learning, evaluative processes, intentions, and autonomy would have to be altered to fit the new constructs for learning in the classroom.

Solution Three: Re-Framing the Learning and Pedagogy

Solution Three suggests a different way of learning in the classroom. Paulo Freire's (2000) work on critical pedagogy and critical consciousness is the focus promoted in this solution. Critical pedagogy uses a flexible approach that concentrates on the interests of students associated with issues in society and others' oppression. The co-created learning experience develops critical thinkers who make connections between their own personal experiences and broader societal forces (Apple, 2019; Freire, 2000). A shift in pedagogy that removes the focus from conformity and memorization to one that values critical consciousness, global

competencies, and social change allows students to critically participate with the world so that they are able to analytically engage in it (Giroux, 2010).

Traditional ways of teaching are no longer meeting the needs of students in this ever-changing world (Korda, 2019). Freire's vision to transform the educational experiences in the classroom considers a new educational movement. Student engagement increases as they see their place within the learning process. Critical pedagogy recognizes that the way students are educated relates to the desired future and if that future includes liberty and social justice, educators need to endorse practices that foster the skills and capacities of our youth so that they are able to challenge the injustices in the world (Freire, 2000; Giroux, 2010). Collaboration, praxis, global competencies, and critical thinking skills are vital within this solution.

If teachers are to foster deep thinking with students, students need to be educated in an atmosphere guided by these skills as part of their learning outcomes (Kek & Huijser, 2011; Safir & Dugan, 2021). Students who utilize deep learning methodologies show improved self-directed learning competences when compared to learners who engage in surface level learning styles in a problem-based classroom (Kek & Huijser, 2011). Critical thinking is described as using a variety of skills while learning such as understanding, integrating knowledge, and evaluating information (Kek & Huijser, 2011; Safir & Dugan, 2021). In addition to utilizing a set of abilities, attitude and disposition play an important role when using critical thinking skills (Facione, 2009, 2015). Disposition is about recognizing the skill necessary to employ while having the mental fortitude to apply it. Problem-posed learning develops these critical thinking skills while promoting a critical spirit (Kek & Huijser, 2011). Paul and Elder (2006) suggest 18 practices for students to master critical thinking skills. Examples include being an active listener, questioning the information presented, thinking of the teacher as a facilitator, and looking for

connections. Educational scholars argue that critical thinking skills are essential as they allow students to deal effectually with practical, social, and scientific problems and these strategies must be taught in order to prepare students for the issues they will confront in the 21st century (Badr, 2022; Fadiawati et al., 2020; Kek & Huijser, 2011).

Problem-based learning and teaching makes thinking explicit and visible and uses real, relevant problems to stimulate learning (Freire, 2000; Kek & Huijser, 2011). Evidence shows that students in a student-focused, problem-posing learning environment demonstrate higher ordering thinking and learning skills (Freire, 2000; Lin, 2003; Yuan et al., 2008). An effective problem-based learning process involves a sequence of learning events that are iterative and introspective requiring more than obtaining facts and concepts to be recalled during a test (Freire, 2000; Kek & Huijser, 2011). The goal of problem-posing learning through a global competence construct is to develop individuals who acquire an integrated body of knowledge that can be retrieved, applied, and used to transform the world into a more just and equitable place (Barrows, 2000; Freire, 2000; Kek & Huijser, 2011; OCED, 2018).

Working through the six dimensions of the TCM, stakeholders will engage in a transformative change process (Kuenkel et al., 2021). Providing insight into the envisioned future, staff will choose one of two books to study during organized book clubs lead by the principal and assistant principal exposing them to critical pedagogy and the work of Paulo Freire (2000). Praxis will be promoted throughout the study. Staff will be offered the analyze, articulate, act framework (mckeown, n.d.), illustrated in Appendix J. This framework encourages praxis as teachers reflect on what they have read during book club and are encouraged to try something from their readings with students in their classrooms.

Staff will continue to engage in PLCs and each PLC will work through the TLTC model (Learning Solutions, 2018) in order to transform the educational experiences for students at AES. As a result of the work and discussions in PLCs, staff and students will become active participants in planning the experiences and assessing the progression of learning in classrooms. This collaborative approach will create an environment focused on collective efficacy and shift the culture at AES to one exemplifying compassion and collaboration. As a way of achieving wholeness, it will be necessary for all stakeholders to use their capacities to share and celebrate the successes that have occurred at AES with the greater community.

Resources

Few resources would be necessary to implement this solution. Books supporting the implementation of critical pedagogy, problem-posing education, and the importance of critical thinking will need to be purchased. Time and space for staff to collaborate and learn new strategies in PLCs in order to co-construct the learning environment with their students will be essential. Outside support from the area, system, and local universities will be requested, if necessary, to provide additional support.

Advantages and Disadvantages

There are many advantages to this solution. Freire's (2000) vision to transform the educational experiences in the classroom considers a new educational movement. Student engagement increases as they see their place within the learning process. It offers students a new way of thinking and provides guidance, support, and encourages human agency (Giroux, 2010). Students develop cultural awareness and as a result, take an interest in global issues and a desire to confront social, political, and environmental concerns (OECD, 2018). Critical pedagogy recognizes that the way we educate our students relates to the future we desire and if that future

includes liberty and social justice, educators need to endorse practices that fosters the skills and capacities of our youth so that they are able to challenge the injustices in the world.

Collaboration, self-reflection, and critical thinking skills are vital to this solution.

Disadvantages to this solution include the need to re-invent the way students currently learn in the classroom. This will take time and not all staff and students may be comfortable asking questions and interrogating real-world issues. A problem-posing method of teaching requires that students and teachers be comfortable with uncertainty and flexibility in the learning practice; not all students and teachers will be able to accept this as part of the process (Fobes & Kaufman, 2008). Not all teachers and students will see themselves as agents of change and be willing to eradicate social injustices (Fobes & Kaufman, 2008). Effectively creating rubrics that accurately articulate the learning intentions will take practice and engagement by all participants.

Chosen Solution for Creating a Strong Culture of Learning at AES

While all solutions benefit teaching and learning at AES, Solution Three will create the greatest cultural shift in the organization. Problem-posing education, praxis, global competence, critical pedagogy, and the development of a critical consciousness will enhance the current learning practices. While Solutions One and Two provide pieces of the desired result, the need for pedagogical imperative through a problem-posing method of teaching provides the crucial components necessary to change the learning experiences most effectively for students.

Solution Three poses that students who are engaged in critical thinking and actions to transform the societies in which they live, develop a critical consciousness that allows them to create a more just and equitable world (Aliakbari & Darabi, 2013). Compared to initiatives focused on diversity and inclusion, which tend to highlight and recognize social group differences, critical educators and theorists study how the previously mentioned differences

propagate oppression of individuals, organizations, and social/cultural ranks. Critical theory's multi-layered exploration of the undercurrents of privilege and oppression is balanced with considerations of opportunities for intervention and social change (Bell, 2007). This theory directly correlates to Solution Three with its focus on critical pedagogy. This solution will be accomplished mainly through the collaborative work in PLCs. The next section summarizes and concludes Chapter Two.

Chapter Two Conclusion

Organizational change requires effective leadership, vision, and a collaborative team to invoke the changes desired at AES. Leadership that focuses on transformation through compassion and humanity will produce the desired results over time. Engaging in Kuenkel et al.,'s (2021) TCM will be supported. This promotes connections to the greater goal and a shared collective of the transformative vision for change.

As discussed through Nadler & Tushman's (1980) congruence model, it is apparent that AES and the organization are ready to invoke change that will produce a stronger, more equitable learning culture focused on compassion and critical consciousness. Solution Three, involving reframing the learning and pedagogy through praxis, a comprehensive book study, and collaborative PLCs will most effectively support the desired vision for change at AES. Chapter Three discusses the implementation process, the communication plan and the tools and processes that will be used to monitor and evaluate the change implementation plan.

Chapter Three: Implementation, Communication, and Evaluation

Chapter Three begins with a description of the change implementation plan directed by short, medium, and long-term goals. The communication plan is an important component of the engagement process and is modelled around Beatty's (2016) communication strategies for effective change. The final constituent of the implementation plan is the monitoring and evaluation framework which is guided by a methodological triangulation approach of collecting and collating data to monitor the progress and assess the change results. The collection of data will be comprised of data from the province, district, school, staff, and community. Baseline data will be collected from staff using the Teacher Critical Pedagogy questionnaire (Roohani et al., 2016). The questionnaire asks the teachers to reflect on their current interactions with students in the classroom. This questionnaire will be completed at different stages of the change process to monitor the shifting pedagogical mindset and practices that occur between staff and students.

Data gathered from the CBAM (Hall & Hord, 2020) which is constructed to offer the change leaders statistics regarding the impacts of the plan on the teachers' attitudes, skills, knowledge, beliefs will be used to make modifications to the change implementation throughout the process (Dudar et al., 2017; Hall & Hord, 2020). Staff, students, and administration will keep a journal as a reflective, qualitative tool to be used to monitor the change process. Next Steps and Future Considerations conclude Chapter Three.

Change Implementation Plan

Positive school culture was found to impact the motivation and focus of those doing the work (Stronge, 2013). As motivation increases, the environment becomes more collaborative and the belief that all students can learn becomes the norm amongst staff (Deal & Peterson, 2016). Creating a learning environment that supports the transformed mindset and philosophies will

produce the changes desired in this plan. Research indicates that collective professional development that intentionally highlights reflective and authentic practices are necessary for increasing pedagogical imperative in teachers (Lypson & Sukhera, 2021; Richter et al., 2010). School cultures that value agency and voice as an imperative dimension of effective learning, as well as demonstrating collaborative behaviors and a shared commitment by all stakeholders to support the success of students including celebrations and a general feeling of joy and compassion, support the development of students who think critically and engage in active learning in the classroom (Deal & Peterson, 2016; Fullan, 2002, 2018; Stronge, 2013).

Fullan (2002) highlighted the importance of continuous school improvement through transformative leadership with a shared goal of creating and supporting a strong culture of learning. As teachers progress through the implementation plan, the anticipated result is that staff will generate equitable, constructivist cultures in their classrooms (Fullan et al., 2018; Guskey, 2021). The collaborative organization of PLCs allows teachers to work alongside each other, learn from each other and engage in activities, conversations, and observations that support the transformation (Dudar et al., 2017; Fullan et al., 2018; Guskey, 2021). Professional learning that supports the development of praxis, empathy, efficacy, pedagogical imperative, critical consciousness, and active participation promotes the development of effective teaching practices (Tschannen-Moran & McMaster, 2009). This focus on creating a collaborative, compassionate culture of learning addresses the queries in Guiding Question Two.

The change implementation plan exposes staff to Kuenkel et al.'s (2021) TCM. Collaboratively, staff will develop their skills and understandings of creating a strong culture of learning focused on compassion and critical consciousness through an exercise of self-reflection, engaging in a collaborative book study, examining the current data related to AES from the

province, district, and school, and collaborating in PLCs and other professional learning opportunities focused on shifting the pedagogical mindsets of staff to support the learning and needs of students.

The envisioned transformation aligns with the Alberta Education's (2020) *Guide to Education*'s objectives of preparing students to become citizen of tomorrow and equipping them with the skills and knowledge they require to become productive stakeholders of our ever-changing society. This is accomplished through quality educational experiences, inclusion, and equity (Alberta Education, 2020). BSD also encompasses the same vision and values which are communicated through their *Three-Year Education Plan* (BSD, 2021a). The strategies contained in the plan focus on improving student learning. The priorities include student achievement, equity, and well-being (BSD, 2021a). Appendix K provides a visual of change implementation plan's actions, communication, and monitoring and evaluation plans within the three phases, which are described in detail below.

Short-Term Phase: Shifting Mindsets

Meaningful engagement amongst the stakeholders creates unity and trust (Kuenkel et al., 2021). The initial phase of the change implementation plan begins with achieving the short-term goals, which may take up to two to three months. The short-term goals involve staff partaking in the first two dimensions of the TCM – future possibilities and engagement (Kuenkel et al., 2021). When teachers recognize that they can support students' academic learning through practices that promote critical consciousness, they are more likely to plan for and respond to opportunities for students to be critically engaged in their learning (Beghetto, 2013; Beghetto & Zhao, 2022; Mullet et al., 2016). This phase begins with staff interrogating their own personal and social identities to reflect on how their belief systems impact their engagement with students.

Staff will be provided with templates to provoke their thinking. mckeown's (n.d.) questionnaires will be used to support teachers' reflections. Examples of questions to ponder include, "What are your own identities that you think about most often?" and "What are aspects of your identity that impact how you engage with students?" (mckeown, n.d.). See Figures L1 and L2 for additional sample items.

Other baseline data collected from staff will be gathered as a starting point of the implementation process. This includes the Teacher Critical Pedagogy questionnaire (Roohani et al., 2016). The questionnaire is assessed on a five-point Likert scale. Likert scales are simple scales used to indicate degree of agreement. In the case of Roohani et al.'s (2016) Teacher Critical Pedagogy questionnaire, teachers must indicate if they *strongly agree, agree, neutral, disagree, or strongly disagree*. Examples of statements to evaluate the level of critical pedagogy used by teachers include, "I believe the main goal in my classroom is to convey information" and "I believe I should involve all students in my class to promote equality and justice" (Roohani et al., 2016, p. 11). See Appendix M for additional sample items.

This phase involves exposing teachers to the fundamentals of critical pedagogy, problem-posing education, and critical consciousness. In order to accomplish this, two concurrent book studies will take place engaging all staff. They may choose to read *Textured Teaching: A Framework for Culturally Sustaining Practices* (German, 2021) or *Pedagogy of the Oppressed* (Freire, 2000). The principal and assistant principal will facilitate the two book studies and opportunities to share learning from each group will occur during grade team meetings. Making connections to classroom pedagogy will be supported with tools provided to staff during the book study. For example, staff will complete the challenge, choose, collaborate framework (as illustrated in Appendix N), which will be used as a tool for reflecting on and actioning their new

learning. The framework encourages teachers to examine what concepts and ideas they find challenging in the book, what strategies they will choose to try in their classrooms, and whom they might collaborate with to implement the chosen concepts.

Medium-Term Phase: Collective Understanding of Practices

The Medium-Term Phase of the change process channels into the collective understanding of pedagogical imperative within the change model. The medium-term goals focus on the next three dimensions of the TCM – innovation, humanity, and collective intelligences (Kuenkel et al., 2021). It is estimated that it will take approximately two to three years to become proficient in this stage of the implementation process. Actions implemented during the Medium-Term Phase address the queries in Guiding Question One related to the supports required to shift pedagogical practices.

Changing teacher practice to create learner-centered classrooms requires teachers to change their current practices and beliefs. This will require modeling the desired vision by the change leaders (principal, assistant principal, and learning leaders) and implementing meaningful learning opportunities for staff to justify the reasons for transforming their educational practices. The creation of a safe space to discuss challenges and provide opportunities to observe and learn from each other will be critical to the realization of the plan. The quality of the exchanges as well as the constructive and instructive conversations between educators and learners are seen as crucial for the creation of deeper comprehension and understanding (Darling-Hammond et al., 2020; Fullan & Langworthy, 2014). Modeling these interactions and dialogue through collaborative professional learning and PLCs focused on pedagogical imperative and problem-posing education will be essential in the construction of teachers' understanding and learning.

A balance between the rational thoughts of data, facts, figures, and observations along with the nonrational parts of emotions, feelings, beliefs, and trust need to be intentionally present and valued during the change process (Kuenkel, 2019; Kuenkel et al., 2021). As teaching and learning can be a very personal endeavor, it will be important to emphasize the individual beliefs and strengths within the group when bringing the people together to work collectively and collaboratively to create the conditions for transformative, pedagogical change at AES. As a transformative, compassionate leader, understanding and acknowledging the minds and hearts of the stakeholders throughout the transformative process will be imperative to its success.

Staff meetings will be organized to interrogate the data communicated in Chapter One and Chapter Two. Report card and attendance information may also be presented. Staff will have opportunities to work in teams to disaggregate the data into different categories. These may include age, gender, grade level, ELL, and SES to determine levels of engagement related to student success. The principal and assistant principal will pose guiding questions to staff to support the conversations. For example, are students who identify as engaged in learning, positive contributors to the school community and more academically successful in school?

This phase also includes the reformation of PLCs at AES. Multi-grade PLCs will be established through a random selection of names. This randomization ensures that equitable groups are formed. Learning leaders will continue to facilitate the collaborative conversations and will be able to extend the support into classrooms throughout each cycle. The principal and assistant principal will rotate through the different PLC groups to ensure they are familiar with the different challenges being presented and remain a part of the collaborative conversations occurring during the meetings.

The first month of PLC meetings (November 2023) will occur as a point of establishing group norms in each PLC and examining the TLTC model (Learning Solutions, 2018). This collaborative learning approach allows teachers to learn with and from each other through communication, observation, and educational activities (Dudar et al., 2017; Fullan et al., 2018). As PLCs facilitate critical thinking and focus on student learning challenges, creating a compassionate environment where learning teams feel safe to engage deeply, offer advocacy and feedback to members, and undertake collective accountability for all students impacted by the team will be instrumental in the success of transforming the learning experiences for students (Learning Solutions, 2018).

PLC members will progress through the five stages of the TLTC (Learning Solutions, 2018), illustrated in Appendix D, in three-week periods giving teachers time to work through each stage and determine new challenges to be shared at their next PLC meeting. The cycle will be supported using the what, so what, now what framework protocol (mckeown, n.d.) illustrated in Appendix O. The protocol provides provocative questions to initiate conversations during PLC meetings and supports the conversations related to the evidence brought by each member. Questions provoking the reflection, analysis, and the determination of an action plan are fostered using the framework. PLCs contribute to the learning of new ways of doing things for both experienced and new teachers while at the same time supporting administrators in introducing new strategies.

Long-Term Phase: Developmental Competence

The long-term goal focuses on the sustainability of a strong culture of learning created at AES. This phase focuses on the last dimension of the transformative change model –wholeness, as described in Chapter Two. This includes the promotion of a critical consciousness in staff and

students along with intentional practices of addressing social injustices and creating equity through all learning opportunities. This stage of the implementation plan will be ongoing. Creating a space for mutual understanding creates the essential energy flow between stakeholders that is so vital to guaranteeing collaboration delivers and sustains the desired results (Grieten et al., 2018; Kuenkel et al., 2021). When stakeholders are able to see the larger picture and a shift towards new understandings and different contexts are recognized as valid, sustainability is more likely to occur. This insight and sense of wholeness invokes the human capacity to stay emotionally connected to the goals for the common good of everyone involved in the change process (Kuenkel et al., 2021).

Celebrations recognizing the accomplishments of teachers and students and highlighting the journey of the process, along with emphasizing the successes and hard work implemented by all stakeholders involved in the transformative development of change, will be organized. All stakeholders, and the greater community, will be invited to share in the successes, which will highlight the positive impact of problem-posing methods of teaching and learning and global competencies in classrooms. Other methods of sharing the transformative changes with others may include presenting at professional learning conferences, different schools, and district and area offices.

Stakeholder Engagement

Research has demonstrated that stakeholders' attitudes and beliefs are among the most influential variables for implementing pedagogical change (Deng et al., 2016; Smith et al., 2014; Zulfija et al., 2013). Lawler and King (2000) indicated that although policy, systems, and other macro factors influence change processes, the shifts brought about by successful transformation are embodied in the ideas and actions of the individual. Unless teachers believe that they have

the capacity for pedagogical imperative, instruction will remain mediocre at best (Das et al., 2013; Loreman et al., 2007; Yan & Deng, 2019).

Teachers' concerns have been viewed as one of the significant variables related to attitudes toward instruction (Yan & Deng, 2019). Teachers may be concerned about a variety of different variables during the change process such as time, expertise, supports, and training which need to be addressed carefully when implementing change (Sharma et al., 2006; Smith & Smith, 2000; Yan & Deng, 2019).

As the envisioned change involves a transformation in teaching practices, individual teachers are impacted tremendously throughout this process. A shift in one's pedagogical practices is a highly personal, developmental process. As a compassionate and transformative leader, it is imperative that I provide staff with a voice and an outlet to express their concerns as part of this process. As a compassionate leader, it is essential that I am empathetic to teachers' concerns, but also take action to alleviate their apprehensions. The CBAM is used to define, assess, and describe the progression of change experienced by teachers endeavoring to execute educational improvements (Hall & Hord, 2020; Yan & Deng, 2019). The CBAM has been extensively used over time as an effective framework for gauging teachers' personal concerns during the implementation of innovations in education (Fullan, 2016; Hall & Hord, 2020). Many teachers at AES are new to the profession and are adjusting to the demands of the classroom. While the envisioned change is important to their practice, it is imperative that the change leaders are kept aware of any concerns teachers may have regarding the implementation process.

The CBAM is comprised of three components: stages of concern (SoC), level of use (LoU), and innovation configuration map (IC). As demonstrated in the illustration in Appendix P, the three components overlap and provide evidence to determine the concerns staff are having

when implementing the envisioned change, their capacity to implement the plan, and the design to execute the envisioned change.

The SoC analyses the personal size of change (see Appendix Q). The SoC includes a questionnaire, interview, and open-ended questions. This tool allows change leaders to identify teachers' attitudes and beliefs towards the change innovation being implemented (Hall & Hord, 2020). Gathering this feedback enables leaders to address teachers' concerns in a timely manner and provide actionable responses. As illustrated in Appendix R, the LoU is an interview tool that informs the change leaders as to how effectively the staff are implementing the changes (Hall & Hord, 2020). The IC map illustrates the essential components of the change process (Hall & Hord, 2020; Hollingshead, 2009). The map provides a distinct illustration of what high quality implementation looks like (see Appendix S). It acts as an exemplar to guide and focus staff efforts (Hall & Hord, 2020). Teachers have concerns when shifts in pedagogical practices are introduced and recognizing and addressing these concerns are crucial to the successful implementation of innovative educational practices (Yan & Deng, 2019).

Leadership Focus and Stakeholder Management

Compassionate and transformative leadership empathizes with people and their position in societal cultures. The Kings Fund (2017) identifies compassionate leadership as the basis of creating and enabling innovation, caring, and compassion within an environment. Shields and Hesbol (2020) recognize that transformative leaders focus on developing equitable education for all through inclusive practices and implementing socially just educational environments. The change implementation plan's member-centric concentration is supported by my leadership foci on leading instructional change and creating a compassionate school culture to support the

collaborative professional development that emphasizes problem-based pedagogy and critical consciousness as the solution to my problem of practice (Harris, 2011; Jones & Harris, 2014).

Ethical considerations incorporated in this plan include the creation of a safe space for stakeholders to explore the change plan. Without trust, apprehension and despondency increase, change leaders have wary supporters, and organizations struggle to be fruitful (Kutsyuruba et al., 2016). Values, beliefs, and concerns will be acknowledged as stakeholders' voices will be respected and provided with opportunities to express their concerns and the feedback received will be acknowledged and considered as the change plan moves forward (Jacobs & Keegan, 2018). As a compassionate and transformative leader, the ethic of care and the ethic of justice are paramount in my thoughts throughout the change process. Problem-posing education does not regard existence as a fixed entity that students should not question. Rather, it nurtures epistemological habits of critical thinking and action in order that students' meaning making concerning humanity is honed, as well as their sense of liberation (Trout, 2008). Freire's (2000) perspectives of changing the way students are educated in schools is pivotal to this improvement plan. Integrating his concepts of problem-posing education, critical consciousness, and liberating the oppressed by changing the current methods of interacting with students is integral to the ethical shifts envisioned in this plan.

In response to Guiding Question Three which ponders my leadership efficacy for implementing change, key factors will indicate the success of my leadership abilities. As a transformative and compassionate leader these include, but are not limited to, maintaining staff motivation throughout the process, continuing to have open communication with all stakeholders, and sustaining a culture that is comfortable being vulnerable and willing to make and learn from their mistakes to ensure a positive implementation of the change process.

Effective leadership is evident when leaders are able to impact a group to perform and shift their roles to create positive organizational outcomes (Madanchian et al., 2017).

As a change leader, I will be involved in all aspects of the change implementation process. I will take part in the planning, execution, and engage in the co-learning with all of the stakeholders in the school community. This will enable me to support the learning while nurturing relationships and teacher capacity (Holdsworth & Maynes, 2017). Modeling the desired outcomes, challenging the status quo, empowering and inspiring others, fostering collaborative PLCs, encouraging all stakeholders, and celebrating the successes are actions I will take in order to demonstrate my effectiveness as a change leader (Kalshoven et al., 2011). Conversations related to feedback on my leadership facilities will provide insight and indications of where I can positively develop my skills.

Limitations and Challenges

The implementation plan presents certain challenges and limitations. These include the stakeholders, time, resources, and the change process. The teachers involved in this plan will be involved in transforming their pedagogical practice from a teacher-centered to student-centered practice that focuses on problem-posing education and the development of critical consciousness, in both them and their students. Gathering feedback regarding their concerns and possible resistance will support the implementation of the plan. This information will be gathered using different assessment tools throughout the monitoring process. Stakeholders will need time to learn, observe, collaborate, plan, and alter their classroom environments. PLCs offer a collaborative support system to discuss and implement change. The work will be messy and unpredictable, and teachers will be shifting their beliefs and understandings related to classroom teaching and pedagogy (Fullan, 2016).

These adjustments may produce a lack of confidence and a decline in efficacy and execution as teachers adjust their practices (Fullan, 2020). In a compassionate culture, efficacy can be supported by adjusting the professional learning, providing positive feedback, listening, and adjusting the plan according to the concerns from stakeholders, celebrating success, and observing others as they become more proficient in developing their pedagogy (Armenakis et al., 2000; Armenakis & Harris, 2009).

The change leaders and their support will be imperative in supporting the efficacy of teachers. My transformative and compassionate leadership styles will provide encouragement that the changes being suggested are necessary and essential to the development of students (Armenakis & Harris, 2009).

Change can create uncertainty. The vision of transforming teacher pedagogy will inevitably create resistance. Resistance may grow from fear and grief. Fear of appearing incompetent as a professional and grief as the way things have always been done is ending and new beginnings lead to ambiguity. The status quo is a predictable, comfortable place to be. One is familiar with the expectations and the demands on each individual are anticipated. Listening to the stakeholders and providing timely communication, while acknowledging fears and concerns, identifying and analyzing the data indicating the need for change, providing opportunities for all stakeholders affected by the change to participate in discussions and the creation of new goals for improvement, providing supports, identifying timelines, while maintaining compassionate relationships will be essential to the success of the planned implementation (Elving, 2005; van Vuuren & Elving, 2008).

Resources to implement the plan will require funds to support the change. Books and resources to support the professional development of the staff will be necessary. As well, funds

to purchase release time for teachers to observe other classes and meet in collaborative teams will be required. Current data and information will be necessary to provide the ‘story’ as to why this change plan is important. Provincial Assurance Survey data (Alberta Education, 2022), BSD Student Survey data (BSD, 2022b), report card data and attendance rates provide current evidence as to the importance of why this change is necessary. This information will to be collated and analyzed by staff with a deep dive into interrogating the data to provide justifications for the need for pedagogical change at AES (Markiewicz & Patrick, 2016).

Time is a factor when implementing change. Stakeholders will need time to adjust to the messages and vision co-created during the initial stages of the implementation. The plan requires stakeholders to reconsider established educational practices. Two to three years might not be long enough to establish a compassionate culture and the envisioned pedagogical practices. Staff will need time to meet in their PLCs to collaborate, investigate, observe, learn, and communicate to effectively transform their current practices. The leadership team will need time to prepare effective professional learning opportunities that model the intended changes at AES. Feedback and communication will indicate if extensions to the timeline need to be made. If this is the case, a plan will be put into place to allow staff more time to explore the obligations and continue to make changes to their classroom practices. If necessary, more release time can be allocated to teachers to observe, provide feedback, and provide encouragement. Outside consultations may be necessary to review the implementation plan and provide support and possible recommendations for improvement.

Plan to Communicate the Need for Change and the Change Process

A clear plan to communicate change is imperative to the success of implementing the desired results to improve the organization. A lack of communication could lead to failure and as

such, effective communication is key to the success of the envisioned transformation (Beatty, 2016; Deszca et al., 2019; Lewis, 2019). Beatty (2016) suggests that the main objective of communication during the change process is to persuade all stakeholders to accept the new vision of the changed organization. Conveying the vision will necessitate superfluous communication, in-person conversations, individually relevant materials, and the use of change leaders to build the case for the need for change (Beatty, 2016; Deszca et al., 2019, Lewis, 2019). The feedback received during the monitoring and evaluation process will be essential and be used as critical information to inform next steps in the change implementation. The purpose of communication will be to inform all stakeholders of why, how, and what is happening during the process and to create a cohesive community as the developments occur (Elving, 2005).

All stakeholders of the organization will be required to engage in the change process. However, levels of communication with different stakeholders will vary (Beatty, 2016; Lewis et al., 2006). Appendix T illustrates an adapted map from Beatty (2016) sectioning the different stakeholders into clusters based on their degree of influence and degree of impact. Creating a communication map with all of the stakeholders takes time as one needs to be intentional in the placement of each member group. Factors involved in deciding which quadrant to place members include the determination of how much the change implementation will impact each stakeholder's day-to-day work life and how much influence each stakeholder has in executing the change process (Beatty, 2016; Lewis, 2019; Lewis et al., 2006). The Stakeholder Communication Map provides an organized visual in order to determine the communication and involvement tactics for each group (Beatty, 2015, 2016). Appendix U provides a visual table representing the communication plan throughout the different phases of the change process and is described below.

Stakeholders in group A include the principal, assistant principal, and learning leaders. They will have a significant amount of influence over the change and will also be highly impacted by the proposed implementation of change. These individuals will have the important roles of change leaders, decision makers, planners, and influencers (Beatty, 2016; Lewis, 2019; Lewis et al., 2006). This group will drive the change and ensure that stakeholders remain motivated. Leading the book studies, facilitating the PLC meetings, and providing complementary professional learning opportunities will be some of the prominent responsibilities of this group. A high level of communication is required of them and from them. Group A will work very closely together and with other staff to implement the change process. Implementing assessment tools such as the Teacher Critical Pedagogy questionnaire (Roohani et al., 2016), CBAM (Hall & Hord, 2020), surveys by the province and district, self-reflection journals will guarantee that regular communication and reflection related to the success of the implementation is occurring.

Group B will consist of the teachers, educational assistants, and students. This group will be involved in the change process and will be impacted strongly by the collective decisions made (Beatty, 2016). Their degree of influence as the main drivers of change is not as great as group A; however, they will be highly impacted by the change. It will be important to communicate the why and how of the change process with group B. Regular communication related to what is happening and how the change will be impacting them is vital to the success of the change process (Beatty, 2016; Lewis, 2019). Referring to group B and consulting with them regarding their desires and wellbeing will ensure they are cooperating with the change plan (Beatty, 2016). As group B will be involved in every aspect of the change process, soliciting their feedback

through CBAM, reflective surveys, small group meetings, and one-on-one conversations will be a fundamental part of the communication process (Beatty, 2016; Lewis et al., 2006).

Group C consisting of specialists, strategists, and the education director will be informed of the change plan and when needed, will be consulted during the process. While not highly impacted by the change process, their involvement could be highly influential when delivering significant professional learning and support. This group may be leading authorities and role models who can support the success of the change (Beatty, 2016; Lewis, 2019). Monthly check-ins and school reports will provide regular communication and updates for and from these stakeholders.

Group D consists of the parents and community population of the school. They will not have a high degree of influence nor will they be highly impacted by the change. Their input through surveys and conversations will be important to provide insightful information to the change leaders. Those ‘looking into’ the plan may have insight and feedback that others who are deeply involved in the change process may have overlooked or missed. It will be important to communicate the plan for change and relay information as to what is being achieved on a regular basis to maintain support. This will be accomplished through emails, postings on the school website, events shared on teachers’ blogs, and celebrations of learning held at the school. Parents at AES are appreciative of the communications they receive and a group of strong advocates enjoy supporting and enhancing the educational experiences for the students at AES.

Short-Term Phase: Shifting Mindsets Phase

Initial communication will occur through an email in August 2023 to all groups (A-D) indicating the plan to implement changes at AES. Throughout this phase, communications will occur through face-to-face meetings and emails. These communications to group A and B

include the need to create baseline data in order to monitor the progress throughout the plan. As well, communications will occur to introduce the two book clubs being created. A schedule will be determined for the book clubs and will be emailed to the participants. Following the conclusion of the book studies, the change leaders will present the critical messages regarding the change approach and the need to shift teaching practices while integrating 21st century global competencies during face-to-face meetings.

The communications during weekly staff meetings will aim to build an understanding about the need for change, while answering the why, what, and how regarding the change process (Beatty, 2016). The plan's main objectives are to affect stakeholders' actions that assist in knowledge mobilization. The communication that will be delivered to groups A and B includes Armenakis et al.'s (1993) change belief ideas, which are provided in Appendix V.

Medium-Term Phase: Collective Understanding of Practices Phase

The communication in this phase begins with emails to all stakeholders inviting them to engage in conversations related to an analysis of current data at AES. Face-to-face meetings will occur to examine the current data to establish issues that are present in the documents. Conversations will determine what needs to change and what will remain consistent (Beatty, 2016). The stakeholders in all groups will be reassured that closing the gaps described in the data are achievable and each step in the change process will be managed successfully. The data and plan will be presented at the year's first School Council meeting to ensure they are informed of the plan and the reasons for implementing the changes.

As the initial restructuring of the PLC occurs, in-person meetings will occur to review the reformation and examine the TLTC framework (Learning Solutions, 2018). Regular emails will be sent out updating staff of meetings and celebrating the positive work occurring in the school.

Knowledge mobilization efforts will be engaged to support teachers in their classrooms making real-time efforts to improve teacher practice and student achievement (Edge, 2005). For example, change leaders will communicate a process of restructuring the collaborative PLCs in order to improve academic success, student engagement, and well-being at AES.

Group A will provide time for one-on-one meetings to address questions related to faculty concerns, fears, and uncertainties providing immediate feedback to staff related to their dissonance and the supports that will be provided (Beatty, 2016).

Groups C and D will be made aware of the transformative learning through updates on the AES website, emails, teacher blogs, parent/teacher conferences, and communications at School Council meetings.

Long-Term Phase: Developmental Competence Phase

Communications during this phase includes emails and updates on websites, blogs, and at stakeholder meetings to celebrate with all members, as they have been essential to the realization of the plan implementation. Ongoing communication is functional and participatory at this phase with the intention of persuading all stakeholders to continue to support and take part in the long-term success of the plan and enhance the ongoing commitment of all stakeholders of the groups in continuing the change process (Deszca et al., 2020; Lewis, 2019).

Evenings of celebrations will be organized. All stakeholders from groups A, B, C, and D will be invited to share in the successes which highlight the positive impact of problem-posing methods of teaching and learning and global competencies in classrooms. Stakeholders from all four groups will be invited through email and postings on the school website. Additional occasions to share the success at AES will be coordinated. These might include presenting at professional learning conferences, other schools, and district and area offices.

Knowledge Mobilization

Mobilizing suggests a shared collaboration and entails an iterative process of co-developing knowledge through a collective process (Signy, 2022). Knowledge mobilization (KMb) provides a methodology to enhancing the effectiveness of research through making research results more available to non-academic audiences (Signy, 2022). It describes how knowledge is produced and used to inform strategy, practices, and policy (Langley et al., 2018). When using a systems approach to organizational change, KMb and transfer become meaningful through social processes (Lavis et al., 2003; Signy, 2022). Appendix W demonstrates the iterative process of KMb. This illustration demonstrates KMb as a collective process of creating the right conditions for sharing information of all forms, creating new and collective knowledge within the cooperative process while articulating complex concepts, and putting new information into action. An important part of the process includes occasions to provide feedback, which may create opportunities for further KMb (Lavis et al., 2003; Signy, 2022).

At the top of the illustration in Appendix W, the triangle and associated words and arrows represent the general flow of information that follows within the KMb process. While the concepts of people, action, and knowledge may appear straightforward, they are very complex as is illustrated in the rest of the figure (Bennet & Bennet, 2007). Considering the variety of people, the differing levels of knowledge, and the spectrum of possible actions the obstacle of forecasting or predicting outcomes is challenging (Bennet & Bennet, 2007; Lavis et al., 2003). Starting at the top of the triangle, people, through their experiences, take in information. As they develop a greater understanding in a particular area, they create knowledge and comprehension. Knowledge mobilization uses this knowledge to choose appropriate actions to establish solutions to related problems (Bennet & Bennet, 2007). Identifying a cone of preferred possibilities (see

Appendix W) and monitoring the KMb procedures and feedback loops to ensure the desired results are kept within the cone, enables short-term decisions and actions be made to guide the results and keep the outcome within the cone (Bennet & Bennet, 2007). Appendix W illustrates the flow of information into the KMb team. Change leaders, facilitators, and recipients work collaboratively to develop deep, highly focused, and joint understandings of the situation to be resolved (Bennet & Bennet, 2007). The communication and team learning process provides opportunities for collaborative conversations, critical thinking, and mental model shifting (Bennet & Bennet, 2007; Signy, 2022). Knowledge mobilization is the process of bringing the right knowledge together with the stakeholder groups and building a strong KMb team who can shape, share, and apply the knowledge to solve problems, make decisions, and implement the desired plan for change (Bennet & Bennet, 2007).

The next section describes the methods used to examine and assess the plan's performance and execution.

Change Process Monitoring and Evaluation

Monitoring is a method of following the changes in a program or project over time. It is an organized, routine, systematic collection of data for the purpose of learning from experiences and making the necessary adjustments (Khan, 2018). It allows informed decisions to be made based on the results obtained. Monitoring permits the data collection of the outcomes, practices, and experiences during the implementation stage to be processed and documented for the purpose of decision-making, change management, and re-framing/re-planning the implementation process (Neumann et al., 2018).

Evaluation refers to the process that pursues an understanding specifically to the 'why' and 'what changes' have occurred following the implementation and is thus an impact

assessment process (Khan, 2018). Evaluation assesses a cause-and-effect relationship in an effort to recognize and employ the outcomes for new projects (Khan, 2018; Neumann et al., 2018). Evaluation confirms there is relevance to the anticipated outcomes, efficacy in dealing with the identified issues throughout the implementation process, and sustainability of the change implementation (Neumann et al., 2018).

In order to ensure that the plan is being implemented effectively, monitoring and evaluation needs to occur throughout the process. Voice and agency are imperative to this plan's success. This will be accomplished through a methodological triangulation of data collection.

Surveys and Stories: Using a Methodological Triangulation Approach

An 'across method' triangulation approach will be used to monitor and evaluate the change process. This method includes both qualitative and quantitative collections of data (Casey & Murphy, 2009). The collection of data will be triangulated from the people with whom the data will be gathered: teachers, students, parents, and administration. As the data is drawn using multiple sources and resources, the information collected provides a broader scope of the issues (Bekhet & Zauszniewski, 2012). Data collection allows for greater improvisation when revising strategies for success (Casey & Murphy, 2009). As well, a comprehensive collection of data provides an in-depth understanding of what is working well through the process and what needs to be adjusted in the future in order to achieve the improvements indicated (Casey & Murphy, 2009).

Monitoring the progress of the desired change begins early in the change process and tracks changes over time (Taylor et al., 2017). The gathering of data to identify early performance statistics and concerns related to the processes and experiences during the Shifting Mindsets Phase allows for formative feedback during the initial process and identifies the need

for early revisions and the fine tuning of the preliminary goals (Taylor et al., 2017). The monitoring process provides opportunities for those involved to express any concerns early in the implementation and have input regarding the different phases and outcomes of the results (Liu et al., 2021).

The evaluation process will occur closer to the end of the change process, specifically the wholeness dimension of the TCM (Kuenkel et al., 2021). This will include an objective examination of the impact of the outcomes, and their effectiveness (Liu et al., 2021). The data gathered during the evaluation process will report on the final impacts produced from the changes implemented in the organization (Liu et al., 2021).

Methodologies to Monitoring and Evaluation

As a transformative, compassionate leader developing capacity is essential and involves improving practice as well as the organization. The change plan is purposefully centered on the individuals involved and teacher participation is vital to the monitoring and evaluating process. The implementation of the plan focuses primarily on new learning for teachers, while recognizing gaps between their existing practices and the envisioned pedagogical shift (Fullan, 2020; Hall & Hord, 2020).

During the Short-Term Phase of the implementation plan, baseline data will be collected from teachers to determine their current state of instruction related to critical pedagogy using the Teacher Critical Pedagogy questionnaire (Roohani et al., 2016). The data will provide targeted areas requiring support and motivation to teachers to continue with the change process and/or recognize the need for revisions (Liu et al., 2021). Also, teachers will be provided with two identity questionnaires in order to reflect on their personal and social identities as a way of monitoring how their individualities impact their beliefs and values related to their pedagogy.

This baseline data will be used to assist in creating sustainable decisions regarding progress and future changes for growth and transformation. Framework tools will be provided to support praxis while engaging in two book studies. Staff will be presented with the analyze, articulate, act and the challenge, choose, collaborate frameworks (mckeown, n.d.). These tools assist in breaking down concepts within the text, choosing a new idea to try, and collaborating while committing to acting on their new knowledge in the classroom.

During the Medium-Term Phase of the implementation plan, conversations relating to the data from the Assurance Survey (Alberta Education, 2022a), the BSD Student Survey (BSD, 2022b), report cards, and attendance records will be used to create a chart prioritizing concerns and will be reintroduced throughout the change process. The TLTC framework (Learning Solutions, 2018) will be implemented as the main tool for the cycle of inquiry during PLCs. The model has five parts and makes more explicit the process of developing collective professional efficacy with staff. As illustrated in Appendix X, staff will be provided with a tool for reflection during PLCs, today, tomorrow, and beyond (mckeown, n.d.). This action ticket assists staff in reflecting on how they can use the learning they gained in their PLCs immediately, in the near future, and in the weeks to come (mckeown, n.d.). Classroom observations, peer feedback, and one on one conversations will also support the monitoring and evaluation of the process.

Administration, teachers, and students will be given a journal to self-reflect on the process and share their personal journey throughout the application of the change plan - a *Prose on Progress* journal.

The CBAM will be used to gather data from teachers and monitor the level of use of critical pedagogy in classrooms. Hall & Hord's (2020) CBAM will be used by teachers in order to support the understanding, encouragement, and assessment of the change in the school at the

individual level throughout the different phases. The SoC, LoU, and IC map provide informative data to gauge teacher mindsets, calculate how well teachers are executing the change plan, and determine the reliability of the problem-posing educational framework (Hall & Hord, 2020). Teacher efficacy improves with active involvement in monitoring and evaluating the activities associated with improving 21st century learning (Bandura, 2018).

The Long-Term Phase of the implementation plan include a re-evaluation of the Teacher Critical Pedagogy questionnaire (Roohani et al., 2016) as well as an examination of the provincial, district, and school data for 2023 and beyond. Community celebrations will include an exit ticket to enable others to evaluate the school's progress.

Next Steps and Future Considerations

This OIP attends to the problem of how to address learning in classrooms that focuses on student-centered practices that creates students who are equipped with focusing on real-word problems and the inequities and social injustices entrenched in today's society. The change implementation plan details the plan's objectives of creating collaborative learning teams (PLCs), in order that teachers may examine how to incorporate problem-posing educational practices (reflection and action) and the development of critical pedagogies (interrogating and critiquing content) through the use of frameworks and global competencies. The plan's desired outcome is to create classrooms that focus on equity, engagement, well-being, and success. The plan has been created to work within my agency and context. As the change leader, it is my role to ensure that professional learning occurs and teachers' voices are heard and acknowledged to support the change process. The next steps in the OIP are to initiate the plan, sustain the motivation in all stakeholders, and further incorporate critical spirituality and Indigenous ways of knowing and learning into the future processes of development.

Initiating the Plan

Implementing the plan begins with meeting the leadership team to discuss the mission and values within the plan. First steps will be to provide opportunities for teachers to reflect on their personal and social identities and assess their critical pedagogical practices. Next, an analysis of the data from our BSD Student Survey (BSD, 2022b) and the provincial Assurance Survey (Alberta Education, 2022a) with data related to our school from students, teachers, and parents will be undertaken. This information will assist in acknowledging our strengths and areas for growth, particularly related to school culture, academic success, and student well-being. It will provide the statistics necessary to make decisions as to where to begin with the different facets of problem-posing educational practices with teachers and students (Hargreaves & Shirley, 2022). A restructuring of the PLCs will include cycles of inquiry that promote teacher pedagogical imperative through problem-posing practices.

Sustaining the Motivation

Sustaining the motivation with transforming teacher pedagogy requires entrenching problem-posing educational experiences into the SDP, the frameworks for learning, the succession planning for new teachers, and the PLCs. Integrating problem-posing practices along with developing a critical consciousness that goes to the roots of inequity and social injustices while re-thinking how, why, and what is taught and learned will need to be included into the learning framework to transform classroom experiences. Motivation will be sustained by continuing the commitment to participatory approaches where stakeholders partake in developing an awareness about themselves and their place in the world through critical discourse and active education that expands one's capacity and generates transformative agency (Horner et al., 2015).

Incorporating Critical Spirituality and Indigenous Way of Knowing into the Plan

This plan involves very personal and critical processes of change and reflection. Teaching and learning are an intimate practice that involves critical action and reflection. As a transformative and compassionate leader, my vision includes collaboration, empathy, and compromise. These abilities and mindsets are vital for harmony and social unity while developing a culture that celebrates dialogue, listening, critical thinking, and collective learning. Drawing on the strengths of Indigenous principles as described by Sanford et al. (2012), one can learn from the collective, historical experiences of Indigenous peoples and integrate ways of being, knowing, and doing into the educational practices for students and teachers. Through the elements of critical spirituality (see Appendix Z) and Indigenous ways of knowing (see Appendix AA), authentic learning experiences that emphasize meaning making in our lives, a shift in our collective and individual thinking, human connectedness, unity, and a transcendence to something greater than ourselves will benefit the continued creation of a strong culture of learning at AES.

Chapter Three Conclusion

The change implementation plan outlined in Chapter Three addresses the problem of practice at AES. The problem of practice that is addressed in this OIP examines how to create a strong culture of learning that promotes compassion and critical consciousness. The plan is anchored in critical theory and leadership practices that focus on compassion and transformation. The implementation plan outlines the priorities, objectives, and the results for each phase of the plan, describes the critical components of the communication plan, and incorporates a monitoring and evaluation plan for each phase. The plan defines the activities of each of the stakeholders involved and foresees challenges and limitations in the process of accomplishing

the plan while considering ways to mitigate the challenges offered. The organizational improvement plan concludes by expressing potential next steps and possible considerations to be realized in the continuation of addressing problem-posing methodologies and global competencies in co-constructed learning experiences. A thoughtful, integrated plan for change will create the possibility of continued growth and development towards creating classrooms and learning experiences that promote individuals who are able to confront the status quo, think critically, and challenge the issues of equity and social justice to make society a better place for all.

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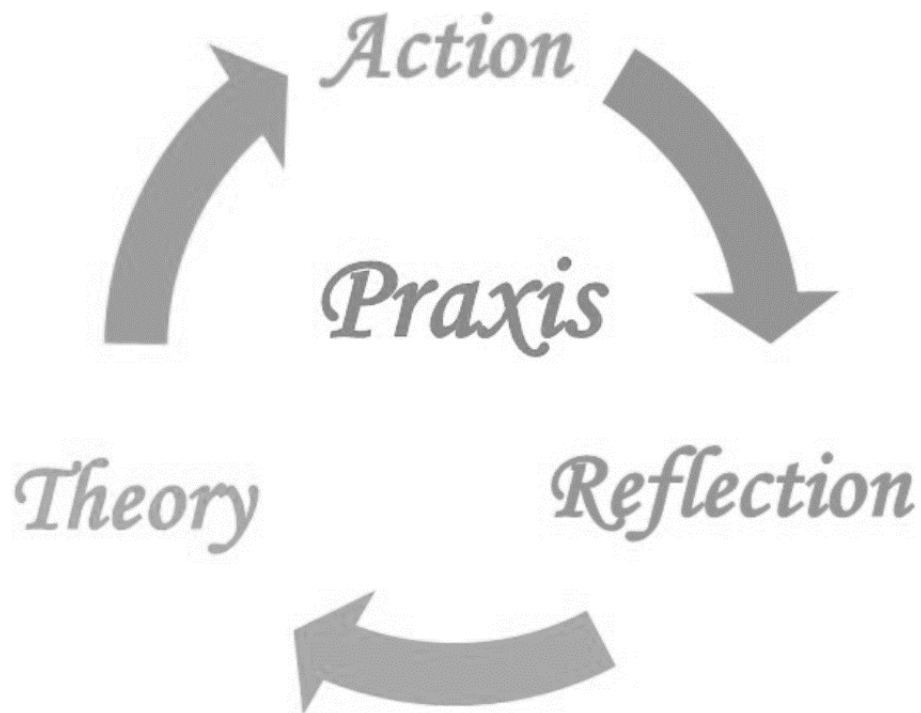
DOI: 10.1016/j.sbspro.2013.08.892

Appendix A

OECD's Global Competence



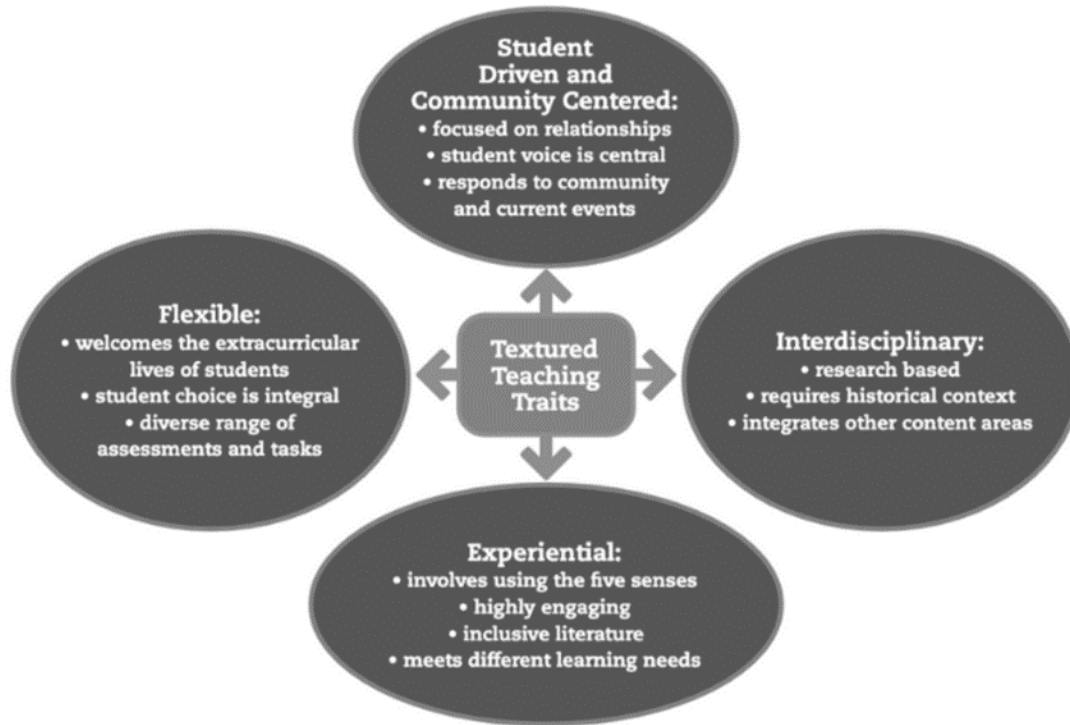
Note. Global competence is a life-long learning process but one that can be initiated through educational practices that highlight global issues and intercultural circumstances. From *OECD 2018 Global Competence*, by OECD (21, January 2018), <https://OECD.org/OECD/innovation/global-competence>.

Appendix B**Conceptual Model of Praxis**

Note. This figure illustrates Freire's conception of praxis and the notion that praxis is defined as an interconnection between reflection and theory, theory and practice, and reflection and action. From What is praxis? by G. Stuart, Sustaining Community, (12, March 2020), <https://sustainingcommunity.wordpress.com/2020/03/12/what-is-praxis>

Appendix C

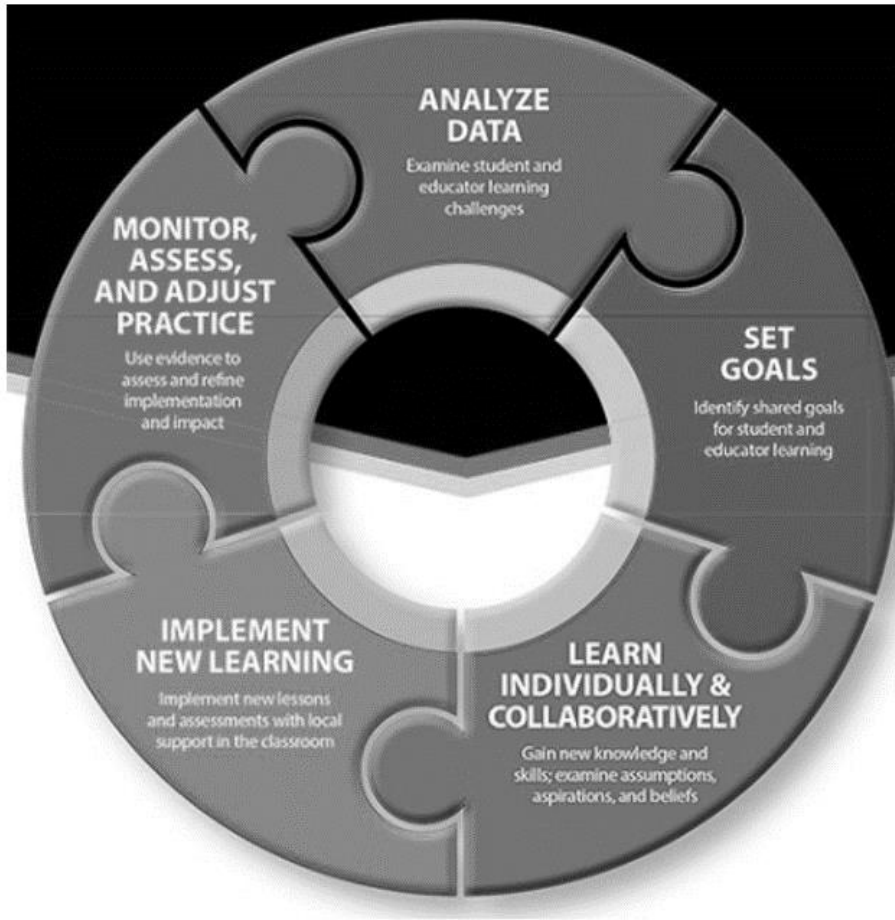
The Traits of Textured Teaching



Note. The traits of textured teaching are woven into the values of love, truth, justice, community, and knowledge as strategies are developed to work with students. The traits complement problem-posing educational practices and educating through global competencies. From *Textured teaching: A framework for culturally sustaining practices*, by L. E. German, 2021, Heinemann.

Appendix D

Teacher Learning Team Cycle Framework



Note. The framework illustrates the five stages of the learning team cycle. The framework engages teachers in collaborative inquiry. It provides a tool that engages teachers in deep learning and offers opportunities to present support and feedback to peers, by Learning Solutions, 2018, *The Learning Professional*, 39(2), 72. <https://learningforward.org/wp-content/uploads/2018/05/put-the-learning-in-your-plc>

Appendix E

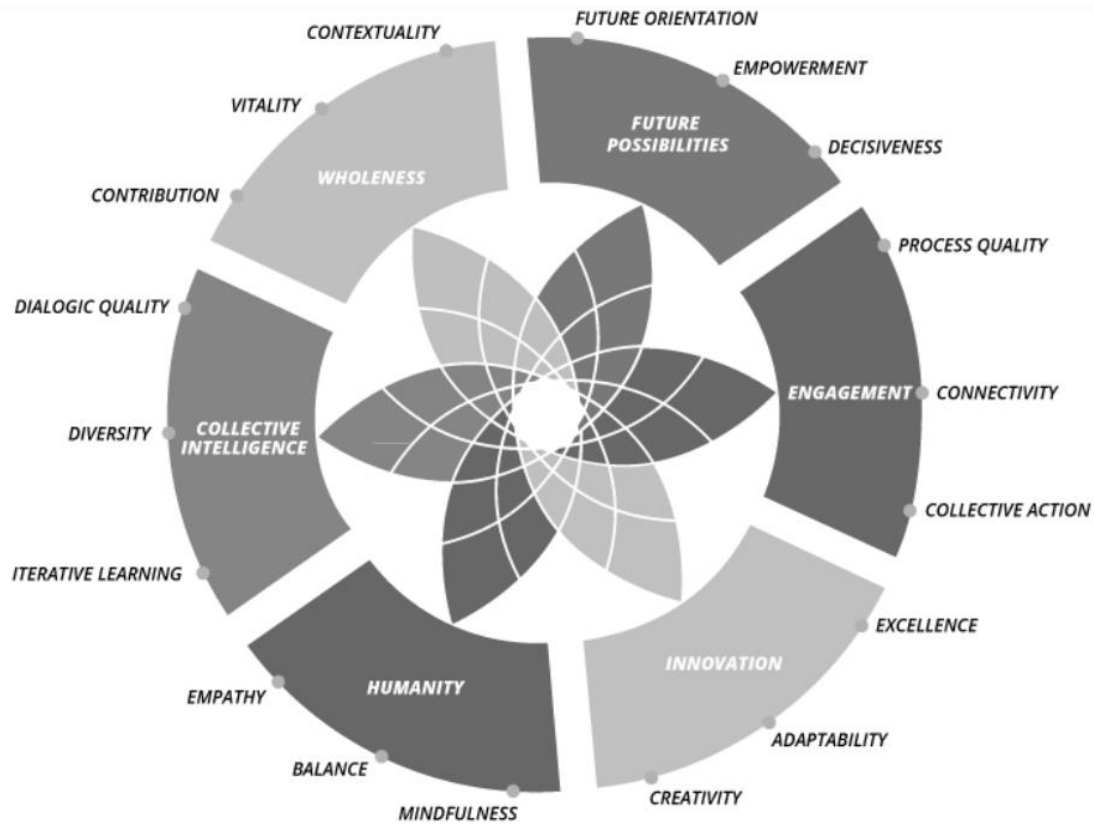
Synergizing Transformative and Compassionate Leadership



Note. This figure demonstrates the synergy between two leadership styles that work well together to create positive, transformative change in a school setting.

Appendix F

Transformative Change Model



From *Leading transformative change collectively: A practitioner guide to realizing the SDGs*, by P. Kuenkel, E. Kuhn, D. Stucker, & D. Williamson, 2021, Routledge.

Appendix G

Components of Change and AES's Readiness to Engage in the Process

Component	School Characteristics Indicating Readiness
Leadership capacity and support	Change leaders are committed to the anticipated change and offer initial and lasting support, which may include needed resources to those implementing the change
Shared vision for change and how it will influence the school	Change leaders facilitate a collaborative decision-making process to co-create the change vision, goals and implementation plan using the transformative change model
Collaborative school culture	Staff and students trust each other and work together to determine the future direction of the school and problem-solve together to create a stronger culture of learning
Implementation plan	Co-created by all stakeholders, the school's plan identifies clear roles and responsibilities, tasks, timelines, and indicators of success, all of which are aligned with the change goals and the unique context of the school
Staff capabilities	Staff have the capacity to initiate the new work and are given needed supports (e.g. professional development, materials, resources, time to collaborate); supports are aligned with the change goals
Resources	School has taken inventory of needed resources and identified how to leverage what the school has and get any missing supports and resources

Note. The table outlines the components of change and AES's characteristics of readiness indicating the school is prepared to engage in transforming the learning environment.

Appendix H

Five Ethical Paradigms and Considerations Related to Each Solution

Solutions	Ethics of Justice (Rules of law; equity fairness and justice)	Ethic of Critique (Moral problems caused by ethic of justice, barriers of fairness)	Ethic of Care (Compassion-oriented)	Ethic of Profession (Guiding values of the profession)	Ethic of Community (Public good defined by service region of institution)
1					
2					
3					

Note. This table indicates that solution three most effectively considers and implements the five ethical paradigms and considerations. While solutions one and two take all of the considerations into effect, solution three most strongly inhabits all five ethical standards. From Five ethical paradigms for community college leaders: Toward constructing and considering alternative course of action in ethical decision making, by L. Wood & A. Hilton, 2012, *Community College Review*, 40(3), 196-214. <https://doi.org/10.1177/0091552112448818>

Appendix I

Analysis of Resource Requirements

Solutions	Time	Human Input	Fiscal Input
1	Medium	Low	High
2	High	Medium	Medium
3	High	Medium	Low

Note. This table demonstrates the resources level required for each solution. All three solutions require some level of resource support. Solution one requires the highest level of fiscal input and therefore, is the least effective solution when analyzing resource requirements. Solutions two and three require the same amount of time and human input, however, solution three requires the least amount of fiscal input.

Appendix J

Analyze, Articulate, Act Framework

Description	Provocations	Response
Analyze: Think <i>deeply</i> about passages or sections from the text that resonate with or challenge you. This will require time and (<i>emotional</i>) space.	<ol style="list-style-type: none"> 1. Which sections of the text stand out to me the most and why? 2. Which sections of the text force me to (re)examine my thoughts and beliefs (about education)? 3. How have I given myself the time to absorb new concepts and ideas? Have I given myself permission to step away and then return to the material, as needed, during the analysis process? 	
Articulate: Develop questions you have and identify future desired learning you wish to do as a result of engaging with the text. <i>Speak</i> and share this within your learning community.	<ol style="list-style-type: none"> 1. What are questions that I have of the text that will be useful to share with the learning community? Which ones can I explore the answers to on my own? 2. How will I frame the ideas I wish to share/verbalize? How will I be mindful of the words (and other forms of communication) I use? 3. Based on my engagement with this text, what other learning can I do (on my own or supported by others) to further my understanding in this area? 	
Act: (Plan to) do something with the learning you have acquired by putting <i>at least one</i> concrete idea into practice. Ensure your action is thoughtful and measured.	<ol style="list-style-type: none"> 1. Based on the learning I have done and still plan/need to do, what is one immediate action I can take that will positively impact students, families, colleagues, and/or the wider community? 2. What steps do I need to follow to ensure that the action I take is not harmful or rushed? 3. How might I measure the effectiveness of the action I take? Who or what can I turn to if I require support? 	

Note. This adapted framework will be used when staff is engaging in one of the two books during book club, in community with colleagues. Teachers will use this framework to help organize their thinking, with the goal of taking material action. Adapted from Analyze, articulate, act: Triple A engagement framework, by, j. mckeown, (n.d.), Linktree.

https://linktr.ee/dabrtoind19?fbclid=PAAaagcSDR6aGB6nCm52pttpOPJ_vZcpCTw67tP38lhbdLeKkKLhjFtCW-uUcj.

Appendix K

Change Implementation Plan

Implementation Phase	TCM Dimension	Goals/Actions	Stakeholders	Timing	Communication	Monitoring and Evaluation
Short-Term Phase: Shifting Mindsets	Future Considerations and Engagement	Teacher reflect on personal and social identities	principal assistant principal	Friday afternoons September 2023	Face-to-face staff meetings to distribute and complete questionnaires related to identity and teachers' current use of critical pedagogy	Pause and Ponder Questionnaire (McKeown, n.d.)
		Teacher completes questionnaire related to critical pedagogy	learning leaders teachers			Teacher Critical Pedagogy Questionnaire (Roohani et al., 2016) SoC (Hall & Hord, 2020)
		Book Study: <i>Textured Teaching: A Framework for Culturally Sustaining Practices</i> (German, 2021) or <i>Pedagogy of the Oppressed</i> (Freire, 2000)	Facilitators: Principal assistant principal Attendees: learning leaders teachers educational assistants other interested staff	Friday afternoons September 2023 - November 2023	Initial face to face staff meeting to share book titles and provide a brief synopsis of each book. Email will be sent to staff indicating meeting times on Friday afternoons	Analyze, Articulate, Act: Triple 'A' Engagement Framework (McKeown, n.d.) Challenge, Choose, Collaborate: An Action Ticket (McKeown, n.d.) Staff and student reflective journal: <i>Prose on Progress</i>
Medium-Term Phase: Collective Understanding of Practices Phase	Innovation, Humanity, and Collective Intelligence	Interrogation and collation of data: Assurance Survey data (Alberta Education, 2022a) BSD School Survey data, (BSD, 2022b) report card data attendance records	Facilitator: Principal Attendees: assistant principal, learning leaders, teachers, educational assistants, area director, and parents	First Friday afternoon, December 2023	Email will be sent to all communication groups (A-D) as an invitation to engage in data discussion Information will be posted on website to inform parents of results from meeting Data and discussed priorities will be shared at School Council meeting to support the discussion related to the changes envisioned at AES	Conversations Chart indicating prioritized concerns – overall and within selected sub-groups
		Creation of PLCs and regular PLC meetings with TLTC framework Staff begin to transform teaching and learning opportunities and opportunities are created to observe, collaborate, plan and support each other throughout the process.	PLC facilitators: learning leaders PLC attendees: teachers Principal and assistant principal will rotate through the different PLCs to engage with all groups	Three-week cycles beginning second Friday in December 2023 - ongoing PLC meetings held every third Friday afternoon	Initial meeting to describe the reformation of PLCs and examine the new TLTC framework Email sent indicating new PLC groups and meeting cycle dates. Email sent indicating that the first face-to-face meeting in PLCs will be used to create group norms and review the Teacher LTC	TLTC Framework (Learning Solutions, 2018) Today, Tomorrow, and Beyond: Reflecting on PLCs (McKeown, n.d.) SoC (Hall & Hord, 2020) Observations One on one conversations Peer feedback Staff and student

Implementation Phase	TCM Dimension	Goals/Actions	Stakeholders	Timing	Communication	Monitoring and Evaluation
		Teachers begin to implement global competencies into their practice and inquiry lessons.			framework (Learning Forward, 2018)	reflective journal – <i>Prose on Progress</i>
		Classroom observations will determine LoU and possible next steps for each teacher implementing the change.	Learning leaders coordinate classroom visits	Classroom collaborations - ongoing throughout process as schedule permits	Face to face conversations Emails	LoU (Hall & Hord, 2020)
		Graphs and charts will be created to monitor the concerns and LoU	Learning Leaders, Teachers, Principal, Assistant principal	Ongoing throughout process to track progress Ongoing throughout process to track progress Rubric used ongoing throughout process to track reliability	Face to face conversations Emails	
		IC map shared with staff and revised as necessary to assess the reliability of the process	Learning Leaders Teachers Principal Assistant principal Principal Assistant principal Learning leaders Teachers Educational Assistants		Face to face conversations Emails	IC Map (Hall & Hord, 2020)
Long-Term Phase: Developmental Competence	Wholeness	Celebrations of Learning Sharing of learning with other schools Presentations at area and district offices Professional learning with other institutions, i.e. Alberta Learning Consortium Staff and students intentionally creating opportunities to create a more equitable, socially just world	Facilitator: principal Attendees: Assistant principal, learning leaders, teachers, educational assistants, district staff, area director and staff, parents, other school and district staff	Ongoing learning and celebrations to share positive progress and transformation at AES	Sharing of transformation through school and district websites, emails, presentations, tours, visits to other schools, teacher blogs	Re-evaluation of Teacher Critical Pedagogy Questionnaire (Roohani et al., 2016) Assurance Survey 2023 data – teachers, students, and parents report on student engagement and culture of school BSD Student Survey 2023 – student report on level of engagement and culture of school Student progress data Face to face meetings to celebrate accomplishments and motivate staff to continue on positive trajectory towards sustainability and wholeness

Appendix L

Sample Questions for Pondering Identity

Figure L1

Social Identity Self-Assessment

PAUSE AND PONDER

Choose the questions below that resonate most with you to explore on your own:

1. What are your own identities that you think about most often? Why?
2. What are your own identities that you think about least often? Why?
3. What are your own identities that you would like to learn more about? Why?
4. What are your own identities that you believe have the strongest effect on how others see you as a person? As an educator?

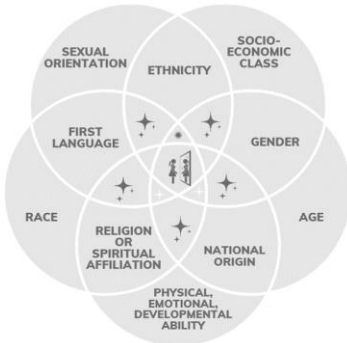


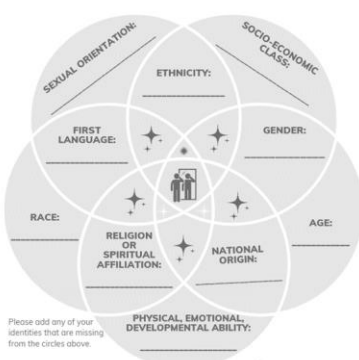
Figure L2

Identity Self-Assessment: Additional Questions for Consideration

PAUSE AND PONDER

Choose the questions below that resonate most with you to explore on your own:

1. What are aspects of your identity that impact how you engage with students?
2. What are aspects of your identity that may either create distance or connection between you and your students?
3. What are aspects of your identity that influence either the reinforcement or disruption of privileged perspectives in your classroom?
4. What are aspects of your identity that prevent you from or make it possible for you to show(ing) up as your full, authentic self in your classroom and school community?



Please add any of your identities that are missing from the circles above.

Note. Staff may use these questions to support the reflective process of determining one's identity. Adapted from Pause and Ponder: Social identity Self-Assessment, by, j. mckeown, (n.d.), Linktree.

https://linktr.ee/dabrtoind19?fbclid=PAAaagcSDR6aGB6nCm52pttpOPJ_vZcpCTw67tP38lhbdLeKkKLhjFtCW-uUcj.

Appendix M

Teacher Critical Pedagogy Questionnaire Sample Questions

Instructions: Read each item and show your level of agreement with it by choosing one of the five choices given. SA: Strongly Agree, A: Agree, N: Neutral, D: Disagree, and SD: Strongly Disagree

No.	Statements	S A	A	N	D	S D
1	I think teachers should not enter/address the political and ideological issues whatsoever in the classroom with the hope of changing society.					
2	I think teachers should encourage students to have a critical look at the school.					
3	I think teachers should be only authority in the classroom.					
4	I motivate my students to think critically about their own culture or previous experiences in life.					
5	I believe I should involve all students in my class to promote equality and justice.					
6	I believe the main goal in my class is to convey information.					
7	I am against injustice whether in the classroom or society.					
8	I am the knower in the class.					
9	I believe in dialogism (dialogue) to solve the problems in the classroom.					
10	In planning what to do in the classroom, I consider my students' expectations and immediate needs.					
11	The students' future needs and interests are considered for organizing my class agendas.					
12	For teaching language skills, I try to relate topics in the syllabus to my students' social and cultural experiences.					
13	In my class, I just follow the goals and objectives of the program.					
14	My program tends to make students effective decision makers.					
15	In program planning, my students are involved.					
16	Needs analysis is an essential part of my program.					
17	My students are not knowledgeable enough for program planning.					
18	I adapt the teaching materials to suit my students in the class.					
19	As an activity, I request students to express their viewpoints about teaching materials and topics.					
20	In my teaching, I try to follow the pre-set curriculum and text books.					
21	My curriculum is strictly formal, paying little attention to underlying values.					
22	My instruction and teaching materials seek to make students become critiques.					
23	In my class, I do not find enough time to learn about my students' hopes, needs and interests.					

From Validating a context-specific teacher critical pedagogy questionnaire, by A. Roohani, M. Hashemian, & S. Haghparast, 2016, *International Journal of Research Studies in Language Learning*, 5(4), 3-12. DOI: 10.5861/ijrsl.2015.1313

Appendix N

Challenge, Choose, Collaborate: An Action Ticket

Category and Questions	Response	Action Required
Challenge: <ul style="list-style-type: none"> What is an idea or concept explored today that is challenging your thinking (that you need support with)? What is a challenge you anticipate facing (that is linked to something you are thinking about from today)? 		
Choose: <ul style="list-style-type: none"> Which idea, strategy, or practice will you choose to try from today's discussion? Which shift in mindset will you choose to further explore on your own (<i>e.g., via research, talking to a critical friend, deeper reflection</i>)? 		
Collaborate: <ul style="list-style-type: none"> Who will you collaborate with to make implementation of an idea, strategy, or practice seamless and effective? What do you need (<i>e.g., release/time, resources, critical colleague</i>) to make this collaboration meaningful? 		

Note. As the staff read through the book chapters, they will engage with the questions in the framework by reflecting on an idea that is challenging their thinking, choosing at least one thing they would like to try, and deciding how they will collaborate with someone else to assist in the implementation process. Adapted from Challenge, Choose, Collaborate: An Action Ticket by, j. mckeown, (n.d.), Linktree.

https://linktr.ee/dabrtoind19?fbclid=PAAaagcSDR6aGB6nCm52pttpOPJ_vZcpCTw67tP38lhbdLeKkKLhjFtCW-uUcj.

Appendix O

Evidence/Assessment Conversations: What, So What, Now What Framework

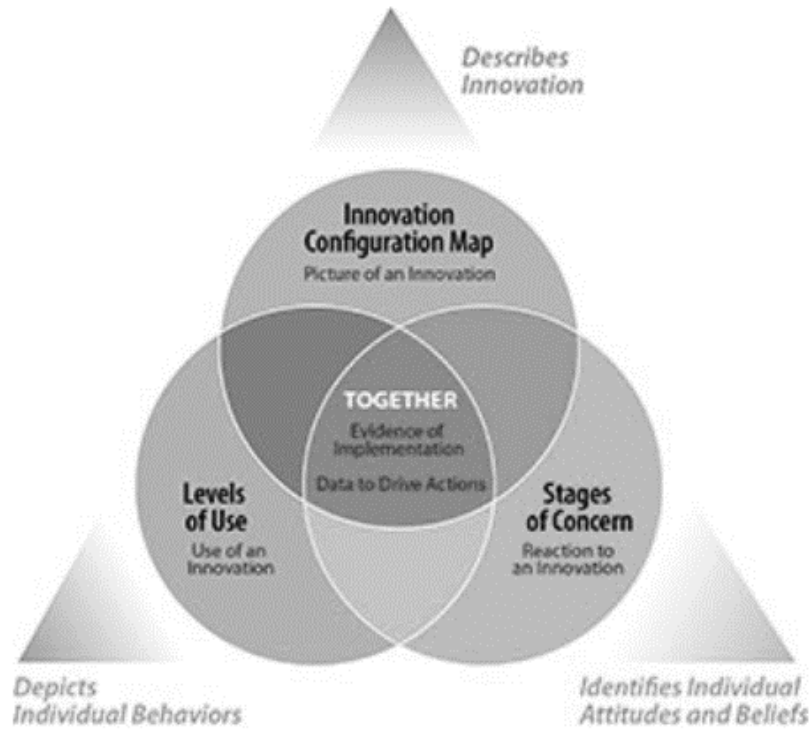
Description	Provocations	Response
What? Describe the evidence/sample assessment (<i>e.g., observation, conversation, or product</i>) you brought to discuss. Ensure that everyone is clear on <i>what you brought and why</i> .	<ol style="list-style-type: none"> Share the sample by: <ol style="list-style-type: none"> passing it around (copies), projecting it (device), or playing it (watch/listen) allowing everyone to sit with it and jot down notes/annotate it Share <i>background information</i> on the sample you brought: <ol style="list-style-type: none"> Who are you using it with? Why are you using it? How did you introduce it? How does it support learning? 	
So What? Analyze the significance of the evidence/sample assessment. Discuss what it tells you (and others) about <i>what students know and are able to do</i> . Notice where students will need the most direct support.	<ol style="list-style-type: none"> What does the <i>evidence</i> tell me about: <ol style="list-style-type: none"> what students know? what they still need to know? what they can do? what they need more support with? What might the evidence tell students about themselves? What might the evidence tell students about their classmates? 	
Now What? Decide <i>how</i> analyzing the evidence/sample assessment will inform your next steps in your classroom. Devise an <i>action plan</i> that includes <i>at least one concrete step</i> you can take to improve instruction and student learning in your classroom.	<ol style="list-style-type: none"> What is needed to help students improve in the identified area(s)? <ol style="list-style-type: none"> How can I change my assessment to measure student success more accurately? How can I change my instruction to better support student achievement? What resources are needed to support student learning and how will they be used intentionally and strategically? 	

Note. When staff come together to have assessment conversations with their colleagues, they may consider using the what, so what, now what protocol and select the most relevant provocations to frame their discussions. This can be a starting point that will naturally evolve into organic discussions. Adapted from *Assessment Conversations: What, So What, Now What* by, j. mckeown, (n.d.), Linktree.

https://linktr.ee/dabrtoind19?fbclid=PAAaagcSDR6aGB6nCm52pttpOPJ_vZcpCTw67tP38lhbdLeKkKLhjFtCW-uUcj.

Appendix P

Concerns-Based Adoption Model



Note. This figure illustrates how the three components of the model intersect to provide rich data identifying areas of concern, abilities, and a plan for execution to drive the implementation and actions for change. From *CBAM: The Concerns-Based Adoption Model*, American Institutes for Research, (2015, December 8), <https://air.org/resource/cbam-concerns-based-adoption-model>

Appendix Q

Samples from Stages of Concern (SoC) Questionnaire

	Stages of Concern	Expression of Concern Example
Impact	Refocusing	I would like to discuss the possibility of using the innovation.
	Collaboration	I would like to familiarize other departments or persons with the progress of this new approach.
	Consequence	I would like to know the effect of reorganization on mt professional status.
Task	Management	I am concerned about my inability to manage all that the innovation requires.
Self	Personal	I would like to know how my teaching or administration is supposed to change.
	Informational	I would like to have more information on time and energy commitments required by the innovation.
Unrelated	Unconcerned	I am preoccupied with things other than the innovation.

Note: The SoC table illustrates standard examples of concern (emotions, opinions, and attitudes) about change. Educators can utilize this chart as a self-evaluation instrument. Change leaders can use each teacher's outcomes to generate a school (SoC) graph (Hall & Hord, 2020).

From *Implementing change: Patterns, principles, and potholes*, by G. E. Hall and S. M. Hord, 2020, Pearson.

Appendix R

Levels of Use (LoU)

	Level	Name	Explanation
Non-Users	O	Non-use	Little or no knowledge relating to problem-posing educational practices and critical consciousness
	I	Orientation	Starting to acquire some knowledge relating to problem-posing education and global competencies
	II	Preparation	Preparing to transform teaching practices and apply problem-posing educational strategies in the classroom.
Users	III	Mechanical Use	Starting to use basic principles of co-teaching and planning with students to transform classroom learning experiences at a basic level.
	IV A	Routine	Use of strategies and competencies being applied without any reflection on how to improve practice and experiences for students.
	IV B	Refinement	Modifies use of problem-posing strategies based on newly acquired knowledge to improve learning experiences for students.
	V	Integration	Collaborating with team to create a positive, collective impact on teaching and learning.
	VI	Renewal	Seeks modifications and reflects on practice to improve the quality of outcomes in the process of enhancing and deepening the learning experiences for teachers and students.

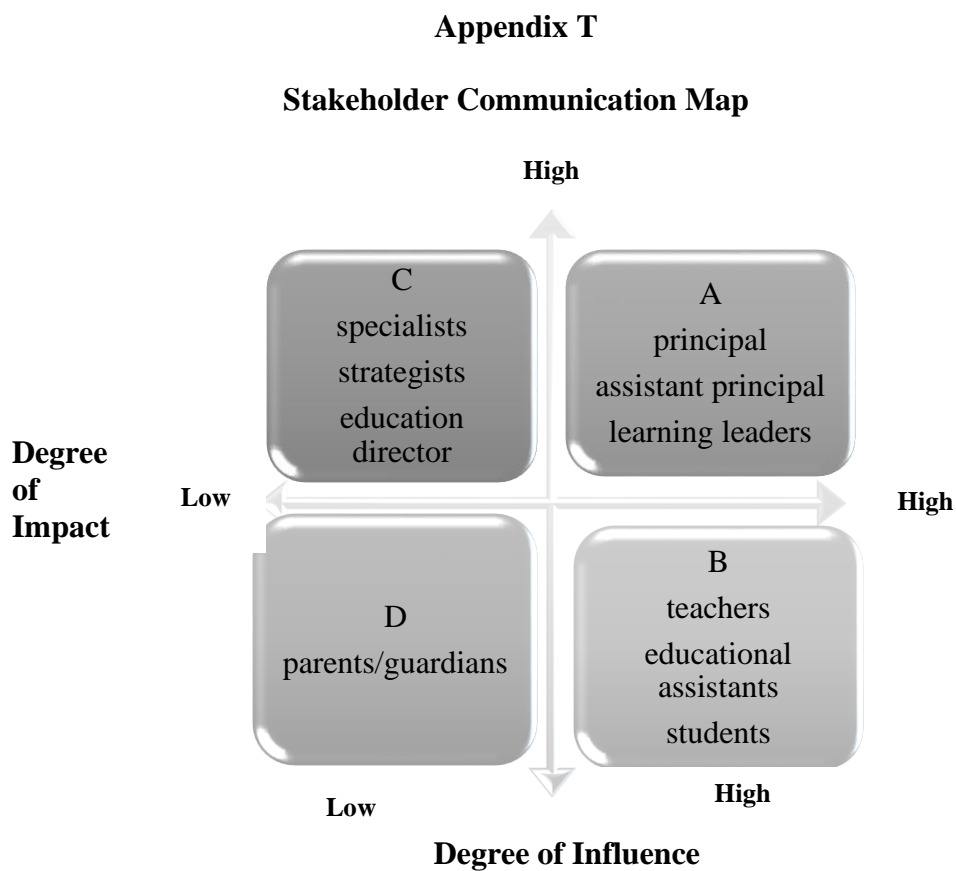
Note. The LoU chart are behaviors that teachers demonstrate as they are adapting to the change implementation plan. Educators can utilize this chart as a self-evaluation instrument. Change leaders can use each teacher's outcomes to generate a school (LoU) graph (Hall & Hord, 2020). From *Implementing change: Patterns, principles, and potholes*, by G. E. Hall and S. M. Hord, 2020, Pearson.

Appendix S

Innovation Configuration (IC) Map

	Level 1: Complete Integration	Level 2: Selected emphasis	Level 3: Parts and Pieces	Level 4: Nothing
Factor 1: Critical pedagogy and consciousness	Principles of problem-based teaching and learning and the development of critical consciousness integrated into daily practice without effort	Selected principles and concepts are emphasized and intermittently applied appropriately during teaching and learning opportunities	Some lessons have partial integration of inquiry and problem-posing practices. Few references to global competencies exist	Teaching and learning remain status quo in the classroom
Factor 2: Leadership	Compassionate and transformative leadership is clearly evident as leaders support the transformation of teaching practices. Staff and students are engaged in problem-posing practices and stakeholders feel involved and informed regarding the change implementation plan	Competent leadership is working to create the shift in pedagogical thinking and create change. Groups are involved in the process of change and are beginning to implement new practices with the support of the collaborative leadership team	Leaders are developing their own competencies to drive the change in the school. The advancement towards critical consciousness is emerging with more individuals engaging in transformative practices	Engagement is non-existent/low. Community stakeholders continue to be leery and unfamiliar with problem-posing education and global competencies.
Factor 3: Collaborative Culture	A true culture of collaboration exists, and stakeholders have created structures and processes to meet, communicate and work together for the benefit of progressive teaching and learning. PLCs promote strength-based advancement in problem-posing educational practices.	Some teams meet to collaborate and develop teaching capacities. All teams meet when the leadership is present to support the communication and planning. AI cycles are intermittent and may not be completed	Stakeholders are beginning to develop a stronger culture of learning and initial engagement into the transformative pedagogical process has begun. Teachers are beginning to investigate the process of AI and understand its benefits.	Opportunities for collaboration are few and staff and students avoid working towards the set vision and goals. There are no inquiry practices occurring as part of teaching and learning
Factor 5: Monitoring and Evaluation	Formal, regular approaches to monitoring and evaluating the progress that has been established and is integrated into the change process. Accomplishments are recognized from the data collected and celebrated regularly to maintain motivation.	Staff is familiar with the monitoring and evaluation tools and occasionally engage in assessing their progress. Staff are celebrating their successes on a smaller scale in their collaborative teams.	Supports are made available to assist teachers and faculty in measuring their progress. Occasional assessment practices are evident.	Teachers are not engaging in collecting data and traditional methods of assessment are still apparent. Little support is provided to shift practice and pedagogy.

Note. The IC map indicates the different levels of innovation from ideal to non-existent. The map is a visual rubric describing the different possible levels of engagement. From *Implementing change: Patterns, principles, and potholes*, by G. E. Hall and S. M. Hord, 2020, Pearson.



Note. The Member Map highlights the communication plan necessary for the distribution of key messages to stakeholders involved in the change process. The map articulates the stakeholders by ‘level of influence’ and ‘degree of impact’ related to the proposed change implementation.

From *Communicating during an organizational change*, by C. Beatty, 2016, In *The easy, hard, and tough work of managing change*, (pp.111-140). Library and Archives Canada.

https://irc.queensu.ca/wp-content/uploads/articles/the-easy-hard-and-tough-work-of-managing-change-carol-beatty.pdf#msdyntrid=Yq5_yqy9vbzFrSau9L6Sgnkivx8px4ktVzNo7S99WaQ

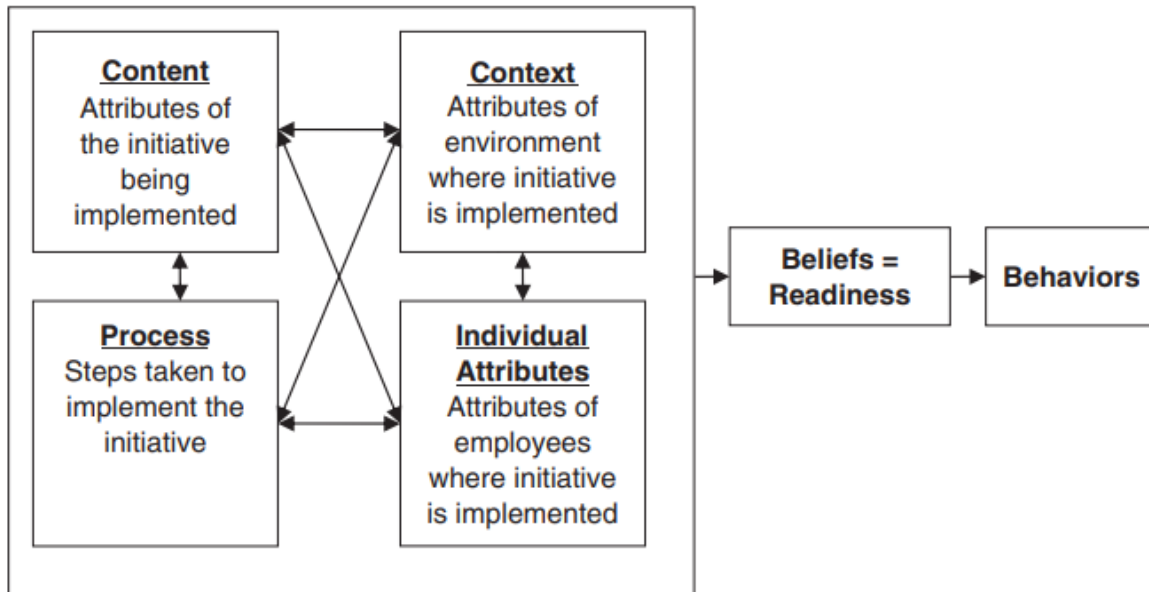
Appendix U

Communication Plan at Different Phases of Implementation

Four Key Questions	Pre-Implementation of Change Plan	Short-Term Phase	Medium-Term Phase	Long-Term Phase
Who needs to be told?	All communication groups (A-D)	Communication groups A, B, and C	All communication groups (A-D)	All communication groups (A-D)
What needs to be communicated?	Vision of change: Shifting the culture and pedagogy to better support 21 st century learning at AES Focusing on compassion, critical pedagogy and consciousness	Professional learning conversations during: 1. Reflective exercises related to personal and social identities 2. Two concurrent book studies	Data to indicate areas requiring improvement/change (groups A-D) PLC restructuring (groups A and B) New PLC groups and new process (groups A and B) Updates with progress in shifting culture and pedagogical practices (groups A-D)	Celebrations of success Updates regarding continued improvement and sustainability
When does the communication need to occur?	Beginning of school year – August 2023	Throughout three-month professional learning period: September – November, 2023	Weekly updates to staff Monthly updates to all communication groups throughout the change process	Ongoing in weekly staff meetings Monthly communication s to all communication groups (A-D)
How should communication groups be told?	Shared in ‘Welcome Back’ message from administration via email and on school website Communication to staff in first three days teachers are back in school	Face to face meetings Emails Google Documents	Face to face meetings Emails Parent/teacher conferences School council meetings School website Teacher blogs	Celebrations of learning events Face to face meetings Emails Principal messages School council meetings School website Teacher blogs Conferences District website

Appendix V

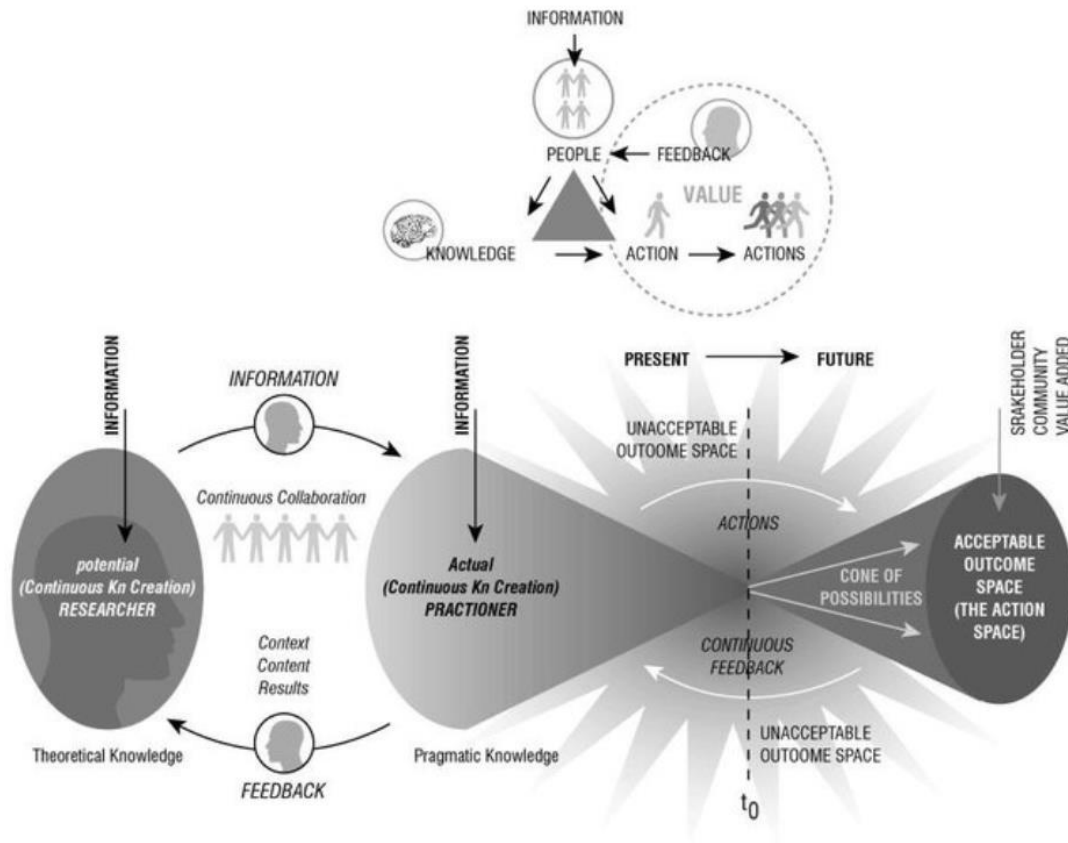
The Relationship between Content, Process, Context, and Individual Attributes



Note. Communicating a readiness for change involves conveying a message that the content, the process, the context, and the people involved shape the contextual process for change. The connections between these components and the beliefs among the stakeholders provide the foundation for adopting the necessary behaviours or resisting the plan. Clearly communicating the what (content), how (process), why (context) and the who (individuals) promotes the cognitive and emotional support necessary for stakeholders to be more inclined to accept and embrace the change plan. From *Creating readiness for organizational change*, by A. A. Armenakis, S. G. Harris, & K. W. Mossholder, 1993, *Human Relations*, 46(6), 681-703.

Appendix W

Knowledge Framework Process



Note. This figure illustrates KMb as a process to adapt and utilize the appropriate knowledge to address problems, make decisions and take action. From *Knowledge mobilization in the social sciences and humanities: Moving from research to action*, by A. Bennet and D. H. Bennet, 2007, MQI Press.

Appendix X

Today, Tomorrow, and Beyond: Reflecting on PLCs

Description	Provocations	Response
Today: Think about what you can do right after the PLC meeting that might have an impact on you, your circle, or society at large.	<ol style="list-style-type: none"> 1. What can I do today, after this learning opportunity, to consolidate and internalize my understanding? 2. How might I sit with what I heard, saw, or learned that will go beyond reflection? 3. Is there anything actionable from the learning that I can participate in right away (e.g., make a call, write a letter, do further reading, start brainstorming a plan, etc.)? 	
Tomorrow: Decide what you can do the day after the PLC that will likely have a direct impact on the students, families, and communities you serve.	<ol style="list-style-type: none"> 1. What can I do tomorrow, to act on today's learning, that will have a direct impact on the students, families, and communities I serve? 2. What considerations do I need to make so that my first step is meaningful? <ol style="list-style-type: none"> 2.1. Is there a conversation I need to have? With whom? 2.2. Is there a resource I need? How do I access it? Use it responsibly? 3. How will I ensure that what I do is not ill-conceived or rushed so I do not create or perpetuate harm? 	
Beyond: Create a plan that helps guide you to transform your learning into action. Build on this plan and take action until it leads to long-term, significant effects on your school, department, and/or classroom that are rooted in equity and social justice.	<ol style="list-style-type: none"> 1. What can I do that goes beyond my immediate action that will be long-term and have a significant effect on my school, department, and/or classroom (rooted in equity and social justice)? 2. How will I hold myself accountable as I create and implement my plans? How will I work through my own emotions, beliefs, values, and knowledge as I implement and revise my plans? 3. How will I check to see if the actions I am taking are creating the change that is needed? Who am I consulting with to get these answers? Am I using data to inform my next steps? 	

Note. After participating in PLCs, staff may this framework to help guide their thinking around what they can do immediately, the next day, and in the long run to support students and integrate critical pedagogies into the learning experiences in their classrooms. Adapted from Today, Tomorrow, Beyond: Action Ticket by, j. mckeown, (n.d.), Linktree.

https://linktr.ee/dabrtoind19?fbclid=PAAaagcSDR6aGB6nCm52pttpOPJ_vZcpCTw67tP38lhbdLeKkKLhjFtCW-uUcj.

Appendix Y

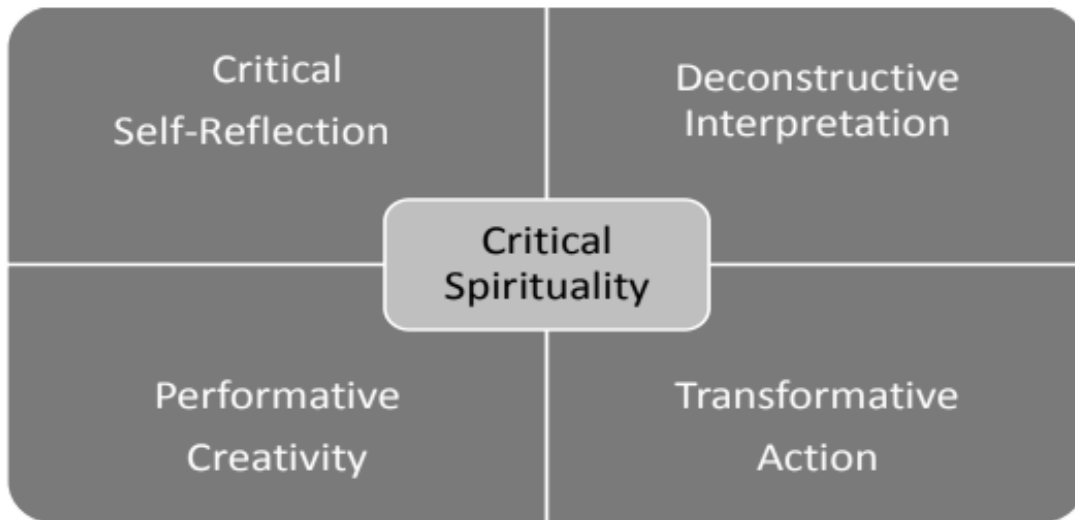
Methodological Triangulation Data Gathering Measures at Each Phase

Phases	Monitoring and Evaluation Tools	Stakeholders
Short-Term Phase	Pause and Ponder Questionnaire (mckeown, n.d.) Teacher Critical Pedagogy Questionnaire (Roohani et al., 2016) SoC (Hall & Hord, 2020) Analyze, Articulate, Act: Triple 'A' Engagement Framework (mckeown, n.d.) Challenge, Choose, Collaborate: An Action Ticket (mckeown, n.d.) Staff and student reflective journal: <i>Prose on Progress</i>	Principal Assistant principal Learning leaders Teachers Educational Assistants Students
Medium- Term Phase	Assurance Survey data (Alberta Education, 2022a) BSD School Survey data, (BSD, 2022b) report card data attendance records group conversations observations chart indicating prioritized concerns – overall and within selected sub-groups TLTC model (Learning Solutions, 2018) Today, Tomorrow, and Beyond: Reflecting on PLCs (McKeown, n.d.) SoC (Hall & Hord, 2020) One on one conversations Peer feedback Staff and student reflective journal – <i>Prose on Progress</i> LoU (Hall & Hord, 2020) IC Map (Hall & Hord, 2020)	Principal Assistant principal Learning leaders Teachers Educational Assistants Students Parents
Long-Term Phase	Exit survey for families attending celebrations of learning Re-evaluation of Teacher Critical Pedagogy Questionnaire (Roohani et al., 2016) Assurance Survey 2023 data – teachers, students, and parents report on student engagement and culture of school BSD Student Survey 2023 – student report on level of engagement and culture of school Student report card progress data Face to face meetings to celebrate accomplishments and motivate staff to continue on positive trajectory towards sustainability and wholeness	Principal Assistant principal Learning leaders Teachers Educational Assistants Students Parents Area director System employees Community members

Note. This figure provides examples of different methods of collecting quantitative and qualitative data from the different stakeholders involved in the change process.

Appendix Z

The Four Elements of Critical Spirituality



Note. Critical spirituality combines crucial aspects of academic insight and practical application as well as individual and group transformation. From *Educational salvation: Integrating critical spirituality in educational leadership*, by C. R. McCray, F. D. Beacham, and C. Yawn, 2012, *Catholic Education: A Journal of Inquiry and Practice*, 16(1), 90-114.

Appendix AA

Contrasting Euro-American-centrism and Indigenous Ways of Knowing

<i>Euro-American-Centrism/Neoliberalism (Predetermined Curriculum)</i>	<i>Indigenous (Learner/teacher Collaboration)</i>
Prescribed learning; expected outcomes pre-determined	→ Learning is emergent
Teacher to student focused	→ Focus on students and teacher interaction
Learning happens in the classroom; classroom is quiet	→ Learning happens in many locations, inside and outside the school; classroom can be noisy
Knowledge is transmitted	→ Students construct knowledge through gathering and synthesizing information
Students work independently	→ Students work in pairs, groups, or alone depending on the purpose of the activity
Teacher evaluates student learning	→ Assessment is used in context to promote and diagnose learning
Teacher monitors and corrects students' responses	→ Learners are guided to find their own solutions and answer their own questions
Teachers evaluate student learning; teaching and assessing are separate	→ Students evaluate their own learning; teachers also evaluate; teaching and assessing are intertwined
Students are ranked according to pre-determined criteria	→ Students have multiple opportunities for success and quiet recognition
Teacher chooses what is to be learned	→ Students have some choice of learning activities and topics
Focus is on a single discipline	→ Approach is compatible with multi and inter-disciplinary investigation
Culture is competitive and individualistic	→ Culture is cooperative, collaborative, and supportive

Note. This figure provides ways of understanding of some of the different ways that teachers can connect with students, valuing all knowledge brought to the learning situation, and thinking differently about how to create educational experiences for students. From Indigenous principles decolonizing teacher education: What we have learned, by K. Sanford, L. Williams, T. Hopper, and C. McGregor, 2013, *In Education*, 18(2), 18-34. <https://doi.org/10.37119/ojs2012.v18i2.61>