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The Role of Supervisory Officers in Building School Administrator Leadership Capacity

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Abstract

This Organizational Improvement Plan (OIP) is based on a problem of practice (PoP) in Red Maple District School Board (RMDSB), a mid-sized Ontario school board that identifies cultivating leadership in staff as a priority. The limited leadership development opportunities for school administrators (principals and vice-principals) have become a challenge for RMDSB and many Ontario school districts. Limited opportunities are provided for RMDSB school administrators to authentically collaborate and engage in professional learning. Supervisory officers, who are responsible for establishing supportive system practices and providing district-level leadership, play a critical role in building school administrator leadership capacity. As a result, the OIP explores the role of supervisory officers in building school administrator leadership capacity; more specifically, practices that support authentic and collaborative learning opportunities for school administrators. Transformational and servant leadership, along with a human rights-based approach (HRBA), have been utilized throughout the OIP to ensure school administrator leadership and learning needs are centred. This includes acknowledging and supporting the identities and lived experiences of Indigenous and racialized school administrators. As a preferred solution, this OIP proposes the use of mentorship and leader learning teams to help build the leadership capacity of school administrators. Such an approach will support job-embedded professional learning, high levels of interaction among school and system leaders, and productive working relationships. The change path model, an organizational-level change model, has been used to support the planning, implementation, monitoring, and evaluation of the preferred solution.

Key words: leadership development, supervisory officer, collaborative learning, job-embedded professional learning, transformational leadership, human rights-based approach

Executive Summary

An ongoing challenge in Red Maple District School Board [RMDSB] (which is anonymized for the purpose of this OIP) and many Ontario school districts, has been the limited leadership development opportunities for school administrators (Leithwood & McCullough, 2017; Ontario Principals' Council, 2022; Pollock et al., 2014, 2017; Red Maple District School Board, 2018, 2022d). Very few opportunities are given to school administrators to authentically collaborate and engage in professional learning (Leithwood & McCullough, 2017; Ontario Principals' Council, 2022; Pollock et al., 2014, 2017; Red Maple District School Board, 2018, 2022d). Over the past three years, this PoP has been exacerbated by the global pandemic and the need for school administrators to primarily focus on operational matters (Doucet et al., 2020; Netolicky, 2020; Parveen et al., 2022; People for Education, 2022).

In support of this PoP, the Organizational Improvement Plan (OIP) will explore the role of supervisory officers in building school administrator leadership capacity; more specifically, practices that support authentic and collaborative learning opportunities for school administrators. While this OIP may benefit supervisory officers and school administrators across Ontario, it is intended to primarily support leaders in RMDSB, a mid-sized school district in Ontario.

Chapter one examines this PoP within the organizational context of RMDSB. Through this examination, and with a focus on organizational change, a leadership-focussed vision for change is presented. This vision for change focusses on the leadership and learning needs of school administrators. To lead effectively, school administrators require responsive, differentiated, and collaborative leadership development opportunities. This envisioned future state also includes acknowledging the identities and lived experiences of Indigenous and

racialized leaders and supporting their specific leadership and learning needs. Supervisory officers play a critical role in building school administrator leadership capacity by establishing supportive system practices and providing system-wide leadership (Ontario Institute for Education Leadership, 2013).

Chapter two presents a leadership framework in support of an inclusive change path. An envisioned future state must include a comprehensive approach to leadership development that includes job-embedded professional development, productive relationships, and high levels of interaction among school and system leaders. To accomplish this, transformational and servant leadership, along with a human rights-based approach (HRBA), are utilized. By supplementing transformational and servant leadership with HRBA, areas such as empowerment, non-discrimination, participation and accountability can be supported (Government of Canada, 2017; United Nations Educational, Scientific and Cultural Organization, 2007; Scottish Human Rights Commission, n.d.-b).

This OIP utilizes the change path model as a framework to support the change process. The change path, with its four steps of awakening, mobilization, acceleration, and institutionalization, support the OIP's creation of a vision for change, evidence-informed decision making, development of a detailed action plan, stakeholder engagement, and program evaluation (Deszca et al., 2020).

In support of the envisioned future state, chapter two concludes with the review of several potential solutions. When considering each of these potential solutions, the most appropriate solution to support the PoP is utilizing both mentoring and the leader learning team process. By taking this integrated approach, the preferred solution supports job-embedded learning, high levels of interaction among school and system administrators, and productive

working relationships.

The final chapter introduces a change implementation plan. Embedded within this plan are three separate plans that support communication, knowledge mobilization, and monitoring and evaluation. By using the change path model, the change implementation plan identifies key change actions within each of the four steps. Key actions include stakeholder engagement, data collection and analysis, review of organizational structures and systems, implementation, and evaluation. Since the change path model does not specifically address inclusivity, a HRBA was employed to ensure such human rights principles as empowerment, participation, non-discrimination, and accountability were appropriately actioned. The communication plan outlines specific actions to build awareness of the need for change, guide the path of change, enhance knowledge mobilization, and engage stakeholders. Conversely, the knowledge mobilization plan will assist with the exchange of knowledge and authentically connect research to practice. Lastly, the monitoring and evaluation plan outlines specific actions to track change, gauge progress, and assess change.

This OIP concludes with a series of next steps and future considerations. While the next steps primarily speak to further structures and systems to support the PoP, the future considerations speak to the expansion of organizational change practices over time.

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Lastly, I would like to dedicate my EdD to my father-in-law who passed away during year three of the EdD program. Immigrating to Canada as a young teenager, Louis never had the opportunity to engage in formal education. This, however, did not stop him from being a life-long learner, supporting his children with their post-secondary education endeavors, and celebrating my academic achievements; he was so proud.

Table of Contents

Abstract	ii
Executive Summary	iii
Acknowledgments.....	vi
Table of Contents	vii
Acronyms	xi
Chapter 1: Problem Posing	1
Positionality and Lens Statement.....	1
Organizational Context	6
Leadership Problem of Practice	11
Framing the Problem of Practice	13
PESTE Analysis	15
Organizational Learning.....	18
Guiding Questions from the Problem of Practice	20
Leadership Approaches	20
Supporting Indigenous and Racialized Leaders	21
Monitoring and Evaluation.....	21
Leadership-Focussed Vision for Change	22
Chapter One Conclusion	26
Chapter 2: Planning and Development	27

Leadership Approach to Change.....	27
Transformational Leadership	28
Servant Leadership.....	29
Human Rights-Based Approach.....	31
Framework for Leading the Change Process	32
Awakening	33
Mobilization	34
Acceleration	35
Institutionalization.....	37
Organizational Change Readiness	37
Individual Difference Factors.....	39
Individual.....	39
Organizational	40
Structural Factors	41
Individual.....	41
Organizational	42
Solutions to Address the Problem of Practice.....	43
Potential Solution 1: School Administrator Meetings.....	46
Potential Solution 2: Supervisory Officer School Visits.....	48
Potential Solution 3: Mentorship	49

Potential Solution 4: Leader Learning Teams.....	51
Preferred Solution	53
Chapter Two Conclusion	54
Chapter 3: Implementation, Communication, and Evaluation.....	55
Change Implementation Plan.....	55
Organizational Context	55
Change Implementation Plan	57
Awakening.....	58
Mobilization.....	60
Acceleration.....	62
Institutionalization	63
Plan to Communicate the Need for Change and the Change Process.....	65
Organizational Context	65
Communication Plan.....	67
Roles and Responsibilities.....	69
Communication Guidelines	69
Stakeholder Analysis	70
Effective Messages	70
Messengers	71
Feedback.....	72

Knowledge Mobilization Plan.....	72
Change Process Monitoring and Evaluation.....	74
Organizational Context	74
Monitoring and Evaluation Plan	75
Plan – Indicators of Success	77
Do – Ongoing Feedback	78
Study – Collaborative Practices.....	78
Act – Being Responsive	79
Next Steps and Future Considerations of the Organizational Improvement Plan	81
Chapter Three Conclusion	83
References.....	84
Appendix A: Change Path Model.....	105
Appendix B: Readiness for Change.....	106
Appendix C: Change Implementation Plan	107
Appendix D: Communication Model and Corresponding Questions.....	109
Appendix E: Communication Plan Summary.....	110
Appendix F: Knowledge Mobilization Plan	111
Appendix G: Plan-Do-Study-Act Cycle	112
Appendix H: Monitoring and Evaluation Plan Summary.....	113

Acronyms

BAP	Board Action Plan
BLDS	Board Leadership Development Strategy
FOS	Family of Schools
KMb	Knowledge Mobilization
LLT	Leader Learning Team
MYSP	Multi-Year Strategic Plan
OCT	Ontario College of Teachers
OIP	Organizational Improvement Plan
OL	Organizational Learning Theory
OLF	Ontario Leadership Framework
OLS	Ontario Leadership Strategy
OPC	Ontario Principals' Council
PoP	Problem of Practice
PDSA	Plan Do Study Act
RMDSB	Red Maple District School Board
SEF	School Effectiveness Framework

Chapter 1: Problem Posing

The Organizational Improvement Plan (OIP) will explore the role of supervisory officers in building school administrator leadership capacity; more specifically, practices that support authentic and collaborative learning opportunities for school administrators (principals and vice-principals). While this OIP may benefit supervisory officers and school administrators across Ontario, it is intended to primarily support leaders in my school district, Red Maple District School Board ([RMDSB] which is anonymized for the purpose of this OIP).

Chapter one will provide a detailed account of a complex problem facing RMDSB. Major elements of the chapter include: positionality and lens statement, organizational context, leadership problem of practice (PoP), framing the PoP, guiding questions from the PoP, and leadership-focussed vision for change. The first section, positionality and lens statement, will explore my personal leadership position, understanding of the world, and roles and responsibilities within the organization. In doing so, themes such as power, privilege, and bias will be critically examined.

Positionality and Lens Statement

As an associate director and member of RMDSB's senior administrative team, I maintain a wide variety of roles and responsibilities. While my portfolio responsibilities include system and school improvement, research, and kindergarten to grade 12 programming, I also provide oversight to five supervisory officers of education and one family of schools (FOS). My portfolio responsibilities are supported by a teaching and learning department that includes system principals, managers, consultants, and secretarial staff. The teaching and learning department works alongside various other departments including special education, Indigenous education, equity and inclusivity, and human rights, to name a few. As Associate

Director, I report directly to RMDSB's Director of Education, the most senior position in the organization.

With respect to leadership agency, I possess significant organizational influence in RMDSB as a member of the senior administrative team. Senior leaders, along with the Board of Trustees, represent key organizational decision makers through various leadership and governance structures. This decision making is exercised through the identification of organizational goals and the development of administrative regulations. Due to my portfolio and FOS responsibilities, and in service and support to system and school administrators, I also possess leadership agency at the department and school levels. This typically includes the implementation and supervision of education programs, identification of department goals, development of protocols and guides, and leadership development initiatives.

While I recognize that my agency is largely shaped by my position within the organization, my leadership approach has also played a significant role in my ability to influence others. Foundational to the processes of building capacity and creating lasting change, is establishing and nurturing teams and collaborative relationships. I take a personalized approach with each leader to build trusting working relationships and differentiate my support and approach according to their local context. Entering spaces with an open stance and humility, listening actively and being dependable when approached by staff or stakeholders, builds the foundation of trust upon which strong relationships can grow. This enables important, yet often challenging, work to be accomplished.

As a white, heterosexual, cisgender male, I am the benefactor of ideologies, institutional systems, and worldviews such as white supremacy (DiAngelo, 2018; Kendi, 2019; Maynard, 2017; Saad, 2020). These ideologies, systems and worldviews have provided me significant

power and privilege throughout my life, most of which have been unearned (Harmony Movement, 2014; Saad, 2020; Sensoy & DiAngelo, 2017). Additionally, and as an associate director and member of RMDSB's senior administrative team, I have also been granted significant positional power.

I acknowledge that I possess implicit bias, and that such bias may influence my behaviour and perpetuate stereotypes. Implicit bias, also known as unconscious prejudice, may lead to behaviours that undermine fairness (Choudhury, 2015). I also recognize that due to my privilege and power, and as a member of a dominant group, I am also protected from such bias and stereotypes (Choudhury, 2015). Central to all aspects of my work as a senior leader is my commitment to and championing of human rights, equity, and inclusivity. Continuing to seek to understand the lived experiences of staff, students, and families from marginalized communities, while supporting educator learning and leading this work, is an ongoing part of my role. Identifying and dismantling oppressive structures and replacing them with inclusive, affirming, and supportive spaces and processes is critical so that human rights, decolonization, anti-racism, and anti-oppression can be actioned in concrete ways. While some of my unlearning and learning in this area has been self-directed through the reading of various books and articles, I have also benefitted greatly from the teachings of many Indigenous and racialized staff, students, families, and community members. These teachings have provided me with an opportunity to explore a wide variety of perspectives and better understand how identity and positionality shape individual beliefs.

From a scholarly perspective, my personal worldview is largely influenced by multiple paradigms, namely interpretivism and radical humanism. An interpretivist worldview seeks to understand the human experience, how people interact with the world around them, and how

individuals construct meaning (Dean, 2018; Kivunja & Kuyini, 2017; Mack, 2010). Further to this, and as Scotland (2012) notes, “knowledge and meaningful reality are constructed in and out of interaction between humans and their world and are developed and transmitted in a social context” (p. 12). As a proponent of constructivism and theories such as continuous improvement and organizational learning, it is this meaning-making that draws me to interpretivism and supports my views on optimal learning environments.

While the radical humanist paradigm, or critical theory, is similar to interpretivism in the sense that it also acknowledges that reality is socially constructed, there are some fundamental differences. For example, and as Mack (2010) notes, while interpretivism seeks to understand social phenomena, critical theory looks to challenge it. Critical theory brings attention to the role of power structures and how such structures not only constrain and alienate people, but determine what knowledge is valued (Alvesson & Deetz, 2000; Burrell & Morgan, 1979; Capper, 2019; Scotland, 2012). Hence, critical theory focuses on power, oppression, and marginalization and seeks to support equity, ethics, and social justice.

Lastly, and in addition to the paradigms that have been presented, my worldview has also been shaped by political ideologies. Due in some regards to the subjective roots of these paradigms and their affiliation to learning, equity and change, I am drawn to liberalism. A liberal approach is one that values critical thinking skills, individual autonomy, progress, innovation, and human rights, to name a few (Gary, 2006; Plazek, 2012). This contrasts with a more conservative ideology that would typically support the status quo and the preservation of existing power structures (Plazek, 2012).

When considering the importance of equity, ethics, anti-oppression, decolonization and social justice, it is my worldview that has drawn me to human rights and a human rights-based

approach (HRBA). A HRBA is a framework that protects human rights through the application of international human rights standards and local (provincial) codes (Mann et al, 2016; Whitehead et al, 2011). As noted by the Scottish Human Rights Commission (n.d.-a), “a human rights-based approach is a way of empowering people to know and claim their rights, and increases the ability and accountability of individuals and institutions who are responsible for respecting, protecting and fulfilling rights” (para. 1). A HRBA is supported by several human rights principles, namely, non-discrimination, transparency, participation, legality, empowerment, and accountability (Australian Human Rights Commission, n.d.; Government of Canada, 2017; United Nations Educational, Scientific and Cultural Organization, 2007; Scottish Human Rights Commission, n.d.-b). Another key feature of HRBA is the role of duty bearer. While every human being is a rights holder, and every human right has a corresponding duty bearer, not all human beings are duty bearers (Anirud, 2022). Public sector leaders such as myself, are duty bearers who have an obligation to protect the rights of right holders.

My worldview has significantly influenced my personal leadership lens. Moreover, my last eight years as a supervisory officer and associate director have afforded me great opportunities to build my leadership capacity. While I am naturally drawn to servant leadership, I recognize that effective leadership is about utilizing multiple approaches to meet the needs of the organization. As a result, I have often utilized approaches such as transformational, inclusive, and shared leadership to support my work. As Sendjaya and Pekerti (2010) note, servant leadership “is a conviction of the heart that constantly manifests whenever there is a legitimate need to serve in the absence of extenuating personal benefits” (p. 645). This quote best exemplifies my relationship with servant leadership and my need to serve others. Also, when considering the emphasis servant leadership places on morals and ethics,

meeting the needs of followers, and building trust, there is strong alignment with my personal commitment to growth, human rights, and building collaborative relationships (Parolini et al., 2009; Sendjaya & Pekerti, 2010; Spears, 2005; van Dierendonck, 2011).

The following section of this OIP will provide some background information on RMDSB. This includes exploring the broad political, economic, social, cultural, equity and policy context of RMDSB. In doing so, it will also examine established RMDSB leadership and governance approaches and practices.

Organizational Context

Red Maple District School Board is located on the traditional territory of the Anishinaabeg people and serves three First Nation communities. It is a mid-sized Ontario school district that covers 7,000 square kilometres (Red Maple District School Board, 2022). Eighty-nine elementary, secondary, and alternative schools serve approximately 34,000 students in rural, suburban, and urban communities (Red Maple District School Board, 2022). While the school district is mainly composed of white English-speaking people, there is a growing population of students, families, and staff with diverse ethnic, racial and religious backgrounds (Red Maple District School Board, 2022b, 2022c). As per the school district's staff census, and of the 3,500 RMDSB employees, 88% of staff are white, 4.4% are racialized and 2.5% are Indigenous (5% preferred not to answer) (Red Maple District School Board, 2022b).

In addition to RMDSB's 89 schools, the school district also includes a large corporate staff that support departments such as Human Resources, Information and Communication Technology, Finance, and Human Rights. Other departments that are supported by district-level education staff include Equity and Inclusivity, Teaching and Learning, Indigenous Education,

and Special Education, to name a few. These departments are not only responsible for the general functioning of the school district, but also provide school-level support.

Red Maple District School Board has an operating budget of nearly \$440,000,000. From a revenue perspective, nearly 97% of the budget comes from provincial and municipal transfers, with the remaining 3% being supported by fees and other revenue sources (Red Maple District School Board, 2021a). With respect to expenditures, 90% of the budget supports instruction and pupil accommodations, with the remaining 10% of funding being allocated to transportation, administration, and other nominal expenditures (Red Maple District School Board, 2021a).

Red Maple District School Board, as with all school districts in Ontario, is governed by a board of elected trustees who are responsible for the provision of public education. The RMDSB Board of Trustees includes one First Nations appointed trustee, ten elected trustees, and two student trustees. Three of the most important responsibilities trustees have include the development of policy, setting the budget, and the development of a multi-year strategic plan (MYSP) (Ontario Public School Boards' Association, 2018). The MYSP informs the Board Action Plan (BAP) which identifies goals for the organization and guides the work and learning of all staff.

The senior administrative structure in RMDSB includes a director of education, one associate director, seven supervisory officers, four executive officers, and one human rights commissioner. The director of education is accountable to the Board of Trustees and is responsible for all facets of school district operations. Besides the five supervisory officers of education that report to both the director and associate director, all other senior administrative team members report to the director.

The five supervisory officers of education are responsible for leading district-level portfolios, ensuring ministry of education policies are carried out, supporting several FOS, and providing ongoing leadership and support to school administrators. Supervisory officers typically support school administrators through daily interactions, school visits and principal/vice-principal meetings. As a collective, two key responsibilities of the senior administrative team include building and operationalizing the BAP and creating administrative regulations in response to trustee-developed policies.

School administrators are responsible for the operation of their schools which includes developing, implementing, and monitoring school improvement plans, establishing safe and inclusive environments, and supporting effective programming, to name a few. While school principals do not directly impact student learning, they have a significant role in influencing those who do and co-creating the necessary conditions for effective teaching and learning (Bartanen, 2020; Coelli & Green, 2012; Dhuey & Smith, 2018; Grissom et al., 2021; Hallinger, 2011; Leithwood et al., 2004; Leithwood & McCullough, 2017).

The Ontario Ministry of Education is responsible for delivering early years childcare and elementary and secondary education. In doing so, it develops curriculum, sets provincial standards, and provides funding and oversight to all Ontario school districts. As a publicly funded school district in Ontario, RMDSB is responsible for following the direction of the Ministry of Education through its legislation, regulations, policy/program memoranda, and guidelines. One example of this includes the Ontario Leadership Framework (OLF). The Ministry of Education developed the OLF in 2013 to support school and district leaders. More specifically, the OLF was developed to facilitate a shared vision of leadership through the identification of effective school and district-level leadership domains, competencies, and

practices (Ontario Institute for Education Leadership, 2013). The OLF defines leadership as “the exercise of influence on organizational members and other stakeholders towards the identification and achievement of the organization’s vision and goals” (Ontario Institute for Education Leadership, 2013, p. 5).

Due in large part to the district-level planning process, policy development, hierarchical structures, and legislated requirements mentioned earlier, RMDSB falls predominantly within the functionalist paradigm (Burrell & Morgan, 1979; Lessnoff, 1969). School districts in general are typically slow to change and prefer to maintain order and the status quo through a host of regulations and practical approaches to problems (Capper, 2019; Gutek, 2013; Manning, 2017; Morgan, 2006). While functionalism is the predominant approach in RMDSB, there is also evidence of interpretivist and critical theory worldviews. For example, the structured practice of continuous improvement, the influential role of individuals and teams, and the collection of perceptual data, all speak to an interpretivist worldview (Burrell & Morgan, 1979; Capper, 2019; Putnam, 1983). A critical theory worldview is also observable through more radical change efforts that seek to challenge the status quo and establish inclusive work and learning environments (Burrell & Morgan, 1979; Capper, 2019). In RMDSB this would include the identification and dismantling of oppressive structures through practices such as strategic planning, hiring and promotion procedures, and professional learning foci.

This dichotomy is also evident when considering the political ideologies and leadership approaches of RMDSB. While some functions of RMDSB reflect a conservative ideology (e.g., supporting the status quo through leadership and governance structures), others are more representative of a liberal approach (e.g., belief in progress, emphasis placed on human rights) (Plazek, 2012). With leadership, district level approaches tend to be more directive and

transactional due in large part to some of the school district's bureaucratic structures. As a result, this approach often lacks some of the key components of transformational leadership, namely motivating others and improving the performance of staff (Bass, 1999; Leithwood & Jantzi, 2005; Mora, 2012; Northouse, 2022; Van Oord, 2013). Conversely, individual and team level leadership employs more transformational approaches such as adaptive and shared leadership. It is through more transformational approaches to leadership that I have also been able to demonstrate approaches such as servant leadership.

Red Maple District School Board's MYSP and BAP demonstrate a commitment to continuous improvement through the championing of learning, success in life, and enriching communities (Red Maple District School Board, 2019a). With the MYSP, this includes such system priorities as closing opportunity gaps to support equitable outcomes, championing Indigenous education, fostering inclusive environments, developing strategic partnerships with stakeholders, and cultivating leadership in students, staff, and communities (Red Maple District School Board, 2019a). The MYSP is updated every four years and requires extensive consultation with stakeholders and staff as a legislated requirement for all Boards of Trustees in Ontario. The BAP on the other hand, was recently updated in 2022 and includes goals such as providing culturally relevant and responsive instruction and assessment, embedding principles of human rights to ensure equity and inclusion for all, promoting mentally healthy learning and work environments, building trusting and collaborative relationships with students, staff, families and communities, and strengthening relationships through Reconciliation by centering Indigenous voices and lived experiences (Red Maple District School Board, 2022d).

In addition to the updated BAP, and to support equitable and inclusive practices, RMDSB has engaged in several other district-wide actions. Some of these actions include the

development of a Culturally Relevant and Responsive Pedagogy Toolkit, the creation of a Human Rights Office, and the expansion of the Indigenous education department. These actions speak to RMDSB's commitment to human rights and the readiness of the organization to move beyond continuous improvement and embrace significant organizational change. Moreover, a new director of education, a shifting senior administrative team, and a supportive Board of Trustees are poised to support such change efforts.

The next section of this OIP will introduce and describe the PoP. It will articulate a clear gap that exists in RMDSB between present and desired practice as it relates to the PoP.

Leadership Problem of Practice

A developing challenge in RMDSB and many Ontario school districts, has been the absence of leadership development opportunities for school administrators (Alberta Teachers' Association, 2014; Leithwood & McCullough, 2017; Ontario Principals' Council, 2022; Pollock et al., 2014, 2017; Pollock & Wang, 2020; Red Maple District School Board, 2018, 2022e). Very few opportunities are given to school administrators to authentically collaborate and engage in professional learning. Over the past three years, this challenge has been exacerbated by the global pandemic and the need for school administrators to primarily focus on operational matters (Doucet et al., 2020; Netolicky, 2020; Parveen et al., 2022; People for Education, 2022). Further complicating this predicament in RMDSB is the increasing number of school administrator resignations and the need to promote and support staff with limited leadership experience. This has understandably put a strain on school district operations as additional resources have needed to be invested in areas such as recruitment, hiring, and promotion.

Through various surveys, reports, and personal observations, school administrators feel that they do not receive sufficient professional development from their school districts

(Leithwood & McCullough, 2017; Ontario Principals' Council, 2022; Pollock et al., 2014, 2017; Pollock & Wang, 2020; Red Maple District School Board, 2018, 2022e; Sum, 2022; Wang & Pollock, 2020). They also indicate that they have little interaction with other school administrators and supervisory officers (Alberta Teachers' Association, 2014; Pollock et al., 2014, 2017; Pollock & Wang, 2020; Red Maple District School Board, 2018, 2021b; Sum, 2022). School administrators are not receiving the professional learning and support needed to navigate an ever-changing and complex educational landscape.

As per the OLF system-level leadership practices, and in support of school administrators, supervisory officers are responsible for providing professional learning, nurturing productive working relationships, and promoting high levels of interaction (Ontario Institute for Education Leadership, 2013). Despite sharing positive relationships with school administrators, it is evident through the perceptual data presented earlier, that supervisory officers are not consistently implementing such leadership practices. The PoP will explore the role of supervisory officers in building school administrator leadership capacity.

Both the MYSP and each RMDSB supervisory officer of education's responsibilities identify leadership development as a priority. A more desirable organizational state captures this strategic priority and in doing so, ensures school administrators are given multiple and varied opportunities to build their leadership capacity. Due in large part to RMDSB's demonstrated dedication to continuous improvement and organizational change, the collective commitment of the senior administrative team, and my leadership agency, addressing this PoP is a feasible undertaking.

The following section of this OIP will demonstrate the need for change and further explore the PoP by identifying associated worldviews, exploring relevant data, and examining a

variety of factors. Some of the key factors that will be examined include political, economic, social, and technological. This examination of factors will also identify some critical human rights considerations.

Framing the Problem of Practice

The position of school administrator has drastically changed over time as additional tasks and responsibilities have been added to the role (Darling-Hammond et al., 2022; Grissom et al., 2021; Ontario Principals' Council, 2017; People for Education, 2018; Pollock et al., 2017; Pollock & Wang, 2020; Sebastian et al., 2018; Wang & Pollock, 2020). Principals are working longer hours and investing more time in matters such as student discipline, human rights, information and communication technology, and mental health (Ontario Principals' Council, 2017; People for Education; 2018; Pollock et al, 2014, 2017; Pollock & Wang, 2020). To compound the matter, the educational landscape has also drastically changed with increased stakeholder needs, ongoing provincial initiatives, greater threat of litigation, and limited special education and mental health resources (Pollock & Wang, 2020).

According to provincial-level school administrator surveys and reports, principals feel that they do not receive appropriate levels of training by their employers and have limited interaction with other principals and their supervisory officers (Leithwood & McCulloch, 2017; Ontario Principals' Council, 2022; Pollock et al., 2014; Wang & Pollock, 2020). Nearly 74% of the principals surveyed indicated that they would like to spend more time engaging in professional development as they feel they do not possess the necessary skills to navigate the current challenges of educational leadership (Pollock et al., 2014). Principals have also indicated that due to limited interaction with stakeholders and professionals outside of the school, they feel that they have limited access to supports and resources. For instance, 89% of

surveyed principals reported very low or low levels of interaction with other administrators and supervisory officers (Pollock et al., 2014).

When referencing district-level observations, reports, and school administrator feedback, RMDSB principals and vice-principals have shared similar concerns (Red Maple District School Board, 2018, 2021b, 2022e). Red Maple District School Board school administrators feel that their work is isolating in nature, they are not given appropriate on-boarding or training, and there are limited structures in place to support their work and learning. These findings also aligned with national surveys and reports that examined school administrator work patterns and professional learning (Alberta Teachers' Association, 2014; Wang & Pollock, 2020). The Alberta Teachers' Association (2014) report spoke specifically to overcoming professional isolation through greater collaboration with peers.

Over the past three years, this challenge has been exacerbated by factors such as the global pandemic and increasingly low school administrator recruitment rates. While the global pandemic has shifted the role of school administrator from one of leader (e.g., instruction, professional development) to one of manager (e.g., health and safety, facilities), school districts such as RMDSB are finding it increasingly difficult to fill school administrator vacancies. Due in large part to these challenges, those new to the role of school administrator have less experience and professional learning from which to draw when in the role.

In 2020, 88% of Ontario principals self-identified their ethnic background as being white (Pollock & Wang, 2020). While RMDSB's staff census was not broken down into specific employee groups, 88% of the school district's staff also identified as white (Red Maple District School Board, 2022b). These are important data sets as they speak to the need for greater diversity and highlight the fact that 12% of Ontario school administrators self-identified

as being Indigenous or racialized. When considering the PoP, and building school administrator leadership capacity, the identities and lived experiences of these Indigenous and racialized school leaders must be acknowledged and supported.

PESTE Analysis

In addition to the data presented, the PoP may be further examined using a PESTE analysis. A PESTE analysis examines the political, economic, social, technological, and environmental factors of an organization (Deszca et al., 2020; Granite State College, n.d.; Mitchell & Britt, 2019). All but one factor, environment, applies to this OIP.

With respect to the political factor, there are various bodies that need to be considered. The Ministry of Education, for example, developed the Ontario Leadership Strategy (OLS) in 2008. The OLS was designed to support student achievement and well-being through an innovative approach to leadership development (Ontario Government, 2013a). One of the key components of the OLS was the Board Leadership Development Strategy (BLDS). The BLDS provided each school district with resources and support to develop their own leadership development strategy. Both the OLS and BLDS supported such areas as mentoring, succession planning, performance appraisals, and various professional learning opportunities (Ontario Government, 2013a). The OLF, as mentioned earlier, was also developed through the OLS.

When a new government was elected in Ontario in 2018, all provincial level leadership development supports ceased. This has left school districts with little support and has also sent a message to current and aspiring leaders that leadership is not a provincial priority. The lack of provincial support has had a significant impact on local school district efforts as they have found it increasingly difficult to develop and recruit leaders.

A second political body that has impacted the PoP is the Ontario Principals' Council (OPC) and their local, school-district based executive teams. The goal of OPC is to provide professional services and support to the 5000 school leaders across the province (Ontario Principals' Council, n.d.). The OPC has been instrumental in elevating the voices of school administrators through provincial level surveys. Much of the data that was presented earlier is a result of these efforts. OPC has effectively used this data to clearly articulate the needs of school administrators to the Ministry of Education and local school districts. At the local level, the RMDSB OPC executive team will play a critical role in addressing the PoP. This executive team represents and supports all RMDSB school administrators through the facilitation of professional learning, development of terms and conditions, and acting as liaison between school administrators and senior administration, etc.

Economic factors are largely influenced by Ministry of Education funding and the annual RMDSB budget process. With the Ministry of Education terminating its support for leadership development, most of the funding that had previously been available to school districts through the BLDS was eliminated. This has resulted in a significant reduction of leadership development opportunities across the province and in school districts. For example, opportunities to release school administrators to attend professional learning during the school day do not exist as they once did.

With the RMDSB annual budget process, the Board of Trustees must approve the budget. Due to the lack of funding provided by the Ministry of Education, school districts are forced to access funds from other budget lines to support leadership development. In order to do this, a Board of Trustees must support such spending. In RMDSB, and as per the MYSP, the Board of Trustees recognize the importance of leadership development (Red Maple District

School Board, 2019a). By including leadership in their strategic planning, trustees have positioned themselves to responsibly allocate funds to leadership development. While this funding does not match pre-2018 amounts, it does provide RMDSB staff with some funding to support a limited number of leadership development opportunities. More importantly, and in contrast to Ministry of Education messaging, such funding sends a clear message to RMDSB staff that the Board of Trustees values leadership.

When considering the social factors that apply to the PoP, many of them were highlighted in the local, provincial, and national survey data shared earlier. School administrators have indicated that they are working in isolation, receiving little professional development and lack the leadership skills needed to navigate an ever-changing and complex educational landscape (Alberta Teachers' Association, 2014; Leithwood & McCullough, 2017; Ontario Principals' Council, 2022; Pollock et al., 2014, 2017; Pollock & Wang, 2020; Red Maple District School Board, 2018, 2022e). It is evident that many of these social factors have been negatively influenced by political and economic factors. While there is much work to be done to address such attitudes and beliefs, recent actions by the senior administrative team to seek school administrator input and engage in authentic organizational change has signaled a renewed approach to leadership development.

With technological factors, and due in large part to the global pandemic, there have been many advances in products and services. While these advancements have greatly supported online learning, after three years of virtual meetings and professional development, school administrators prefer to engage in-person (Red Maple District School Board, 2022f). As a result, and in light of the PoP, online learning cannot be seen as a viable approach to support

leadership development. This, of course, compounds the economic factor of limited funding with the added costs associated with in-person meetings and professional development.

Organizational Learning

The OLF, as noted earlier, establishes a shared vision of leadership through the identification of effective school and system-level leadership domains, competencies, and practices (Ontario Institute for Education Leadership, 2013). The OLF school-level (school administrator) leadership domains include setting directions, building relationships and developing people, developing the organization to support desired practices, improving the instructional program, and securing accountability (Ontario Institute for Education Leadership, 2013). When developing the leadership competencies of school administrators, it is these leadership domains, competencies, and practices that the OIP aims to support.

System-level (supervisory officer) leadership domains that relate to the PoP include nurturing productive working relationships, providing job embedded professional learning, and promoting high levels of interaction among school administrators (Ontario Institute for Education Leadership, 2013). As noted in the OLF, supervisory officers play a critical role in building school administrator leadership capacity by establishing supportive system practices and providing system-wide leadership. It is these, and other system-level leadership domains, competencies, and practices that supervisory officers will need to employ to support the OIP and in doing so, build the leadership capacity of school administrators.

It is important to note, however, that the OLF does not possess any leadership practices that intentionally address human rights, equity, inclusivity, social justice, or decolonization. Until an updated and more culturally relevant OLF is developed, this shortcoming can be mitigated by utilizing a human rights-based approach. By using a human

rights-based approach, its core principles of non-discrimination, transparency, participation, legality, empowerment, and accountability can be used to complement and support the OLF.

In order to provide the leadership development school administrators are seeking, and to fully actualize the OLF, learning must be an integral part of this OIP. When school districts such as RMDSB prioritize learning at all levels of the organization, they are better positioned to adapt and meet their strategic goals (Senge, 1995). As a result, one of the key theories that substantiates the PoP is organizational learning theory (OL). As Fiol and Lyles (1985) note, organizational learning is a “process of improving actions through better knowledge and understanding” (p. 803). Furthermore, organizational learning is a process that involves the acquisition, sharing and utilization of knowledge (Berta et al., 2015; Lopez et al., 2005; Nevis et al., 1995) at both the individual and organizational levels (Argyris & Schon, 1996; Crossan et al., 1999; Jung & Takeuchi, 2010). According to Argyris and Schon (1996), organizations have the capacity to learn in much the same ways as individuals. This occurs when individuals identify a problem, engage in inquiry on behalf of the organization, and then use this knowledge to support organizational change (Argyris & Schon, 1996). For this to occur, organizations must incorporate a wide variety of strategies that support individual, group, and organizational learning (Evans et al., 2012).

Like many other approaches or theories, there is a wide variety of specific OL descriptions and definitions. For this OIP, there are several OL frameworks and models that would support the PoP. The 4I OL framework developed by Crossan et al. (1999) is one such example. The 4I OL framework’s four interrelated processes of intuiting, interpreting, integrating, and institutionalizing take place over the three levels of organizational learning:

individual (intuiting, interpreting), group (interpreting, integrating), and organization (integrating, institutionalizing) (Crossan et al., 1999).

While all four learning processes are essential to organizational learning, interpreting, integrating and institutionalizing are the most relevant when considering the PoP. Interpreting occurs when an individual recognizes and shares ideas with others. Integrating, as Crossan et al. (1999) note, is the process of taking such ideas and developing shared understandings. When this is done in a coordinated and collective manner, the shared understandings may become institutionalized. By institutionalizing the learning, organizations can ensure that new leadership actions become standard practice (Crossan et al., 1999). When considering the PoP, the 4I framework highlights the importance of collaboration in supporting individual, group, and organizational learning. School administrators are seeking such collaborative learning opportunities. From an organizational change perspective, and through the institutionalizing stage, the framework also highlights the need for sustainable solutions. Through the 4I framework, and with organizational learning as a guiding theory, RMDSB may be able to build school administrator leadership capacity and address the gap that exists.

The next section will present three questions from the problem of the practice that will help guide the remainder of this OIP. These questions will not only support further analysis of the PoP but help determine potential factors or phenomena that influence it.

Guiding Questions from the Problem of Practice

Based on the information that has been presented about the PoP, several guiding questions have surfaced. To support the PoP, it will be essential to examine these questions.

Leadership Approaches

While I am naturally drawn to servant leadership, I recognize that effective leadership is

about utilizing multiple approaches to meet the needs of the organization. Likewise, and when considering both the PoP and the scope of this OIP, *what leadership approaches will need to be utilized to support the change process?* For example, in relation to the PoP, what leadership approaches will best support collaborative efforts? Additionally, what leadership approaches can effectively support the implementation, communication, and evaluation of a preferred solution? This is a critical question as there must be alignment between the chosen leadership approaches and the framework for leading the change process to effectively address the PoP.

Supporting Indigenous and Racialized Leaders

With respect to the PoP and building school administrator leadership capacity, the identities and lived experiences of Indigenous and racialized school leaders must be acknowledged and supported. *What specific actions need to be taken to specifically support the leadership development of Indigenous and racialized leaders?* How may HRBA and its principles of non-discrimination, transparency, participation, empowerment, and accountability support this? Furthermore, what leadership approaches will best align with HRBA and the role of duty bearer in supporting this guiding question?

Monitoring and Evaluation

Monitoring and evaluation are key components of the change process. Selected measurement tools must authentically gauge progress, assess change, and help to refine implementation efforts. In consideration of this priority, *how will supervisory officers know that they are meeting the needs of school administrators and helping to build their leadership capacity?* Furthermore, how will supervisory officers use this data to support their own leadership and learning needs?

The next section of this OIP will explore a leadership-focussed vision for change. In

doing so, it will share a vision for change, analyze the gap between present and envisioned future states, consider the potential impact of change on different organizational actors, and examine various leadership considerations.

Leadership-Focussed Vision for Change

Effective school-level leadership is one of the most important factors when considering student achievement and well-being (Bartanen, 2020; Dhuey & Smith, 2018; Grissom et al., 2021; Hallinger, 2011; Leithwood et al., 2004; Leithwood & McCullough, 2017; Ontario Institute for Education Leadership, 2013). Through their leadership, school administrators contribute to most school functions, including instructional practices, student safety, equitable and inclusive environments, and family engagement. As a result, school-level leadership is critical to the success of RMDSB students, staff, and families.

When considering leadership development, the present state is one of dissatisfaction amongst RMDSB school administrators. This sentiment is not surprising as school administrators are not being given sufficient opportunities to collaboratively work and learn with colleagues (Pollock et al., 2014, 2017; Pollock & Wang, 2020; Red Maple District School Board, 2021b, 2022e). For RMDSB and most school districts across Ontario, this problem has been exacerbated by the global pandemic (People for Education, 2022). School administrators have been unable to engage in in-person professional learning due to health concerns and operational priorities in schools (e.g., unfilled vacancies, public health protocols).

The future envisioned state clearly needs to address the shortcomings of the present state. RMDSB, and more specifically, its supervisory officers, need to prioritize and support the leadership development of school administrators. School administrators play a significant role in supporting educators, and in doing so, co-creating the necessary conditions for effective teaching

and learning. To achieve this future state, and as a publicly funded school district in Ontario, RMDSB must be more responsive to locally developed strategic plans and provincial frameworks. This includes the RMDSB MYSP system priorities, namely, cultivating leadership in staff (Red Maple District School Board, 2019a). Since the MYSP was developed through consultation with students, staff, families, and community members, leadership development is clearly a shared priority among all stakeholders.

Similarly, RMDSB leaders must also be more responsive to the OLF school and system-level leadership practices. School administrators need to be given opportunities to understand, demonstrate, and develop the OLF school-level leadership practices. Likewise, supervisory officers need to actualize the OLF system-level leadership practices that will help build the leadership capacity of school administrators (Ontario Institute for Education Leadership, 2013).

Lastly, and as a duty bearer, RMDSB must follow the Ontario Human Rights Code and consider how such tools as HRBA may support a more equitable and inclusive approach to leadership development. By doing so, supervisory officers will be better positioned to support current or aspiring leaders who have been historically marginalized.

As a learning organization, RMDSB must also become more evidence informed when making key decisions. This not only includes a more intentional use of school administrator and supervisory officer perceptual data, but applying local and relevant research. Dr. Ken Leithwood's (2013) seminal research on successful Ontario school districts is one such example. Leithwood's (2013) research identified nine characteristics of strong districts, three of which represent key elements of a future envisioned state for RDMSB: job-embedded professional development, a comprehensive approach to leadership development, and productive working relationships with staff.

With job-embedded professional learning, Leithwood (2013) outlines the importance of differentiated professional development, time for collaborative work, and professional learning that is aligned with the best evidence about how people learn. The research associated with this characteristic also spoke to the importance of authentic engagement by participants and close working relationships between school administrators and supervisory officers.

With regard to the characteristic of a comprehensive approach to leadership development, Leithwood (2013) spoke to the importance of school district department staff (including supervisory officers) supporting and serving the learning and leadership needs of school administrators (Honig et al., 2010). This includes offering effective training to current and aspiring school leaders.

Lastly, the characteristic of productive working relationships outlines the importance of open and collaborative relationships (Ikemoto et al., 2014). To accomplish this, supervisory officers need to adopt a service orientation and be accessible to school administrators (Leithwood, 2013).

As Deszca et al. (2020) note, creating a vision is a key component of defining a future envisioned state. To do this, leaders need to be able to clearly articulate the gap between the present and future envisioned state and a vision for improvement (Archbald, 2013). After considering both the present and future envisioned states with this OIP, a significant gap has emerged. School administrators are not being given sufficient opportunities to build their leadership capacity. I suspect that over time, and with a growing number of new school administrators entering the profession, this gap will widen if no action is taken. Due to the critical role that school administrators play, this gap may also start to impact the functioning of schools and systems, negatively impacting student success.

Leaders need to ensure that their vision for change is narrow and focussed to help engage and motivate their target audience (Deszca et al., 2020). The OIP's vision for change focusses on the leadership and learning needs of school administrators and supervisory officers. School administrators have clearly articulated what their learning and leadership needs are. To lead effectively, school administrators require responsive, differentiated, and collaborative leadership development opportunities. School administrators need to be given authentic opportunities to co-plan and participate in learning with other school and system leaders. They need their learning to be personalized, supporting both their individual and school-based learning needs. Resources and supports also need to be more readily available, including access to supervisory officers and other district-level staff.

Indigenous and racialized school administrators will need to be consulted to better understand their specific leadership and learning needs in particular. For example, leadership development opportunities may need to be modified in consideration of each leaders' social identity and lived experiences.

While school administrators will be the main beneficiaries of such changes, there are other organizational actors who may be positively impacted. For example, and due to the important role school administrators play within their schools and communities, students, staff, and families will also benefit from such an envisioned future state. Stronger school leadership will have a positive impact on areas such as instructional practices, student safety, equitable and inclusive environments, and family engagement.

As system leaders in RMSDB, supervisory officers will need to play a critical role in meeting school administrators' leadership and learning needs. The vision for change needs to engage supervisory officers, while recognizing the individual, group, and organizational

leadership roles they play (Doten-Snitker et al., 2021). At the organizational level, supervisory officers need to collectively create system-level structures that will support a responsive, differentiated, and collaborative approach to leadership development. As a group, supervisory officers need to establish protocols that will reinforce a service orientation to school administrators. At both the group and individual levels, supervisory officers will need to commit to learning that will support the vision for change. And at the individual level, supervisory officers will need to build productive working relationships with school administrators.

Chapter One Conclusion

In conclusion, this chapter examined positionality, organizational context, the PoP, and a leadership-focussed vision for change. Through this examination, it was identified that school administrators are not being given sufficient opportunities to build their leadership capacity. To lead effectively, school administrators require responsive, differentiated, and collaborative leadership development opportunities. Supervisory officers play a critical role in building school administrator leadership capacity and are therefore responsible for providing professional learning, nurturing productive working relationships, and promoting high levels of interaction.

A future envisioned state needs to address this shortcoming. As a result, the OIP will explore the role of supervisory officers in building school administrator leadership capacity; more specifically, practices that support authentic and collaborative learning opportunities for school administrators. Due in large part to RMDSB's demonstrated dedication to continuous improvement and organizational change, the collective commitment of the senior administrative team, and my leadership agency, achieving the future envisioned state is a viable undertaking.

Chapter 2: Planning and Development

Chapter two will identify a leadership approach to change, outline a framework for leading the change process, determine organizational change readiness, and share solutions to address the PoP. The first section of chapter two, leadership approach to change, will explore the chosen leadership approaches and how they will support the desired change.

Leadership Approach to Change

When considering what leadership approaches will best address the gap between present and envisioned future states, it is imperative to consider the organizational context of the PoP. In doing so, selected leadership approaches not only need to work alongside existing practices, but also challenge the status quo in support of the change process. In RMDSB for example, and despite some of the transactional leadership approaches that are evident at the organizational level (e.g., promotion and appraisal processes, reporting lines, development of administrative regulations), transformational approaches dominate much of the work at the individual and group levels (e.g., schools, departments, teams). As a result, and considering that the PoP rests largely at the individual and group levels, a more transformational approach to leadership would likely be preferred by supervisory officers and school administrators. Furthermore, this transformational approach to leadership would also align with the school and district-level leadership domains, competencies, and practices found in the OLF (Ontario Institute for Education Leadership, 2013).

An envisioned future state must include a comprehensive approach to leadership development that includes job-embedded professional development, high levels of interaction among school and system leaders, and productive working relationships. To accomplish this and drive the desired change forward, multiple leadership approaches and anti-oppressive practices

will need to be utilized. As a result, I will be utilizing transformational and servant leadership and HRBA to support the change process.

Transformational Leadership

Transformational leadership is a process that has the potential to change and transform individuals, groups, and organizations (Andersen, 2017; Bass, 1999; Leithwood & Jantzi, 2005; Van Oord, 2013). This occurs when leaders build trusting relationships, inspire and meet the needs of followers, share leadership, place an emphasis on values and ethics, engage in co-visioning, challenge teams, and set high expectations (Andersen, 2017; Bass, 1999; Leithwood & Jantzi, 2005). Transformational leadership approaches such as the transformational school leadership model, capture many of these actions (Leithwood & Jantzi, 2005; Leithwood & Sun, 2012). This model identifies setting direction, developing people, and redesigning the organization as three key transformational leadership practices. While setting direction includes practices such as vision setting and the establishment of group goals, developing people recognizes the need to provide individualized support that is intellectually stimulating (Leithwood & Jantzi, 2005). Additionally, the transformational school leadership practice of redesigning the organization includes developing collaborative cultures, creating structures to foster collaboration, and building productive relationships (Leithwood & Jantzi, 2005).

The transformational school leadership practices (Leithwood & Jantzi, 2005) will be instrumental in actualizing the key components of the envisioned future state: job-embedded professional development, high levels of interaction among school and system leaders, and productive working relationships. The establishment of productive working environments and high levels of interaction for example, will require organizational structures that foster collaboration and the building of productive relationships between school administrators and

supervisory officers (Leithwood, 2013; Leithwood & McCullough, 2017). Similarly, effective job-embedded professional development will require individualized school administrator support that is intellectually stimulating.

From a more macro perspective, the envisioned future state cannot be realized without the co-creation of group goals between supervisory officers and school administrators. These goals will need to be based on evidence-informed, high-performance expectations to which supervisory officers and school administrators also agree. And lastly, as senior leaders in RMDSB, supervisory officers will need to model key values and practices (e.g., care, inclusivity, collaboration) to maintain the integrity of the change process.

Lastly, and with the important role OL is playing in addressing the gap between present and envisioned future states, it is also important that transformational leadership can support learning at the individual, group and organizational levels. The 4I OL framework's four interrelated organizational learning processes of intuiting, interpreting, integrating, and institutionalizing for example, take place at the individual, group, and organizational levels (Crossan et al., 1999). These organizational learning levels and processes align with the transformational school leadership practices of developing people (individualized support), setting direction (group goals), and redesigning the organization (collaborative structures).

Servant Leadership

Transformational leadership, as a broad and encompassing approach to leadership, is also often augmented by other leadership models. One such leadership model is servant leadership (Northouse, 2022; Taylor et al., 2007 van Dierendonck et al., 2014). As Linden et al. (2008) note, servant leadership can specifically support transformational leadership in areas such as individual performance and organizational commitment.

Servant leadership places emphasis on authenticity, morals and ethics, empowering and developing people, and building trust (Crippen, 2006; Liden et al., 2008; Parolini et al., 2009; Russell & Stone, 2002; Sendjaya & Pekerti, 2010; Spears, 2005; van Dierendonck, 2011). As Sendjaya and Pekerti (2010) note, the primary focus of the servant relationship is on followers, not the organization. By maintaining this focus, servant leaders focus on the autonomy and needs of followers (Lapointe-Terosky & Reitano, 2016; Sendjaya & Pekerti, 2010; van Dierendonck et al., 2014). When considering the envisioned future state and the need to establish job-embedded professional development, high levels of interaction among school and system leaders, and productive working relationships, servant leadership will need to be actioned.

With job-embedded professional learning for example, differentiated professional development is critical to meet the needs of individual leaders. This can only be achieved if supervisory officers are aware of, centre, and support the learning needs of individual school administrators. While high levels of interaction between supervisory officers and school administrators will support this endeavor, it is not enough. Productive working relationships, with a focus on open and collaborative relationships, need to be established to fully support the leadership and learning needs of school administrators. To accomplish this, supervisory officers need to adopt a service orientation and be accessible to school administrators (Leithwood, 2013).

When examining the various models of servant leadership, many of the characteristics and attributes that are presented will support this work and learning. One such example is van Dierendonck's (2011) six key characteristics of servant leadership. This model, which highlights servant leadership behaviours from a follower's perspective, includes the following

characteristics: empowering and developing people, humility, authenticity, interpersonal acceptance, providing direction, and stewardship (van Dierendonck, 2011). By focussing on these characteristics, supervisory officers will be able to focus their efforts on the most impactful servant leadership behaviours. These behaviours include role modelling, providing the right degree of accountability, understanding the experiences of others, being true to oneself, and valuing the experience and expertise of others (van Dierendonck, 2011).

Of these six characteristics, empowering and developing people will likely have the most significant impact on achieving the envisioned future state. Empowering and developing people speaks to encouraging a confident and proactive approach among followers, one that honours personal power (van Dierendonck, 2011). It also focuses on growth and development and the need for ongoing learning opportunities. This characteristic may be supported through various collaborative efforts such as coaching and by supervisory officers centering school administrator strengths and areas of need.

Human Rights-Based Approach

One of the most significant shortcomings of transformational and servant leadership approaches is that they do not intentionally address oppressive structures and practices. While many of the key elements of both leadership approaches will be able to support anti-oppressive practices (e.g., meeting the needs of followers, emphasis on values and ethics, developing people), they will not be able to accomplish this in isolation. By intentionally supplementing transformational and servant leadership with HRBA, areas such as empowerment, non-discrimination, participation, and accountability can be addressed (Australian Human Rights Commission, n.d.; Government of Canada, 2017; United Nations Educational, Scientific and Cultural Organization, 2007; Scottish Human Rights Commission, n.d.-b). Conversely, the

HRBA role of duty bearer can be fully actualized at the organizational, group and individual levels with the support of transformational and servant leadership.

When considering the envisioned future state, all rights holders (school administrators), must have access to culturally relevant and responsive leadership development opportunities. It is the responsibility of the duty bearer (supervisory officers) to ensure this occurs. As the United Nations (2006) notes, “duty bearers must strengthen the capacities of rights holders” (p. 15). In doing so, the envisioned future state must consider the policies, practices and structures that impact rights holders, particularly those from marginalized groups. RMDSB’s policies, practices and structures must empower marginalized school administrators and disrupt power imbalances (United Nations Educational, Scientific and Cultural Organization, 2007). As members of the RMDSB’s senior administrative team, supervisory officers play a key role in the development and operationalization of such support mechanisms.

The next section of this OIP will examine the change process through the change path model (Deszca et al., 2020). In doing so, this OIP will also explore the strengths and limitations of the change path model as it relates to the gap that exists in RMDSB’s present and envisioned future state.

Framework for Leading the Change Process

In consideration of the gap that exists between the present and envisioned future state, RMDSB’s organizational context, and the chosen leadership approaches, the change path represents the most appropriate model to support the change process. The change path is an organizational-level model that includes four steps: awakening, mobilization, acceleration, and institutionalization (Deszca et al., 2020). Through these four steps, change leaders are able to identify a need for change, develop and share a vision for change, engage stakeholders, and

assess and modify the plan as needed (Descza et al., 2020). A more comprehensive description of the change path model and each of its four steps can be found in Appendix A.

Bartunek and Moch (1987, 1994) note that second-order change is the modification of present schemata, or shared meanings, in a different direction. In order to reach the envisioned future state, there will need to be a significant change in the way school administrator leadership and learning needs are supported. As Bartunek and Mock (1987) note, this will require the introduction of new schemata and the removal of others. As an organizational-level model, and through its four steps, the change path model can fully support the scope of this change initiative and the shifting of schemata. The final step for example, institutionalization, requires the development of new structures, systems, and processes (Descza et al., 2020).

Awakening

The first step, the awakening phase, speaks to completing an organizational analysis and developing a vision for change. In doing so, Descza et al. (2020) note that the awakening step needs to consider both internal and external change drivers. A substantial amount of this data has already been collected, analyzed, and shared throughout this OIP. This data has helped to identify the gap between the present and future envisioned state and create a leadership-focussed vision for change.

While intentionally scanning internal and external environments is a strength of the change path model, it may also become a weakness if not done thoroughly. As a result, it may be beneficial to supplement the change path model with a framework that can support the awakening step and identify what further changes need to be made. Nadler and Tushman's (1980, 1989) congruence model would be able to provide such an assessment as it captures an organization's inputs, strategy, transformation process, and outputs (Burke, 2018; Descza et al.,

2020; Nadler & Tushman, 1980, 1989). While the inputs include the environment, resources and history, the outputs contain the four elements of work, people, formal organization, and informal organization (Burke, 2018; Deszca et al., 2020; Nadler & Tushman, 1989). By examining these key components of an organization, a more comprehensive gap analysis can occur.

Mobilization

The second step, the mobilization phase, builds on many of the actions from the awakening step. By including others and engaging in further organizational analysis, the vision for change is further developed and communicated to the organization (Deszca et al., 2020). The mobilization step will help the change process as it values evidence-informed decision making. This step requires additional scanning of both external and internal environments and emphasizes stakeholder engagement. This is particularly important as it will signal a collaborative approach to supervisory officers and school administrators. The engagement of these two stakeholder groups is critical as they will need to be active partners in the change process to achieve the envisioned future state. This includes taking on various roles such as change initiators, implementers, facilitators, and recipients. Similarly, and with an emphasis placed on further scanning the internal environment, data will also be collected about RMDSB practices and structures (e.g., professional learning opportunities, school administrator meetings, appraisal processes). To achieve the key components of a future envisioned state (e.g., job-embedded professional development, high levels of interaction among school and system leaders), this will be of particular importance.

Similar to other organizational change models, including Lewin's stage theory of change and Kotter's stage model of organizational change, the change path does not intentionally support and promote equitable outcomes (Deszca et al, 2020; Hussain et al., 2018; Kotter, 2012;

Rosch, 2002). Despite identifying the need to assess power and cultural dynamics, and engage and empower various stakeholders, it does not speak specifically to supporting and promoting equitable outcomes (Deszca et al., 2020). It is during this step of the change path model that an anti-oppressive approach should be considered to support a more equitable and inclusive change process. By supplementing the change path model with HRBA for example, areas such as non-discrimination, participation, and empowerment can be prioritized. This would ensure that oppressive structures and the experiences of marginalized stakeholders are centred.

In collecting school administrator-based data, and recognizing their learning and leadership needs, there is strong alignment between the first steps of the change path model and servant leadership. More specifically, and when considering van Dierendonck's model of servant leadership, there are two characteristics that specifically support this step in the change path model. First, the interpersonal acceptance characteristic speaks to understanding the experiences and feelings of others (van Dierendonck, 2011). In order to meet the leadership development needs of school administrators, the envisioned future state must be responsive to their needs. Secondly, the providing direction characteristic identifies the need to customize the change process based on follower abilities, needs, and inputs (van Dierendonck, 2011). While this impacts all steps of the change path model, it starts with both the awakening and mobilization steps by making sure that school administrator abilities, needs, and inputs are centred throughout the change process.

Acceleration

The third step, the acceleration phase, is the planning and implementation stage of the change path model. It involves the development of a detailed and flexible action plan, networking to gain early momentum and support, and building the necessary knowledge and

skills to support initial change efforts (Deszca et al., 2020). As with the mobilization step, this step also continues to seek stakeholder engagement. By maintaining this focus, school administrators and supervisory officers will continue to feel motivated and empowered.

With learning representing a significant component of the envisioned future state, the acceleration step represents a key phase in the change process. It is during this step that most professional learning occurs as new knowledge, skills, and abilities are developed in stakeholders (Deszca et al., 2020). And when considering both the acceleration and institutionalization steps of the change path model, there is strong alignment with organizational learning and the 4I OL framework specifically. The 4I OL framework's four interrelated processes of intuiting, interpreting, integrating, and institutionalizing would support leader learning and take place during the final steps of the change path model (Crossan et al., 1999).

Additionally, there is strong alignment between the change path model and transformational leadership. Besides the connection of supporting change at the organizational level, leaders utilizing the change path model will need to employ such transformational leadership practices as co-visioning, challenging teams, and setting high expectations (Andersen, 2017; Bass, 1999; Leithwood & Jantzi, 2005). More specifically, and in light of the acceleration step, there is strong alignment with Leithwood et al.'s (2005, 2012) transformational school leadership model. For example, the practices of developing people and redesigning the organization represent key elements of the acceleration step. While developing people includes actions such as differentiated support, engagement and modelling best practices, redesigning the organization includes building structures to support collaboration and developing relationships (Leithwood & Jantzi, 2005; Leithwood & Sun, 2012).

Institutionalization

The institutionalization phase represents the final step in the change path model. This step includes ongoing monitoring and assessment, program evaluation, and the development of new approaches (Deszca et al., 2020). With respect to the envisioned future state, much of the monitoring and assessment will focus on the learning experiences of school administrators and supervisory officers. This will be discussed further in chapter three.

Many of the key elements of the institutionalization step align with the Plan Do Study Act (PDSA) cycle, a continuous improvement approach that is widely used in the education sector. The PDSA cycle is familiar to RMDSB leaders largely due to its alignment with the organization's continuous improvement efforts (e.g., MYSP, BAP, school improvement planning). The PDSA Cycle includes four steps: plan, do (implement), study (evaluate results), and act (maintain original plan or make modifications) (Moen & Norman, 2010). Since school districts such as RMDSB do not typically have robust research departments, familiarity is especially important to provide sustainable measurement options.

The next section will examine RDMSB's organizational change readiness. In doing so, tools will be used to assess change readiness, responsibilities for organizational actors will be outlined, and competing forces that influence change will be considered.

Organizational Change Readiness

One of the key components of the change path model's awakening step is the creation of a vision for change (Deszca et al., 2020). In order to create this vision, an organization must not only identify the need for change but assess its readiness. As Armenakis et al. (1993) note, "readiness is reflected in organizational members' beliefs, attitudes, and intentions regarding the extent to which changes are needed and the organization's capacity to successfully make those

changes” (p. 681). When assessing organizational readiness, a change actor’s initial support for the change initiative is one of the most important factors (Armenakis et al., 1993). Factors such as the individual’s beliefs about the change initiative, their capacity to undertake the change, and whether the change will bring positive outcomes to their specific role all contribute to a change actor’s initial readiness (Rafferty et al., 2013).

The exception to this would be any school administrator who may directly support the change initiative and thus take on the added leadership role of change facilitator. It is important to note that all change actors, regardless of their role (e.g., leader, implementer, facilitator, recipient), will demonstrate varying levels of readiness.

An alternative perspective to the Armenakis et al. definition of change readiness is a more multi-level perspective and approach. By taking a multi-level approach, both individual and organizational change readiness can be assessed (Holt & Vardaman, 2013; Rafferty et al., 2013; Wang et al., 2020; Weiner, 2009). As Holt and Vardaman (2013) note, readiness refers to “the degree to which an organization and those involved are individually and collectively primed, motivated and capable of executing change” (p. 9). Similar to the individual factors listed above, an organization’s change readiness is influenced by shared beliefs about the change initiative, the organization’s capacity to undertake the change, and whether the change will bring positive outcomes to the organization (Rafferty et al., 2013). Additionally, by taking a multi-level approach, other organizational factors such as policies and procedures, resources, and structures can be assessed.

When considering the gap that exists between present and envisioned future state in RMDSB, a multi-level approach is needed. While various multi-level change readiness tools are available (Rafferty et al., 2013; Wang et al. 2020; Weiner, 2009), Holt and Vardaman’s (2013)

tool is the most appropriate for this OIP. This tool provides change agents with an opportunity to assess various factors at both the individual and organizational levels. The tool's emphasis on assessing the readiness of areas such as support, collective efficacy, and learning is particularly important (Holt & Vardaman, 2013). RMDSB's readiness for change will be assessed below using this tool and by exploring individual and organizational factors. A summary of these key dimensions can also be found in Appendix B.

Individual Difference Factors

Individual difference factors include individual and organizational levels of analysis.

Individual

Individual difference factors include individual attitudes, beliefs, and intentions (Holt & Vardaman, 2013). When individuals demonstrate a readiness for change, they possess positive attitudes, beliefs, and intentions. Individual factors include precontemplation and preparation, appropriateness, leader support, change efficacy, and valence (Holt & Vardaman, 2013). When considering these factors in the context of RDMSB, and the cognitive and emotional state of supervisory officers, there is a strong sense of readiness.

Individual supervisory officers recognize the significant role school administrators play in student learning and creating the necessary conditions for effective teaching. Because of this, as well as through the sharing of relevant data, individual supervisory officers will recognize the importance of the change initiative and commit to supporting the leadership and learning needs of school administrators. Furthermore, the director, who shares this sentiment, also recognizes the critical role supervisory officers play in supporting school administrators. As a result, the RMDSB director, associate director, and individual supervisory officers will be committed to the success of the change initiative.

During the early stages of the change process, however, and until detailed information can be widely shared with the senior administrative team, some individual supervisory officers may question their own ability to support the change initiative. Feelings such as these can sometimes be connected to an individual's level of experience, knowledge or skills. These feelings can also be connected to various structural factors and whether an individual considers such factors as assets or deficits (Weiner, 2009). For example, if an individual supervisory officer believes that the current organizational practices and structures will not support the change initiative, they may feel less confident and committed to the change. Such concerns will be mitigated by establishing a collaborative learning environment among senior administration and providing supervisory officers with the time and space to openly discuss their concerns.

Organizational

Individual difference factors also include collective attitudes, beliefs, and intentions (Holt & Vardaman, 2013). When groups or organizations demonstrate a readiness for change, they collectively possess positive attitudes, beliefs, and intentions. Organizational factors include collective commitment, collective efficacy, and collective trust (Holt & Vardaman, 2013). As with the individual factors presented earlier, and when considering the organizational factors in the context of RDMSB, there is a strong sense of readiness among the senior administrative team. The senior administrative team has consistently demonstrated high levels of commitment, efficacy, and trust when fulfilling their collective responsibilities (e.g., decision-making, program implementation). While individual commitment and efficacy play a significant role in this, team characteristics such as collaboration, humility, and integrity have also contributed to the strong sense of readiness.

Specifically in relation to the role of the school administrator being valued and respected by senior leaders, the senior administrative team will be committed to supporting the leadership and learning needs of school leaders. Similarly, and based on the data that has been presented throughout this OIP, school administrators as change receivers will also welcome the change.

Finally, and as raised earlier, some individual supervisory officers may question their ability to support the change process. As Holt and Vardaman (2013) note, collective efficacy refers to a team's shared belief in their combined abilities to support the change process. Due to the various levels of knowledge, skills and experience on the senior administrative team, the readiness (or confidence) of individual supervisory officers may positively shift with collective efficacy.

Structural Factors

Structural factors also include individual and organizational levels of analysis.

Individual

Structural factors include those that relate to the conditions within the organization. As with the individual difference factors, structural factors occur at both the individual and organizational levels. Holt and Vardaman (2013) refer to these factors as the conditions under which the change initiative is happening and the extent to which these conditions will enrich or impede the change process. At the individual level, knowledge, skills, and ability alignment is the primary readiness factor (Holt & Vardaman, 2013).

A future state must include a comprehensive approach to leadership development that includes job-embedded professional development, high levels of interaction among school and system leaders, and productive working relationships. Supervisory officers must possess the necessary knowledge, skills, and abilities to effectively implement these leadership

practices. With job-embedded learning for example, individual supervisory officers must understand theories, practices, and approaches such as organizational learning, communities of practice, transformational leadership, and HRBA. While the readiness to implement such theories, practices, and approaches may not be fully present, there is an individual and collective commitment to support the change process. With this commitment, individual supervisory officers will be supportive of the learning and leadership that must take place. When examining potential solutions, these learning and leadership needs must be considered.

Organizational

Structural factors at the organizational level, such as discrepancy, support climate, and facilitation strategies all require assessment (Holt & Vardaman, 2013). In order to support the efforts of supervisory officers in achieving the future envisioned state, structural factors must support the change process, not obstruct it (Holt & Vardaman, 2013). When considering the PoP and the organization's change readiness, the structural-organizational level is the most concerning of the four factors. As a result, the structural-organizational level has a low level of readiness.

The significant gap that currently exists between present and envisioned future states is largely the result of an unsupportive climate. Supporting climates include facets of the organization that facilitate change implementation as well as other factors such as culture and climate (Holt & Vardaman, 2013). In RMDSB, the most significant structural-organizational factors that may impede change implementation include structures and resources. In order to actualize the envisioned future state, supervisory officers and school administrators will require time and space to co-plan, learn, and reflect. To accomplish this, structures (e.g., meeting times and modes, system portfolio responsibilities) and financial resources (e.g., professional learning

materials, release time) will need to be in place to support this shift in practice. Similarly, and with respect to RMDSB's culture and climate, the organization needs to be able to facilitate such changes in practice. With an updated BAP and a renewed focus on continuous improvement, there is strong evidence that RMDSB's culture and climate are well-positioned to support this change.

In closing, when assessing readiness, Armenakis et al. (1993) use criteria that speak to an organization's readiness and urgency. Based on the anecdotal information that has been shared in this section, RMDSB has a high level of urgency and a moderate level of readiness. To support this level of readiness, individual and organizational structural factors will need to be addressed when examining potential solutions.

The final section of this chapter will examine potential solutions to address the PoP. In doing so, each potential solution will explore areas such as ethics, resources, human rights, and change drivers. Based on this examination, and assessing the advantages and disadvantages of each potential solution, a preferred solution will be recommended.

Solutions to Address the Problem of Practice

When considering possible solutions to address the PoP, the learning and leadership needs of school administrators must be centred. Through various surveys, reports, and observations, school administrators have clearly communicated that they need to be given authentic opportunities to co-plan and participate in learning with school and system leaders. They have shared that their learning needs to be personalized, supporting both their individual and school-based learning needs. And lastly, resources and supports need to be more readily available, including access to supervisory officers and other district-level staff.

As noted in the OLF, supervisory officers play a critical role in building school administrator leadership capacity (Ontario Institute for Education Leadership, 2013). This is done by establishing supportive system practices and providing system-wide leadership. System-level leadership practices in the OLF speak to supervisory officers nurturing productive working relationships, providing professional learning, and promoting high levels of interaction (Ontario Institute for Education Leadership, 2013).

With respect to the gap that currently exists between the present and envisioned future state, potential solutions need to support the development of a comprehensive approach to leadership development that includes job-embedded professional development, high levels of interaction among school and system leaders, and productive working relationships. Job-embedded learning for school administrators needs to include differentiated professional development, time for collaborative work, and professional learning that is aligned with the best evidence about how people learn (Leithwood, 2013).

Further to these considerations, potential solutions must also incorporate HRBA. In doing so, human rights principles such as empowerment, non-discrimination, participation, and accountability can be represented in the change process (Australian Human Rights Commission, n.d.; Government of Canada, 2017; United Nations Educational, Scientific and Cultural Organization, 2007; Scottish Human Rights Commission, n.d.-b). With regards to participation, supervisory officers and school administrators need to be engaged in the decision-making process that impacts their rights. With all human rights principles, this participation needs to focus on leaders who have been historically or are currently marginalized. Such participation and empowerment can better support decision-making processes that will help dismantle discrimination. As the change process moves forward, appropriate monitoring systems need to

hold change leaders accountable to ensure people's rights are being protected. As duty bearer, it is the responsibility of such leaders to ensure that all human rights principles are being implemented throughout the change process.

In addition to HRBA, ethics must also be considered when determining potential solutions. As noted by various scholars (Burnes, 2009; Sharif & Scandura, 2013), ethics and ethical leadership are essential aids when engaging in organizational change. In the province of Ontario, and as members of the Ontario College of Teachers (OCT), all educators must be mindful of their ethical obligations. The OCT Ethical Standards of care, respect, trust and integrity help educators build trust and demonstrate responsibility in their relationships with colleagues and various stakeholders (Ontario College of Teachers, n.d.). The standards also help to identify responsibilities and commitments, guide decisions and actions, and promote trust and confidence (Ontario College of Teachers, n.d.).

By supplementing the OCT Ethical Standards with Shapiro and Stefkovich's (2016) multiple ethical paradigms, change leaders will be more mindful of their ethical responsibilities. In using this approach, the ethics of justice, care, critique and profession can be considered when determining potential solutions (Shapiro & Stefkovich, 2016). The ethic of profession is the entry point to this relationship between the OCT Ethical Standards and a multiple ethical paradigm approach as it asks leaders to examine their personal code of ethics in relation to the standards set forth by their respective profession (Shapiro & Stefkovich, 2016).

In light of the PoP and many of the approaches that have been highlighted throughout this OIP, there is also strong alignment with the ethics of justice, critique, and care. HRBA for example, with its focus on empowerment, non-discrimination, participation and accountability, aligns with the ethics of justice and critique. While the ethic of justice focusses on areas such as

fairness and equity, the ethic of critique challenges the status quo by focusing on issues such as privilege and power (Shapiro & Stefkovich, 2016). Similarly, the ethic of care closely aligns with servant leadership as it values listening, observing and responding to others when making important moral decisions (Shapiro & Stefkovich, 2016). And as Shapiro and Stefkovich (2016) note, the ethic of care also encourages leaders to consider who benefits from decision-making and who is harmed.

In determining a preferred solution, these considerations will need to be taken into account. As such, they will be used as criteria when reviewing the following four potential solutions: school administrator meetings, supervisory officer school visits, mentorship, and leader learning teams.

Potential Solution 1: School Administrator Meetings

Monthly administrator meetings would include all school administrators, the senior administrative team, and various department staff (e.g., consultants). While the main purpose of such meetings would be to deliver professional learning to school administrators (Leithwood, 2013; Midha, 2022), they would also provide an opportunity for school and system leaders to informally network (Leithwood, 2011). Professional learning topics would focus largely on provincial and system priorities and incorporate some general aspects of job-embedded learning (e.g., focus on learning versus operational matters). As Midha (2022) notes, school administrator meetings are necessary as they provide school administrators with system focus and coherence (Leithwood, 2013; Ontario Institute for Education Leadership, 2013; White et al., 2006). From a school district perspective, such sessions are relatively easy to plan and are resource efficient (e.g., time, human, fiscal) due to the number of school administrators who participate at a given

time. While most of the learning would be delivered to participants as a whole group, there may also be opportunities for some differentiation with small group sessions (Leithwood, 2013).

While school administrator meetings serve an important role with respects to provincial- and system-level professional learning and sense-making (Midha, 2022), they do have shortcomings. The most significant shortcoming is that they lack some of the key aspects of job-embedded learning. Since all sessions are delivered to whole or small groups, they are often unable to address specific school/leader learning needs. This would also apply to our Indigenous and racialized leaders and their respective leadership and learning needs. Secondly, and despite the opportunity for school and system leaders to interact, the number of participants often limits authentic opportunities to build productive working relationships. These relationships are typically built in one-on-one or small group settings when professional learning is co-constructed and focussed on school/leader needs.

A final shortcoming of school administrator meetings, not included in the criteria discussed earlier, is the stress it places on schools. While this solution is resource efficient from a school district perspective, it is the opposite in terms of the potential impact on schools (e.g., human, time). When school administrators are required to attend an off-site meeting, a teacher must fulfil the role of principal designate. This often pulls the principal designate from their regular teaching duties which may have a negative impact on the school (e.g., certain special education support services may not be available to students). Furthermore, and if a serious incident occurs when a school administrator is at the meeting, the school administrator would need to leave immediately to attend to the issue. Since the material delivered is rarely revisited, this would have an adverse effect on a school administrator's professional learning needs.

Potential Solution 2: Supervisory Officer School Visits

During school visits, supervisory officers typically visit classrooms, engage in school-based planning sessions, dialogue with staff, and meet with school administrators (Baker & Bloom, 2017). The supervisory officer-school administrator meetings typically occur one-on-one or in a small group setting to support a school's administrative team, and usually focus on school improvement planning. As the Ontario Public Supervisory Officers' Association (2015) notes, such meetings provide supervisory officers with an opportunity to support the professional learning of school administrators as well as provide an additional source of feedback and support. Additionally, and due in large part to the personalized nature of school visits, supervisory officers are able to develop strong working relationships with school administrators (Baker & Bloom, 2017; & Ontario Public Supervisory Officers' Association, 2015). From a school administrator's perspective, supervisory officer school visits are resource efficient as the meetings happen onsite and include minimal pre-visit preparation on behalf of the school.

Supervisory officer school visits are a powerful tool that can not only support job-embedded professional development but help to develop productive working relationships (Baker & Bloom, 2017). The professional development is highly differentiated as it is based on the specific needs of the school and its leader(s) (Leithwood, 2011). Through such collaborative and authentic work, productive working relationships can be established. With this differentiated and individualized approach, and within the context of school improvement leadership, the specific needs of racialized and Indigenous school administrators may also be supported. This level of support, however, depends on the relationship the school administrator has with their respective supervisory officer and the supervisory officer's ability to provide such support. For supervisory officers to provide this level of support, they must incorporate both HRBA and the

ethics of justice, critique, and care. By incorporating HRBA, a supervisory officer can help to empower Indigenous and racialized leaders by ensuring their approach to school visits is inclusive. Understanding a school administrator's identity and lived experience is critical in establishing an inclusive environment. The ethics of justice, critique and care will also support this inclusive approach as it requires supervisory officers to acknowledge their own power and privilege, listen attentively to the needs of their school administrators, and consider the impact of their decisions (Shapiro & Stefkovich, 2016).

One of the key shortcomings of supervisory officer school visits is that they do not allow for high levels of interaction among school leaders. With the school visits strictly focusing on one school administrator or an administrative team, it does not allow for the participation and engagement of other leaders. While the professional learning can be focussed and differentiated because of this, it does not enable varying perspectives and approaches to be heard.

Additionally, and from a supervisory officer perspective, school visits are resource intense (e.g., time, fiscal, human). Supervisory officer school visits typically occur four to five times a school year, are two to three hours in duration, and include multiple schools. For supervisory officers who serve and support 15-20 schools, this is a significant time commitment.

Potential Solution 3: Mentorship

Mentoring plays an important role in building the leadership capacity of school administrators. More specifically, mentoring provides opportunities for professional development, career planning, problem solving, and practical advice (Bakioglu et al., 2010; Boerema, 2011; Oarylo et al., 2012; Weingartner, 2009). Mentorship also helps to develop reflective leadership practices through the application of recent learning, the practicing of new skills, and regular feedback (Parylo, 2012). Lastly, mentoring can also be seen as a reciprocal

process as both mentors and mentees can benefit from the ongoing learning. While mentoring is a tool that can be used with all leaders, it has primarily been used to support leaders who are new to their role. Mentors are typically experienced and highly competent leaders who are wanting to support a less experienced colleague (Bakioglu et al., 2010).

From an ethics and HRBA perspective, equity-centred mentoring should be utilized to specifically support Indigenous and racialized leaders. From a mentee perspective, such an approach supports inclusion, empowerment, and participation. At the organizational level, it demonstrates a commitment to non-discriminatory practices and accountability. From an ethics standpoint, equity-centred mentoring challenges the status quo, is equitable, and responsive to the needs of Indigenous and racialized leaders. When Indigenous and racialized mentees have engaged in mentoring relationships with Indigenous and racialized mentors, it has proven to be an inspiring and supportive practice (Ogunbawo, 2012; Rogers-Ard & Knaus, 2021; Wyatt & Silvester, 2015). As Blackwell (n.d.) notes, racialized people need their own space away from stereotypes and marginalization in order to be their authentic selves. When creating such an environment, mentoring can be a safe, non-judgemental, and nurturing way to learn and practice skills (Ogunbawo, 2012).

With a focus on reflective leadership practices, mentoring supports high levels of job-embedded professional development. While there is limited interaction with system and school leaders, mentoring supports productive working relationships through the mentor-mentee partnership. From a school administrator perspective, mentoring sessions are easy to plan and resource efficient (e.g., time, human, information). Sessions typically last for one hour and occur as needed by the mentee. Prior to a mentoring session, mentees are required to collate questions and concerns to share with their mentor. For supervisory officers, and despite being in more of a

secondary support role, there are some planning and resource needs that they must attend to. Most important perhaps, is the identification and training of mentors. School districts need to determine if they are going to utilize current school administrators to be mentors (human and time resource considerations) or seek support from retired school administrators (fiscal resource considerations). When considering equity-centred mentoring, a supervisory officer's most significant role is fully supporting such spaces as allies and disruptors (e.g., resources, policy development, structural changes) (Blackwell, n.d.). For some school districts, finding suitable mentors to support equity-centred mentoring will be a challenge that needs to be overcome (Wyatt & Silvester, 2015). In RMDSB, this may involve seeking the support of OPC and neighbouring school districts to build a roster of equity-centred mentors (e.g., retired Indigenous and racialized school administrators).

Potential Solution 4: Leader Learning Teams

The most common collaborative learning approaches used in education include professional learning communities, learning networks, and communities of practices. While different in many ways, these approaches share many of the same key elements, namely, collaboration, inquiry, and knowledge sharing (Bouchamma & Michaud, 2011; Cordery et al., 2015; Katz & Dack, 2013; Nistor et al., 2015; Ontario Government, 2007; Rincon-Gallardo & Fullan, 2015; Servage, 2008; Stoll et al., 2006). At the heart of these and other collaborative learning approaches is the notion that together we are better; there is much to learn from others (Katz & Dack, 2013).

While professional learning communities, learning networks, and communities of practices would sufficiently support the PoP, the leader learning team process (Katz et al., 2018) is the most appropriate potential solution as it specifically supports school

administrators. Leader learning teams is an inquiry-based process that builds school administrator leadership capacity through leadership learning inquiries (Katz et al., 2018). With this process, a small group of school administrators meet every six to eight weeks to collectively examine one another's leadership inquiry. The inquiry framework includes the development of an inquiry question (challenge of practice), identification of learning needs, development of a learning plan, implementation of the learning plan, analysis and reflection, and the determination of next steps (Katz et al., 2018). A focussed learning conversation protocol is used to support this inquiry process through a critical and collaborative analysis of school administrator inquiry questions (Katz et al., 2018). Besides developing the leader learning teams (e.g., professional learning, introduction of protocol, creating teams), supervisory officers take on several other roles. During the focussed learning conversations for example, supervisory officers can be an observer, facilitator, or participant. Additionally, and when engaging in other collaborative learning opportunities with school administrators (e.g., school visits), supervisory officers can help make connections and transfer learning from the focussed learning conversations.

Leader learning teams can play a significant role in the leadership development of school administrators as they incorporate job-embedded learning, high levels of interaction among leaders, and authentic opportunities to develop productive working relationships. Due to the development of personalized leader inquiry questions, the focussed learning conversations are school-based and contextually relevant to each individual school administrator. This learning can also be extended when school administrators are able to make direct connections to the inquiry questions of colleagues. When this occurs, there is a significant shift from vertical to lateral leadership capacity building as school administrators, with similar contexts and learning needs, work together (Katz & Dack, 2013).

From both a school and school district perspective, such sessions are relatively easy to plan and are resource efficient (e.g., time, human, fiscal, information). School administrators attend leader learning team sessions that are two to three hours in duration. They must also follow the inquiry framework and commit to its actions between sessions. From a supervisory officer perspective, and with the sessions including several school administrators, it is an efficient and productive use of time. Furthermore, and since school administrators support one another's inquiry questions, there is little demand on school district support staff (e.g., consultants) to support the learning.

Preferred Solution

When considering each of the potential solutions, the most appropriate solution to support the PoP is utilizing both mentoring and the leader learning team process. By taking this integrated approach, the preferred solution supports job-embedded learning, high levels of interaction among school and system administrators, and productive working relationships. Furthermore, and through equity-centred mentoring, this approach also aligns with HRBA and the ethics of justice, critique, and care.

From a leadership perspective, transformational and servant leadership are well-positioned to support the implementation of the preferred solution. When considering the key elements of both leadership approaches (e.g., authenticity, empowerment, development, responsive) there is strong alignment with both the learning team process and mentoring. Similarly, and with such a strong focus on job-embedded learning, the preferred solution supports OL and the acquisition, sharing, and utilization of knowledge. More specifically, and in relation to the 4I OL framework, the preferred solution supports the

interrelated learning processes of intuiting, interpreting, integrating, and institutionalizing (Crossan et al., 1999).

On a final note, and in light of the PoP, informal networking among school administrators needs to be both recognized and celebrated. School administrators build their own networks of support that provide informal learning opportunities through on-the-job experiences and guidance from colleagues (Ringling et al., 2020). While supervisory officers do not have a direct role in developing such informal networks, it is incumbent upon them to establish an organizational environment that supports them.

Chapter Two Conclusion

Chapter two identified a leadership approach to change, outlined a framework for leading the change process, determined organizational change readiness, and shared solutions to address the PoP. Through this research, it was determined that an envisioned future state must include a comprehensive approach to leadership development that includes job-embedded professional development, high levels of interaction among school and system leaders, and productive working relationships. To help accomplish this, transformational and servant leadership and HRBA will need to be utilized.

When considering each of the potential solutions, the most appropriate solution to support the PoP is utilizing both mentoring and the LLT process. By taking this integrated approach, the preferred solution fully supports the envisioned future state. Since the change path model was identified as the most appropriate change model, it will be used to support the implementation of the preferred solution.

Chapter 3: Implementation, Communication, and Evaluation

The previous two chapters of the OIP have explored the “what” and “why” of the change process. Chapter three will examine the “how” and in doing so, present a change implementation plan. The change implementation plan outlines actions, responsibilities, and timelines associated with the change initiative. Embedded within the change implementation plan is a communication plan and a monitoring and evaluation plan.

Change Implementation Plan

The change implementation plan will support the application of the preferred solution, mentorship and the LLT process. An action plan for change, as Deszca et al. (2020) note, needs to be developed with a strong understanding of how an organization operates and what needs to be accomplished. As a result, and to ensure the successful implementation of the preferred solution, the change implementation plan for this OIP will align with the context of the organization, centre learning and leadership, and prioritize collaboration and inclusivity. Limitations associated with the change implementation plan will be identified.

Organizational Context

According to Buono and Kerber (2010) there are three general approaches to implementing organizational change: direct change, planned change, and guided change. While direct change is hierarchical in nature, relies on compliance, and maintains tightly defined objectives, guided change is a more iterative and experimental process that sets loosely defined goals (Buono & Kerber, 2010). A planned change on the other hand, uses a more flexible and participative planning process to identify and action clear goals (Buono & Kerber, 2010). When school districts utilize a planned approach to implementing organizational change, they develop comprehensive plans that engage stakeholder voice and focus on areas such as goals/objectives,

actions, rationale, timelines and communication (Wilson, 2018). In consideration of both the preferred solution and the organizational context, the change implementation plan will need to resemble a planned change approach.

The planned change approach most closely resembles current practice in RMDSB and the education sector at large. At the district-level, a RMDSB strategic planning and priorities policy guides the development of the MYSP. This policy outlines such expectations as stakeholder engagement, data collection and analysis, goal setting, timelines, and monitoring (Red Maple District School Board, 2019b). It is also important to note that MYSP priorities such as continuous improvement, collaborative partnerships, and inclusive environments will all support a planned change approach to change implementation (Red Maple District School Board, 2019a). With the RMDSB School Learning Plan, schools use a similar approach to planning when engaging in school improvement work. This plan includes a needs assessment (data collection and analysis), goal setting, and the four key areas of the learning cycle: plan, act, observe, and reflect (Red Maple District School Board, n.d.). The strong alignment between these RMDSB planning processes and the planned change approach will support a familiar, efficient and comprehensive change implementation process.

At the provincial-level, the Ministry of Education has not updated its district and school-level strategic planning framework in several years. In 2013, the Ministry of Education released a revised School Effectiveness Framework (SEF) that was designed to support district and school improvement planning. The SEF district process supports district-level planning through goal setting, implementation (professional learning, resource allocation), and monitoring (Ontario Government, 2013b). While this framework is somewhat dated and no longer used in a robust manner, it is the Ministry of Education's current approach to improvement planning (as per their

website) and aligns with a planned change approach to implementing organizational change.

A planned change approach also aligns with many of the organizational structures of RMDSB. For example, with school administrators representing one of the key stakeholders in the OIP, structures already exist to support co-planning efforts between supervisory officers and school administrators. Monthly RMDSB OPC executive team-senior administration meetings, principal and vice-principal-based committees (e.g., school and system improvement planning), school administrator meetings, and regular electronic communications will all support the planning process. Similarly, as supervisory officers and school administrators require additional support with planning, various RMDSB departments are well-positioned to provide such assistance (e.g., Human Rights). These departments will be able to provide support in the areas of data collection and analysis, communications, stakeholder engagement, and action planning.

Change Implementation Plan

The change path model will be used to support the implementation of the preferred solution. A brief description of each step of the change path model and its corresponding actions can be found in Appendix A. As noted in the previous section, there will be high levels of familiarity amongst RMDSB staff with many of the actions found within each step. This familiarity will greatly support the planning, implementation, and monitoring of the preferred solution.

It is important to note that the change implementation plan being presented has been developed in isolation, with no stakeholder engagement. Stakeholder engagement from the beginning of the change process is essential to ensure successful planning, implementation, and monitoring. It is critical to authentically capture stakeholder voice and activate their agency early in the change process. Therefore, and when developing the change implementation plan,

consensus must be reached with all stakeholders. The full change implementation plan can be seen in Appendix C.

Awakening

During the awakening step, the need for change needs to be identified and confirmed by all stakeholders (Deszca et al., 2020). This process will begin by reviewing relevant and compelling data with the senior administrative team. To help inform the change implementation process, feedback will be gathered from supervisory officers. Before moving forward with the OIP, and considering the critical role supervisory officers will play as change leaders, there must be full support from the senior administrative team. It is the senior administrative team that has the agency to fully action the OIP.

Once the senior administrative team has provided support for the OIP, supervisory officers will engage in a similar process with the RMDSB OPC executive team. Data will be shared with executive team members and further feedback will be gathered. This process will clarify previously collected data and seek further details where needed. While the RMDSB OPC executive team represents all school administrators, the team is not representative of all principals and vice-principals. As a result, and to help generate further information on collective views and establish an inclusive approach, school administrator focus groups will be established (Barbour, 2018; Morgan, 1998; Stalmeijer et al., 2014). As Morgan (1998) notes, focus groups are beneficial in understanding stakeholders' experiences and beliefs. These focus groups will be established on a voluntary basis and organized in a manner that will intentionally seek diverse perspectives (e.g., identity, years of experience, position).

Once the need for change has been supported, agreement must also be reached with the vision for change. A research-informed approach will be used with supervisory officers and

RMDSB OPC executive team members to acknowledge the gap that currently exists. This will include the review of leading research to help confirm the established envisioned future state and preferred solutions. These sessions will be done collectively with supervisory officers and RMDSB OPC executive team members to help reinforce and establish collaborative learning environments. With supervisory officers engaging RMDSB OPC executive team members and all other school administrators throughout the change implementation process, establishing collaborative learning environments at the start of the process is critical. Through modelling, this action within the context of the change implementation plan will also support the collaborative learning that is required with the preferred solution, namely the LLT process.

Once consensus has been reached on the envisioned future state and preferred solution with supervisory officers and the RMDSB OPC executive team, an update will be provided to all school administrators. This update will occur at an in-person school administrator meeting where relevant data and research can be shared, along with stakeholder feedback.

Servant leadership will greatly support the awakening step of the change implementation plan. When reviewing data and confirming the need for change, it is critical that supervisory officers fully understand the experiences and feelings of school administrators (van Dierendonck, 2011). In doing so, supervisory officers will centre the learning needs of school administrators (Sendjaya & Pekerti, 2010) as they work towards meeting the envisioned future state. It is also important during the early stages of the change implementation process that supervisory officers empower school administrators. Since school administrators play a significant role in all four steps of the change implementation plan, this engagement is critical to the success of the OIP. The engagement of school administrators can be further supported by building inclusive,

collaborative and ethical learning environments that emphasize authenticity and trust (Sendhaya & Pekerti, 2010; Spears, 2005; van Dierendonch, 2011).

Mobilization

The mobilization step explores organizational structures and systems, assesses power and cultural dynamics, further communicates the need for change, and leverages change agents to support the change implementation process (Deszca et al., 2020). Various RMDSB structures and systems are currently in place to support the planning process. Some examples include the teacher-in-charge role to support school administrator release time, well-established meeting times to support supervisory officer and school administrator planning time, and a leadership development budget to support any related expenses. However, to fully actualize the change implementation plan, further structures and systems will need to be established. For example, time and space will need to be dedicated to support supervisory officer professional learning needs. Supervisory officers will need to possess the necessary knowledge, skills and abilities to support the preferred solution. Senior administrative team members and other RMDSB staff will primarily support these professional learning needs. If there are professional learning needs that cannot be supported by the senior administrative team or RMDSB staff, third party support will need to be explored.

To further support the preferred solution, additional structures and systems will need to be put in place by the senior administrative team. For example, when considering mentorship, the identification and training of mentors, matching of mentors and mentees, and participant feedback loops will all require new structures and systems. With respect to the LLT process, new structures and systems will need to accommodate school administrator professional learning and opportunities to meet (e.g., time, location).

A limitation to this phase of the mobilization step is the absence of an internal organizational scan. During the early stages of this step, it will be important for supervisory officers to conduct a thorough scan of RMDSB for other change implementation plans. If other plans are identified, supervisory officers will need to modify and coordinate available resources to ensure the successful implementation of all plans. If this step is not taken, and various change implementation plans are competing for limited resources (e.g., time), some plans may not be successfully implemented.

Another limitation of the change path model is that it does not intentionally support and promote equitable outcomes. While the mobilizing step requires the change agent to assess the power and cultural dynamics, it does not specifically speak to an inclusive, equitable approach to change. As a result, and to help mitigate this limitation, it will be essential for supervisory officers to apply a HRBA and undertake the role of duty bearer when mobilizing the change implementation plan. For example, the need to provide an equity-centred approach to mentorship with respect to the implementation of the mentoring program. This includes developing a one-to-one mentoring program that will specifically serve and support Indigenous and racialized school administrators (Ogunbawo, 2012). Such a program will provide mentees with the option to select the type of mentorship they prefer (e.g., identity specific, non-identity specific, skill-based) and foster an environment that supports open dialogue and discourse (Blackwell, n.d.; Wyatt & Silvester, 2015).

Prior to the implementation of the new structures and systems, supervisory officers and RMDSB OPC executive team members will share details with all school administrators at an in-person meeting. It is at this time that a survey will be used to seek feedback from all school administrators on the proposed approach to the preferred solution. Based on the feedback

received, changes may need to be made to the proposed structures and systems to ensure they are meeting the needs of school administrators. Implementation of the preferred solution will be gradual and accomplished by providing relevant information and guidance to school administrators. Supervisory officers will support this implementation process through the use of administrator meetings, FOS meetings, and individual school administrator meetings.

While servant leadership will continue to play a significant role with the change implementation plan, transformational leadership will also be required. In the mobilizing step, supervisory officers will be continuing to build trusting, ethical, and action-oriented relationships with school administrators (Andersen, 2017; Bass, 1999; Leithwood & Jantzi, 2005). High expectations will be set, and teams will be challenged to meet both individual and collective learning needs (Andersen, 2017; Bass, 1999; Leithwood & Jantzi, 2005; Van Oord, 2013). As the preferred solution becomes fully implemented, leadership will be shared among supervisory officers and school administrators.

Acceleration

During the acceleration step, it is important to continue to engage and empower others while using a variety of approaches to consolidate the change process (Deszca et al., 2020). This will ensure that the motivation levels of stakeholders remain high and all four steps of the change implementation plan are fully actioned. As with the mobilization step, a HRBA and ethics will continue to play a critical role in empowering others in an inclusive and equitable manner. Similarly, transformational and servant leadership will help to keep engagement levels high among all stakeholders.

It is during this step at the start of year two that further survey feedback needs to be collected to build on the plan's strengths and address areas of need. This may include the need

for additional professional learning for those who are leading and facilitating the change or minor adjustments to the preferred solutions to better meet the needs of change recipients. It is also at this time that the senior administrative team may need to explore the use of a third-party provider if learning and leadership needs are not being met internally. Lastly, and if other challenges arise such as school administrators being unable to access release time, further options will need to be explored.

In addition to addressing areas of need, the awakening step also represents an appropriate time in the change implementation plan to celebrate the success of the preferred solution. This can be done by sharing the success of the change implementation plan at various meetings such as those attended by school administrators, Board of Trustees, and senior team. Milestones of the plan can also be shared with neighbouring school districts and relevant associations (e.g., OPC) to support the learning and leadership of other jurisdictions.

Institutionalization

The final step in the change implementation plan involves the assessment and modification of the preferred solution. With this OIP, this step will take place near the end of year two to help inform practice for the following school year (i.e., year three). Supervisory officer and school administrator survey feedback will once again be needed to support modifications. These surveys will yield stakeholder perceptions as they pertain to the envisioned future state (e.g., job-embedded professional development, high levels of interaction among school and system leaders, and productive working relationships). Additional feedback from supervisory officers will need to be collected to support senior administrative team leadership and learning needs (e.g., school administrator observations, artifacts from LLT sessions, conversations with mentors and mentees).

New structures and systems will need to be developed to support the ongoing growth of the preferred solution. One example will be the creation of a school administrator-based committee that will specifically support the ongoing implementation of the plan. This will shift much of the school administrator leadership responsibility from RMDSB OPC executive team members to committee members. As a result of this, other school administrators who have expressed an interest in this work, will be given an opportunity to build their leadership capacity.

Perhaps one of the most significant limitations of using the change path model as a framework for the change implementation plan is the lack of emphasis placed on monitoring. With the exception of the final step, no other step explicitly requires monitoring of the change implementation plan. As a result, modifications have been made to the change implementation plan in steps one and two to monitor progress through stakeholder feedback. As will be discussed later in the OIP, the PDSA cycle should be integrated into each step of the change implementation plan to ensure appropriate monitoring is taking place.

Despite some of the limitations and challenges that have been shared, the change implementation plan demonstrates a strong contextual understanding of RMDSB. The plan also recognizes what needs to be done to implement the preferred solution and actualize the envisioned future state. By nurturing collaborative and inclusive learning environments throughout the change implementation plan, there is a greater likelihood that the preferred solution will have its intended impact.

The following section of this OIP will share the plan to communicate the need for change and the change process. This communication plan is embedded within the change implementation plan and outlines specific actions to build awareness of the need for change, guide the path of change, enhance knowledge mobilization, and engage stakeholders.

Plan to Communicate the Need for Change and the Change Process

A plan to communicate the need for change will support both the change process and the implementation of the preferred solution. This will include two parallel and complementary plans, a communication plan, that will support the path of change, and a knowledge mobilization plan, that will assist with the exchange of knowledge. To ensure the successful implementation of both plans, current RMDSB communication practices will be considered.

As noted in the change implementation plan, communications will play a significant role in the change process as all four steps of the plan include elements of communication and knowledge mobilization. This is particularly true in the first three steps, awakening, mobilization, and acceleration, where the successful implementation of the preferred solution relies heavily on knowledge mobilization and communication, respectively. And, since the scope of primary stakeholders is narrow with this OIP as it pertains primarily to supervisory officers and school administrators, all of these steps can employ a targeted and differentiated approach to communication and knowledge mobilization.

Organizational Context

To support both the communication and knowledge mobilization plans, it will be important to leverage existing and appropriate RMDSB regulations, practices, and structures. Smith (2006) acknowledges that organizations differ and communication plans need to reflect this variance. Furthermore, and when considering organizational context, Malik (2020) extends this thinking to prescribe an approach to communication that not only recognizes organizational capacity, but its mission and culture. In RMDSB for example, one of the system actions in the BAP speaks to the importance of delivering open, transparent communication that is reflective and responsive (Red Maple District School Board, 2022d). This system action is supported by

an organizational culture that promotes and values honesty and trust amongst staff. And lastly, Goodman and Truss (2004) highlight the need to consider the change program characteristics when considering a communication plan.

As a medium sized school district, RMDSB maintains an operating budget that allows it to allocate resources directly to communications. This primarily includes a small team that is responsible for school and corporate communications, among other roles and responsibilities. The RMDSB Communications with Staff Administrative Regulation (Red Maple District School Board, 2022g) guides the work of the corporate affairs team and other staff through the identification of specific guidelines, responsibilities, and approaches. For example, the administrative regulation speaks specifically to fostering open, transparent, and two-way communication by establishing appropriate channels within the organization (Red Maple District School Board, 2022g). The communication tools that RMDSB utilizes typically include email updates, memos, newsletters, meetings, and postings on both the Board's internal networks and social media accounts. In addition to supporting general communications at the school-district level, the corporate affairs team also provides individual support to senior administrative team members. Because of this, the corporate affairs team will play a significant role in supporting the communication plan.

In addition to the corporate affairs team and the administrative regulation, there are well-established practices and structures that support communications. With respect to the change implementation plan, some of these practices and structures include school administrator committees, RMDSB OPC executive team-senior administration meetings, school administrator meetings, and RMDSB departmental support. As with the corporate affairs teams, these practices and structures will support many of the actions identified in both the communication

and knowledge mobilization plans.

When developing communications that will be sent to staff, and in addition to the corporate affairs team, various RMDSB departments are able to provide content and delivery specific support. Departments such as Equity, Diversity and Inclusion, Human Rights, and Indigenous Education will play an important role in helping to develop inclusive and empowering communications. Such communications will look to specifically engage school administrators who have been traditionally marginalized (e.g., invitation to participate in focus groups, responding to potential concerns).

School administrator meetings typically include all school administrators, the senior administrative team, and various department staff (e.g., managers, consultants). The main purpose of such meetings is to engage in professional learning, support operational issues, and provide communications on a wide variety of matters (e.g., provincial and system priorities). RMDSB OPC executive team-senior administration meetings on the other hand occur monthly and are primarily used to seek feedback, address issues and concerns, as well as co-plan. Lastly, school administrator committees take on a similar role to the RMDSB OPC executive team-senior administration meetings but are more narrowly defined based on the purpose of each committee (e.g., school and system improvement planning, staffing, budget). All school administrators are invited to join a committee at the beginning of each year.

Communication Plan

As many researchers have noted (Beatty, 2015; Deszca et al., 2020; Goodman & Truss, 2004; Lewis, 2019; Lewis et al., 2006; Smith, 2006), effective and appropriate communication is critical to the success of individual and organizational change. Some of the more well-documented principles of communicating change include message redundancy, face-to-face

communication, strong leadership/supervisory support, the identification and utilization of opinion leaders, and personalized messaging (Deszca et al., 2020). At a foundational level, and for such communication principles to prove effective, a culture of organizational trust and honesty must prevail (Smith, 2006). These communication principles, in many ways, align with a servant leadership approach and the desire to meet the needs of followers, empower others, and build trust (Parolini et al., 2009; Sendhaya & Pekerti, 2010; Spears, 2005; van Dierendonck, 2011).

Iterations of this set of principles can be found in many of the models and frameworks (Beatty, 2015; Deszca et al., 2020; Lewis, 2019; Smith, 2006) that are available to support the development of a communication plan. One such model, and the model I will be using to support my communication plan, is Beatty's (2015) communication model. Beatty's (2015) communication model includes six areas: roles and responsibilities, communication guidelines, stakeholder analysis, effective messages, messengers, and feedback. To assist change agents in the development of a communication plan, Beatty has also developed a set of questions that support each of these six areas. These questions can be used by leaders throughout the change process to reflect on their communication practices (e.g., How much communication is necessary for each stakeholder group?) (Beatty, 2015). The six areas of Beatty's communication model and their corresponding questions can be found in Appendix D.

The OIP's communication plan is embedded within the change implementation plan. A summary of the specific communication actions, along with the corresponding change implementation steps can be seen in Appendix E. These actions will be examined further by using the communication model and corresponding questions.

Roles and Responsibilities

It is important to identify staff who will support communications and what their specific roles and responsibilities will be (Beatty, 2015; Lewis et al., 2006). As noted in the change implementation plan, supervisory officers (including the associate director), RMDSB OPC executive team members, and school administrators will all play a part in the communication plan (AW-5, MO-5, AC-2, AC-3). Each group's specific role will be dependent on the content of the communication and at which step of the change implementation plan the communication is being delivered. All communications will be co-developed by supervisory officers and the RMDSB OPC executive team, with support being given by the corporate affairs team and other pertinent departments. As noted earlier, departments such as Equity, Diversity and Inclusion, Human Rights, and Indigenous Education will play a critical role in helping to develop inclusive communications.

Communication Guidelines

Each communication that is being shared with staff should have a clear set of objectives that speaks to what you hope to accomplish (Beatty, 2015; Lewis, 2019). In the change implementation plan for example, the initial communication to school administrators (AW-5) seeks to educate and engage. During the mobilization step on the other hand, the communication to school administrators (MO-5) is intended to seek feedback and share new structures and systems. Lastly, communication during the later stages of the acceleration step (AC-3) is intended to build momentum in the change process by celebrating and sharing success.

By establishing guidelines in a communication plan, the principles shared earlier can help guide all communications (Beatty, 2015; Deszca et al., 2020). For RMDSB, this would include principles such as face-to-face communications, strong leadership/supervisory support, and

personalized messaging. Guidelines would also need to mirror the RMSDSB Communications with Staff Administrative Regulation and thus foster open, transparent, and two-way communication (Red Maple District School Board, 2022g). Lastly, the guidelines would need to reinforce BAP system actions (e.g., open, transparent communication that is reflective and responsive) and be reflective of organizational culture (e.g., honesty, trust). This includes taking a HRBA approach with all communications to ensure they are inclusive to all stakeholders.

Stakeholder Analysis

Effective communication plans identify stakeholders and outline what role they play with communications (Beatty, 2015; Lewis, 2019). Supervisory officers and school administrators are the primary stakeholders in the change implementation plan. To help establish a collaborative work and learning environment, and as noted in the change implementation plan, all stakeholder groups will play a role in the communication plan (AW-5, MO-5, AC-2, AC-3). School administrators (including RMSDSB OPC executive team members) will most likely be supportive of such roles as the preferred solution supports their learning and leadership needs.

Effective Messages

Communication efforts early in the change process attempt to educate and engage stakeholders as a vision for change is shared (AW-5). Questions such as “Why?”, “Why now?”, and “What’s in it for me?” need to be clearly addressed (Beatty, 2015). As the change process moves forward, focus shifts to how the shared vision will be actualized (MO-5). Effective messaging can reduce staff anxiety by clearly addressing these concerns and by collecting feedback from staff throughout the change process (AC-1) (Beatty, 2015).

Messengers

While there are many channels from which to choose when communicating with staff, face-to-face is the preferred method with this change implementation plan. All initial communications will be delivered at school administrator or FOS meetings for all school administrators and RMDSB OPC executive team-senior administration meetings for RMDSB OPC executive team members. Slide decks and summaries of face-to-face presentations will be shared with stakeholders electronically and maintained in a central location for easy reference. Face-to-face meetings will be utilized as they allow for a more personal approach and decrease the possibility of miscommunication (Beatty, 2015; Deszca et al., 2020). They also promote two-way communication which enables change leaders to obtain informal feedback from staff and assess their understanding of the change process (Beatty, 2015; Deszca et al., 2020; Goodman & Truss, 2004; Lewis, 2019). As a result, change leaders must be prepared to answer questions and address feedback from stakeholders. In consideration of the change implementation plan, this may include questions about release time for school administrators to attend LLT sessions or how the school district will specifically support racialized and Indigenous mentees. In addition to responding to such questions in real time, it will also be important to anticipate such questions and proactively address them early in the change process during the awakening (AW-O5) and mobilization (MO-5) steps. With school administrators and senior administrative staff meeting regularly at school administrator meetings, there are multiple and ongoing opportunities to provide updates or respond to questions and concerns.

Having credible messengers is essential to a communication plan and the change process (Beatty, 2015). Since the RMDSB OPC executive team play an influential role with school administrators, they will play a critical role along with supervisory officers in the early steps of

the change implementation plan (AW-5, MO-5). Similarly, during the acceleration step, a wider group of school administrators will help to engage colleagues by celebrating and sharing success. A diverse group of opinion leaders, who are well respected and trusted among colleagues, should be included in this group to help generate support for the change process (Deszca et al., 2020; Goodman & Truss, 2004; Lewis, 2019).

Feedback

As Beatty (2015) and Smith (2006) note, it is important to seek feedback about a communication plan throughout the change process. As per the change implementation plan, and when surveys are being completed by school administrators (AC-1, IN-1), it will be important to seek feedback on the communication plan as well as other areas of the change process. Feedback can also be collected on a more ongoing and informal basis during school administrator and RMDSB OPC executive-senior administration meetings. Further information regarding feedback, monitoring, and evaluation will be presented in the next section.

Knowledge Mobilization Plan

Knowledge mobilization (KMb) is a process that connects research to policy and practices (Briggs et al., n.d.; Lavis et al., 2003; Malik, 2020; Phipps et al., 2016; University of Winnipeg, n.d.). More specifically, and within the context of this OIP, KMb seeks to support the connection between academic research institutions and organizations such as school districts (University of Winnipeg, n.d.). The goal of KMb is to maximize the impact of research beyond the research institution and positively impact stakeholders such as practitioners, policymakers, and the public (Malik, 2020; Phipps et al., 2016).

Knowledge mobilization plans are primarily used to engage organizations such as school districts. Many of these plans place a significant emphasis on building relationships with

stakeholders and engaging in a manner that supports collaboration (Briggs et al., n.d.; Phipps et al., 2016; University of Winnipeg, n.d.). This, however, can only be accomplished when research institutions consider the learning needs of stakeholders from the onset of the relationship (Phipps et al., 2016). It is important to identify the strong alignment between OL and KMb and the emphasis on the acquisition, sharing, and utilization of knowledge (Lopez et al., 2005; Nevis et al., 1995). This notion of alignment can also be extended when considering the predominant role learning has with the preferred solution and the envisioned future state; KMb has the potential to play a significant role.

Many KMb plan models and frameworks have been created to support the development of a plan. Most models and frameworks involve a series of stages or questions for the researcher to consider (Briggs et al., n.d.; Lavis et al., 2003; Phipps et al., 2016; Research Impact Canada, n.d.). The model/framework that I am using is based on Phipps et al.'s co-produced pathway to impact model. I selected this model because it is intended to be co-constructed with stakeholders, and as a result, is more accessible and user-friendly than other models. This KMb plan will work alongside the communication plan and is captured throughout all four steps of the change implementation plan. The KMb plan can be seen in Appendix F. Due to the co-production aspect of the model, it is important to note that Appendix F does not fully capture the model's iterative and collaborative approach (Phipps et al., 2016).

The next section of this OIP will share the monitoring and evaluation plan. As with the communication plan, the monitoring and evaluation plan is embedded within the change implementation plan and outlines specific actions to track change, gauge progress, and assess change.

Change Process Monitoring and Evaluation

A well-designed approach to monitoring and evaluation will effectively support the change process and the implementation of the preferred solution. This will include a monitoring and evaluation plan that will specifically support the change implementation plan. To ensure the successful implementation of such a plan, current RMDSB monitoring and evaluation practices will be considered.

As noted in the change implementation plan, monitoring and evaluation will play a key role in the change process as all four steps of the plan include monitoring and evaluation. While the early steps of the plan largely focus on monitoring, the last step evaluates the preferred solution. Since the scope of primary stakeholders is narrow with this OIP (supervisory officers and school administrators), all of these steps can employ a targeted and differentiated approach to monitoring and evaluation.

Organizational Context

When considering the change implementation plan, monitoring and evaluation is the most underutilized and vulnerable area of the change process for RMDSB. This is in large part due to the lack of formal monitoring and evaluation practices that exist at the district-level. There are no policies, administrative regulations or guidelines that specifically support monitoring and evaluation.

As noted in the MYSP, there is a strong focus on continuous improvement in RMDSB. At the district-level, this is loosely captured in the RMDSB Strategic Planning and Priorities Policy that outlines expectations such as data collection and analysis, monitoring, and stakeholder engagement (Red Maple District School Board, 2019b). At the school-level, the RMDSB School Learning Plan includes a needs assessment (data collection and analysis) and

the four key areas of the learning cycle: plan, act, observe, and reflect (Red Maple District School Board, n.d.).

Monitoring and Evaluation Plan

Monitoring and evaluation play a significant role in the change process. As Deszca et al. (2020) note, what gets monitored and evaluated often impacts the outcome of a change initiative. Monitoring and evaluation track implementation efforts, enhance accountability, aid professional learning, support program improvement, and inform decision-making (Markiewicz & Patrick, 2016). Monitoring, according to Markiewicz and Patrick (2016) is a continuous process that focuses on implementation. Through the use of indicators, monitoring measures whether the change initiative is being implemented as planned (e.g., use of resources, stakeholder engagement) (Lewis, 2019; Markiewicz & Patrick, 2016; United Nations Development Programme, 2009). Evaluation on the other hand is more summative in nature and focuses on the achievement of the change initiative (e.g., impact on stakeholders, advantages of the program) (Hargreaves, 2010; Markiewicz & Patrick, 2016; Stufflebeam, 2001). Indicators of success and other measures, such as criteria, can also be used to evaluate the success of a change initiative.

The development of a monitoring and evaluation plan is critical to the success of a change initiative. Such plans guide monitoring and evaluation efforts throughout the change process and provide change leaders with rich evidence to help inform decisions, support accountability, and guide professional learning (Markiewicz & Patrick, 2016; United Nations Development Programme, 2009). A comprehensive monitoring and evaluation plan identifies a focus for monitoring and evaluation, develops performance indicators and criteria, names data collection tools, and determines timeframes and responsibilities (Markiewicz & Patrick, 2016).

With respect to the identification of data collection tools, it is important to differentiate between data and evidence. By taking an evidence-informed approach, a broader range of information can be used to monitor and evaluate the change initiative (e.g., data, scholarly research, lived experiences of stakeholders). For the purposes of this OIP, the monitoring and evaluation plan will utilize an evidence-informed approach.

The monitoring and evaluation plan for this OIP will utilize the PDSA cycle to support its efforts. The PDSA cycle includes four steps: plan, do (implement), study (evaluate results), and act (maintain original plan or make modifications) (Bryk et al. 2015; Donnelly & Kirk, 2015; Leis & Shojania, 2017; Moen & Norman, 2010; Vermont Agency of Education, 2019). The full PDSA cycle can be seen in Appendix G. Plan-do-study-act is an ongoing inquiry cycle that is widely used in the education sector as a model for continuous improvement (Bryk et al., 2015). As an inquiry cycle, multiple PDSA cycles are often utilized to support the change process. By doing this, and applying PDSA cycles in more rapid succession throughout the change initiative, monitoring is able to play a central role in the change process (Bennet et al., 2015). As a result, change leaders will have more timely access to evidence and be able to make regular adjustments throughout the change process (Bennet et al., 2015).

The PDSA cycle is particularly familiar to RMDSB leaders as it closely resembles the School Learning Plan that school administrators regularly use. Since school districts such as RMDSB do not have a research department, familiarity with such a framework is especially important to help support sustainable measurement options. A flexible, efficient, and easily understood approach will increase the likelihood that monitoring and evaluation is prioritized. As Deszca et al. (2020) note, it is important that change leaders match the monitoring and evaluation measures to the environment.

Plan – Indicators of Success

One of the key planning actions that impacts all PDSA cycles is the co-identification of indicators of success. While the co-identification of indicators occurs during cycle one, the indicators are then used in all remaining cycles to help develop monitoring and evaluation tools (e.g., surveys). These indicators will act as targets and help measure whether the change initiative is being implemented as planned (Markiewicz & Patrick, 2016). These indicators must be based on the vision for change and the gap that currently exists between the present and envisioned future state. This primarily includes job-embedded professional development, high levels of interaction among school and system leaders, and productive working relationships. More specifically, and for job-embedded learning, this may include differentiated professional development, time for collaborative work, and professional learning that is aligned with the best evidence about how people learn. Further indicators may also need to be co-identified to specifically capture key components of the preferred solution, mentorship and the LLT process. For example, is the mentorship program serving the leadership needs of Indigenous and racialized staff? Or, are the LLT sessions meeting the specific learning needs of individual school administrators?

In addition to these school-administrator focussed indicators of success, supervisory officers must also co-identify indicators that specifically measure their impact. As noted in the OLF, supervisory officers play a critical role in building school administrator leadership capacity (Ontario Institute for Education Leadership, 2013). As a result, supervisory officer focussed indicators of success need to represent the OLF system-level leadership practices that apply to the shared vision for change. These leadership practices include nurturing productive working relationships, providing professional learning, and promoting high levels of interaction (Ontario

Institute for Education Leadership, 2013).

Do – Ongoing Feedback

All of the four PDSA cycles include opportunities for stakeholder feedback. Cycle one feedback in the awakening step for example, will be used to help establish a shared vision. While supervisory officers and RMDSB-OPC executive team members will complete brief surveys, school administrators will be given opportunities to participate in focus groups. These focus groups will be established on a voluntary basis and organized in a manner that will intentionally seek diverse perspectives (e.g., identity, years of experience, position). Cycles two and three on the other hand (mobilization and acceleration) look to support the implementation and monitoring of the preferred solution, namely the structures and systems that support them. This includes the use of surveys with all supervisory officers and school administrators. Lastly, cycle four feedback in the institutionalization step will look to support the evaluation of the change initiative. Stakeholders will be able to provide feedback through surveys, focus groups, and the sharing of observations. Supervisory officer observations will speak to the impacts of the LLT process on school administrators, schools, and FOS teams. This additional feedback will not only support the change initiative, but identify the next leadership and learning moves for supervisory officers. Creating a central location to document supervisory officer observations will ensure accountability and support both individual and collective learning needs.

Study – Collaborative Practices

Collaboration is one of the key priorities with the change implementation plan and is thus reflected in the monitoring and evaluation plan. All four PDSA cycles include intentional opportunities for supervisory officers, RMDSB-OPC executive team members and school

administrators to collaborate. In cycle one, supervisory officers, RMDSB-OPC executive team members and school administrators will collectively determine a shared vision and the identification of indicators of success.

This collaboration is extended to all cycles when seeking feedback as it includes a collaborative approach to the collection, interpretation, and analysis of evidence. Such collaboration not only helps to build data literacy among district- and school-level leaders, but helps to construct measurement tools that are responsive to the learning and leadership needs of stakeholders (Leithwood, 2013; Datnow & Park, 2014). Schidkamp et al. (2019) note the importance of establishing data teams to support monitoring and evaluation efforts. While typically used at the school-level (Schidkamp, 2019), data (and evidence) teams can also greatly support the change process at the district-level. With the monitoring and evaluation plan, supervisory officers and RMDSB-OPC executive team members represent a similar team that collectively interprets and analyzes evidence to help make informed decisions.

Act – Being Responsive

The ongoing feedback that is collected in each of the four cycles will be used to make immediate changes to the structures and systems that support the implementation of the preferred solution. Being responsive to evidence in a timely manner supports rapid PDSA cycles and the notion of continuous improvement. Once changes have been made, a new PDSA cycle can commence and further evidence can be collected. With cycle four, the data that is collected during the study stage will then be used to evaluate the change initiative and help determine immediate next steps. These next steps will include the adoption, adaptation, or abandonment of the preferred solution (Vermont Agency of Education, 2019). Since the PDSA model is a cycle, this will signal the start of a new inquiry cycle where a new shared vision will need to be

developed.

Being responsive to evidence in a timely manner will also support stakeholder engagement. When stakeholders provide feedback and see their voices authentically captured in the change process, engagement improves. This engagement not only supports the overall change initiative, but active participation with the monitoring and evaluation plan. With numerous feedback opportunities over a relatively short period of time, engagement will help combat challenges such as survey fatigue.

In order to support inclusive monitoring and evaluation practices, human rights principles such as empowerment, non-discrimination, participation, and accountability need to be intentionally embedded into the PDSA cycles. Incorporating new and inclusive approaches to measurement, such as the use of street data, will support this need. Street data is a paradigm that is rooted in equity and centres the human experience (Safir & Dugan, 2021). When actively engaging in deep listening, the listening leader intentionally locates those in the margins (i.e., voices most unheard), cultivates awareness of personal bias, and practices culturally responsive approaches to data collection (Safir, 2017; Safir & Dugan, 2021). Street data, with its emphasis on the human experience, aligns with an evidence-informed approach and it focuses on a broader and more diverse range of information (e.g., lived experiences of stakeholders).

The OIP's monitoring and evaluation plan is embedded within the change implementation plan. A summary of the monitoring and evaluation change implementation plan actions can be seen in Appendix H. Each of the four change path model steps identified in the table include a rapid PDSA cycle that focuses on the identified action(s). While the first three steps aim to support implementation and monitoring, the final step focuses on evaluation.

The monitoring and evaluation plan, in conjunction with the change implementation plan, will play a critical role in the change process. The effective implementation of the preferred solution will largely depend on RMDSB's ability to respond to the ongoing learning and leadership needs of supervisory officers and school administrators. The monitoring and evaluation plan, with the support of the PDSA cycle, will be responsible for surfacing and responding to these needs. Tools such as the indicators of success, will play a crucial role with this as they will ensure that the shared vision remains the focus for all monitoring and evaluation efforts. Lastly, collaborative relationships will continue to play a vital role with the monitoring and evaluation plan. By providing ongoing opportunities for feedback and responding to feedback in a timely manner, collaboration will be nurtured in a meaningful and authentic manner.

Next Steps and Future Considerations of the Organizational Improvement Plan

The change implementation plan for this OIP outlines actions and responsibilities over a two-year span. At the two-year mark, there will be a comprehensive evaluation of the change initiative. It is important to note that the next steps and future considerations noted in this section do not supersede the results of this evaluation. Stakeholders will need to continue to play a vital role in the planning, implementation and monitoring of the change process.

Similarly, this also involves a review of the OIP's key theoretical underpinnings. If the OIP's key models, approaches, and frameworks are no longer propelling the work forward, other theories may need to be explored. This is especially true when considering the role of leadership and learning and the impact transformational and servant leadership and HRBA have played on the OIP's development.

One of the key next steps will be to ensure the successful functioning of the school administrator-based committee (action IN-2 in the change implementation plan). As this committee will be tasked with leading the preferred solution moving forward, it is imperative that they receive the necessary support from the senior administrative team. As with other school administrator-based committees in RMDSB, a supervisory officer will need to be designated as a coach to help navigate system-level processes and allocate required resources.

From a more macro perspective, it is hoped that this change initiative will motivate and engage other similar change initiatives within RMDSB. More specifically, change initiatives that are based on collaboration, learning, and continuous improvement. To support this, and as another next step, it will be important to communicate the accomplishments of this change process with all employee groups. It will also be important to fully support the leadership needs of school administrators and department managers who wish to engage in a similar process with their schools and departments respectively.

A key future consideration is the expansion of monitoring and evaluation practices in RMDSB. While the PDSA cycle was an appropriate framework for this OIP, are there other measurement tools that may prove to be more effective with similar change initiatives (e.g., balance scorecard)? As monitoring and evaluation become more familiar with staff over time, it may provide the organization with an opportunity to expand its repertoire of measurement tools. In doing so, change initiatives similar to this OIP may be better positioned to consider a wider scope of measurement tools.

From a research perspective, a final consideration to contemplate is the relationship between the building of school administrator leadership capacity and school-based outcomes (e.g., student achievement, educator capacity, family engagement). Is there a correlation, over

time, between school administrator leadership development and improved school outcomes?

While much research has examined the impact of school leadership on school outcomes such as student achievement, little research has specifically examined the impact of leadership development on such outcomes over time.

Chapter Three Conclusion

The final chapter of this OIP shared the change implementation plan and in doing so, outlined the actions, responsibilities, and timelines associated with the change initiative. The plan outlined four key steps that will support the implementation of the preferred solution: awakening, mobilization, acceleration, and institutionalization. Since communications and monitoring and evaluation will play such a significant role in the change process, two additional plans that support these areas were also presented. Both plans are embedded within the change implantation plan and support its actions, responsibilities, and timelines. An additional plan to support knowledge mobilization was also presented, alongside the communication plan. The KMb plan helps to maximize the OIP's research and support the learning of stakeholders. All four plans work together to support the successful implementation of the preferred solution.

Through this change implementation plan, the future envisioned state will be fully realized as school administrator leadership and learning needs are centred. Supervisory officers will ensure a more comprehensive approach to leadership development includes job-embedded professional development, high levels of interaction among school and system leaders, and productive working relationships. With a greater focus on leadership and learning, school administrators will be given the necessary support to navigate an ever-changing and complex education landscape. In consideration of the critical role school administrators play in the success of students, staff, and families, this must be a priority for RMDSB.

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Appendix A: Change Path Model

Awakening
<ol style="list-style-type: none"> 1. Identify a need for change and confirm the problems or opportunities that incite the need for change through collection. 2. Articulate the gap in performance between the present and the envisioned future state and spread awareness of the data and the gap throughout the organization. 3. Develop a powerful vision for change. 4. Disseminate the vision for change and why it is needed through multiple communication channels.
Mobilization
<ol style="list-style-type: none"> 1. Make sense of the desired change through formal systems and structures and leverage those systems to reach the change vision. 2. Assess power and cultural dynamics at play and put them to work to better understand the dynamics and build coalitions and support to realize the change. 3. Communicate the need for change organization-wide and manage change recipients and various stakeholders as they react to and move the change forward. 4. Leverage change agent personality, knowledge, skills and abilities, and related assets for the benefit of the change vision and its implementation.
Acceleration
<ol style="list-style-type: none"> 1. Continue to systematically reach out to engage and empower others in support, planning, and implementation of the change. Help them develop needed new knowledge, skills, abilities, and ways of thinking that will support the change. 2. Use appropriate tools and techniques to build momentum, accelerate, and consolidate progress. 3. Manage the transition; celebrate small wins and the achievement of milestones along the larger, more difficult path of change.
Institutionalization
<ol style="list-style-type: none"> 1. Track the change periodically and through multiple balanced measures to help assess what is needed, gauge progress toward the goal, and to make modifications as needed and mitigate risk. 2. Develop and deploy new structures, systems, processes and knowledge, skills and abilities, as needed, to bring life to the change and new stability to the transformed organization.

Note. Adapted from Deszca, G., Ingols, C., & Cawsey, T. F. (2020). *Organizational change: An action-oriented toolkit* (4th ed.). Sage Publications.

Appendix B: Readiness for Change

Level of Analysis	Key Dimensions	
	Individual Difference Factors	Structural Factors
Individual	<p>Individual supervisory officers recognize the importance of the change initiative and will commit to supporting the leadership and learning needs of school administrators.</p> <p>Due to varying levels of supervisory officer experience, knowledge, and skills, some individual supervisory officers may question their own ability to support the change initiative.</p>	<p>Individual supervisory officers must understand theories, practices, and approaches such as organizational learning, communities of practice, transformational leadership, and a HRBA. While the readiness to possess such knowledge, skills, and abilities may not be fully present, there is an individual and collective commitment to support the change process.</p>
Organizational	<p>The senior administrative team has consistently demonstrated high levels of commitment, efficacy, and trust when fulfilling their collective responsibilities.</p> <p>Due to the various levels of knowledge, skills and experience on the senior administrative team, the readiness of individual supervisory officers may positively shift with collective efficacy.</p> <p>School administrators as change receivers will welcome the change.</p>	<p>The most significant structural-organizational factors that may impede change implementation include structures and resources. Supervisory officers and school administrators will require time and space to co-plan, learn, and reflect.</p> <p>Structures (e.g., meeting times and modes) and financial resources (e.g., release time for school administrators) will need to be in place to support a shift in practice.</p>

Note. Adapted from Holt, D. T. & Vardaman, J. M. (2013). Toward a comprehensive understanding of readiness for change: The case for an expanded conceptualization. *Journal of Change Management*. 13(1), 9-18.

Appendix C: Change Implementation Plan

Actions	Responsibilities	Timelines
Awakening – Year 1		
AW-1. Through the review of supporting data, identify and confirm the need for change with the senior administrative team. Collect feedback from supervisory officers. Co-identify potential indicators of success.	Associate Director	Weeks 1-2
AW-2. Through the review of supporting data, identify and confirm the need for change with RMDSB-OPC executive team members. Collect feedback from executive team members. Co-identify potential indicators of success.	Supervisory Officers	Weeks 3-4
AW-3. Establish school administrator focus groups to seek additional feedback (including co-identifying potential indicators of success). Focus group data will be shared with supervisory officers and the RMDSB OPC executive team.	Supervisory Officers	Weeks 5-8
AW-4. Through an evidence-informed approach, seek support from supervisory officers and RMDSB OPC executive team members for the vision for change (envisioned future state, preferred solution, indicators of success).	Associate Director	Weeks 9-12
AW-5. Co-communicate the vision for change with all school administrators.	Supervisory Officers, RMDSB OPC Executive Team	Week 13
Mobilization – Year 1		
MO-1. Supervisory officer professional learning to support the implementation of the preferred solution.	Supervisory Officers, RMDSB Staff, Third Party Organization (if needed)	Weeks 14-26
MO-2. The establishment of new structures and systems to support the preferred solution. a. Mentorship Program b. LLT Process	Supervisory Officers, RMDSB OPC Executive Team, RMDSB Staff	Weeks 14-26
MO-3. Scan of RDMSB to identify other, competing change implementation plans.	Supervisory Officers	Week 14
MO-4. Employ a HRBA in the assessment of power and cultural dynamics with new structures and systems.	Supervisory Officers, Human Rights Department	Weeks 14-26
MO-5. Co-communicate new structures and systems with all school administrators. Through the use of a survey, seek feedback on the structures and systems	Supervisory Officers, RMDSB OPC Executive	Week 27-28

from all school administrators. Make any necessary changes to the proposed structures and systems.	Team, School Administrators	
MO-6. Implementation of preferred solution.	Supervisory Officers, School Administrators	Weeks 29-36
Acceleration – Year 2		
AC-1. Through the use of a survey, seek feedback from supervisory officers and school administrators on the preferred solution and the supporting structures and systems. Make any necessary changes.	Associate Director, Supervisory Officers	Weeks 1-4
AC-2. Co-communicate feedback and proposed changes with all school administrators.	Supervisory Officers, RMDSB OPC Executive Team	Week 5
AC-3. Celebrate and share success.	Supervisory Officers, RMDSB OPC Executive Team, School Administrators	Weeks 6+
AC-4. Continue to implement the preferred solution.	Supervisory Officers, School Administrators	Weeks 7-30
Institutionalization – Year 2		
IN-1. Evaluation and modification of preferred solution. Through the use of a survey, focus groups and observations, seek feedback from supervisory officers and school administrators on the preferred solution and the supporting structures and systems (IN-1).	Supervisory Officers, RMDSB OPC Executive Team, School Administrators	Weeks 30-34
IN-2. Co-communicate evaluation results and modifications with all school administrators.	Supervisory Officers, RMDSB OPC Executive Team	Week 35
IN-3. Creation of school administrator-based committee to support the continued implementation of the preferred solution.	Supervisory Officers, School Administrator-Based Committee	Week 36

Appendix D: Communication Model and Corresponding Questions

Areas	Questions
Roles and Responsibilities	What roles and responsibilities will people have in the communication plan?
Communications Guidelines	What guidelines should you put in place, and what objective is each communication intended to achieve?
Stakeholder Analysis	Which stakeholders have an interest in this change? How much communication is necessary for each stakeholder group?
Effective Messages	How will you create effective messages tailored to the needs and interests of each stakeholder group? What are the contents of effective change messages? Who should communicate with each stakeholder group, and how can you ensure they communicate consistently and effectively?
Messengers	Who should communicate with each stakeholder group, and how can you ensure they communicate consistently and effectively?
Feedback	How will the effectiveness of the communications be assessed and improved?

Note. Adapted from Beatty, C. A. (2015). Communicating during an organizational change.

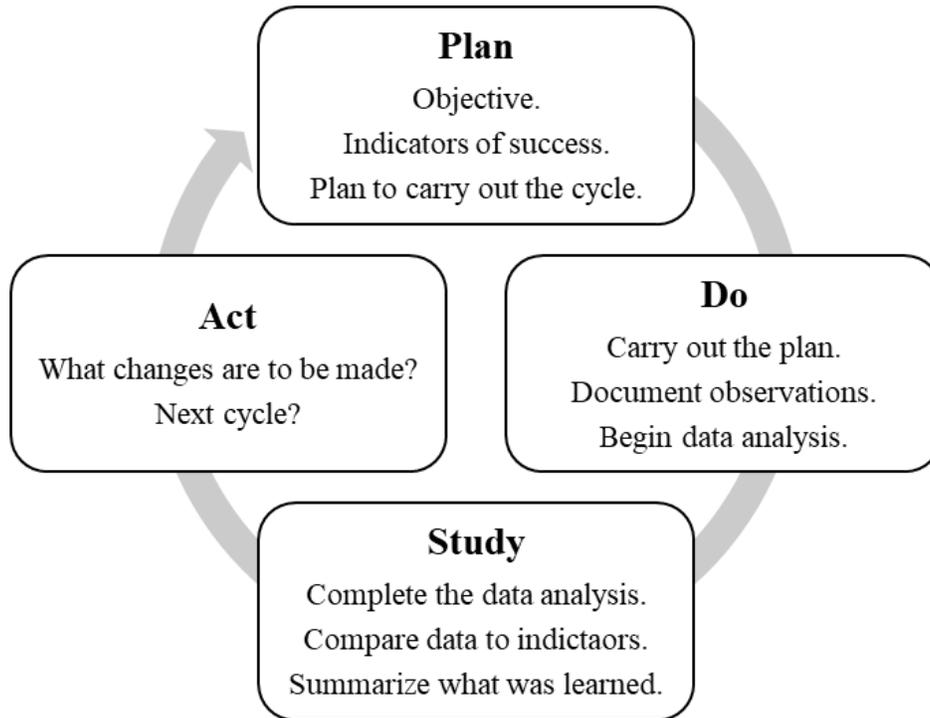
Appendix E: Communication Plan Summary

Communication Change Implementation Plan Actions	Change Implementation Plan Steps
Co-communicate the vision for change with all school administrators (AW-5).	Awakening
Co-communicate new structures and systems with all school administrators. Through the use of a survey, seek feedback on the structures and systems from all school administrators. Make any necessary changes to the proposed structures and systems (MO-5).	Mobilization
Co-communicate feedback and proposed changes with all school administrators (AC-2).	Acceleration
Celebrate and share success (AC-3).	Acceleration
Co-communicate evaluation results and modifications with all school administrators (IN-2).	Institutionalization

Appendix F: Knowledge Mobilization Plan

Co-Produced Pathway to Impact Stages	Change Implementation Plan Actions
<p>Dissemination</p> <ul style="list-style-type: none"> • Knowledge mobilization supports dissemination beyond traditional academic publishing and conference presentations (e.g., clear language research summaries). • It involves active, in person methods such as research events where researchers engage actively with organizations seeking to engage with research. • The goal of dissemination is to move research out of the academic setting and into practice and policy settings where it can progress towards impact. 	AW-1, AW-2, AW-3
<p>Uptake</p> <ul style="list-style-type: none"> • Once an organization has received research information from a dissemination activity, it takes that research into the organization with the goal of determining whether the research is useful for informing decisions about professional practice. • Uptake can include presentations at staff meetings (that may or may not include the original researcher), internal evaluation, as well as comparisons to the literature and existing practice. 	AW-4
<p>Implementation</p> <ul style="list-style-type: none"> • Once the research has been shared, the organization may choose to use the research when developing new or improved policies or services. • Implementation in the knowledge mobilization context is an activity that uses research evidence to inform organizational decisions. 	AW-5, MO-1, MO-2, AC-1, AC-3
<p>Impact</p> <ul style="list-style-type: none"> • Impact is the effect the research-informed products, policies, and services have on end users as measured by the non-academic organization. • It is measured not only in metrics of utilization but also by changes the organization is seeking to address. 	MO-5, IN-1

Note. Adapted from Phipps et al. (2016). The co-produced pathway to impact describes knowledge mobilization processes. *Journal of Community Engagement and Scholarship*. 9(1), 31-40.

Appendix G: Plan-Do-Study-Act Cycle

Note. Adapted from Moen, R. D. & Norman, C. L. (2010). Circling back: Clearing up myths about the Deming cycle and see how it keeps evolving.

Appendix H: Monitoring and Evaluation Plan Summary

Monitoring and Evaluation Change Implementation Plan Actions
Awakening Step
Through the review of supporting data, identify and confirm the need for change with the senior administrative team. Collect feedback from supervisory officers. Co-identify potential indicators of success (AW-1).
Through the review of supporting data, identify and confirm the need for change with RMDSB-OPC executive team members. Collect feedback from executive team members. Co-identify potential indicators of success (AW-2).
Establish school administrator focus groups to seek additional feedback (including co-identifying potential indicators of success). Focus group data will be shared with supervisory officers and the RMDSB OPC executive team (AW-3).
Mobilization Step
Communicate new structures and systems with all school administrators. Through the use of a survey, seek feedback on the structures and systems from all school administrators. Make any necessary changes to the proposed structures and systems (MO-5).
Acceleration Step
Through the use of a survey, seek feedback from supervisory officers and school administrators on the preferred solution and the supporting structures and systems. Make any necessary changes (AC-1).
Institutionalization Step
Evaluation and modification of preferred solution. Through the use of a survey, focus groups and observations, seek feedback from supervisory officers and school administrators on the preferred solution and the supporting structures and systems (IN-1).