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Leading by Serving: Enhancing Collective Teacher Efficacy

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Abstract

The COVID-19 pandemic and neoliberal ideologies in Alberta have presented significant challenges for teachers, especially with the implementation of the new curriculum rollout beginning in 2022. Work intensification has emerged as a considerable problem, adversely affecting teachers' well-being and performance. This Dissertation-in-Practice examines this problem within the context of a public charter school for gifted students. It addresses this issue by focusing on collective teacher efficacy, guided by Bandura's social cognitive theory. A multifaceted leadership approach is adopted to tackle this challenge, guided by servant leadership and supported by instructional leadership, generative leadership, and culturally responsive school leadership. The central focus revolves around planning and implementing solutions to effectively lead change, explicitly addressing the identified problem of work intensification and the lack of collective teacher efficacy. To achieve this objective, the preferred solution is fostering a collaborative culture promoting reflective practice within professional learning. A detailed change implementation plan is developed, guided by the change path model. This change is disseminated through a knowledge mobilization plan, ensuring transparency and understanding among community partners. Finally, the implemented change will be evaluated using the Plan-Do-Study-Act cycle, providing valuable insights for continuous improvement. The overarching goal is to establish a supportive and collaborative school culture that mitigates work intensification and fosters collective teacher efficacy, thereby positively contributing to teachers' overall well-being and performance within gifted education.

Keywords: charter school, gifted education, social cognitive theory, servant leadership, work intensification, collective teacher efficacy

Executive Summary

The province of Alberta has a unique educational landscape, which lies in the proliferation of charter schools introduced thirty years ago. These schools are rooted in neoliberal discourses that emphasize school choice and market-driven reforms in education (Mindzak, 2015). This sets the organizational context for the Dissertation-in-Practice (DiP) at GT Charter School (a pseudonym), a public charter school for gifted students in Alberta.

The central focus of this DiP is the Problem of Practice (PoP), which revolves around the growing work intensification in teachers, leading to increased stress (Osmond-Johnson & Fuhrmann, 2021) and influenced by a lack of collective teacher efficacy (CTE) (Donohoo, 2017). Consequently, this DiP seeks to explore strategies to support teachers in developing their CTE to serve gifted students better. To understand the factors impacting teachers' workload, stress, and efficacy, the DiP will delve into Bandura's social cognitive theory (SCT) and its triadic reciprocal causation model by examining the interplay between a teacher's personal, environmental, and behavioural factors (Bandura, 1997). This exploration aims to create ideal conditions for fostering CTE.

Chapter 1 presents my position and chosen leadership approach guided by the servant leadership (SL) framework. This involves prioritizing the needs of teachers while building trustworthy relationships with them (Northouse, 2021). An overview of the organizational context is provided, highlighting the impacts of the COVID-19 pandemic on a public charter school for gifted students influenced by neoliberal ideologies. This first chapter aims to align the vision and mission of the school by fostering gifted education from the inside out, where teachers need to focus on understanding students' distinct cognitive and emotional characteristics and find ways to nurture their abilities to help students reach their full potential (Delisle, 2018). To

successfully achieve this goal, this chapter develops a leadership-driven vision for change, creating a positive and collaborative school environment where teachers work together to make a difference for our gifted students (Donohoo, 2017).

Chapter 2 focuses on planning and developing change to enhance CTE in gifted education at GT Charter School. This second chapter discusses three potential solutions for leading change in addressing the PoP. An ethical leadership framework for leading change is explored through the change path model (CPM) developed by Deszca et al. (2020) and assessing organizational change readiness using Nadler and Tushman's (1980) congruence model (NTCM). To ensure the change process is effective, a comprehensive leadership approach is developed in addition to a servant leadership (SL) approach, incorporating tenets of instructional leadership (IL), generative leadership (GL), and culturally responsive school leadership (CRSL). This combined approach aims to effectively influence the implementation of a change plan that fosters a collaborative culture that encourages reflective practice in professional learning.

Chapter 3 outlines developing a two-year change implementation plan integrated into the CPM (Deszca et al., 2020). To ensure that teachers have access to relevant research insights, a knowledge mobilization (KMb) plan is used to maintain regular communication. The Plan-Do-Study-Act (PDSA) cycle (Laverentz & Kumm, 2017) is integrated into the CPM to evaluate the effectiveness of this plan and ensure continuous improvement at GT Charter School. The ultimate goal of this DiP is to address the issue of work intensification by promoting CTE, which will lead to flourishing teachers and successful students in a public charter school for gifted students.

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journey.

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Acronyms

2e	Twice Exceptional
AEA	Alberta Education Assurance
ATA	Alberta Teachers' Association
CPM	Change Path Model
CTE	Collective Teacher Efficacy
CoP	Communities of Practice
CC	Courageous Conversations
CRSL	Culturally Responsive School Leadership
DiP	Dissertation-in-Practice
ELT	Elementary Leadership Team
GL	Generative Leadership
IL	Instructional Leadership
KMb	Knowledge Mobilization
LQS	Leadership Quality Standard
NTCM	Nadler and Tushman's Congruence Model
PDSA	Plan, Do, Study, Act
PoP	Problem of Practice
PD	Professional Development
SL	Servant Leadership
SCT	Social Cognitive Theory
TQS	Teaching Quality Standard
TSE	Teacher Self-Efficacy

Definitions

Change Drivers: Refers to actions, events, or behaviours that help implement change (Whelan-Berry & Somerville, 2010).

Charter School: Classified as an autonomous public school that uses innovative methods to enhance student learning (Thompson et al., 2016).

Collective Teacher Efficacy: Refers to a group's shared belief in their collective capacity to organize and carry out the necessary actions to achieve specific levels of achievement (Bandura, 1997).

Communities of Practice: Refers to individuals who share a passion for a topic and continuously collaborate to deepen their knowledge (King et al., 2023).

Community Partners: Refers to GT Charter School's stakeholders (teachers, parents/guardians, superintendent, and Charter Board).

Courageous Conversations: This protocol aims to achieve equity by addressing inequalities in students' academic performance based on race (Singleton, 2022).

Culturally Responsive School Leadership: This leadership framework promotes an inclusive school climate for marginalized students (Khalifa et al., 2016).

Equity: Refers to seeking ways to bridge the opportunity gap among students (Capper, 2019).

Ethics of Care: This ethical framework emphasizes the importance of caring relationships and values in fostering learning and growth (Nicholson & Kurucz, 2019).

Generative Leadership: This leadership model prioritizes active listening, observation, and thoughtful questioning to build mutual trust (Adams et al., 2019).

Giftedness: Defined as asynchronous development, it refers to unique inner experiences and awareness resulting from higher cognitive abilities and enhanced intensity (Silverman, 2013).

Instructional Leadership: This leadership model aims to enhance teaching methods and boost students' academic performance (Shaked, 2020).

Maslow's Hierarchy of Needs: According to this theory, human beings are driven by different needs that can be grouped into five categories: physiological, safety, love/belonging, esteem, and self-actualization. These needs are arranged in a pyramid, with the most fundamental needs at the bottom and the highest at the top. A person can only achieve self-actualization once their basic physiological and safety needs are fulfilled. This theory explains how people strive to fulfill their needs and how it can influence their behaviour in various situations (Bolman & Deal, 2017).

Neoliberalism: This ideology favours individualism, competition, performance, and accountability (Acton & Glasgow, 2015; Hursh, 2016).

Self-Efficacy: Refers to an individual's belief in their ability to perform their job successfully (Bandura, 1997).

Servant Leadership: Robert K. Greenleaf coined this term in the 1970s, emphasizing the importance of leaders being attentive to their followers' concerns, demonstrating empathy and nurturing, and prioritizing the empowerment and development of their followers while being ethical (Northouse, 2021).

SMART: Refers to setting specific, measurable, achievable, realistic, and time-bound goals (Markiewicz & Patrick, 2016).

Social Cognitive Theory: Albert Bandura's theory emphasizes the vital role of self-efficacy beliefs in shaping individual behaviour (Bandura, 2000).

Social Constructivist: This leadership worldview involves gathering qualitative research to understand better organizational context and subjective meanings of experiences developed through social interactions (Creswell, 2014).

Triadic Reciprocal Causation: A crucial concept in Bandura's social cognitive theory, this model helps to understand the complex interactions between personal, environmental, and behavioural factors (Gearhart et al., 2022).

Twice Exceptional: Refers to gifted students who exhibit both high ability and one or more learning, emotional, physical, sensory, and/or developmental disabilities (Desvaux et al., 2023).

Well-Being: Refers to teachers' responses to their mental, emotional, and social situations related to their work and its impact on their self-efficacy (Cann et al., 2021).

Chapter 1: Problem Posing

As principal of the elementary campus at GT Charter School (a pseudonym), a public charter school serving gifted students, I have observed a significant increase in teachers' workload during this post-pandemic era. The rise can be attributed to our government's neoliberal policies, including new curriculum implementation, leading to undue stress among teachers and adversely affecting their performance, consequently impacting student achievement. This Dissertation-in-Practice (DiP) addresses this critical issue by exploring the factors contributing to teachers' increased workload. Guided by a servant leadership (SL) framework as outlined by Northouse (2021), this DiP seeks to enhance collective teacher efficacy (CTE) through the lens of Bandura's social cognitive theory (SCT) (Bandura, 1997). This first chapter is designed to offer insight into my leadership positionality and lens statement, the organizational context, the leadership Problem of Practice (PoP), the framing of the PoP, guiding questions arising from the PoP, and my leadership-focused vision for change at GT Charter School.

Positionality and Lens Statement

I recognize my essential role as principal in positively impacting my school community. Along with nurturing our students, I prioritize the well-being of my teachers to reduce their stress (Robinson et al., 2023) by focusing on their workload and CTE and making informed decisions that contribute to fostering a healthy school culture (Warrick, 2017). This section will explain my leadership position, approach, agency, and perspective toward fulfilling this commitment.

Leadership Positionality

My life experiences have shaped my values and worldview. I am a middle-aged woman of white ethnicity, able-bodied, and identify as cisgender. Growing up, my European immigrant mother and Canadian father gave me a middle-class upbringing and the opportunity to attend

French Immersion schools. This ignited my interest in diverse cultures and led me to pursue a Bachelor of Arts in Anthropology. However, my passion for working with children steered me towards earning a Bachelor of Education, while growing up with a brother who was identified as gifted inspired me to further my education and earn a Master of Arts in Gifted Education.

Leveraging my background in gifted education, I was fortunate to secure the position as the elementary principal at GT Charter School this year. Our school is a specialized institution that caters to gifted students who display exceptional cognitive and intellectual abilities, significantly higher IQ levels, and remarkable creative potential compared to their peers of the same age (Chen & Cheng, 2023). We focus on giftedness and acknowledge the asynchronous development of our students, which means they possess advanced cognitive abilities and heightened intensities, leading to inner experiences and awareness that are qualitatively different from the norm. However, this asynchrony can also lead to social-emotional challenges, making our students vulnerable (Worrell et al., 2019). This challenge is particularly notable for our more intellectually advanced students, who may encounter difficulties in social interactions or emotional regulation, as highlighted by Silverman (2013).

As I progressed in my educational career, I developed into a leader committed to nurturing the growth and development of others. I prioritize self-reflection and personal growth, which I practice while fulfilling my responsibilities as principal and engage in active reflexivity by continuously examining my assumptions about my role, how others perceive it, and the impact of these evaluations on my work, as outlined by Soedirgo and Glas (2020). This process involves exploring my cultural identity and understanding the societal context in which our school operates (Kassan et al., 2020). My commitment to acknowledging and addressing my unconscious biases drives me toward becoming a more authentic and culturally responsive

school leader (CRSL) as I promote an inclusive school climate for marginalized students (Khalifa et al., 2016). I prioritize creating a safe, inclusive, equitable, and welcoming school environment for every member of our diverse community.

In this pursuit, I draw inspiration from the principles articulated by Khalifa et al. (2016), emphasizing the critical role of equity and inclusivity in educational leadership. My central focus as principal revolves around establishing a learning community where every member feels valued and empowered to reach their full potential. My identity is integral to achieving this goal (Capper, 2019). I embrace a more relational leadership style, as Shields (2019) advocated, engaging in active listening and ongoing reflection and considering multiple perspectives to gain a comprehensive understanding of the needs of our school community. Furthermore, as a caring and ethical leader, I embrace a servant leadership (SL) approach, as I am attentive to the needs of my teachers and seek to empower them and help them reach their full potential (Northouse, 2021). I also prioritize their cognitive well-being, which encompasses the skills and abilities needed for effective teaching and involves teacher self-efficacy (TSE) (Cann et al., 2021).

As a leader, I prioritize effectiveness, understanding the importance of having confidence in my leadership skills and tailoring them to the unique needs of my organization (Avolio & Hannah, 2008). However, as a woman with introverted tendencies, I sometimes struggle with imposter syndrome (Dixon, 2021). Despite these moments of self-doubt, I recognize my strengths and strive to embody essential leadership qualities such as courage, honesty, risk-taking, trustworthiness, vulnerability, and alignment with my values (Brown, 2018). Duignan (2020) identifies exceptional leaders as humble, quiet, shy, and courageous; these qualities resonate with me as they align with my personality. This affirms my belief that leadership can manifest in diverse forms and that my introverted nature can enhance my leadership approach.

Leadership Approach

Supporting teachers is paramount, especially during times of crisis, such as the recent COVID-19 pandemic. As a principal, I rely on the SL model as the foundation of my leadership and change strategies (Adams & Buetow, 2014). This approach underscores the importance of leaders being attentive to their followers' needs, serving as a guiding compass as I navigate school improvement initiatives to meet the needs of my teachers. Robert K. Greenleaf introduced SL in the 1970s, emphasizing the importance of building trustworthy relationships (Northouse, 2021), practicing active listening, upholding ethical standards (Grisson et al., 2021; Northouse, 2021), and prioritizing pastoral care to support our community partners' well-being (Striepe & Cunningham, 2022). I aim to promote teachers' autonomy and TSE (Turner, 2022) by embracing this holistic leadership approach. This, in turn, will lead to increased student engagement and learning (Jerrim et al., 2023). The cumulative effect of TSE within our school will ultimately improve the quality of CTE. Therefore, I prioritize fostering a collaborative work environment where teachers share a sense of CTE and believe in their ability to support student achievement collectively (Bandura, 1997), which leads to improved teacher performance (Northouse, 2021).

Effective leadership is critical in promoting student learning, shaping school culture, and fostering organizational growth (Schein & Schein, 2017). As a result, I am dedicated to implementing valuable leadership actions that prioritize teacher well-being, ensuring they feel valued, heard, and included in decision-making processes (Cann et al., 2021). I am a compassionate principal who values empathy and introspection and strives to be a role model for my team. I prioritize the SL approach by making decisions that align with our organization's goals while actively considering the perspectives of our community partners (Fiebig & Christopher, 2018). I aim to empower teachers to promote their well-being and help them

manage their workload and stress levels. One of the critical aspects of this approach is creating

collaborative opportunities that allow them to build CTE. Research by Bezio (2022), Bier (2022),

and Khalifa et al. (2019) supports the practicality of this approach in supporting teachers, while

Donohoo (2017) highlights the importance of CTE in promoting teacher success.

Leadership Agency

My primary goal as principal is to support our teachers so our students can succeed. Self-

reflection and self-awareness are crucial skills for teachers and myself, and I encourage their

development (Bezio, 2022). By reflecting on my role as a scholar-practitioner and analyzing its

impact on my leadership, I can better understand how to assist our teachers and enhance our

school's performance (Smith et al., 2021).

To better understand our teachers' experiences, I adopt a social constructivist (SC)

worldview. Within this framework, I aim to construct subjective meanings and interpretations of

my experiences to understand the world around me (Creswell, 2014). By doing so, I can better

understand each teacher's unique perspective within our school. Because learning is a social

process, my interactions with them help me better understand our challenges, and I can tailor our

initiatives to the needs of our school community. While my background may influence my

perception (Creswell, 2014), adopting an SC framework is crucial for addressing teachers'

concerns about well-being. It allows me to deepen my understanding of their experiences (Taylor

& Medina, 2011) and effectively respond to their needs. This support helps to strengthen

teachers' belief in the effectiveness of CTE on student outcomes (Donohoo, 2017). To better

understand CTE and teachers' challenges, I explore the triadic reciprocal causation model, a

critical component of Bandura's SCT. This model helps to group ideas and understand the

complex interactions between personal, environmental, and behavioural factors that affect

teachers (Gearhart et al., 2022). By considering these factors, positive changes can be made to TSE, which, in turn, can lead to improvements in CTE.

I recognize the impact of environmental and systemic factors on teachers, including their demands and workload (Colnerud, 2015), which can negatively impact their overall well-being (Striepe & Cunningham, 2022). Acknowledging these factors and examining how my beliefs, values, relationships, environment, and identity shape my authority and influence (Shah, 2018), I can lead with greater empathy and make well-informed decisions, prioritizing the growth and well-being of our teachers. As outlined by Lumby and Foskett (2011), the primary objective of a leader is to promote a positive organizational culture, which I strive to do by fostering collaboration, equity, inclusivity, and a welcoming environment (Sackney et al., 2000), leading by example, and using an SL approach to support our teachers' growth and overall well-being (Abubakar et al., 2020; Fiebig & Christopher, 2018).

As I navigate through changes, I prioritize involving teachers in decision-making to build trust and lead with integrity, transparency, honesty, and morality (Sharif & Scandura, 2014). However, being a white woman with privilege, I am aware of the potential biases that may arise when interacting with our diverse community partners (Bezio, 2022). To address this, I am dedicated to unlearning deeply ingrained societal constructs of racism and superiority and actively seeking new perspectives and ways of understanding (Battiste, 2010). I value embracing diversity, supporting equity, and making inclusion the cornerstone of all my endeavours. I approach leadership with kindness and unwavering courage (Michaud, 2022) and create a nurturing and supportive environment that addresses teachers' well-being and facilitates meaningful and lasting change (Ryan & Rottman, 2007).

Lens Statement

Leadership plays a critical role in overcoming challenges within an organization. A positive approach to leadership values flexibility, welcomes diverse perspectives, fosters open communication, and creates a safe learning environment for all organization members (Yildirim & Kaya, 2019). As a school leader, I follow an SC approach to help me understand our organization's context. I engage with community partners, participate proactively in social interactions and conversations, and actively listen to diverse viewpoints (Creswell, 2014). This approach provides me with valuable insights that help me address any difficulties our teachers may face (Kivunja & Kuyini, 2017), and it allows me to recognize the importance of understanding how their individual cultural beliefs impact their adaptability to change (Shrivastava et al., 2022). Meanwhile, I encourage teachers to provide feedback, and I work to establish an environment of open inquiry among them (Sharif & Scandura, 2014). I uphold an open-door policy to create an environment where teachers feel at ease sharing their concerns and ideas (Capper, 2019), and I make a conscious effort to maintain a physical presence through daily walkabouts within the school, thus affording teachers additional opportunities to communicate any concerns they may have with me as the need arises.

I rely on the SL framework to create an environment conducive to a successful change process, and it is instrumental in fostering CTE, as evidenced by Donohoo (2017), who establishes a strong correlation between collective efficacy and leadership practices that create opportunities for teachers to collaborate, empower them, develop high expectations, and provide feedback. In this context, CTE becomes a crucial tool for teachers to build the resilience needed to overcome challenges (Donohoo, 2017), thereby addressing the issue of work intensification.

Organizational Context

As the principal of GT Charter School, an urban public charter school in Alberta specializing in gifted education, I focus on providing a comprehensive and equitable education for our gifted students by supporting our teachers. However, our school faces several challenges due to the impact of the COVID-19 pandemic and neoliberal government policies. In this organizational context, my leadership approach is crucial in guiding teachers to overcome these challenges and provide the best education to our students.

Current Organizational Context

Charter schools were introduced in Canada during the 1990s as part of the country's educational reform. However, they quickly lost popularity due to the country's commitment to equity, social justice, and public education. Canadian teacher unions strongly opposed charter schools as they perceived them as threatening public education. Nonetheless, Alberta remains the only province where charter schools have flourished since 1994, mainly due to its political climate. The province's conservative government adheres to neoliberal ideology, which emphasizes school choice and market-driven educational reforms and has significantly impacted the continued operation of charter schools in the province. Charter schools receive public funding and must meet specific requirements, including renewing their charter every fifteen years, aligning with their charter's objectives, being accountable to parents who serve as their governing body, and responsibly managing their finances (Mindzak, 2015). Charter schools are part of the neoliberal school choice program and are responsible for ensuring the academic performance of their students. School leaders and teachers of these schools are held accountable for students' academic progress (Ambrosio, 2013). Schools that fail to meet parental expectations may risk losing students, associated funding, and not having their charter renewed unless they

meet the required standards. As parents are actively involved in their children's learning, it adds extra pressure to the school leaders and teachers to meet their expectations.

GT Charter School is a prime example of a public charter school implementing innovative techniques to enhance student learning (Thompson et al., 2016). Established in 1996, the school has grown to include an elementary and a mid-high campus. As the principal of the elementary campus, my responsibilities include overseeing 420 gifted students, some of whom are twice-exceptional (2e) and have high abilities as well as one or more learning, emotional, physical, sensory, or developmental disabilities (Desvaux et al., 2023). Since all students are gifted, each requires an Individualized Program Plan (IPP), including those requiring specialized learning support. This puts an additional workload on our teachers responsible for designing and implementing IPPs. In addition to student care, I lead a team of 60 individuals, including an assistant principal, 28 teachers, 19 lunchroom supervisors, seven educational assistants who support our 2e learners, and additional support staff. Through ongoing discussions with teachers, it has become evident that they are struggling with the increasing demands of the profession while simultaneously meeting parental expectations. They are under stress, which is attributed to a perceived lack of CTE, as discussed by Donohoo (2017).

Mission and Vision

Teachers working at a school for gifted students must possess a profound understanding of the concept of giftedness to effectively nurture these students' potential, as Silverman (2013) emphasized. At GT Charter School, we define giftedness as asynchronous development, which means that these students exhibit advanced cognitive abilities and heightened intensity, leading to unique inner experiences and heightened awareness. To effectively nurture these students, our staff must receive appropriate training that aligns with our school's mission and vision of

fostering gifted education from the inside out. The inside out approach, as described by Delisle (2018), involves understanding students' distinct cognitive and emotional characteristics and finding ways to nurture their abilities to help them reach their full potential.

At GT Charter School, we are committed to providing an authentic educational experience to our diverse population of gifted students. To uphold this commitment, I prioritize increased trust and authenticity amongst community partners, embrace vulnerability and risk-taking, and proactively address ongoing teaching and learning challenges (Thompson et al., 2016). I believe in promoting equity, diversity, and inclusion to effectively support teachers in teaching our gifted students. To guide my approach, I draw upon Bandura's SCT as a background theory (Adams & Buetow, 2014). This theory emphasizes the crucial role of self-efficacy beliefs in shaping individual behaviour (Bandura, 2000). In the education setting, teachers' perception of competence and effectiveness in managing students is linked to their TSE (Matheis et al., 2017). Teachers who have a strong sense of TSE are more likely to excel in enhancing student achievement (Jerrim et al., 2023). This is a critical aspect of our charter school mission and vision, as we are committed to educating gifted students from the inside out and are accountable for student success and meeting educational goals (Thompson et al., 2016).

Political, Economic, and Social Contexts

Various political, economic, and social factors impact my PoP's context. The Minister of Education in Alberta, elected by the provincial legislature and appointed by the premier, plays a significant role in shaping the governance structure of my school at a macro discourse. As the leading educational authority, the Minister is tasked with developing policies and procedures to ensure quality education for students, impacting all community partners within our academic community (Prøitz, 2015). Unfortunately, teachers encounter governance challenges rooted in

the structural-functionalist paradigm embraced by the Minister, characterized by a top-down approach to policy development (Capper, 2019). This paradigm aligns with neoliberal policies, including curriculum changes (Capano, 2015). An example of this alignment is the recent implementation of a new curriculum in Alberta, beginning in 2022. These decisions on educational governance are shaped by the political agenda of our provincial government (Lingard, 2013), resulting in schools being encouraged to adopt neoliberal values such as accountability, competition, individualism, and performance in their policies and practices (Acton & Glasgow, 2015; Hursh, 2016). The neoliberal approach to charter schools prioritizes competition as a means to enhance quality, often overlooking the communal values of a school (Blum, 2022).

These neoliberal policies and practices also impact the organizational structure of GT Charter School, a non-profit society established under the Alberta Societies Act. The Charter Board, which consists of elected members empowered by Alberta's Education Act, shapes the meso discourses. As principal, I work closely with the superintendent and the Charter Board to create the best learning environments for our staff and students (see Appendix A). I prioritize students' success (Campbell & Fullan, 2019) while ensuring that teachers meet the competencies outlined in the Teaching Quality Standard (TQS) established by the Government of Alberta (Alberta Education, 2020). I hold teachers accountable for their performance, considering the macro and meso factors that influence our micro context. Given the current environment, which is characterized by increased workload, stress levels, and concerns about well-being, it is essential to address diversity, equity, and inclusion issues.

Addressing Diversity, Equity and Inclusion

As an educational leader, I prioritize ensuring every student has access to a high-quality education with equitable opportunities (Campbell & Fullan, 2019). To achieve this goal, I am dedicated to promoting diversity and engaging in social action within a social justice framework (Capper, 2019; Green, 2017; Schein & Schein, 2017). While dealing with obstacles like the promotion of inequality through neoliberalism and its impact on the idea of social justice (Blum, 2022), along with difficulties related to teacher stress and the needs of our marginalized students, my focus is on fostering an inclusive environment that empowers teachers as agents of change (MacBeath, 2020). I support the process of decolonization and recognize that it requires active participation from everyone in our school community (Lopez, 2021). I also prioritize the well-being of my teachers based on Maslow's hierarchy of needs. This theory categorizes human needs into five levels: physiological, safety, love/belonging, esteem, and self-actualization. As a result, I strive to ensure that teachers feel secure and valued and that their basic requirements are met. This helps them reach their full potential, as emphasized by Bolman and Deal (2017) (see Appendix B). This foundational theory shapes my inquiry process (Adams & Buetow, 2014) as I work to create an environment that fosters CTE (Donohoo, 2017) throughout my DiP.

As principal, I am automatically a member of the diversity, equity, inclusion, and decolonization (DEID) committee at GT Charter School. Working alongside the superintendent and mid-high principal, I am committed to promoting social justice and supporting all students, especially those who have been marginalized (Theoharis, 2007). To achieve this objective, I am re-envisioning the neoliberal priorities that distort our perspective on social justice (Blum, 2022), recognizing their misalignment with our school's overall mission and vision. I actively engage teachers in meaningful discussions to address disparities in race-based achievement, aiming to

promote racial equity (Singleton, 2022). Furthermore, I must acknowledge and understand the cultural values held by our teachers. This approach plays a significant role in creating a more equitable and supportive environment for all our school community members, as Shrivastava et al. (2022) suggested, and helps me provide better support to address their needs.

<div align="center">**Leadership Problem of Practice**</div>

An emerging challenge facing school leaders in Alberta is work intensification. This issue is causing stress and mental health problems and negatively affecting the well-being of teachers (Alberta Teachers' Association, 2020; Osmond-Johnson & Fuhrmann, 2021). Unfortunately, this problem is compounded by the government's neoliberal policies promoting privatization and reducing public school funding (Winton & Staples, 2022). These policies also emphasize accountability and performance measures to improve students' academic results (Acton & Glasgow, 2015; Ambrosio, 2013; Mindzak, 2015). Teachers face increasing demands and workloads due to these environmental and systemic factors (Colnerud, 2015). During times of crisis and change, such as the recent COVID-19 pandemic, these demands become even more stressful for teachers (Hargreaves, 2021; Osmond-Johnson & Fuhrmann, 2021; Robinson et al., 2023; Striepe & Cunningham, 2022). The pandemic has significantly impacted students, affecting their behavioural, cognitive, social, and emotional development, as the ATA (2021) noted. It is essential to prioritize student well-being and provide more learning opportunities to address underdeveloped critical student skills, as emphasized by Hargreaves and Shirley (2021). In this post-pandemic era, teachers are expected to deliver academic instruction while providing vital social-emotional support and fostering stronger relationships with students and parents. This expectation conflicts with our neoliberal context, prioritizing teachers' accountability for students' academic outcomes over their well-being (Acton & Glasgow, 2015). Unfortunately,

school leaders who fail to effectively support teachers in fulfilling these additional responsibilities risk negatively impacting their physical and mental health (Robinson et al., 2023) and collective efficacy (Donohoo, 2017).

Teachers' collective efficacy is a crucial element that shapes their response to challenging situations and influences their effectiveness in addressing the needs of gifted students at GT Charter School. It plays a pivotal role in mitigating work intensification. When teachers lack collective efficacy, it burdens them significantly, reducing resiliency and job satisfaction (Donohoo, 2017) and increasing stress (Donohoo et al., 2018). Unaddressed stress can have far-reaching consequences, potentially contributing to mental health issues and teacher burnout, leading to lower teacher and student performance (Chirico et al., 2020; Robinson et al., 2023; Turner, 2022). Additionally, it leads to a decline in TSE (Cann et al., 2021; Herman et al., 2018), which impacts CTE. Leadership is a critical component of effective communication, and being responsive to the needs of others is crucial in this regard (Bolman & Deal, 2017). The recent pandemic has forced school leaders to rethink their leadership strategies (Michaud, 2022), emphasizing the well-being of teachers (Fullan, 2021; Granville-Chapman, 2021). Teaching can be a challenging and stressful profession (LaBarbera & Hetzel, 2016; Perry et al., 2015; Phillips, 2021; Robinson et al., 2023), and the role of school leaders is crucial in shaping the overall experience of teachers. Effective leadership at GT Charter School must prioritize addressing the needs of the staff by fostering a culture of collaboration (Donohoo et al., 2018). This not only improves teachers' collective efficacy (Donohoo, 2017), but it also reduces work intensification (Osmond-Johnson & Fuhrmann, 2021), ultimately leading to improved student achievement (Donohoo et al., 2018; Grisson et al., 2021; Shaked & Schechter, 2018). The PoP will address the gap between work intensification and CTE in supporting gifted students.

Framing the Problem of Practice

As a school leader, I need to have a solid understanding of complex organizational issues (Northouse, 2021) and be able to clearly articulate my driving force, or the "why," which guides my actions (Sinek, 2011). This section will frame my PoP and reasons for implementing change by exploring its historical overview, theoretical foundations, social justice context, and relevant external and internal data.

Historical Overview

Teaching has been a high-stress profession. However, the COVID-19 pandemic has exacerbated things and increased teacher workload and stress, disrupted the teaching profession, and raised concerns about teachers' well-being (Hargreaves, 2021; Osmond-Johnson & Fuhrmann, 2021; Robinson et al., 2023). Teachers now face the challenge of addressing learning losses while attending to their students' academic, behavioural, social, and emotional needs. This has led to increased feelings of depression, frustration, and burnout, especially in schools lacking adequate support from school leadership. Elevated teacher stress can harm the school climate and even lead to stress among students (Robinson et al., 2023). Addressing this issue is essential because, as Hargreaves (2021) notes, "teachers matter" (p. 1836), and he underscores that the quality of teaching is the most critical factor influencing student achievement. Consequently, I understand my responsibility to support teachers in fostering the abilities of their gifted students and helping them realize their full potential (Delisle, 2018).

By working closely with teachers, I have gained insight into their challenges in recent years, especially during and post-pandemic. As a school leader, I am committed to supporting teachers by reducing their workload, managing their stress, and empowering them to make effective professional decisions when working with our gifted students. I am concerned about the

overwhelming workload many teachers report, which I attribute to the government's adoption of neoliberal policies during these challenging times. These policies include the recent introduction of a controversial new elementary curriculum set to be implemented over the next few years and an excessive number of initiatives, which Katz et al. (2018) call "initiativitis."

To enhance the performance of our charter school, support our teachers, and provide the best possible education to our students, I plan to implement various leadership theories to aid our teachers. Given the correlation between teachers' well-being and their students' academic and emotional well-being, the quality of teaching is paramount (Hargreaves, 2021). Furthermore, Mindzak (2015) points out that our charter school's success depends on our compliance with the provincially mandated curriculum, fulfilling our charter mandate, and ensuring optimal student performance. Therefore, while our charter school provides a positive environment for our gifted students, it also places additional workload and stress on our teachers to ensure they successfully educate students and help them reach their full potential.

Theoretical Foundations

Effective school leadership supports teachers' well-being, enhances student experiences, and achieves positive educational outcomes (Granville-Chapman, 2021). As a principal, I recognize the importance of understanding my teachers' perspectives, especially in promoting equity and social justice. As Ryan (2016) suggests, I prioritize active listening, observation, and understanding to achieve this goal. This approach helps me stay mindful of teachers' emotions. It enables me to choose practical strategies for organizational change that, as Acton and Glasgow (2015) recommend, help to manage teacher responses and feelings at school. By embracing an SC approach, I recognize that my understanding of the organizational context continuously evolves through the social constructs generated by my interactions with others (Creswell, 2014).

Moreover, this approach can help me build trust and rapport with teachers (Kivunja & Kuyini, 2017). In Chapter 2, I will explore this vital component of ethical leadership as a strategy to manage the power dynamics within my change plan (Liu, 2017).

As I strive to understand our teachers' needs and motivations better, I find Maslow's hierarchy of needs theory (Capper, 2019) applicable. This approach aligns with my goal of creating a positive school culture that encourages high performance (Warrick, 2017). Furthermore, I will draw insights from Bandura's (1997) SCT to understand the factors influencing teachers' workload and stress levels, which impact their effectiveness in teaching. Specifically, I will focus on Bandura's triadic reciprocal causation model, which examines the social interactions between a teacher's personal, environmental, and behavioural factors. As Gearhart et al. (2022) emphasized, it is vital to understand the complex and interrelated relationships that contribute to the stress experienced by teachers. This stress is influenced by various factors, such as the dynamic nature of the environment, mindsets, and behaviours, ultimately impacting TSE. The reciprocal connections between TSE and CTE further highlight the need to address the causes of stress in teachers to improve their efficacy (see Figure 1).

Figure 1

Triadic Reciprocal Causation Model
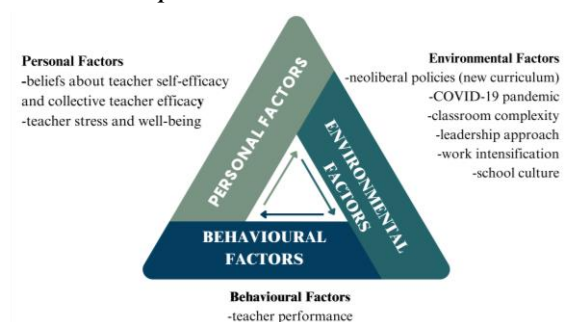
Note. This figure illustrates Bandura's (1997) triadic reciprocal causation model within the context of teachers' efficacy at GT Charter School.

In exploring teachers' personal factors, my primary focus is on understanding the concept of CTE, which is founded on the belief that a group can collaborate and take necessary actions to achieve specific levels of success (Bandura, 1997). CTE is context-dependent, shaped by how teachers perceive the competency of the staff within our school and the unique challenges associated with teaching in our specific educational setting. This perception is also influenced by the support available in our environment, as highlighted by Donohoo (2017). In addition, I will examine how a sense of belongingness impacts teacher well-being and collective efficacy, as these two factors are intrinsically linked, according to Bandura (1997).

According to Donohoo (2017), the culture of the school environment influences the perception of teacher efficacy. Therefore, I must create conditions that foster CTE at GT Charter School. Bandura (2000) suggests this can lead to increased dedication, greater resilience when facing challenges, better overall performance, and more enthusiastic and engaged teachers. Energizing staff is also essential for an organization's success, as Belle (2016) emphasized. This dynamism is closely linked to staff's purposeful participation, fostering a sense of belonging, promoting cooperation, and creating a high-trust climate within our organization.

Collaboration with our teachers, especially those in the elementary leadership team (ELT), is imperative for achieving our objectives. The ELT group comprises six teachers, including myself and my assistant principal, who take on leadership roles each year and represent specific curricular areas. As middle leaders, the ELT is a crucial liaison, sharing leadership responsibilities and bridging the gap between the school leadership team and our other teacher colleagues. They are vital in helping me lead the efforts toward implementing positive changes (Lipscombe et al., 2023). Moreover, they play an instrumental role in helping me better

understand the support our teachers require. I am committed to enhancing their involvement in these efforts and empowering them to make decisions that contribute to our school's well-being.

Social Justice Context

As I frame my PoP, I must also consider our social justice context. This includes promoting social justice within our school community to help improve our charter school's accountability and performance and addressing the adverse effects of neoliberalism on these aspects (Blum, 2022). To achieve this, I must introduce transformative practices that positively impact our teachers' daily experiences (Torrance et al., 2021). To understand the social justice context surrounding my PoP, I rely on qualitative data collection methods prioritizing culturally responsive education principles, asset-based perspectives, and active listening to our teachers' voices (Safir & Dugan, 2021). Meanwhile, as I seek ways to develop CTE, I aim to help teachers create an equitable enrichment environment for all our gifted students (Silverman, 2013).

Furthermore, I am committed to fostering an inclusive culture within our school community by engaging in ongoing conversations with teachers about diversity and inclusion (Singleton, 2022). I recognize that our school's culture profoundly impacts various aspects of our teachers' experiences, including their performance, job satisfaction, morale, engagement, attitudes, and retention. Consequently, I am committed to nurturing a strong school culture that empowers teachers to thrive and create an exceptional working environment (Warrick, 2017). My vision is to facilitate constructive conversations among our staff, promoting a work environment that values and celebrates each individual's unique perspectives and experiences. Through these practices, I aim to create a more conducive workspace for staff, using a sense of belonging as a practical approach to fostering a collaborative culture that addresses teacher work intensification (see Appendix C).

Relevant Internal and External Data

As I analyze internal and external data, conducting a SWOT analysis helps me better understand the factors contributing to teacher work intensification and its impact on CTE. This analysis allows me to identify both internal factors (strengths and weaknesses) and external factors (opportunities and threats) that affect our teachers, as referenced by Frue (2017) (see Appendix D). By engaging with teachers and exploring any potential threats, this data will help clarify our context, thus paving the way for opportunities for us to provide support.

As I examine the factors that affect the environment of my school's physical and social context, I will include external data relevant to my PoP based on Bandura's concept of the triadic reciprocal causation model (Bandura, 1997). This includes insights from a survey conducted by the ATA in the fall of 2022 involving 800 teachers and school leaders in Alberta. The survey revealed that educators are experiencing elevated stress levels due to the ongoing pandemic, resulting in student learning challenges. As a result, there are learning gaps in the curriculum, and the classroom has become more complex around students' behaviour, social/emotional, and cognitive needs (ATA, 2022). These socio-political factors, combined with neoliberal policies introduced by the government with the rollout of the new curriculum, also impact teachers' increased work intensification (Apple, 2004).

I will gather relevant internal data to understand our teachers' effectiveness and identify the gap between our current and future school state. To explore the factors affecting CTE, I will use Bandura's triadic reciprocal causation framework, which examines the interconnected dynamics of various personal, environmental, and behavioural factors, where a change in one area affects the other two (Bandura, 1997). To better understand our school's social justice context, I will gather qualitative data by conversing with teachers and observing the school

environment. I will actively collaborate with my community partners, seeking their insights while embracing an SC worldview (Creswell, 2014). I aim to create an organizational culture where everyone feels empowered and motivated. Furthermore, providing timely, decision-focused information (Belle, 2016) will help me assess the readiness of our teachers for change and their effectiveness in implementing it (Rafferty et al., 2013).

As part of my data collection process, I engage in ongoing discussions with all staff members, enabling me to get to know them better, learn about their goals and aspirations for our school, and gather their feedback. The feedback from staff is invaluable in guiding me to understand what changes are necessary, make immediate improvements, and consider additional changes. From my initial conversations this year, a common concern among staff members emerged regarding the many initiatives that must be implemented. This situation results from the COVID-19 pandemic's impact and the rising influence of our government's neoliberal agendas, resulting in a work intensification that leads to high stress levels (Osmond-Johnson & Fuhrmann, 2021). Based on the insights gained from this data, I will collaborate with the ELT members to reduce teachers' workload and stress. This involves exploring strategies during our leadership meetings to eliminate initiatives that are no longer a priority and gathering teacher feedback through conversations and surveys to understand their needs better. Simultaneously, we must explore challenges and opportunities that align with our school's vision of fostering gifted education from the inside out and support teachers by emphasizing open communication, reflection, and a continuous learning culture (Hannay et al., 2013).

Guiding Questions Emerging from the Problem of Practice

Our education system has traditionally placed a high value on academic achievement and performance. However, since the pandemic began in 2020, there has been a shift toward

promoting educational equity and well-being (Hargreaves & Shirley, 2021). In our current organizational context, we are facing challenges in meeting the asynchronous developmental needs of our gifted students, which also impact their social-emotional needs (Worrell et al., 2019). Additionally, teachers are experiencing increased workloads resulting in stress and burnout (Osmond-Johnson & Fuhrmann, 2021), which could negatively impact their students (Robinson et al., 2023) and their ability to meet performance needs based on neoliberal discourse. Donohoo (2017) and Hattie (2018) highlighted that collaboration is vital in promoting CTE. To mitigate teacher work intensification and stress, our change strategy involves promoting cooperation between them to enhance their teaching practices (Donohoo, 2017).

Our public charter school faces unique challenges in implementing the new curriculum due to the neoliberal policies enforced by our provincial government. At the same time, the post-pandemic context may impede effective instruction for our gifted students, including twice-exceptional students (2e). To overcome these challenges, we prioritize our teachers' professional development (PD) to foster a more compassionate and equitable school environment. This approach encourages collaboration among teachers, allowing them to share their workload and deliver tailored education for our gifted students.

I have crafted three key questions to help address my PoP. First and foremost, considering teachers' current realities and constraints as outlined in this DiP, how can school leaders enhance CTE within gifted education? Secondly, what strategies can school leaders adopt to reduce teacher work intensification? Lastly, to what extent does enhancing TSE contribute to the overall well-being of teachers? To address these questions and implement changes successfully, I will employ various leadership theories and approaches to support our teachers, and my actions will be guided by Bandura's SCT (Bandura, 1997).

Leadership-Focused Vision for Change

My leadership-focused vision for change at GT Charter School is to establish a positive and collaborative school environment where teachers collectively make a meaningful impact on our students (Donohoo, 2017). Central to this vision is fostering CTE, which will allow us to deliver top-tier education to our gifted students and provide them with equitable opportunities for success, echoing the insights of Campbell and Fullan (2019). I have identified three key priorities to achieve this transformative vision.

Vision for Change

Russell and Stone (2002) suggest that adopting an SL approach is crucial for creating a strategic vision that inspires and transforms change. I have embraced this leadership framework to guide my vision for change, centring around addressing the three guiding questions stemming from my PoP. The primary objective of this vision is to enhance CTE within my school and, in doing so, establish a thriving school community where teachers feel supported, empowered, and capable of reaching their full potential. This mission is essential, considering the elevated levels of workload and stress experienced by our teachers attributed to the impact of neoliberal policies such as the new curriculum and the lingering effects of the pandemic. Such conditions have the potential to affect their performance adversely. Thus, by focusing on nurturing CTE, I aim to enable teachers to perform at their best, ultimately benefiting our gifted students.

According to Hadfield and Ainscow (2018), building trustworthy relationships with teachers is essential for initiating transformative change. As a new principal, I recognize the importance of focusing on their well-being to create a healthy school environment conducive to change (Fullan, 2023; Holten & Brenner, 2015). Understanding the impact of teachers' well-being on our students' outcomes, as Donohoo (2017) articulated, I am committed to adopting a

comprehensive and data-driven approach to change that is inclusive and contextually relevant (Adams et al., 2019). This approach allows me to understand better the consequences of work intensification on teachers' effectiveness in gifted education, enabling me to address any potential resistance to organizational change and foster a constructive outlook (Holten & Brenner, 2015). Once these foundational steps are undertaken, I can communicate my vision for change to our staff in alignment with my leadership philosophy and beliefs, underscored by the idea that thriving teachers are essential for student achievement. By navigating internal and external demands and opportunities to enhance our school's internal system, as advocated by Fullan (2023), I aim to collaborate with our teachers in pursuit of a shared goal: enhancing their CTE to improve student outcomes (Donohoo, 2017).

Bandura's (1997) SCT provides a valuable framework for my vision of change. It highlights the importance of observational learning and modelling in developing new behaviours and the crucial role of teachers' sense of control in managing high workloads and stress. Teachers can effectively manage stress by developing confidence in coping with it. To increase their acceptance of my vision, I plan to design collaborative experiences that align with Bandura's (1997) emphasis on such environments. This approach can impact our school's academic achievement and bridge the gap between the current workload of teachers and my envisioned future of thriving teachers with a shared sense of collective efficacy.

Priorities for Change

The primary organizational actors within the scope of my PoP and vision for change are teachers. With a strong focus on their efficacy, I aim to address their needs by nurturing CTE, cultivating a positive school culture, and reducing teachers' workload and stress.

My first priority for change is to explore how work intensification affects CTE. Teachers and school leaders in Alberta have raised concerns about this issue, especially during the pandemic, as documented by the Alberta Teachers' Association (2020). Work intensification can increase stress and reduce job satisfaction, work capacity, and TSE. To provide exceptional education to our gifted students, we must prioritize teacher collaboration, which aligns with Bandura's (1997) SCT. Therefore, I am committed to developing CTE, and to achieve this, I need to understand my own beliefs and those of my teachers. I plan to actively listen to their input during discussions and empower them to participate in decision-making. These actions can significantly enhance CTE, fostering a sense of ownership and responsibility (Donohoo, 2017).

My second priority for change is to enhance the culture of our school. This is crucial because the social climate and level of school leadership support directly impact the well-being of teachers (Gearhart et al., 2022). According to Bandura (1997), individuals and their social environment share a mutual and deterministic relationship, emphasizing the critical role of culture in this context. Furthermore, Warrick (2017) noted that organizational culture significantly impacts workplace performance, morale, job satisfaction, engagement, attitude, and motivation. Therefore, I must create a positive culture that effectively addresses various challenges and leads to high performance. This plays a pivotal role in shaping CTE beliefs, the objectives for which they are employed, and the social and structural contexts in which they are most effective, as Bandura (2000) noted.

As a leader, I am responsible for understanding, developing, and maintaining a positive culture within our school through my leadership approach. Leading by example can be a powerful way to influence our school's culture positively. According to Lumby and Foskett (2011) and Warrick (2017), leadership's primary objective is positively impacting organizational

culture. Therefore, incorporating an SL approach aligns with my vision of fostering a positive school culture and empowers me to model my vision for change through my actions (Russell & Stone, 2002). My top priorities include building trustworthy relationships with teachers, nurturing a positive school culture, and actively listening to their feedback to identify the support they need for growth and well-being. In this endeavour, embracing Maslow's hierarchy of needs theory, as suggested by Capper (2019), is invaluable.

At the meso level, my leadership role is pivotal in orchestrating the groundwork for change and ensuring my vision positively impacts teachers. This is particularly crucial as resistance to change, as Lewis (2011) observed, frequently stems from fear, lack of information, stubbornness, or hidden political agendas, which can significantly impede the success of change initiatives. To secure the acceptance and buy-in of my proposed change, I need to communicate its benefits and rationale to those affected effectively. This will help to create a sense of understanding and willingness among teachers to support the change (Lewis, 2011).

My third priority for change is to enhance TSE by reducing workload. Research by Cayupe et al. (2023) indicates that a high workload can lead to stress, affecting work capacity, job satisfaction, and TSE. Gearhart et al. (2022) corroborate these findings, emphasizing that a higher workload can adversely impact a teacher's job performance. Additionally, high stress levels among teachers can harm their personal and professional lives, ultimately compromising their students' well-being and academic performance.

Teaching is demanding; I am committed to helping teachers manage their workloads and stress. Research has shown that high stress levels can reduce self-efficacy, weakening our school's collective efficacy belief (Cayupe et al., 2023; Yurt, 2022). To address this issue, I must foster a school culture that supports well-being (Gearhart et al., 2022), which can enhance TSE.

To alleviate teachers' stress, I can reduce teachers' workload by offering specific PD opportunities that cater to implementing the new curriculum and gifted education programs. By prioritizing teachers' workload and stress, I hope to increase confidence, enhance skills, improve job satisfaction, reduce stress levels (Cayupe et al., 2023), and enhance CTE (Donohoo, 2017).

Chapter 1 Summary

In the first chapter of my DiP, I laid the foundation by explaining the challenges teachers face within our organizational context. I demonstrated how these challenges are connected to our organization's vision and mission. As a leader committed to an SL ethos, I outlined my capacity to drive organizational change within our public charter school. The PoP under examination revolves around the impact of work intensification and stress on teachers' capability to teach our gifted students, with an explicit focus on enhancing CTE. I framed the PoP by analyzing teachers' needs, drawing upon Maslow's hierarchy of needs theory and using Bandura's SCT as a valuable framework to address these needs. The chapter concluded by outlining my vision for change, which prioritizes exploring the implications of work intensification on CTE, nurturing a positive school culture, and alleviating teachers' workload and stress. In the next chapter, I will focus on planning and developing change, assessing our organization's readiness for change and presenting potential solutions to enhance CTE in gifted education.

Chapter 2: Planning and Development

In Chapter 1, I introduced my DiP and explained my positionality, organizational context, leadership problem of practice, and vision for change related to the problem. In Chapter 2, I will focus on planning and developing change and discuss potential solutions for leading change to address my PoP around the need to enhance collective teacher efficacy (CTE). To ensure the change process is effective and sustainable, I will draw upon my knowledge of leadership approaches and change theory (Evans et al., 2012). I will start by identifying four critical leadership approaches: servant, instructional, generative, and culturally responsive school leadership. To develop an ethical leadership framework for understanding and analyzing change, I have chosen the change path model (CPM) (Deszca et al., 2020) for leading change and Nadler and Tushman's (1980) congruence model (NTCM) to assess organizational change readiness. Finally, I will compare three possible solutions to address my PoP and determine the one that best aligns with my leadership-focused vision for change at GT Charter School.

Leadership Approach for Change

School leadership is essential for enhancing school effectiveness and improvement. As a principal, I play a pivotal role in ensuring teacher quality, which leads to positive changes in the school environment (Lipscombe et al., 2023). Therefore, my approach to leadership will guide GT Charter School through the process of change and successfully implement transformational initiatives (Potosky & Azan, 2022). This leadership journey begins with self-awareness, as explored in the previous chapter, and extends to creating optimal conditions for change while transparently communicating the need for change to staff. As principal, I am empowered by institutional autonomy, establishing my agency at the school and fostering a positive and supportive work environment for teachers. To ensure the success of my change initiative, I must

align my actions with my values and practices and adopt an effective leadership style to gain the support of teachers (Holten & Brenner, 2015; Lewis, 2011).

Fullan (2023) emphasizes the critical role of empathy among principals in understanding their unique context and underscores the importance of community partnerships for effective change management. Adaptability is crucial for schools to thrive in an era where educational landscapes are in constant flux (Dudar et al., 2017). Given the influence of neoliberal policies on our curriculum (Capano, 2015) and the unprecedented challenges posed by the pandemic, calling for the re-evaluation of educational practices (Azorín & Fullan, 2022), it becomes increasingly imperative for me to assess and respond to the unique characteristics of my school environment.

As discussed in the previous chapter, I have adopted a servant leadership (SL) approach as my guiding principle in the change process. This approach prioritizes teacher positionality, builds trusting relationships, and fosters a positive school culture (Northouse, 2021). My strategy to improve our school focuses on enhancing CTE and instilling in teachers a shared belief that they can together positively impact students, as Donohoo (2017) suggested. By adopting an SL approach, I can create an environment that nurtures CTE by empathizing with and encouraging teachers, committing to their personal and professional growth, and promoting the development of our school community, as outlined by Northouse (2021). Ehrich et al. (2015) and Michaud (2022) state that the SL lens uses data to drive school improvement, support teachers' growth, and establish an inclusive culture that enhances their efficacy. My ultimate goal is to empower teachers to realize their full potential and lead in a way that benefits our school community. By supporting and collaborating with teachers, I aim to reduce resistance to the change process and create the ideal conditions for implementing the changes I envision.

Within my organization, it is essential to tackle the issue of work intensification among teachers. This challenge is interconnected with their personal beliefs and effectiveness in our unique environment, as discussed in Chapter 1 using Bandura's (1997) triadic reciprocal causation model. To accomplish the objectives outlined in my PoP, I am dedicated to empowering teachers by fostering their CTE (Donohoo, 2017) through an SL approach. Additionally, I will incorporate the principles of instructional leadership (IL), generative leadership (GL), and culturally responsive school leadership (CRSL), as depicted in Figure 2.

Figure 2

Leadership Approach to Change

IL: ensures the delivery of high-quality teaching and learning experiences for students (Alberta Education, 2020)

SL: prioritizes teachers, builds trusting relationships, and fosters a positive school culture (Northouse, 2021)

GL: focuses on listening, observing, questions, and mutual trust (Adams et al., 2019)

CRSL: promotes an inclusive school climate for marginalized community members (Khalifa et al., 2016)

Note. This diagram illustrates SL as the guiding approach to change, supported by the interdependence of IL, GL, and CRSL to empower teachers in developing their CTE.

Instructional Leadership

As school leaders in Alberta, we bear multifaceted responsibilities as we strive to enhance student learning outcomes. According to Adams et al. (2019), we must cultivate a

culture of trust, collaboration, distributed learning, and professional leadership while implementing effective pedagogical practices. As identified in the preceding chapter, work intensification can cause stress, impacting teachers' effectiveness in teaching (Cann et al., 2021; Herman et al., 2018). Therefore, embracing an instructional leadership (IL) approach is essential to strengthen teacher capacity and focus on best practices, leading to more efficient and effective delivery of instructional practices (Alberta Education, 2020), which boosts students' academic performance (Shaked, 2020).

As a principal, one of my responsibilities is to support my teachers' professional development (PD) as mandated by Alberta Education's Leadership Quality Standard (LQS). The LQS framework provides a roadmap for creating an instructional environment that fosters high standards and student achievement by promoting the effective implementation of IL within our school. I must ensure that our school's culture and climate are aligned with shared norms and values that foster collaborative teacher learning. The IL approach enables me to work closely with teachers to facilitate student learning and growth, contributing to a positive and productive instructional climate (Adams et al., 2019).

I believe in promoting a culture of continuous learning that goes beyond the boundaries of the classroom. Embracing an IL approach, I aim to empower teachers to form learning partnerships and contribute to building our school community, as Fullan (2023) suggested. Furthermore, integrating this approach with my SL approach underscores the importance of collaborating with members of my elementary leadership team (ELT). ELT members play a crucial middle leadership role and collaborate with colleagues to support and promote development (Lipscombe et al., 2023). I actively empower them to identify critical changes in the new curriculum and gifted education to share with staff. This collaborative effort enhances

CTE, ultimately transforming our school's culture. Together, we are committed to providing essential resources and tools (Granville-Chapman, 2021) to support our gifted students and enable teachers to achieve their full potential.

Generative Leadership

Generative leadership (GL) is a model emphasizing communication between formal and informal leaders to facilitate learner-centric teaching through active instruction. According to Adams et al. (2019), the GL approach requires a fundamental change that emphasizes generative dialogues to focus on specific skills for deliberating on PD. This results in purposeful action and offers a systematic method for engaging in a credible form of IL that recognizes teachers' experiences and contributions, thereby influencing their teacher self-efficacy (TSE). This approach is significant because it can contribute significantly to teachers' personal growth and well-being (Abubakar et al., 2020; Fiebig & Christopher, 2018).

Active listening, reflective questioning, observing, and mutual trust are fundamental elements of GL that can drive change and enhance CTE. Creating a learning community that promotes creativity and personal growth through meaningful interactions between tasks and teachers is crucial. This approach fosters productive discussions and encourages self-reflection among teachers, emphasizing the importance of addressing their individual and collective learning and growth needs (Adams et al., 2019).

Incorporating a GL approach alongside my overarching SL approach can facilitate finding better ways to support teachers in improving student learning. This strategy will empower them to take ownership of their PD. To achieve this, I prioritize ongoing communication with teachers and strive to create a learner-centred environment that encourages hands-on instruction and trust (Adams et al., 2019). According to Adams et al. (2019), engaging

in generative dialogues, characterized by active listening, trust, respect, and Socratic questioning, is a powerful communication tool that helps clarify new ideas around professional practice. This approach enhances teachers' commitment to our school and strengthens CTE, as Bandura's (1997) research suggested. Given how the GL approach aligns with our goal of improving CTE and reducing workload, it is an invaluable asset for leading change effectively.

Culturally Responsive School Leadership

As I strive to lead change effectively, I am mindful of the potential implications for our marginalized community members. Our school is committed to social justice, so I must adopt a culturally responsive school leadership (CRSL) approach to fulfill this commitment. By collaborating with teachers, we can create an inclusive school environment that supports students who belong to marginalized communities and is responsive to their unique needs (Khalifa et al., 2016). This way, we can ensure that our school serves the diverse cultural backgrounds of our gifted students, with a substantial portion of our students of Indian and Asian descent and some twice-exceptional (2e) learners.

The CRSL approach has prompted me to reflect on my values and has strengthened my commitment to serving our school community to the best of my ability. It empowers me to work closely with teachers to improve student outcomes through cultural responsiveness. This approach fosters a welcoming, inclusive, and accepting environment for everyone, especially those from marginalized backgrounds (Khalifa et al., 2016), which links to the tenets of SL. To achieve this type of environment, I am dedicated to analyzing qualitative and practical data while actively listening to the experiences and voices of our community partners. Through this approach, we can proactively address equity issues within our school (Safir & Dugan, 2021). Equity is a top priority in all my initiatives, and I am determined to be an ally to our community

partners while providing unwavering support to our teachers (Fullan, 2023). By encouraging open and honest discussions about race (Singleton, 2022), we can positively impact our school community by addressing the cultural needs of teachers and students. This will lead to change that builds the CTE around ensuring that all students have equal opportunities for success (Khalifa et al., 2016). Diversity training further enhances this effort by positively impacting teachers' sense of efficacy (Donohoo, 2017). I will continue to ensure that equity remains at the forefront of my actions as I lead change at GT Charter School.

Framework for Leading the Change Process

The field of education is constantly evolving to improve student's learning experiences (Evans et al., 2012). However, Schein and Schein (2017) point out that change is often driven by dissatisfaction, a sentiment currently prevalent among teachers at GT Charter School. Teachers face a significant challenge due to the influence of neoliberal principles in our current environment. As discussed in Chapter 1, this situation has reduced their ability to manage the increased workload, leading to stress in the absence of CTE. Teachers may struggle to take specific actions without a sense of collective efficiency, making it difficult to achieve positive results (Donohoo, 2017).

As the principal, I am aware of the concerns raised and committed to making necessary changes in the organization to promote CTE. Creating a positive learning environment is crucial to achieving this vision, especially during challenging times (Fullan, 2015; Stoll & Temperley, 2009). When leading organizational change, self-awareness (Deszca et al., 2020) and trust are central to shaping a shared vision (Russell & Stone, 2002), and my leadership approach plays a fundamental role in the success of our school. Together with our teachers, we are responsible for

ensuring student achievement (Shaked & Schechter, 2018), and according to Donohoo (2017), the most significant factor influencing this outcome is CTE.

To address my PoP and support the development of CTE, I have decided to implement a change process framework that is effective, purposeful, and sustainable (Evans et al., 2012). After careful consideration, I have chosen the change path model (CPM) (Deszca et al., 2020) as our school's best framework. This framework aligns with our specific context, leadership approach, and personal values while being open to diverse perspectives. It examines the factors limiting teachers in supporting gifted students' performance, as Deszca et al. (2020) highlighted. By providing a clear organizational perspective, as advocated by Bolman and Deal (2017), and fostering a positive learning environment where teachers feel empowered to collaborate and improve their work collectively, this framework can help us achieve our shared school goal of improving student outcomes.

Change Path Model

The COVID-19 pandemic presented a unique opportunity to rethink education (Hatch, 2021) and drive substantial improvements (Azorín & Fullan, 2022). As a principal, I believe that prioritizing CTE in this post-pandemic era is crucial despite obstacles like neoliberalist tenets. Teachers' personal and collective efficacy can make them more receptive to change and new teaching approaches (Donohoo, 2017). I understand the importance of my role in facilitating change (Potosky & Azan, 2022). Therefore, I am confident in my ability to implement the CPM proposed by Deszca et al. (2020), a practical framework for organizational change that includes four steps: awakening, mobilization, acceleration, and institutionalization.

The first step of CPM is awakening, which involves a comprehensive analysis of the internal and external environment to understand the factors driving the change and the

organization's internal dynamics. The second step is mobilization, which involves collaboratively developing a vision for change. This process requires active participation from all community members and effective communication of the importance of the change. Conducting a gap analysis helps leaders identify why change is necessary and what needs to be changed. The third step is acceleration, which involves developing and implementing an action plan. The insights gained from the previous steps are transformed into a plan of action. Engaging and empowering others is essential, and celebrating small wins is crucial. The final step is institutionalizing, which involves monitoring progress to ensure the successful implementation of the desired change and demonstrating a commitment to the new state (Deszca et al., 2020).

Based on the collaborative nature of the CPM framework, including engaging and empowering others, it is the most effective tool for guiding the necessary changes to address my PoP (see Appendix E). In Chapter 1, I embarked on the first step of this change process, awakening; I realized the need for change in response to my PoP, which was brought about by insightful conversations with my teachers (Deszca et al., 2020). This awakening was a form of self-realization, underscored by the qualitative data I gathered on teachers' increased workload and low CTE. These factors were identified within Bandura's (1997) concept of triadic reciprocal causation, which includes external influences such as neoliberal government decisions, the educational implications of the pandemic, and the growing complexity of students' needs (ATA, 2022). My genuine concern for teachers fuels my determination to drive change as I seek to alleviate their workload through focused change and collaboration, enhance their CTE in teaching our gifted students, and raise awareness among teachers about the need for change.

In the second step of CPM, mobilization, I will identify and frame my problem and assess organizational readiness by conducting a gap analysis using Nadler and Tushman's congruence

model (NTCM) (Nadler & Tushman, 1980) (see Appendix F). I will work closely with teachers, effectively communicate our vision for change and the preferred solution identified later in this chapter, and ensure everyone understands and supports the proposed changes. The next step, acceleration, involves creating an action plan and implementing the necessary changes. I will empower teachers by incorporating their feedback and working together to achieve our goals. This collaborative approach is paramount in ensuring the success of our shared vision. The CPM process culminates with institutionalization, where our shared vision for change becomes a reality. During this step, I will monitor the progress of our initiatives, make necessary adjustments to ensure we attain our goals (Deszca et al., 2020), and continually refine and communicate our vision for change (Fullan, 2010).

Limitations of the Change Path Model

Implementing my vision for change using the CPM model can be challenging for community partners. This approach requires active participation and support from all teachers, who must work together to achieve the desired outcomes. However, external factors such as changes in government policies can make it challenging to implement this model, which can affect the pace and direction of change (Deszca et al., 2020). These external influences can also lead to feelings of powerlessness and under-appreciation among teachers, increasing their stress levels (Alberta Teachers' Association, 2021). Moreover, Alberta's neoliberal political climate emphasizes standardization and accountability, which may not align with GT Charter School's vision of student success (Rincon-Gallardo, 2020). Our school's vision is rooted in an inside out approach, prioritizing our gifted students' social and emotional needs, which is required for authentic, meaningful, and engaged learning (Silverman, 2013). Therefore, not all teachers may readily embrace the proposed changes, and some may even resist their implementation (Bonner

et al., 2020). They may perceive it as an additional responsibility rather than a collective effort to overcome the challenges faced by our teaching staff.

Adopting an SL approach is essential in overcoming the limitations of the CPM. This approach involves building strong relationships with teachers and actively listening to their concerns (Hatch, 2021). It also requires having transparent and continuous communication with teachers throughout the change process (Potosky & Azan, 2022). To achieve this outcome, the school environment must prioritize relationships (Stone-Johnson, 2011) and assure teachers of unwavering support. Encouraging ethical behaviour is also essential and enables teachers to adhere to ethical standards (Sharif & Scandura, 2014) while acknowledging the challenges they may face during change. As necessary, we should adjust the vision to align with the evolving needs of our school community. Nurturing CTE is particularly important, as it significantly impacts how our teachers approach complex challenges. Without collective efficacy, teachers may experience increased stress (Donohoo, 2017). Therefore, enhancing CTE is vital for successfully implementing the CPM model.

Alignment with Leadership Approach

My SL approach is instrumental in guiding our school through the CPM and forming a robust foundation for positive change. This approach prioritizes self-awareness, reflective practice, culturally responsive learning, teacher voice, effective communication, and creating an environment conducive to change (Deszca et al., 2020). Collaboration and trust between school leaders and teachers (Hadfield & Ainscow, 2018) are essential for achieving our goals. I am committed to prioritizing the best interests of our teachers, actively listening to and addressing their needs, and upholding principles of integrity (Russell & Stone, 2002). Furthermore, I value the well-being of our teachers and maintain a genuine concern for their interests (Northouse,

2021; Striepe & Cunningham, 2022). The SL approach fosters commitment to our goals, encourages growth and self-realization (Bolman & Deal, 2017), underscores the importance of relationships, and acknowledges the role of compassion in learning and growth (Nicholson & Kurucz, 2019). It also emphasizes community partnerships in decision-making, ensures equity and fairness for all perspectives (Ehrich et al., 2015; Ryan & Tuters, 2017), and champions social justice and empathy, with equity and inclusion as fundamental values (Bier, 2022).

As the principal of GT Charter School, I have a clear strategy to bring about positive changes and improve our school. My approach includes communicating a clear vision for change and empowering our teachers to participate actively. To ensure the success of our efforts, I will develop a comprehensive change plan that I will monitor and adjust as needed. Throughout the change process, I will leverage complementary leadership approaches, including IL, GL, and CRSL, all of which support SL as my priority approach to guide my decision-making. Additionally, I will prioritize the well-being of all members of our school community when making decisions (Burnes et al., 2018) as I aim to enhance CTE at GT Charter School.

Organizational Change Readiness

To successfully implement a change plan, it is essential to assess the organization's readiness for the change (Armenakis et al., 1993; Holt & Vardaman, 2013; Wang et al., 2020) by evaluating internal and external factors. This involves understanding teachers' attitudes toward the plan (Repovš et al., 2019), as they play a crucial role in its acceptance and adoption (Holt & Vardaman, 2013). Nadler and Tushman's (1980) congruence model (NTCM) can analyze the alignment among various components within GT Charter School, identifying areas that may require attention to implement the change plan successfully.

Change Readiness

The concept of readiness for change is intricate and involves various factors at both individual (teachers) and organizational (school) levels, contextualized within our specific educational setting (Holt & Vardaman, 2013; Wang et al., 2020). Two critical components of change readiness are the recognition that change is necessary and the confidence that both the individual and the organization can undertake it (Rafferty et al., 2013). The commitment of teachers to the process is crucial for the success of any change initiative (Napier et al., 2017).

Wang et al. (2020) identified four critical factors that impact a teacher's readiness for change at the individual level. These factors are self-efficacy, change valence, change commitment, and leadership. Self-efficacy refers to a teacher's confidence in their ability to succeed in a change initiative. It is a crucial driving force behind my PoP as I seek ways to boost teachers' confidence (Bandura, 1997). Change valence reflects the perceived benefits of the change from the teacher's point of view, while change commitment signifies the mindset necessary for successful implementation. Leadership plays a fundamental role in individual success and has a significant impact on readiness across various dimensions (Wang et al., 2020). Effective leadership is crucial for creating a work environment that is supportive and conducive to productivity (Holt & Vardaman, 2013). It is an essential factor in gaining the trust of teachers, which is crucial in preparing them for organizational change and minimizing resistance (Wang et al., 2020). I have adopted a comprehensive SL approach to achieve this, as trust is critical in promoting a positive and influential work culture (Russell & Stone, 2002).

At the organizational level, various internal and external factors can affect the readiness for change and lead to resistance. These factors include content, process, context, and individuals (Wang et al., 2020), thus making it essential for change agents like me to be aware of both my

own beliefs and those of my teachers (Donohoo, 2017). To proactively address potential

misunderstandings and resistance while encouraging active teacher participation, it is crucial to

establish trust and foster open communication with teachers. Managing external information is

also necessary for successful change (Repovš et al., 2019).

I have used a questionnaire recommended by Deszca et al. (2020) to assess the readiness

of teachers for change (see Appendix G). This questionnaire helps gather data on important

outcomes such as positive job attitudes, job satisfaction, and teachers' organizational

commitment (Rafferty et al., 2013). By analyzing the data collected through this questionnaire, I

can determine the current state of teacher readiness for change and identify the necessary support

to enhance organizational change readiness. After administering the questionnaire, I received a

score of 41; all components had high scores, indicating a readiness for change and affirming the

effectiveness of my leadership approach. This valuable information will be shared with the

members of my elementary leadership team (ELT) to leverage their support.

To ensure the successful implementation of a change plan, it is essential to communicate

the difference between the current situation and the desired end state to the teachers involved

while highlighting their individual and collective ability to affect the change (Armenakis et al.,

1993). These efforts can help establish a culture of change readiness and increase the teachers'

willingness to accept and execute the change plan. The NTCM plays a crucial role in evaluating

the readiness for change and identifying any gaps hindering the change initiative's success.

Nadler and Tushman's Congruence Model

As someone responsible for initiating and implementing change at GT Charter School, I

must support teachers in adapting to change, as Fullan (2016) emphasized. For this purpose, I

have chosen to use the NTCM framework. This open system model considers external and

internal factors that influence organizational performance, which include culture (leadership style, individuals' beliefs, and values), people (skills, knowledge, and experience), structures (rules, policies, and procedures), and work (work done and how it is processed) (Deszca et al., 2020; Mind Tools Content Team, n.d.). The NTCM framework provides a structured approach to understanding the relationships among these components and their impact on teachers. I have chosen this framework to assess how well these components align, identify areas of congruence and incongruence (Nadler & Tushman, 1980), and recognize areas that require attention for change. To conduct a comprehensive gap analysis, I will collect qualitative and quantitative data from multiple sources (Nielsen & Ejler, 2008) at three different levels: micro (teachers), meso (organization), and macro (system) (Wang et al., 2020). Using the NTCM framework for this analysis, I can conclude my organizational readiness assessment for change.

Given the myriad forces driving change at GT Charter School, it is clear that change is necessary and beneficial. As the change leader, my responsibility is to take impactful actions that create long-lasting conditions that promote the well-being of teachers (Duignan, 2014). I must evaluate the gap between our current organizational state and where we want to be to achieve this. For this purpose, the NTCM framework is an effective tool as it suggests that the effectiveness of our organization's behaviour system depends on seamlessly integrating its various components. The quality of these components contributes to our organization's performance and determines the system's unity and effectiveness. This involves identifying the root cause of performance issues within our organization and developing effective strategies to address them (Nadler & Tushman, 1980).

As stated in my DiP, teachers at GT Charter School face external pressures due to neoliberal policies and the repercussions of the COVID-19 pandemic. These challenges make it

difficult for them to manage their workload effectively, leading to incongruences within our organization. To address this issue and transform our school's functions, I suggest a collaborative approach to cultivating CTE by aligning our work, people, culture, and structure within the NTCM. According to Deszca et al. (2020), optimal organizational performance requires congruence among these four components, which must also align with our external environment and the school's strategy. This alignment mirrors Bandura's (1997) triadic reciprocal causation, where teachers' behaviours are shaped by their interactions with these factors. Therefore, I aim to prioritize CTE and foster collaboration to promote coherence and synergy within our school. This approach will enhance our ability to address external challenges and implement transformative processes guided by a strategic framework tailored to our local context.

Using this NTCM framework, I can identify the disparity between our organization's current and desired state. This understanding helps me recognize how formal systems and structures shape teachers' behaviours and performances and how they can facilitate change. This approach guides the development of strategic actions to enhance teachers' readiness for change (Deszca et al., 2020), emphasizing a collective commitment to ensure that teachers are committed to taking actions that lead to successful change implementation. Additionally, fostering CTE, a shared belief in teachers' ability to organize and execute the necessary steps for successful change implementation, is critical (Holt & Vardaman, 2013). My PoP aligns with this approach by analyzing factors that affect teachers' efficacy to create a comprehensive plan for successful change implementation. Teachers often experience stress due to a perceived lack of control, inadequate support from school leadership, and difficulties in managing student behaviour. Moreover, external factors such as the government's neoliberal policies and the COVID-19 pandemic influence the school environment and affect teacher efficacy.

As a change leader, implementing the NTCM framework can be challenging for our organization. While the framework provides valuable insights, it offers only one perspective of our organization's reality as an open system. This limited view may hinder our understanding of the factors that influence organizational dynamics. Therefore, I must broaden my analysis beyond the framework's scope to ensure a successful implementation process. To achieve this, I must conduct an in-depth analysis of our external environment to understand better its implications for taking action within GT Charter School (Deszca et al., 2020). This analysis will inform strategic decisions related to resource allocation, considering various factors and perspectives. By doing so, we can improve the effectiveness of the change implementation processes and ensure alignment with our organization's evolving needs and challenges.

Achieving alignment and balance among different organizational components is crucial to maintaining the desired change in CTE. As underscored by Nadler and Tushman (1980), it is essential to find this congruency to enable the NTCM framework to address incongruities, better understand our organization's needs, and effectively adapt to the dynamic environment. A broader analysis allows us to gain a more comprehensive understanding of the complexities of organizational change, facilitating a more prosperous and adaptive implementation of the NTCM framework within GT Charter School.

Our school operates as a public charter school under a provincial government focusing on neoliberal principles such as accountability and performance (Ambrosio, 2013). This approach tends to overlook broader socio-political, economic, and cultural factors (Winton & Pollock, 2016), which makes it challenging for our school to meet the high academic expectations of our diverse gifted students while being culturally responsive and attentive to their social and

emotional well-being (Khalifa et al., 2006). Therefore, it is crucial to understand the factors that influence teachers and identify their readiness for organizational change.

Leadership Ethics in Organizational Change

Organizational change and leadership are closely intertwined; implementing organizational change depends on ethical leadership. As a leader, I prioritize ethical principles in my approach, guided by SL and infused with IL, GL, and CSRL tenets. Ethical leadership means honesty, transparency, and involving all community members, including teachers. This approach helps build readiness for change, a critical factor in achieving success (Burnes et al., 2018). Teachers can find change implementation stressful, and a transparent approach can help reduce resistance and improve their well-being, ultimately leading to successful change implementation (Sharif & Scandura, 2014). I recognize the importance of maintaining an ethical approach to create an environment where teachers trust and feel comfortable with the changes being made. To achieve this, I prioritize ethical considerations and am guided by an ethical leadership approach, ethics of care, and our organization's ethical responsibilities. These principles help ensure teachers are fully engaged and support the proposed changes.

Ethical Leadership

My leadership philosophy is grounded on ethical principles prioritizing education's moral purpose, equity, and inclusivity (Ehrich et al., 2015). To ensure that I make the right decisions for our teachers, I embrace an SL approach, which encourages collaboration, ethical decision-making, and enhancing TSE and, consequently, CTE. I am guided by ethical principles that align with this leadership approach, which considers the broader impact of our decisions, addresses community needs, and prioritizes moral relationships within our organization (Bier, 2022).

Collaboration is an essential factor for teachers' success. As a school leader, I must create an environment that encourages interpersonal interactions and fosters a sense of belonging among teachers. This helps promote mutual learning and support, as research suggests that enhancing TSE can improve their effectiveness in implementing changes (Shapiro & Stefkovich, 2022). To empower teachers to contribute meaningfully to the change process, I am committed to helping them hone their skills, develop a sense of belonging, and enhance their effectiveness (Gaubatz & Ensminger, 2017; Saglam et al., 2023). I follow an ethics of care paradigm to create a nurturing environment that values our teachers (Wood & Hilton, 2012) and contributes to a positive organizational culture that enhances TSE (Saglam et al., 2023). This approach aims to create a supportive and caring workplace for teachers, leading to improved student outcomes.

Ethics of Care

As a principal, I prioritize the well-being of our teachers by adopting an ethics of care approach (Ehrich et al., 2015), which involves making compassionate, understanding, and trustworthy decisions while considering their impact on others (Wood & Hilton, 2012). I value teachers' input and recognize their challenges, especially regarding accountability and achievement (Ehrich et al., 2015). Chapter 1 teaches that these challenges are rooted in our identity as a neoliberal school choice program (Ambrosio, 2013), which adds to their workload and stress. To address these challenges, I strive to create an environment that promotes adherence to ethical standards (Sharif & Scandura, 2014) while encouraging personal growth and development (Bolman & Deal, 2017). I prioritize the support of our teachers, as they play a pivotal role in creating a socially just school and enhancing student success (Theoharis, 2007) by aligning teachers with our shared goals (Bolman & Deal, 2017) and leading with a focus on social justice, empathy, equity, and inclusion (Bier, 2022). I believe in value-based education

that fosters morally accountable and self-sufficient students (Halstead, 2014; Waghid, 2014). Realizing this vision requires focusing on community partnerships in decision-making, ensuring fairness and equity for all perspectives (Ehrich et al., 2015; Ryan & Tuters, 2017), and crafting a new narrative that counters the neoliberal discourse dominating our education system.

Ethical Responsibilities

As a school leader, I value ethics and understand that I am responsible for setting an example through communication and behaviour. I am also accountable to my community partners. At the same time, our teachers are responsible for ensuring that all students achieve equitable learning outcomes. To achieve this goal, I plan to use collected data to support teachers in improving their classroom teaching practices (Ehrich et al., 2015). To create a welcoming and inclusive learning environment for teachers, I aim to involve them in decision-making, prioritize their mental health (Robinson et al., 2023), and integrate cultural equity through appropriate methods (Whelan-Berry & Somerville, 2010). To ensure that our teachers are culturally responsive (Khalifa et al., 2016), I will adopt a CRSL approach to help me transform their instruction for culturally sustaining learning (Safir & Dugan, 2021).

To ensure the best education for our gifted students, I am committed to providing teachers with resources and support tailored to their unique needs (Mansfield et al., 2020). For instance, encouraging teachers to have courageous conversations (CC) with one another can promote equity and help reduce student achievement gaps (Singleton, 2022). My goal is to address the guiding questions raised by my PoP by implementing ethical practices (Liu, 2017) and creating an environment that fosters CTE while recognizing the connection between TSE and our gifted students' academic success (Jerrim et al., 2023).

Solutions to Address the Problem of Practice

I prioritize driving positive change at GT Charter School by enhancing CTE framed within Bandura's social cognitive theory (SCT) framework (Wang et al., 2020). In this section, I have identified three potential solutions to address the identified PoP. These solutions include nurturing teachers' spiritual development, enhancing their professional learning, and fostering a culture of reflective practice. To effectively explore these solutions, I will consider time, human, fiscal, and informational resources. I will select the one that best aligns with fostering efficacy and addressing the challenges posed by neoliberal policies within our school. Recognizing the significance of change drivers, I will strategically allocate these resources to ensure the successful implementation of the preferred solution.

Change Drivers

In choosing the most appropriate solution to address the PoP, I must consider various factors that can drive internal and external change (Whelan-Berry & Somerville, 2010). As the primary change driver at GT Charter School, I recognize that the success of any change process depends on internal factors such as clear communication, sufficient resources and time, teacher buy-in, and support from leadership (Bier, 2022; Gaubatz & Ensminger, 2017; Preskill & Boyle, 2008; Whelan-Berry & Somerville, 2010). External change drivers, however, originate outside our organization and can significantly impact our process (McCalman et al., 2016). For instance, our neoliberal environment focuses on accountability (Acton & Glasgow, 2015) and student achievement (Winton & Pollock, 2016), along with implementing a new curriculum and the effects of the COVID-19 pandemic, all of which are factors that must be considered. Understanding and leveraging these change drivers is crucial in determining the preferred solution to address my PoP.

Solution 1: Nurturing Teachers' Spiritual Development

Teaching is a holistic profession, and the intensified workload experienced by teachers can harm their well-being, job satisfaction, and self-efficacy (Cayupe et al., 2023). To address this challenge, my first possible solution is to focus on nurturing teachers' spiritual development, aligning with our school's ethos that prioritizes well-being and positive ethical behaviour (Khalifa et al., 2019). Supporting teachers in their spiritual growth can provide essential support, helping them navigate the stress inherent in their profession.

Mahipalan et al. (2019) describe workplace spirituality as a concept that includes meaningful work, a sense of community, inner life, and alignment with organizational values. This definition emphasizes the connection between spirituality and important workplace outcomes like job satisfaction, organizational commitment, and teacher well-being. By supporting the spiritual growth of teachers, I strive to improve their performance and our organizational effectiveness by addressing the emotional demands of teaching (Chririco et al., 2020). Providing emotional support can help increase job satisfaction, reduce stress, and enhance TSE (Cayupe et al., 2023).

Adopting a social constructivist (SC) approach, which focuses on understanding teachers through their social interactions (Capper, 2019), is a practical way to create opportunities for spiritual development. By addressing the needs of teachers, I can create safe spaces where they can comfortably embrace their individual religious beliefs and practice meditation and mindfulness. Working with members of the elementary leadership team (ELT), we can organize self-care workshops and integrate mindfulness practices into PD days, which have been proven to help mitigate the negative impact of stress and burnout (Chirico et al., 2020). Additionally, fostering teachers' spiritual development involves providing opportunities for personal growth

that encourage self-reflection and discovery (Moulin-Stożek, 2020). Striking a balance between the physical and spiritual aspects can empower teachers to reach their full potential (Battiste, 2010), and incorporating practices like meditation can help manage stress (Chirico et al., 2020), enhancing their resilience and TSE (Phillips, 2021).

Research conducted by Mahipalan et al. (2019) has shown a direct link between workplace spirituality and TSE, highlighting the positive impact of spirituality on teachers and its potential to alleviate stress. This aligns with the third guiding question of my PoP, which focuses on the role of TSE in enhancing overall well-being. However, encouraging teachers to embrace their spirituality can be challenging as it requires total commitment and contextualization within our school's environment and culture. Effective leadership is crucial in nurturing teachers' spirituality (Rocha & Pinheiro, 2020). As a leader, I am prepared to address these challenges through my SL approach by prioritizing the creation of an equitable school community (Wang, 2018), emphasizing stewardship, putting teachers first (Northouse, 2021; Russell & Stone, 2002; Striepe & Cunningham, 2022), and fostering a positive school culture (Houchens & Keedy, 2009). These principles underscore my commitment to supporting teachers' spiritual development to alleviate stress from work intensification and enhance their efficacy.

Solution 2: Enhancing Teachers' Professional Learning

As a school leader, I am responsible for shaping my school's culture and creating a conducive learning environment, especially during challenging times (Fullan, 2015; Stoll & Temperley, 2009). Analyzing the school's context is crucial for improving teaching methodologies and enhancing students' academic performance (Shaked, 2020). Therefore, another possible solution to address my PoP is to enhance teachers' professional learning.

According to Alberta Education's Leadership Quality Standard (LQS), quality leadership involves continuous analysis of the context, informed decision-making, and the application of leadership knowledge to ensure quality teaching and optimum student learning (Alberta Education, 2020). As the principal, I am accountable for fostering a learning-focused school culture (Fullan, 2016; Stoll & Temperley, 2009) guided by my leadership approach. With control over the school's budget, I can allocate resources and PD funds for staff. Adopting an instructional leadership (IL) approach, I can provide PD opportunities tailored to teachers' growth goals aligned with our organizational context (Sackney et al., 2000).

Establishing collective efficacy through professional learning, as suggested by Donohoo (2017), is crucial for improving CTE in gifted education, which addresses the first guiding question of my PoP. To achieve this, I plan to motivate teachers to adopt a growth mindset by facilitating PD opportunities that enable them to acquire the necessary skills and embrace this mindset. Such an approach fosters a positive attitude towards challenges and learning and is linked to collaborative PD, which enhances TSE (Matheis et al., 2017; Saglam et al., 2023). Additionally, providing enriching educational opportunities tailored to individual needs (Saglam et al., 2023) and offering PD focused on the characteristics of gifted students can enhance TSE and equip them to meet the unique needs of our students (Matheis et al., 2017). Offering PD has several benefits, including enhancing resilience (Fernandes et al., 2020), cultivating positive relationships with teachers (Fullan, 2015), and providing continuous support. This approach, aligned with our school's gifted context, can contribute to effective teaching and a sense of accomplishment (Abubakar et al., 2020; Evans et al., 2012) through an IL approach.

I can better support teachers' personal and professional growth by embracing an SL approach emphasizing a moral imperative (Bier, 2022). Building positive trust relationships is

paramount to cultivating a thriving learning community (Adams et al., 2021). This involves

ongoing conversations with teachers to gain deeper insights into their interests, biases, and needs.

By tailoring support to meet individual teacher needs, providing necessary resources, and

facilitating relevant programs, readings, and conversation opportunities, I can enhance their

capacity for effective teaching, foster a sense of success (Abubakar et al., 2020), and nurture a

safe and equitable learning environment (King & Schielmann, 2004).

Adopting a culturally responsive school leadership (CRSL) approach is pivotal from an

ethical standpoint. This involves providing PD and resources that emphasize equity building

(Theoharis, 2007), encouraging courageous conversations (CC) that critically examine

assumptions about the impact of culture and race on students (Singleton, 2022), and allocating

time and resources to develop an integrated curriculum promoting social justice (Shah, 2018)

incorporated into our PD days. Guiding teachers in developing these inclusive practices

challenges the emphasis on achievement and competition, often resulting in exclusion and

possible failure (Hedegaard-Soerensen & Grumloese, 2020). Moreover, it empowers teachers to

voice their concerns against the overwhelming workload and priorities dictated by systemic

requirements influenced by neoliberal policies. This contributes to teachers developing greater

confidence in their self-efficacy and enables them to thrive (Acton & Glasgow, 2015).

Enhancing teachers' professional learning and implementing educational policy changes

can be complex. It is crucial to organize PD to align with new curriculum requirements.

However, even well-designed programs could negatively affect teachers' behaviour and lead to

initiative fatigue. In addition, mandating PD may be met with resistance and pushback from

teachers (Dudar et al., 2017). To overcome these challenges and bring about long-term changes,

teachers should be provided with time and autonomy to develop their skills collaboratively,

leading to sustained investment in learning. Moreover, PD must be aligned with their needs and interests to achieve the desired outcomes (Falecki & Mann, 2020).

Supporting teachers' professional growth involves promoting distributed pedagogical leadership, encouraging collaboration, and leading a professional learning community (PLC) that shares a common vision for the success of our gifted students (Jäppinen & Sarja, 2012). To address increased workload demands, incorporating PLC time in teachers' schedules and during PD days provides a sustained and long-term solution. Prioritizing choice, time, and collective autonomy in teachers' professional learning is essential for developing CTE (Donohoo, 2017). Regular meetings, collaboration with the ELT, and establishing community of practice (CoP) groups are necessary to foster a shared sense of efficacy. CoP groups, led by ELT members and consisting of teachers with common interests, regularly engage to deepen their understanding (King et al., 2023). Additionally, professional development events organized and led by teachers, such as Edcamps on PD Days, provide a personalized approach by fostering an environment where teachers can share experiences and engage in conversations. This allows teachers to choose which sessions they would like to attend (Study International Staff, 2019). Empowering teachers through opportunities to shape their learning reduces anxiety and increases confidence (Donohoo, 2017).

Solution 3: Fostering a Culture of Reflective Practice

An effective leader must pay attention to the needs of others and respond to their concerns (Bolman & Deal, 2017). A third possible solution to address the lack of CTE is fostering a reflective practice culture. Reflective practice involves actively focusing on experiences and developing new understandings (Donohoe, 2023). This approach is supported by Adams et al. (2019), who suggest that teachers should regularly assess the impact of their

practice through reflection. A reflective practice culture can be fostered by encouraging teachers to reflect on their daily interactions and engage in ongoing conversations. This approach supports the well-being of teachers by promoting self-awareness and resilience and enhances their skills and knowledge (Donohoe, 2023). Through this structured framework, teachers gain deeper insights, continuously improve their teaching methods, and contribute to individual growth and a collaborative learning environment where CTE is strengthened (Adams et al., 2019).

As principal, I must lead by example and model generative dialogue to establish a reflective practice culture. This will help teachers embrace the same approach with their students, fostering equitable student achievement (Ehrich et al., 2015). To ensure the effectiveness of this approach, I can provide guidance and support by creating an environment conducive to reflective practice. This includes offering teachers ample time for guided reflection and facilitating opportunities for written and verbal reflections (Donohoe, 2023). Additionally, I can incorporate time during staff meetings and PD days for teachers to collectively reflect on their learning (Cann et al., 2021), and maintaining an open-door policy will ensure that staff feel comfortable approaching me to discuss their reflections and concerns (Winton & Pollock, 2016). By incorporating these strategies, I can establish a culture of reflective practice that will benefit both teachers and students (Cann et al., 2021).

Maintaining reflective practice can be challenging. It requires the right conditions, such as a safe and trustworthy environment, teacher buy-in, and time (Adams et al., 2019). External factors such as political and economic influences can also impact the design of these practices (Donohoe, 2023). Therefore, leadership plays a crucial role in making these practices effective. A generative leadership (GL) approach is necessary to foster productive discussions, promote self-reflection, and prioritize teachers' learning and growth needs. Following this approach, I lead

by example by actively listening, observing, and questioning to establish mutual trust in our school community (Adams et al., 2019). I can continue building trustworthy relationships with teachers and foster a reflective environment during CoP sessions, PD days, staff meetings, and one-on-one conversations, encouraging continuous reflection on their teaching practices (Chaseling et al., 2016). This approach promotes self-reflection and constant learning, enabling us to respond ethically to our school's evolving needs (Burnes & By, 2012), ultimately leading to equitable student achievement (Ehrich et al., 2015).

A fundamental change that involves creating a culture of reflective practice, which includes incorporating generative dialogue, is transitioning the yearly professional growth plan process from a document submitted at the start of the year to an ongoing conversation and reflection method. The idea is to invite teachers to meet and discuss their yearly growth plans based on inquiry questions that align with the Teacher Quality Standard (TQS) (Alberta Education, 2020) and our school's charter mandate. At the beginning of the year, teachers would share their growth plans, implement relevant strategies, and engage in frequent classroom visits with subsequent conversations focused on reflection. This process would involve four key questions: "What did you do since the last time we met? What did you learn? What evidence do you have to show that impact is occurring? What will you do between now and the next time we meet?" (Adams et al., 2019, p. 72). Using these questions makes the process more meaningful, enabling teachers to participate actively in their professional practice. I would focus on active listening and avoiding judgment, promoting discussions about their professional practice. This approach drives teaching and learning in our school, leading to greater self-actualization in teachers. It aligns with my PoP as I strive to positively impact CTE in response to their increased workload (Adams et al., 2019).

Comparing Solutions

As the principal of GT Charter School, I am committed to addressing the challenges created by neoliberal policies within the context of our charter school as I actively search for ways to reduce teachers' workload while enhancing their CTE. To achieve this goal, I have explored three possible solutions and have the autonomy to make decisions that benefit my teachers. I can allocate necessary resources such as time, human, fiscal, and information. Given the time constraints, one strategy is to dedicate non-instructional days to PD and schedule staff meetings on these specific days. This approach will help avoid adding to our teachers' already long working hours. As stated by Donohoo (2017), "collaboration matters" (p. 55). By encouraging collaboration among teachers, we can foster a culture of teamwork, which can enhance collective efficacy beliefs and increase student achievement (Donohoo et al., 2018).

Consequently, I aim to cultivate such an environment by working collaboratively with my ELT members. This collaborative effort seeks to address the lack of CTE at our school, providing the necessary training and instructional resources to meet the new curriculum requirements mandated by the government and cater to the diverse needs of our gifted students in the post-pandemic context. Moreover, an essential aspect of our approach is prioritizing and streamlining the various initiatives imposed on our school, specifically targeting those that can alleviate teachers' workload and stress. Each proposed solution requires multiple resources, which have been compared in Table 1.

Table 1

Comparing Solutions to Address my PoP

Solutions	Time	Human Resources	Fiscal Resources	Information Resources
Solution 1 - Nurturing Teachers' Spiritual Development	- ongoing conversations - time embedded on PD days and staff meetings	- establish a safe space that embraces individual religious beliefs and fosters collaborative spiritual development - offer self-care workshops, mindfulness practices, and meditation opportunities	- funds for presentations, workshops, and resources	- resources on mindfulness and meditation
Solution 2 - Enhancing Teachers' Professional Learning	- ongoing conversations - time embedded on PD days and staff meetings - embed PLC in schedules	- foster an environment conducive to ongoing learning and growth - collaborate with the ELT team on PD initiatives	- funds for presentations and resources	- resources and readings on growth mindset, resilience, gifted education, 2e learners, new curriculum, and social justice
Solution 3 - Fostering a Culture of Reflective Practice	- ongoing conversations - time embedded on PD days and staff meetings	- create an environment of reflective practice that nurtures a collaborative learning environment	-N/A	-N/A

Preferred Solution to my PoP

　　　To address my PoP, I propose a hybrid solution that combines the second and third options. This approach emphasizes creating a collaborative culture that encourages reflective practice within professional learning. Rather than solely focusing on spirituality, it adopts a more holistic methodology. To ensure the effectiveness of this hybrid solution, I am committed to ethically responding to our school's needs (Burnes & By, 2012).

Effective leadership plays a pivotal role in shaping a school's learning environment and culture (Stoll & Temperley, 2009), which, in turn, influences teachers' commitment to the school's mission (Dudar et al., 2017). The prevailing culture within a school shapes teachers' beliefs in their ability to make a difference (Bandura, 2000). Establishing solid relationships with teachers is paramount in empowering their professional growth (Welton et al., 2018), while promoting collaboration among teachers is fundamental in fostering essential interpersonal interactions, reducing competition, and creating a sense of belonging. This collaborative environment leads to mutual learning and skill enhancement (Shapiro & Stefkovich, 2022), builds resilience and effectiveness among teachers (Donohoe, 2023), and contributes to the cultivation of CTE, reinforcing the idea that together, teachers can achieve shared goals (Donohoo, 2017).

I will adopt an SL approach guided by GL, IL, and CRSL tenets to foster CTE. GL will encourage meaningful conversations and reflections among teachers (Adams et al., 2019), IL will inform collaborative professional learning opportunities (Adams et al., 2019; Chaseling et al., 2016; Herman et al., 2018; Mitchell & Tarter, 2011), and CRSL will address diverse student needs (Safir & Dugan, 2021). My strategy involves promoting PD, encouraging collaboration, securing resources to support instruction, sharing decision-making, and maintaining an open-door policy, as Winton and Pollock (2016) recommended.

Furthermore, I plan to provide teachers with relevant experiences to help them develop CTE, co-teaching opportunities, feedback mechanisms, and time for personal reflection (Donohoo, 2017). This approach, as outlined in my PoP, will help to create efficacy and address the challenges of neoliberal policies within our school. By nurturing a collaborative environment

that encourages continuous reflection and learning, we aim to foster growth and learning for both teachers and students.

Chapter 2 Summary

In this second chapter, the focus was on the planning and development of my DiP. I characterized my leadership approach to change as guided by SL and supported by incorporating IL, GL, and CRSL. I then explored the most effective framework for guiding the change process, the CPM, and examined organizational readiness for change using NTCM (Deszca et al., 2020). I also considered three potential solutions for my PoP: nurturing teachers' spiritual development, enhancing their professional learning, and fostering a culture of reflective practice. This chapter identified the preferred solution, an integrated approach combining the second and third solutions where reflective practice guides teachers' professional learning. In the next chapter, I will concentrate on implementing, communicating, and evaluating my change implementation plan. My vision is to establish a collaborative culture that supports teachers at GT Charter School while fostering CTE to alleviate the problem of work intensification.

Chapter 3: Implementation, Communication, & Evaluation

In Chapters 1 and 2, I discussed a complex problem I face as principal of a public charter school for gifted students, particularly around work intensification and the lack of collective teacher efficacy (CTE). To address this problem, I developed a framework for change and analyzed it to select an informed and equitable path forward. My leadership approach to change incorporates a servant leadership (SL) style and includes elements of instructional (IL), generative (GL), and culturally responsive school leadership (CRSL). This comprehensive leadership approach can help me establish a collaborative culture that encourages a reflective practice in professional learning. To achieve this goal, in this chapter, I will create a plan for implementing, communicating, and evaluating my organizational change process, aiming to alleviate work intensification and foster CTE to benefit teachers.

To begin with, I will outline my change implementation plan using the change path model (CPM) developed by Deszca et al. (2020). Throughout the four steps of the CPM, I will ensure regular communication, guided by a knowledge mobilization (KMb) plan, to disseminate relevant research insights to teachers (Lavis et al., 2003). To assess whether the changes implemented have improved CTE, I will monitor and evaluate the progress by applying the Plan-Do-Study-Act (PDSA) cycle to the CPM, focusing on continuous improvement (Laverentz & Kumm, 2017). Finally, I will address considerations for organizational improvement, aligning with my role as principal to achieve school transformation for the betterment of teachers while creating positive and sustainable change within our school community.

Change Implementation Plan

As I develop a plan to bring about change at GT Charter School, my first step is understanding the factors contributing to the PoP I have identified in my DiP and exploring ways

to reduce teachers' workload while fostering CTE. To achieve this, I must consider various internal and external factors that affect teachers. Bandura's triadic reciprocal causation model is a helpful tool for me to analyze how teachers' personal, environmental, and behavioural factors interact with each other (Gearhart et al., 2022). As I implement my plan, I will prioritize my teachers' needs through an SL approach (Northouse, 2021). This will guide me in addressing my PoP by creating a collaborative culture that encourages reflective practice in professional learning. I have developed a two-year plan using Deszca et al.'s (2020) CPM framework to achieve this goal, as explored in Chapter 2. This plan includes various short-, medium-, and long-term goals to enhance CTE at GT Charter School, which I will examine below.

Goals for Change

As the principal of GT Charter School, I am responsible for creating a shared vision for our school. I must foster a learning-friendly environment by engaging with our school community partners to achieve this. One of my first steps towards achieving this objective is establishing a trusting climate among teachers. According to Tschannen-Moran and Gareis (2015), building trust is crucial for creating a positive school culture.

My short-term goal as a new principal is to focus on relationship-building, which is essential for establishing trust with teachers and takes time (Fullan, 2023). I plan to develop trustworthy relationships and promote a positive school culture by having ongoing interactions and casual conversations, such as small talk, during my daily walkabouts (Johnson, 2023). In addition to an SL approach, I will incorporate GL and engage in ongoing conversations with teachers to further enhance their trust and collaboration (Adams et al., 2019). These conversations are essential for gathering evidence of CTE beliefs (Donohoo, 2017). Meanwhile, I will use a social constructivist (SC) lens, as Creswell (2014) described, to understand the

factors contributing to teachers' work intensification and low CTE. Based on my interpretation of this understanding, I will make informed decisions for change that will benefit our school.

After building trust at GT Charter School, my medium-term goal is to collaborate with my ELT members, a group of teachers who have assumed leadership roles, to identify and implement the necessary changes to support CTE while reducing their workload. Together, we will establish a shared vision for change that aligns with the needs of our school community. Doing so will create a sense of purpose and a clear understanding of what success looks like among teachers (Donohoo, 2017). To achieve this, we will follow Fullan's (2023) approach to building community and capacity through a middle leadership approach that values and empowers teachers' voices. As the principal, I will continue building trustworthy relationships with teachers and actively engage them to implement collaborative changes that reduce their workload and improve their efficacy (Donohoo, 2017). Incorporating IL is critical to creating a culture of collaboration, trust, learning, and high expectations. Therefore, I must cultivate norms of behaviour that promote student achievement (Tschannen-Moran & Gareis, 2015).

My long-term goal is to reduce teachers' workload and establish a collaborative culture that effectively educates our diverse, gifted students. I understand that engaging teachers in the plan to achieve this goal is vital, as change is closely tied to organizational relationships (Donohoo, 2017). Therefore, I must prioritize fostering positive relationships with teachers, building a community, and establishing collaborative learning partnerships. This approach can help us move forward and create a learning culture (Fullan, 2023). Collaborative learning structures can enhance CTE (Donohoo, 2017). Therefore, I need to prioritize the needs of my teachers in all my decisions and actions to foster success in CTE. I will embrace an SL approach to achieve this goal while incorporating IL, GL, and CRSL tenets.

Implementing Change

Fullan (2023) has emphasized that the primary responsibility of a principal is to manage the school's internal system while addressing external demands and opportunities. Therefore, I need to create a dependable school culture conducive to CTE by devising an implementation plan based on the preferred solution to my PoP identified in Chapter 2. This will involve developing a reflective culture that supports teachers' professional learning. To achieve this goal, I will implement a change plan designed to produce favourable conditions for our desired school culture and offer opportunities for professional learning within the allotted organizational time. To structure and guide these efforts within my organizational strategy, I have chosen Deszca et al.'s (2020) CPM, which consists of four stages: awakening, mobilization, acceleration, and institutionalization. It is essential to recognize that implementing a change process is a time-intensive undertaking that can span three to five years or even longer, depending on the organizational context and the individuals involved (Dudar et al., 2017). Considering these factors, I developed a two-year plan, starting a complete implementation cycle in the third year, as Appendix H illustrates.

Step 1: Awakening

As a new principal, my goal in the first year is to establish a school culture that values and trusts my leadership, creating a positive environment that supports change using an SL approach (Northouse, 2021). Once this foundation is established, I will raise awareness among teachers about the need for change, starting with the first step of the CPM, awakening. At the same time, I will monitor our external and internal environments to understand the need for change (Deszca et al., 2020) and engage in informal conversations with teachers (Johnson, 2023) using a GL approach, which encourages reflection and collaboration (Adams et al., 2019).

External factors, such as the prevalent neoliberal ideologies emphasizing accountability and performance, have increased teacher work stress. Initiatives like the new Alberta curriculum and growing demands on teaching have led to work intensification, reducing teachers' efficacy and significantly impacting their well-being (Acton & Glasgow, 2015). Addressing this issue is crucial because stressed teachers can negatively impact student outcomes (Robinson et al., 2023). Recognizing that CTE is the most significant factor influencing student achievement, it is essential to address these challenges. CTE helps to mitigate external challenges for teachers, thus enhancing their effectiveness in the classroom (Donohoo, 2017).

To assist me in my pursuit of awakening, I will enlist the support of crucial change implementers and essential collaborators in our school's ongoing initiatives, specifically members of the ELT. These individuals have taken on the vital role of middle leadership within our school and are crucial in supporting my position as principal. They influence fellow teachers, provide advocacy, and offer support across diverse curricular domains and teacher development (De Nobile, 2018). In their capacity as middle leaders, the ELT is responsible for aligning themselves with our school's vision of fostering gifted education from the inside out while also addressing the unique needs of teachers.

After completing the readiness-for-change survey in Chapter 2, where I obtained a score of 41, I will share these findings with my ELT members. This step is essential in laying the foundation for the effective implementation of change. The ELT represents the collective voice of their peers and plays a crucial role in disseminating information to others. As the primary agent of change and my closest ally in this initiative, the ELT is entrusted with establishing a strategic foundation to guide me on when to proceed to step 2 of the CPM.

Step 2: Mobilization

In the second step of the CPM, ELT members and I will identify the gaps and collaborate with teachers to develop a shared vision. This step follows establishing trust and acknowledging the need for change (Deszca et al., 2020). We begin working on this step in February, at the start of the second half of the first year. Initially, I will collaborate with members of the ELT to shape the vision, ensuring that it represents the voice of teachers. Subsequently, we will present this shared vision to the staff during a staff meeting, seeking their valuable insight. To communicate this shared vision, I intend to incorporate an IL approach and foster an environment conducive to collaborative learning and professional growth (Adams et al., 2019).

During this step, I will conduct a gap analysis to address questions concerning the necessity and nature of change. I will engage with staff, explaining why change is necessary and specifying the particulate aspects that require transformation. This will highlight the disparity between GT Charter School's current and future state. To accomplish this, I have chosen Nadler and Tushman's congruence model (NTCM) (Deszca et al., 2020), which allows us to align various organizational elements, particularly those involved in the transformation cycle, such as teachers, work, culture, and organization, and understand how they interrelate within our school. This will help us understand the changes required to bridge the identified gaps during this step.

Step 3: Acceleration

As I approach the end of my first year as a principal, I am focusing on step 3 of the CPM, which involves creating an action plan for the next school year. Planning starts as early as April. My goal is to reduce the workload for teachers and promote CTE by using the information and knowledge obtained from the previous two steps. To achieve this, I plan to build a culture of learning (Adams et al., 2019) by providing sufficient time and resources for teachers to

collaborate, reflect, and grow (Deszca et al., 2020; Galecki & Mann, 2020). I will also prioritize providing PD opportunities to improve the quality of teaching and learning around the new curriculum (Dudar et al., 2017) and focus on the unique characteristics of gifted students so that teachers can better meet their needs (Matheis et al., 2017). By increasing collaborative learning opportunities grounded in teachers' input and empowering them to shape their professional learning, Donohoo (2017) suggests this effectively enhances CTE.

To promote a collaborative learning environment, teachers must align their growth plans with the mandates set out in our charter and follow the requirements outlined by the province regarding the TQS. This compliance document will shift towards an inquiry-based professional growth plan to make the process more authentic, starting in September of the plan's second year. This process will involve regular reflective conversations, ongoing interactions between teachers guided by the generative dialogue process, and purposeful classroom observations that align with their professional growth plans, as Adams et al. (2019) suggested. These growth plans can be more effective when aligned with supporting a collaborative inquiry process based on common inquiries (Donohoo, 2017). To further reinforce this collaborative process and foster a greater sense of efficacy, I will transform the monthly staff meeting from an informative session to one with a focused inquiry. During these meetings, teachers can actively share evidence illustrating their professional growth and its impact on student learning (Adams et al., 2019).

Central to this transformational process is integrating the generative dialogue framework. This involves purposeful conversations with teachers focusing on their learning and leadership development. It is grounded in a sociocultural understanding of each teacher and their shared cultures and is facilitated by communities of practice (CoP). The objective is to foster meaningful interactions that promote personal and professional growth while strengthening the

collaborative fabric within our school. Through the generative dialogue process, teachers can engage in critical reflection, a mechanism that bolsters CTE (Adams et al., 2019).

Collaboration is crucial in achieving equity (Griffiths et al., 2021). Therefore, I am committed to fostering ongoing collaboration and will work closely with my ELT members to organize key PD opportunities tailored to teachers' needs. To ensure that teachers are actively involved in the change process, I will integrate these collaborative opportunities into the timetable and calendar, emphasizing their importance and enabling teachers to work with their colleagues without any extra workload (Dudar et al., 2017). There are several collaborative opportunities worth considering, such as CoP, PLC, and Edcamps, all of which have positively impacted teachers' professional learning by promoting collaboration, inquiry, and collective efficacy (Donohoo, 2017).

A particular focus will be placed on encouraging reflective discussions around teaching practices (Chaseling et al., 2016) and fostering continuous dialogues that enhance teachers' professional learning during daily interactions, staff meetings, and PD days. Our collaborative approach aims to create a dynamic and supportive environment where teachers can collectively contribute to their growth and CTE.

Lastly, we will celebrate achievements and small wins throughout the implementation plan, which is vital for its success (Deszca et al., 2020). These celebrations may involve sharing short-term goals achieved by teachers who meet their growth plans and facilitating discussions among teachers to share their co-learning experiences with the staff. Recognizing and celebrating these small wins adds significant value to the work, fostering a sense of accomplishment and inspiring continued progress (Johnson, 2023). Such celebrations motivate and reinforce a persistent commitment to continuous improvement efforts (Dudar et al., 2017).

Step 4: Institutionalization

In Chapter 1, I emphasized the importance of reflective practices and self-awareness in my leadership journey. As a leader, it is crucial to model reflective practices to instill a culture of reflection among teachers. Moreover, research by Adams et al. (2019) suggests that collective professional learning is more effective for teachers. Therefore, I plan to involve teachers actively in the change process to achieve our shared vision, as described in the final step of my CPM (Deszca et al., 2020). This step is critical for gaining genuine buy-in and sustaining change, as Armenakis and Harris (2009) stated. I aim to implement this step in the second year and hope that by the end of the year, we will have successfully transitioned to our desired future state of CTE. I will continue to monitor progress collaboratively in the third year (Deszca et al., 2020).

To ensure a successful implementation plan, I will use a combination of leadership approaches, including IL, GL, and CRSL, to complement my guiding SL approach. For progress tracking, I will use Deming's Plan-Do-Study-Act (PDSA) cycle (Moen & Norman, 2009) (see Appendix I). At the beginning of the school year staff meeting, I will encourage teachers to set SMART (specific, measurable, achievable, realistic, time-bound) goals and assess their progress at the end of the year (Markiewicz & Patrick, 2016). We will also utilize the PDSA Cycle Form (see Appendix J) to systematically monitor and evaluate progress throughout the plan, aligning with the comprehensive approach outlined in the CPM (Deszca et al., 2020). These goals and forms will be reviewed at the year-end staff meeting to create a continuous feedback loop, enabling us to stay on track with our objectives and make necessary adjustments.

Equity in Change

In creating an inclusive and supportive learning environment, my approach involves actively involving teachers in the decision-making process throughout the CPM process while

prioritizing their mental health (Robinson et al., 2023) and using culturally appropriate methods to ensure equity (Whelan-Berry & Somerville, 2010). By adopting a CRSL approach, teachers can become more aware of diverse cultural contexts (Khalifa et al., 2016). Encouraging community partners to participate in courageous conversations (CC) fosters racial understanding, promotes equity, and reduces achievement disparities. Providing targeted PD opportunities based on the diverse characteristics of gifted students can enhance job satisfaction, resiliency, and instructional quality (Mansfield et al., 2020), while employing teacher self-efficacy (TSE) practices contributes to improved student achievement (Jerrim et al., 2023).

I prioritize the well-being of teachers and ensure equity by implementing ethical practices (Liu, 2017). I adopt an SL model that allows me to take a holistic approach to change and address ethical responsibilities within my organization. This involves prioritizing ethical decision-making (Bier, 2022) and embracing an ethics of care paradigm that considers the impact of my decisions on others. I strive to create a nurturing environment where all staff and students feel valued and supported, and I consider diverse sociocultural contexts while assisting teachers throughout the CPM process (Wood & Hilton, 2012).

Potential Challenges and Limitations

Implementing the CPM in a complex organization like GT Charter School presents challenges influenced by various internal and external factors (Deszca et al., 2020). A significant obstacle to this plan is the potential resistance from teachers (Bonner et al., 2020). According to Deszca et al. (2020), changes in government policies and reforms could increase resistance, underscoring the importance of effective leadership in navigating negative behaviour and emotional resistance, as Adams et al. (2019) emphasized. Teachers may resist change if they believe that it will create more work for them, especially if participating in professional learning

reduces their time for lesson preparation or grading, leading to feelings of inadequacy (Dudar et al., 2017). Some teachers may perceive this change as additional administrative work and time away from the classroom as an extra burden on their heavy workload (Austin & Harkins, 2008).

Meanwhile, conversations surrounding CTE beliefs can be perceived as evaluative and threatening, which may result in negative emotions (Donohoo, 2017). Additionally, collaboration among teachers requires the inclusion of diverse perspectives, which can trigger conflicts and jeopardize the interpersonal relationships teachers value (Austin & Harkins, 2008). Therefore, building and maintaining trust within the school culture is paramount. Additionally, while collective efficacy beliefs are adaptable, their transformation requires a concerted and substantial effort, eventually leading to the success of CTE (Donohoo, 2017).

Potential challenges I anticipate as a new principal are effectively communicating the rationale behind the proposed change, conveying my vision to teachers in an understandable manner, and inspiring positive action (Deszca et al., 2020). Adopting an SL approach and three other leadership approaches can help strengthen my change approach with teachers, who play a pivotal role in the implementation process. Building trustworthy relationships and fostering a collaborative environment is essential to encourage teachers to participate in the change. Collaborating with the ELT members and engaging in daily walkabouts can establish a culture of trust. Embedding collaborative PD opportunities into the school timetable and calendar can help gain teacher buy-in and improve the effectiveness of the change (Dudar et al., 2017). Openness to feedback, flexibility, and collaboration with teachers to adjust the vision as needed can help ensure the smooth implementation of the change. Maintaining continuous communication with teachers throughout the change process (Potosky & Azan, 2022) and monitoring the school situation closely (Hatch, 2021) are also critical to success.

Plan to Communicate the Need for Change and the Change Process

As a change agent, effectively communicating my organization's vision for change is crucial for successful implementation (Northouse, 2021). An effective communication plan is essential for gaining support for a change initiative at GT Charter School. It helps reduce resistance to change and increases teachers' commitment to the initiative (Deszca et al., 2020).

Throughout the implementation of my CPM, I will keep communication ongoing by incorporating Deszca et al.'s (2020) four phases within my communication plan, which include "pre-change approval, developing the need for change, midstream change and milestone communication, and confirming and celebrating the change's success" (p. 626). I will also integrate a knowledge mobilization (KMb) plan to ensure that the knowledge generated during the change initiative is effectively communicated to all community partners.

Phase 1: Pre-Change Approval

The first phase of my communication plan is to persuade my superintendent of the need for change and obtain his approval. To support this, I will present research on what impacts teachers' work intensification and the benefits of fostering CTE among them. Subsequently, I will seek input from my ELT members, who play a critical role as middle leaders. They will help me implement the proposed changes related to professional learning, particularly by facilitating PD for our staff (Lipscombe et al., 2023). Establishing a clear link between the proposed changes and our school's goals is essential, especially as a charter school for gifted students. (Deszca et al., 2020). The communication process will convey the driving force behind my change initiative, with the vision of creating a collaborative and positive school environment where teachers and students can thrive. The goal is to address my PoP regarding teachers' increased work intensification and lack of CTE. Once my superintendent and ELT members approve and

support my plan, they will be awakened to the need for change outlined in step 1 of the CPM (Deszca et al., 2020). After that, we can focus on developing a communication plan that aligns with our school's vision for improvement and will mobilize knowledge (Malik, 2020) to alleviate teachers' workload and address CTE issues.

Phase 2: Developing the Need for Change

In the second phase of my communication plan, I will explain to the teachers why change is needed. To do this, I will clearly explain the issues that our school is facing and provide a sound rationale for the proposed changes, which aligns with step 2 of the CPM (Deszca et al., 2020). My communication strategy will focus on creating a shared vision for change while acknowledging the emotions of all community partners involved (Evans et al., 2012). To help implement this plan, my ELT members will play a crucial role in working with our teachers.

As a leader, my leadership style and communication skills are crucial in how teachers respond to the need for change. A positive and inclusive leadership approach can make implementing proposed changes smoother and significantly impact teachers' responses. As a leader who serves, I take responsibility for facilitating effective communication with all community partners involved in change, especially teachers (Khaw et al., 2022) and ELT members. This approach promotes safety and security among them and ensures everyone's voices are heard (Kosonen & Ikonen, 2022). Meanwhile, having good communication and conflict-resolution skills is paramount in building trust and respect among community partners and motivating teachers (Northouse, 2021). These skills are crucial because if I am not seen as trustworthy or fail to consider teachers' needs and cultural values, communication breakdown can occur, leading to a lack of support from community partners and causing our change initiative to fail (Shrivastava et al., 2022).

To effectively transfer knowledge to teachers, I will utilize an organizational framework based on five essential questions outlined by Lavis et al. (2003, p. 222):

- What should be transferred to decision-makers (the message)?

- To whom should research knowledge be transferred (the target audience)?

- By whom should research knowledge be transferred (the messenger)?

- How should research knowledge be transferred (the knowledge-transfer processes and supporting communications infrastructure)?

- With what effect should research knowledge be transferred (evaluation)?

By addressing these questions with members of my ELT, we can make informed decisions about the type of research needed to effectively transfer knowledge to the teachers at GT Charter School. Guided by these considerations, we can develop and articulate the rationale for change with others. Maintaining transparency and continuous communication with community partners is crucial (Deszca et al., 2020; Khaw et al., 2022).

For this purpose, I will prioritize face-to-face communication as it enhances engagement and reduces the likelihood of miscommunication (Deszca et al., 2020). To facilitate this, I will communicate informally during daily walkabouts and formally during individual teacher growth plan meetings and staff meetings. In addition, written communication, such as emails, can be used to share important information and generate innovative solutions (Shrivastava et al., 2022). These approaches can foster a positive attitude and acceptance while mitigating adverse reactions such as resistance, turnover (Khaw et al., 2022), and stress. Furthermore, they can increase job satisfaction (Kosonen & Ikonen, 2022), teacher involvement, and commitment to change (Deszca et al., 2020).

Phase 3: Midstream Change and Milestone Communication

In the third phase of my communication plan, I aim to implement intentional strategies to convey crucial information to teachers about our desired future state, proposed operational changes, and how they will affect them. This phase requires timely and effective communication about the evolving impact of the changes. It is essential to ensure that teachers understand the progress made and address any feedback or concerns they may have. This phase aligns with step 4 of CPM, institutionalization (Deszca et al., 2020).

As a change agent and principal, I need to develop a practical knowledge transfer strategy that guides informed decision-making during the implementation of change at GT Charter School. Since my target audience comprises teachers, my plan will align seamlessly with the collaborative work environment of our school, taking guidance from Lavis et al. (2003). To facilitate the transfer of research insights to teachers, I will integrate the concept of knowledge mobilization (KMb) into my communication plan. Collaborating with ELT members, I will select the most appropriate KMb activities that align with teachers' interests and organizational goals (Malik, 2020). The chosen research insights will be disseminated among our teachers using Lavis et al.'s (2003) knowledge transfer framework. This will guide our KMb plan by addressing critical questions about what knowledge should be communicated, to whom, by whom, how, and its anticipated effect. Appendix K shows that I intend to follow a multidimensional path in implementing this approach, guided by communication and collaboration. The KMb plan aims to ensure effective knowledge transfer and mobilization, facilitating a smoother integration of research findings into teachers' daily practices.

As part of our KMb plan, we will incorporate different KMb activities to help teachers learn and improve their skills. These activities include book studies, sharing research findings

with teachers (Cooper et al., 2018), and inviting experts to present their research. We will incorporate these activities during professional learning opportunities such as PD Day, CoP, PLC, and Edcamps, aligning them with our school's vision and charter mandate to foster gifted education while supporting teachers' growth plans. We will also ensure that the knowledge from these activities addresses our gifted and twice-exceptional (2e) students' unique needs in our school. We aim to help teachers collectively develop their skills by working together to create an environment that promotes learning and knowledge application. According to Langley et al. (2018), teachers play an active role in deciding what knowledge to include. To incorporate this aspect into our change initiative, we will rely on research findings chosen by our community partners, focusing on professional learning opportunities that support the development of CTE.

As I communicate any changes, I will align the KMb plan with the new focus and keep everyone informed. To spread the word, I will use a variety of informal communication channels, such as our school's Twitter and Instagram pages, school website updates, and face-to-face interactions during daily walkabouts and staff meetings. Additionally, I will use formal modes of communication to provide regular updates to our staff and parents/guardians through weekly newsletters, monthly School Council coffee talks, and monthly reports shared at School Council and Charter Board meetings (Deszca et al., 2020).

I must anticipate and address teachers' questions and concerns to effectively manage my communication plan. The most common teacher question concerns time management, which Dudar et al. (2017) emphasize. It is a crucial issue in our educational setting, involving the management of limited resources, ensuring efficient use of time, maintaining control, and minimizing waste. How we allocate our time can significantly impact our approach to tasks, underscoring the importance of investing time wisely in PD to expedite the change process

(Dudar et al., 2017). To address the time issue, I propose integrating all staff meetings and professional learning opportunities into teachers' timetables and calendars at the beginning of the change plan. This integration will eliminate the need for additional commitments beyond the regular workday and prevent increasing teachers' work intensification.

Another anticipated question relates to measuring teachers' efficacy beliefs. According to Bandura (2020), there are two possible methods: individual assessments or collective assessments by forming a consensus in group discussions to assess the group's capabilities. Donohoo (2017) suggests that school leaders engage in ongoing conversations with teachers to gain insights into their beliefs. This can help provide a comprehensive understanding of teachers' collective beliefs about their ability to impact student outcomes.

To effectively manage change, it is essential to establish collaboration norms within the team and implement conversation protocols during professional learning time. We must recognize teachers as each other's primary resource for professional growth, emphasizing the importance of successful collaboration in their development (Dudar et al., 2017). This approach aligns with Bandura's social cognitive theory (SCT) of triadic reciprocal causation, which posits that personal agency and social structure influence each other independently, and social structures emerge from human activities. These practices provide resources and opportunities for individual development (Bandura, 2000). They contribute to reframing the neoliberal discourse into one that values student achievement and teacher well-being as equal pillars in the educational endeavour. Meanwhile, encouraging generative dialogue is pivotal, fostering intentional conversations that focus on learning and thereby contribute to establishing a trust-based school culture. This approach transforms teachers' learning while supporting reflective practice (Adams et al., 2019), aligning seamlessly with my preferred solution for addressing my

PoP. Additionally, I am committed to assisting teachers in understanding how changes will impact their roles, ensuring transparent communication regarding any job changes, and providing regular updates to keep everyone informed about the progress.

Phase 4: Confirming and Celebrating the Change Success

The final phase of my communication plan involves celebrating the success of the change, which aligns with step 3 of CPM, acceleration (Deszca et al., 2020). Active involvement of teachers in the celebratory process is crucial, as Fullan (2015) emphasized, due to their essential role in educating students. Research indicates that when teachers feel valued, they are more likely to support change initiatives (Gaubatz & Ensminger, 2017). Therefore, to motivate them to embrace change, I plan to acknowledge their small achievements and pay attention to detail (Duignan, 2020). Timely celebration of these accomplishments boosts morale, inspires continued progress (Johnson, 2023), and reduces stress (Deszca et al., 2020), thereby validating the efficacy of my communication plan. I will recognize individual teachers by acknowledging their achievements through verbal commendation or email to achieve this.

I also plan to incorporate celebratory moments into our staff meetings to implement these principles. At the start of each session, I will highlight and celebrate positive developments within the school. Moreover, individual teachers will receive personal acknowledgement for their growth, and ELT members will be recognized for their efforts in organizing various KMb activities. These recognitions reinforce the importance of teachers' contributions and cultivate a positive school culture. Fullan (2023) highlights that such practices foster a sense of teamwork and ownership among teachers, creating an environment where accomplishments are recognized and contribute to a shared understanding of achievement and collaboration.

Furthermore, acknowledging teachers' collective effort and celebrating professional learning serves as tangible evidence of the effectiveness of collaborative endeavours, thereby contributing to the development of CTE (Donohoo, 2017; Dudar et al., 2017). A significant milestone in this process would be for teachers to recognize the effectiveness of the changes implemented, as guided by my attempt at fostering CTE. This recognition underscores the impact of our commitment to change, highlighting the shared accomplishments achieved throughout the CPM. This will cultivate a thriving school culture that benefits teachers and students and reinforces the positive outcomes of our collective efforts.

Change Process Monitoring and Evaluation

Over the next two years, my strategic focus is centred on using the CPM (Deszca et al., 2020) to bring about positive changes at GT Charter School. Specifically, I aim to enhance CTE (Donohoo, 2017). To achieve this initiative, I will emphasize regular communication guided by a KMb plan that provides teachers with opportunities, time, and resources for collaboration, learning, reflection, and development. To make sure that the changes are implemented successfully and to identify any areas needing improvement, I will put in place a monitoring and evaluation plan that will balance performance measurements (Nielsen & Ejler, 2008) and ensure the success of our change implementation plan (Torres & Preskill, 2001).

Monitoring and evaluation are essential to implementing change as they help us track progress, identify improvement areas, and ensure we achieve our intended outcomes. Although both processes involve data collection, they serve different purposes. Monitoring involves continuous assessment to improve performance, document progress during implementation, compare it to our initial goals, and determine the success or failure of the change plan (Neumann et al., 2018). In contrast, the evaluation focuses on the periodic and summative assessment of our

plan's outcomes (Markiewicz & Patrick, 2016), establishes the success of the implemented change, and guides decisions for the organization's future development (Neumann et al., 2018). The effectiveness of the evaluation is influenced by various factors such as time, application, evaluators, and types of users (Torres & Preskill, 2001), which underscore the importance of addressing these critical considerations in the evaluation process.

As I oversee the monitoring and evaluation of our change process, I recognize the importance of creating a trustworthy environment that encourages teacher participation (Torres & Preskill, 2001). As the change agent and principal, I value working collaboratively with my ELT members to achieve school transformation while regularly monitoring and evaluating the progress of our change plan. As middle leaders, the ELT actively supports and collaborates with their teacher colleagues while monitoring their performances as part of our transformative efforts (Lipscombe et al., 2023). They also help to address issues that may negatively impact our goal of supporting teachers (Neumann et al., 2018). Moreover, by integrating monitoring and evaluation processes into our change plan, we can track progress and improve as needed (Markiewicz & Patrick, 2016). These processes build teacher capacity, ensuring successful and sustainable change (Adelman & Taylor, 2007). To assess the effectiveness of implementing our change plan, I will explore various tools and measures, devise a monitoring and evaluation plan, and ensure continuous improvements to the plan as needed.

Tools and Measures for Monitoring and Evaluating Change

Previously, in this chapter, I discussed ways to ensure the successful implementation of changes at GT Charter School using the CPM framework developed by Deszca et al. (2020). To ensure that these changes continue to be successful, it is crucial to communicate effectively with teachers at every step. This includes providing them with the necessary resources and

opportunities to collaborate, learn, reflect, and grow. We also need to address Lavis et al.'s

(2003) fifth question, which concerns evaluating knowledge transfer and mobilization. By doing

this, we can build a culture of reflective practice that supports teachers' work, promotes growth,

and encourages CTE. To actively build knowledge through our KMb plan, we must anticipate

the impact of change under different conditions that we may encounter (Moen & Norman, 2009).

Therefore, using tools and measures to monitor progress and evaluate change is essential.

To initiate this process, I will develop a monitoring and evaluation framework that

includes monitoring and evaluation functions, defines evaluation questions, specifies data

collection methods, uses appropriate tools, and considers the skills of our teachers. This approach

will be tailored to meet the specific needs of our gifted charter school, considering our teachers'

expertise, the timing of the changes, available resources, and the viability of the change

implemented (Markiewicz & Patrick, 2016).

To evaluate the factors that affect our plan to change teachers' workload and CTE, I will

use Bandura's SCT and its concept of triadic reciprocal causation. The focus will be on

examining teachers' self-efficacy beliefs regarding the changes, observing how our organization

influences their behaviour, and monitoring and evaluating their behaviour throughout the change

process (Bandura, 2000). By applying this theory to monitoring and evaluating the change, I

hope to understand better the various factors that influence the success of our change plan.

To ensure we achieve our long-term goal of CTE, we will use data triangulation to assess

our progress and enhance data validity (Markiewicz & Patrick, 2016). This approach will help us

make informed decisions about our organization's development and evaluate the implemented

changes' success (Neumann et al., 2018). Our data collection process will involve four essential

tools: assessments, conversations, meetings, and questionnaires (Neumann et al., 2018). I will

regularly communicate with teachers to monitor their progress and allocate time for them to

complete the reflection portion of the PDSA Cycle Form. Additionally, I will conduct daily

walkabouts and engage in informal and formal conversations with teachers (Napier et al., 2017)

while observing their behaviour (Armenakis & Harris, 2002). Lastly, I will administer a

questionnaire to identify any issues that need attention to facilitate CTE (see Appendix L). This

comprehensive data collection will provide valuable insight into teachers' self-efficacy beliefs,

and we can prevent a low sense of CTE that may lead to lower student performance expectations

and negatively impact their success (Donohoo, 2017).

Monitoring and evaluation, along with reflection and learning process, are critical in

preventing the recurrence of mistakes. Therefore, it is crucial to create opportunities for

reflection during staff meetings to discuss the monitoring and evaluation results. This will enable

us to make evidence-informed adjustments. Teachers will be given ample opportunities to

reflect, self-assess, and share their perspectives on the success of our change implementation

plan. We will formulate evaluation questions and develop recommendations to transform

conclusions into suggestions for moving forward (Markiewicz & Patrick, 2016).

A vital tool for monitoring and evaluating progress involves adopting the Plan-Do-Study-

Act (PDSA) cycle (Laverentz & Kumm, 2017). In the study stage of the PDSA cycle, we will

measure and evaluate the outcomes of our plan to determine its success in cultivating CTE

(Laverentz & Kumm, 2017). This process will also guide ELT members in providing relevant

professional learning opportunities to teachers, helping them achieve their SMART goals

(Markiewicz & Patrick, 2016). The data gathered will then be presented during staff meetings to

recognize and celebrate teachers' accomplishments, evaluate progress toward their goals, boost

commitment, and reduce stress (Deszca et al., 2020). Any required improvements will be

implemented during the act stage of the PDSA cycle (Burnes & By, 2012), as the plan will be reviewed and adjusted as necessary to ensure continuous improvement.

Monitoring and Evaluating Change

According to Nielsen and Ejler (2008), a monitoring and evaluation system is essential for tracking performance. While developing a monitoring and evaluation framework at GT Charter School, I will work with my ELT members to create evaluation questions to guide these processes. For example, we may create a question like "To what extent will the development of CTE improve the problem of work intensification?" These questions will serve as the basis for our monitoring and evaluation plans. The monitoring plan will consist of four steps outlining the monitoring aspects and methodology, and the evaluation plan will include five steps, including elements to be evaluated and their corresponding approach (Markiewicz & Patrick, 2016).

In step 1 of the CPM, awakening (Deszca et al., 2020), I will develop the first step of my monitoring plan by identifying areas that require observation (Markiewicz & Patrick, 2016), such as work intensification and the lack of CTE. To monitor progress, I will use qualitative research methods (Creswell & Creswell, 2018). I will adopt a social constructivist (SC) approach and conduct one-on-one conversations, asking teachers open-ended questions (Creswell & Creswell, 2018) through generative dialogue to gain insights into their challenges (Adams et al., 2019). This approach helps me achieve my short-term goal of relationship building (Fullan, 2023). Also, it plays a crucial role in gathering qualitative data that will inform the planning stage of the PDSA cycle (Laverentz & Kumm, 2017) and helps me organize targeted professional learning opportunities for teachers with members of the ELT.

In step 2 of the CPM, mobilization, I will incorporate the NTCM to guide the creation of ideal conditions that encourage transformative actions by teachers (Deszca et al., 2020). Centred

on this gap analysis, my role in this phase is to develop a shared vision for organizational change with ELT members and effectively communicate this vision with teachers (Evans et al., 2012). This aligns with my medium-term goal of fostering collaboration with the ELT. Concurrently, in alignment with the second step of my monitoring plan, I will establish performance indicators and targets to demonstrate progress (Markiewicz & Patrick, 2016) toward our vision of fostering CTE. This collaborative visioning process will occur during a staff meeting later in the school year. To make this vision measurable, I will encourage teachers to set individual SMART goals (Deszca et al., 2020) and provide them with the PDSA Cycle Form to monitor and evaluate these goals. Responding ethically to teachers' needs (Burnes & By, 2012), guided by an ethics of care where care and relationships play a central role in guiding my actions as an ethical leader (Ehrich et al., 2015), will involve gathering qualitative and observable data on factors contributing to work intensification. This data and ongoing conversations will inform the provision of necessary resources, support, and targeted professional learning opportunities to address identified needs.

As we move into the second year and advance to step 3 of the CPM, acceleration (Deszca et al., 2020), I will complete the third step of my monitoring plan by identifying the processes and tools required for data collection (Markiewicz & Patrick, 2016). Qualitative and quantitative methods will be used to comprehensively interpret the change plan, drawing from various sources collected throughout the implementation process. Data triangulation, which involves multiple methods, sources, and viewpoints from community partners, is vital to ensure the reliability of the results (Markiewicz & Patrick, 2016; Nielsen & Ejler, 2008).

Next, I will assign responsibilities and time frames to teachers in this step of the CPM (Deszca et al., 2020) and in alignment with the fourth step of the monitoring plan (Markiewicz & Patrick, 2016). To accomplish this, I will have ongoing conversations with members of my ELT

and teachers (Adams et al., 2019) and provide opportunities for reflection on their progress in achieving their SMART goals during staff meetings. Giving constructive feedback during this process will help ensure equitable support for all teachers.

Markiewicz and Patrick (2016) underscore the importance of having a comprehensive evaluation plan to achieve the desired outcomes. I plan to follow this approach during step 4 of the CPM, institutionalization. At this stage, I aim to bring GT Charter School's shared vision to life (Deszca et al., 2020) by promoting CTE beyond the second year and integrating an evaluation plan with a well-defined overall evaluation approach. As a change leader, I am committed to fostering a collaborative school environment through an SL approach. As a supportive leader, I recognize the significance of active participation in the evaluation process (Torres & Preskill, 2001). Evaluations guide organizational development decisions and determine the success of implemented changes (Neumann et al., 2018).

The evaluation plan consists of five steps that ensure continuous improvement. Firstly, I determine our evaluation approach. Then, I collaborate with ELT members to identify evaluation questions that require criteria and standards. The third step involves identifying the focus of evaluation and methods for addressing these questions. Fourthly, we assign responsibilities and set a time frame for the evaluation process. Finally, we culminate with a review of the monitoring and evaluation plans (Markiewicz & Patrick, 2016). To ensure continuous improvement, we will employ the PDSA cycle. In step 3 of this cycle, study, we will evaluate if the changes made produced the desired effect. Based on the findings, we will proceed to step 4, act, allowing us to implement new changes and start a new cycle (Laverentz & Kumm, 2017).

I intend to involve members of the ELT during leadership meetings and teachers during staff meetings to ensure their active participation in the evaluation process, as suggested by

Preskill and Boyle (2008). This approach will lead to greater understanding and commitment to the evaluation plan, motivating them to help analyze its results (Torres & Preskill, 2001). To analyze data regularly, I will use the CPM framework to identify areas for improvement and refine them based on monitoring and evaluation findings. I will pay special attention to step 4 of the CPM, institutionalization, which will help me track changes, evaluate ongoing needs, monitor progress, and make additional changes as necessary (Deszca et al., 2020).

To assess the quality of education and the satisfaction of community partners with our learning environment, I will utilize various data sources and evaluate the accuracy of our program. This will involve analyzing the annual Alberta Education Assurance (AEA) survey (Government of Alberta, 2023) and reviewing teachers' SMART goals during the CPM process at the end of each year. These evaluations will help us improve the accuracy of our program assessments and serve as a valuable performance indicator (Markiewicz & Patrick, 2016). Additionally, this approach will encourage productive conversations with teachers regarding their growth plans for the year and support their development and effectiveness skills (Adams et al., 2019). We will also prioritize continuous assessment, performance documentation, and comparison with our initial goals (Neumann et al., 2018).

I aim to ensure the successful implementation of our change plan and achieve my long-term goal of reducing teachers' workload, establishing a collaborative culture, providing necessary resources, and recognizing any advancements made during the evaluation process (Preskill & Boyle, 2008). Celebrating accomplishments in a timely manner can boost morale and motivate educators to persist toward positive change (Johnson, 2023). In addition, I will ensure ongoing communication with community partners, keeping them informed about the progress of the change plan, whether successful or not (Neumann et al., 2018). I will continue exploring

avenues for continuous improvement in the change plan, fostering an adaptive and responsive approach to enhance effectiveness.

Continuous Improvement of the Change Implementation Plan

As a part of my collaboration with members of the ELT, we have taken responsibility for implementing, monitoring, and evaluating the proposed changes at GT Charter School. We aim to continuously improve the change implementation plan using the PDSA cycle, a systematic approach that allows for adjustments as new insights are gained. This approach empowers teachers to take actions that promote learning, encourage collaborative teamwork (Moen & Norman, 2009), and align with Alberta Education's Leadership Quality Standard (LQS) principles in leading a learning community (Alberta Education, 2020).

The PDSA cycle involves concept evaluation, where, in step 3 of the study, we examine whether the implemented changes yielded the desired effect. Based on the results of step 3, we move on to step 4, act, where we initiate new changes and begin another cycle (Laverentz & Kumm, 2017). This approach simplifies the process of making changes, reduces teacher barriers, informs community partners to take new actions (Reed & Card, 2016), enhances the growth capacity of our teachers, empowering them to instigate change, and provides optimal learning opportunities to improve their collective efficacy skills (Chaseling et al., 2016). This empowerment gives teachers a voice, enabling them to contribute to students' success and ensuring the sustainability of the changes made (Tichnor-Wagner et al., 2017). These collaborative efforts aim to improve the quality of teachers while addressing the evolving needs of our gifted students and reducing teachers' stress levels (Matheis et al., 2017) that are impacted by work intensification (Osmond-Johnson & Fuhrmann, 2021).

The continuous improvement nature of the PDSA model (Laverentz & Kumm, 2017) guides me to implement change successfully while allowing for necessary adjustments to ensure desired outcomes (Reed & Card, 2016). Full support from all community partners, including the superintendent (Markiewicz & Patrick, 2016), reliable data to inform the study and act stages (Tichnor-Wagner et al., 2017), and supportive leadership, setting, and resources are crucial. The PDSA cycle's simplicity and short, iterative nature help me focus on achieving the desired outcome of my PoP. This approach guides discussions toward the growth goals of teachers, enhances their ability to implement evidence-based practices, and promotes continuous reflective thinking. Ensuring successful change implementation requires remaining open to necessary adjustments to our plan. Although unforeseen outcomes may occur, such as a shift in focus or altered expectations, I am dedicated to effectively driving change. Through proper guidance and a data-driven approach, I aim to create an environment that supports thriving teachers and promotes continuous improvement (Reed & Card, 2016).

The successful implementation of change lies at the heart of transformation, with teachers playing a pivotal role in its success (Fullan, 2015). Thus, after the evaluation process, I will provide teachers with opportunities for reflection during staff meetings to discuss monitoring and evaluation results and make evidence-informed adjustments. This reflection may reveal areas for improvement in the plan, which would require involvement from community partners to review and refine the plan (Markiewicz & Patrick, 2016). If adjustments to the plan are needed, we can use three important guiding questions proposed by Moen and Norman (2009) to help us make decisions: "What are we trying to accomplish? How will we know that change is an improvement? What changes can we make that will result in improvement?" (p. 7).

By integrating the PDSA cycle with the CPM, teachers can set measurable goals and assess the effectiveness of the implemented change (Tichnor-Wagner et al., 2017). The iterative nature of this model allows the PDSA cycle to be implemented every two years in conjunction with the timeline of the CPM (Laverentz & Kumm, 2017), strengthening the change implementation process and aiding in achieving the desired goal of CTE. Continuous monitoring and evaluation of the collected data, exploring ways to make ongoing improvements (Tichnor-Wagner et al., 2017), and refining the change implementation plan are essential components to ensure the success of this change and contribute to the transformation of GT Charter School.

Next Steps, Future Considerations of the Plan for Organizational Improvement

Confronting teachers' foundational beliefs can be challenging, as change is gradual (Donohoo, 2017). In light of this, my next steps for organizational improvement revolve around building trust with teachers and collaborating with members of my ELT to reshape the neoliberal narrative within GT Charter School. This involves addressing the issue of work intensification, supporting teachers' well-being, and developing effective strategies to support CTE while catering to the needs of our gifted students. To achieve this, I will adopt an SL approach complemented by IL, GL, and CRSL tenets throughout my leadership journey, allowing me to lead with courage and improve my efficacy as the elementary principal of a gifted charter school.

I am committed to fostering a thriving school culture and improving my expertise in gifted pedagogy. To navigate challenges like neoliberal ideologies and the impact of the COVID-19 pandemic, I will focus on identifying the changes needed to establish an effective and sustainable framework for change. Progress will be measured through data triangulation, drawing on factors informed by Bandura's SCT and its concept of triadic reciprocal causation (Bandura, 2000). Collaborating with the members of the ELT is essential as I communicate

decisions and seek feedback from teachers. This process will be facilitated through a KMb plan, ensuring transparency and encouraging staff involvement. By adopting these holistic strategies, I aim to mitigate teachers' workloads while enhancing their effectiveness in educating students.

Future Considerations

As Donohoo (2017) highlighted, CTE plays a crucial role in student achievement. Therefore, future considerations for GT Charter School center on understanding how CTE affects the academic progress of our gifted students. To ensure we provide the best possible education to our gifted students, I am committed to providing teachers with the necessary resources and support based on Maslow's hierarchy of needs and helping them achieve their full potential (Bolman & Deal, 2017). Furthermore, I must consider the impact of CTE on student behaviour, which can be a significant challenge for teachers, cause undue stress, and potentially damage relationships between students, teachers, and parents (Donohoo, 2017).

Moreover, our school needs to deepen its commitment to addressing diversity, equity, inclusion, and decolonization (DEID), especially given the increasing diversity of our staff and student population. Adopting a CRSL approach can strengthen CTE and create an inclusive learning environment. Furthermore, exploring the courageous conversation (CC) framework can empower staff and students, particularly those who are marginalized. This includes thrice-exceptional (3e) learners who are gifted with learning exceptionalities such as ADHD, dyslexia, autism spectrum disorder (ASD), and others and who also belong to marginalized social categories (Collins, 2021). As the principal, I recognize my responsibility to make informed decisions that meet the evolving needs of our school community and support student learning, as aligned with Fullan (2023). This forward-thinking approach ensures that our organization remains adaptable and responsive to changing challenges and opportunities.

Conclusion

This DiP explores work intensification among Alberta teachers, emphasizing the need for collective teacher efficacy (CTE). To address these challenges, Chapter 1 explored my positionality as a principal and our organizational context as a public charter school for gifted students. Chapter 2 outlined my leadership approach to change, centring on the need to foster CTE, guided by Bandura's social cognitive theory (SCT) (Bandura, 2000). It also explored the preferred solution of my PoP, focusing on fostering a culture of reflective practice while developing teachers' professional learning. Chapter 3 detailed the two-year implementation of this change, guided by the change path model (CPM) (Deszca et al., 2020), incorporating ongoing communication and collaboration through a KMb plan, and monitoring and evaluating progress facilitated through the PDSA cycle, maintaining a continuous improvement mindset within our school community around gifted education.

Upon assuming the principal role of GT Charter School this year, I embraced a servant leadership (SL) approach, prioritizing establishing trustworthy relationships within my school community. In addressing the PoP, I incorporated instructional leadership (IL), generative leadership (GL), and culturally responsive school leadership (CRSL) tenets to help strengthen a more holistic leadership approach aimed at bringing lasting positive changes to GT Charter School. As I conclude my first year and transition into the second school year, I highly value the participation and collaboration of my elementary leadership team (ELT) members to ensure the success of the change implementation plan. Simultaneously, I am committed to transparent and ongoing communication with community partners to empower our teachers, support their well-being, reduce their workload, and foster CTE in gifted education.

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Appendix A

GT Charter School Organizational Chart
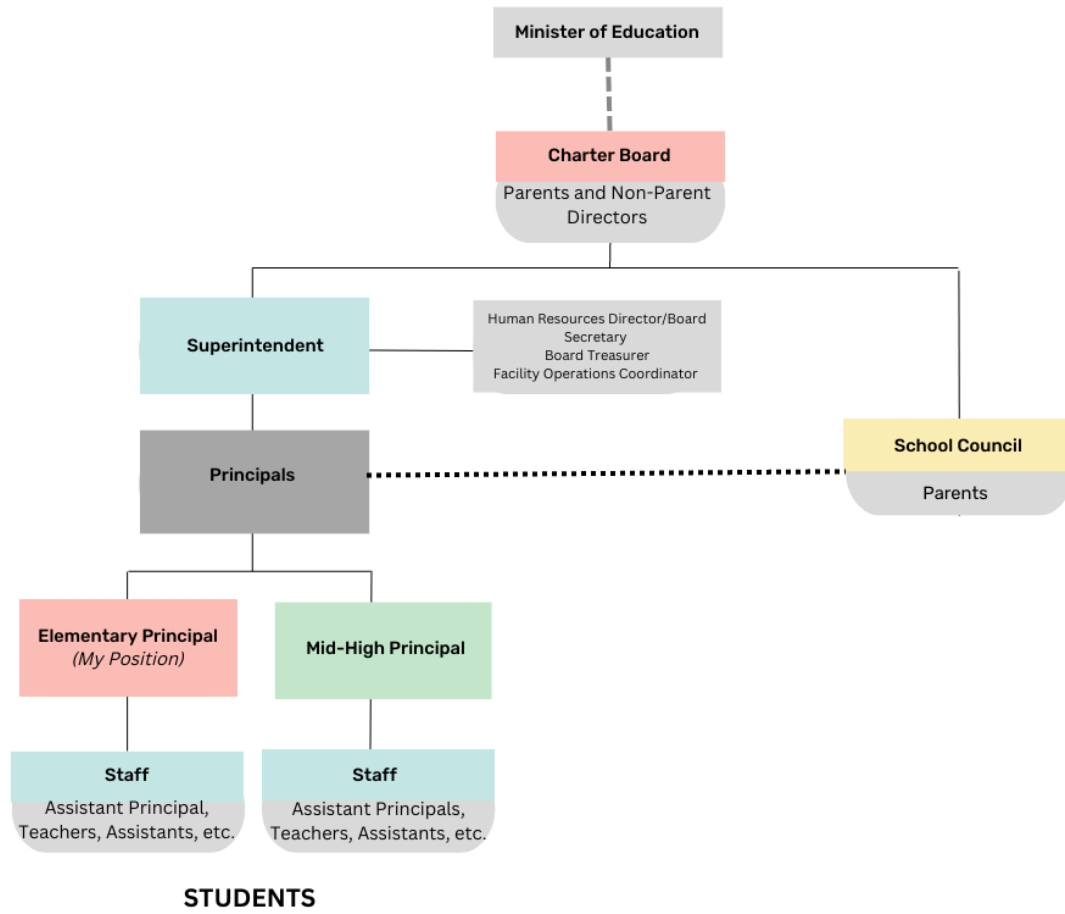
Appendix B

Maslow's Hierarchy of Needs

MASLOW'S HIERARCHY OF NEEDS
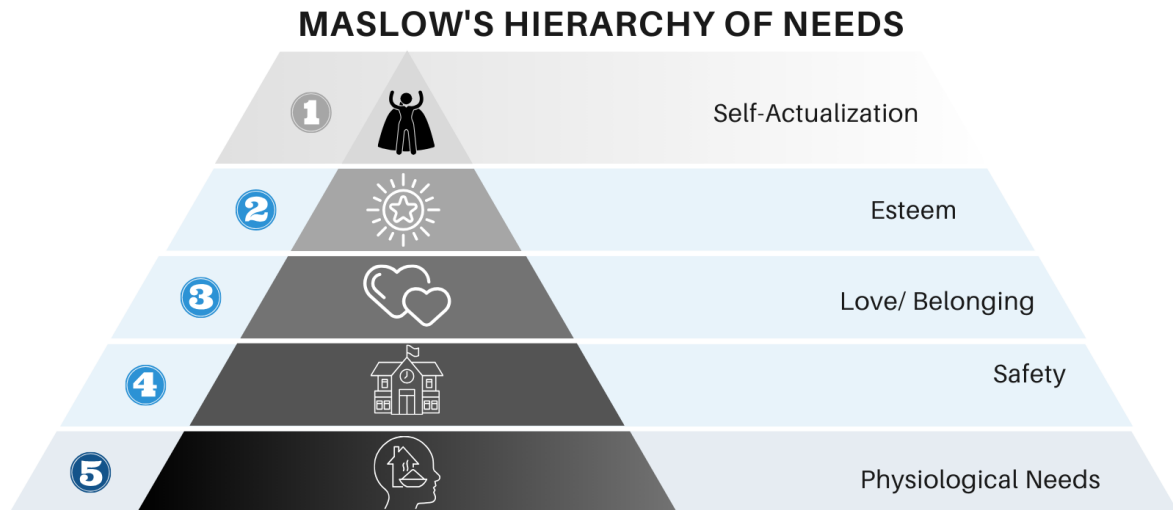
Note. Adapted from Bolman, L. G., & Deal, T. E. (2017). *Reframing organizations: Artistry, choice and leadership* (5th ed.). Jossey-Bass.

Appendix C

Impact of Work Intensification and Collective Teacher Efficacy on Teachers

Problems	Definition	Impact on Teachers	Ways to Address It
Work Intensification	- situation where teachers experience increased workload without adequate resources or support, leading to elevated stress levels (Osmond-Johnson & Fuhrmann, 2021)	- tenets of neoliberalism (new curriculum and accountability based on student performance) - post-pandemic impact on students has led to increased classroom complexities and elevated stress, exacerbated by excessive initiatives	- a leadership approach that prioritizes the well-being and empowerment of teachers while also providing them with autonomy
Collective Teacher Efficacy (CTE)	- teachers believe in their collective capacity to achieve student success (Bandura, 1997)	- guided by Bandura's (1997) concept of triadic reciprocal causation to understand the factors (environment, personal, behaviour) impacting teachers' effectiveness in teaching	- create a collaborative and inclusive culture that supports collective teacher efficacy (CTE)

Note. This table illustrates how prioritizing CTE support can reduce work intensification.

Appendix D

SWOT Analysis of GT Charter School

STRENGTHS

Question for staff:
- What are the best things about GT Charter School?

OPPORTUNITIES

Ways to support staff :
- Enhance staff professional development by fostering engagement in Professional Learning Communities (PLCs), Communities of Practice (CoPs), Edcamps, and other relevant platforms.
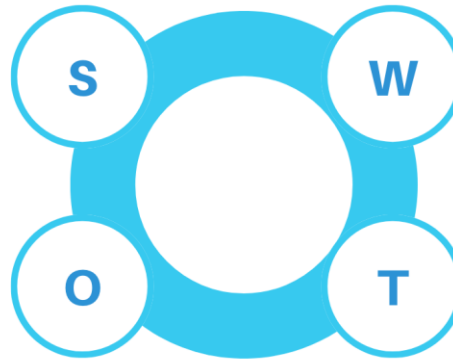
WEAKNESSES

Questions for staff:
- What are your hopes for the future of our school?
- If there was one thing you could change about our school, what would it be?

THREATS

- **Threats include:**
  - government neoliberal policies, such as implementing a new curriculum
  - lingering effects of the COVID-19 pandemic
- **Impacts of threats include:**
  - teachers' increased workload and stress
  - increase in classroom complexity (ATA, 2022)

Note. Adapted from Frue, K. (2017, March 6). How to do a SWOT analysis of your school.

PESTLE Analysis: SWOT and Business Analysis Tools. https://pestleanalysis.com/how-to-do-swot-analysis-of-your-school/

Appendix E

Applying the Change Path Model at GT Charter School

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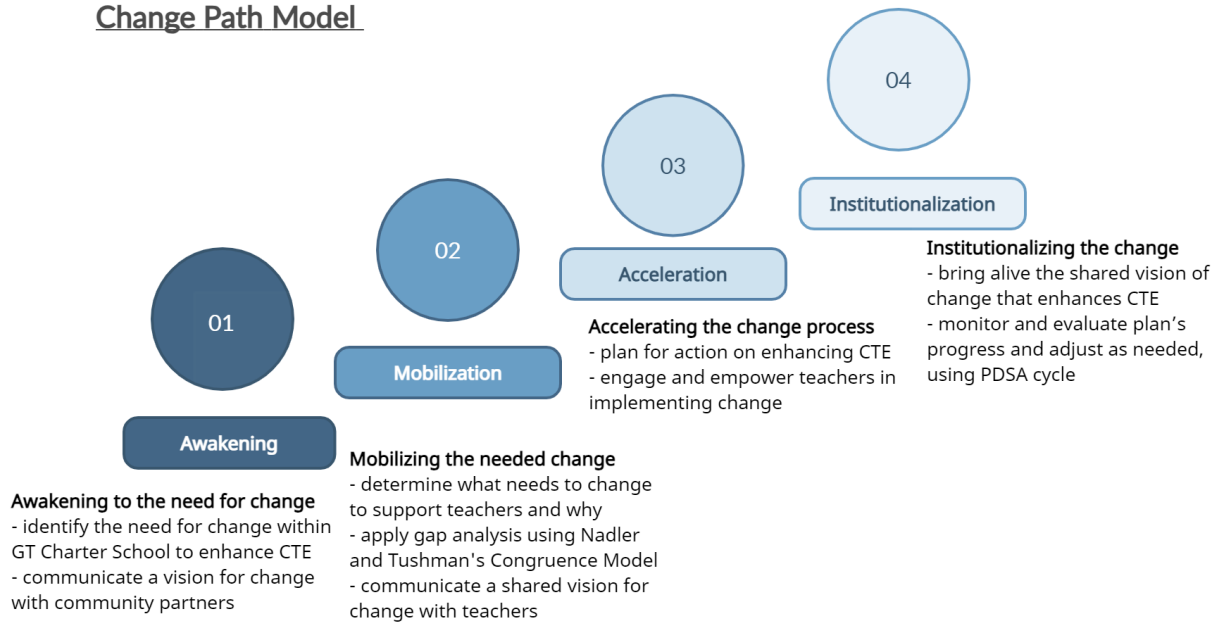
Note. Adapted from Deszca, G., Ingols, C., & Cawsey, T. (2020). *Organizational change: An action-oriented toolkit* (4th ed.). SAGE Publications.

Appendix F

Applying Gap Analysis Using Nadler-Tushman's Congruence Model
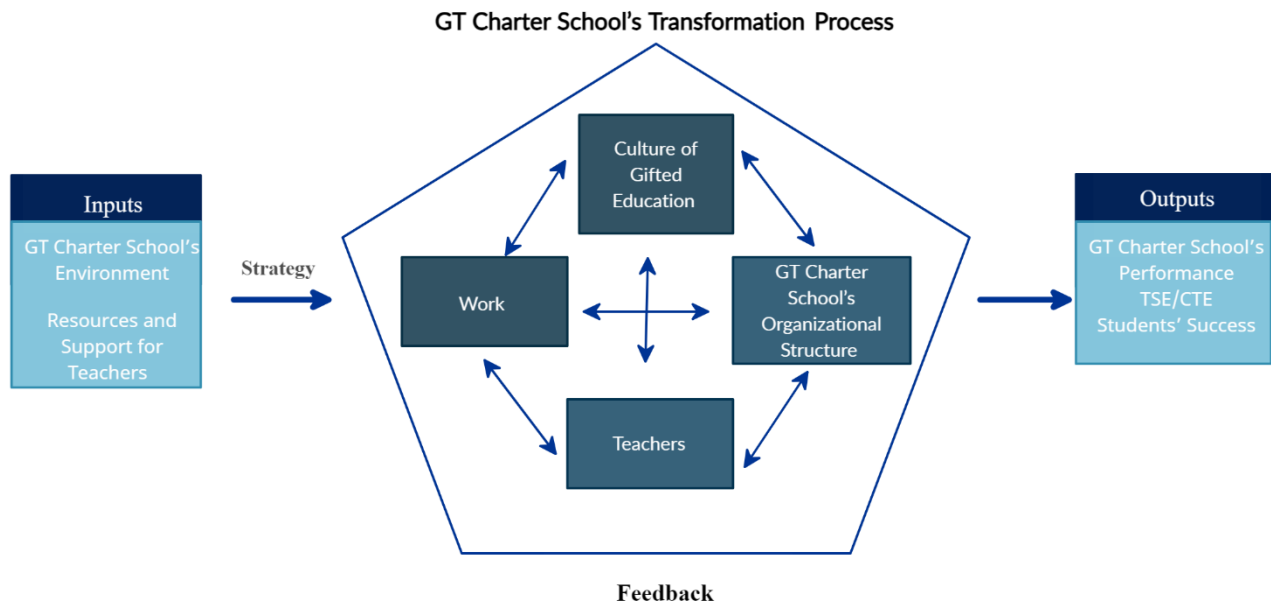
Note. Adapted from Nadler, D., & Tushman, M. (1980). A model for diagnosing organizational behavior. *Organizational Dynamics*, *9*(2), 35-51. https://doi.org/10.1016/0090-2616(80)90039-X

Appendix G

Rate GT Charter School's Readiness for Change

Readiness Dimension	Readiness Score	Score
Previous Change Experiences		
1. Has the school had generally positive experiences with change?	Score 0 to +2	
2. Has the school had recent failure experiences with change?	Score 0 to -2	
3. What is the mood of the school: upbeat and positive?	Score 0 to +2	
4. What is the mood of the school: pessimistic and cynical?	Score 0 to -3	
5. Does the school appear to be resting on its successes?	Score 0 to -3	
Executive Support		
6. Are the superintendent and members of the Charter Board directly involved in sponsoring the change?	Score 0 to +2	
7. Is there a clear picture of the future?	Score 0 to +3	
8. Is executive success dependent on the change occurring?	Score 0 to +2	
9. Are the superintendent and members of the Charter Board likely to demonstrate a lack of support?	Score 0 to -3	
Credible Leadership and Change Champions		
10. Are senior school leaders in the organization trusted?	Score 0 to +3	
11. Can senior school leaders credibly show others how to achieve their collective goals?	Score 0 to +1	
12. Can the school attract and retain capable and respected change champions?	Score 0 to +2	
13. Can junior school leaders effectively link senior school leaders with the rest of the organization?	Score 0 to +1	
14. Are senior school leaders likely to view the proposed change as generally appropriate for the organization?	Score 0 to +2	
15. Will the senior school leaders view the proposed change as needed?	Score 0 to +2	
Openness to Change		
16. Does the school have scanning mechanisms to monitor the internal and external environment?	Score 0 to +2	
17. Is there a culture of scanning and paying attention to those scans?	Score 0 to +2	
18. Does the school have the ability to focus on root causes and recognize interdependencies both inside and outside the school's boundaries?	Score 0 to +2	
19. Does "turf" protection exist in the school that could affect the change?	Score 0 to -3	
20. Are middle and senior school leaders locked into using past strategies, approaches, and solutions?	Score 0 to -4	

21. Are teachers able to constructively voice their concerns or support?	Score 0 to +2	
22. Is conflict dealt with openly, with a focus on resolution?	Score 0 to +2	
23. Is conflict suppressed and smoothed over?	Score 0 to -2	
24. Does the school have an innovative culture that encourages innovative activities?	Score 0 to +2	
25. Does the school have communication channels that work effectively in all directions?	Score 0 to +2	
26. Will those not in senior school leadership roles view the proposed change as generally appropriate for the organization?	Score 0 to +2	
27. Will those not in senior school leadership view the proposed change as needed?	Score 0 to +2	
28. Do those affected believe they have the energy to undertake the change?	Score 0 to +2	
29. Do those affected believe there will be access to sufficient resources to support the change?	Score 0 to +2	
Rewards for Change		
30. Does the reward system value innovation and change?	Score 0 to +2	
31. Does the reward system focus exclusively on short-term results?	Score 0 to -2	
32. Are people censured for attempting change and failing?	Score 0 to -3	
Measures for Change and Accountability		
33. Are suitable measures available to assess the need for change and track progress?	Score 0 to +1	
34. Does the school attend to the data that it collects?	Score 0 to +1	
35. Does the school measure and evaluate teachers' satisfaction?	Score 0 to +1	
36. Can the school carefully steward resources and successfully meet predetermined deadlines?	Score 0 to +1	
The scores can range from -25 to +50.		
• The higher the score, the readier the school is for change. • If the score is below 10, the school is most likely not ready for change. • To increase readiness, change agents can use the responses to the questions to help identify areas that need support and take action to strengthen the readiness for change.		

Note. Adapted from Deszca, G., Ingols, C., & Cawsey, T. (2020). *Organizational change: An*

action-oriented toolkit (4th ed.). SAGE Publications.

Appendix H

Change Implementation Plan
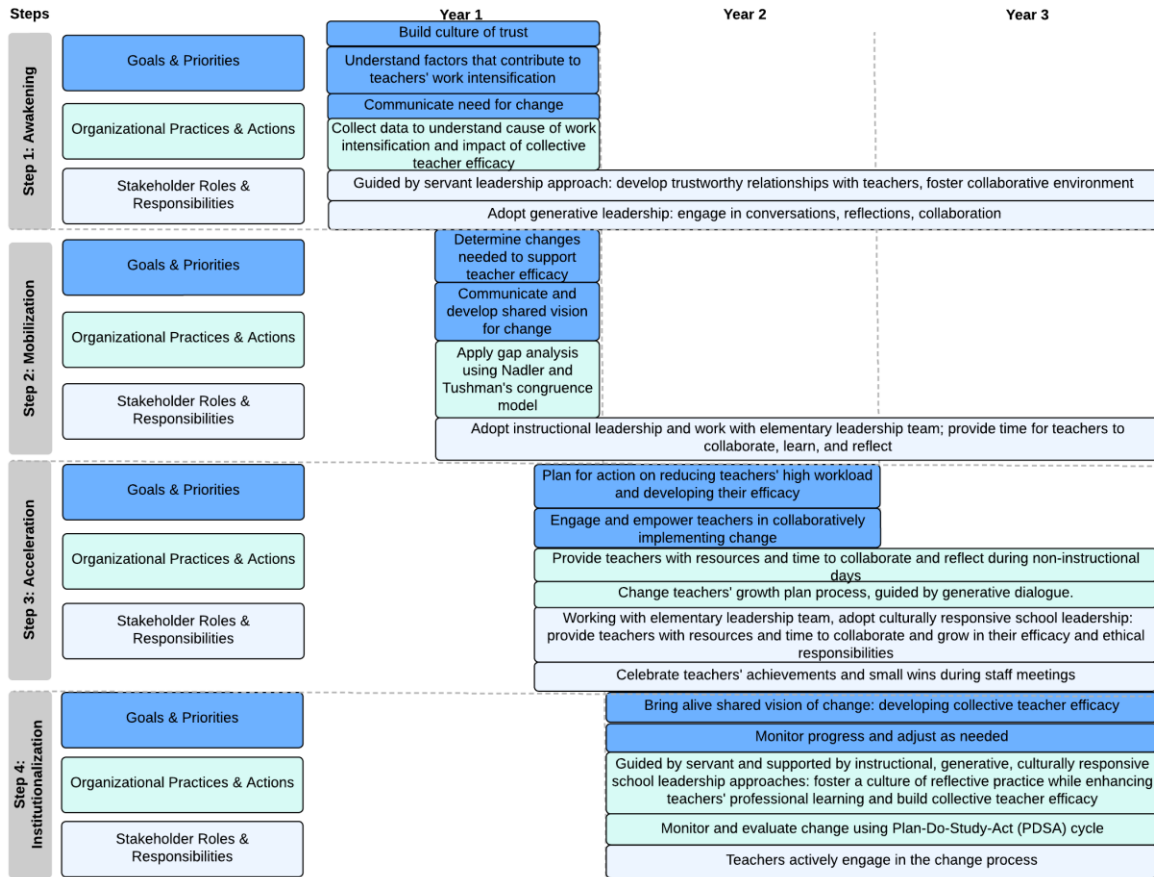
Note. The proposed timeline spans two years, with full implementation scheduled for the third year.

Appendix I

Applying the PDSA Cycle at GT Charter School

- PLAN for change
- Identify the goal of implementing change at GT Charter School, which is to reduce teachers' workload and stress and foster collective teacher efficacy (CTE)
- Outline the steps and timeline needed to implement the change

- DO/ implement the proposed change
- Collect data on the effectiveness of the change path model (CPM) at implementing change

PLAN

DO

PDSA CYCLE

ACT

STUDY

- ACT on the data collected from teachers and make improvements as needed

- STUDY/analyze the qualitative and quantitative data gathered at GT Charter School
- Monitor teachers' growth plans and CTE

Note. Adapted from Laverentz, D. M., & Kumm, S. (2017). Concept evaluation using the PDSA cycle for continuous quality improvement. *Nursing Education Perspectives*, *38*(5), 288-290. https://doi.org/10.1097/01.NEP.0000000000000161

Appendix J

Sample Form from the PDSA Facilitation Guide

GT Charter School PDSA Cycle Form

Name: _____   **Cycle Focus:** _____   **Cycle #:** ____

PLAN

Goal: What is your goal? What growth are you personally trying to accomplish?

Expectation: What outcomes do you expect will occur from this cycle?

1.
2.
3.

Details: Describe the details of your plan and determine how you will collect data.

Details	Data Collection

Reflection: Based on your collected data, reflect on how you accomplished your goal and determine areas of improvement if needed for a new cycle.

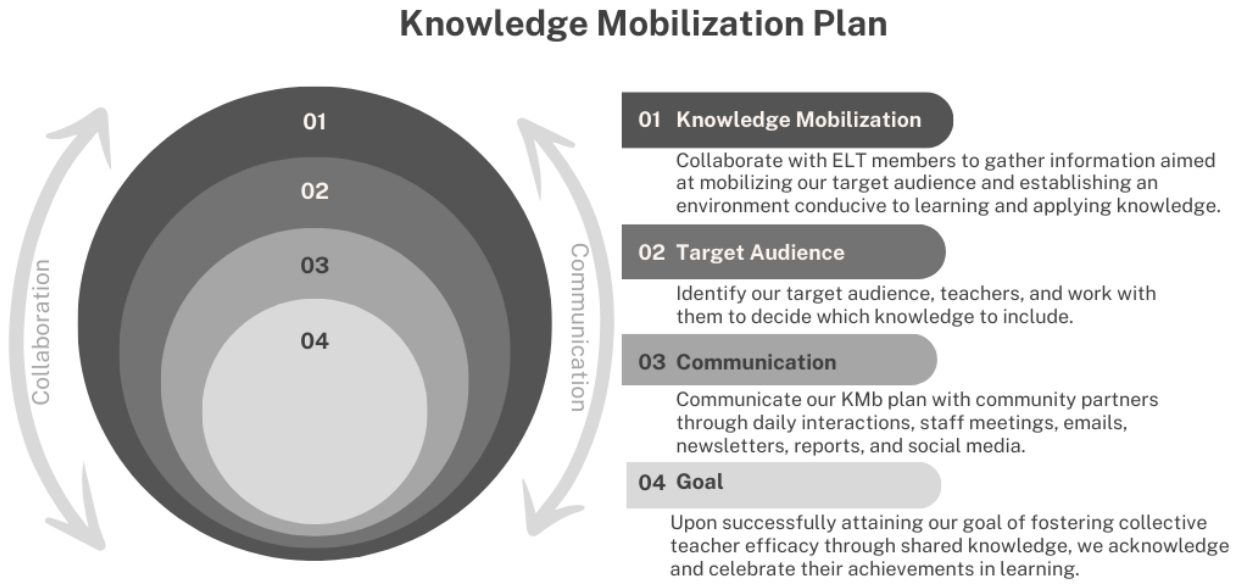| Reflect on Goal	Areas of Improvement

Note. Adapted from Tichnor-Wagner, A., Wachen, J., Cannata, M., & Cohen-Vogel, L. (2017).

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plan–do–study–act cycles. *Journal of Educational Change, 18*(4), 465-494.

https://doi.org/10.1007/s10833-017-9301-4

Appendix K

Knowledge Mobilization Plan for GT Charter School

Knowledge Mobilization Plan

01 Knowledge Mobilization

Collaborate with ELT members to gather information aimed at mobilizing our target audience and establishing an environment conducive to learning and applying knowledge.

02 Target Audience

Identify our target audience, teachers, and work with them to decide which knowledge to include.

03 Communication

Communicate our KMb plan with community partners through daily interactions, staff meetings, emails, newsletters, reports, and social media.

04 Goal

Upon successfully attaining our goal of fostering collective teacher efficacy through shared knowledge, we acknowledge and celebrate their achievements in learning.

Note. This diagram outlines the pathway through which knowledge mobilization will unfold.

Appendix L

The Enabling Conditions for Collective Teacher Efficacy Questionnaire

Directions: Please indicate your level of agreement with the following statements about GT Charter School from **strongly disagree** to **strongly agree**. Your answers are confidential.

1 = Strongly Disagree   2 = Disagree   3 = Somewhat Disagree
4 = Somewhat Agree   5 = Agree   6 = Strongly Agree

1. Teachers are entrusted to make important decisions on school-wide issues.	1	2	3	4	5	6
2. Improvement goals are established and understood by all staff.	1	2	3	4	5	6
3. School leaders help us carry out our duties effectively.	1	2	3	4	5	6
4. The staff holds shared beliefs about effective instructional approaches.	1	2	3	4	5	6
5. Teachers are provided authentic leadership opportunities.	1	2	3	4	5	6
6. I know about the classroom management strategies my colleagues use in their classrooms.	1	2	3	4	5	6
7. There is consensus on school goals among staff.	1	2	3	4	5	6
8. The staff agrees about what constitutes effective classroom instruction.	1	2	3	4	5	6
9. The school leadership team shows concern for the staff.	1	2	3	4	5	6
10. A system is in place to ensure high levels of success for all students.	1	2	3	4	5	6
11. The staff agrees on assessment strategies that are the most effective.	1	2	3	4	5	6
12. There are systems in place for tracking and monitoring at-risk students.	1	2	3	4	5	6
13. I know about the feedback my colleagues provide to students.	1	2	3	4	5	6
14. The school leadership team protects the staff from issues that detract us from focusing on learning and teaching.	1	2	3	4	5	6
15. Teachers have a voice in matters related to school improvement.	1	2	3	4	5	6
16. Students meet with success because of interventions that are in place.	1	2	3	4	5	6
17. I am aware of teaching practices used by others on staff.	1	2	3	4	5	6
18. Teachers actively participate in setting school-wide improvement goals.	1	2	3	4	5	6

Scoring:

Overall Score – the sum of the scores for all 18 items divided by 18.

Advanced Teacher Influence Scale

The sum of items 1, 5, and 15 _____ divided by 3 = _____

Goal Consensus Scale

The sum of items 2, 7, and 18 _____ divided by 3 = _____

Teachers' Knowledge About One Another's Work

The sum of items 6, 13, and 17 _____ divided by 3 = _____

Cohesive Staff

The sum of items 4, 8, and 11 _____ divided by 3 = _____

Responsiveness of Leadership

The sum of items 3, 9, and 14 _____ divided by 3 = _____

Effective Systems of Intervention

The sum of items 10, 12, and 16 _____ divided by 3 = _____

Note. Adapted from Donohoo, J. (2017). *Collective efficacy: How educators' beliefs impact student learning*. Thousand Oaks, CA: Corwin.