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From Bureaucracy to Belonging: An Equity-Oriented Cultural Shift in Preservice Teacher Placements

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Abstract

This dissertation-in-practice presents a planned cultural shift in the teacher education fieldwork placement process at a Quebec university. The author, with a commitment to social justice-oriented transformative leadership, outlines significant logistical and cultural challenges in addressing placement considerations of equity-deserving preservice teachers. These challenges are particularly pronounced due to the bureaucratic and inter-organizational nature of the placement network. To address this problem of practice, distributed and subversive-resistant change leadership approaches are employed, guided by a change management framework combining processual and social justice-oriented models. Through the change plan, there is a fostering of a cultural shift away from placements solely bureaucratizing human capital development towards a more holistic and long-term development of teacher capability and belonging. The selected solution addresses reform of policy, process, programs, and partnerships. This multilateral approach establishes structured, intentional, and iterative support for equity-deserving preservice teachers, ensuring their unique identities and needs are recognized and addressed throughout the placement process. The communication plan focuses on engaging all parties through transparent, inclusive dialogue and leveraging technology to facilitate ongoing feedback and collaboration. The monitoring and evaluation plan employs both quantitative and qualitative metrics to assess the incremental impact of the implemented changes on the placement process and organizational culture, with periodic reviews to ensure continuous improvement and alignment with social justice objectives. This work contributes to the discourse on social justice in higher education by providing a comprehensive framework and actionable insights for effecting equity-oriented cultural change within an otherwise-bureaucratic and vocationalist environment.

Keywords: preservice teachers, fieldwork placement process, cultural change, transformative leadership, distributed leadership, subversive resistance

Executive Summary

While equity and inclusion are at the forefront of current higher education discourse (Clauson & McKnight, 2018; Tamtik & Guenter, 2019), there are many bureaucratic processes within educational institutions that have not been fully reconsidered through a social justice lens. This dissertation-in-practice (DiP) presents an argument and plan for promoting a transformative cultural change within the preservice teacher fieldwork placement process at a Quebec university. It addresses the need for a placement process that values and supports the diverse identities and positionalities of teacher candidates, as well as their resultant sense of belonging.

Currently, the university's process for placing teacher candidates in host schools for fieldwork does not incorporate equity considerations beyond those related to disability (Student Office, n.d.-b, n.d.-e). The problem of practice (PoP) addressed in this DiP is the desire yet inability to manage preservice teachers' more varied equity considerations. This DiP explores how these obstacles are embedded in organizational artifacts like procedural guidelines and communication practices, reinforcing the placement network's bureaucratic, vocationalist culture that detracts from an inclusive, holistic approach to teacher development. Adopting a transformative leadership approach (Shields, 2010, 2020), the analysis of organizational context, culture, and artifacts outlines a vision for a more equity-oriented, responsive, and empowering placement process.

The more practical change leadership approach embraces a combination of distributed (Spillane, 2005) and subversive-resistant (Shahjahan, 2014) leadership styles, aimed at a collaborative yet strategically disruptive approach to foster change. The framework for leading the change process is an amalgamation of two processual and one social justice-oriented models. The trilateral framework combines Lewin's (1947) structured change initiation, implementation, and solidification process, Beer et al.'s (1999) actionable steps for partner engagement and new

practice adoption, and Hooley et al.'s (2018, 2021) directions for socially just career guidance. The DiP then presents an analysis of individual, group, and organizational change readiness across the placement network, emphasizing the particular importance of preparing for social change that seeks to shift the current placement process culture. The change plan particularly highlights leadership wellbeing, recognizing that the sustainability of equity-oriented change relies on the resilience and support of individuals involved in the collaborative change leadership process.

Various potential solutions are presented and evaluated through a framework that considers their impact on the placement network, its culture, and the students it is meant to empower. An original conceptual solution, which involves revising and initiating policies, processes, programs, and partnerships (4Ps), is selected. This comprehensive approach aims to not only revitalize the placement process structure but also shift the foundational values and assumptions underpinning the organizational culture.

The dissertation then outlines a detailed strategy for implementing, communicating, and evaluating the suggested changes. It introduces a phased, iterative approach to implementation that stresses widespread, accessible partner engagement. A robust communication plan aims to facilitate transparent and inclusive dialogue among all parties involved, including introducing new communication elements, such as personalized outreach efforts and a centralized webpage, and transforming the content of current channels, such as annual reports. The monitoring and evaluation framework employs a blend of quantitative and qualitative measures designed to rigorously assess the incremental impact of the implemented changes on the placement process and the broader inter-organizational culture. In the short term, the focus is on the development and pilot implementation of the 4Ps. The medium term concentrates on evaluating the enduring success of these implementations, along with succession planning strategies for integrating new staff, students, and other partners into the evolving culture. Lastly, the long-term perspective aims at

observing and fostering how these culturally aligned changes not only become embedded within the organization but also serve as catalysts for additive change within and outside the organization.

Acknowledging that while the dissertation-in-practice presents a comprehensive approach to organizational and cultural change, the ultimate success and shape of the implemented changes remain somewhat open-ended. This openness, however, is not due to fluctuating organizational contexts. Instead, it stems from the essential reliance on the commitment, input, and engagement of students, staff, and other partners. Implementing the eventual change plan must ultimately thoughtfully integrate their diverse experiences, contexts, and perspectives (Johnson et al., 2021), ensuring that the strategies for addressing equity and empowerment are deeply resonant and effectively tailored to real-world complexities and individuals.

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To Shawn: I acknowledge the unwavering support you offered me throughout this degree. You ensured I had the necessary time, space, care, and encouragement (and, often, dinners) to stay focused and persevere. I like you.

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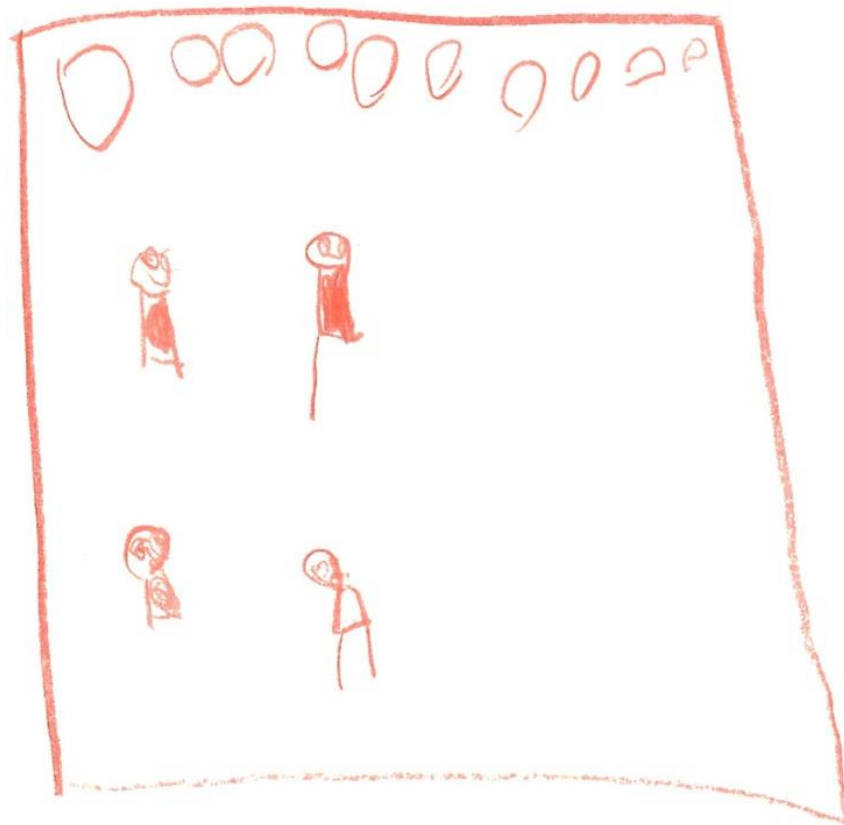
To my colleagues: I acknowledge that my professional entry into higher education was somewhat unplanned. However, I thrived in this field thanks to the mentorship and collegiality of those I have had the privilege to work alongside. In particular, I want to acknowledge my first supervisor, Ian, and my most recent, Lisa, who both consistently pushed and allowed me to excel beyond my limits. I also want to acknowledge that I actually changed roles while pursuing this doctorate. However, I was inspired by the work and my colleagues, partners, and students to persist

with my dissertation as planned and do justice to this important subject matter.

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Figure 1

“A Computer with You and Your Friends” (a.k.a. A Zoom Synchronous Session)



Note. By M. Miller, 2023, orange pencil on paper, personal correspondence.

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Acronyms

4P	Policy – Process – Programs – Partnerships
DEI	Diversity, equity, (and) inclusion
DiP	Dissertation-in-practice
DL	Distributed leadership
MOU	Memorandum of understanding
PDCA	Plan-Do-Check-Act
PoP	Problem of practice
QuebecU	Quebec University (pseudonym)
SO	Student Office (pseudonym)
WIL	Work-integrated learning

Definitions of Key Terms

Equity-deserving: Individuals who experience inequities due to systemic biases and barriers, and merit deliberate action to ensure fair and meaningful opportunities and outcomes (Tettey, 2019).

Host schools: Elementary and secondary educational institutions that welcome teacher candidates for their field placements.

Intra-, extra-, and inter-organizational: Relationships within, outside of, and between organizations, respectively.

Mentor teacher: An experienced and proficient educator who provides opportunities for observation, guidance, support, and feedback to preservice teachers during field placements, within their classroom and school context (Kyle et al., 1999).

Neoliberalism: In academia, a market-oriented approach emphasizing performance, standardization, and consumer demand, often at the expense of other values such as critical thinking and social justice (Hager et al., 2018).

Placement process: The procedural steps undertaken to match teacher candidates with appropriate host schools for their fieldwork.

Preservice teacher / Teacher candidate: Individuals who are currently enrolled in a teacher education program and are preparing to become certified teachers. The term *student teacher* is unfavoured and increasingly being retired from usage (Le Cornu, 2015).

Vocationalism: Neoliberal educational approach emphasizing skills-oriented training and preparation for specific careers, trades, or fields (Corbett & Ackerson, 2019; Hyland, 2001).

Work-integrated learning (Field placement / Fieldwork): Practical, real-world experience in a professional or workplace setting where students apply the knowledge and skills being learned in an academic setting (CEWIL Canada, 2021).

Chapter 1: Introduction and Problem Posing

Higher education leaders are increasingly recognizing their critical role in promoting social justice within their local communities and broader society (Clauson & McKnight, 2018; Tamtik & Guenter, 2019). This recognition is prompting significant equity-oriented shifts in postsecondary professional programs and their work-integrated learning opportunities (Itano-Boase et al., 2021). In particular, teacher education programs have been revising their curricula to ensure courses and fieldwork align with a more social justice-oriented approach (Ankomah, 2020; Cochran-Smith et al., 2016; Kitchen & Taylor, 2020). However, an often overlooked aspect of these programs is the actual process of placing students in the field. At the pseudonymous institution Quebec University (QuebecU), preservice teacher field placements are managed and influenced by a diverse inter-organizational network of actors, each carrying their own set of requirements and ideologies. Equity-related considerations for fieldwork are a notable element of this work; however, there is no system to manage and support them. The objective would be to create a responsive and equitable approach, ultimately rooted in a shifting organizational culture that values the placement process's impact on students' holistic development and sense of belonging. Given my leadership approach, this problem necessitates constructing equitable structures while also meeting the practical needs and interests of relevant intra- and extra-organizational parties. This initial chapter presents and problematizes the current placement process's (in)ability to manage equity considerations. Additionally, it explores the various partners involved in the placement process and how their interests and needs influence the organizational culture. This analysis establishes an understanding of the necessary cultural shifts required to support equity-deserving preservice teachers effectively.

Personal and Professional Positionality

My leadership approach is rooted in the partnership of personal identity, lived experiences, and theoretical frameworks. My unique leadership positionality, lens, and practice reflect my own

personal and professional experiences and are framed within a transformative leadership approach (Shields, 2010, 2020), which will be introduced in this section. This introspection ultimately serves as a foundation, guiding my organizational change decisions and actions.

Identity, Positionality, and Reflexivity

Identity, positionality, and reflexivity encompass, respectively, a researcher's personal and professional characteristics, stance within the research context, and critical self-examination (Wilson et al., 2022). Acknowledging and reflecting on these elements ensures my dissertation-in-practice (DiP) resonates with the complexities of how my personal life and professional practice intersect. For instance, I am a queer, cisgender, white, male settler, with a vulnerable health condition. This places me in a unique intersection of dominant and equity-deserving identities within the higher education and broader social spheres. As a former student of the same institution and teacher education program where I now serve, I encountered personal challenges during my own studies. During this period, I hid my queerness and felt compelled to pass during my fieldwork, fearing potential hostility from students and colleagues. Unfortunately, this is a common occurrence in teacher education, resulting from the prevalence of homophobia during the academic program (Benson et al., 2014) and in host schools (Tompkins et al., 2019). This experience, in part, steered me towards a career in higher education where I felt I could fully integrate my personal and professional identities, an affirming act that can positively influence leadership practices (Sumara, 2021). My own experiences and perspectives create a more personal connection to the problem of practice (PoP), aiding in framing its challenges and informing the proposed solutions.

Organizational Leadership Roles, Responsibilities, and Agency

In my capacity as the director of the office responsible for preservice teacher fieldwork, I oversee staffing (see [Appendix A](#)) and implementation of teacher education placements for QuebecU's faculty of education. This role includes acting as the most senior liaison between

students, host schools, and government entities for placements, as well as serving as the instructor of record for fieldwork courses. Though other departmental staff members engage in more frontline and operational functions, I am responsible for final decision-making on strategic matters. This responsibility includes responding to broad mandates, such as implementing a new provincial professional competency framework (Ministère de l'Éducation, 2021), and specific exceptional requests, such as a school asking to host the same student for consecutive placements (Coordinator X [anonymized name], personal communication, January 13, 2021).

My leadership role not only encompasses ensuring compliance with regulations and managing departmental staff but also entails leading engagement with students, staff, faculty, and host schools. In my position, I have the agency to propose, initiate, communicate, and evaluate new internal practices related to the placement process. Such a multifaceted role places me in a unique position to effect meaningful change in the fieldwork placement domain. Furthermore, the dean of the faculty, my direct supervisor, delegates considerable autonomy to unit directors for overseeing their respective administrative areas. Our interactions are mainly confined to monthly one-on-one meetings, focusing on significant unit-level challenges necessitating faculty-level intervention, such as human resource issues, or broader concerns at the faculty and university level that demand a unit-level response, such as new budget considerations. The dean is uninvolved in the development of my unit's more operational matters. In this context, my leadership approach and outcomes are shaped by the combination of both structure and agency, referred to as situated agency (Sullivan et al., 2012). As a situated agent, I am required to operate within the interdependent structure of teacher education but can do so with an independent approach aligned with my professional expertise and personal values. For instance, I must integrate a new provincial competency framework in the fieldwork component. However, how these competencies are evaluated during placements is within my agency and decision-making purview.

My situated agency also allows me the ability to be intentional about what informs any decision-making. Given my personal leadership position, I am committed to ensuring that my work aligns with principles of equity and social justice. Correspondingly, my role enables me to revisit policies, engage in collaborative dialogues with partners, and institutionalize support structures tailored to the needs of equity-deserving teacher candidates. As a situated agent, my close relationship with various entities within and outside QuebecU provides me with both the structure and agency required to champion and drive new collaborative initiatives. I can bridge the gap between conception and implementation, ensuring that equity is not just a theoretical aspiration but a tangible reality within the fieldwork placement process.

Leadership Lens and Practice

My educational leadership practice considers elements of both transformational (Astin & Astin, 2000) and social justice leadership (Theoharis, 2007), and is ultimately best encapsulated by the principles of transformative leadership (Shields, 2010, 2020). Transformational leaders catalyze and manage change by providing clear vision, objectives, and strategy (Astin & Astin, 2000). Adherents of transformational leadership are driven by self-awareness, values, empathy, and collaboration (Basham, 2012; Black, 2015). This leadership style is particularly effective in the complex landscape of the inter-organizational field placement process with a diversity of collaborators, each bringing distinct needs, expectations, and perspectives.

Social justice leadership is rooted in idealism, distinguished by its unwavering commitment to confronting systemic barriers that inhibit full potential (Capper, 2019). Such leaders prioritize and centralize issues of equity in their leadership and are dedicated to challenging and subverting marginalizing practices (Theoharis, 2007). They establish proactive systems of support and foster inclusive structures (McKenzie et al., 2008). As per McKenzie et al.'s (2008) overview of social justice leadership, when barriers in the placement process affect an equity-deserving preservice

teacher, I should actively ensure the process adjusts to support the individual, instead of requiring the individual to adapt to the process. Considering my central problem highlights current inequities in the placement process and the adverse impact on equity-deserving preservice teachers, a justice-oriented leadership approach is particularly appropriate.

While a transformational leadership approach provides the strategies to navigate the complex organizational structure of field placements, a social justice leadership approach promotes enacted changes being rooted in equity and inclusivity. Relying solely on one approach could result in either an efficient system that lacks a deep commitment to equity or a highly equitable system that is not attuned to the practical realities and complexities of field placements. Addressing the PoP necessitates a leadership approach that both aims for systemic change and commits to addressing social injustices and inequities.

Transformative leadership, as presented by Shields (2010, 2020), goes beyond managing and inspiring change within existing structures. Transformative leaders are committed to addressing and rectifying inequities, recognizing systemic barriers and actively working to remove them to create inclusive environments (Shields, 2020). Unlike transformational leaders, mainly focused on improving individual or organizational performance within existing or adaptive systems (Basham, 2012), transformative leaders seek to alter the systems themselves, introducing new paradigms and practices that promote social justice at all levels and foster long-term, sustainable change (Shields, 2020). By adopting transformative leadership principles, I can promote social justice, ensure that the field placement process is equitable and inclusive, address the unique needs of equity-deserving preservice teachers, and remove systemic barriers that hinder their success.

This vision for an equitable future in teacher education recognizes and highlights each teacher candidate's unique identity and sense of belonging as crucial to their development. My leadership practice lies not only in conceptualizing a transformed placement process but also in

actively advocating for those who will be uplifted by its implementation. As Shields (2020) noted, addressing inequities through transformative leadership involves “working together, using power with others instead of exercising power over others” (p. 63). In this regard, the concept of critical allyship, as framed by Nixon (2019), is particularly pertinent. This practice involves actively centring, empowering, and working in solidarity with equity-deserving individuals. Rather than a passive form of support, critical allyship requires conscious, deliberate actions to uplift historically marginalized groups. My social justice-oriented focus intends to disrupt dominant, oppressive structures and tendencies within the fieldwork component of teacher education. I would empower and work in solidarity with equity-deserving preservice teachers in this process. My approach to leadership, particularly in addressing the problem of practice and implementing necessary changes, is also informed by a commitment to avoiding a damage-centred perspective on equity-deserving students, as articulated by Tuck (2009). Viewing marginalized groups predominantly through the lens of their traumas or deficits can perpetuate oppressive power dynamics and undermine their potential. Instead, I want to determine how the placement process can more fully nurture equity-deserving students’ individual strengths and capabilities, creating a stronger sense of belonging.

Organizational Context

To fully appreciate the complexities and nuances of the placement process, it is important to consider the broader organizational context in which it operates. In the field of teacher education, this takes on added complexity due to the inherent interdependence of multiple actors across several organizations. This section explores the current organizational structure, placement process, and prevailing organizational culture within and across the placement network.

Organizational Structure

The pseudonymous QuebecU is a large, Montreal-based, public university. Its faculty of education offers undergraduate, graduate, and continuing education programs. These include

accredited teacher education programs at each level. Within the faculty of education, the Student Office (SO), another pseudonym, is responsible for the planning and execution of teacher education programs' practical teaching component. In the 2022-23 academic year, the SO managed over 1,200 host school placements across nearly 300 host schools as part of 39 distinct fieldwork courses, which are segmented by level (undergraduate, graduate, continuing education), year (first, second, third, fourth), and program (QuebecU, 2023c). Students typically undertake one fieldwork course each year, spanning four years for undergraduate, two years for graduate, and three years for continuing education. The SO also serves several other student-facing functions, including academic and career advising, undergraduate student records, and student recruitment (QuebecU, n.d.). An annotated version of the SO's organizational structure is depicted in [Appendix A](#).

Current Placement Process

The current placement process follows a standardized, sequential procedure (Student Office [SO], n.d.-e). Initially, students register for the relevant practicum course and provide information and comments to the SO via an online placement form. Coordinators then process and organize the received information, reaching out to school boards and schools via email to request placements. Matches are determined based on numerous factors related to the placement itself and the individual teacher candidate. Placement factors include the school board, school type and level, grade level, subject, classroom contact hours, and mentor teacher qualifications. Individual factors, which are collected via the form, include the teacher candidate's place of residence, travel options, language proficiency, and any stated preferences or requests (SO, n.d.-a). The SO is notified of any disability-related fieldwork accommodations via QuebecU's central accessibility office (SO, n.d.-b). The SO secures a placement only once a host school agrees to accept a student. The SO then assigns each student a field supervisor, an experienced teaching professional who is employed on a contractual part-time basis by the SO and reports to the director. While not involved in directly

placing students, field supervisors act as liaisons to ensure that, once students are in the field, their placements proceed effectively. Approximately two weeks prior to the start of their placement, students are informed about their placement details, including the identity of their host school. Following this notification, students can then initiate direct contact with the school, their mentor teacher, and their field supervisor.

Organizational Culture

When discussing organizational context in teacher education, the importance of organizational culture cannot be understated. Schein (1990) defined organizational culture as a set of shared assumptions, values, and beliefs that shape how members of an organization perceive, think about, and react to their environment. These deeply ingrained principles often arise from organizational learning and guide the behavior and decisions of its members. The prevailing culture in teacher education has historically exhibited bureaucratic and vocationalist tendencies (Tymitz-Wolf, 1984), which has only become increasingly entrenched in universities (Grimmett, 2019). One of the more local driving factors behind this bureaucratic intensification is the ongoing teacher shortage in Quebec (Canadian Press, 2022). This shortage has resulted in government pressure on Quebec universities to expedite the teacher preparation process (Authier, 2023), often at the expense of comprehensive training (Canadian Press, 2023). This pressure mirrors the current neoliberal, market-oriented trend in teacher education emphasizing workforce development (Grimmett, 2019). These elements not only define teacher education today but also promote a culture valuing procedural efficiency and job preparedness. In practice, this approach prioritizes the rapid production of certified teachers to meet immediate workforce demands, potentially overlooking a more holistic and individualized preparation. However, it is important to note that this critique of neoliberalism does not suggest that any solution should prolong teacher education; rather, I prefer to contextualize the work already being done within these constraints. A shift from

a bureaucratic to a justice-oriented culture is not just a potential change effect when tackling the problem of practice. As expounded on later in this chapter, this subversive organizational cultural shift is the framework that serves as the foundational lens through which the PoP and the related change processes are framed.

Organization-Environment Relations

The placement network's interdependent, inter-organizational structure highlights the importance of understanding organization-environment relations. These relations are defined by the interactions between an organization and the external actors influencing its operations and outcomes (Schmid, 2004). In school-university partnerships, the organization-environment involves critical partnerships with external partners, as well as the opportunity to “empower [these parties] as agents of change” (Handscomb et al., 2014, p. 26). This complex interplay of relationships underscores the significance of a transformative leadership approach, which emphasizes the importance of fostering “creative, committed, and supportive relationships” (Shields, 2020, p. 14). By understanding and leveraging these relations, I can advocate for and effect equity-focused changes both within the organization and across its external partnerships.

Organization-environment relations in fieldwork placements are shaped by a number of planning, decision-making, and control mechanisms. These are based on various relationships and interdependencies within the university, and between the university and organizations in the wider environment, namely host schools and the provincial government. Resource dependence theory (Pfeffer & Salancik, 1978) illuminates how teacher education fieldwork operates within complex relationships, with students as key resources for acquisition and control. For example, while the SO and students depend on host schools for placements, these schools in turn rely on the SO to train and certify students as potential hires. As shown in the full network model in [Appendix B](#), every organization and actor has unique, bilateral power dynamics and resource dependencies.

Diversity, Equity, Inclusion, Belonging; Decolonization; and Social Justice

Given my leadership approach, diversity, equity, inclusion (DEI) and belonging are not just conceptual ideals but actionable imperatives. For this PoP, DEI means making space for the diverse needs of equity-deserving preservice teachers and eliminating barriers that have prevented these needs from being fairly addressed in the placement process. Belonging encompasses the inherent human need of feeling valued, accepted, and safe (Mitchell et al., 2024), in this instance, for students in their teacher education and eventual profession. It is important to create environments where the placement process actively contributes to teacher candidates' sense of personal and professional connection and development. Given that the PoP and its change process are not focused on settler-decolonization and Indigenization, the goals of this DiP will intentionally not be framed as *decolonizing* the placement process. This approach aligns with Tuck and Yang's (2012) caution against overgeneralizing or metaphorizing such efforts.

The organizational culture must also be cognizant of and harmonious with cultural shifts both within and outside the organization. For instance, one of the SO's largest school board partners recently published its own comprehensive DEI report and action plan (School Board X [anonymized name], 2021). Conversely, certain legislation, such as Quebec's Bill 21, which prohibits certain public workers from wearing religious symbols (Gouvernement du Québec, 2019), present additional barriers for religious-minority preservice teachers. In response, QuebecU introduced targeted communications (QuebecU, 2019) and programs (QuebecU, 2022) for impacted students. QuebecU has equally launched university-wide justice-oriented initiatives, such as an anti-Black racism action plan (QuebecU, 2020).

QuebecU's teacher education programs are also emblematic of disparities in the representation of certain identities within the teaching profession, namely under-representation of those from historically marginalized backgrounds (Holden & Kitchen, 2018). These inequities can

then manifest in the profession, such as in the form of systemic racism (Maylor, 2018; Schick, 2000). Altogether, these cases highlight the organizational responsibility and commitment to anti-oppression and social justice in teacher education and in higher education more broadly, which wholly aligns with my leadership approach.

Leadership Problem of Practice

The central problem of practice (PoP) is the need to support equity-related considerations in the preservice teacher fieldwork placement process. Currently, there lacks a cohesive, collective, and sustainable approach to addressing and prioritizing the unique needs and identities of equity-deserving teacher candidates. This section will share examples of equity considerations, as well as showcase the impact and benefits of supporting such factors. Subsequent sections will more deeply explore the cultural implications of this PoP and elaborate on an envisioned future state.

One incident largely motivated this DiP and the focus on effectively and equitably transforming the status quo placement process. After the enactment of Bill 21, a hijab-wearing teacher candidate, unaware of their placement details and relying solely on the SO for information, approached a coordinator for assurance that their assigned host school would welcome them. The coordinator, assuming the school would be supportive based on prior, albeit unrelated, positive interactions, initially saw no need to contact the school. After the coordinator briefed me on the situation, I advised them to consider the changing socio-cultural environment and the student's sense of safety and belonging. This conversation led the coordinator to contact the school, confirming their support. The coordinator later shared their satisfaction with the outcome, noting the student's evident sense of relief and excitement after being informed of the school's support.

Deconstructing this incident reveals that the issue was not the coordinator's inability to intervene. Rather, it was their adherence to incommensurate organizational assumptions, values, and processes – different from those I hold – that led to a belief that they need not intervene. This

incident illustrates the imperative of my leadership approach, which, even in the face of entrenched systems and processes, approaches leadership with empathy, collaboration, and an unwavering commitment to equity. This event offers one glimpse into the nuances of the PoP. However, it also exemplifies the significance of organizational context, culture, and environment relations in shaping the PoP. Numerous other example equity considerations are presented in Table 1.

Table 1

Example Equity Considerations Illustrating the Problem of Practice

Example of equity-deserving student	Example of equity consideration/request
Black student	Mentor teacher who shares their racial identity
Gender non-confirming student	Assured acceptance of their gender expression at host school
In-community Indigenous student	Placement at a non-government-recognized Indigenous community educational centre
International student in social sciences program	Placement without the requirement to teach Quebec or Canadian history classes
Student experiencing financial instability	Delayed placement start date to work full-time beforehand to earn crucial income
Student who is a survivor of gender-based violence	All four placements in gender-isolated, private schools
Student whose primary language is not English	Placement in a school/classroom with a high population of English language learners
Student with family care responsibilities	Amended schedule at their host school
Trans student	The use of a different name and pronouns during the placement than what is on the student record

The Problem of Practice in Practice

There is a consistent underlying problem throughout the examples in Table 1: the absence of a structured, transparent system that could judiciously address such equity considerations. Each example raises any number of pivotal challenges, central to the heart of the problem of practice.

These situations may inadvertently challenge or contravene current practices, policies, and ideologies at various levels, be it internal or external to the SO.

For example, equity-deserving students may not access on-campus equity services for a variety of reasons, including fear of judgement (MacDonald et al., 2022) or shame (Lightner et al., 2012), and a lack of information on procedure and services (Lightner et al., 2012). Therefore, the lack of a well-defined or communicated system may result in students, especially those belonging to equity-deserving groups, not recognizing the SO as a non-judgemental place for seeking such equity-oriented support. Schein (1990) posited that deeply embedded cultural elements, particularly underlying assumptions, influence how organizational members perceive, think, feel, and thereby act. When members encounter ambiguous or uncertain situations, the culture provides cues and frameworks that guide their reactions, often unconsciously. SO and host school staff, guided by their own cultural assumptions and values and lacking procedural guidance, may individually dismiss equity considerations as inappropriate, infeasible, or irrelevant. This can lead to rejecting placement requests or begrudgingly accepting them. In the SO's current ad hoc process, there are also potential contraventions against government policies that are not being fully and systemically considered and navigated. Therefore, a system must be in place to fairly communicate, receive, evaluate, and, if needed, implement or prove alternative solutions to these considerations. By not proactively addressing these challenges and centring the affected students, different parties are left navigating a potentially ambiguous, inequitable, and non-compliant terrain. The complexity of the PoP largely emerges from the intertwined dynamics of multiple contributors within an inter-organizational setting. As this chapter progresses, a deeper analysis of these relevant parties will be undertaken within the context of a vision for a future state.

Framing the Problem of Practice

In this section, the problem of practice goes beyond being presented solely through my

personal leadership views and experiences. Fully understanding the problem of practice requires a deep recognition of both historical and socio-cultural shifts. For instance, the PoP draws historical parallels to the evolution of accommodations for students with disabilities in work-integrated learning (WIL). In particular, there has been a paradigm shift from a one-size-fits-all approach to one that addresses the distinct barriers faced by each student (Mogaji & Nguyen, 2022). This evolution signifies an organizational culture that actively endeavors to foster an enabling environment for these students to thrive.

Recent research has continued to underscore the importance of fostering DEI and belonging within Canadian WIL programs. Itano-Boase et al. (2021) highlighted that while Canadian postsecondary institutions often celebrate their diverse student populations, the lived experiences of many students, particularly those from marginalized backgrounds, do not always align with these lauded strengths. They emphasized a pressing need for WIL program staff to move beyond superficial commitments to diversity and instead adopt genuine, systemic approaches that prioritize equity. The authors advocated for institutions to develop supportive environments that not only acknowledge the unique challenges faced by diverse students but also actively work to eliminate barriers. This necessitates a cultural shift in postsecondary institutions, requiring those in leadership positions to critically examine and reshape structures, practices, and ideologies.

Hirschi's (2012) career resources model provides a valuable framework for examining the ideal support for preservice teachers in their fieldwork placement process and identifying any gaps. Per the model, career management support should encompass human capital resources including knowledge, skills, and experiences; social resources through networks and connections; psychological resources fostering traits like resilience and optimism; and identity resources related to self-concept and personal identity (Hirschi, 2012). The framework suggests that successful career development relies on individuals' ability to leverage these interdependent resources in

managing their careers. Currently, the placement process serves preservice teachers well with three resource types: human capital, social, and psychological. It, respectively, ensures students develop and apply specific competencies in each practicum (SO, n.d.-c), are paired with a mentor teacher and field supervisor (MELS, 2008), and have tailored psychological support offered by university resources (SO, n.d.-d). However, the placement process only truly considers and supports teacher candidates' academic-professional identity. As teacher education undergoes continuous research and reforms, there is a pronounced shift towards a more holistic understanding and cultivating of teacher identity that combines both professional and personal development (Beijaard & Meijer, 2017; Rodgers & Scott, 2008). Within the context of the PoP, Hirschi's (2012) model underscores the importance of nurturing a strong sense of holistic identity support among preservice teachers during the placement process. Malm (2009) further reinforced this perspective, championing the integration of personal and professional development to foster a teacher identity that is adaptive, reflective, and anchored in both individual values and professional norms.

In examining the benefits of combining the personal and professional, Tuck's (2009) desire-based orientation highlights the strengths and self-determination of equity-deserving communities, reinforcing the framing of the PoP. For instance, teachers from diverse backgrounds positively impact student outcomes, as students often perform better when they see their own identities reflected in their educators (Goldhaber et al., 2019). These educators serve as role models, bolstering the self-esteem and aspirations of students from similar backgrounds and affirming the value of diverse cultural experiences (Escayg, 2010; Nevarez et al., 2019). Anti-oppressive changes to a teacher education program, along with the organizational culture and environment in which it operates, can yield positive outcomes for teachers of colour, including improved retention rates within academic programs and the teaching profession (Kohli, 2018). Given these invaluable strengths, I am justified in advocating for a placement process that

genuinely recognizes, values, and nurtures equity-deserving teacher candidates' full sense of self and belonging. This dual emphasis on personal and professional development not only strengthens teacher identity but also shapes the foundational assumptions of the equity-oriented culture that will guide my desired future state and change solution.

A Problem of Culture in Practice

A specific theoretical paradigm helps to frame the problem of practice and eventually inform both the leadership vision and the planning that realizes this vision (Manning, 2018). A functionalist paradigm, favouring analysis of interdependent systems and processes in an organization-environment (Burrell & Morgan, 1979), may offer insights into the regularized and procedural nature of placements. However, such a perspective would not accurately consider the complex norms and values deeply embedded in these relations and procedures. A symbolic paradigm favours interpretive analysis of organizational sense-making and meaning-making (Hatch & Yanow, 2005). It better aligns with how placement procedures reflect actors' interpretations of students' equity-related needs, both collectively and individually. However, such a perspective does not examine the power structures embedded in the SO's relationship with its actors, which traditionally and presently inform their meaning making. Certain counter-hegemonic paradigms, such as critical feminist, Indigenous, and race theories, may provide more relevant insight into certain marginalized students' positions and needs (Cull et al., 2018; Daniel, 2019; Doharty et al., 2021; Gaudry & Lorenz, 2018; Manning, 2018). However, this PoP is founded on the premise that there is no widely applicable, baseline approach to systemically and systematically serving the historically underserved.

Framing the PoP through the cultural paradigm makes certain philosophical assumptions (Creswell & Poth, 2018) about how placement process parties currently and should ultimately approach equity-deserving preservice teachers. While the cultural paradigm is particularly useful

for supporting strategic decision-making around program development and planning (Manning, 2018), the crux of the PoP is not to explore gaps in the processes and procedures used in administering placements. It is to explore the gap of assumptions and values in those processes and procedure, namely that equity-deserving preservice teachers merit particular and intentional consideration. In this way, the cultural paradigm is helpful in framing this problem of practice as a problem of *culture* in practice.

Schein (1990) defined organizational culture as “a pattern of basic assumptions ... invented, discovered, or developed by a given group” (p.111), shaped by a history of learned behaviours. In the case of fieldwork placements, there are several partner groups, internal and external to the university, with their own organizational cultures and sub-cultures. Manning (2018) asserted that “a culture is effective only to the degree that its practices fit the institution in which it is embodied” (p. 71). In the case of this PoP, a culture shift would only be effective to the degree that any new practices fit the multiple institutions in which they are embodied. A cultural perspective to placements must not only consider leadership assumptions about the relevance and importance of equity. It must also consider what assumptions leadership makes about its collaborators’ stances on equity in the placement process.

The framing of this problem of practice is complemented by Schein’s (1990) outline of how cultural knowledge is perpetuated, reproduced, and preserved through socialization processes. These socialization processes also speak to the values (Manning, 2018) and trust (Tierney, 2008) embedded in the organization and between its partner organizations (Williams van Rooij, 2011). The connection between knowledge formation, values, and assumptions is appropriately necessary for social justice-oriented work (Farias et al., 2017). The PoP is framed around the need to support equity-deserving students by centring and uplifting their experiences, as well as valuing the unique positionality they bring to the teaching profession. Establishing specific organizational values is

critical to developing organizational culture. It also increases organizational effectiveness in supporting value congruence between individuals and the organization (Edwards & Cable, 2009; Lawrence & Lawrence, 2009) and, in the case of higher education, influencing students' own values and assumptions (Lawrence & Lawrence, 2009). Cohen et al. (2013) also highlighted the importance of integrating redesigned teacher education programs into the school's organizational culture, noting that such integration enhances the connection between partners and the practicum experience. This PoP calls attention to challenges in the current placement process, arising from the lack of a cohesive culture focused on the holistic development of preservice teachers.

Artifactual Analysis of the Problem of Practice

McMahon et al. (2008) explored the intersection of social justice and career development, emphasizing the need for practitioners to engage with the varied environmental contexts that shape students' career paths. Their research highlighted the importance of understanding and intervening in systems that influence career development, aiming for outcomes that are equitable and socially just. This perspective calls for a broader, systemic approach in practice, moving beyond individual-level interventions to address larger societal structures and barriers. This perspective is particularly relevant when examining the SO's organizational culture, emphasizing the need to consider the broader environmental influences that shape its operations and partner dynamics.

Schein (1990) defined artifacts as the identifiable manifestations of the deeper layers of organization culture. In addressing organizational theory, Hatch (2018) identified several external factors that impact organizational environments, categorizing them into cultural, political, social, technological, economic, physical, and legal sectors. This classification mirrors the PESTLE analysis, a tool built on work initiated by management scholar Francis Aguilar (1967), which identifies and evaluates the political, economic, social, technological, legal, and environmental factors impacting an organization. To understand the assumptions and values that currently inform

and shape the problem of practice, my analysis borrows from Schein (1990), Hatch (2018), and Aguilar (1967), analyzing tangible artifacts that inform the PoP via five macro-environmental sectors: (a) political, (b) economic, (c) social, (d) technological, and (e) legal.

Politically, QuebecU placements must conform to provincial guidelines (Ministère de l'Éducation, du Loisir et du Sport [MELS], 2008). While government, as a policy maker, is a continuous background presence, it is not an active participant in organizational changes of individual teacher education programs' placement processes. For instance, Quebec's ministry of education neither reviews new university policies before adoption nor approves placement matches; they are rarely contacted or in contact during the placement process (MELS, 2008; SO, n.d.-e). The lack of any change driver emanating from the government underscores the importance of internal leadership in introducing this PoP.

With respect to economics, it is noteworthy that students pay per-credit tuition for field placements. Currently, undergraduate teacher education programs require a total of 20 credits of fieldwork (QuebecU, 2023b) while graduate programs require 15 credits (QuebecU, 2023a). This credit count makes field placements the most expensive program component. This outsized financial commitment, coupled with rising consumerist attitudes among postsecondary students (Hager et al., 2018), heightens students' expectations and demands for educational programs to reflect their individual experiences and needs (Austin & Jones, 2016).

In the social sector, placements require the involvement of several human actors both within and outside the organization. The process of student-school matching is not automated and necessitates individual efforts from unionized coordinators. Given the stipulations in AdminUnion's (a pseudonym) collective agreement with QuebecU, coordinator roles are designated as clerical administrative positions, which means a university degree cannot be a mandated prerequisite (AdminUnion & QuebecU, 2022). During hiring, postings must also use

standardized, university-wide generic job titles and descriptions (Admin Union & QuebecU, 2022). Therefore, job descriptions cannot specify that the position should contribute to equity-oriented support for preservice teachers, let alone even mention involvement in teacher education placements. Additionally, the hiring process itself is governed by an internal priority system where union members with seniority are given precedence when filling vacant positions (AdminUnion & QuebecU, 2022). This human resource framework challenges the deliberate recruitment of individuals with experience or expertise in education or student affairs. Relying on varied personnel who may lack this background can lead to inconsistencies and disparities in how equity considerations are seen, valued, and addressed. However, it should be noted that in my experience, these coordinators have been exceptionally committed and considerate individuals who deeply value the student experience and understand the significant impact of their work. These coordinators would likely welcome the opportunity to support students more holistically and equitably as part of their existing roles and responsibilities.

Organizational technology includes the “knowledge, processes, tools, and equipment” (Hatch, 2018, p. 154) that play pivotal roles in managing placements. Technology is not only a tangible representation of the current bureaucratic organizational culture. Here, it serves as mediating technology (Hatch, 2018; Thompson, 1967) whose function is to bring contributors together. The placement process primarily utilizes two technological systems: (a) an online form to collect pertinent information from teacher candidates, (b) manual emails sent by coordinators to school administrators to request placements (SO, n.d.-e). As mediating technologies, it is meaningful to acknowledge the “flows of communication, resources, power, or [other] ... connections between organizations” (Hatch, 2018, p. 351). Specifically, pre-placement communication and decision-making flows nearly exclusively between the between the SO and students through the online form, and then between the SO and host schools through emails. This

technology flow greatly affects the problem of practice, necessitating the SO's deliberate collection of student considerations, followed, as need be, by strategic communication of these needs to host schools during placement coordination. Without a structured system, these tasks may be executed ineffectively or inconsistently, or they might even be entirely overlooked.

Legally, per memorandums of understanding (MOUs), placements must be coordinated solely between SO staff and host schools, prohibiting students from contacting schools directly (SO, 2023). As aforementioned, students are only permitted to communicate directly with their host school once the SO has released placement details. Importantly, per these same MOUs, schools are not mandated to accept placements and can decline, ignore, or propose changes to SO requests with or without justification. There are, however, numerous benefits to formal agreements between universities and industry partners, which could support organizational change. For instance, they create highly participatory processes (Bryson et al., 2006), clearly outline shared resources, roles, commitments, strategies, and goals (Bryson et al., 2006; Chou, 1993; Eddy, 2010; Ndudzo & Zinyama, 2014), and support accountability (Bryson et al., 2006). However, these legal structures also exacerbate the problem of practice. If a school is resistant to or outrightly against a new approach to placements, they could simply choose not to participate.

While these contexts can present significant challenges to implementing proposed changes, my plan must consider ways to work within their boundaries and mitigate them as much as possible. Any solution must therefore be comprehensive, addressing various aspects of the placement process. It should not solely rely on the student-host school pairing and therefore the willingness or cooperation of specific partners. Instead, it must introduce multiple avenues for the SO to support equity-deserving students throughout the placement process.

Guiding Questions from the Problem of Practice

The problem of practice is anchored in the necessity to incorporate equity considerations

within the preservice teacher field placement process. Sinek's (2009) golden circle leadership theory emphasizes the importance of understanding the *why* before delving into the *how* and *what* of any endeavor. In Sinek's framework, the *why* denotes the foundational purpose, cause, or belief that motivates action. The *how* encompasses the specific actions or processes employed to realize the *why*, signifying the methods through which change occurs. Lastly, the *what* represents the tangible outcome or manifestation of those actions, providing concrete evidence of the *why* in action. Applying Sinek's approach to this PoP is also particularly apt given my leadership context. Understanding the core motivations and beliefs behind equity considerations can guide transformative actions and outcomes. This perspective ensures that the organizational and cultural changes resonate deeply with actors and are sustained within the organization-environment. Informed by the overarching PoP, three guiding questions have been formulated that speak to its *why*, *how*, and *what*.

The Why

Why should equity considerations be embedded into the placement process? This question addresses the fundamental beliefs and motivations for integrating equity considerations in the placement process, transforming the problem of practice from a subjective concern, or felt difficulty, to a tangible challenge rooted in broader contexts, or real-world dilemma (Ma et al., 2018). Exploring this *why* will uncover a more comprehensive understanding of the purpose for such a significant and systemic shift. A compelling vision is a crucial initial step for organizational change (Whelan-Barry & Somerville, 2010) and may often originate from a singular visionary leader (Khan et al., 2016). Given my leadership approach, it is essential to recognize that not all actors in the placement process fall under my authority nor should they be engaged autocratically. Therefore, the PoP's significance and urgency must be rooted in broader contexts to ensure it resonates with and motivates all parties based largely on their unique needs and interests. This

chapter has already and will continue to inquire into this more expansive framing.

The How

How can a cultural shift sustainably support equity-related considerations, ensuring adaptability to evolving and unforeseen challenges? Recognizing that the sustainable integration of equity considerations requires a harmonious alignment with the organization's cultural values and norms, this question addresses the means by which these can be influenced or reshaped. The selected framework for leading the change process, as detailed in the second chapter, will therefore emphasize the implementable solutions that can both shape an equity-oriented organizational culture, as well as dynamically respond to the evolving landscape of equity needs.

The What

What does it look like to have a culture that empowers and centres equity-deserving teacher candidates within the placement process, especially when proactive student interactions with host schools are constrained? This question concretizes the realized change in the organization's culture. It envisages a transformed culture where equity-deserving students are not merely passive, or even overlooked, participants but have their agency centred in the placement process. By posing this question, I aim to ensure the creation of an empowered student cohort, navigating within the existing constraints, and yet feeling valued, heard, and central to the placement process. This question will ultimately guide the collaborations and solidarity that inform the direction of the implementation, communication, and evaluation plans, as outlined in the third chapter.

Leadership-Focused Vision for Change

In an envisioned future state, the placement process now fully integrates equity considerations, bolstered by an organizational culture that recognizes and values their significance for the long-term empowerment of equity-deserving preservice teachers. In many ways, the envisioned future state is actually a future culture. To fully realize this vision, it is imperative to

ensure alignment and garner support from all actors within the organizational environment (Alves et al., 2010). In organizational theory, the concept of incommensurability highlights the deep-seated, often irreconcilable differences between paradigms (Burrell & Morgan, 1979). Such differences can manifest as cultural and sub-cultural gaps, where distinct groups or factions within an organization uphold divergent values, beliefs, and practices, as well as pursue incongruent goals and methods (Lowe et al., 2007). In the context of the placement process, these complexities become palpable. Presently, the approach to placements operates predominantly within a bureaucratic paradigm, following clear, administrative, operational order that meet key organizational needs (Manning, 2018). However, such a process and paradigm inconsistently or altogether never address the distinct needs of equity-deserving preservice teachers.

Embracing a transformative leadership vision means to reframe the current paradigm of the placement process. The envisioned future seeks not only to establish a new system but also a cultural shift that champions equity and belonging. My leadership approach emphasizes the imperative of centring equity in every facet of this process (Shields, 2020; Theoharis, 2007). It challenges vocationalist goals, urging a pivot towards values of equity, inclusivity, and justice (McKenzie et al., 2008). Reimagining human capital through a social justice lens calls for acknowledging diverse, personal competencies essential for comprehensive teacher development (Beijaard and Meijer, 2017). This approach requires a broader, more inclusive understanding of capacity and capability alongside human capital (Moodie et al., 2002). This expansion advocates for a human capabilities approach that aligns individuals' professional goals with their personal values, integrating skills, self-understanding, and agency (Moodie et al., 2002). In the PoP context, this integrated perspective involves considering the development of capital, capacity, and capability in placements. This approach emphasizes the development of equity-deserving preservice teachers, aiming to empower them to excel, engage, and influence their professional

environments both during and after their teacher education. Ultimately, the envisioned vision aims not only to change the placement process but to foster a culture where equity-deserving students are holistically and uniquely recognized, centred, and supported.

Partners in the Future State

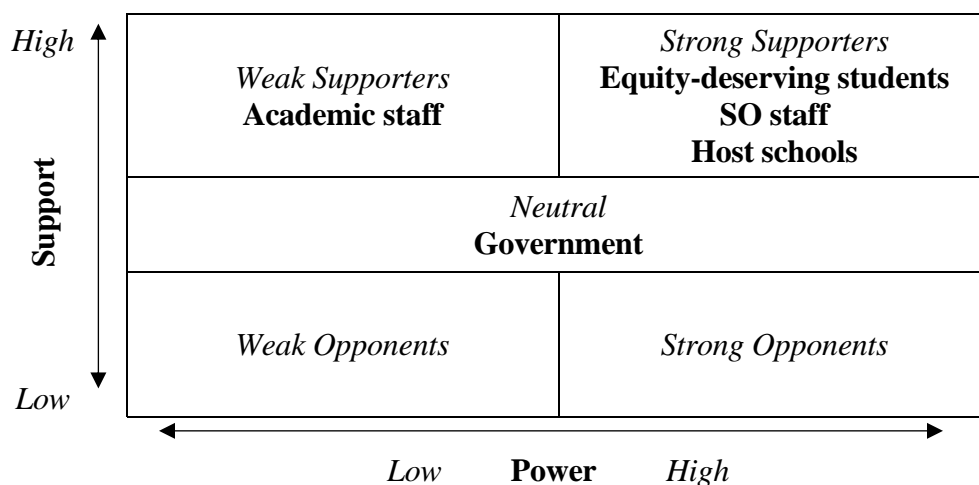
The core vision for this transformation centres around redefining the needs of the organization and the interests of all pertinent partners. As such, envisioning a future state also entails considering how the SO's collaborators and other relevant parties engage in this new context. Rather than a narrow focus on a singular group, a partner analysis identifies diverse actors and entities that influence the organization, as well as provides insight into how to manage said influence (Alves et al., 2010; Hatch, 2018). This approach is especially pertinent considering the complex network of relationships and influences in teacher education. Placements are not situated within an inter-organizational network; they are dependent on an inter-organizational network. This view aligns with the perspective that sees partners as co-creators of culture (Wilkins & Minssen, 2010), in this case, both of their own organization and of others in the network. Moreover, my leadership approach aligns closely a profound understanding, appreciation, and responsive engagement with diverse partner groups (Alves et al., 2010; Hatch, 2018; McKenzie et al., 2008; Theoharis, 2007). In the context of this PoP, my leadership approach recognizes and considers all parties' interests and influence towards realizing the desired future state. Seeing leadership as a collaborative process (Dugan & Komives, 2007), each party becomes a source and level of leadership change. For this PoP, I must envision not just a future state and culture but also how placement partners would fit within and inform it.

In addressing a future state and culture within such a collaborative, inter-organizational environment, problem-frame mapping (Crosby & Bryston, 2005) provides a particularly germane structure. It helps identify and categorize parties based on their support of and power to influence a

proposed change (Alves et al., 2010; Bryson, 2007). Such mapping facilitates an examination of how diverse actors might perceive, respond to, and become engaged by the framing of an organizational issue that demands collective solutions (Bryson, 2007). For this PoP, it reveals the anticipated stances of actors regarding the envisioned change of a more equity-focused placement culture and system. Partners include (a) equity-deserving students, (b) SO administrative staff and contract field supervisors, (c) academic staff who support internships (e.g., via co-requisite professional seminars), (d) host schools, both as organizations and the individual school personnel who support placements, and (e) the provincial government via its ministry of education. Figure 2 situates these partners in a problem-frame map.

Figure 2

Problem-Framing Partners in the Envisioned Future State



Equity-deserving students' unique considerations highlight the system's gaps and challenges, motivating my recognition of the problem of practice. While their direct administrative power might be limited, my leadership approach empowers them within the larger organizational change process. Their positioning is inherently favorable, as they would benefit from a system that

acknowledges and addresses their specific needs. Due to their vested interest and potential new influence, they would be strong supporters of the proposed change and influential actors in the envisioned future (Alves et al., 2010; Crosby & Bryston, 2005). My implementation of the change plan will therefore centre not only their involvement but also their experiences and perspectives.

SO coordinators, mid-management, and field supervisors, acting as facilitators of the placement process, play a pivotal role. Their interpretations of what constitutes suitable, feasible, or relevant considerations heavily shape the trajectory of a student's placement experiences. Given the absence of a structured equity-oriented framework, their decision-making is often subjective, leading to potential inequity in the student experience. Their power is moderate, being the primary interface between students and the administrative aspects of placements but without executive decision-making ability. Given their frontline role and ability to influence day-to-day operations, some staff may be characterized as weakly opposed, depending on their individual biases and understanding of equity. However, if the change process is managed well, they can become strong supporters who are empowered to adopt and sustain any implemented solutions (Bryson, 2007). Therefore, specific strategies to mitigate resistance and ensure readiness, as will be outlined in later sections, are essential to ensure their strong support and the successful implementation of changes.

Academic staff, while primarily focused on curricular aspects, indirectly influence the placement process by shaping student perspectives. Their power is medium, and their positioning ranges from favorable to neutral, based on their emphasis on equity. Given their academic influence but indirect role in placements, they generally classify as weak supporters. I would therefore engage faculty as necessary, particularly when more supportive voices are needed (Alves et al., 2010) who are ready to contribute to the change process.

External to the university but integral to placements are host schools. Their autonomy in placement decisions, influenced by institutional culture and priorities, can significantly impact the

student experience. External partners, due to their relational dynamics, can exert considerable influence on organizational decision-making (Alves et al., 2010). As Cohen et al. (2013) found, a successful teacher education practicum is largely a result of alignment between the teacher education program's structure and the school's culture. A school's decision, whether embrative, dismissive, or reluctant towards an equity consideration, can substantially shape a student's fieldwork experience. In the envisioned future state, host schools therefore range from strong supporters if they value equity considerations to strongly opposed if they see such considerations as burdensome or unnecessary. It is therefore possible that host schools become and remain strong supporters in the future state, provided there is alignment between their needs and culture with that of the SO's. Prioritizing the involvement of those most ready for change will be essential in fostering early successes and building momentum for broader adoption.

The provincial government is a definitive, relevant party (Alves et al., 2010). As a regulator, it possesses overarching power. Its policies and priorities can either facilitate or impede the integration of equity considerations. While Bill 21 barriered certain equity-deserving preservice teachers, the government has equally introduced funding for teacher education university projects that, in part, support growing diversity (Ministère de l'Enseignement supérieur, 2023). However, the government does not provide policies or guidelines for managing equity considerations. Any intended organizational change would also need to comply with existing government regulation. Therefore, in the future state, the government is positioned as a neutral party. In this problem-framing, the government's needs must be considered during the change process, but they are not in a position to actively oppose nor support the future state (Bryson, 2007).

In the context of organizational culture, which is collaboratively constructed by its relevant parties and partners (Wilkens & Minssen, 2010), this mapping analysis is instrumental in determining whose leadership is needed to effect change, and what this leadership looks like. It

envisions where each partner could stand in relation to the proposed change and gauges the potential for garnering overwhelming support. More importantly, it facilitates understanding of how the envisaged future state might resonate or clash with the priorities and values of inter-organizational actors. From this vantage point, it becomes apparent that the vision for change is achievable, provided each partner can appreciate, contextualize, and align the shifting organizational culture within their unique domain of influence and action. The partner analysis will also inform the planning and implementation of the solution. This approach will help align all partners with the envisioned future state and foster a collaborative environment conducive to sustainable change.

Telling A New Story

Entrepreneur and activist Anil Dash (2019), in a particularly poignant and pertinent statement, remarked:

Most of what gets shared as heartwarming stories are usually temporary, small-scale responses to systemic failures. I wish we found it just as inspirational to make structural changes to unjust systems, but I don't know if our culture knows how to tell those stories. Dash's insights resonate deeply with this problem of practice and the envisioned future. Early in this chapter, I shared a placement process story that was resolved with a temporary, small-scale response. However, I also proceeded to unpack how it has inspired my larger perspective of the current placement process as an unjust and problematic system requiring change. The forthcoming second chapter focuses on change planning and development, emphasizing, as Dash encouraged, the creation of a culture that not only recognizes systemic failures but is also willing to tell those stories.

Chapter 2: Planning and Development

This second chapter addresses the guiding question of how a cultural shift can sustainably support equity-related considerations, ensuring adaptability to evolving and unforeseen challenges. Achieving the envisioned change necessitates a concerted effort that recognizes the interconnectedness of various organizations, individuals, and cultures within the placement process. Integrating equity sustainably into the placement process requires reshaping both practice and the prevailing norms within the organization-environment. In this chapter, I present the foundational leadership approaches, frameworks, readiness and ethical considerations, and strategic solutions needed to implement change effectively and collectively.

Leadership Approach to Change

My change leadership combines two approaches to mobilize and guide organizational change. One leadership approach facilitates impactful change by empowering actors within and across organizations. The other challenges and reorients existing norms within the system, fostering gradual, equity-oriented changes. This dual strategy continues to offer a balanced approach informed by principles of my overall transformative leadership practice.

Distributed Leadership

I view leadership as a “purposeful, collaborative, values-based process” (Dugan & Komives, 2007, p. 9), designed to involve and empower others in effecting positive change. Distributed leadership (DL) represents the dynamic interplay of actions and interactions among leaders, followers, and their situational contexts (Spillane, 2005). It positions leadership as an emergent and interactive process rather than confined to those in senior roles (Woods & Roberts, 2013). DL transcends traditional, hierarchical leadership models by recognizing that leadership practice emerges from collective and interdependent relationships that distribute authority and decision-making (Bennett et al., 2003; Spillane et al., 2004; Woods, 2016; Woods & Roberts,

2013). It emphasizes a shared orientation, collaborative learning, inclusive participation, and mutual support (Kools & Stoll, 2016; Woods, 2015). This approach is particularly suited to the organizational landscape of the problem of practice (PoP), where multiple organizations and organizational actors are all active contributors to the placement process. In the fieldwork placement process, employing a DL approach would therefore help me ensure changes are co-created and informed by organizational needs. It would facilitate my ability to build a networked community committed to addressing systemic inequity. This environment would value and integrate diverse voices into decision-making, addressing histories of inequity and marginalization (Woods, 2015). Ultimately, organizational culture in higher education is a complex network of subcultures (Manning, 2018; Williams van Roojj, 2011). In this broader organizational context, the Student Office (SO) itself can be considered a subculture within the larger placement environment. A collaborative approach through DL can help me expand the cultural shift across the placement network, fostering a collective, equity-oriented approach to student support.

While it is a particularly effectual and relevant approach, distributed leadership also has its limitations. Certain individuals struggle in organizations practicing distributed leadership because they lack the social and professional capital necessary to engage and wield influence in these collaborative spaces (Woods and Roberts, 2013). The success of a DL approach also largely depends on the willingness and ability of affected parties to actively engage and take on leadership roles (Tahir et al., 2016). It can be challenging to overcome entrenched hierarchical norms and work to foster a culture where distributed leadership is valued and practiced, especially if individuals have been traditionally disempowered by these hierarchical structures (Tahir et al., 2016). If not carefully managed, distributed leadership can lead to fragmented efforts, where, contrary to transformative leadership tenets emphasizing justice and democracy (Shields, 2020), only the perspectives of the more vocal or powerful members are considered.

To implement distributed leadership effectively and equitably, leaders must consider institutional, cultural, and social dimensions (Woods & Roberts, 2013). My practices should promote flexible and collaborative relationships, leading to flatter hierarchies and inclusive decision-making. The shared organizational culture I help promote should value leadership as a collective responsibility accessible to all. Additionally, I should foster a social environment that empowers every member to initiate and participate in change efforts, valuing individual contributions and creative collaboration. Advantageously, this approach aligns my leadership approach and the equity-oriented, culture-informed changes that the PoP itself necessitates. Transformative leadership focuses on empowering individuals and fostering equity (Shields, 2020), while distributed leadership aligns with this by decentralizing authority to promote inclusivity and equitable power distribution (Woods & Roberts, 2013). Under my leadership, this means engaging diverse groups to address inequities, encouraging collaboration across all organizational levels to ensure all perspectives are heard and valued, and ensuring that engagement is truly distributed throughout every stage of change planning and execution.

Subversive-Resistant Leadership

While distributed leadership emphasizes collaboration for change, an additional approach that prioritizes the purpose and goals of such collective action is necessary. Namely, my change approach combines distributive leadership with a change leadership termed *resistance as subversion* (Shahjahan, 2014) or, alternatively, subversive resistance. Subversive resistance can be seen as a manifestation of transformative leadership, given the latter's focus on challenging and disrupting existing norms and practices that perpetuate inequity (Shields, 2010, 2020). In times where education is increasingly driven by marketization and performativity, educational leadership can seem devoid of values (Fuller, 2018). Educational leaders committed to social justice must often work subversively within existing political systems to achieve inclusive, equitable, and just

results (Wang, 2018). Social justice educational leaders actively engage in resistance as a crucial component of their leadership (Theoharis, 2007). They resist neoliberal influences through strategic actions (Fuller, 2018).

Subversive resistance operates by infiltrating the existing neoliberal structures in higher education and subtly shifting their orientation towards fostering equity (Shahjahan, 2014). This approach is subversive because it does not outright reject or confront these structures; instead, it works within them, utilizing their mechanisms and spaces to gradually promote change. Shahjahan (2014) illustrated this subversion as “happen[ing] within the ‘cracks’ and ‘in-between spaces’ where faculty, students and administrators can contest and appropriate neoliberal authority and discourses, and refuse to buy into neoliberal personhood” (p. 224). While some have called for neoliberalism’s complete replacement (Moen, 2017) and unravelling (Stein, 2019), completely dismantling the entrenched placement process as part of any organizational change is not viable. Instead, subversive-resistant change leadership focuses on redistributing power within the prevailing bureaucratic culture. Morrill (2007) noted that strategic thinking in a “responsive and responsible institution” (p. 65) considers both organizational culture and the external market, with reciprocal influence. In keeping with my transformative leadership approach (Shields, 2010, 2020), my change leadership must be responsive, responsible, and resistant. Here, my resistance targets neoliberalism’s pervasive influence on teacher education, which prioritizes efficiency, credentialing, and market-driven values over equitable practices (Grimmett, 2019). My subversive-resistant leadership challenges the status quo by redirecting neoliberal spaces – specifically, the current placement process – to focus on more equitable practices. This act of subversion involves shifting the assumptions, values, and goals of the placement process, diverting them from purely neoliberal outcomes to those that align more closely with social justice.

Subversive-resistant change leadership aligns well with my leadership approach, with some

caveats. Longmuir's (2019) case study research found that subversive-resistant leadership can be successful in planning and effecting desired change in an educational organization. However, it can also inadvertently lead to insular, autocratic tendencies, centralizing power and silencing other parties' diverse voices. Such approaches often result in detrimental professional and personal consequences for dissenting staff, neglect the sustainability of hastily implemented changes, and create an over-reliance on the central figure of the leader-resistor (Longmuir, 2019). When acted on constructively, however, subversive leadership can involve a relational, collegial, and networked approach (Wang, 2018). My joint adoption of distributed leadership therefore serves as a counterbalance to some of the pitfalls of subversive leadership. Furthermore, it lessens the personal risks for subversive-resistant leaders (Wang, 2018), ensuring a more widely resilient, supportive, and trusting organizational structure. I will enact this dual change leadership approach through a comprehensive framework designed to implement distributed and subversive change effectively, ensuring that collaboration and equity are prioritized throughout the process.

Framework for Leading the Change Process

This section introduces a concrete framework designed to implement distributed and subversive change. The trilateral framework developed for leading the change process (see Figure 3) offers an integrative, comprehensive approach. It combines a structured, phase-by-phase progression with actionable steps, which are altogether channeled towards social justice-informed directors for change. This framework is designed to navigate the complex interactions between organizational culture, structure, and the bureaucracy of communal fieldwork placements.

Figure 3*Trilateral Change Framework*

Three-Stage Model of Change (Lewin, 1947)	Six Steps to Effective Change (Beer et al., 1990)	Five Signposts to Socially Just Career Guidance (Hooley et al., 2018, 2021)
Unfreezing	1. Mobilize commitment to change through collaborative analysis of the problem	by 1. Building critical consciousness 2. Naming oppression 3. Problematizing norms, assumptions, and power relations
Changing	2. Develop a shared vision of how to organize and proceed with change 3. Foster consensus for the new vision, competence to enact it, and commitment to advance it 4. Spread revitalization to all areas of the organization-environment in a non-hierarchical, non-directive manner	by 4. Building solidarity and collective action
Refreezing	5. Institutionalize revitalization through formal policies, systems, and structures 6. Monitor the revitalization process, adjusting in response to problems	by 5. Working at a range of levels and scales

Lewin's (1947) three-stage model of change of unfreezing, changing, and refreezing is a clear and comprehensive framework for understanding change as a process of preparation, implementation, and stabilization (Errida & Lofti, 2021). While less focused on practical steps, it lays a foundation that will be enhanced by Lewin's (1946) action research model in the coming implementation plan. The three-stage model's emphasis on iterative learning and readiness for change is vital in the collaborative environments fostered through distributed leadership. Such an approach not only encourages the inclusion of diverse perspectives but also ensures progressive

strengthening of the equity-oriented organizational culture underlying the placement process.

Incorporating Beer et al.'s (1990) six steps to effective change provides a comprehensive and pragmatic framework for organizational change. This model complements a distributed leadership style, emphasizing teamwork, consensus, and the need for continuous adaptation to evolving organizational demands. A key element of Beer et al.'s (1999) approach is the concept of task alignment, which involves strategically coordinating roles, responsibilities, and relationships in alignment with the organization's main objectives. Task alignment is essential for efficiently managing the complexities of inter-organizational hierarchies and diverse functions, thereby preventing efforts from becoming misaligned or counterproductive. Particularly in the administrative, inter-organizational context of preservice teacher placements, task alignment is key to directing all efforts towards a shared, equity-oriented vision. It focuses individual, group, and organizational contributions on purposefully achieving the desired future state. This approach is instrumental in creating a cohesive, focused effort towards meaningful organizational and effective change. Furthermore, it supports the concept of change readiness at individual, group, and organizational levels, a topic that will receive further attention later in this chapter. The decision to initially found the change framework in two processual models balances personal preference with strategic need. The processual approach aligns with transformational leadership, providing direction and progression for managing complex changes in organizations valuing procedural thoroughness and systematic planning (Errida & Lofti, 2021).

Acknowledging the limitations of Beer et al.'s (1990) model, particularly its insufficient focus on justice (Novelli et al., 1995), the change framework is supplemented by Hooley et al.'s (2018, 2021) five signposts for socially just career guidance. This addition aligns with subversive resistance as these signposts, designed to counteract the dominant neoliberal paradigm in career guidance (Hooley et al., 2018, 2021), emphasize an equity-centred approach to change. While not

procedural in nature, these signposts fundamentally reorient the two other models' strategic direction towards nurturing a socially just organizational culture. By integrating relevant signposts into specific stages of the change framework (as illustrated in Figure 3), the strategy includes advancement towards social justice objectives at each phase. This comprehensive change framework leverages the organization's procedural strengths, while subtly steering its focus and priorities towards a more equitable and just culture. Understanding that this change initiative cannot be solely predicted or engineered by one individual, the trilateral framework is designed not so much to dictate the change but rather to create conducive conditions for collaborative, justice-oriented, culture-shifting change.

The Framework in Practice

In its initial stage, the framework supports readiness for change (Lewin, 1947) and mobilizes commitment through collaborative problem analysis (Beer et al., 1990). Hooley et al.'s (2018, 2021) focus on developing critical consciousness, acknowledging oppression, and questioning the status quo contribute significantly to advancing both systemic and cultural change. This stage is critical in the context of the PoP. It involves acknowledging, challenging, and reassessing the existing oppressive beliefs, values, attitudes, and behaviours about the placement process that pervade the inter-organizational sub-cultures. It lays the groundwork for having actors acknowledge how the placement process has no system for managing equity considerations.

The subsequent stage is where actual change occurs (Lewin, 1947), including developing a shared vision; fostering consensus, competence, and commitment; and spreading revitalization in a non-hierarchical manner (Beer et al., 1990). It aligns with Hooley et al.'s (2018, 2021) signpost of building solidarity for collective action, which harkens to the solidary focus of critical allyship (Nixon, 2019). In this stage, by leveraging the interconnected network of placement contributors, a collaborative effort is made to develop a new vision. This vision focuses on improving placement

support structures for equity-deserving teacher candidates, challenging the existing norms and power dynamics that were identified as problematic in the first stage. It requires empowering all members of the placement network, at every level, to participate actively in the change process, fostering a sense of shared responsibility and collective action. This stage is where collaborators begin to envision and ideate how the shifting culture can take shape through tangible changes.

In the final stage, the post-change state is consolidated and embedded (Lewin, 1947). This process involves institutionalizing the changes through formal structures and monitoring the revitalization process (Beer et al., 1990), while also ensuring the sustainability of the implemented changes by operating at both the individual and systems level (Hooley et al., 2018, 2021). In the context of the PoP, the goal here is to create a sustainable model where the advancements made in fostering equitable placements are maintained and continuously improved upon by a shifted underlying culture. By transforming structures, engaging partners, and appealing to individual attitudes and behaviors, I am intentionally leading a culture shift towards equity and social justice.

Levels of Change in the Framework

The integrative change management framework theoretically accommodates first-, second-, and third-order changes, aligning with varying depths and scopes of organizational transformation. First-order change involves adjustments within existing organizational parameters, aligning with the concept of schema-reinforcing change (Bartunek & Moch, 1987). For instance, my change approach and framework do not aim to disrupt the foundational inter-organizational structure of the placement process. Instead, they work within it to achieve a deeper level of second-order change, which involves re-evaluating and modifying how systems and individuals fundamentally operate (Bartunek & Moch, 1987). In the context of this PoP, second-order change arises from reassessing the placement process's purposes and practices. The framework subversively reinterprets Beer et al.'s (1990) task alignment discourse as task re-alignment, strategically reorienting placement

actors' roles and responsibilities towards equity-focused goals.

Lastly, third-order change, supported by this framework, involves inter-organizational members contributing to these deeper, second-order changes (Bartunek & Moch, 1987). Here, Hooley et al.'s (2018, 2021) signposts are instrumental as they conceptualize operational changes through a consciousness-raising, equity-oriented cultural shift. This shift aims to transform the core motivations, attitudes, beliefs, objectives, and values of those involved in the placement process. Third-order change aims to ensure the lasting incorporation and integration of first- and second-order changes into the evolving organizational culture, influencing long-term perceptions and approaches to placements. Collectively, the framework conceptually encapsulates all three levels of change. Using the framework allows me to promote effective adjustments, equity-driven orientations, and sustained cultural shifts.

Potential Limitations of the Framework

While the framework has many strengths, it also faces key challenges that need addressing. While Lewin's (1947) model focuses on initially addressing change resistance, this change plan represents a more complex undertaking. It introduces systemic changes that disrupt both practice and culture, potentially complicating and intensifying forms of change resistance (Damawan & Azizah, 2020). Social justice leadership faces additional resistance from entrenched cultural norms and reluctance to changing paradigms and values (Hynds, 2010; Murray-Johnson & Guerra, 2017; Theoharis, 2007). Such complexity not only requires a substantial shift in organizational mindset and practice but also presents significant difficulties in measuring and evaluating the impact of these changes. Traditional evaluation metrics may not effectively capture the distinct aspect of social change in higher education (Wall et al., 2014), potentially leading to underestimation of its true value and impact within the organization. Moreover, assessment practices in higher education are often seen as contributing to the neoliberal trend that overly commodifies education (Hirsch &

Wall, 2011). These factors together highlight the need for me to encourage ongoing social change readiness as a form of countering change resistance, which will be addressed in the next section, as well as the need to thoughtfully consider the evaluation of such a socially just change plan, which will be addressed in the next chapter.

Change Readiness

Lewin (1947) introduced the concept of resistance to change as a natural response to shifting from familiar to unfamiliar scenarios. Though resistance management is critical to change management (Errida & Lofti, 2021), the concepts of change readiness and change capacity place a greater emphasis on recognizing and shaping precursors to behaviours regarding change efforts (Armenakis et al., 1993; Errida & Lofti, 2021). Readiness for change is a decisive factor in support for change initiatives and is essential for successful change implementation in organizations (Wang et al., 2020). Change readiness reflects beliefs and attitudes about the necessity and capability for change (Vakola, 2013). Within this change plan, change readiness particularly highlights the willingness to alter those beliefs and attitudes in favor of an evolving organizational culture. Change readiness is therefore not merely a concern before the change but a significant aspect that requires attention and action throughout the entire change process (Armenakis et al., 1993).

In the holistic conceptualization of readiness for organizational change, Vakola (2013) identified three interdependent levels of readiness: micro-individual, meso-group, and macro-organizational. This delineation is a more expansive view of the individual-organizational two-level dichotomy often seen in change management literature (Errida & Lofti, 2021). These three levels of readiness are useful for systematically examining the change readiness of the placement network. The individual readiness of actors will directly impact their engagement with the proposed changes and their implementation of new equity-focused solutions. Group readiness will affect how sub-units within the placement network collaborate and support the change initiatives.

Lastly, macro-level readiness will reflect the inter-organizational network's overall capacity to enact and sustain the proposed changes. The following sections analyze the placement network's readiness for change at all three levels, concluding with the introduction of an assessment tool for evaluating organizational readiness for social change.

Individual and Group Readiness

Micro-level readiness focuses on individual members of the organization, including their beliefs, attitudes, and intentions regarding the necessity and capability of implementing change (Vakola, 2013). This readiness is shaped by experiences in the work context and is likely to change as individuals' experiences change, making it a dynamic rather than static concept (Choi & Ruona, 2011). In my change framework, individual readiness for change parallels Lewin's (1947) unfreezing step, where attitudes shift to view change as necessary and achievable. Beer et al. (1990) emphasized redefining roles and responsibilities to align with the organization's new vision and processes, as without this realignment, individuals may continue to operate within old behaviours, undermining new initiatives. This culture-informed change process therefore requires addressing individual beliefs and attitudes continuously to ensure readiness and ability to adapt.

Meso-level group readiness acknowledges the influence of group norms and expectations on members' behavior and the change process (Vakola, 2013). Hooley et al.'s (2018, 2021) signposts emphasize the importance of building critical consciousness and encouraging collective action, crucial for fostering group readiness. Schein (1990) highlighted that deeply embedded assumptions within organizational culture often manifest as unconscious behaviors. This makes conscientization, rooted in Freire's (1970) work, particularly relevant, as it involves developing a critical awareness of one's social reality through reflection and action. Integrating these signposts strengthens group-level change readiness by highlighting the need for collective understanding and action in justice-oriented organizational change.

Proactively addressing implementation challenges involves understanding a range of potential resistance types that emerge within individuals and groups during organizational change. These include: (a) logical resistance, questioning capacity and feasibility, (b) psychological resistance, rooted in negative emotions like fear and mistrust, and (c) sociological resistance, influenced by group dynamics and sociocultural-political ideologies (Kuzhda, 2016). My change process must be aware of these potential forms of resistance and work proactively to mitigate them, fostering readiness for change instead.

Collaboration and inter-organizational teaming may encounter logistical resistance during implementation, such as conflicting schedules and competing priorities, particularly among students and external partners. Prioritizing technology-driven solutions, including virtual meetings, collaborative online workspaces, asynchronous forums, and recorded sessions (Hertel et al., 2005), will help me effectively manage these challenges. These flexible and diverse avenues for active participation will ensure that everyone can contribute despite their time constraints.

Addressing concerns from SO staff, especially those with unionized status, about additional responsibilities requires sensitive handling. Mitigating these challenges will require that I emphasize the importance of transparent communication, shared decision-making, and respect for the roles and concerns of unionized employees (Schuster & Weidman, 2006). Recognizing that SO job descriptions cannot be changed, it is essential to consider how ready staff are to adapt their roles and incorporate equity-oriented practices. I must regularly communicate clear role expectations and scope, provide support and resources, and convey my appreciation. I will need to ensure that any shifting responsibilities remain consistent with existing job descriptions, allowing staff to co-create this alignment not only in terms of duties but also in achieving shared goals. This approach will help integrate equity considerations into their placement tasks in a way that feels natural and aligned with their professional objectives.

Psychological resistance may emerge in efforts to engage students who are indifferent to the change process, who feel uncomfortable expressing their opinions, or who are hesitant to participate. This disengagement would pose a significant challenge, given their central, elevated role. Creating welcoming, inclusive, and non-judgmental spaces for student engagement is essential (Mansfield, 2019). To encourage participation and deepen understanding of student experiences and perspectives, I will in part utilize anonymous feedback tools like surveys, coupled with sentiment analysis of this feedback (Santhanam et al., 2021).

Lastly, a key sociological resistance challenge could be a lack of understanding towards the experiences of equity-deserving teacher candidates. This apathy would be especially concerning, given that this change process is driven by social justice and empathy. To overcome this potential resistance, needfinding that centres storytelling (Elsbach & Stigliani, 2018) will help staff and partners connect with the lived experiences of these preservice teachers. Furthermore, providing social justice-oriented (Hooley et al., 2018, 2021) competency development opportunities (Beer et al., 1990) will deepen contributors' understanding of the complexities and importance of equity-centred change. Here, this professional development could include widely available and accessible trainings as well as coaching conversations with SO staff during individual and team meetings.

Organizational Readiness

Organizational readiness at the macro level pertains to the overall capability of the organization or, in this change plan's case, organizations, to implement change (Vakola, 2013). Organizational readiness to change will be positively influenced by a high level of individual readiness to change, and, similarly, a high level of group readiness will positively influence organizational readiness to change (Vakola, 2013). While higher education institutions should mirror broader social transformations, they often exhibit significant resistance to change, typically favoring slow and incremental adjustments, if any at all (Anderson, 2023). There remain

significant barriers to change in higher education as resistance is deeply embedded in higher education's culture and structures, such as tenure, unionization, time restraints, and a pervasive adherence to tradition (Anderson, 2023; Chandler, 2010). As noted in the first chapter, placements are done with hundreds of host schools and even more individual administrators. It is likely that there will be a wide range of interest and readiness across these partners to engage in the change process. Based on past experiences and some outreach, the SO team and I can identify the strongest supporters of such changes and prioritize their involvement early on. By identifying and engaging these key supporters, we can create a foundation of strong, ready partners who will drive the initial phases of the change process. This involvement can grow over time as more schools see the benefits and successes of the new approach. An ideal solution would therefore not rely on the active involvement and buy-in of each individual host school. While broad support is desirable, it is also impractical. The ideal solution should be adaptable and multipronged, allowing for and requiring varying levels of engagement from different partners. In the forthcoming solution evaluation section, I will partly assess the viability of proposed solutions based on their ability to function without across-the-board support from all host schools.

The trilateral change management framework inherently addresses individual and group readiness, stressing the present need to assess organizational readiness, especially in the context of social change. Recognizing that the envisioned future state addresses issues of systemic and cultural inequity, I am focusing on evaluating organizational readiness for such transformative work. Campbell and Kunreuther's (2006) practitioner-oriented "Assessment of Organizational Readiness for Social Change" tool is well-suited for gauging an organization's readiness for social justice-oriented change. The assessment questions, such as "Does your organization have a written mission statement that guides your work?" and "How do your organization's leaders reflect the communities you serve?", directly probe the alignment of the organization's vision, leadership, and

activities with social change principles. Similarly, questions about the representativeness of leadership and student participation in decision-making processes assess the extent to which the organization embodies equity and inclusivity. By scoring responses from A (least readiness) to D (most readiness), the tool effectively highlights areas of strength and opportunities for growth in aligning with social justice values. This assessment is particularly relevant as it resonates with principles of social justice-oriented, transformative leadership and mission-driven, collective action (Shields, 2020; Theoharis, 2007), providing a clear, quantifiable measure of the organization's current state and its potential for embracing transformative change.

I completed the assessment based on my own perceptions of the SO, resulting in a score of 11 (see [Appendix C](#)). This mid-range score indicates a state of progress. It suggests that while the SO is already implementing some aspects successfully, there are focus areas requiring strategic improvement. Notably, these include developing a shared vision, incorporating this vision into evaluation processes, and establishing formal structures for student, staff, and partner engagement in social change. Appropriately, the trilateral change framework includes steps that specifically address these deficits. While I am the only one who has so far taken this assessment, the upcoming chapter on the change plan will include co-constructing a similar tool to monitor readiness progress among staff and partners during the change process. Engaging in this reflective process fosters a deeper understanding of organizational readiness levels and patterns throughout the inter-organizational network. It will also help identify those host schools and individual administrators who may be most ready to join the initial change process. Lastly, it pinpoints specific areas in the change plan overall that may need more focused and considered interventions, either within or among certain individuals and groups.

Leadership Wellbeing and Change Readiness

I believe that successful change implementation relies not just on traditional notions of

change readiness but also on a more comprehensive view that accounts for health and resilience. In this context, leaders' wellbeing is also essential for effective change management. Leaders in good mental and emotional health are better equipped to navigate organizational change complexities and manage related stresses (Nielsen & Daniels, 2012), as well as cultivate a resilient organizational culture (Bachman et al., 2023). They also experience reduced stress and increased work engagement (Weiss et al., 2018). These insights are especially pertinent as I view leadership as a collaborative process, positioning every contributor in change implementation as a leader. Individuals involved in social justice education often experience increased emotional labor, as they face the challenge of addressing systemic injustices and inequalities within the educational system (Gandolfi & Mills, 2023). This work can lead to feelings of being overwhelmed by the challenges of achieving certain ideals (Gandolfi & Mills, 2023). This change initiative requires leaders to navigate not only structural but also deeply ingrained cultural and attitudinal shifts. Their personal wellbeing therefore becomes a significant factor in their readiness and capacity to drive, inform, and sustain such transformative change. During the change process, maintaining and enhancing leader wellbeing is not just a matter of individual readiness but a strategic imperative for group and organizational readiness as well.

Change readiness is crucial for the successful implementation of this initiative, as it reflects individual, group, and organizational willingness and ability to evolve alongside the shifting organizational culture. Recognizing the multi-level nature of readiness allows me to more comprehensively assess how prepared the placement network is for these changes. In addressing individual, group, and organizational readiness, I can better ensure a successful change process, as well as foster a supportive and healthy environment for the proposed transformations. As detailed in the next section, this thoughtfulness also includes considering the ethical implications of my approach, to maintain integrity and trust throughout the change process.

Leadership Ethics in Organizational Change

Neoliberalism's narrow focus on human capital development in education (Shahjahan, 2014) raises significant ethical considerations, especially when addressing the problem of practice and devising a change plan centred on equity and belonging. For instance, teacher education programs often inadequately support preservice teachers of colour, reflecting a predominantly white culture that overlooks their unique experiences and perspectives (Brown, 2014). Moreover, the tokenistic recruitment of preservice teachers of colour exacerbates inequities by focusing on superficial displays of diversity over authentic cultural change. This approach undermines these students' senses of belonging and inclusiveness within the teaching profession (Brown, 2014; Camargo, 2023; Plachowski, 2019). Given these challenges, it becomes essential to thoughtfully engage with neoliberal structures in higher education. I must consider the ethical implications of my leadership approach and any related solutions that aim to drive new equity-oriented objectives alongside existing market-driven imperatives.

My selected method for addressing the PoP should ultimately challenge the marginalization of equity in a neoliberal placement process. It would facilitate prioritizing and centring equity-deserving students' lived experiences and sense of belonging, making placements more accessible, inclusive, and empowering. An equity-minded subversive-resistant approach to workforce access represents a form of ethical action. Creating space for ethical actions involves establishing a forward-thinking system that moves the current vocational discourse towards a more pluralistic and flourishing approach (Dennis et al., 2019). In this change plan, ethical action occurs when the unique capital, capacity, and capability of equity-deserving students are deliberately nurtured. These attributes are prioritized in the placement process for the long-term empowerment of preservice teachers. This plan is therefore grounded in ethical action, focusing on the humanized development of teachers within a system that can often be dehumanizing. Assessed against Moen

(2017) and Stein's (2019) more deconstructive inclinations, this subversive approach may not be considered as radical or transformative enough. However, given the overall context, this approach is still ultimately valuable and, most importantly, ethical.

A Shared Ethical Responsibility to Critique and Care

While the problem of practice is situated within teacher education, it is not guided by an ethic of the profession, the ethical standards and norms inherent to the educational profession (Shapiro & Stefkovich, 2005). In fact, the desired change is a subversive ethic of critique to the ethic of the profession. The ethic of critique challenges the status quo and addresses issues of power, privilege, and inequality, and other systemic injustices (Shapiro & Stefkovich, 2005; Wood & Hilton, 2012). Key elements of the change plan, including my problematization of the inequitable placement process, my transformative leadership approach, my subversive-resistance change leadership, and my use of the five signposts, align closely with an ethic of critique. Applying this paradigm in the context of this organizational change means actively questioning and challenging existing systems and structures that perpetuate inequity and injustice in the placement process. Driven by the proposed change management framework, it involves a shared ethical responsibility among all actors to recognize and address equity gaps and injustice within their own and others' practice.

While an ethic of critique helps to frame the PoP, an ethic of care (Shapiro & Stefkovich, 2005) is what motivates action. The central problem directly relates to the ethic of care's concern with "how decisions, issues, and circumstances serve to hurt others ... focusing particularly on aiding students in achieving their education and career goals" (Wood & Hilton, 2012, p. 203). The ethic of care also resonates with evolving views on the responsibility of higher education and its duty of care towards students. This shift had moved from a paternalistic approach to a bystander role, and finally now to a facilitator model where the institution collaborates actively with students,

working together to address their individual needs (Squires, 2023). Approaching the ethic of care as a critical allyship process (Nixon, 2019) ensures that care is expressed as a form of solidarity, not salvation. In this context, the ethic of care emphasizes the shared responsibility of all contributors in the organizational change. It encourages actors to deepen their understanding of and give more intentional consideration to preservice teachers' holistic identity development. This ethical action creates and cares about a culture and system attentive to the needs and goals of equity-deserving students. Preservice teachers should be aware of, know how to receive, and be able to benefit from equitable and affirming support that serves both their field experiences and career progression. This ethical care approach promotes self-directed growth and belonging, helping students actively pursue their unique education and career goals.

Strategies and Solutions to Address the Problem of Practice

Shifting from broader concepts of change, this section explores a range of practical strategies and solutions to address the identified problem of practice. Each option presents distinct advantages and disadvantages, as well as unique approaches to effect and facilitate change. I carefully evaluate an array of initiatives, both within and beyond existing frameworks. The three core evaluation criteria focus on identifying strategies that align with transformative leadership and achieve a sustainable, equity-driven cultural shift within the placement network.

Evaluation Criteria

The first chapter explored how a culture change could sustainably support equity-related considerations while ensuring adaptability to evolving and unforeseen challenges. This discussion also helps inform the evaluation of potential solution to the problem of practice. The evaluation criteria outlined here emphasize several key factors for the success and sustainability of the change initiative. The first criterion examines the feasibility and practicality of engaging the placement network. The second criterion evaluates how the proposed solutions contribute to an underlying

cultural shift towards equity and inclusion. The third criterion assesses the empowerment of preservice teachers, focusing on their support and readiness for both immediate and long-term professional success. Each criterion ensures that the proposed changes are practical, targeted, and sustainable, leading to a lasting impact on the placement process and network, as well as the future teachers they serve.

Appropriate Engagement of the Placement Network

This criterion evaluates the readiness and capacity to implement new strategies, considering organizational capacities, resources, and established purviews. It also reinforces the strategic imperative of Beer et al.'s (1990) six steps that culminate in institutionalizing change through formal structures. Reflecting Hooley et al.'s (2018, 2021) guidance, this criterion emphasizes the need for comprehensive changes across both individual and system levels. For change to be most effective, it is essential that any selected solution actively engages the entire placement network within certain boundaries. This engagement must begin within my leadership's purview, sphere of influence, and professional agency. Ensuring the solution aligns with a leader's capacities and areas of control enhances its effectiveness and applicability (McDermott et al., 2013; Sullivan et al., 2012). Instead of merely advocating for others within or outside of QuebecU to take responsibility, my leadership role should include actively bringing in collaborators and involving them in the change process. As noted in the first chapter, university partnerships should ideally provide opportunities to empower all parties as change agents (Handscomb et al., 2014). They should feel that the solution is feasible because of their involvement and insights. I must therefore meaningfully engage various actors in the placement network as part of the change process, albeit within the limits and possibilities also outlined in the first chapter. Therefore, this criterion aims to ensure that the solution supports engaging and empowering collaborators while not requiring universal buy-in from host schools for successful implementation. Evaluating this criterion

involves asking whether the proposed solution (a) empowers actors across the placement network as agents of change and (b) allows for successful implementation without requiring the involvement and buy-in of every host school.

Contribution to an Underlying Culture Change

Evaluating whether the solution contributes to an underlying culture change is crucial, given the transformation needed to address the PoP. This criterion considers whether organizational assumptions and values are being directed towards prioritizing equity and inclusion. Schein (1990) maintained that leadership plays a decisive role in shaping organizational culture through guided evolution and managed change. Real, sustainable change in higher education also requires engaging in proactive cultural change through mutual adaptation and social movements (Kezar, 2011). This approach fosters ownership and deep transformation, aligning innovations with the internal culture and structures of the institution. Any solution I implement should guide an evolution from a bureaucratic to a more equity-oriented culture. Namely, this means moving away from a culture rooted in standardized procedures and hierarchical decision-making towards one that prioritizes students' individual needs and sense of belonging, while actively addressing any barriers they would relatedly face (Itano-Boase et al., 2021). Evaluating the proposed solution not only on its practicality, but its cultural effect as well, ensures that the changes are not transient or superficial but become an integral part of the organization. Evaluating this criterion involves asking whether the proposed solution (a) contributes to an underlying culture change, (b) pervading both QuebecU and host schools, and (c) both develops supportive environments for equity-deserving students and actively works to eliminate barriers.

Empowerment of Preservice Teachers in the Short- and Long-Term

The criterion of empowering preservice teachers in the short- and long-term is multifaceted. The aforementioned ethical considerations shaping the change leadership,

particularly the ethic of critique and care, are central. Implementing these ethics in the context of teacher education necessitates a reorientation of how equity-deserving preservice teachers are supported. This change involves not only modifying existing structures and processes to support these students (McKenzie et al., 2008) but also imbuing them with a deeper sense of responsibility, social justice, and care.

Any selected solution should support actors centring equity-deserving preservice teachers in the placement process. Additionally, applying Tuck's (2009) desire-based approach advocates for recognizing and valuing unique the capital, capacity, and capabilities (Moodie et al., 2002) of these individuals. This approach moves beyond deficit-based narratives and instead focuses on the strengths, desires, and potentials of preservice teachers, offering a more empowering and inclusive framework for their personal and professional development. Ultimately, for sustaining the change, an effective solution should focus on and allocate resources for a holistic understanding of teacher identity, as detailed in the first chapter. This criterion considers whether the placement process ensures preservice teachers are both prepared for their duties and feel a deep sense of belonging in the teaching profession, which they can carry forward in their career transition. Evaluating this criterion involves asking whether the proposed solution (a) adjusts the placement process to support preservice teachers, instead of requiring them to adapt to the process; (b) addresses preservice teachers' capital, capacity, and capabilities; (c) supports preservice teachers' readiness for their fieldwork and professional career transition.

Potential Solutions

This section presents three options, promoting varying degrees of nuance, additivity, and comprehensiveness. Each potential solution is then assessed against the established evaluation criteria and a score is tabulated (see [Table D2](#)). Through this comprehensive analysis, one strategy emerges as particularly well suited to meet the complex demands of the PoP.

Reproduction of Disability Accommodation Process

The first potential solution draws from the current principles, guidelines, and procedures governing placement-specific accommodations for preservice teachers with documented disabilities (SO, n.d.-b). Similar to the disability accommodation process, students would need to submit a formal request for their specific non-disability, equity-related consideration. This submission would require clearly articulating the request's reasonableness, relevance to the educational experience, and alignment with personal circumstances or identity. Like the disability accommodation process, supporting documentation or other forms of evidence would be necessary. This could include medical documentation, personal statements, reference letters, or other relevant documentation that supports the request's validity. Upon approval, an internal committee would formulate an individualized plan detailing the accommodation's implementation in the upcoming placement, as possible.

Because this accommodation process would fall outside the scope of the University's accessibility office, I would need to gather and manage internal resources to implement this solution. Student Office staff time would need to be allocated to this process, similar to how it is for disability-related accommodations. Additionally, I would look to replace the committee role usually held by an accessibility office staff member with a faculty member. Financial resources may also be necessary to cover costs associated with implementing certain considerations, such as providing additional training for or resources to students, supervisors, and mentor teachers.

Co-Curricular Additions

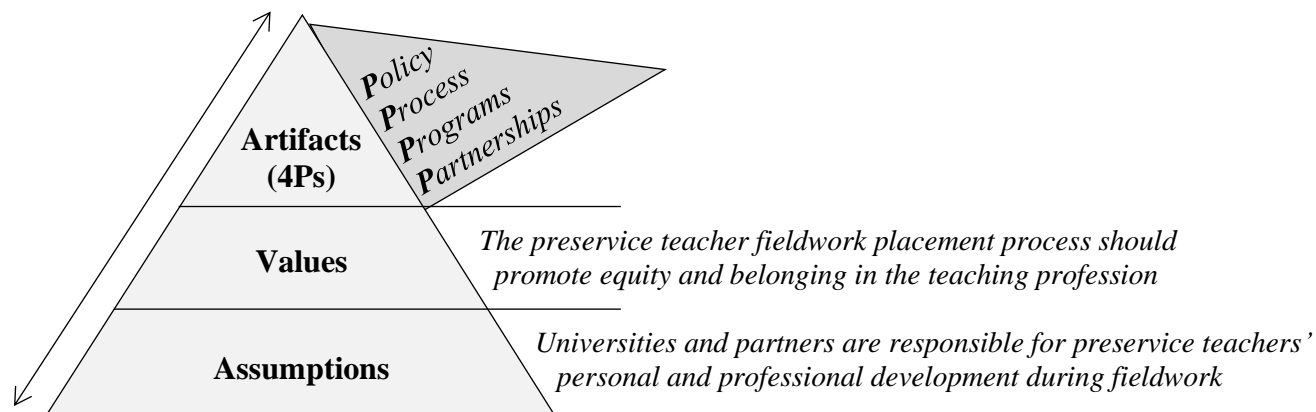
A co-curricular programming solution would involve creating and offering educational materials or opportunities specifically designed for equity-deserving students. These resources would be optionally available to preservice teachers outside of coursework and allotted course time. These additional programs and resources would be informed by existing research and

practice in equity-oriented co-curricular teacher education strategies, such as workshops for queer preservice teachers and allies (Benson et al., 2014), dedicated career and alumni services for Indigenous preservice teachers (Tessaro et al., 2021), and online modules on preservice teacher wellbeing (Boke et al., 2020). This solution would not entail any actual change to the placement process, the placements, or placement actors' responsibilities.

I would sponsor this project as the director, while the mid-manager would handle its operations. These programs could be developed in-house by the SO staff, likely during the quieter summer months when larger projects have been developed in the past. Alternatively, faculty members with expertise in DEI-informed teacher education could assist in developing these resources as part of a research project. This approach might incur costs associated with hiring a research assistant and could pose ethical issues related to data collection. Another, more costly option would be to solicit proposals from external vendors offering turnkey solutions or from individual instructional designers who could create custom programs.

Comprehensive Artifactual Reform

The final solution is a comprehensive reform inspired by various conceptual frameworks methodizing organizational change. These frameworks include considering structure-process-attitude (Kezar, 2013), people-process-tools (Siemens et al., 2018), culture-people-processes (Jisc, 2014), content-people-process (Al-Haddad & Kotnour, 2015), and pedagogy-ideology-structure (Shank Lauwo et al., 2022). I have synthesized these into a custom and contextualized conceptual framework likewise developed to address organizational culture (see Figure 4).

Figure 4*4P Conceptual Framework*

Note. This figure was created by the author and illustratively adapts the levels of culture from

“Organizational culture,” by E. H. Schein, 1990, *American Psychologist*, 45(2), 109–119.

<https://doi.org/10.1037/0003-066x.45.2.109>.

The 4P framework is presented as a conceptual model, providing a research- and practice-informed direction to a network of collaborators. In his seminal work on organizational culture, Schein (1990) introduced “three fundamental levels at which culture manifests itself: (a) observable artifacts, (b) values, and (c) basic underlying assumptions” (p. 111). These three levels are critical to the inter-organizational context, contribute to the current PoP, and can in turn support introducing more equitable change. In my 4P conceptual framework, each P represent an artifact of the placement organizational culture. Policy refers to the SO’s guiding principles and rules that largely inform decision-making during the placement process. Process involves the methods used to secure placements, including the collection and integration of student information. Programs are initiatives supporting students’ and partners’ ability to navigate a more equity-oriented placement

process. Lastly, partnerships focus on the collaborative engagement and institutionalization of relevant parties in new equity-oriented policy, processes, and programs. The 4P framework's design also facilitates a bidirectional effect based on the levels of culture. The designs of the reformed policies, processes, programs, and partnerships will be founded on shifting assumptions and values, effectively shaping the organizational culture. Equally, these four artifacts will serve to solidify the shifting values and assumptions for the actors within the organization-environment. The framework's flexible structure encourages open ideation and formation, allowing me to invite diverse perspectives to shape and refine its implementation. It can be dynamically adapted to meet the evolving needs and insights of all parties involved in the change process, particularly equity-deserving students. This relationship will ensure that the reforms are robust, sustainable, and expansive, fostering a culture that is both supportive and reflective of the desired changes.

This comprehensive solution is admittedly ambitious and far-reaching. Given the SO's independent management and the University's commitment to DEI initiatives, I am however well-positioned as a senior leader to champion this undertaking and cultural shift, particularly in reforming the SO's operations. Leadership roles and responsibilities for implementing the framework would also be guided by a collaborative and participatory approach, ensuring diverse perspectives and shared leadership throughout the process and across the placement network. Primarily, this solution would require human resources, including SO staff, students, and partners, as well as their time. Non-programmatic artifacts we would implement would demand minimal financial resources. Programs would not represent a major financial burden, as they would be part of a broader set of initiatives and would not necessarily need to be fully housed within the SO. For instance, these programs could be managed in collaboration with certain host schools or developed by working with on-campus student service partners to promote or adapt existing programs. To make this solution more manageable, I would approach it by starting with implementing new or

revised 4P components in pilot environments, such as specific practicums, programs, or host schools. This strategy would create a solid foundation for further changes and implementation.

Rationale for Selected Solution

In evaluating the three potential solutions (see [Table D2](#)), the 4P framework is clearly calculated as the most appropriate. The reproduced accommodation process solution, although aligned with current practice, does not fully meet the set evaluation criteria. It would engage the entire placement network, as well as cultivate a cultural shift around what constitutes justifiable accommodation. However, it would require each host school's buy-in, which is not guaranteed nor enforceable by any current law, policy, or process. This option also primarily focuses on addressing short-term, individual student needs for a single upcoming placement. This approach does not effectively address the broader, long-term resources needed for students' self-directed career management. What is more, the current disability accommodation process for fieldwork is itself a problematic model to use, as it tends to be less commonly accessed and more ethically contentious (Baldwin, 2007), reinforces aforementioned access barriers such as fear of judgement (MacDonald et al., 2022) and shame (Lightner et al., 2012), and relies on outdated perspectives on the use and importance of disability documentation (Banerjee & Lalor, 2021).

The co-curricular additions suffer the most from their detached nature. They would only serve to help students adapt to and navigate the current placement process. They would also require SO staff launch and manage a large, ongoing project, likely on their own. Co-curricular additions would not necessitate engaging host schools, nor would they contribute to cultural or organizational change within the SO or among its partners. Moreover, solely situating the solution in a co-curricular context would be paradoxical considering that students are not able to equally access or benefit from these supplemental, time-consuming opportunities (Olewnik et al., 2023; Winstone et al., 2020), which belies my justice-oriented leadership approach.

While each of the first two solutions offers unique approaches to support preservice teachers, combining these strategies is equally not advisable for achieving the overarching goal of fostering an equity-oriented, culture-informed change. Even collectively, the solutions fail to address all evaluation criteria. These solutions, although beneficial in certain aspects, do not holistically integrate or reinforce each other to create the systemic, cultural shift necessary for truly embedding equity at the core of the placement process. Therefore, a more integrated and comprehensive approach is required to meet the complex demands of fostering a genuinely equity-oriented culture in the context of teacher education fieldwork.

The selected solution, comprehensive artifactual reform, is deeply anchored in the context of the placement network. The 4Ps align with capable transformations to various components that comprise and contribute to the overall placement process. It allows my colleagues and me to engage students and partners within the limits of their resources and capacity. However, it does not rely on the cooperation or participation of all partner host schools, should their involvement be unavailable or unnecessary. The 4P framework solution also addresses the need for an organizational cultural shift, focusing on transforming existing structures and dynamics that span across organizations and levels. In leading change through this framework, I can ensure that new policies, processes, programs, and partnerships are grounded in transformative values and assumptions, reshaping the organizational culture from bureaucratic practices towards an equity-focused orientation. Central to this solution is the upliftment and empowerment of equity-deserving preservice teachers, addressing their identity resources and other supports comprehensively through tangible changes. Aligned with distributed leadership, this framework enables me to foster collective efforts in addressing equity-related considerations. Its comprehensive nature supports implementing change that strengthens partnerships, shared responsibility, and accountability among all participants. Additionally, the approach is designed to

achieve long-term, sustainable impact. By taking this approach, I am rejecting provisional solutions in favour of enduring impacts on preservice teachers both within their field placements and during their transition into the workforce.

To provide concrete context of how the conceptual framework can be put into practice, [Table D1](#) presents a range of illustrative examples of potential reforms or new initiatives in policy, process, programs, and partnerships. These examples are merely ideas, not prescriptive solutions. They highlight how systematically addressing equity considerations is a multi-faceted endeavor, not limited to matching students with specific placements based on requests and considerations. The 4P solution is ultimately a framework for considering engagement across all aspects and stages of the placement process. Given my leadership approach and change framework, the example artifacts in [Table D1](#) are presented with the understanding that any eventual ideation and implementation of the 4Ps would be the result of a thoughtful, participatory process involving a wide range of contributors. While these initial ideas are generated from my single perspective, the true potential and innovation will come from what is envisioned and refined by several individuals and groups, leveraging the collective creativity, expertise, and insight of all involved.

The 4Ps Moving Forward

Although policy reform supports institutionalizing change, genuine educational transformation demands efforts that surpass the confines of policy (Wiseman, 2018). Effective organizational change in teacher education also “must go beyond programming approaches to include anti-discriminatory work at the systemic level with all [partner] groups” (Schmidt, 2010, p. 250, as cited in Marom, 2017). Consequently, the 4P framework helps me approach the problem of practice through a comprehensive analysis of the elements that constitute and inform the placement process. It emphasizes the need for my collaborators and me to consider the complex and interrelated ways preservice teachers experience, navigate, and are impacted by the placement

process. This approach addresses the intricate nature of the teacher education fieldwork environment and the diverse experiences of preservice teachers within it.

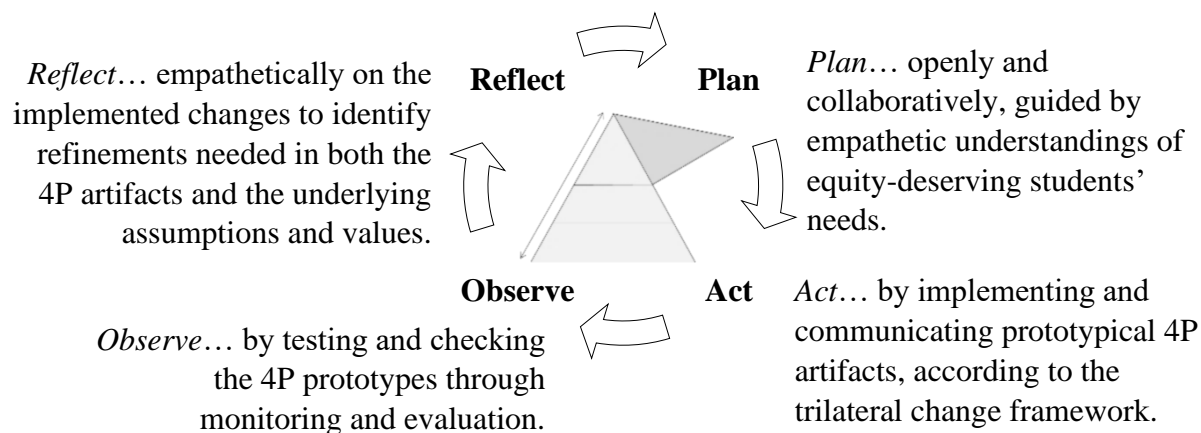
The next chapter on implementing, communicating, and evaluating the change plan will explore the practical application of the 4Ps and their associated values and assumptions in such a particular inter-organizational setting. It is important to remember and recognize that the change plan is grounded in concepts such as distributed leadership, group conscientization, and collective action. However, its formulation in this DiP is by a singular author in a leadership position in one administrative unit. Therefore, the change plan should not and will not unilaterally devise and dictate exact forms for each of the 4Ps. Instead, through the forthcoming plan I will use the 4P framework to present the placement process artifacts that require reform. The third and final chapter will address how relevant parties would then collaboratively interpret, conceptualize, and implement these 4Ps, with a focus on centring the voices and experiences of equity-deserving preservice teachers.

Chapter 3: Implementation, Communication, and Evaluation

The first two chapters explored the systemic and cultural barriers faced by equity-deserving preservice teachers in the fieldwork placement process, as well presented the change process and solution. These sections emphasized the need for an integrative approach that combines ambition for equity-oriented change with the practical needs of the inter-organizational placement network. The third chapter now transitions from theoretical frameworks to the actual, actionable steps these frameworks suggest. Here, the 4P framework, addressing policy, process, programs, and partnerships, is fully operationalized. This chapter outlines the specific actions needed to move toward the desired future state, detailing the approach to engaging all parties through thoughtful implementation, communication, monitoring, and evaluation plans.

A Guiding, Cyclical Framework

While the trilateral change framework provides the conceptual foundation for change, the actual change plan now requires the pragmatic and structured application of these ideas. To bridge the gap between theory and practice, I have devised an intentional guiding approach, focused on how change will be effectively implemented, communicated, and evaluated. This approach allows me to ensure that the strategies adopted are not only conceptually aligned but also practically viable and responsive to the dynamics of the problem of practice (PoP), the involved parties, and the organizational context. Resultingly, the 4P framework's implementation, communication, and evaluation are founded on Lewin's (1946) action research cycle, as well as informed by relevant principles of the Plan-Do-Check-Act (PDCA) and design thinking frameworks (see Figure 5). This approach commits to a continuous, empathetic, and adaptive change process. It enables my collaborators and me to implement, learn, and adjust strategies in an evolving, equity-focused inter-organizational context.

Figure 5*Implementation, Communication, and Evaluation Cycle*

As Lewin (1947) is the originator of one part of my trilateral change framework, it is logical to establish the change implementation using Lewin's (1946) action research concept. The cyclical and iterative process of planning, acting, observing, and reflecting (Kemmis et al., 2014) befits settings that allow for ongoing adaptation and collaboration, such as preservice teacher fieldwork placements. These placements, operating in predictable academic cycles, allow for the continuous testing and refining of new interventions. Each cycle provides my collaborators and me a chance to implement changes, collect feedback, and make necessary adjustments.

This action research method parallels the Plan-Do-Check-Act (PDCA) cycle, a strategic learning process (Pietrzak & Paliszkievics, 2015). Similar to action research, the PDCA cycle involves a series of iterative steps: planning (plan), implementation (do), evaluation (check), and adjustment (act). The PDCA cycle emphasizes both single-loop learning, where actions are modified based on outcomes, and double-loop learning, involving a re-examination of underlying assumptions and values (Pietrzak & Paliszkievics, 2015). Notably, assumptions and values represent two key levels of culture in Schein's (1990) model and are critical to the 4P solution's

framework. PDCA also aligns with my leadership approach by recognizing that even the assumptions and values shaping the 4P solution are open to collective re-evaluation and adaptation.

Lastly, design thinking's empathize-define-ideate-prototype-test cycle (Plattner et al., 2009) effectively complements the action research and PDCA frameworks. It focuses on understanding affected parties' needs and transforming ideas into practice. Practically, designing thinking focuses on needfinding processes, activities centered around deeply exploring and empathizing with affected parties' needs and experiences to inform and inspire innovative solutions (Elsbach & Stigliani, 2018). Notably, design thinking is particularly effective in co-creating solutions with students (Dollinger & Lodge, 2020), whose needs and experiences are central to this PoP and change process. Integrating design thinking principles into the implementation process ensures the change process is characterized by empathy, collaboration, adaptability, and human-centric innovation (Elsbach & Stigliani, 2018). Design thinking therefore not only aligns with my personal and change leadership approaches but also promotes many of the desired values of the organizational culture underlying the 4P solution.

Change Process Implementation

The 4P framework implementation is structured to align with the placement network and process while fostering a leadership approach aimed at driving significant equity-oriented change. The change plan is also grounded in transformative leadership (Shields, 2010, 2020), and my related change leadership approaches. Firstly, the change plan continues to be anchored in distributed leadership, ensuring that its implementation is collective, collaborative, and open, allowing for broad engagement across and among internal and external partners. By establishing structures, processes, and communication channels enabling widespread contribution, there is a sense of shared responsibility and ownership over the change process. This inclusive approach is vital to ensure the diverse voices and experiences within and outside of QuebecU are heard and

integrated into the implementation. Secondly, the change plan continues to promote a subversive-resistant approach. I would operate within the Student Office's existing structures, such as team meetings and working groups, yet reorient these channels with social justice objectives. This approach aligns with the organizational context by using familiar frameworks and processes, yet it subverts these norms to advance a more equity-minded agenda.

Throughout the change plan, I also promote prioritizing and centring equity-deserving students. This practice involves providing space for these students in formal structures to actively participate in and drive the change. Their needs and perspectives must be at the forefront of other actors' considerations during the change process. My collaborators and I should ensure that the change is not just about structural adjustments but also about fostering a culture of solidarity, empowerment, and equity, aligned with the 4P framework's underlying assumptions and values.

Lastly, I am considering wellbeing throughout the implementation process. Recognizing the labour of engaging in complex, cultural, equity-oriented change (Gandolfi & Mills, 2023), I will support co-creating and maintaining healthy environments conducive to planning, acting, observing, and reflecting. All invested parties should continuously feel well-equipped, resilient, distressed, and engaged (Bachman et al., 2023; Nielsen & Daniels, 2012; Weiss et al., 2018). By prioritizing wellbeing, the SO team and I can provide a supportive space and partnership, particularly as change agents navigate the challenges and opportunities presented by the change process. We are also ultimately contributing to a sustainable and effective change process.

Implementation Leadership, Roles, Responsibilities, and Agency

I will oversee the 4P framework's overall implementation, guiding the strategic direction, ensuring coherence across initiatives, and making any necessary final approvals. However, recognizing the value of diverse perspectives and shared leadership, I plan to empower different internal parties – specifically, staff and students who step forward for these roles – to take the

positional lead on individual implementation initiatives. This includes drafting communications, leading forums, facilitating the development of prototypes, and managing the feedback loops. Such delegation is not only practical but also aligns with the idea of distributed leadership and participative management that underpins the entire change initiative. To ensure a comprehensive and collaborative approach, the leadership and implementation process will actively involve inter-organizational involvement. This includes staff, field supervisors, school partners, and faculty providing unique perspectives, insights, and expertise. Opportunities for contribution will be widely communicated, allowing for both collective engagement in forums and more personalized, meaningful opportunities that prioritize equitable engagement and contribution.

As SO director, I theoretically hold the situated agency to singularly prototype, present, and introduce changes across all four Ps. However, it is clear that for maximum efficacy and sustainability, all artifacts should be co-developed with all potential and interested staff, students, and other partners. By taking this collaborative, distributed leadership approach, I not only enhance the quality and acceptance of the change implementation but also ensure it is deeply rooted in the actual needs and contexts of those across the placement network. Therefore, the successful implementation of this plan hinges on authentic collaboration and the active involvement of a wide range of contributors, echoing the change initiative's emphasis on participatory, equity-focused change. In line with this approach, the forthcoming implementation plan is often described in broader terms, intentionally not specifying who will undertake each action. This open-endedness allows the plan to remain flexible and responsive to the levels and areas of interest and engagement I will see from collaborators.

Implementation in Three Phases

The implementation of the 4P framework is structured into three distinct phases (see Table 2), reflecting the three stages of Lewin's (1947) change model that ground the trilateral change

framework. These phases are also characterized by a combination of short-, medium-, and long-term goals, defined according to specific timelines within the academic year. Each phase includes implementation strategies focused on fostering a culture-minded, solidarity-driven, collaborative, and healthy approach to action. Notably, the plan's cyclical structure allows for continuous iterative revisions and enhancements, ensuring that short- and medium-term goals not only catalyze immediate change but also lay the groundwork for long-term transformation.

Phase One (Unfreezing)

The implementation plan's first phase occurs during the first fall term, from September to December, laying the groundwork for transformative change. This phase integrates Lewin's (1947) concept of unfreezing, Beer et al.'s (1990) first step of mobilizing commitment to change, and Hooley et al.'s (2018, 2021) initial signposts of building critical consciousness, naming oppression, and problematizing norms, assumptions, and power relations. This phase involves actors going beyond merely recognizing the need for change. It involves understanding the issues experienced by equity-deserving teacher candidates, who are most affected by current systems, aiming to direct discussions and actions towards a more equitable and just placement process.

Implementing the 4P framework during this phase involves needfinding processes, which is done by understanding individuals' lived experiences, cultural contexts, and personal perspectives (Johnson et al., 2021). The needfinding will use a variety of data collection methods to ensure comprehensiveness and validity (Creswell, 2009; Maki, 2010). I will lead team members in gathering a collection of anecdotes and opinions from equity-deserving students and alumni. I will also seek out additive insights and stories from SO staff, field supervisors, school partners, and faculty members that enhance the team's understanding of student experiences within the fieldwork placement process. To further support this strategic change management process, I will collaborate with involved parties to co-design a social change readiness self-assessment tool,

similar to the one I completed in the second chapter (Campbell & Kunreuther, 2006). The results will provide insights into how individuals across the change process individual, group, and organizational readiness, as well as identify areas where resistance might be strongest. In accordance with best distributed leadership practices, I will also foster opportunities for open, equitable, reflective, critical, healthy dialogue during this process (Woods, 2015; Woods & Roberts, 2013). These spaces will provide flexible and collaborative opportunities to problematize the placement process and address individual and/or group concerns with the proposed changes.

Phase Two (Changing)

The second phase of the implementation plan occurs during the first winter term, from January to April, actualizing change through the development and enactment of a shared vision. This phase aligns with Lewin's (1947) changing stage, Beer et al.'s (1990) steps to develop, foster consensus for, and spread revitalization of a shared vision, and Hooley et al.'s (2018, 2021) goal of working towards solidarity and collective action. This period involves co-creating a vision with all involved parties, ensuring alignment with their interests, and highlighting the positive impact on preservice teachers and the profession.

This phase again involves extensive and collaborative partner engagement, here through forums designed to refine and align this vision with social justice principles and the 4P framework. Active efforts will be made to co-create a supportive, open dialogue environment, considering partners' wellbeing and readiness. The phase also focuses on developing contributors' competence to enact this vision. Most notably, this phase sees the collaborative ideation of new or reformed 4P artifacts aligned with the evolving shared vision. Prototyping these artifacts involves selecting optimal pilot environments and considering the most effective settings for initial implementation. Throughout, the process is marked by continuous feedback loops and check-ins on evolving partner assumptions, values, and needs.

Phase Three (Refreezing)

In the third and final phase, the implementation plan transitions into the refreezing stage (Lewin, 1947), focusing on institutionalizing and monitoring the changes (Beer et al., 1990), as well as working across various levels and scales (Hooley et al., 2018, 2021). This phase spans beyond the second, third, and fourth years, solidifying new or reformed 4P artifacts within the organizational culture to ensure they become integral and enduring. The medium-term goals in the second year include officially piloting the new or reformed 4P artifacts, with a continued focus on participant wellbeing and support. Feedback systems are established for continuous collection and analysis, including assessing the impact on affected parties' wellbeing. This feedback supports making iterative adjustments to ensure alignment with the shared vision and the needs of all parties, particularly equity-deserving students. Tools and metrics are used to measure and communicate the immediate impact of changes, maintaining transparency and building trust in the process. Successful 4P artifacts are then formalized within and across organizations, ensuring their continuity amid staff and partner turnover, with support mechanisms in place for smooth adaptation. Throughout this phase, the cycle of empathetic review, refinement, and alignment of 4P artifacts and foundational values continues, ensuring the changes remain relevant and effective.

Looking further into the medium term of the third year and beyond, the focus will be on generating novel ideas and proposals that align with the cultural shift, fostering an environment of innovation and creativity. Long-term goals include enhancing the success and retention of equity-deserving students and alumni, monitoring the impact of the culture-informed changes on their experiences and outcomes. To enhance scalability, I would aim to establish the SO's leadership in equity-focused teacher education through public and industry engagement platforms. Meanwhile, advocacy efforts will focus on influencing government policies using case studies from the change implementation.

Table 2*4P Implementation Plan*

Phase One (Unfreezing)	
Short-Term: Fall Term (September – December)	
Goals	Implementation Strategies
Establish interest and need for change	<ul style="list-style-type: none"> • Utilize various needfinding mechanisms, online and in-person, to gather lived experiences and perspectives of equity-deserving students and alumni about the current placement process. Ensure options for both anonymous and named submissions to accommodate different comfort levels. • Engage SO staff, field supervisors, school partners, and faculty using similar feedback tools, to gather a broad range of insights and stories. • Conduct a review of existing literature on equity-oriented reforms in teacher education, with a focus on fieldwork placement processes.
Engage and invite partners into change process	<ul style="list-style-type: none"> • Clearly communicate the identified problem of practice to all partners, enriching the narrative with shared lived experiences to foster understanding and empathy. • Offer diverse and inclusive forums and avenues (asynchronous and synchronous, for input and/or feedback – e.g., town halls, cross-functional/organizational working groups, reviewers) for partners to engage in the change process, including the ideation, prototyping, and/or testing of new policies, processes, programs, and partnerships. • Prioritize accessibility and barrier-free participation for equity-deserving students and alumni, reflecting the commitment to centring their voices and inputs.
Understand partner readiness, potential resistance	<ul style="list-style-type: none"> • Implement a co-constructed organizational readiness self-assessment tool among engaged parties. • Conduct individual and team meetings with SO staff and school partners to gauge change readiness and address any concerns or resistance. • Analyze findings from the readiness assessment and meetings to understand varying levels of readiness, identify champion partners, and pinpoint prevailing partner assumptions and values.
Identify problematic existing structures in placement process	<ul style="list-style-type: none"> • Use partner engagement forums to identify existing policies, processes, programs, and partnerships that perpetuate problematic norms, assumptions, and power relations.
Foster partner commitment to change initiative	<ul style="list-style-type: none"> • Collaboratively develop a terms of reference document for partner engagement and obtain co-signatures from all actively engaged partners to signify their commitment to the initiative.

Table 2 (continued.)

Phase Two (Changing)	
Short-Term: Winter Term (January – April)	
Goals	Implementation Strategies
Develop shared vision	<ul style="list-style-type: none"> • Utilize engagement forums to develop a renewed vision for the placement process, aligning it with social justice principles, new underlying assumptions and values from the 4P framework. During these forums, actively foster a supportive environment to encourage open and healthy dialogue. • Co-develop and share vision among all partners, emphasizing its alignment with their interests and its impact on preservice teachers and the profession. Include continuous check-ins to gauge partners' comfort and wellbeing throughout this process.
Develop partner competency to enact shared vision	<ul style="list-style-type: none"> • Organize cultural competence training resources, covering topics such as social justice fundamentals, bias awareness, and anti-racism, for all engaged partners. Ensure training resources are available in multiple formats to allow for enhanced accessibility across and amid organizations. • Create spaces for reflection on personal assumptions and values before, during, and after training. • Incorporate wellbeing and self-care strategies into training resources to support partners' mental and emotional health as they engage with change process.
Ideate new/reformed 4P artifacts	<ul style="list-style-type: none"> • Use engagement forums to ideate new or reformed policies, processes, programs, and partnerships. • Engage in collaborative discussions and establish feedback loops to ensure these artifacts support the shared vision, continuously revisiting and reassessing partner assumptions and values to align with the evolving vision.
Prototype new/reformed 4P artifacts	<ul style="list-style-type: none"> • Create a supportive environment for partners to propose prototypes, ensuring they feel comfortable providing honest feedback. • Develop prototypes for the new or reformed policies, processes, programs, and partnerships through multiple engagement forums. • Determine the best pilot rollouts for these initial tests (e.g., pilot placement, student population, host school partner).

Table 2 (continued.)

Phase Three (Refreezing)	
Medium-Term: Second Year (May - Apr)	
Goals	Implementation Strategies
Implement new/reformed 4P artifacts	<ul style="list-style-type: none"> • Officially pilot the new or reformed policies, processes, programs, and partnerships. • Ensure that pilots include wellbeing check-ins and support mechanisms for participants.
Test new/reformed 4P artifacts	<ul style="list-style-type: none"> • Establish a system for ongoing feedback collection from partners at various stages of the pilot implementation, including incorporating questions about the impact of changes on their wellbeing. • Use the feedback to make continuous adjustments to the prototypes, ensuring they remain aligned with the shared vision and effectively address the needs of all partners, especially equity-deserving teacher candidates.
Measure and communicate immediate impact	<ul style="list-style-type: none"> • Implement tools and metrics to measure the cultural impact of new/reformed 4P artifacts on the placement process and student experiences. • Regularly communicate these impacts to all partners to maintain transparency and build trust in the change process.
Institutionalize changes	<ul style="list-style-type: none"> • Based on evaluation, formally incorporate successful new/reformed 4P artifacts across organization and placements. • Ensure continuity and adaptation amid staff/student/school partner turnover through onboarding and reboarding processes. Emphasize the ongoing support available for adapting to these changes.
<i>Note.</i> Continuously cycle through the above phases to empathetically review the implemented changes, identifying necessary refinements in both the 4P artifacts and the foundational assumptions and values.	
Medium-Term: Third Year	
Goals	Implementation Strategies
Encourage further novel ideas and proposals	<ul style="list-style-type: none"> • Foster an environment that encourages innovation without top-down prompts. • Create avenues for staff and partners to propose more novel ideas and initiatives aligned with an equity-oriented culture.

Table 2 (continued.)

Long-Term: Fourth Year and Beyond	
Goals	Implementation Strategies
Enhance success and retention of equity-deserving students and alumni	Monitor and evaluate the impact of culture-level changes on: <ul style="list-style-type: none"> • The success rate of equity-deserving students in placements, • The retention rate of equity-deserving students in their teacher education program, • The retention of equity-deserving alumni in teaching profession.
Establish leadership in equity-focused teacher education	<ul style="list-style-type: none"> • Promote QuebecU's reputation as a leader in equity-focused teacher education through public media engagement, publishing, public forums, and professional networks and associations.
Advocate for policy changes at government level	<ul style="list-style-type: none"> • Engage in advocacy efforts to incorporate equity-related considerations into broader educational policies and guidelines for teacher education and field placements, leveraging successful case studies.

Change Process Communication

An organization's communication reflects its cultural values, norms, and priorities, influencing internal operations and external perceptions (Heide et al., 2018). Effective communication practices are central to fostering an inclusive, dynamic, and cohesive organizational culture. These practices not only convey the organization's identity but also influence partner engagement and organizational success. Truly authentic communication requires the active engagement and integration of the entire organization, not just communication professionals, to embody and advance its culture and objectives (Heide et al., 2018). My communication plan's strategies therefore appreciate and integrate various inter-organizational members' unique communication roles and emphasize the importance of diverse channels. This section will outline my approaches for authentic and inclusive communication, including the tailored strategies used to engage various participant groups and address their individual needs. It will also present the three-phase knowledge mobilization plan. The aim is to convey the need for

change, engage collaborators in meaningful ways, and ultimately embed the proposed changes into the organizational culture, ensuring long-term commitment and continuous improvement.

Audience Engagement, Equity, and Empowerment

For the communication plan, it is important that I tailor strategies to the distinct roles and perspectives of each participant group. These groups, serving as distinct audiences, necessitate customized communication approaches to ensure engagement, comprehension, and active participation in the solution's implementation. Those involved in developing and implementing the communication plan will need to acknowledge each group's unique position and tailor messages and mediums to their needs and preferences, where possible and appropriate.

As the primary beneficiaries of the placement process, current students' input and feedback are invaluable. Communication to this group is designed to gather insights on their experiences and needs, highlighting the importance of their active engagement in the reform process. Channels facilitating direct, timely, and relevant exchanges are prioritized to ensure equity-deserving students, in particular, feel heard and valued.

As the placement process's main facilitators, SO staff are pivotal in the communication plan. Their deep understanding of operational intricacies makes them key intermediaries and thereby knowledge brokers (Lavis et al., 2003). They help bridge the gap between process and practice by translating the change process insights into actionable placement strategies. Communication efforts therefore focus on enabling staff to share insights, relay feedback from students and partners, and contribute to refining the implementation strategies. SO administrative staff also play essential roles in implementing communication efforts, since only they have access to internal web and email systems.

Given their on-the-ground perspective, field supervisors provide real-time feedback on the placement process. Communication with this group facilitates the exchange of observations and

insights, as well as continuous dialogue. Their contributions enable real-time communication of updates to the placement experience.

Host school partners, including administrators and mentor teachers, play an important role as both recipients and facilitators of the placement process. Communications to this audience will emphasize their vital role in student development, offering channels for feedback on placement suitability and support mechanisms for student self-actualization. Customized communication tools will strengthen the collaboration between the SO and host school sites.

Alumni, with their unique hindsight, offer a long-term perspective on the impacts of placement experiences. Tailored communications to this group aim to capture their reflective insights and invite them to share their stories. Their contributions help demonstrate the lasting effects of placements and suggest areas for improvement.

Faculty members bring a wealth of intellectual capital and pedagogical expertise. Communications with this group will largely centre around their subject-matter expertise on teacher education, which will ensure more evidence-based decision-making and innovation. Communication with this group also enhances the 4Ps' alignment with the teacher education curriculum, as possible and necessary, particularly focusing on professional seminars that serve as co-requisites to field experience courses.

Overall, the change plan allows me to amplify the voices of those traditionally marginalized, particularly equity-deserving students, by having their lived experiences and insights inform the communication process. I can give voice to traditionally silenced groups by offering a variety of engagement forums tailored to different communication styles and needs, ensuring broad and authentic involvement. Throughout distinct stages, the plan includes asynchronous and anonymous feedback mechanisms, along with direct dialogue opportunities, to accommodate preferences and remove barriers to participation. Equity-deserving students and other parties can

share their experiences and insights in ways that feel most comfortable to them, enhancing the inclusivity and responsiveness of the change process.

Knowledge Mobilization Plan

Implementing an effective communication strategy during change initiatives involves a comprehensive knowledge mobilization approach. This strategy emphasizes systematic processes to engage and inform all parties, especially those from underrepresented communities, throughout the change process. Knowledge mobilization encompasses identifying the key messages, target audiences, and the most effective methods to transfer knowledge, ensuring that the information shared is actionable, relevant, and tailored to the needs of diverse parties (Lavis et al., 2003). This approach not only supports the dissemination of critical information but also fosters a collaborative environment conducive to meaningful social and organizational change. Digital knowledge mobilization, in particular, plays a meaningful role in enhancing the reach and impact of change initiatives, particularly for equity-deserving groups (MacKinnon et al., 2021). Digital platforms offer unique opportunities for broad, inclusive, and interactive communication, allowing for the dissemination of information and resources in real-time and in accessible formats. This digital approach supports the engagement of diverse parties, facilitating a more comprehensive and inclusive understanding of change processes and objectives, ensuring that the knowledge mobilization strategy effectively contributes to successful organizational change.

The communication plan for this change initiative will require a variety of resources implemented across its stages. These resources include diverse communication channels, such as a central web presence, email campaigns, and social media; facilitation resources for interactive sessions; feedback mechanisms including online platforms for gathering insights; follow-up systems to track responses; both physical and virtual meeting spaces for engagement; online forms and survey tools for data collection; allocated staff time for comprehensive planning and

execution; team meetings integrated into regular schedules; video creation and hosting tools for dynamic content delivery; and web-conferencing tools for wider reach. Employing a blend of digital and traditional mediums ensures all contributors are informed, engaged, and equipped to participate in the change process, regardless of their role or organizational context. My use of this multi-phased approach not only facilitates a deep understanding of the change initiative but also fosters a collaborative environment necessary for its successful implementation and sustainability.

The full knowledge mobilization plan for this change initiative, detailed in [Table E1](#), outlines stages, approaches, milestones, and channels for communicating the change path to various audiences. It is also designed to align with the implementation plan's three phases and QuebecU's academic calendar. The five stages of change communication include planning, enabling, launching, catalyzing, and maintaining (Palmer et al., 2016). These stages require a blend of logical, inspirational, and supportive leadership styles to effectively identify, implement, motivate, and sustain change efforts (Palmer et al., 2016). My leadership fits this need well, as it combines these elements to drive meaningful and equitable change.

Phase One (Unfreezing): Planning

The communication planning stage coincides with initial unfreezing phase of the change plan and the fall term (September-December). It begins with me raising awareness, understanding, and involvement among all affected parties, with a focus on identifying what needs to change (Palmer et al., 2016). In the planning stage, the primary objective is to foster awareness and understanding among affected and relevant parties, as well as to encourage their involvement. This phase lays the groundwork for the proposed changes and establishes buy-in. Communication strategies are designed to explain the need for change, the proposed changes, and the benefits they offer. Communicating the need for change is pivotal to effecting this change; resultingly, it is the first step of the first phase of the implementation plan.

As previously described, I will prioritize empathetic needfinding to spotlight equity-related challenges in the placement process, building awareness of the need for change. This approach involves collecting lived experiences from equity-deserving students through diverse mechanisms, online and in-person, allowing for either anonymous or named submissions as desired. These mechanisms include surveys, one-on-one meetings, and group listening sessions. I will equally introduce staff, field supervisors, alumni, faculty, and school partners to the initiative and invite them to contribute their own evidence and insights via tailored emails and online forms. This initial phase prioritizes the most media rich channels, namely face-to-face communication and interactive media, since they allow for immediate feedback and adjustment (Lengel & Daft, 1988). This personalized effort is supplemented by a thorough review of literature on equity-oriented reforms in teacher education, focusing on fieldwork placement processes, to reinforce empirical evidence with theoretical best practices.

To effectively disseminate the gathered data and information, Student Office administrative staff will create a dedicated public page on the SO website. Partners can therefore easily access pertinent information, fully informing them about the current situation and need for change. This page will detail the upcoming changes to the placement process, provide an overview of the lived experiences, insights, and research underpinning the initiative, and feature a frequently asked questions (FAQ) section about the forthcoming change process. The page will also regularly post and highlight updates about any progress in the change implementation. This digital approach allows for broad, accessible, and timely dissemination of critical information. Through these methods, I aim to create a grounded awareness of the pressing need for change, ensuring that all parties understand and can contribute to the change plan's goals and objectives.

In addition to awareness, understanding, and involvement, the planning stage of the change communication plan emphasizes commitment, particularly among SO staff, who will ultimately

need to operationalize and coordinate any new or revised policies, processes, programs, and partnership. This commitment is cultivated through communication channels such as existing weekly team sessions and one-on-one check-ins. These activities are designed to ensure staff are not only aware and understand the impending changes but are also committed to the process, ready to tackle the cultural implications and contribute actively to the change initiative's success. This multifaceted approach aims to ensure that every participant, from public audiences to internal actors, is well-informed and ready to contribute.

Phase Two (Changing): Enabling, Launching, Catalyzing

The change communication enabling stage takes place during phase two of the change plan, set within the winter term (January-April). Here, the focus shifts to securing commitment from all engaged parties, including selecting and training people for the change process to come (Palmer et al., 2016). Visioning sessions become a key activity and are held via diverse platforms such as virtual meetings, collaborative online workspaces, asynchronous forums, and recorded sessions. These forums are designed for actors to collaboratively define and refine the vision for the change, ensuring all participants are committed to the shared goals and outcomes of the change initiative. Through these inclusive and flexible engagement methods, the enabling phase aims to deepen partner commitment by providing them with required knowledge, inspiration, and support.

In the launching stage of the continued second phase, still within the winter term, the change initiative refocuses on awareness, understanding, and commitment across all parties. This stage involves widespread communication of the vision through the website, as well as tailored emails, videos, and webinars to increase awareness and strive for a solid, pervasive understanding. I will also support commitment by opening avenues for dialogue, inviting affected and interested parties to share questions, concerns, and ideas via email, one-on-one meetings, and scheduled forums such as open-invitation listening sessions.

During the catalyzing stage, still within phase two and the winter term, the emphasis is on fostering further partner commitment. I will encourage engaged staff, students, and partners actively involved in planning sessions to take ownership by drafting team updates for online posting, ensuring a participatory approach to communication and knowledge mobilization. Additionally, the SO website will start to include more rich information, including a multimedia implementation plan, which will be continuously updated to reflect progress and adaptations. In this phase, I aim to maintain momentum by motivating and engaging all contributors and collaborators (Palmer et al., 2016), leveraging digital platforms to showcase the dynamic nature of the implementation process and sustain active involvement.

Phase Three (Refreezing): Maintaining

The final, maintaining stage, aligning with phase three of the change implementation plan, extends through the summer term and beyond. Communication here helps sustain partner involvement and proactively addresses potential future challenges (Palmer et al., 2016). Practically speaking, this stage first involves regular meetings with staff to discuss the implementation of changes for the upcoming fall-term placements. Equity-deserving students will be encouraged to share their placement success stories on the SO's social media platforms, facilitating peer-to-peer information sharing (MacKinnon et al., 2021). Current post-placement feedback mechanisms will be updated to include questions about the shift to an equity-oriented placement process and culture. These questions will largely focus on how the changes support students' sense of belonging and empowerment. All students and host school partners will also receive their usual annual end-of-year email reports, which typically include only basic statistics on the number of students placed and mentor teachers paired. However, now these bureaucratic communications will be subverted towards the new social justice orientation. They will showcase the shifting assumptions, values, and artifacts underlying the placement process by including student narratives, summaries of

successes and challenges, lessons learned, and next steps related to the change initiative.

Given the cyclical nature of the change plan, the communication strategy is equally expected to reflect this iterative process. As the plan evolves through continuous learning and adaptation, the maintaining communication stage will likely necessitate revisiting earlier communication stages to reintroduce and reinforce the change initiative's objectives and strategies, especially as new iterations and solutions are integrated. Through this approach to communication, I ensure all parties remain informed, engaged, and committed to the evolving vision and culture.

Change Process Monitoring and Evaluation

A successful change initiative requires more than just effective communication strategies; it demands a robust measurement framework for tracking change, gauging progress, and assessing impact. Monitoring, involving the regular tracking of metrics to assess progress (Markiewicz & Patrick, 2022), is implemented consistently throughout this change process. This approach not only tracks incremental transformations and cultural shifts within the organization, but it also aims to understand the cultural implications behind these changes. For instance, pre- and post-change comparisons are part of the monitoring strategy; however, the focus is not solely be on numerical differences. Instead, the intention is to explore the underlying cultural changes that these differences represent. This monitoring will ensure that the impact of changes goes beyond surface-level comparison and inquires into the cultural shifts driving these changes.

Evaluation, or evidence of effective change (Markiewicz & Patrick, 2022), offers a periodic, systematic determination of the organizational improvement plan's quality and value. In particular, the evaluation here relates to the change plan's ability to produce cultural change within the SO and across the placement network. Evaluations are conducted at strategic points throughout the implementation process to assess the effectiveness of changes made and their impact on the organizational culture.

The overall monitoring and evaluation approach aligns with Schein's (1984, 1990) perspective on organizational culture, which emphasizes that culture is not adopted overnight but formed over time as members adapt, solve problems, and undergo various changes. This forthcoming section outlines and details the distinct roles of monitoring and evaluation in the change process, providing insight into the impact, effectiveness, and sustainability of the 4P framework. I begin by exploring potential challenges to such a robust and rigorous evaluation plan, as well as how these risks can and might be mitigated.

Proactively Addressing Potential Challenges

While monitoring and evaluation are central components of this change process, there may be some unintended consequences to their robust practice. The process of embedding continuous monitoring and evaluation carries the risk of evaluation fatigue and administrative burden (Hsu et al., 2021). These challenges refer to the weariness and overload that involved parties may experience from frequent and labour-intensive assessment activities, which can detract from their primary responsibilities and interests. Such scenarios could potentially lead to decreased partner engagement, undermining the momentum of the change initiative. To mitigate these risks, it is essential that I balance the depth and frequency of monitoring with the capacity and interest of contributors. Integrating feedback mechanisms that are both meaningful and manageable will help maintain partner involvement and enthusiasm. I will also prioritize leveraging currently established mechanisms, such as team meetings and post-placement feedback forms. By carefully designing the monitoring and evaluation to align with the overarching goals of fostering an inclusive, supportive, and equitable organizational culture, the initiative can sustain its focus on impactful change while minimizing the potential for fatigue and disengagement among its participants.

It is also essential to recognize that over-reliance on quantitative metrics can hinder the change initiative's core equity-oriented objectives. Relying on aggregate data, particularly in

evaluations focused on equity-related issues, often overlooks the nuances and variations within equity-deserving populations, thereby reinforcing systemic inequities rather than addressing them (Kauh et al., 2021). An aggregate data analysis approach can hinder uncovering distinct challenges and needs, whereas a nuanced understanding of individual impacts is more equitable and inclusive. This change initiative is deeply rooted in the individual lived experiences of equity-deserving preservice teachers and those who support them. It therefore demands an evaluative approach similar to interpretative phenomenological analysis, ensuring that the subjective, complex realities of those affected by the changes are brought to the forefront (Alase, 2017). I will therefore prioritize personal narratives, such as through surveys and interviews, as well as staff check-ins. This method highlights qualitative insights in capturing the essence of change, beyond mere numerical data, thereby ensuring that the evaluation reflects the initiative's true purpose and the meaningful transformations in lived experiences it aims to achieve.

Due to the specialized context of teacher education fieldwork placements and the specific cultural changes being assessed, there are no in-use institutional instruments suitable for adaptation, nor any that evaluate host-school partnerships. Some potentially relevant instruments, like the National Survey of Student Engagement (NSSE) (2023), assess too broadly or are overly superficial. For instance, NSSE covers imprecise aspects like *supportive campus environment* or merely confirms student participation in field experiences without evaluating the experiences' quality or impact. Consequently, all measurement efforts must be independently carried out. This necessity, however, presents a valuable opportunity to tailor monitoring and evaluation to more specific and relevant indicators and partner groups. This approach will allow for deeper, more meaningful, and more revealing insights into the change process.

Monitoring and Evaluation Plan

Schein (1984) specifically suggested that culture can be assessed through analyzing the

socialization of new members, responses to critical incidents, beliefs and values of culture creators, and anomalies observed in organizational behavior. Therefore, monitoring and evaluation here is largely informed by these aspects. I will assess how new members are integrated into the organization and placement network. I will analyze responses to new interventions to understand their impact on the underlying culture. I will gather regular feedback from placement network actors to ensure alignment with evolving beliefs and values. Additionally, I will explore any unexpected behaviors or outcomes to gain deeper insights into cultural shifts and to address any misalignments or areas needing further intervention.

The actual monitoring and evaluation plan, detailed in [Table E2](#), is a structured approach to assess the effectiveness and impact of the change initiative over time. This plan outlines specific timelines for each activity, distinguishing between monitoring indicators and evaluation metrics. The methodology column details the approaches and tools used for both monitoring and evaluation. By aligning these timelines with the academic year, similar to the change implementation and communication plans, I integrate the monitoring and evaluation plan's activities into the project's real-world lifecycle. This integration facilitates timely adjustments and informed decision-making, underscoring the commitment to achieving both immediate and long-term objectives through continuous iteration.

Phases One and Two: Short Term (First Year)

In the initial phases spanning the fall and winter terms, the monitoring and evaluation plan focuses on understanding and interpreting partner engagement. Firstly, there is a need to monitor and quantify the multimodality and scope of outreach efforts, ensuring each group is reached through at least one, but ideally two, different events, forums, and direct communication platforms. A key monitoring aspect of the initial phase also involves tracking the introduction of policies, processes, programs, and partnerships. This undertaking is not to meet a predefined benchmark but

to establish a baseline of what initiatives have been launched. This baseline serves as a reference point for future comparison against the number of 4P additions and revisions that are ultimately implemented.

Evaluation strategies are set to gauge the effectiveness of these outreach and engagement activities through feedback from students and other partners, indicating their level of interest, engagement, and depth of understanding regarding the initiative's core issues. This evaluation involves analyzing sentiments and positions expressed during engagement in events and forums, as well as responses to communication outreach efforts. Specifically, it examines parties' understanding of the placement process's equity challenges and their confidence in contributing to a shared vision. This feedback aims to confirm the establishment of a shared sense of agency among staff and other actors, fostering a collaborative environment conducive to change. The evaluation strategies in this initial stage will not only permit me to assess the effectiveness of the change initiative but also its impact on partner wellbeing. I want to ensure that the change process is not just effective but also supports a healthy and inclusive environment for all involved. Finally, I will assess how well the identified 4P changes align with the broader system for handling equity-related issues, verifying that the change initiative is successfully embedding an organizational cultural shift.

The methodology employed encompasses a blend of quantitative tracking and qualitative assessments, including attendance, surveys, and interviews to gather diverse perspectives. This comprehensive approach allows for a nuanced understanding of partner engagement levels, the effectiveness of communication strategies, and the preliminary impact of the change initiative. By documenting and analyzing these early indicators, a solid foundation is established for adjusting strategies in real-time, ensuring the new 4Ps are poised for success from their inception through to subsequent stages.

Phase Three: Medium Term (Second Year)

Across the second year, namely May through April, I will review the exactness and impact of implementing new or reformed changes within the outlined timelines. This measurement entails a comprehensive monitoring of the implementation's progress and comparison against proposed changes, cataloging and categorizing equity considerations received from students, and documenting the collaborative enactment of identified changes by SO staff and host school partners. The evaluation focuses on the effectiveness of these considerations in practice, examining the success rate and the nuances of any encountered implementation challenges.

Methodological approaches are designed to ensure a systematic tracking of these activities, employing regular check-ins to capture the ongoing experiences and hurdles faced during the implementation phase, including but not limited to logistical and psychological challenges. This detailed attention to both the quantitative and qualitative aspects of the change initiative's rollout provides a clear picture of how effectively the changes are being integrated into the evolving organizational culture and the immediate outcomes of these efforts. Through this structured assessment, I can ensure that the initiative not only adheres to its intended timeline but also adapts responsively to feedback and challenges, laying a robust foundation for sustained impact and continuous improvement.

Phase Three: Medium Term (Third Year)

As the process progresses into its third year and beyond, the focus of the monitoring and evaluation plan shifts towards ensuring the long-term sustainability and comprehensive integration of the change efforts. This phase of the plan is dedicated to closely observing the enduring adherence to the changes put in place, alongside a systematic evaluation of how these changes continue to resonate within inter-organizational culture and practices. The main monitoring and evaluation initiative focuses on tracking the adherence to and evaluating the success of newly

implemented or reformed changes, both in terms of implementation and organizational culture impact. The approach incorporates a variety of methods to thoroughly understand the organizational culture and assess the integration and impact of the changes across the inter-organizational network. It includes monitoring the ongoing commitment to and success of the 4P changes over time. Any newly onboarded SO staff would be provided an organizational readiness self-assessment tool, which will help determine their readiness to engage with and contribute to the ongoing change efforts. Additionally, continued evaluation will occur with relevant parties in the placement network – SO staff, students, host school partners, and field supervisors – through mixed methods such as surveys, meetings, and observations, to evaluate if their assumptions, values, and application of the new 4P artifacts are in line with the equity-oriented cultural shift. The second monitoring-evaluation initiative as of the second year is dedicated to maintaining documentation for and ensuring the effectiveness of succession planning among staff and partners. The third initiative involves tracking the annual numbers of equity considerations received from students, including changes across years, and evaluating the long-term success of their management. Lastly, there is a focus on capturing any emerging 4P-related ideas and proposals originating from students, staff, host schools, or other partners, including evaluating their alignment with the evolving equity-oriented organizational culture.

Phase Three: Long Term (Fourth Year and Beyond)

In the fourth year and beyond, the monitoring plan includes a comprehensive assessment of the change initiative's longer-term impacts. This phase involves evaluating the success rates of placements, retention rates in the program, and alumni's professional retention to gauge the effectiveness of implemented changes. It extends to tracking submissions of policy proposals to government entities and gathering positive partner feedback and public recognition for the equity-focused initiatives. This multifaceted approach ensures a thorough understanding of the changes'

breadth and depth, focusing on tangible outcomes and partners' perceptions to evaluate the initiative's success in fostering an equity-oriented culture within the organization.

The evaluation strategies for the fourth year and beyond will integrate anecdotal evidence from students, alumni, and other partners to understand the impact of changes on placement success, program completion, and teacher retention. This qualitative approach will highlight how the changes have influenced the culture of the placement process and the broader teaching and learning environment. Additionally, the assessment will include an analysis of government policies and guidelines to gauge the incorporation of advocacy efforts for equity-oriented reform. References to new or changing equity-oriented assumptions and values within partner feedback and received recognition will further evaluate the alignment of implemented changes with the intended cultural shift towards equity. This comprehensive evaluation approach aims to capture both direct and indirect indicators of success and areas for ongoing improvement.

The methodology component for this stage of the monitoring and evaluation plan focuses on rigorous and systematic data collection and analysis to assess the impact of the implemented changes on equity-deserving students and the broader educational environment. This involves tracking and comparing disaggregated placement success rates, program completion rates, and professional retention rates of equity-deserving students before and after the implementation of the changes to gauge their effectiveness. This comprehensive data collection is complemented by gathering and codifying feedback from partners, formal and informal, to provide a multifaceted view of the changes' impacts. The methodology also looks outside QuebecU, including tracking policy revisions within the provincial ministry of education and analyzing updated policies and guidelines for the inclusion of equity-related considerations. These monitoring and evaluation activities allow for a thorough assessment of the changes' long-term sustainability and alignment with equity-oriented values.

Next Steps and Future Considerations

This change initiative presents an examination of the challenges facing the preservice teacher field placement process at QuebecU, with a particular emphasis on better managing equity-related considerations and supporting equity-deserving students. Grounded in the cultural perspective, the desired future state involves an interplay between cultural dynamics and decision-making processes in shaping equity-deserving students' placements. The change plan is a comprehensive approach that transcends short-term fixes. Instead, it supports me, as a leader, by challenging restrictive structures, fostering a justice-oriented inter-organizational culture, and prioritizing the long-term holistic identity development of equity-deserving teachers. This change represents a collaborative, empowering, anti-oppressive approach with a sustained impact on students during their teacher education and beyond. This transformation I have put forward is not merely about adapting to changing social and professional landscapes but actively participating in reshaping them for a more equitable and just teacher education system.

Given the challenges and strategic focus of the change initiative, future considerations centre on deepening staff's, students', partners', and my commitment to equity-oriented organizational culture changes in preservice teacher placement processes. This strengthened approach includes sustaining the momentum of change, continuously assessing and refining the equity-focused policies, processes, programs, and partnerships, and further embedding these artifacts into the values and assumptions of the organization's culture. By fostering an environment that prioritizes equity, collaboration, and continuous improvement, I anticipate a ripple effect that enhances the effectiveness, engagement, and overall success of all parties involved. Ultimately, the successful implementation of the 4P framework is expected to culminate in a significant impact on a fifth P: performance. This addition especially pertains to the enhanced performance of SO staff and preservice teachers. For staff, this peak performance entails an elevation in their ability to

effectively manage and support an equitable and collaborative placement process, rather than solely to accomplish bureaucratic placement procedures. For equity-deserving students, performance transcends traditional academic metrics, focusing instead on their long-term capability for self-growth and belonging as educators within their unique positionalities, redefining what it means to succeed in the teaching profession.

Additionally, there is a need for ongoing dialogue and engagement with all inter-organizational members and partners to foster a collective sense of ownership and commitment to the equity-driven vision. This engagement should extend beyond the change plan's initial phases, evolving into a permanent feature of the organizational culture that values feedback, encourages innovation, and supports continuous learning and adaptation. Looking ahead, I would explore expanding my leadership influence by advocating for systemic changes beyond my immediate context, contributing to broader societal shifts towards equity and justice in teacher education. Future considerations should include expanding the scope of change to encompass broader systemic reforms within the teacher education sector, advocating for policy changes at governmental levels, and fostering partnerships to share learnings and best practices. This approach will require strategic partnerships and a robust framework for scaling and replicating successful strategies across QuebecU, such as among other departments with WIL-centred programs. It would also extend beyond the university, aiming to share these practices throughout the province with other universities with teacher education programs. Throughout, strengthening the engagement and participation of equity-deserving groups in the change process will be vital, ensuring their voices and experiences continue to shape the direction and impact of the initiative.

Ultimately, this dissertation-in-practice and its enclosed change plan serve as an initial blueprint for organizational transformation. It is comprehensive, evidence-based, and actionable; however, it is also very much situated in my perspective. Recognizing my positionality as just one

among many in my inter-organizational context, this document is intended to spark comprehensive discussions with staff, students, partners, and other parties. It is a starting point, not an end-all solution. I cannot say that this will be the exact, unchanging plan, especially given my preference for collaborative, social justice-informed leadership that necessitates an expansive and responsive approach. The plan within this DiP promotes inviting diverse inputs, aiming to adapt and evolve through collective insight and dialogue. It is itself a process of equity-oriented change.

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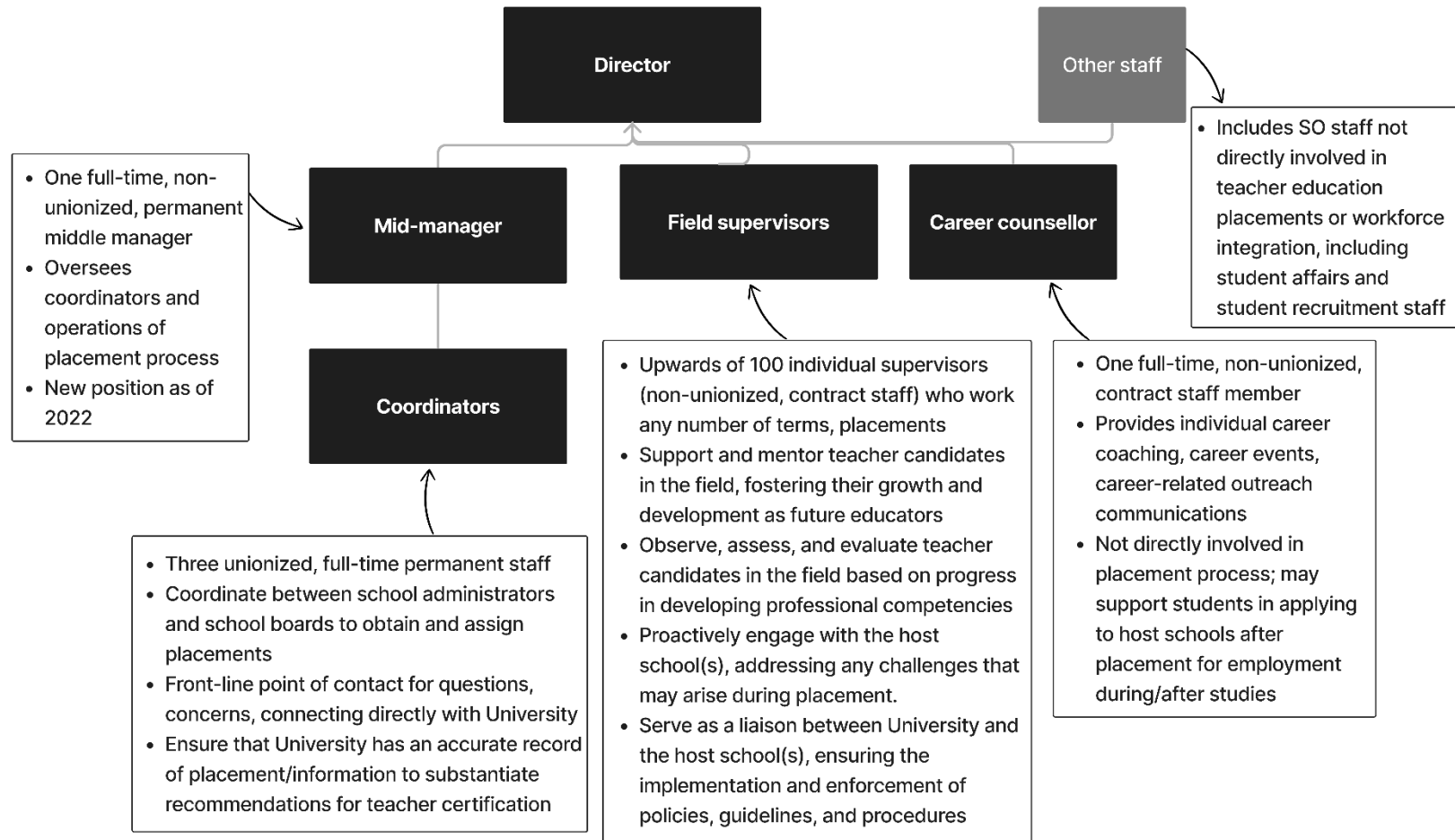
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Appendix A

Figure A1

Student Office (SO) Organizational Structure

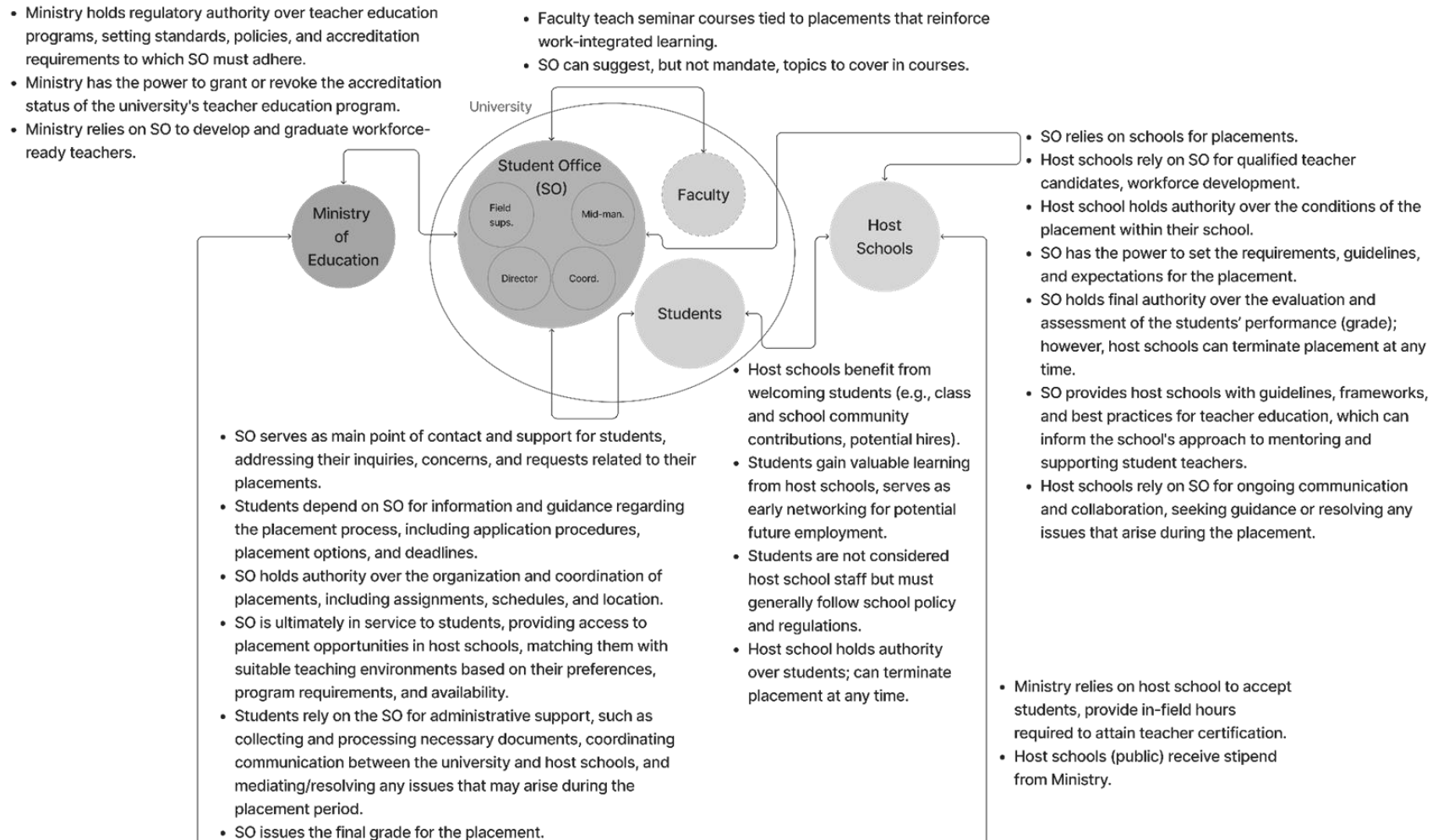


Note. Distinguishing organizational titles have been anonymized.

Appendix B

Figure B1

Network Model and Social Analysis: Power and Resource Dependence



Appendix C: Assessment of Organizational Readiness for Social Change

The following completed assessment is adapted from Campbell and Kunreuther (2006).

The adaptations, affecting only non-essential terminology in the original tool, such as replacing *clients* with *students*, do not compromise its reliability and validity. In the case of this assessment, the organization is considered the Student Office at QuebecU.

For each of the following answers, a score is given based on the following tallying: A=0, B=1, C=2, D=3. My answers are in **bold**, with scores noted parenthetically.

Part 1: Vision, mission, and the theory of change

1. Does your organization have a written mission statement?
 - A. No, our organization does not have a written mission statement.
 - B. Yes, our organization has a written mission statement, but I don't really know what it is or how it applies to our work.
 - C. Yes, our organization has a written mission statement; I know what it is, but I don't think it really guides our work. (2)**
 - D. Yes, our organization has a written mission statement that guides our work; staff and board understand the mission.

2. Does your organization have a vision statement?
 - A. No, we don't have a written vision statement, and we have never talked about our vision. (0)**
 - B. No, we don't have a written vision statement, but we talk about our vision.

However, there doesn't seem to be any overall agreement among staff and partners about the vision.
 - C. Yes, we have a written vision statement, and I know what it is, but I don't think it really guides our work.

- D. Yes, we have a written vision statement that guides our work; staff and partners understand the vision.
3. Does your organization evaluate how your activities advance the mission and/or vision?
- A. Unless something is obviously going wrong, we assume that our activities are working.
 - B. We evaluate our activities. These evaluations do not reference our agency's mission or vision. (1)**
 - C. Our activities are routinely evaluated based on our goals and anticipated outcomes, which stem from our mission or vision. However, we rarely discuss the results of these evaluations.
 - D. We set goals and strategies that reference our mission or vision. Activities are routinely evaluated, and we discuss the results among ourselves and with others in the organization and partner organizations. We then make changes based on our mission/vision, and on the evaluation results.

Part 2: Leadership for change

1. The organizational structure and decision-making process within your organization can best be described in the following way:
- A. The director makes most of the decisions.
 - B. The director regularly consults with staff and partners, but there is no formal leadership structure with decision-making power beyond the director.
 - C. The director consults with staff and partners. We are working on developing a more formal power-sharing process. (2)**
 - D. Decision-making structures and accountability are clear, and power is formally shared among people at different levels of the organization.

2. How do your organization's leaders reflect the communities you serve?
 - A. Our organization's leadership does not reflect the community we serve in terms of race, ethnicity, economic status, gender, age, etc. There is little interest in recruiting, developing, or promoting leadership that reflects those we serve.
 - B. Our organization's leadership does not reflect the community we serve. The organization has tried to change this through diversity training or other efforts, but with little success.
 - C. Our organization's leadership is not fully reflective of our community, but it is more reflective than it has been in the past. The organization is consciously working to address this issue. (2)**
 - D. Our leadership (or organization) reflects and is representative of the communities we serve. We have ongoing, well-developed procedures in place to recruit and develop leaders from the community.
3. How do students participate in your organization?
 - A. Our students receive services, but do not have any say in the services they receive or the goals of the organization.
 - B. We are interested in feedback and periodically ask students for their opinions or feedback through surveys, evaluations, comment cards, or meetings. However, this process is not consistent and there is no structured way for students to have a say in how the organization operates.
 - C. We get feedback from students in different ways and take that feedback into account when we evaluate our organization's work. We have tried to bring students into more formalized leadership roles (such as a committee), but we haven't done it consistently and when we have done it, the results have not**

gone very well. (2)

- D. Students successfully participate in our organization at every level, from giving feedback on services to serving on committees and leadership groups.
4. Does your organization work with students for social change?
- A. We provide services only; the organization does not seem interested in doing social change work.
- B. Our organization is interested in social change but is afraid that if we speak up it will jeopardize our ability to do our work.
- C. Our organization has been active in several issues affecting our students at the university level. Mainly, the university leadership is involved in this effort. (2)**
- D. Our organization has been active in social change work and its activities include and are led by staff, students, and partners who have had leadership training on how to do this work.

Total score = 11 out of 21 (mid-range score)

Appendix D: Solutions

Table D1

Illustrative Examples of 4P Ideation

Category	Artifact	Description
Policy	Communication Timeline Policy	Policy detailing the timeline and constraints for communication of equity considerations by students, specifying what can and cannot be contravened.
Process	New Placement Assessment Criteria	Revised criteria for coordinators to assess placement quality and inclusivity, ensuring a comprehensive evaluation of host environments.
	Crisis Management Protocols	Protocols for handling discrimination or harassment allegations during placements, including immediate and long-term support strategies.
Programs	Equity Trainings	Professional development sessions for mentor teachers, field supervisors, and other placement partners that simulate real-life scenarios to develop practical skills in handling identity-based challenges empathetically.
	Self-Location Resources	Self-directed online tools that help preservice teachers explore and understand how their identity is intertwined with the teaching profession, assisting them in identifying and articulating any unique needs and considerations for the placement process.
Partnerships	New MOU Verbiage	Updated language in MOUs to align with equity goals, ensuring clarity and commitment to inclusivity from all partners.

Note. These examples are merely a sample of illustrative ideas. They are not a list of prescriptive, suggested, or comprehensive solutions.

Table D2*Evaluation of Potential Solutions*

Evaluation Criteria and Questions	Potential Solutions		
	Reproduction of Accommodation Process	Co-Curricular Additions	Comprehensive 4P Reform
Appropriate Engagement of the Placement Network			
Does the proposed solution empower actors across the placement network as agents of change?	Yes	No	Yes
Does the proposed solution allow for successful implementation without requiring the involvement and buy-in of every host school?	No	Yes	Yes
Contribution to an Underlying Culture Change			
Does the proposed solution contribute to an underlying culture change?	Yes	No	Yes
Does the culture change pervade both QuebecU and host schools?	Yes	No	Yes
Does the proposed solution both develop supportive environments for equity-deserving students and actively work to eliminate barriers?	No	No	Yes
Empowerment of Preservice Teachers in the Short- and Long-Term			
Does the proposed solution adjust the placement process to support preservice teachers, instead of requiring them to adapt to the process?	Yes	No	Yes
Does the proposed solution address preservice teachers' capital, capacity, and capabilities?	No	Yes	Yes
Does the proposed solution support preservice teachers' readiness for their fieldwork and professional career transition?	No	Yes	Yes
Total Score	4	3	8

Note. This table evaluates each of the four solutions using the set criteria and questions. *No* = 0; *Yes* = 1.

The highest possible score is 8.

Appendix E: Communication and Evaluation Plans

Table E1

Knowledge Mobilization Plan

Change Plan Phase	Timeline	Stage of Change Communication (Palmer et al., 2016)	Audience	Activities
One	Fall term (Sep-Dec)	Planning	Staff	Introduce change initiative, collect evidence, needs, cultural implications (e.g., team meetings, 1:1 check-ins, feedback channels)
			Current students	Introduce change initiative, collect lived experiences (e.g., via brief survey, meetings with student executives, listening sessions)
			Supervisors, faculty, alumni, school partners	Introduce change initiative, collect further evidence (e.g., via tailored email, forms)
			Staff	Ongoing discussions about change readiness (e.g., team problem-solving, 1:1 meetings)
Two	Winter term (Jan-Apr)	Enabling	Staff and engaged students/partners	Visioning sessions
		Launching	All parties	Communicate vision (e.g., website, tailored emails and videos); invite to dialogue with questions, concerns, ideas (e.g., via email, 1:1 meetings, scheduled forums)
		Catalyzing	Engaged staff, students, partners	Invite to post and share team updates online (team members should be owning/crafting updates)
			All parties	Post and share multimedia implementation plan online

Table E1 (continued.)

Change Plan Phase	Timeline	Stage of Change Communication (Palmer et al., 2016)	Audience	Activities
Three	Summer (May-Aug) and beyond	Maintaining	Staff	Meet regularly about change implementation for fall term placements
			Students	Encourage equity-deserving students to share success stories about their placements on social media, to promote peer-to-peer information sharing
			Students, field supervisors, school partners	Integrate questions about new equity-oriented placement process in existing feedback channels (e.g., end-of-placement feedback forms)
			Students, school partners	Post updates; send tailored end-of-year emails with summary of success, challenges, lessons, next steps
Resources				
<ul style="list-style-type: none">• Communication channels (student portals, email, social media)• Facilitation resources (staff or external facilitators)• Feedback channels (suggestion boxes, online platforms, designated representatives)• Follow-up mechanisms (tracking and response system)• Meeting spaces (physical or virtual)• Online form and survey tools (online survey platform)			<ul style="list-style-type: none">• Staff time (allocated time for planning, execution, and follow-up)• Team meetings (dedicated time within regular staff meetings)• Video creation and hosting tools• Web-conferencing and virtual forum tools• Website / web space (publicly accessible)	

Note. The separate list of resources, provided in alphabetical order, serves as a collective toolbox, accessible for use, individually or in combination, across each stage and for a multitude of activities in the communication plan.

Table E2*Monitoring and Evaluation Plan*

Change Plan Phase	Timeline	Monitoring	Evaluation	Methodology
One, two	Fall term (Sep-Dec) & Winter term (Jan-Apr)	<ul style="list-style-type: none"> • Number of outreach communications, per partner group • Number of outreach events/forums, per partner group • Number of new/reformed policies, processes, programs, and partnerships identified 	<ul style="list-style-type: none"> • Positive student feedback indicating interest and engagement • Increased partner engagement and participation in meetings and workshops • Positive partner feedback indicating a deeper understanding of the problem • Positive staff/partner feedback indicating a sense of agency • Alignment of identified changes with new system for managing equity-related considerations 	<ul style="list-style-type: none"> • Per partner group: Track number of outreach communications sent, open rate, click rate • Track event/forum attendance and participation • Gather staff/partner feedback through surveys or interviews • Sentiment analysis on formal and informal partner engagement and feedback • Document the identified changes and their nature • Conduct an analysis to assess the alignment of changes with equity-related considerations
Three	Second year (May-Apr)	<ul style="list-style-type: none"> • Progress in implementing new/reformed changes within specified timelines • Comparison of implemented changes to initially identified and proposed changes • Number of equity considerations received from students in first year • Documentation of number, type of considerations implemented collaboratively across network 	<ul style="list-style-type: none"> • Success rate of considerations managed • Type and nature of equity considerations received from students • Evaluation of implementation progress and challenges faced 	<ul style="list-style-type: none"> • Track implementation progress and timelines • Track the number, type, and nature of equity considerations received from students per placement • Conduct regular check-ins and document challenges faced during implementation

Table E2 (continued.)

Change Plan Phase	Timeline	Monitoring	Evaluation	Methodology
Three	Third year and beyond	<ul style="list-style-type: none"> • Tracking continued adherence to new/reformed changes • Annual numbers and changes of equity considerations received from students, per placement • Succession planning and documentation of processes for integrating changes with ongoing staff/partners • Documentation of number, type of innovative ideas and proposals generated 	<ul style="list-style-type: none"> • Evidence of sustained adherence to new/reformed changes over time • Type and nature of equity considerations received from students • Long-term success rate of considerations managed • Alignment of ideas and proposals with equity-oriented assumptions and values 	<ul style="list-style-type: none"> • Monitor the continued adherence to changes over time • Organizational culture assessments of new staff via co-constructed organizational readiness self-assessment tool • Organizational culture assessments of relevant placement network parties via surveys, interviews, focus groups, and observations • Track the annual number, types, and natures of equity considerations received from students per placement, evaluate related implementation success rate, compare across years and placements • Develop succession planning strategies and document integration processes • Document generated ideas and proposals • Analyze the alignment of ideas and proposals with equity-oriented values

Table E2 (continued.)

Change Plan Phase	Timeline	Monitoring	Evaluation	Methodology
Three	Fourth year and beyond	<ul style="list-style-type: none"> • Comparison of placement success rates before and after implementing changes • Comparison of program retention rates before and after implementing changes • Comparison of alumni profession retention rates before and after implementing changes • Positive feedback and perception from partners regarding changes (e.g., emails, comments in 1:1 communication and meetings) • Public recognition received for equity-focused initiatives (e.g., from university-at-large, awards, media coverage) • Number of government policy and guideline changes 	<ul style="list-style-type: none"> • Anecdotal evidence from students about changes' impact on their placement success (anecdotes speak directly or indirectly to culture) • Anecdotal evidence from students about changes' impact on their program completion (anecdotes speak directly or indirectly to culture) • Anecdotal evidence from alumni about changes' impact on their commitment to teaching profession (anecdotes speak directly or indirectly to culture) • References to new equity-oriented assumptions and values (levels of culture) about fieldwork in feedback, recognition received • Extent of equity-oriented reform incorporated in updated government policies and guidelines, in particular regarding equity-related considerations for placements 	<ul style="list-style-type: none"> • Track and compare placement success rates of equity-deserving students over time • Track and compare program completion rates of equity-deserving students over time • Track and compare professional retention rates of equity-deserving alumni over time • Track the submission of policy proposals and their outcomes • Collect information on received recognition and awards • Gather and codify partner feedback • Analyze updated government policies and guidelines for the inclusion of equity-oriented reform