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## Implementing Character Development to Align to Ideological Goals

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## ALIGNING TO IDEOLOGICAL GOALS

### **Abstract**

This Organizational Improvement Plan (OIP) explores a Problem of Practice (PoP) that examines the lack of character development opportunities for students within a lower school (K-5) context. It explores the need to unify academic achievement and character education as mutually reinforcing parts of the curriculum. American International School, AIS, (pseudonym) is a private, non-profit independent K-12 American based college preparatory school with a hierarchal structure located in a medium-sized city in Asia. The organization's practices focus on academic excellence and on achieving the mission paraphrased as helping to shape caring and moral individuals who can make a positive difference in the world. One of the school's strategic plan goals focuses on the continued development of character across the community. However, a strong focus on academics and schedule time constraints limits the achievement of this objective. This OIP incorporates transformational and servant leadership approaches. It is viewed from a social constructivist lens to understand the world in which I work (Creswell, 2014; Mack, 2010; Cohen, Manion & Morrison, 2007). A critical lens is also applied since there is a marginalization of teachers' voices advocating for character-related opportunities. The OIP uses a bottom-up, incremental approach to change, and the Change Path Model (Cawsey, Deszca & Ingols, 2016). Nadler and Tushman's (1980) Organizational Congruence Model has also been utilized to demonstrate the lower school components' misalignment. The chosen solution in this OIP addresses the need to implement character education into current structures such as within literacy lessons and the curriculum. This OIP can result in the alignment of practices to the mission, vision, and goals of the organization. In this way, the lower school can achieve its ideological goals.

*Keywords:* bottom-up incremental change, Critical Theory, emergent leader, informal leader, transformational leadership, servant leadership, social constructivism

## **Executive Summary**

This Organizational Improvement Plan (OIP) addresses the lack of character development opportunities for students within the K-5 lower school at American International School (AIS). From a critical lens, education should focus on issues around power, justice, and moral action (Steinberg & Kincheloe, 2010). Within this OIP, marginalization occurs where educators are attempting to incorporate more character learning opportunities in an academically focused environment. This is challenging because of a lack of power and rigid schedules. Since teacher voices supporting more character-related learning opportunities are marginalized, there is less emphasis on character education, and as a result, students are also marginalized.

As a third-grade teacher, I am responsible for creating a safe classroom environment for my students and ensuring that they are developing academically, socially, and emotionally. My informal leadership role within a hierarchal system has highlighted the need for a bottom-up incremental change approach. Within my agency, I can lead change using the structures and systems in place. Researchers agree that as power and influence are not necessarily from those who are in formal leadership roles, I can influence people from the bottom-up (Hallinger, 2003; Leithwood, & Jantzi, 2000; Lichtenstein, Uhl-Bien, Marion, Seers, Orton, & Craig, 2006). The solutions in this OIP address how, as an informal, emergent leader of change, I can infuse character education into current structures and the literacy program. Research has shown that most effective programs show a multi-strategy approach (Berkowitz & Bier 2007).

Chapter one introduces the organizational context and problem. Within this chapter, I frame the PoP through a Critical Theory lens, provide a historical overview of character education at AIS, and introduce my use of Bolman and Deal's (2017) reframing model. By analyzing the problem through political, human resources, and symbolic frames, I better

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understand the challenges ahead. I also discuss the use of various tools to assess change readiness, such as a force field analysis, a change readiness questionnaire, and the Character Education Partnership (CEP) 's scoring guide. The results indicate that focusing on small spheres of influence, using a bottom-up approach will be necessary to create awareness and to mobilize the change effort. Since CEP's framework is referenced within the organization's strategic plan to develop character education, the baseline data supports me in prioritizing principle 3 and principle 11. These principles mean that the change effort centers around the development and assessment of a comprehensive, intentional, and proactive approach to character education.

Chapter two explains the planning and development of my OIP. As a critical theorist, I discuss how my goal to integrate character education into the curriculum and across the day will provide educators the power to design meaningful work and an opportunity to shape young people to "play a significant role in changing the world" (McKernan, 2013, p.426). Additionally, I discuss how transformational and servant leadership approaches will be used to propel change forward. In this chapter, I describe the two transformational leadership dimensions to fit my positionality and agency: *Setting Direction* and *Building Relationships and Developing People*. I also explain my choice of Liden, Wayne, Zhao, & Henderson's (2008) servant leadership framework. To implement this change, I have chosen to ground my OIP using Cawsey, Deszca & Ingols' (2016) Change Path Model as a guiding framework. I also introduce Nadler and Tushman's (1980) Organizational Congruence Model to show the misalignment between components of the lower school. Chapter two ends by describing possible solutions to address my PoP. My chosen solution reconciles varying stakeholder priorities and balances competing values. As an informal change leader, I also benefit from existing structures.

Chapter three focuses on the implementation, evaluation, and communication plans. My

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first cycle of change will occur during the 2020/2021 academic year and aligns with the end of AIS's five-year strategic plan. Additionally, research has shown that time is necessary between implementation and results without quick fixes (Evans, Thornton & Usinger, 2012). Therefore, the final stage of the Change Path Model, *Institutionalization*, will occur in the second change cycle. My goals and plan for managing the transition using Cawsey et al.'s (2016) Change Path Model as a guiding framework are discussed. I focus on both stakeholder reactions to change as well as the monitoring and evaluation of the short, medium, and long-term goals. I connect the Plan-Do-Study-Act (PDSA) model with my transformational and servant leadership approaches to track and measure the process. Within this chapter, I summarize my strategy to communicate clearly and persuasively to different stakeholders, such as homeroom teachers, the Wellness Committee members, and administrators. At the end, I describe the next steps and future considerations. I reflect on the need to include parents as stakeholders in future change cycles and consider a stronger focus on principle 11, the evaluation of character education.

This OIP addresses the gap between the current and desired state, one that aligns the ideological goals at AIS with instrumental ones. Within this OIP, an instrumental goal focuses on English language development and academic achievement. It is defined as a commitment to learning (Stier, 2004), and a desire to get good grades (Malka & Covington, 2004). An ideological goal focuses on creating a better world by stimulating compassion, respect, and tolerance (Stier, 2004). Implementing more character development within the current schedule will help develop caring and moral individuals. As Skelton (2016) asserts, "What should students learn?" is a second-level question. The first-level question that precedes it should be "What kind of people are we helping our students to become?" (p.72). My role as a transformational and servant leader will serve to enact change and to address these questions.

## **Acknowledgements**

To Mom and Dad, for the unconditional love and support, you have provided me my whole life. I have always been grateful for the countless sacrifices you made and inspired by your move to Canada with a few thousand dollars and two suitcases in the seventies. I hope my completion of this doctoral degree is enough to make you proud of everything you have given up in hopes of a better future for Gary and me.

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## Glossary of Terms

These definitions will provide the reader with a clear understanding of the OIP-related terms throughout the three chapters.

**Character education** can include a broad range of concepts. However, all approaches help students to develop important human qualities and to promote intellectual, social, emotional and ethical development of young people. It is seen as an intentional effort to shape young people's core ethical and performance values (Lickona, Schaps, & Lewis, 2006).

From a **Critical Theory** perspective, education should focus on issues around power, justice, and moral action (Capper, 2019; Steinberg & Kincheloe, 2010). It adopts a mode of engagement that can be described as *praxis* – knowledge as action (Dant, 2003; Freire, 1970) and suggests a culture of critique to bring about change (Dant, 2003). It is said that Critical Theory "places critique nearer the center of educational concerns" (Blake & Masschelein, 2003, p.47). As a critical theorist, by engaging with *praxis*, and critique, I can use my knowledge as action to "challenge the existing state of affairs in society" (Dant, 2003, p.158), or within my micro lens, in the AIS lower school. We can think differently and do differently, and Critical Theory can help us achieve both (Dant, 2003). It aims to free the "interests of some dominating the rest, the interests of all should be identified and accepted" (Dant, 2003, p.158). This includes all educators and students within the lower school.

An **informal leader** does not hold a formal title but leads by example (Stincelli & Baghurst, 2014).

**Leadership** is a complex concept without an agreed-upon definition (Northouse, 2019; Stewart, 2006). Within the context of my OIP, leadership will be described as a process. Northouse's (2019) definition of leadership resonates with me as a "process whereby an

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individual influences a group of individuals to achieve a common goal" (p.5). When interpreted in these terms, it aligns with my physical positionality as a third-grade teacher because leadership "becomes available to everyone" (Northouse, 2019, p.5).

The **Responsive Classroom** approach is based on the belief that to be successful, students need to learn a set of social-emotional and academic competencies (Responsive Classroom, 2019a). It is positioned on six guiding principles: Teaching social and emotional skills is as important as teaching academic content; how we teach is as important as what we teach; social interaction leads to cognitive growth; creating a safe and inclusive school environment is crucial; what we know and believe about our students informs our expectations, reactions, and attitudes; and partnering with families is as important as knowing the children we teach (Responsive Classroom, 2019a). Additionally, a set of core practices and strategies should take place in elementary classrooms (Responsive Classroom, 2019a). They are a morning meeting held at the beginning of each day where everyone in the classroom gathers in a circle; having the teacher and students work together to establish rules; energizers as short, playful brain breaks during lessons; quiet time as a relaxed time of transition after lunch and recess and a closing circle at the end of the day that supports community, reflection and celebration (Responsive Classroom, 2019a).

**Servant Leadership** is "based on the values of humility and respect for others" (Russell, 2001, p.80). The servant leader ensures that other people's needs are taken care of, whereby the followers are the primary concern (Anderson, 2009; Greenleaf, 1977). Sergiovanni (1992) argues that leadership that motivates and keeps the morale up is necessary. The servant leader can help to address essential questions such as "what are we about? Why? Are students being served? Is

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the school as a learning community being served? What are our obligations to this community?" (Sergiovanni, 1992, p. 380).

Within this OIP, a **social constructivist** worldview will align with my leadership approaches as I am seeking to understand the world in which I live and work (Creswell, 2014, Mack, 2010; Cohen et al., 2007). Additionally, it will help me realize that everyone makes sense of the world based on where they were born, the culture that they grew up with, carrying personal, cultural, and historical experiences, and varying interpretations (Creswell, 2014). This recognition is crucial for me as AIS is an American-based organization situated in Country X with educators from around the world working together. Through this lens, I understand that "multiple people interpret events differently leaving multiple perspectives of an incident" (Mack, 2010, p.8).

**Transformational leadership** is a "process that changes and transforms people. It is concerned with emotions, values, ethics, standards, and long-term goals" (Northouse, 2019, p.163). The transformational leader shows concern for their followers and can have the ability to "move followers to transcend their self-interests for the good of the group" (Bass, 1997, p.133). Overall, one of the main goals of transformational leadership is getting followers to support organizational objectives (Anderson, 2009; Stone et al., 2004). A transformational leader is seen as someone who appreciates, listens, mentors, and empowers their followers (Stone et al., 2004).

**List of Abbreviations**

AIDA (The Adoption Continuum)

AIS (American International School)

CBAM (Concerns-Based Adoption Model)

CE (Character Education)

CEP (Character Education Partnership)

HR (Human Resources)

LOU (Levels of Use)

LS (Lower School K-5)

OIP (Organizational Improvement Plan)

PDSA (Plan-Do-Study-Act)

POP (Problem of Practice)

RC (Responsive Classroom)

SL (Servant Leadership)

SOC (Stages of Concern)

TL (Transformational Leadership)

WASC (Western Association of Schools and Colleges Accrediting Commission)

## **Chapter One: Introduction and Problem**

This Organizational Improvement Plan (OIP) addresses the lack of character development opportunities for students within the K-5 Lower School (LS) at American International School (AIS). To implement this change, transformational and servant leadership approaches will be utilized. I will start by introducing my organizational context and articulating my leadership position and lens. Next, I will describe and frame the problem, reflect on guiding questions, and articulate priorities for change. Lastly, I will end the chapter by addressing the AIS LS' change readiness.

### **Organizational Context**

#### **Vision, Mission, Values and Purpose**

AIS is a private, non-profit, independent K-12 American based college preparatory school located in a medium-sized city in Asia and serving over 2,200 students. Since the 1980s, it has been fully accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges (WASC). WASC is the accrediting agency for international schools in East Asia and is one of six regional accrediting associations in the United States (AIS website, 2016c). AIS prides itself on a rigorous academic program. For example, since 2007, over 100 courses have been added in the Upper School to increase the depth and breadth of course offerings (AIS personal communication, August 12 2019). Commitment to excellence is also apparent through the comprehensive strategic plan document. The strategic plan is composed of 21 objectives and 58 action items where there is a strong focus on academic excellence with 10 objectives and 29 action items. Of all the action items, three are related to English language acquisition, while two are dedicated to character development. As paraphrased on the AIS website (2018), we strive for excellence in everything we do.



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AIS practices focus on achieving the mission and vision paraphrased as a 21st-century learning community helping to shape caring and moral individuals who can adapt to the changing world and make a positive difference. Woven within AIS' mission are five core character values and eight student learning outcomes. In the 2017-2018 academic year, a Responsive Classroom (RC) approach was chosen and implemented in the LS to foster social-emotional learning and positive learning communities. Because of its extensive research dating back 35 years, RC was selected as a guiding framework (Responsive Classroom, 2016b) in response to a strategic plan objective focused on further developing a culture of character across the community. RC is based on the belief that to be successful, students need to learn a set of social-emotional and academic competencies (Responsive Classroom, 2019a). It is positioned on six guiding principles: Teaching social and emotional skills is as important as teaching academic content; how we teach is as important as what we teach; cognitive growth occurs through social interaction; creating a safe and inclusive school environment is crucial; what we know and believe about our students informs our expectations, reactions, and attitudes; and partnering with families is as important as knowing the children we teach (Responsive Classroom, 2019a). Additionally, a set of core practices must take place in elementary classrooms including morning meetings held at the beginning of each day; energizers as short brain breaks during lessons; quiet time as a relaxed time of transition and a closing circle at the end of the day (Responsive Classroom, 2019a).

There is a direct relationship between the organization's mission to develop students as moral individuals and the core RC beliefs and principles. Within my OIP, moral is defined as qualities of a person's ethical values, reasoning, and knowledge related to their daily behaviour (Huitt, 2000). A moral individual can make ethical decisions and understand right from wrong in

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their actions (Vessels & Huitt, 2005). RC focuses on the notion that to be successful in and out of school, students must learn a core set of competencies (Responsive Classroom, 2019a). The values, an RC approach, and the student learning outcomes help LS educators work towards achieving the mission and goals of the organization.

AIS has seen continued growth. It boasts a diverse and specialized faculty and high retention of both staff and students. This is in comparison to the problematic high turnover in international schools (Mancuso, Roberts & White, 2010; Odland & Ruzicka, 2009). Instead, faculty remains at AIS for an average of 8.7 years, and there has been a 10% expansion in the LS within the last five years (WASC, 2018).

The staff has diverse backgrounds. Faculty comprises of about 60% American, 20% host country nationals, and 20% third-country nationals (AIS, 2016b). There is also a range of educational experiences where approximately 70% of staff hold master's degrees. Lastly, with close to 20 administrators, over 15 counselors, coordinators, librarians, and psychologists, the organization continues to hire specialized faculty to meet students' diverse needs (AIS, 2016b).

High standards and dedication to academic excellence can be contributing factors towards high student enrollment and retention, with a 95% retention rate in the 2017-2018 academic year (AIS, 2018). Since 2015, over 35 teaching and support positions were added in the LS to aid in this growth, demonstrating the organization's commitment and focus on assisting students in developing to their potential.

### **Organizational Structure**

Structurally, AIS can be described as a bureaucracy. It is a centralized system consisting of formal structures. For example, all core subjects within the LS are prepackaged, imported United States programs. The expectation is for teachers to follow these lesson plans while also

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adhering to the rigid schedule. These practices will ensure that there is consistency in student experiences with approximately 1,000 students in the LS.

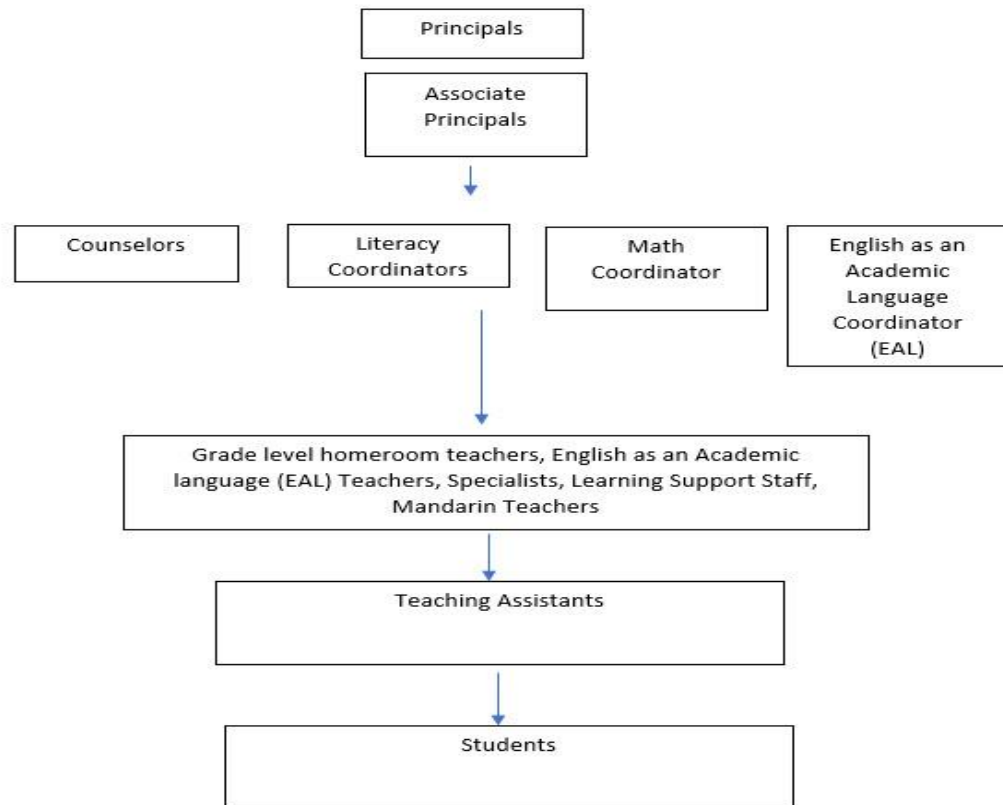
With vertical communication, a chain of command leaves the decision-making power to those at the top of the organization with a limited capacity to those in the lower levels (Cawsey, Deszca & Ingols, 2016; Manning, 2013). As such, the Head of School and the Board of Directors hold the positional power to make all final decisions. A hybrid nine-member Board of Directors governs AIS and is elected for three-year terms. The members consist of parents and non-parents responsible for organizing and developing AIS's short and long-term goals. They are accountable for the school's governance and have the authority to manage the organization's activities and affairs. These include adopting and upholding the mission, vision, and strategic direction of AIS, ensuring the organization's long-term viability and financial health, ensuring that AIS maintains compliance with the law and high ethical standard (AIS website, 2016d). The strategic plan is also set forth by the Board, which, in turn, impacts the practices and goals of the AIS faculty.

Within each division, the principal and associate principals are the primary decision-makers. In the context of my OIP, I will be focusing on the AIS LS. Figure 1 shows the flow of power and decision-making authority. Literacy coaches, the math coordinator, and grade level team leaders work with the teachers and administrators. Grade level teams work in collaboration during four scheduled meetings within a ten-day school cycle.

### **Historical Overview and Connection to Mission and Strategy**

In the 1940s, the purpose of AIS was to serve its personnel away from home in a different country (Cambridge & Thompson, 2004). The organization catered to the children of United States missionaries and military personnel based in Country X. First set out as a comprehensive American public school, several decades later, AIS began its journey as a college preparatory

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*Figure 1.* Flow of Power and Decision-Making Authority at AIS LS.

school when enrollment plummeted from external forces. Simultaneously, as the economy expanded, more Western-educated overseas citizens returned to Country X, searching for the same Western curriculum for their children. In the 1960s, the student population grew close to 3,000 (AIS website, 2016a) as more overseas citizens enrolled their children at AIS.

Since its journey as a college preparatory school, the student body continues to evolve. Research estimates that 80% of clientele in international schools are now local, national children (Bunnell, 2014; Tate, 2016). With the changing student demographics, AIS serves mostly host national children in comparison to earlier decades. Host country families could attend schools in the national system but choose not to do so (Hayden, 2012). Most host national AIS students are privileged and come from high socioeconomic status. The tuition for a K-5 LS student is

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approximately \$35,000 Canadian, so the majority of Country X families cannot afford this with their average monthly wage equivalent to \$2,300 (Liao, 2018).

Over 60% of AIS' community report that English is a second language in the household (AIS, 2017). Consequently, there is a strong focus on English language development, as evident in the strategic plan objectives and the implementation of an AIS Language Policy developed in 2013-2014 (AIS, 2017). According to the Language Policy, almost all AIS students attend English-medium post-secondary institutions, and therefore, as an organization, the goal is for all students to achieve English fluency (AIS, 2017). Also, within the strategic plan, one objective is for all students to increase English proficiency in listening, speaking, reading, and writing. With the Language Policy at the forefront of curricular demands in the LS, limited time is made available for character development. Even though the AIS website describes the five core character values as explicitly taught, modeled and practiced throughout the school day in every LS classroom (AIS website, 2018), more needs to be done to foster students' social-emotional learning. As I explain later, one strategic plan objective focuses on developing a comprehensive approach to teaching, modeling, and reinforcing the student body's overall social, emotional, and physical well-being. The current state of character education in the LS requires an overarching vision and plan to effectively monitor and evaluate the program. In this way, AIS can achieve its mission to shape caring and moral individuals who can adapt to the changing world and make a positive difference.

In summary, AIS is a large organization with a long, rich history. The dedicated faculty remain at the organization for many years allowing for continuity of programs and a dedication to excellence. Understandably, with over 60% of the AIS community reporting that English is a

second language (AIS, 2017), and almost all students attending English-medium post-secondary institutions, the focus on developing English fluency at AIS is evident.

### **Leadership Position and Lens Statement**

I arrived at AIS in 2015 as a LS homeroom teacher and have been a part of the numerous learning communities, including the Language Arts, Character Education, Mathematics, and Wellness Committee. As a third-grade classroom teacher, I am responsible for creating a safe and caring classroom environment and ensuring that my students are developing academically, socially, and emotionally. In this role, I can inspire change in the LS. I hope to address how my organization can implement character education (CE) opportunities appropriate for the context and community that we serve through a social constructivist and transformative worldview (Creswell, 2014). Social constructivism, also known as the interpretivist paradigm or the anti-positivist paradigm, focuses on the need to construct meaning and understanding (Mack, 2010). A paradigm is the "full range of assumptions and practices associated with fundamental theoretical approaches" (Morrow & Brown, 1994, p.3). Through this worldview, I will seek to understand the subjective world of human experience" (Cohen, Manion & Morrison, 2007, p.21).

On the other hand, a transformative worldview is also necessary for the marginalized educators who support character development working in a bureaucratic context. Supported by literature, Gioia and Pitre (1990) argue that a multiparadigm approach can generate more complete knowledge than any single perspective where "a pluralistic, multiple-perspectives view becomes a necessity for achieving any sort of comprehensive view" (p.595). As such, the authors compare a metaparadigm view to triangulation to achieve greater confidence in observations (Gioia & Pitre, 1990). Figure 2 demonstrates how the two worldviews complement each other

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but mainly emphasizes why a multiparadigm approach is necessary within my context, position, and given the complexity of the PoP.

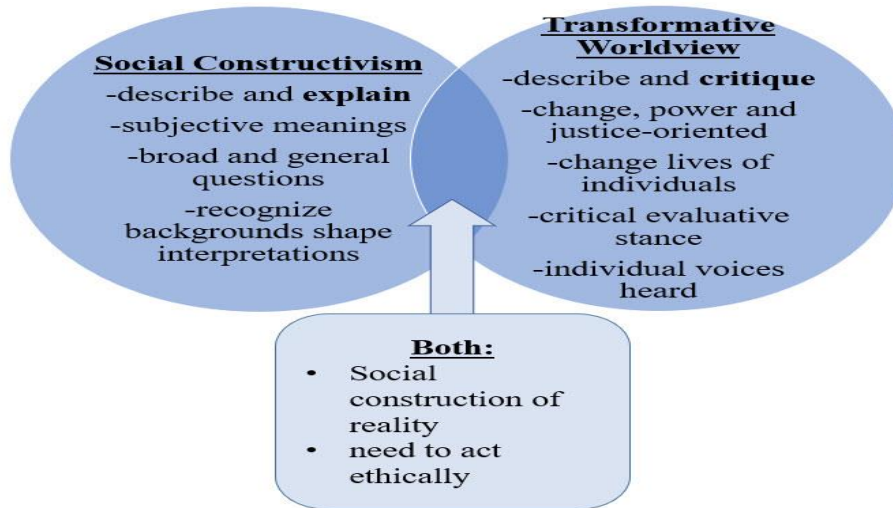


Figure 2. Social Constructivism and Transformative Worldview Venn Diagram.

A social constructivist worldview aligns with my leadership approach as I am seeking to understand the world in which I live and work (Creswell, 2014, Mack, 2010; Cohen et al., 2007). Unlike post-positivism, where the researcher begins with a theory and variables to test a research question, I am looking to generate meaning through broad, open-ended questions (Creswell, 2014). As a social constructivist, I realize that everyone makes sense of the world based on where they were born, the culture that they grew up with, carrying personal, cultural, and historical experiences, and varying interpretations (Creswell, 2014). This recognition is crucial for me as AIS is an American-based organization situated in Country X with educators from around the world working together. Therefore, diversity is seen as an asset to this PoP because as a social constructivist, one focus is on the interaction of people (Creswell, 2014) and forming meaning through these exchanges (Creswell, 2013). Through this lens, I understand that "multiple people interpret events differently, leaving multiple perspectives of an incident" (Mack, 2010, p.8). This element of insight is crucial in understanding the PoP (Myers & Klein,

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2011) because by interacting with diverse colleagues, I can develop a deeper understanding of why there is a lack of character education opportunities for students from varying perspectives.

My social constructivist lens aligns with my transformational and servant leadership approaches. Both these leadership styles are people-oriented and require one to build relationships (Stone, Russell & Patterson, 2004). As a transformational leader, I will listen carefully (Stone et al., 2004) when interacting with others to understand their position and priorities related to LS students' character education opportunities. Additionally, as transformational leadership is viewed as a context-dependent approach, I will consider historical and cultural factors (Creswell, 2014). AIS is an American-based organization within Country X serving mostly host-national families but with a diverse teaching faculty. I will not start with a solution in mind but rather develop theory through making meaning from the data (Creswell, 2014). Through a servant leadership lens, taking on a social constructivist worldview will help me investigate open-ended questions such as what are we about? Are students being served? (Sergiovanni, 1992). This lens will help me build meaning to understand growing tensions by interacting openly and fairly with others (Liden, Wayne, Zhao & Henderson, 2008).

I have also chosen to position myself as a critical theorist within the transformative worldview (Creswell, 2014). I understand that the transformative worldview studies marginalized individuals, and the context in which I work serves children of privilege and high socioeconomic status. However, through this lens, I can take a critical, evaluative stance. As I will explain, subcultures are forming across the LS with a divide between some leaders and teachers supporting instrumental goals such as English language development.

Within this OIP, and from a critical lens, oppression occurs because of a power issue. Marginalization refers to the LS educators attempting to develop more character learning



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opportunities in an academically focused environment, but still, cannot because of a lack of power, rigid schedules, and a drive to standardize curriculum across grade-levels. Because teacher voices supporting more character-related learning opportunities are marginalized, there is less emphasis on character education. As a result, students are also marginalized in the short and long-term because teachers' voices are vital. Students in the LS cannot be advocates for themselves and have little influence over their learning (Vinson, 2006). The issues of power will be detrimental to their success as they need to become productive citizens when they grow up. Undeniably, the issues of power marginalize both educators and students.

Mack (2010) asserts that "people must challenge the dominant discourses" (p.9). As a critical theorist, the purpose is not merely to understand or give an account of situations and phenomena but to change them (Cohen et al., 2007; Mack, 2010). In other words, a critical lens will complement my social constructivist worldview. As Creswell (2013) explains, a transformative framework is necessary since "constructivists do not go far enough in advocating action to help individuals" (p.25). It is, therefore, essential to position myself within two worldviews as one's strengths will complement the other especially given the complexity of my specific OIP-context.

Leadership is a complex concept without an agreed-upon definition (Northouse, 2019; Stewart, 2006). While some hold the view that leadership is based on interactions between leaders and followers (Khanin, 2007), others perceive it as a relation between the leader and followers (Mihelic, Lipicuik & Tekavcic, 2010). Many hold the view that leadership is a product. For example, Lichtenstein, Uhl-Bien, Marion, Seers, Orton, & Craig (2006) suggest that leadership is the product of the "interaction, tension, and exchange rules governing changes in perception and understanding" (p.2). Within the context of my OIP, leadership will be described

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as a process. Northouse's (2019) definition of leadership resonates with me as a "process whereby an individual influences a group of individuals to achieve a common goal" (p.5). When interpreted in these terms, it aligns with my physical positionality as a third-grade teacher who does not hold an assigned leadership position because leadership "becomes available to everyone" (Northouse, 2019, p.5). Researchers agree that as power and influence are not necessarily from those who are in formal leadership roles, I can influence people from the bottom-up (Hallinger, 2003; Leithwood, & Jantzi, 2000; Lichtenstein et al., 2006).

As I should not adopt leadership theories that do not fit well for my organizational profile (Khanin, 2007), transformational and servant leadership models will be exercised. Currently, an authoritative top-down leadership approach is taken up within the organization. Also known as an autocratic style, this form of leadership is "characterized by implementing the will of a leader, without taking into the consideration the opinion of subordinates" (Gonos & Gallo, 2013, p.161).

### **Transformational Leadership**

I have chosen to position myself within a transformational leadership framework as it connects well to my beliefs as a leader and is supported by extensive empirical research (Leithwood & Jantzi, 2005; Northouse, 2019; Stone et al., 2004). Transformational leadership lacks conceptual clarity with a debate over the varying number of associated dimensions and behaviours, but there is a collective agreement on the core meaning (Leithwood & Jantzi, 2000; Leithwood & Jantzi, 2005; Northouse, 2019). Overall, the transformational leader is seen as someone who appreciates, listens, mentors, and empowers their followers (Stone et al., 2004), which are core skills and behaviours that I value. This emphasis on follower needs, values, and morals (Northouse, 2019) resonates with me and connects with my OIP. Additionally, while AIS' leadership structure is top-down, I believe that by utilizing my transformational leadership

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behaviours, I can start to influence and initiate character education development through small spheres of influence.

Emerging in the 1970s, transformational leadership is credited with Burns' work that focused on seeking to satisfy higher needs. In his model, the leader evolved from motivation, values, and goals but relied too heavily on the role of power (Stewart, 2006). Later, Bass and Avolio's model built on Burns' work and included transactional and laissez-faire characteristics, while Leithwood's work was influential in bridging transformational leadership into the educational setting (Stewart, 2006). Leithwood's model of transformational leadership emerged from studying school environments (Leithwood & Jantzi, 2000). Like Bass' model, the Leithwood framework includes transactional leadership factors. However, I have chosen the Leithwood model because it consists of a problem-solving process versus Bass' interpretation of transformational leadership as a continuum.

Additionally, the Leithwood model is more current and includes the need for transformational leaders to symbolize professional practices and values. Both models describe the change agent who is a competent role model with a high standard of moral and ethical conduct. They both show a leader who communicates high expectations and motivates others to be part of the shared vision. Lastly, a transformational leader is someone who challenges their own beliefs, values, and engages in careful problem-solving with others. They listen carefully and assist followers in being fully actualized (Leithwood & Jantzi, 2000; Stewart, 2006).

The transformational leader is a social architect with clear values and norms (Northouse, 2019). The idea that the transformational leader shows concern for their followers and can have the ability to "move followers to transcend their self-interests for the good of the group" (Bass, 1997, p.133) aligns well with my beliefs as an educator and person. Overall, one of the main

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goals of transformational leadership is getting followers to support organizational objectives (Anderson, 2009; Stone et al., 2004).

### **Servant Leadership**

"Values are core elements of servant leadership. The very concept of servant leadership is based on the values of humility and respect for others" (Russell, 2001, p.80). My core leadership values are influenced by the need to be compassionate, uphold integrity, humility, and transparency. I believe the central role of an educator is to serve others and, therefore, I am a servant leader with a moral purpose to support my students academically and foster their social-emotional development. My top priority is ensuring that other people's needs are taken care of, whereby the followers are the primary concern (Anderson, 2009; Greenleaf, 1977). My beliefs and values as a person also align with the servant leader, which is framed around caring for others and altruism (Northouse, 2019).

Servant leadership is not the preferred leadership approach for all (Northouse, 2019), but it fits within my OIP. It taps into people's motivation, emotions, values, and connections with others. Although there is a need for direct, command leadership, as evident within the AIS context, leadership that motivates and keeps the morale up is also necessary (Sergiovanni, 1992). As discussed earlier, as a servant leader, I can help to address essential questions such as "what are we about? Why? Are students being served? Is the school as a learning community being served? What are our obligations to this community?" (Sergiovanni, 1992, p.380). This moral dimension helps to "recapture leadership as a powerful force for school improvement" (Sergiovanni, 1992, p.388).

Servant leadership is seen as a practical and heuristic leadership approach (Northouse, 2019). While there continues to be a debate on core dimensions (Northouse, 2019), I will

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position myself within Liden, Panaccio, Hu, and Meuser's (2014) model because it considers servant leadership as a process. The framework addresses context and culture, leader attributes, and follower receptivity as antecedents that impact servant leadership (Liden et al., 2014). Liden et al.'s (2014) model aligns with my social constructivist worldview because it helps me to consider the historical and cultural setting of my organization (Creswell, 2014).

In recent years, researchers have been successful in developing a validated, multidimensional measure of servant leadership where each of the seven dimensions makes a unique contribution (Liden et al., 2008). Through *conceptual skills*, servant leaders possess organizational knowledge that effectively supports and assists others (Liden et al., 2008; Northouse, 2019). They *empower* others by encouraging and facilitating followers to identify and solve problems while *helping subordinates grow* and succeed by demonstrating genuine concern for their development (Liden et al., 2008; Northouse, 2019). They *put others first* and *create value for the community* by showing a conscious, genuine concern for helping the community (Liden et al., 2008; Northouse, 2019). Lastly, they behave *ethically* and demonstrate *emotional healing* by interacting openly, fairly, and honestly and showing sensitivity to concerns (Liden et al., 2008; Northouse, 2019). These are all qualities I value when collaborating with colleagues or as a LS educator for my students.

### **Connection to Critical and Transformative Lens**

Lastly, I will now connect my transformative and critical lens to my chosen leadership approaches. Table 1 will guide the discussion.

The first and second quadrants show the alignment between my transformational and servant leadership approaches to my transformative lens. Through this lens, I will take a critical, evaluative stance to problem-solve (Creswell, 2014) how I will bring about changes in

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Table 1

*Connecting My Leadership Approaches*

	<p><b>Transformational Leadership</b> (Leithwood &amp; Jantzi, 2000)</p> <ul style="list-style-type: none"> <li>-mentors and empowers followers</li> <li>-careful problem solving</li> <li>-emphasis on follower needs and values</li> </ul>	<p><b>Servant Leadership</b> (Greenleaf, 1977; Liden et al., 2008)</p> <ul style="list-style-type: none"> <li>- empowers others and encourages followers to solve problems</li> <li>-putting others first</li> </ul>
<p><b>Transformative Worldview</b> (Creswell, 2014)</p> <ul style="list-style-type: none"> <li>-critical, evaluative stance</li> <li>-not just understanding but to make changes</li> </ul>	<p><b>What does transformational leadership look like from a transformative lens?</b></p> <ul style="list-style-type: none"> <li>-takes a critical, evaluative stance to problem solve</li> <li>-brings about change by mentoring and empowering followers with an emphasis on follower needs and values</li> </ul>	<p><b>What does servant leadership look like from a transformative lens?</b></p> <ul style="list-style-type: none"> <li>-through a critical, evaluative stance, empowers and encourages followers to solve problems</li> <li>-changes are due to the notion of putting others first</li> </ul>
<p><b>Critical Theory</b> (Dant, 2003; Freire, 1970)</p> <ul style="list-style-type: none"> <li>-combined action and reflection through <i>knowledge as action</i></li> <li>-critique to bring about change</li> <li>-transformation of the oppressed</li> </ul>	<p><b>What does transformational leadership look like from a critical theorist lens?</b></p> <ul style="list-style-type: none"> <li>-mentors and empowers followers through a combination of <i>knowledge as action</i> and critique</li> <li>-transformation process emphasizes follower needs through careful problem solving</li> </ul>	<p><b>What does servant leadership look like from a critical theorist lens?</b></p> <ul style="list-style-type: none"> <li>-the act of putting the oppressed faculty first by empowering them to transform their reality through critique, action, reflection and problem solving</li> </ul>

the LS's character education-related goals. As a transformational leader, I will mentor and empower followers (Leithwood & Jantzi, 2000; Leithwood & Jantzi, 2005) to solve their problems (Liden et al., 2008). This interaction emphasizes follower needs, or within my OIP, LS teachers' demand to provide more character education-related learning opportunities for their students throughout the day. As a servant leader, these changes result from putting others first (Greenleaf, 1977).

From a critical lens, as a transformational and servant leader, there is a greater emphasis on understanding the PoP through knowledge as action and critiquing (Dant, 2003; Freire, 1970) the status quo. By understanding the underlying factors and conditions related to the PoP, and through careful problem-solving, I will empower other LS educators to realize that character education can be integrated throughout the day. Empowering these oppressed educators to

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transform their realities results from putting others and their needs at the forefront (Dant, 2003; Greenleaf, 1977).

To conclude, viewing leadership as a process that is available to everyone has inspired me to approach the change initiative using transformational and servant leadership qualities. Utilizing Leithwood's transformational leadership and Liden et al.'s (2014) servant leadership framework will help me to focus on my primary goal as an educator to serve others.

### **Leadership Problem of Practice**

The PoP that will be addressed is the lack of character development opportunities for LS students at AIS. While AIS follows a traditional hierarchical model of leadership, more collaborative opportunities for bottom-up change will be necessary to drive this initiative forward. In the 2017-2018 academic year, the implementation of the RC approach was a positive step in social-emotional learning. Before that, there was not a consistent program or approach that faculty used. This change aligned with one strategic plan objective that focuses on developing a comprehensive approach to teaching, modeling, and reinforcing the overall social, emotional, and physical well-being of the student body. While the strategic plan describes both academic and character-related objectives, there is currently a lack of direction and vision related to character education. This is due to contributing impediments such as a rigid schedule and an overarching Wellness initiative that overshadows character education. The organization's strategic plan addresses the importance of The Character Education Partnership (CEP) 's 11 Principles of Effective Character Education framework to guide character development.

Research has shown that there is often tension between instrumental goals within educational organizations such as raising pupil academic performance and ideological goals such as character education implementation (Arthur, Kristjánsson, Walker, Sanderse & Jones, 2015;

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Sanderse, Walker, & Jones, 2015). Instead, as Tarc (n.d.) explains, "the idealist agendas [or ideological goals] are co-dependent with the instrumental agendas" (p.3). Ideological goals and instrumental goals are viewed as different sides of the same coin (Tarc, n.d.). One can have both ideological goals concerning academic performance. The two ideas are not exclusive. Within my OIP, an instrumental goal is defined as personal growth and commitment to learning (Stier, 2004). It is the source of the desire to get good grades (Malka & Covington, 2004) to attend elite, tertiary institutions after graduation and provide more job opportunities. On the other hand, an ideological goal can be defined as one that focuses on creating a better world by stimulating empathy, respect, tolerance, and mutual understanding (Stier, 2004).

The tension between focusing on instrumental and ideological goals is apparent in the LS, where subcultures are forming. Tensions between some administrators and teachers also appears to exist. Some educators have expressed strong feelings behind closed doors with 2019-2020 schedule changes. Components of the RC approach have been eliminated, and instead, more academic time added. Within this OIP, I am cognizant of these tensions and will incorporate strategies to address them in the processes described later in chapter 3.

Imported prepackaged curriculum from the United States and a rigid schedule leaves little time dedicated to character development. Additionally, a lack of leadership, resources, vision, and direction related to character education is apparent. While there are two literacy coordinators and a math coordinator to drive these core subject initiatives, it is evident that there is a lack of voice in other areas. Many educators are motivated to make a difference in children's lives and hold themselves responsible for training young people to develop good character (Nickell & Field, 2001; Sanderse et al., 2015). The reality is that many teachers work in organizations that deliver education focusing on raising pupil academic performance (Sanderse



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et al., 2015). The goal is not to create balance amongst academic performance and character education as I am not in a position to do that. Instead, my goal is to find ways to integrate the two priorities as mutually reinforcing parts of the curriculum. By unifying these elements, the varying objectives of educators will be met.

Researchers have described the need for a well-rounded approach to character development that is implemented fully and faithfully (Berkowitz & Bier, 2007; Lickona, Schaps & Lewis, 2006). While some have shown that organizations can foster this through promoting students' cognitive, emotional and behavioural dispositions, (Lickona et al., 2006; Williams, 2000), others have described four types of virtues for proper character development, which includes: moral, civic, intellectual, and performance virtues (Arthur et al., 2015). While the term virtue is used within the literature and can be viewed through a religious lens, there is no religious component or approach at AIS. At AIS, civic virtues are reinforced in service projects, while performance and intellectual virtues are integrated and enhanced through the student learning outcomes across the formal curriculum. Yet, moral virtues are taught with a needs'-based approach. According to CEP's framework, effective character programs need "a comprehensive, intentional, and proactive approach to character development" (Lickona et al., 2006, p.6). It is said that "with an intentional and proactive approach, school staff do more than react to "teachable moments" to integrate character lessons. They take deliberate steps to create opportunities" (Lickona et al., 2006, p.6).

As Skelton (2016) asserts, - "What should students learn?" is a second-level question. The first -level question that precedes it should be "What kind of people are we helping our students to become?" (p.72). He concludes by describing that "schools should charge themselves with putting into place the developmentally appropriate personal, interpersonal, learning and

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structural conditions necessary to enable students to contribute positively to an increasingly independent and interdependent world. If they don't, then..." (Skelton, 2016, p.83). While I am not able to disrupt formal structures such as the schedule and curriculum, nor am I am looking to shift the focus away from academics. Instead, I understand that both academic success and character education are equally significant parts of the curriculum. How can I help to align the instrumental goals such as academic achievement and English language development, with ideological ones focused on shaping caring, confident, and ethical individuals as described in the mission and vision? How can I achieve this without disrupting other formal structures such as the schedule and curriculum that are not within my agency and power?

### **Framing the Problem of Practice**

In this section, I will frame my PoP within broader contextual forces to support my understanding of the circumstances. I will start by providing a historical overview of character education at AIS. Next, I will explain how Critical Theory connects with my OIP and how I plan to use Bolman and Deal's (2017) reframing model to understand multiple perspectives and the challenges ahead. Lastly, I will conduct a political, economic, social, and technological (PESTE) factor analysis to understand how a variety of external and internal factors have shaped my PoP.

### **Character Education Historical Overview**

Change leaders need to preserve all that is valuable but also find evidence of past successes and failures to reinvent and refine the future (Hargreaves, 2007). As a scholar-practitioner, I must carefully examine AIS's long, rich history so that I can find evidence of past successes and failures. As paraphrased from the AIS website, change is inevitable, and there are challenges to find creative paths to future success. Nothing is achieved in isolation (AIS Website, 2016a). History is an asset to AIS.

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Over a decade ago, the organization used CEP's Eleven Principles of Effective Character Education to select a set of core values. A group of stakeholders across AIS chose the school's core ethical values by looking across cultures and values that were universal. Four were selected. These have not been identified for fear of compromising anonymization. AIS added the fifth virtue a few years later. Today, character education in the LS seems very different than it did since its adoption. Previously, grade levels developed and conducted assemblies on the values. Additionally, a selection of literature was used to teach core values across grade levels, and upper elementary students were chosen to be a part of a Character Council. Additionally, a Character Committee composed of representatives across the LS, administrators, and guidance counselors met once a month to discuss issues around character education. These elements of character education no longer exist. As described earlier, the lack of leadership, continuity, vision, and direction compounds the problem.

Since 2017, AIS adopted a Wellness initiative across the community. This initiative resulted from the introduction of AIS's eight student learning outcomes, Wellness, being one of them. For anonymity purposes, the others have not been identified. According to the Board of Directors' progress report, character is viewed as "fundamentally tied to well-being" (AIS, 2019, p.19). Consequently, the report states that "the community's efforts on that front, evidenced in both divisional programs and school-wide events, are an extension of our long-established commitment to developing our students" (AIS, 2019, p.19). With the Wellness initiative, the Character Committee morphed into the Wellness Committee, while selected class representatives replaced the Character Council. Parent coffees continue to be popular in the LS with time dedicated to important social, emotional growth topics. Lastly, with the implementation of RC in the LS, teachers have participated in formal book clubs.

## **Critical Theory**

Critical Theory has always been concerned about how things were, how they might be, or should be (Bronner, 2017). It "grapples with issues of power, justice, and moral action" (Steinberg & Kincheloe, 2010, p.143). Critical Theory dates back to the 1920s where a group of German scholars, known as the Frankfurt School, were concerned about interpreting Marxism (Blake & Masschelein, 2003; Capper, 2019; Morrow & Brown, 1994). The first generation of critical theorists rejected the positivist understanding of research (McKernan, 2013). This understanding aligns with my social constructivist worldview, one that does not begin with a theory but generating meaning through broad, open-ended questions (Creswell, 2014). Now, Critical Theory has taken on new meanings outside of the Marxist tradition and is not reserved exclusively to the Frankfurt School with extensive variations outside the original German context (Morrow & Brown, 1994). It is said that "each [new] version of Critical Theory challenges how history and society are currently understood within the entrenched patterns of power which shape modern society" (Dant, 2003, p.57).

Critical Theory is not without criticisms. There are issues with the definition of the term that is considered very loose (Dant, 2003). Additionally, the range of meanings can sometimes imply critique in negative evaluations (Morrow & Brown, 1994). Its long, complex history has Critical Theory associated with "many different-and often conflicting—images and subjected to a wide variety of criticism" (Morrow & Brown, 1994, p.14). Lastly, with "noneducational roots, [some may] view Critical Theory of education as importing extraneous socio-political considerations into educational theory" (Blake & Masschelein, 2003, p.42).

As a critical theorist, education centers on social justice and equity (Capper, 2009). Elements of insight, critique, and transformation will be essential to this OIP (Myers & Klein,

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2011). It is argued that " the form of modern society is repressive and constricting in ways that it need not be" (Dant, 2003, p.158). From this lens, I will support the disempowered and set forth the rights of inequality (Cohen et al., 2007) by focusing on ideological goals. The origins of the "Frankfurt School agree[d] on the need for education to counteract the authoritarian trends" (Bronner, 2017, p.4). Critical Theory adopts a "mode of engagement that can be described as *praxis* – knowledge as action" (Dant, 2003, p.158) or "reflection and action upon the world to transform it" (Freire, 1970, p.51). As Freire (1970) asserts, *praxis* occurs when action and serious reflection are combined. He (1970) suggests that there are two distinct stages of transformation through *praxis*. In the first, "the oppressed unveil the world [and] through *praxis* commit themselves to its transformation" (p.54). This will occur before and at the beginning of the change process. It is the hope that by the end of the change process, the second stage will occur where "the reality of oppression has already been transformed, [and] becomes a pedagogy of all people" (Freire, 1970, p.54). Critical Theory also suggests a culture of critique to bring about change (Dant, 2003), "plac[ing] critique nearer the center of educational concerns" (Blake & Masschelein, 2003, p.47). As a critical theorist, by engaging with *praxis*, and critique, I can use my knowledge as the action to "challenge the existing state of affairs in society" (Dant, 2003, p.158). Within a microlens, I plan to challenge the existing state of character development in the LS. Are we doing enough? As a critical theorist, I can re-examine "the notions of critique and of action that currently inform most of our thought about education and educational practice" (Blake & Masschelein, 2003, p.53) because when educators do not address inequities explicitly, the status quo and existing power structures, and their associated practices are supported and preserved (Capper, 2019). It is said that "instrumental reason continues to dominate those societies and its effects continue to restrict the lives of individuals" (Dant, 2003, p.160). This is

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true of the LS, as evident from the classroom schedules dedicated to English language development at the expense of the ideological goals.

As described, oppression occurs within the LS. Educators who are seeking to develop more character learning opportunities for their students in an academically focused environment are marginalized. The lack of power and marginalization of teacher voices within classrooms is a consequence of rigid schedules and a drive to standardize curriculum across grade-levels. Less emphasis on character education learning opportunities will consequently marginalize students in the short and long-term. Thus, issues of power will be detrimental to their success when they grow up as they need to become productive citizens of the world. There are apparent issues of power marginalizing both educators and students within the context of my OIP. Instead, Critical Theory provides an understanding that "within critical *praxis*, we can resist the domination of instrumental reason and explore other possible ways of living. We can think differently and do differently, and Critical Theory can help us achieve both" (Dant, 2003, p.161). As Freire (1970) acknowledges, people will be truly critical by living through *praxis* using critical reflection to organize thinking to transform reality. It aims to free the "interests of some dominating the rest, the interests of all should be identified and accepted" (Dant, 2003, p.158). This includes all educator voices in what is best for students.

### **Bolman and Deal (2017) Four Frame Model**

Bolman and Deal's (2017) Four Frame Model is a comprehensive framework that shows how situations within organizations can be viewed from varying perspectives. It is "a powerful tool for gaining clarity, regaining balance, generating new questions, and finding options that make a difference" (Bolman & Deal, 2017, p.23).

**The Political Frame.** AIS operates heavily on formal hierarchies, a centralized decision-

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making system, and a clear division of labour (Cawsey et al., 2016). Because of these qualities, I must view my PoP through the political realm, especially from an informal leadership position. As Cawsey et al., (2016) propose, “power to do things in organizations is critical to achieving change” (p.186) and is perceived as an essential resource.

As stated earlier, subcultures across the LS are forming. For example, some educators feel restricted by the lack of autonomy provided with the imported curriculum and rigid schedules. Others feel strongly for providing more character education learning opportunities within the school day, while some teachers believe that a strong literacy program is essential for students' future success. These subgroups exist due to the bureaucratic environment's formal structures and the shift to a Wellness initiative. They are directly related to the problem.

I must recognize that the organization is made up of varying interest groups with a diversity of values and beliefs (Bolman & Deal, 2017). As a social constructivist, I can build meaning from these viewpoints and understand that people make sense of the world based on personal, cultural, and historical experiences (Creswell, 2014). With scarce resources due to scheduling and time allocation issues, this conflict is central to the PoP, and power will be a necessary asset (Bolman & Deal, 2017). From a political perspective, leveraging participants and forming alliances with those interested in a shared belief that more time should be dedicated to social-emotional learning will be crucial and aligns with my critical lens. Understanding the PoP from a political stance is imperative.

**The Human Resources.** The HR realm is necessary and aligns with my position as a transformational and servant leader. It highlights the relationship between the people and the organization and builds on the assumption that organizations exist to serve human needs (Bolman & Deal, 2017) - in this case, both the teachers and students.

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As educators, “what is right and good to do becomes important” (Bass, 1997). For this OIP, many educators will have the opportunity to achieve self-actualization by fostering the social, emotional and ethical growth of young people which is a part of all character education programs (Lickona et al., 2006). As the research shows, character education programs are more effective when implemented fully, faithfully (Berkowitz & Bier, 2007), includes all stakeholders and permeates the curriculum (Lickona et al., 2006). When educators hold themselves responsible for training young people, students demonstrate the growing perception of what character is and how they can show it (Nickell & Field, 2000). Students understand why and how character education is taught (Nickell & Field, 2000), and, in this way, organizations will serve the human needs of the students and teachers (Bolman & Deal, 2017).

**The Symbolic Frame.** Finally, it is crucial to understand the PoP from the symbolic frame. By committing to students' character development, "values characterize what an organization stands for, qualities worthy of esteem or commitment. Unlike goals, values are intangible and define a unique character that helps people find meaning and feel special about what they do" (Bolman & Deal, 2017, p.243). In this way, the symbolic frame is necessary because it considers how "symbols mediate the meaning of work" (Bolman & Deal, 2017, p.263). By creating belief and value through the intangible character virtues foundational to the organization, stakeholders such as teachers can find meaning in their work. Educators in the LS will possess the power to participate in and redesign meaningful work (Bolman & Deal, 2017).

### **PESTE Analysis**

PESTE forces continue to impact all organizations (Cawsey et al., 2016). A PESTE analysis is used to understand the forces that drive and push the need for change (Cawsey et al., 2016). I will focus on the political, economic, and social factors related to my PoP.



**Political and Economic.** Education has become a commodity bought by individuals seeking to maximize their benefit while the states are on a quest to maximize economic growth (Bell & Stevenson, 2006). Given that globalization has led to increased competition and interconnectedness among political and economic systems (Price, 2014), I have chosen to combine the political and economic factors for my PESTE analysis.

At the macro level, Country X's political landscape has shaped educational practices and policies. For example, multilingualism did not emerge until the 1980s due to the oppression of local languages during periods of colonization (Hubbs, 2013). Since the 1980s, Country X's development has relied heavily on education. By 1986, the country boasted a 99.57% primary school enrollment (Morris, 1996), revealing the substantial value that the government places on education. However, its economy relies on international trade and global competitiveness (Chang, 2004; Chen, 2013). Therefore, it regards education through a neoliberal lens where English is necessary to "connect with the world politically, or gain a competitive economic edge" (Price, 2014, p.570). English development has become a central focus.

At the microlevel, people in Country X believe that English fluency is symbolic of a better life with increased social mobility and opportunities within a competitive job market (Chen, 2013). As Price (2014) explains, "English competence acts as a gatekeeper to higher education and employment markets, students have little choice but to learn English well" (Price, 2014, p.570). Global competition and rapid change leave organizations in a dilemma (Bolman & Deal, 2017) in balancing the tension between instrumental and ideological goals. Within AIS, there is a strong emphasis on English language development, which is unsurprising due to the student community (WASC, 2018). While AIS is tasked with the mission to develop caring students, it also needs to maintain a competitive edge upholding rigor and academic excellence.

**Social.** From a meso lens, to some outsiders, AIS is an elite school and a 'bubble of privilege' which serves affluent families with high parental expectations. For example, a simple Google search will reveal a variety of opinions about the students or the community. Culturally, research has shown that parents of Country X value power and achievement (Suizzo & Cheng, 2007) and have high expectations of English language proficiency (Chang, 2008). It is the organization's responsibility that without a broader social mission, schools such as ours may face increasing criticism for super-serving elite young people (Taylor, 2015). The organization must balance its focus on developing caring and moral individuals.

A frame is a tool, a mental model, or a map to help a person understand and navigate a particular situation (Bolman & Deal, 2017). Framing my PoP using a historical overview, Critical Theory, Bolman and Deal's (2017) reframing model and a PESTE analysis has helped me understand various perspectives but leaves me with potential questions.

### **Guiding Questions Emerging from the Problem of Practice**

As a change leader, I need to understand the interdependence of external and internal factors and their influence on organizational components. In this section, I will discuss potential lines of inquiry, factors that influence the main problem, and challenges that emerge.

### **Factors and Potential Lines of Inquiry**

**Wellness Initiatives.** Wellness became a central focus in 2017 with the former Assistant Head of School. When this new school-wide initiative began, the LS Character Education Committee transformed into the Wellness Committee. Principle 9 of the CEP's framework requires leaders to champion the effort, and a character education committee focused on particular aspects of the character effort. Yet, without a supportive group of educators to defend the initiative, little focus is dedicated to discussing and implementing character education.

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Without a shared vision, it is difficult to determine the Wellness Committee's purpose and goals and how educators can meet the diverse needs of students. In what ways can character development be incorporated within the Wellness initiative?

**Imported Formal and Informal Curriculum.** As described earlier, with about 1,000 students in the LS, formal structures are in place to create consistency in student experiences. For example, the formal prepackaged United States curriculum help parents to feel at ease, understanding that their child will have equivalent encounters to others in the grade level. This "centralization enhances standardization, control, and consistency" (Manning, 2013, p.121).

Educators are required to adhere to the imported literacy curriculum and its five-part workshop framework. This includes the minilesson, independent work, conferring, mid-workshop teach, and share (Heinemann, 2020). Literacy coaches ensure that proper support and professional development are provided to conform to these teaching practices. As I describe later in chapter two, both vertical and lateral coordination is visible throughout the LS and across grade-level teams. While some may see the formal organization as an asset, through a critical lens, many view it as oppressive and lacking teacher autonomy. As Bolman and Deal (2017) explain, "structure both enhances and constrains what an organization can do" (p. 52). With prepackaged core subject curriculums and the introduction of the RC approach, I am left with questions. How does importing prescriptive curriculum propel us as educators to achieve the AIS mission and vision? And, in what ways does it hinder us from achieving our goals?

**Stakeholder Expectations.** From a social constructivist worldview, people's beliefs, assumptions, experiences, and values shape meaning making (Creswell, 2014). The AIS parent community have varying views on what education means. Informal conversations with educators have shown that many parents aim for the instrumental side of education -high performance and

achievement goals. However, WASC (2018) recommended more integration of wellness opportunities. In what ways can a balance of stakeholder expectations be achieved?

### **Challenges**

**Time as a Resource.** Through the political frame, resources are scarce. Time will be a limited resource to a full schedule. For example, in the 2019-2020 academic year, core RC components essential to character development such as Quiet Time and Closing Circle were taken out of LS schedules. Quiet time is a “brief, purposeful and relaxed time of transition that takes place after lunch and recess,” while the Closing Circle is a five- to a ten-minute gathering at the end of the day that promotes reflection and celebration (Responsive Classroom, 2019a). Instead, more academic time, such as read-aloud and word study, replaced these crucial elements. Time is scarce, so I will need to find creative solutions using integrative thinking (Martin, 2009; Riel & Martin, 2017). Within this OIP, integrative thinking is described as one where a leader does not have to accept an either-or scenario with inevitable trade-offs. Instead, they explore a holistic approach that offers new solutions (Martin, 2009).

**Risk of Project Mentality.** AIS is highly motivated and aspires to many initiatives. Many of these evolve, but some eventually dissipate. A foreseeable challenge is that people will see the development and implementation of a character education program through the lens of project mentality. Also known as *projectitis*, this occurs when innovations are seen as time-limited and temporary (Adelman & Taylor, 2007). I hope that this initiative will not be perceived as the ‘latest project.’ Hargreaves (2007) pushes us to reflect, “How can we reconcile innovation and sustainability? How do we build a future on the foundations of the past” (p.225)?

Overall, challenges exist in all organizational change (Cawsey et al., 2016), but inquiring into potential factors affecting my PoP and foreseeing some inherent difficulties such as scarce

resources and the risk of a project mentality have helped me understand and plan for potential barriers ahead. Understanding these factors help me to decide on “creative solutions of tensions, rather than accept unpleasant trade-offs” (Martin, 2009, p.4).

### **Leadership-Focused Vision for Change**

Anticipating the challenges and factors affecting the PoP are crucial, but I must also articulate my vision for change. In this part, I will discuss the gap between the present and future envisioned state of character education, describe how I will balance stakeholder interests, and identify change drivers. By doing so, I can address my PoP, the lack of character development opportunities for LS students,

### **The Perceived Gap and Envisioned Future State**

Character education has continued to evolve in the LS. To some educators, it is seen as at the sidelines. The priority for change is a better balance between academics and social-emotional learning. Since it is not within my agency, nor is it realistic given our unique cultural and contextual factors, to better balance the two competing agendas, I must be practical and realistic. My desired future state is to build awareness across the LS to focus on the teaching, modeling, and reinforcing of the overall social, emotional well-being of the student body, as stated in the strategic plan. It will be necessary to integrate character education with academics.

While RC training and implementation have shown some initial success in establishing positive communities across the LS, a strong focus on academics exists. For example, one component of the RC model is the morning meetings, which is “an engaging way to start each day, build a strong sense of community, and set children up for success socially and academically” (Responsive Classroom, 2016a). However, some educators use this time to enhance academics and a time to ‘tuck in more grammar’ as discussed in meetings.

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Interestingly, studies have shown that a focus on character education correlates with academic achievement, primarily when implemented in a “serious, well-planned manner” (Benninga, Berkowitz, Kuehn, & Smith, 2003, p.31). Additionally, principle 3 of CEP’s framework states that schools should “use a comprehensive, international, and proactive approach to character development” (Lickona et al., 2006, p.6). In an ideal future state, AIS will incorporate more dedicated time to character development. The reality is that LS schedules are full. Consequently, it would mean viewing the problem holistically and finding creative solutions (Martin, 2009). I will need to integrate aspects of character education into our units of study and across the day, such as morning meetings. Through the HR frame, this envisioned state will benefit students as they interact with their peers in ways that are congruent with the AIS moral values. The vision for change is also congruent with AIS’s mission focused on developing caring young people who will make a positive difference in the world.

### **Balance Stakeholder and Organizational Interests**

Balancing stakeholder and organizational interests are critical for change leaders. This notion aligns with my chosen transformational and servant leadership approaches to meet strategic plan goals and to serve students and teacher interests. Through an integrative approach, I can look holistically at my PoP to find creative solutions (Martin, 2009). In this way, I can support the varying needs of the people and the organization.

Balancing stakeholder and organizational interests will be a challenge. While roles and actions are not equivalent, they are interrelated (Lichtenstein et al., 2006). This interdependent assertion is crucial to understand as one change can affect others. For example, “different perceptions about the implications of change can lead to one person’s solution, becoming someone else’s problem” (Waters, Marzano & McNulty, 2003, p.7). Educational change

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initiatives are complicated enough (Cawsey et al., 2016; Whelan-Berry & Somerville, 2010), with many stakeholders to consider: teachers, students, parents, and administrators.

Varying stakeholder psychological contracts need consideration. The psychological contract "represents the sum of the implicit and explicit agreements we believe we have with our organization" (Cawsey et al., 2016, p.228). It is also the implicit "norms, rights, rewards, and obligations" (Cawsey et al., 2016, p.229) that individuals hold for themselves and their organization. First, the parent community is a group of stakeholders who have psychological contracts tied to academic achievement and rigour. This is an essential factor to consider. Additionally, from conversations, many educators in the LS believe that more needs to be done to foster social, emotional development. Yet, there are also groups of teachers and administrators who believe that enough time is utilized in serving our students' social-emotional growth. Attempting to alter these underlying expectations and beliefs can lead to trouble (Cawsey et al., 2016), where "changes that threaten our sense of security and control will produce a loss of trust, fear, resentment, and anger" (p.229). The priority, therefore, is to maintain the psychological contracts of all the stakeholders. Structurally, within my agency, I am unable to make changes. However, by harnessing Bolman and Deal's (2017) political, symbolic, and HR frames through an integrative thinking approach, I can attempt to drive character development from the bottom up using the ideas of incremental change and creeping coalition. As Ryan (2010) discusses, leaders need to pay attention to the people whom they work with and be strategic in moving their agenda forward. Understanding the political activity and environment, which I work is essential (Ryan, 2010). In the next section, I will discuss change drivers.

### **Change Drivers**

Leaders are responsible for recognizing who and what drives change. This can be done

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by considering drivers across the critical steps of the organizational change process (Whelan-Berry & Somerville, 2010). In this section, I will describe the Wellness Committee's bottom-up incremental change, the need to achieve strategic plan goals, and an effective communication plan as drivers for my OIP.

**Bottom-Up Incremental Change: The Wellness Committee.** CEP's principle nine states that organizations who are "engaged in effective character education have leaders who visibly champion the effort" (p.18). A character education committee should also be "responsible for the planning, implementation and support" (p.18). Although the AIS LS Character Education Committee has evolved into the Wellness Committee, individuals in this group can work together as a coalition. Many individuals on this committee firmly believe that a stronger emphasis on non-academic related learning is necessary. This includes October 2019 meeting discussions around recognizing and appreciating diversity in the LS and the January 2020 discussions around extra community building and playtime versus an academically focused culture. Strong moral compasses guide educators who are motivated to make a difference in children's lives (Sanderse et al., 2015). The involvement of passionate stakeholders is essential to drive the change forward (Kirsch, Chelliah, & Parry, 2011; Whelan-Berry & Somerville, 2010). Because of my informal leadership position, my vision is to inspire change by what Cawsey et al. (2016) describe as 'creeping commitment' and coalition building. Demers (2007) supports this notion and describes the use of bottom-up incremental change where politics is viewed as a force for change. The author describes how often politics can be seen in a negative connotation, yet, some researchers have explored a positive influence on strategic change (Demers, 2007). Ryan (2015) asserts that leaders "cannot blindly rush ahead armed with their passion, energy and resources" (p.91). Instead, I must understand the "often-invisible manner in which power



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operates" (Ryan, 2015, p.91), and be strategic about how I promote my initiative. This knowledge will help me with the bottom-up incremental change that will be further discussed in chapter two when describing my framework for leading change.

**Achievement of Strategic Plan Goals.** AIS is nearing the end of the organization's five-year strategic plan. The development and implementation of an effective character education program will help to achieve objectives that are currently ongoing and needing support. Additionally, by successfully achieving strategic plan objectives, there is also a direct alignment toward the organization's mission, vision, values, and goals. Many LS educators' common goal is to foster caring and moral individuals who will make a difference in the world. In conversations with the LS principal, there is the recognition that she supports an initiative that promotes and encourages the students' social-emotional development but not at the expense of academics.

**Effective On-Going Communication.** Effective communication throughout multiple channels before, during, and after a change initiative is essential. A well-planned communication process helps by repeating the message through several channels, ensuring that information is disseminated to those not involved and can challenge misinformation (Klein, 1996). Having a proactive approach to communication is an integral part of the OIP as, at times, educators may have felt 'blindsided' by some change initiatives at AIS without adequate information and follow up. Cawsey et al. (2016) further support this notion that "for successful change management and implementation, there needs to be an engaged and open conversation, especially in the face of resistance" (p.228). Communication aids in building meaning through the symbolic frame and fostering the HR realm related to developing relationships between colleagues. In chapter three, I will describe the change implementation and communication plan in more detail.

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In summary, recognizing key change drivers such as the Wellness Committee, achieving strategic plan goals, and effective, continuous communication while prioritizing for stakeholders' interests is essential while working towards the envisioned state.

### **Organizational Change Readiness**

I will now assess AIS' readiness for change. Armenakis, Harris, and Mossholder, (1993) define readiness as "the cognitive precursor to the behaviours of either resistance or support for, a change effort" (p.682). Research has shown that understanding and assessing readiness for change can prevent stakeholders' likelihood of resistance (Armenakis et al., 1993). While there is a need to determine both organizational and individual readiness (Avolio & Hannah, 2008; Cawsey et al., 2016), I will be assessing the AIS LS's collective readiness, which includes all the K-5 teachers. Individual and grade-level readiness for change will be discussed later in chapter three. Three tools will be applied. The Force Field Analysis and the Readiness for Change Questionnaire (Cawsey et al., 2016) will help me understand what is promoting and inhibiting the change. I will also use CEP's 11 Principles scoring guide to collect baseline data and to assist me in creating awareness within my agency.

### **Diagnosing Change Readiness**

**Force Field Analysis.** A force field analysis captures the internal and external forces acting on and against change (Cawsey et al., 2016). Figure 3 has been modified to show internal and external push and pull forces. It builds on earlier discussions of changes drivers within the organization and demonstrates various other factors influencing the change effort. The many opposing forces confirm that the change initiative will be challenging.

**Readiness for Change Questionnaire.** A readiness assessment is a necessary and beneficial tool. Using Cawsey et al.'s (2016) change readiness questionnaire can help me to

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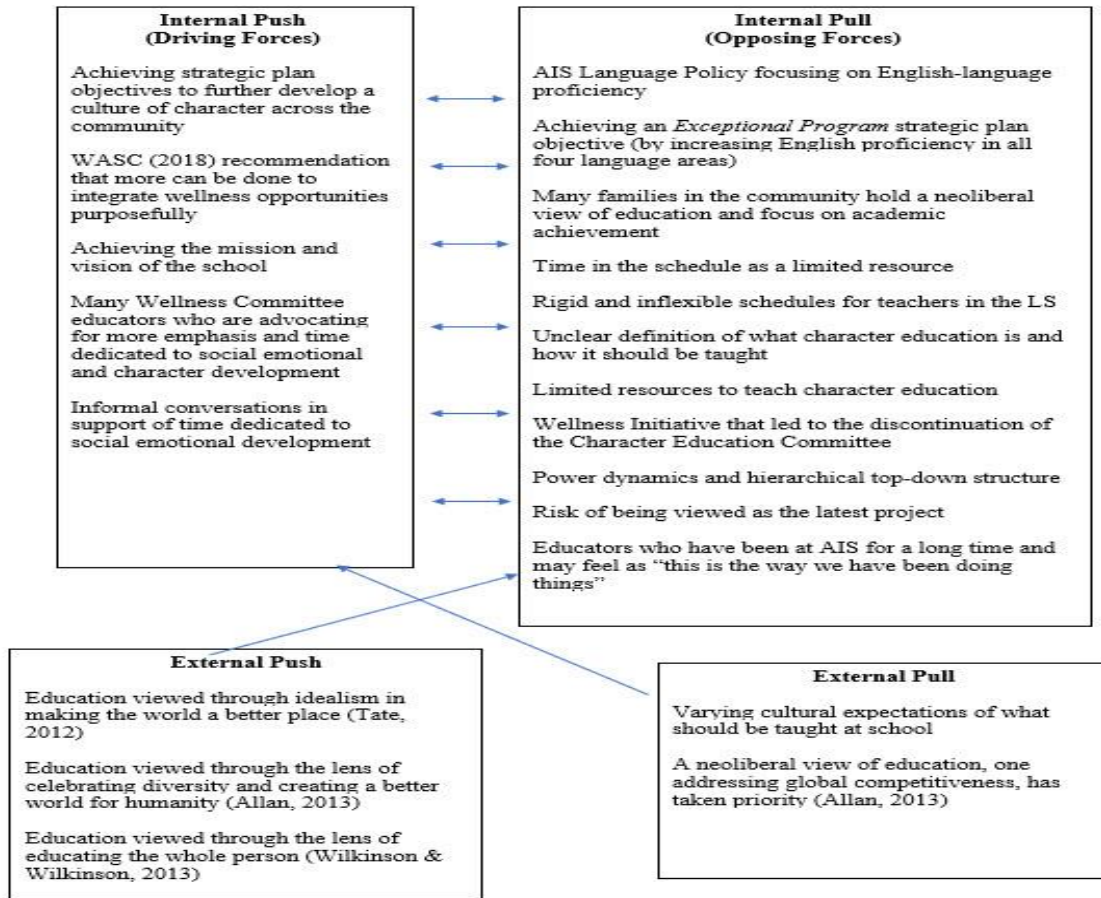


Figure 3. An Adapted Force Field Analysis.

consider what is supporting and inhibiting change readiness. Although there aren't exact sums that indicate organizational readiness, the questionnaire scores range from -10 to +35. It is said that scores below 10 show an organization that is not likely ready for change and that the higher the score, the more likely the organization is prepared for change (Cawsey et al., 2016). The results show that while *Credible Leadership and Change Champions* and *Openness to Change* dimensions scored strongly with +6, *Measures for Change* and *Accountability* scored a fair +3. However, *Executive Support* and *Rewards* scored 0 and *Previous Change Experiences* -2. Overall, AIS's score of 13 demonstrates that the organization is not likely prepared for change and will probably be very difficult.

**CEP's 11 Principles to Create Readiness.** CEP's framework is referenced within the strategic plan for character development. I will now use the scoring guide to evaluate the extent to which the LS is implementing each principle but also use this information as baseline data. Appendix A shows the results of this survey.

Overall, with an average score of 1.99, AIS is doing a good job of implementing a character education program. As an organization, AIS scores well within principle 4, 6, and 7. It is a caring community, offers a meaningful and challenging academic curriculum, and fosters students' self-motivation. These results align well with my PoP as it validates the notion that we are doing a good job developing our students academically within a caring community.

However, looking at the results from the scoring guide and reflecting on Cawsey et al's (2016) readiness dimensions, I wish to focus on principles 3 and 11. First, as a school, we must use a more comprehensive approach to character development. This inclusive plan needs to be an intentional and proactive approach that is integrated into academic content and instruction. Next, the organization must regularly assess and reflect on its character education program. Understandably, while the literature has shown that character education is an area that is difficult to measure (Sanderse et al., 2015), and that one of the weaknesses of bureaucracies is that it "cannot account for the less tangible, hard to measure products of organizational systems" (Manning, 2013, p. 113), this should not deter us from focusing on principle 11. We have systems in place to gather, assess, and analyze data for other curricular areas. More needs to be done to use data in an ongoing manner to improve our character education initiative.

### **Agency and Awareness**

I will now synthesize the results from the readiness questionnaire and the 11 Principles scoring guide to focus on two dimensions within my agency. By concentrating on small spheres

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of influence, I can start to build momentum for change, which I will discuss in more detail in chapters two and three. I will prioritize the *Openness to Change* and *Measures for Change and Accountability* dimensions from the questionnaire to awaken the organization.

First, it is within my agency to utilize the *Openness to Change* dimension. In general, from informal conversations with educators within the AIS LS, many believe that more needs to be done to support non-academic related growth. As discussed, the results from the 11 Principles scoring guide validates that we are a caring community, offering a meaningful and challenging academic curriculum while fostering students' self-motivation. However, more needs to be done to include a comprehensive approach to character education. To raise awareness, I will need to use my change agent attributes and influence strategies. Armenakis et al., (1993) describe how “credibility, trustworthiness, sincerity, and expertise of the change agent are gleaned from what people know about the agent and the agent’s general reputation” (p. 690). In chapters two and three, I will describe how I will use my transformational and servant leadership attributes and varying influence strategies to create readiness. In chapter three, I will also explain how I will raise awareness of the need for change with different stakeholder groups such as the Wellness Committee, homeroom teachers, and administrators. Focusing on leadership qualities such as influence, trust, respect, and modeling respect (Stone et al., 2004) will be critical and will align with my transformational and servant leadership approaches. As a change leader, I plan to influence others from the bottom-up (Hallinger, 2003).

Second, I must prioritize the *Measures for Change and Accountability* dimension because, as an organization, one of AIS’s strengths is the collection of and attending to data. Using the baseline results from the 11 Principles scoring guide, it is apparent that we do not have systems in place to help us evaluate character development. As CEP (2008) states, “effective

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character education includes ongoing assessment of progress and outcomes using both qualitative and quantitative measures” (p.22). Outcomes need to be measurable, and this is a critical area to focus on to meet strategic plan goals.

In conclusion, using a Force Field Analysis, the Readiness for Change Questionnaire, and the 11 Principles scoring guide, it is apparent that AIS LS is not ready for change. Yet, by focusing on small spheres of influence, I will use my agency and awareness to awaken the organization. In chapters two and three, I will discuss how I plan to awaken and mobilize the change effort.

### **Chapter One Conclusion**

The tension between raising academic performance and character education implementation (Arthur et al., 2015; Sanderse et al., 2015) is apparent in the LS. As CEP (2008) states, there is no “single script for effective character education [that] exists, but there are some important guiding principles” (p.1). AIS has the potential to achieve its ideological goals of creating caring, confident, and moral individuals by providing more opportunities for character development. The next chapter will describe the planning and development of this change initiative using transformational and servant leadership approaches.

## **Chapter Two: Planning and Development**

Chapter two will explain the planning and development of my OIP. Through a critical lens, I will discuss how transformational and servant leadership approaches will propel change forward. To implement this change, I will ground my OIP utilizing Cawsey et al.'s (2016) Change Path Model. Additionally, Nadler and Tushman's (1980) Organizational Congruence Model will help me analyze the LS components. I will end chapter two by describing possible solutions to address my PoP, the lack of character development opportunities for LS students at AIS and connect my OIP back to ethical leadership discourse.

### **Leadership Approaches to Change**

I have come to realize that my position as a LS homeroom teacher has the greatest, direct impact on my students. Research has long shown that administrators should not be the only leaders in schools and that teachers, as informal leaders, are essential stakeholders in student learning (Cosenza, 2015; Lovett, 2017). An informal leader does not hold a formal title but leads by example (Stincelli & Baghurst, 2014). I understand that to propel change forward, I will need to utilize my transformational and servant leadership approaches through a critical lens.

As examined, education centers on equity. Because teacher voices supporting more character-related opportunities are marginalized, there is less emphasis on character education. As a result, students are also marginalized because teachers' voices are vital. Students in the LS cannot be advocates for themselves and have little influence over their learning (Vinson, 2006). The issues of power will be detrimental to their success as they need to become productive citizens when they grow up. From a critical lens, this change will help give teachers voice and meet students' social-emotional needs. It is said that when educators do not explicitly address inequities, the status quo, existing power structures, and associated practices are supported and

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preserved (Capper, 2019). I am aware that I cannot change institutional leadership principles and practices to achieve the desired state. Therefore, my goal is to focus on the teaching, modeling, and reinforcing of student social-emotional and character development. By integrating aspects of character education into our units of study and across the day, I can challenge the status quo. The change that I describe will occur within my classroom space as a model of what can be done to align teacher practices and ideological goals. As a critical educator, I am "committed to the notion that education can be a transformative process" (McKernan, 2013, p.426). By focusing on integrating character education and academics, educators will "play a significant role in changing the world" (McKernan, 2013, p.426). In this way, I can help to achieve AIS ideological goals.

As a teacher who is in a change leader position, I will take on the role of someone who sustains positive collaborative relationships with colleagues and applies research to practice (Lovett, 2017; Stincelli & Baghurst, 2014). I will seek additional challenges beyond the classroom to challenge the status quo of character education in the LS and support peers' growth (Cosenza, 2015; Wenner & Campbell, 2017). I will identify needs, such as the lack of character development opportunities, and address this within my means (Helterbran, 2010).

Yet, I have concerns regarding the literature around teacher leadership. It is said that the model is not theoretically grounded with a lack of "rigorous, empirically-based evidence" (Wenner & Campbell, 2017, p.165). Additionally, the research lacks attention and gives minimal consideration to equity (Wenner & Campbell, 2017).

The difference between my role as a teacher who is a change leader and the teacher leadership model is that I have identified the lack of character opportunities within the LS and will align this with my role as a critical theorist. This positioning will drive change to support the necessary equity towards marginalized teacher voices and student learning opportunities.



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Additionally, through a social constructivist and critical lens, transformational and servant leadership will be the guiding approaches to drive a bottom-up approach to change. Although "there is little research on bottom-up structures in educational settings" (Macias, 2017, p.78), as described in chapter one, power and influence are not necessarily from those in formal leadership roles. Accordingly, I can influence people from the bottom-up (Hallinger, 2003; Leithwood & Jantzi, 2000; Lichtenstein et al., 2006). Leithwood, Louis, Anderson, and Wahlstrom (2004) describe leadership basics: setting direction and developing people. Through a social constructivist lens, I envision leading the change initiative including and hearing teacher's voices and the Wellness Committee members' opinions. This inclusion of voices aligns with both my transformational and servant leadership approaches which are people-oriented styles of leadership emphasizing the importance of valuing and appreciating, empowering others, and individual consideration (Stone et al., 2004). I also value essential practices within the transformational and servant leadership frameworks such as influence, trust, integrity, modeling, and respect (Stone et al., 2004), which will be critical in the change process.

Research has shown that it is necessary for a balance of top-down and bottom-up approaches (Bush, 2011; Fullan, 1994). Fullan (1994) describes that "neither top-down nor bottom-up strategies, by themselves, are effective" (p.10). Instead, what is required is "a more sophisticated blend of the two" (Fullan, 1994, p.7). This idea aligns with my context as an informal, emergent leader within an authoritative top-down organization. Instead, I will leverage my position as a third-grade teacher and build an alliance with Wellness Committee members during the change process. As I will discuss in chapter three, this bottom-up structure will "provide the flexibility for educators and community members to engage in meaningful collaboration and construct knowledge" (Macias, 2017, p.89).

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Within my OIP, I will leverage a research-informed tool to deepen my understanding of transformational leadership theory. The Institute of Education Leadership's Ontario Leadership Framework (2013) has been valuable because of its extensive research and recent, updated revisions led by Dr. Kenneth Leithwood. I understand that this research-informed document has been developed for principals, superintendents, and other formal leaders in Ontario. However, it fits with my leadership approach because it disaggregates specific transformational leadership dimensions into leadership actions. These actions can be taken and framed through the lens of my informal leader position. In an informal leader's role, the leadership actions associated with my chosen dimensions of *Setting Direction* and *Building Relationships and Developing People* are summarized in Table 2. This section will focus on the principles and practices that I will employ within my small spheres of influence.

Table 2 shows how I have integrated the transformational leadership dimensions, *Setting Directions* and *Building Relationships and Developing People* with Liden et al.'s (2008) servant leadership framework from chapter one. Woven within Table 2 are Liden et al.'s (2008), seven dimensions of servant leadership. In this way, I can utilize both transformational and servant leadership behaviours and practices to initiate the change process. As evident, I have also shown how my social constructivist and critical view, context, and PoP align within this framework. As a critical theorist, using this research-informed tool, I will engage colleagues within my sphere of influence to identify character development as a priority. By doing so, I can empower the silenced voices attempting to incorporate more character learning opportunities within the curriculum. As studies have revealed, it only takes one very knowledgeable teacher about developing the whole child for success (Berkowitz & Bier, 2007).

Table 2

*An Adapted and Focused Transformational Leadership Framework*

Setting Direction	Building Relationships and Developing People
<p><b>Building and communicating a shared vision and goals</b></p> <ol style="list-style-type: none"> <li>1. Establish a commitment to the AIS mission and purpose through a <i>critical lens</i></li> <li>2. Use my <i>conceptual skills</i>, build an understanding of the connection between the school's vision to develop caring students and classroom practices in the LS (Liden et al., 2008)</li> <li>3. Through a <i>critical lens</i>, encourage and support openness to change in the direction of the school's vision</li> <li>4. Use different formal and informal opportunities to explain to stakeholders the vision and goals</li> </ol>	<p><b>Stimulating growth in the professional capacities of staff</b></p> <ol style="list-style-type: none"> <li>1. <i>Help colleagues to grow</i> by encouraging them to reflect on what they are doing to support and respond to students' character development and social emotional needs (Liden et al., 2008)</li> <li>2. Facilitate informal conversations for alternative practices that challenge the status quo</li> <li>3. Facilitate opportunities for staff to share ideas and learn from each other.</li> <li>4. <i>Empower</i> colleagues to understand the gap between the current and desired organizational state for character development (Liden et al., 2008)</li> <li>5. Be open and honest about my research interests and share my OIP findings</li> </ol>
<p><b>Identifying specific, shared short-term goals</b></p> <ol style="list-style-type: none"> <li>1. Through a <i>critical lens</i>, engage colleagues and stakeholders within my sphere of influence to identify character development as a priority</li> <li>2. Ensure goals are communicated clearly and effectively (<i>more detail in chapter three - implementation and communication plan</i>)</li> <li>3. Through informal conversations, regularly encourages others to evaluate their progress to achieving character education goals</li> </ol>	<p><b>Providing support and demonstrating consideration for individual staff members</b></p> <ol style="list-style-type: none"> <li>1. Consider and understand colleagues' opinions through a <i>social constructivist worldview</i></li> <li>2. Through a <i>critical lens</i>, treat everyone equitably</li> </ol>
<p><b>Creating high expectations</b></p> <ol style="list-style-type: none"> <li>1. Have high expectations for my students and myself</li> <li>2. Encourage colleagues to be responsible in helping students meet AIS mission, vision and values with a focus on developing character in an academically driven culture</li> <li>3. Make my expectations known through words and actions in the classroom and around the LS</li> </ol>	<p><b>Building trusting relationships with and among staff, students and parents</b></p> <ol style="list-style-type: none"> <li>1. Be a role model of the AIS values and <i>behave ethically</i> (Liden et al., 2008)</li> <li>2. Demonstrate respect by listening to ideas</li> <li>3. Establish trusting relationships with colleagues and <i>demonstrate emotional healing</i> by interacting openly, fairly and honestly (Liden et al, 2008)</li> <li>4. Appreciate others' viewpoints through a <i>social constructivist worldview</i></li> <li>5. <i>Put others first and create value for the community</i> (Liden et al., 2008)</li> </ol>

However, there are still critics of transformational leadership approaches. For example, Yukl and Mahsud (2010) discuss that universal prescriptive theories such as transformational leadership "fail to capture the complexity of leadership processes in modern organizations" (p.83). I need to be flexible, knowledgeable and understand when and how to skillfully use various behaviours (Yukl & Mahsud, 2010). In chapter three, I will detail how I will navigate some of the limitations of transformational and servant leadership with a clearly articulated implementation, monitoring and evaluation, and communication plan.

In summary, I have shown how I can employ components of a research-informed tool to deepen my understanding of transformational leadership through a classroom teacher's position. I have also clarified my role as a transformational and servant leader. Lastly, I have reviewed how

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I have grounded my OIP within a critical lens, which allows educators to address inequalities (Capper, 2019). In this way, I can help marginalized educators to accomplish ideological goals to shape caring and moral individuals who are ready to make a difference in the world.

### **Framework for Leading the Change Process**

In this section, I will discuss my selection of the Cawsey et al. (2016) Change Path Model as the most appropriate framework for leading the change process and its application to my OIP. Organizational change models need careful examination (Edgehouse, Edwards, Gore, Harrison & Zimmerman, 2007). They are regarded as critical tools to “provide a path to follow” (Edgehouse et al., 2007, p.7). As Cawsey et al. (2016) argue, change leaders must "recognize the need to work through the change management process in a systematic and supportive fashion" (p.243). In this way, leaders can minimize the adverse effects of change (Cawsey et al., 2016). Selecting an appropriate change path model that fits my context and position is pivotal.

At first, I considered Kotter's (1996) model. It remains an essential reference in change management (Appelbaum, Habashy, Malo, Shafiq, 2012). It is one of the most widely recognized models and offers practical guidance (By, 2005; Pollack & Pollack, 2014). Yet, there are many limitations. For example, it does not represent the complexity of the required actions (Pollack & Pollack, 2014), the model lacks validated studies (Appelbaum et al., 2012), and it does not consider the initial analysis of internal or external forces (Bucciarelli, 2015). Kotter's (1996) model is criticized for being prescriptive, rigid, and linear (Bucciarelli, 2015; Pollack & Pollack, 2014). In contrast, research has shown that emergent change that is not linear but is continuous, open-ended, and incremental can lead to the greatest success (Burnes, 2009; Higgs & Rowland, 2005). Higgs and Rowland (2005) explain that change implemented under the assumptions of linearity is the least successful. Since change speed and direction are affected by power (Burnes,

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2009; Kotter & Schlesinger, 2008) as an informal and emergent leader, I need detailed explanations on what, when, and how to effectively lead change. Kotter's (1996) model does not go into adequate detail for my new role. Overall, it is seen as an excellent starting point (Appelbaum et al., 2012) for change leaders. Instead, I have chosen Cawsey et al.'s (2016) Change Path Model because it is not a linear or rigid approach to change.

Next, I will reveal how I will use the Change Path Model (2016) shown in Figure 4 to lead change within the LS. Figure 4 has been adapted to fit my context, PoP, the lack of character development opportunities, and agency. I have also acknowledged how I can employ the change drivers discussed in chapter one to propel the change towards the desired organizational state. Highlighted in blue are the change drivers.

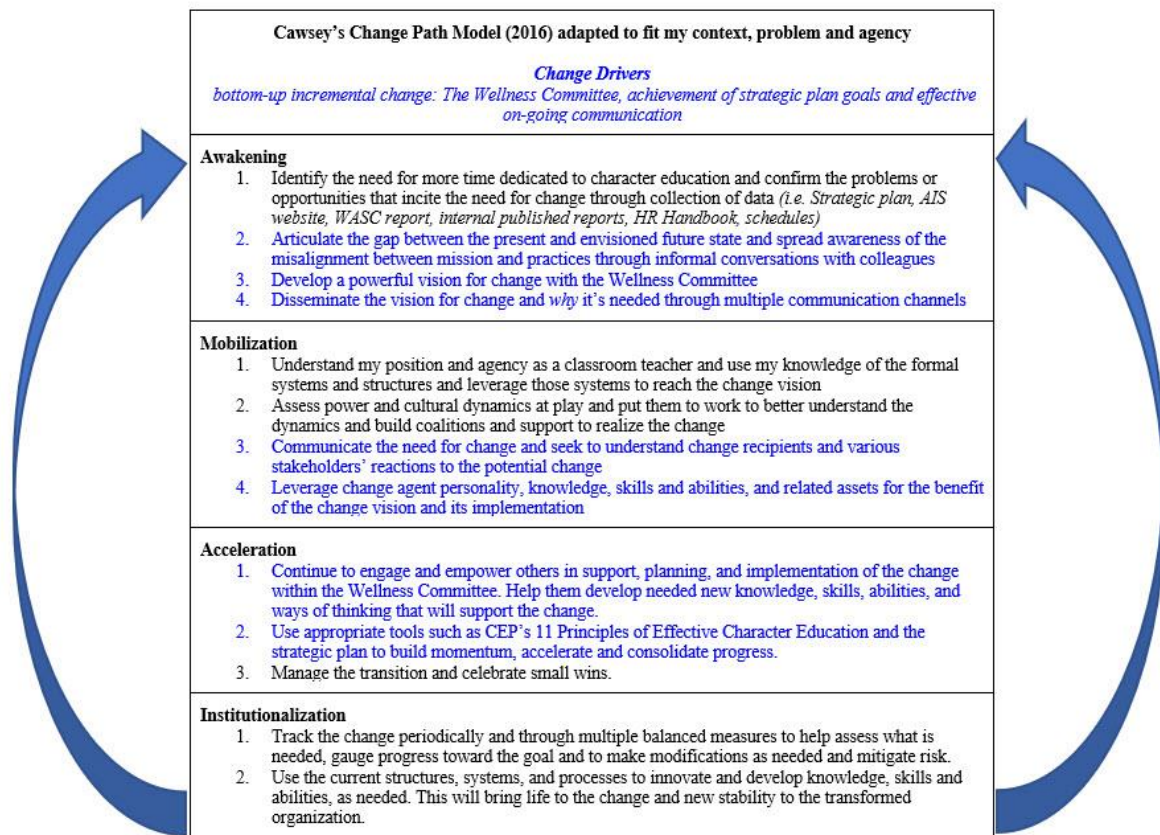


Figure 4. An Adapted Change Path Model to fit my Context, Problem, and Agency.

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The components of the Change Path Model align with my role as a critical theorist. For example, I will use my knowledge as action and critique to bring about change (Dant, 2003; Freire, 1970). By adopting a critical, evaluative stance to problem-solving and utilizing the Change Path Model steps, I will challenge the current state of character development opportunities within the LS. I will then free the "interests of some dominating the rest" (Dant, 2003, p.158). Therefore, by the end of one cycle of change, it is the hope that academic achievement and character development opportunities will be mutually reinforcing parts of the curriculum. As Dant (2003) explains, "we can think differently and do differently, and Critical Theory can help us achieve both" (p.161).

The first two stages of the Change Path Model, *Awakening* and *Mobilization*, will be presented in detail. The final two steps, *Acceleration*, and *Institutionalization* will be explained later in chapter three as part of the implementation plan.

### **Awakening**

In the *Awakening* phase, I will utilize the *Setting Direction* dimension of the transformational leadership framework. I plan to establish a commitment to the mission and purpose using various formal and informal opportunities to explain the gap between the current and desired state with stakeholders. Through a critical lens, these discussions will be informed by *praxis*, knowledge as action, to challenge the current state of character education in the LS. During this time, I also plan to build a shared vision within the Wellness Committee, identify specific, shared goals, and start to communicate the vision to colleagues around the LS. I will also draw from my cognitive resources to assist me in problem-solving and use my knowledge as power to drive the change forward.

As a servant leader, I will employ the *Setting Direction* and *Building Relationships and*

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*Developing People* dimensions. From Liden et al.'s (2008) servant leadership framework, I will use my *conceptual skills* to understand the organization's vision and practices. I will then utilize this knowledge to empower colleagues in understanding the gap between the current and desired state of character development (Liden et al., 2008). Lastly, I will ensure that I maintain trusting relationships with colleagues, behave ethically, and put others first (Liden et al., 2008).

*Awakening* the organization helps to address the question, “why change?” This will be done through assessing and confirming the need for change, articulating the gap between the current and desired state, developing a vision for change, and communicating the vision through multiple channels. “In many situations, the need for change is vague, and appropriate action is unclear” (Cawsey et al., 2016, p. 95). As Cawsey et al. (2016) describe, “nothing will happen until someone takes the information and communicates a compelling argument concerning the need for change” (p.99). This is my goal as a change leader during the *Awakening* phase.

The PESTE and Force Field Analysis were valuable, but I will need to explain the legitimacy for change. By scanning internal and external factors, I can refine my understanding of the need for change before articulating this gap, creating a vision, and communicating the vision. I will further deepen my knowledge of the necessity for change and generating awareness and legitimacy for it. By seeking out and making sense of external and internal data, stakeholder perspectives, and assessing my concerns, I have a more holistic view of my PoP, the lack of character development opportunities for LS students. This will guide me in awakening the organization and communicating the *why* change that I will discuss in chapter three.

After analyzing the internal and external conditions, understanding the need for change, and creating awareness for it, I can articulate the gap between the present and envisioned state of character development through informal conversations with colleagues, within Wellness

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Committee meetings and my direct leaders. Having these conversations and establishing a sense of urgency (Kotter, 1996) can propel the organization into a state of *Awakening*.

The Wellness Committee can be one possible place to start these conversations. There have already been discussions this 2019-2020 academic year on how to focus on diversity, global perspective, integrating opportunities for character strengths instruction, and the importance of non-academic based morning meetings. The Wellness Committee is also an excellent place to begin *Awakening* the organization since the LS principal and associate principals attend these monthly gatherings, as do faculty committed to students' social-emotional wellness. Mento, Jones, and Dirndorfer (2002) posit that leaders must prioritize, focus, and align efforts to build internal alliances. By prioritizing the power of the Wellness Committee members, I can start to utilize the political realm (Bolman & Deal, 2017) and build essential bridges. Together, we can create a compelling vision for change and begin to disseminate this vision through multiple communication channels back to our grade-level teams and in the LS. The communication plan will be described in-depth in chapter three.

### **Mobilization**

The second step of the Change Path Model, *Mobilization*, is where I can proceed to utilize my position as a classroom teacher to leverage the desired change. Because a primary focus of the *Mobilization* step will be to understand how to use the formal structures to my advantage, acknowledge how people feel, and manage stakeholder reactions, I plan to utilize my resources from the transformational leadership framework. I will focus my energy on the necessary social resources such as perceiving and managing emotions and acting in emotionally appropriate ways. At the same time, open communication will assist me in “explain[ing] why change is necessary and to build confidence and commitment” (Yukl & Mahsud, 2010, p.87) to



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the new initiative. These elements will be described in chapter three.

One of my main goals during the *Mobilization* stage is to engage others in the change initiative. Cawsey et al. (2016) encourage "creeping commitment" and coalition building, which will "acclimate organizational members to the change ideas" (p.165). As the proposed change does not require formal approval and will be an incremental, bottom-up approach, I will engage others through conversations in Wellness Committee meetings and informally. I plan to pilot ideas within my classroom and across my grade level team as they are within my sphere of influence. Cawsey et al. (2016) assert that these practices can be used to refine the initiative, to reduce resistance, and increase comfort levels. This creeping coalition and bottom-up incremental change approach are central to my plan because of my agency and power. Since "building support for a major change is more difficult when there is not an obvious threat or crisis" (Yukl & Mahsud, 2010, p.87), I will need to start small to show how change is necessary.

On the other hand, understanding informal systems are also crucial during *Mobilization*. Still, I must comprehend how I can use my network, knowledge, and personality powers to thwart my lack of positional power. During this stage, I will refer to my Force Field Analysis to understand the internal and external forces influencing change and navigating them using my political power. I will need to "negotiate, develop coalitions, build and use alliances, [and] deal with the personality of the decision-maker [key leaders]" (Cawsey et al., 2016, p.189). In the next section, the organizational analysis will help me understand the misalignment between various LS components and guide me in planning for implementation.

*Building Relationships and Developing People* is a vital dimension of transformational leadership. To practice this skill, I will need to conduct a stakeholder analysis to support me in examining the position, motives, and power of all critical stakeholders (Cawsey et al., 2016).

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This will include Wellness Committee members, LS homeroom teachers, and administrators.

Central to the success of the change effort will be categorizing stakeholders' understanding and commitment to change, readiness for change, and a readiness to act. Assessing these factors can help me remain proactive in responding to the positive, ambivalent, or negative feelings of stakeholders. In chapter three, I will be describing a variety of tools that will help me comprehend stakeholder reactions and feelings of change. Nevertheless, I will also plan strategies to deal with resistance. As Mento et al. (2002) argue, "resistance is generated because the status quo will be affected. People are comfortable with knowns. The introduction of a change, even for the better, is an unknown. It adds stress to people" (p.53). This makes sense as "resistance is a natural emotion that must be dealt with and not avoided" (Mento et al., 2002, p.53). By understanding the predictable reactions before, during, and after change such as anticipation and anxiety, shock, denial, and acceptance, I can be equipped with the knowledge and tools to mobilize the change effort. Understanding that one of my main change drivers, maintaining a transparent and open form of two-way communication, will be critical.

From a servant leadership lens, I will utilize both the *Setting Direction* and *Building Relationships and Developing People* dimensions. For example, from Liden et al.'s (2008) servant leadership framework, I will again apply my *conceptual skills* to understand the connection between the organization's vision and practices. I will then employ this knowledge to empower colleagues to understand the gap between the current and desired state of character development (Liden et al., 2008). Being open and honest about my research interests will maintain transparency and ensure that I preserve trusting relationships with colleagues, behave ethically, and put others first (Liden et al., 2008).

In summary, I will use the Change Path Model (2016) to frame my OIP. This initiative

will be grounded through a critical lens, using my change drivers and my transformational and servant leadership behaviours of *Setting Direction* and *Building Relationships and Developing People* to propel the initiative forward. In this section, I explained why I did not choose Kotter's (1996) model and clarified in detail the first two steps of the Change Path Model. The final two stages, *Acceleration*, and *Institutionalization* will be discussed in-depth in chapter three.

### **Critical Organizational Analysis**

In this section, I will use Nadler and Tushman's (1980) Organizational Congruence Model to understand my organization. As a change leader, I need to explain "how the various parts of the organization relate to each other [and] how changes in one part of the system will eventually affect the other parts" (Yukl & Mahsud, 2010, p.88). Organizations are open systems that interact with their environment, so a set of interrelated elements takes input from the environment, goes through a transformation process, and produces output (Nadler & Tushman, 1980). I have chosen the Congruence Model because it will help me understand "how the change organization functions in its environment, how it operates, and what its strengths and weaknesses are" (Mento et al., 2002, p.50). Additionally, it is a good fit as my PoP focuses on the lack of character development opportunities for LS students and how AIS can align instrumental goals with ideological ones focused on shaping caring, confident, ethical individuals. Alignment, fit, and congruence are necessary to analyze.

I will use an integrative thinking approach, one where a leader does not have to accept an either-or scenario with inevitable trade-offs (Martin, 2009). Additionally, through a critical lens, Figure 5 shows how I plan to use the Congruence Model, integrating my transformational and servant leadership approaches with Bolman and Deal's (2017) Reframing Model. This model demonstrates the interconnection between these elements and will guide the analysis.

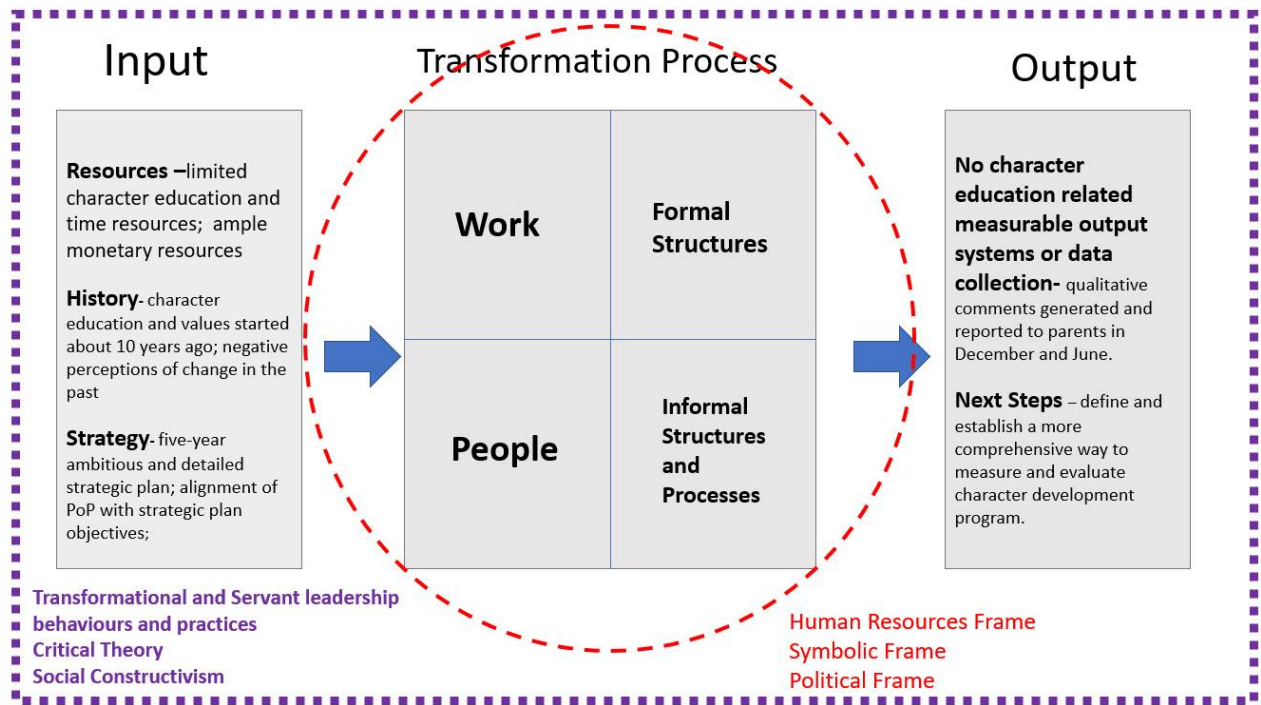


Figure 5. A modified Congruence Model to Demonstrate the Intersection with my Transformational and Servant Leadership Approaches, Critical Theory, Social Constructivism, and Bolman and Deal’s Reframing Theories (2017).

Note: Adapted from Nadler, D., & Tushman, M. (1989). *Organizational Frame Bending: Principles for Managing Reorientation. The Academy of Management Executive* (1987-1989), 3(3), 194–204.

## Input

In this part, I will be reviewing the Congruence Model's input, focusing on the resources available, the history of change, and strategy. As I have previously conducted a PESTE analysis in chapter one, I have chosen to exclude that in this section.

**Resources.** From a monetary perspective, resources are abundant at AIS. AIS has access to and commits its resources back to the school as a non-profit independent American School with a dedicated Advancement Office and a successful annual giving program. In the 2018-2019 academic year, staff participation in the annual giving program was 100%, while parents achieved its highest participation level in AIS history (AIS personal communication, September 5, 2019). The outcome of this impressive giving program demonstrates the organization's high commitment from all the stakeholders to its students. However, from a political standpoint, time

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continues to be a limited resource where the schedule and curriculum are plentiful. Therefore, an intentional and proactive approach to character development needs to be integrated into academic content and instruction throughout the day.

**History.** Considering AIS's long, rich history of over seven decades, the implementation of character education within the organization is still in its infancy, starting around a little over a decade ago. As discussed, since the selection of five-character values, the program has gone through many changes. Understanding the past is crucial. Change leaders need to preserve all that is valuable but also find evidence of past successes and failures to reinvent and refine (Hargreaves, 2007). Mento et al. (2002) also assert the need to study the history of change and notice its patterns. As "patterns of the past are often hard to break, learning from the past development efforts will avoid making errors in the planned change" (Mento et al., 2002, p.50). By looking for patterns, I can see that the program has continued to evolve. However, I must also consider the low score from the *Previous Change Experience* dimension in chapter one's readiness questionnaire. Change has been perceived negatively in the past. As the change leader, I must take careful steps to mitigate this negative perception by utilizing the Change Path Model (2016), and articulating a clear and purposeful implementation, monitoring and evaluation, and communication plan that will be discussed in chapter three.

**Strategy.** AIS' 2016-2021 Strategic Plan is thorough and ambitious. It outlines five strategic areas with ten goals devoted to an outstanding program and three goals for student experience. The AIS strategy is in line with the organization's environmental inputs, its history, and its available resources. Mento et al. (2002) reason that there is a significant advantage when there is compatibility between the change goals with the organization's long-term strategic plan. My intentions to improve character development are in direct alignment with the AIS mission

and vision of the current strategic plan.

### **Organization and the Transformation Process**

Alignment is necessary between strategy, how resources are used, and the organization-formal, informal structures, work and people (Nadler & Tushman, 1989). Effectiveness is seen at its highest when a strategy is consistent with environmental conditions, and internal consistency or fit is among the four organizational components (Nadler & Tushman, 1989).

**Formal Organization.** AIS has well-defined roles and an established division of labour. With various rules, policies, standards, and operating procedures in place, these are “developed to ensure that individual behaviour is predictable and consistent” (Bolman & Deal, 2017, p.56). Both vertical and lateral coordination is visible throughout the LS and across grade-level teams. While some may see the formal organization as an asset, through a critical lens, many view it as oppressive and lacking teacher autonomy. As Bolman and Deal (2017) explain, “structure both enhances and constrains what an organization can do” (p. 52).

As discussed, the Wellness Committee is one structure that I hope to leverage. Currently, it works as a hybrid of a simple hierarchy and circle network (Bolman & Deal, 2017), where conversations are led by two committee chairs and information flows freely during monthly meetings. Committee members embrace diversity, but the LS principal makes the final decisions (Bolman & Deal, 2017). To awaken and mobilize change, I will use this formal structure to serve as the guiding coalition and voice to communicate the gap between the current and ideal state.

**The Informal Organization.** While the concept of culture can be seen as ambiguous, unclear, and a superficial use of a tool (Lumby & Foskett, 2011), some describe the culture of an organization as a set of common assumptions based on a group’s shared history (Schein, 2010). In an organization, culture exposes itself to the level of artifacts and espoused values (Schein,

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2010). While some cultural assumptions help move the organization towards goals, others are barriers (Schein, 2010). Culture can also be “formed through past and present experiences of the organization” (Hannay, Jaafar, & Earl, 2013, p.72). For this OIP, culture will represent the LS artifacts, such as how time is used and how decisions are made. Questions such as “what is going on here?” and “Why are we doing what we are doing?” need to be addressed (Schein, 2010). At the time of writing this OIP, time is scarce with a full curriculum and little flexibility, while decisions are top-down without teacher input.

Since arriving at AIS in 2015, informal discussions with other educators in the LS confirm that different subgroups have varying values. Artifacts such as schedules, the AIS mission, values, the strategic plan, what teachers observe in the classroom and on the playground, serve as valuable artifacts to guide future Wellness Committee discussions and start awakening the organization through the Change Path Model.

**Work.** The LS places a high value on RC, the current character approach. RC claims to be "associated with higher academic achievement, improved teacher-student interactions, and higher quality instruction" (Responsive Classroom website, 2019b). However, the independent research conducted by RC making such claims cannot be examined without further critique. Stearns (2016) asserts that RC is nothing but a prepackaged program that does not account for the real complexity of children's social and emotional experiences. Therefore, while RC has been a positive step forward by establishing current structures and expectations, alternative solutions are necessary to offer a more comprehensive approach to character development.

The prescribed formal curriculum is beneficial but also problematic. Since formality increases with size and age (Bolman & Deal, 2017), this is true of the LS. Some educators try to reconcile the prescribed curriculum with some teacher autonomy. Others struggle with low

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morale. I can utilize the HR, and symbolic frames along with my transformational and servant leadership approaches to awaken the organization and mobilize change. For example, by sharing my OIP research, I will be able to articulate the gap between the present and desired state.

From an HR perspective, "when the fit between individual and system is poor, one or both suffer" (Bolman & Deal, 2017, p.118). In contrast, when there is a good fit, individuals find meaningful and satisfying work for the organization to succeed (Bolman & Deal, 2017). From a symbolic frame, by anchoring the envisioned state and making a connection to the mission, these symbols help to resolve confusion, find direction, and hope (Bolman & Deal, 2017). People need to hear stories that spark action, share knowledge, and lead into the future (Bolman & Deal, 2017). In this way, I can empower and inspire others, align organizational and human needs, but create faith and meaning in the work that people do (Bolman & Deal, 2017).

**People.** Educators in the LS are collegial, friendly, and hardworking. AIS commits itself to hire the highest quality personnel, as evident from its Strategic Area 4. By recruiting and retaining exemplary teachers who are committed to the AIS mission, a dedicated faculty is seen as an asset. With staff staying at AIS for an average of 8.7 years (WASC, 2018), there is a sense of continuity in its programs. However, with the diverse faculty population ranging from age, background, experiences, and country of residence comes varying interpretations of what defines a good education and how to define effective character education. Across the organization, as discussed previously, faculty is composed of about 60% US citizens, 20% host-country nationals, and 20% third-country nationals such as Australians, New Zealanders, and Canadians (AIS website, 2016b). Using my social constructivist lens, I must stay open to multiple and varying perspectives.

Many educators in the LS are willing to integrate more character learning opportunities.



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However, with little time due to a full schedule, a lack of direction, vision, and resources to drive the initiative, it is challenging. As previously explained, unlike mathematics and literacy coaches, there is not a formal leadership role dedicated to lead any character-related opportunities. Lastly, Wellness is an umbrella term used to describe all practices related to students' social, emotional, and physical well-being at AIS. With such a broad term, unsurprisingly character education has been sidelined.

### **Output**

Lastly, outputs need to be measured to meet mission-related goals (Cawsey et al., 2016). They “are what the organization produces, how it performs, and how effective it is” (Nadler & Tushman, 1980). Currently, AIS does not have systems in place to assess the progress and outcomes in character development. In previous years, the character values and other social-emotional skills were evaluated quantitatively and reported to parents during December and May reports. In 2017-2018, a new reporting system was implemented, and these quantitative measures became qualitative and descriptive. Defining and establishing a more comprehensive way to measure and evaluate character development is a priority. Therefore, the *Measures for Change and Accountability* dimension from the Change Readiness questionnaire, along with Principle 11 of CEP’s framework, will be critical in developing systems to measure the progress. In chapter three, I will explain how I will include monitoring and evaluation within the change process.

### **What are the Necessary Changes?**

Congruence among the four interdependent elements described is crucial (Nadler & Tushman, 1980; Nadler & Tushman, 1989). From the analysis above, priority must be given to aligning the people, work, the formal and informal organization for a transformation process to occur. In this section, I will discuss the misalignment between different components and the

outcomes from my critical organizational analysis using the Congruence Model.

**People and Work.** Educators and faculty have the skills to meet the demands of the formal curriculum. From an international school standpoint, faculty stay at AIS for a longer tenure. However, from informal discussions, and from a critical lens, the prescribed curriculum does not offer autonomy or satisfaction for some educators. Many educators are motivated to make a difference in children's lives and hold themselves responsible for training young people to develop good character (Nickell & Field, 2001; Sanderse et al., 2015). I could utilize this perceived gap to leverage the HR and symbolic frames and articulate my vision to develop the program further. In this way, I can awaken the organization and start to mobilize change.

**Work and Informal Organization.** A fundamental step is awakening the organization to reflect on its current culture and values. By initiating productive conversations, I can facilitate discussions to tackle the essential questions such as “what is going on here?” and “Why are we doing what we are doing?” (Schein, 2010). To align the work and informal organization, I can ask if the RC approach is enough, given our current observations and criticisms from researchers.

**Formal Organization and People.** Lastly, I can use the formal organization of the Wellness Committee as a platform to ignite this exchange while using the strengths of continuity due to low turnover at AIS. These are all factors within my agency and position.

In summary, I have utilized the Congruence Model (1980) as a roadmap to understanding my PoP. I have combined change readiness findings with relevant research, the Congruence Model, and the Change Path Model. I have articulated how I will use my transformational and servant leadership approaches along with the political, HR, and symbolic frames to awaken and mobilize change. This will, in turn, align the formal and informal organization, work, and people. In the next part, I will choose a PoP solution to address the misalignment discussed.

### **Possible Solutions to Address the Problem of Practice**

In this section, I will discuss four possible solutions to address the PoP, the lack of character development opportunities for LS students at AIS. I will outline the resource needs, describe the trade-offs, benefits, and consequences. At the end of the section, I will defend my chosen proposal and how I will move forward with the change.

#### **Solution 1: Imported Curriculum**

My first solution to implementing more character education opportunities is to import a prepackaged program. Choosing a prepackaged character education program can be a good starting point. Like other formal prepackaged curricula we currently use in the LS for core subjects, educators can use it as a resource. As research has shown, character education is challenging to teach without adequate training and materials (Şahinkayasi & Kelleci, 2013). Choosing a program does not mean that the LS must use all the materials or resources fully. However, starting with a prepackaged plan can guide us in the right direction. According to CEP (2008), “stand-alone” character education programs can be useful first steps or helpful elements” (p.6). For example, one study affirmed that five years after schools started with a character education program, the Heartwood program, the faculty relied less on the curriculum. Instead, they began to personalize and infuse teaching opportunities into the classroom (Leming, 2000). The question would remain that even with the resources available from an imported curriculum, where would teachers fit this within their schedule? “Buy-in” may be difficult as this solution has the potential for *projectitis*, which is something that is perceived as time-limited and temporary (Adelman & Taylor, 2007).

Prepackaged solutions can lead to multiple issues. For example, organizations that do not take the time to understand context-specific factors can lead to problems (Steiner-Khamsi, 2016).

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This is a possible drawback if a prepackaged program is chosen. Research shows that "a 'one-size-fits-all' approach does not meet the many diverse needs of schools and communities" (Lewis, Robinson & Hays, 2011, p.229). Sometimes, it could even make the problem worse since "stakeholders do not feel an ownership of the program" (Lewis et al., 2011, p.229). Additionally, complications arise when an imported program does not fit with the school community located in a different cultural context, as evident in one study in Kuwait (Sperandio, Hobson, Douglas, & Pruitt, 2009). As AIS is located in Country X, I must tread with caution. It is said that standalone programs should not be the solution. For example, Bajovic and Elliott (2011) argue that while it "is imperative that character education is included in our schools but not as a standalone program" (p.34). Others state that there is limited effectiveness when using prepackaged programs (Meindl, Quirk & Graham, 2018).

**Solution 1 Resource Needs.** Time is the most significant factor to consider. For example, time is necessary during monthly Wellness Committee meetings to discuss ideas around the imported curriculum. This could take away time from discussing other Wellness related topics. As part of the planning phase of the PDSA (Plan-Do-Study-Act) cycle, (Pietrzak & Paliszkievics, 2015), additional sessions might be required to research the 'best fit' for the AIS community before each meeting. Also, as part of the planning phase of the PDSA cycle, we must conduct a strategic analysis (Pietrzak & Paliszkievics, 2015). From an information resource standpoint, I need to understand the benefits and potential pitfalls of each program. As a committee, we must also find evidence to support the positive growth or effects of these programs on students' character development. Lastly, as overseas orders are due at the end of November, teacher resources such as a potential prepackaged character education program need to be ordered within the allocated time frame.

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Other resources are essential. From a HR perspective, collaboration is critical. This means working with other colleagues within the organization or across sister schools for opinions on previous experiences with character development programs is necessary. From a technological lens, faculty need access to their laptops. They will be required to have access to Google Drive to set up collaborative shared folders.

### **Solution 2: Literacy-Based Character Development**

Research has shown that literature should be a featured part of character education programs (Leming, 2000). Since time is allocated within our LS schedules for read-aloud, this solution will not need any changes but will build into the structures and practices. The priority would be to select appropriate grade level books to bring out character strengths and AIS values.

Teachers use storytelling for several reasons. For example, “stories and storytelling capture children’s attention, encourage imagination and enhance conceptual learning” (DeRosier & Mercer, 2007, p.133). It is said that this experience becomes an experiential process versus passive instruction since “children are engaged cognitively and emotionally” (DeRosier & Mercer, 2007, p.133). Leming (2000) asks an important question. “Why, after all, would one expect children’s experience of literature to result in the development of character?” (p.424). Literacy-based character development works because children “often relate to the characters and pictures in these books, [which] adds to their effectiveness” (Tyra, 2012, p.5). It is said that “the pictures aid the students in understanding the abstract concepts taught in character education” (Tyra, 2012, p.5). In this way, children can internalize and remember the lessons learned. Additionally, as Almerico (2004) describes "good literature with character development themes has the power to develop, shape, and reinforce dispositions essential for instilling in students important core ethical values" (p.3). This is because “children’s understanding of moral issues is

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interpersonal, emotional, imaginistic and story-like” (Leming, 2000, p.424). Therefore, instead of trying to develop children’s thinking, children need to experience moral development through narrative (Leming, 2000).

The characters that children meet in books have a substantial impact and influence (Almerico, 2004). For instance, when "character education concepts are taught within the context of literature, students realize traits such as respect, honesty, courage, and kindness are real aspects of the world around them" (Almerico, 2004, p.3). Another benefit is that children can start to empathize with the characters (Burrett & Rusnak, 1993; Tyra, 2012).

Some studies have shown the positive impact of literacy-based character development has on children. For example, one study done by Leal (1999) discussed how "intertwining literature with character education through student discussion [has] great potential to develop critical thinkers" (Leal, 1999, p.248). It also holds the potential to "encourage more compassion, more respect, and produce discerning future citizens, more cognizant of their responses and responsibilities in a society looking for integrity" (Leal, 1999, p.248). When examining literature through the lens of character traits, students applied "their understanding about different character traits to personal situations" (Leal, 1999, p.245). Munoz and Vanderhaar (2006) found evidence that participating in a program that includes literacy-based character development generally showed a substantial positive effect on students' social and ethical development. This included measures with significant effects shown for 4 out of 5 criteria such as liking school, concern for others, trust and respect.

Some hold the view that literature-based character education can serve a moral purpose. Bajovic and Elliott (2011) assert that "moral literacy serves not only to promote social justice but also to enhance further moral skills such as sensitivity to others, a critical approach to moral

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dilemmas, and care for both others and themselves" (p.3). While we focus on critical literacy where students learn how to read purposefully, literature has shown that combining both critical and moral literacy is one of the best approaches (Bajovic & Elliott, 2011). For example, an integrated approach helps students understand "the relevance of the text not only through analysis of the storyline but also through personal reflections on moral issues and the real meaning behind the story" (Bajovic & Elliott, 2011, p.32). This research may not be suitable for lower elementary classrooms, but it can be relevant when reflecting on upper elementary grade levels. It is said that integrating moral and critical literacy can help to "empower students to engage in critical dialogue which will enable them to examine their own beliefs and values and to further develop their critical and moral understanding" (Bajovic & Elliott, 2011, p.34). This notion aligns nicely with the tenants of Critical Theory. Students have plenty to gain from literacy-based character development.

However, choosing the appropriate books is crucial when implementing moral development during read-aloud. Studies have shown that "if a book is well chosen, the characters will probably display many different traits worth emulating and will apply these traits in situations young readers can understand" (O'Sullivan, 2004, p.641). It is important to understand that "moral learning can occur when young children read picture books provided that they do not include animal protagonists" (Meindl, Quirk, & Graham, 2018, p. 6). If this solution is chosen, then sharing of this information is essential during Wellness Committee meetings and when working collaboratively to select books. Choosing the right books is vital since many books include animal protagonists.

**Solution 2 Resource Needs.** From a time and HR perspective, time needs to be allocated during Wellness Committee meetings to discuss ideas around literacy-based character

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development. This could take away time from examining other Wellness related topics. As the monthly Wellness Committee meeting is only an hour in length, this may not be enough to research and discuss appropriate books for each grade-level. Instead, teachers will need to find other opportunities to collaborate with colleagues and research relevant grade-level book titles. This will be a necessary part of the planning stage of the PDSA cycle. Collaboration with the AIS librarian will also be essential during planning as resources within the library can be an invaluable starting point. Lastly, waiting time is also needed for overseas orders.

Furthermore, as part of the planning stage of the PDSA cycle, from an information resource viewpoint, there are several questions that we must explore as a committee. For example, which books are developmentally appropriate for each age group? What book topics are relevant? Are we looking for those that connect to our AIS values or those related to character strengths, emotions, friendships, and diversity? Next, we must locate the character education book list that we previously used as a starting point and look within our classroom resources. We must ask: what do we have in our classrooms that are already available?

Lastly, no additional technological resources are needed. Faculty have access to their laptops, internet, and Google Drive to set up collaborative shared folders. Email and Google Calendar are also available to set up additional meetings.

### **Solution 3: Infusing into Structures**

The precedence for change will be to prioritize the time within the LS schedule to infuse character education. For example, morning meetings are an excellent time to build community and relationships but can be a unique starting point to integrate character development. As there are no changes to practices or policies, the priority will be to communicate to teachers the objective to incorporate character across curricular areas and morning meetings versus reacting



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to a ‘teachable moments’ plan (CEP, 2008). This communication is essential and will be discussed in detail in chapter three. Research has shown that character education programs are not successful if they are not integrated into the curriculum, and if stakeholders do not collaborate (Pearson & Nicholson, 2000). This is important to note as when there is no buy-in for the program, it will not succeed.

Yet, finding the right people to help with the initiative will also be a priority and can be beneficial for all. The success of this potential solution depends on collaboration and participation from grade-level colleagues. For example, Leithwood et al. (2004) argue that including teachers to participate from an HR perspective and critical lens, is essential because it could mean “enhancing job satisfaction, morale, and feelings of professional self-efficacy” (p.53). From this viewpoint, “teacher involvement is a means of avoiding feelings of powerlessness and workplace alienation, both of which can lead to stress and burnout” (Leithwood et al., 2004, p.53). Thus, the HR frame and a critical lens must be considered during the planning phase of the PDSA cycle.

**Solution 3 Resource Needs.** No additional fiscal needs or technological resources are necessary. Faculty will continue to use their laptops, emails, and Google Drive. However, concerning time, Wellness Committee members will need to collaborate with grade-level colleagues on where they can ‘pop out’ specific AIS values or character strengths. Time will also need to be allocated during Wellness meetings to discuss and clarify benefits, consequences, or concerns of trying to infuse character development into morning meetings and curricular areas. These are all a necessary part of the planning phase of the PDSA cycle.

From a HR perspective, Wellness Committee members must find grade-level colleagues who will volunteer to study the curricular content across the year and map out a plan. A potential

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problem will be that the faculty already have a lot of responsibilities and meetings during the day and will not buy into doing ‘extra work.’ This needs to be considered during the *Awakening* and *Mobilization* stages of the Change Path Model through a HR and symbolic frame.

Lastly, from an information resource viewpoint, working with colleagues to understand the grade-level curriculum, standards and reflecting on what we already do to address character development across the content area will be a critical first step. If chosen, more will be discussed during the *Acceleration* stage of the change implementation plan in chapter three.

### **Solution 4: Status Quo**

Maintaining a status quo will mean that nothing will change. Individuals try to retain comfort through protecting the status quo and leaving things as they are (Tagg, 2012). This is because significant change requires people to give up feelings of comfort, long-held values or beliefs, and established routines. Often, change requires new thinking, extra time, and effort (Strebel, 1996). It is said that faculty “may reject change since they believe it is not worth their time, effort and attention” (Yılmaz & Kılıçoğlu, 2013, p.16).

**Solution 4 Resource Needs.** No additional time, human, or information resources are necessary. Faculty across the LS will continue to react to “teachable moments” to integrate character lessons versus an intentional and proactive approach (CEP, 2008). Regarding fiscal resources, teachers will proceed to purchase books and resources on a needs’-based system by the November overseas ordering deadline. There will not be any guidelines, requirements, or expectations to include character-based books in classroom libraries or read aloud. Lastly, from a technological resource perspective, Google Docs, PowerPoint, and Google Slides will continue to be the primary tools used to plan morning meetings across the LS.

### **Assessing the Trade-offs, Benefits and Consequences**

In this part, I will use Appendix C to guide my discussion and support me to understand the possible trade-offs, benefits, and consequences of each possible solution.

Time will be a factor that needs consideration across all solutions. For example, there needs to be time during monthly Wellness Committee meetings to introduce ideas. Additionally, from a HR standpoint, collaboration time is necessary outside of meetings with colleagues. For instance, if solution two is chosen, collaboration is required with the LS librarian and other colleagues to research and compile potential book titles. No extra time is necessary if I decide to maintain the status quo. Time will be a critical factor to consider given the busy lives of AIS educators and the many demands in and out of school.

On the other hand, if I choose solution one, two, or four, a clear timeline is necessary within the change implementation plan in chapter three. This is due to financial resources where supplies and books need to be ordered by the end of November. Also, I must consider that valuable resources will not arrive until the following August of the academic year. If solution three is chosen, no fiscal resources are necessary, although this might change upon closer look into the curriculum content areas.

Next, informational expertise needs careful consideration if I choose solutions one, two, or three. No changes are necessary for maintaining the status quo. While solution one will require extensive research into different character development programs, solution two will require looking at what is already available within our school and research potential new books to teach about character. Lastly, solution three will need a solid understanding of grade-level content knowledge to infuse character development into curricular areas.

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Lastly, no changes are seen across all four solutions regarding technological resources. Each faculty member at AIS is equipped with a work laptop, and they have access to Google Drive, Gmail, PowerPoint, and Excel. High-speed internet is available across the whole campus, so collaboration will not be an obstacle from a technological standpoint.

### **My Chosen Solution: A Combination of Two and Three**

Assessing the trade-offs, benefits, and consequences of each of the solutions in the last section have helped me understand that a combination of a literacy-based character development program while infusing character development into current structures would work well within my context. As an integrative thinker, I can combine solutions and don't have to accept an either-or scenario. Instead, I have explored an approach that offers new solutions (Martin, 2009). I feel that a combination of solutions two and three can reconcile the varying priorities for stakeholders. As Yukl and Mahsud (2010) highlight, change leaders must "understand the values and priorities for important stakeholders and how they differ" (p.88). This can be done by "look[ing] for synergies and ways to achieve multiple objectives simultaneously" (Yukl & Mahsud, 2010, p.88). Some educators in the LS continue to hold themselves responsible for training young people in character (Nickell & Field, 2001). They share the same enthusiasm and hope. In contrast, many share a passion and love of literacy. With a commitment to the structures currently in class and the literacy program, solutions two and three can achieve differing priorities for stakeholders across the LS. This solution addresses my third guiding question from chapter one, in what ways can we balance stakeholder expectations?

As I had to be cognizant that one of the underlying principles of bureaucracy is discouraging innovation (Manning, 2013), selecting a combination of solutions two and three are an excellent choice because I will be benefiting from existing structures. Studies dedicated to

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successful character education development have shown that organizations that have the time and flexibility to discuss moral issues are more successful (Arthur et al., 2015). The top seven schools shared common characteristics. They were firmly committed to character education, where teachers had the time and flexibility to discuss moral issues (Arthur et al., 2015). As time and flexibility are not possible within our current schedule and not within my agency; therefore, I can plan my change initiative to integrate character education into current structures. This means I can use existing formal structures such as the morning meetings, read aloud, and utilizing curricular areas such as social studies and science. This solution addresses my second guiding question, how does importing prescriptive curriculum propel us as educators to achieve the AIS mission and vision? And, in what ways does it hinder us in achieving our goals? As an integrative thinker, my solution builds on the prescriptive curriculum by integrating character education into academic areas, which in turn, can help to achieve the AIS mission. Additionally, from a critical theorist lens, integrating aspects of character education into the schedule can change the lives of the students, educators, and our AIS LS community (Creswell, 2014).

Researchers have asserted that “leaders need to balance competing values” (Yukl & Mahsud, 2010, p.87). Yukl and Mahsud (2010) describe the necessary balance between human relations and task-achievement values. They also highlight a *practical vision* that “involves balancing values for change and stability” (Yukl & Mahsud, 2010, p.87). By using my transformational and servant leadership approaches, focusing on my chosen readiness dimensions, and 11 principles scoring guide outcomes, I believe I can achieve this balance. Additionally, because this combined solution calls upon the integration into current structures and our literacy program, this is a practical vision that balances my change vision and stability. Leveraging this stability can be beneficial for ‘buy-in’ from colleagues.

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Lastly, as a change leader, I can focus on what we do well as an organization. It is said that a focus on routine things that are performed well ensure effectiveness during change (Yılmaz & Kılıçoğlu, 2013). I understand that the literacy program is a strength and asset to the LS community, and leveraging the read-aloud practices can propel change in the right direction.

In summary, this section explored four potential solutions and assessed the benefits and consequences of each. My chosen approach to combine solutions two and three, infusing into current structures and systems and a literacy-based character development program, is supported by both research and from a practical standpoint. Research has shown that most effective programs show a multi-strategy approach (Berkowitz & Bier 2007). This solution also works within my agency and positionality. The final section of chapter two will describe how I plan to use high standards of ethics when conducting this change.

### **Leadership Ethics and Organizational Change**

Leadership and ethics cannot be separated (Ehrich, Harris, Klenowski, Smeed & Spina, 2015; Liu, 2017; Northouse, 2019). Ethics is “concerned with the kinds of values and morals an individual or society finds desirable or appropriate” (Northouse, 2019, p.336) but does not have a universal meaning (Dion, 2011). Leadership ethics must be thoroughly considered before, during, and after the change process. This is because any initiative will produce various ethical implications. In this section, I will discuss ethics from an organizational perspective and describe how I will act ethically using the five principles of ethical leadership: respecting others, serving others, showing justice, manifesting honesty, and building community (Northouse, 2019).

### **Ethics in the Organization**

Ethical leadership focuses on appropriate behaviour in organizations (van Dierendonck & Nuijten, 2011). Within AIS, each faculty member is required to uphold a code of professional

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conduct. As paraphrased in the AIS Faculty Manual (2017), employees of AIS are at all times representatives, role models, and ethical leaders for the organization's students. We must continuously conduct ourselves guided by a strong moral compass.

Ethical leadership is complex with competing demands (Ehrich et al., 2015). AIS's moral responsibility is to uphold the mission, vision, and values and to ensure alignment with practices. Staying accountable to our community is vital, using the framework of care, justice, and critique (Ehrich et al., 2015). For example, from a caring lens, LS AIS faculty ensure that students are safe. All administrators and teachers within the organization are responsible for students' well-being and opportunities to achieve their potential, skills, and knowledge they carry with them into their futures (Ehrich et al., 2015). From a justice standpoint, there are equal opportunities available for all students through the English as an Academic Language program and Student Support Services teams. Lastly, from a critique viewpoint, faculty continue to challenge and reflect on their growth as a community to understand what's best for the students.

### **Leadership Ethics**

Within this OIP, moral identity is defined as "the degree to which individuals identify themselves as being a moral agent and how their identity influences their self-concept" (Zhu, Avoilio, Riggio & Sosik, 2011, p.803). I am proud of my moral identity. Zhu et al. (2011) discuss how one can understand their moral identity by asking and answering these questions. "Am I a moral person? What kind of moral principles and values do I hold, and how resolutely will I stand up for these moral principles and values?" (Zhu et al., 2011, p.803). I understand that being raised on values of care, respect, honesty, integrity, and compassion has shaped who I am today, and what I feel is vital in my role as an educator and leader. This is important because, as a scholar-practitioner, I must examine my subjectivity (Zeni, 1998), especially in reviewing my

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PoP, the LS's lack of character development opportunities. For example, I must understand "my own emotional and interpersonal responses as part of my data" (Zeni, 1998, p.14).

Confidentiality is critical. I must avoid harm, and be open and honest. As Mills and Gay (2016) explain, "there is no room for deception" (p.24). I need to ensure the anonymity of voices during informal conversations and that of the school. Also, I must protect the organization's reputation while writing the OIP to ensure that no harm is done. To mitigate this potential problem, I have used pseudonyms to protect the anonymity of everyone involved (Zeni, 1998). It is critical of me as a scholar-practitioner to "know [my] values and ethical predispositions" (Stefkovich & Begley, 2007, p.209). I know a strong moral compass guides me.

As a transformational and servant leader, the principles of ethical leadership align well with my beliefs and practices. Research has shown that there is a strong correlation between authentic forms of transformational leadership, servant leadership, and ethical behaviour. Both types of leadership emphasize care and trustworthiness (van Dierendonck & Nuijten, 2011). Zhu et al. (2011) also describe transformational leaders as having a strong moral identity and moral emotions. They define *moral values*, such as kindness and altruism, *modal values*, such as integrity and accountability, and *end values*, such as equality and justice (Zhu et al., 2011). These are values and behaviours that are a part of my moral identity. Yet, understanding the alignment of these values to my moral character is not enough. Instead, I must ground my beliefs as an ethical leader using the five principles of ethical leadership: respecting others, serving others, showing justice, manifesting honesty, and building community (Northouse, 2019). Woven throughout the discussion are potential ethical challenges that may emerge and how, as an informal leader, I will respond from a moral stance.

**Respecting Others.** As a leader, the most fundamental domain of ethical responsibility is



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that as a human being. Starratt (2005) describes this "basic level of respect and dignity with which human beings deserve to be treated" (p.125). From a social constructivist worldview, I am building meaning through observations, conversations, and understanding that people bring about varying interpretations and opinions.

However, one ethical challenge that will arise during implementation will be resistance or disagreements between colleagues. Not all colleagues will agree that it is necessary to integrate more character learning opportunities within the curriculum. From an informal leadership role, how do I move the change along when conflicts arise? It will be my job as an ethical leader to treat other people's decisions and values with respect (Northouse, 2019). Respecting others is seen as a complex ethic, but I will listen carefully, be empathetic, and tolerant of opposing views (Northouse, 2019). Throughout the change process, I will keep an open mind, listening ears, and consider all stakeholder input. It is essential for me as an ethical change leader to be sensitive to others' values (Stefkovich & Begley, 2007). Chapter three will discuss the use of tools that will help me monitor stakeholder change readiness and varying strategies to support teachers in the change process while also being empathetic towards their views. By empathizing with others, I can become a better leader. For example, it is proposed that "higher levels of empathy are expected to be associated with greater levels of inhibition on the individual's part for acting unethically" (Zhu et al., 2011, p.804). In fact, "leaders who empathize and fully accept those who go with them on this basis are more likely to be trusted" (Greenleaf, 1977, p.21). By showing respect and care, trust is created.

**Serving Others.** Leaders are altruistic (Northouse, 2019). As a transformational leader, I will "raise the bar by appealing to higher moral ideals, strong moral values, and the moral needs of [my] followers" (Zhu et al., 2011, p.806). Altruism is an approach that "suggests that actions

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are moral if their primary purpose is to promote the best interests of others" (Northouse, 2019, p.340). My role as a teacher and servant leader is to serve my students. The difference between a leader-first and servant-first is that it "manifests itself in the care taken by the servant first to make sure that other people's highest priority needs are being served" (Greenleaf, 1977, p.13). As discussed, my transformational and servant leadership approaches align well with ethics because of its moral dimension (Northouse, 2019) of serving others' interests. As an ethical leader, I must seek to maintain and practice positive humanistic behaviours (Liu, 2017).

From a transformational lens, I hope that the change process will bring about "the potential of the people in the school to make something special, something wonderful, and something exceptional" (Starratt, 2005, p.130). This will be done by focusing on the HR and symbolic frames of Bolman and Deal's framework. Starratt (2005) describes this as expecting a "greater, deeper, and more courageous humanity from students and staff" (p.130). By focusing on character development, we will then have the chance to "transform teaching and learning that connects academic learning to students' personal experiences and aspirations" (Starratt, 2005, p.130). In this way, "students are changed by what they learn into deeper, richer human beings who want to use their learning to make the world a better place" (Starratt, 2005, p.130). These aspirations align with the AIS mission, vision and have the potential to serve all stakeholders.

**Showing Justice.** Social justice is at the heart of my change initiative. Within my OIP, educators who truly embrace commitments towards integrating character education into structures in place will provide students with full access (Capper & Young, 2014) to achieving the ideological goals of the organization. In this way, "educators for social justice can truly make an immediate and lasting difference" (Capper & Young, 2014, p.163).

However, one ethical challenge that may emerge relates to equity. What if some

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educators are integrating more character-related opportunities into their day, but others are not? How does this impact some of the students in the short and long-term as they will not have full access to learning to become moral and caring individuals? As an ethical leader, I will address this challenge by relying on the HR and symbolic frames (Bolman & Deal, 2017) and crafting a change message around *why*? In chapter three, I will describe my detailed implementation and communication plan that addresses why integrating character development into the curriculum has a positive impact on students socially, emotionally, and enhancing their academic achievement (Munoz & Vanderhaar, 2006).

As a moral leader, I believe my PoP supports the notion of "do what is right" (Mihelic et al., 2010), where I "have a high level of commitment to do what is necessary and ethical" (Yukl & Mahsud, 2010, p.91). For example, Ehrich et al. (2015) examine that ethical leaders foster morals, such as inclusion, collaboration, and social justice. This means that all children have the opportunity to experience meaningful, authentic, and effective forms of character education to support their growth and development. Issues around justice are crucial for ethical leaders (Northouse, 2019).

**Manifesting Honesty.** I will be open and honest (Mihelic et al., 2010). Northouse (2019) explains the distrust is created through dishonesty which can lead to negative and strained relationships. Instead, Mills and Gay (2016) state that "ethical considerations play a role in all research studies, and all researchers must be aware of and attend to ethical considerations" (p.30). My ethical duties as a scholar-practitioner are to be transparent with my leaders and colleagues about my work. I will be open with my communication to all faculty and my intentions to improve the character development before, during, and after the change process.

However, one ethical challenge that will emerge is related to transparency and honesty. I

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will be transparent with my goals to integrate more character learning opportunities with colleagues, but how will I communicate my goals with parents? As an ethical leader, to mitigate this problem, I will ensure that students post some of their character-related work and reflections on Seesaw, the LS's central sharing platform. As I will discuss near the end of chapter three, priority will be placed on engaging other stakeholders such as parents through newsletters, emails, and parent conferences regarding character-related activities in future cycles of change. This will ensure that open, honest, and transparent communication is evident with all stakeholders to maintain positive relationships.

**Building Community.** Both transformational and servant leadership approaches share traits with ethical leadership. For example, “care for people, integrity, trustworthiness, and serving the good of the whole” (van Dierendonck & Nuijten, 2011, p.257). As Liu (2017) states, “ethics and leadership are inseparable because they acknowledged that they themselves operate from a values-based position and are guided by those values when decision making” (p.208). It will be necessary during the change process to engage with various stakeholders through open and honest communication. As Ehrich et al. (2015) state, ethical leaders act fairly and justly. They “are viewed as caring, honest, and principled persons” (Ehrich et al., 2015, p.199).

My solution aligns with the building community principle. “Concern for the common good means that leaders cannot impose their will on others. They need to search for goals that are compatible with everyone” (Northouse, 2019, p.351). This is true since my combined solution discussed in the last section can address the needs of varying stakeholders within the LS community who possess differing viewpoints on what is most valuable in education. It “takes into account the purposes of everyone involved [and] is attentive to the interests of the community and the culture” (Northouse, 2019, p.352).

In summary, leadership and ethics cannot be separated (Ehrich et al., 2015; Liu, 2017; Northouse, 2019). In this section, I reflected on my transformational and servant leadership approaches and how they align well with ethical leadership. I have also reflected on my social constructivist and critical lens, and how I can act ethically before, during, and after the change process using the five principles of ethical leadership: respecting others, serving others, showing justice, manifesting honesty, and building community (Northouse, 2019). By doing so, I can practice ethical leadership by “continually reaffirming the ideals and beliefs of [my] organization” (Mihelic et al., 2010, p.39).

### **Chapter Two Conclusion**

This chapter explained how my transformational and servant leadership dimensions could propel the change forward. I described using Cawsey et al.’s (2016) Change Path Model as a guiding framework and Nadler and Tushman’s (1980) Organizational Congruence Model to analyze incongruence between the different LS components. I also examined how integrative thinking is required to develop creative solutions (Martin, 2009). Choosing a combined solution by infusing character education into current structures and a literacy-based character development program is practical but also supported by research. Berkowitz and Bier (2007) have shown that the most effective programs show a multi-strategy approach. It should also reflect the community's interest and consider all stakeholders (Northouse, 2019). The chosen solution works with current systems, so that I can focus my attention on awakening the organization and mobilizing people. Chapter two ended by connecting my leadership approaches to the ethical principles of respecting others, serving others, showing justice, manifesting honesty, and building community (Northouse, 2019). Chapter three will now discuss the change implementation, monitoring and evaluation, and communication plan.

### **Chapter Three: Implementation, Evaluation, and Communication**

Chapter three will describe my implementation, evaluation, and communication plans to address the lack of character development opportunities for LS students at AIS. Within the context of my OIP, I will start by summarizing my goals, priorities and outlining a plan for managing the transition using Cawsey et al.'s (2016) Change Path Model as a guiding framework. Next, I will connect the PDSA model with my transformational and servant leadership approaches, describing tools and measures I will use to track the monitoring and evaluation process of implementing character education into the current structures. Within this chapter, I will also summarize my strategy to communicate clearly and persuasively to different stakeholders and build awareness within the LS. I will end chapter three by describing the next steps and future considerations.

#### **Change Implementation Plan**

This section will focus on how I will implement the desired chosen solution of infusing character education into current structures and a literacy-based character development program. From a critical lens, the goal of education is to focus on equity and inclusion (Capper, 2019). My long-term goals will benefit students, teachers, and align the LS to achieve its mission and ideological purposes. For example, as discussed in chapter two, misalignment is evident between the people and work in the LS. Many LS educators believe that the prescribed curriculum does not offer autonomy or leave some faculty feeling satisfied. From a Critical Theory perspective, this lack of power given to teachers, the oppression and inequity that is created are vital features of Critical Theory (Capper, 2019). Some teachers will view the change initiative as a positive step towards providing more character learning opportunities within an academically focused environment. In this way, the LS can better unify the two priorities, academics and character

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development, as mutually reinforcing parts of the curriculum. Students will benefit both short and long-term by learning to be caring, confident, and moral individuals as paraphrased in the mission of the school.

Within the context of this OIP, one cycle of change will be equivalent to one academic calendar year (mid-August to end of May). This first change cycle fits within my AIS context as it will occur during the 2020-2021 academic year. Alignment with the organization's strategic plan has been crucial throughout this OIP, and since 2020-2021 marks the end of the five-year strategic plan, a one-year cycle of change seems appropriate.

Appendix B summarizes the goals, actions, and critical indicators of my implementation plan. As discussed in chapter one, I have chosen to prioritize principle 3, using a comprehensive character education approach, and principle 11, the assessment of character education, based on the baseline data results as summarized in Appendix A. My plan will also describe my chosen strategies and tools which match my organization's readiness with my bottom-up approach to change. AIS LS is an organization that scores low in change readiness. This leads to an aggressive model that will rely mainly on the use of salient characteristics such as persuasive communication, active participation, external information, and change agent attributes (Armenakis et al., 1993). Appendix D carefully summarizes the short, medium and long-term goals. It shows the alignment with the Change Path Model stage, timeline, actions, and priorities for change, tools, and strategies for change. Lastly, it also describes the audience, and necessary resources for my aggressive, bottom-up incremental change. Time, human, fiscal, information and technological resources have been considered across the whole change process. Additionally, not all key indicators will be achieved during one cycle of change. Some, as shown at the bottom of Appendix D, will be assessed and reflected upon in future periods of

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implementation. The goal will also be to increase the number of stakeholders, as evident in adding parents to future change initiatives. I will end this section by identifying potential implementation issues.

**Short-Term Goals**

The short-term goal will take place during the *Awakening* stage of the Change Path Model in August and September 2020/2021 school year. Table 3 details my short-term goal implementation plan with a focus on the necessary time, human and information resources.

Table 3

*Awakening Short-Term Goal Implementation*

<p align="center"><b>Change Path Model: Awakening</b>  <b>Timeline:</b> Short-term goals (August to September)  <b>Audience:</b> Homeroom teachers, Wellness Committee Members</p>		
<b>Action/Priorities for change</b>	<b>Tools/Strategies for change</b>	<b>Necessary Resources</b>
<p>Articulate the gap between present and desired state</p> <p>Create awareness across the LS early in the school year when teachers are refreshed and recharged from the summer holiday</p> <p>Create a compelling vision with the Wellness Committee members</p> <p>Disseminate the vision for change through multiple communication channels</p>	<p><i>Setting Direction</i> dimension from TL framework (change agent attributes)</p> <p>Utilizing the <i>Setting Direction</i> and <i>Building Relationships and Developing People</i> dimensions to bring out my SL approach</p> <p>Utilizing emotional appeal through the symbolic and HR frames from Bolman and Deal’s framework</p> <p>Active participation</p> <p>Persuasive communication</p> <p>External information (research-based)</p>	<p><b>Time-</b> Wellness Committee meeting time to awaken organization and develop a powerful vision of change. This will align work and informal organization from chapter 2 Organizational Analysis</p> <p><b>Human-</b> Creating awareness across the LS and creating a compelling vision with Wellness Committee members</p> <p><b>Information</b> -Share my research with the Wellness Committee members. Ask members of the committee to complete the CEP’s Eleven Principles scoring guide as baseline data to reinforce the gap between present and desired state</p> <p><b>Fiscal-</b> No purchasing necessary</p> <p><b>Technological</b> -No priorities at this time</p>



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During one of the regularly scheduled Wellness Committee meetings in January 2020 an unplanned, organic conversation developed. During this time, themes that arose describe a culture of academics. Teachers questioned whether they could incorporate extra community building and playtime into the academic day because of the tight, prescribed schedule. Questions asked how teachers can feel more empowered and how the LS can ensure that they are receptive to teachers' needs. Lastly, there were concerns that if teachers are stressed, this could also lead to student stress.

The following week, a whole LS faculty meeting took place. Although it did not directly address the concerns that arose during the Wellness Committee meeting the prior week, teachers were asked to reflect on the current strengths and next steps for the LS community. The LS administration gathered written feedback regarding the current state of academics, wellness, and specialists. I perceived mixed feelings through informal follow-up conversations with faculty in the days following the meeting. Some were disappointed that the session did not directly address the concerns raised, while others were grateful to have given input. In the next section, I will discuss how I plan to monitor stakeholder perceptions and the tools I will use to legitimate teacher concerns. Additionally, in the communication plan section, I will address how my chosen strategies will mitigate disappointment through transparency and various two-way communication channels.

These reactions indicate the desire for the teachers' voices and the call for two-way communication channels with administrators from a critical lens. Many educators voiced their need to incorporate more social and emotional development opportunities in an academically focused environment, but these concerns were not directly addressed in the follow-up meeting. The actions show a direct relationship to the PoP, the lack of character development

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opportunities within the LS. These crucial conversations from both the January 2020 Wellness Committee and faculty meeting have been a fundamental step in beginning the dialogue around my guiding questions in chapter one as well as starting to awaken the organization. For example, does the importing of prescriptive curriculum propel educators to achieve the AIS mission and vision? In what ways does it hinder us in achieving our goals? Additionally, how can leaders align the instrumental purposes such as academic achievement and English language development, with ideological ones focused on shaping caring, confident, and ethically responsible individuals? Is what we are currently doing, enough, in this academically rigorous community? Reflecting on these questions will create awareness across the LS to understand the gap between the current and desired state.

As discussed in chapter two, I will rely on my transformational leadership approach. I will also utilize the *Setting Direction* and *Building Relationships and Developing People* dimensions of my servant leadership approaches and use emotional appeal through the symbolic and HR frames of Bolman and Deal's framework. The following priorities will address my first guiding question from chapter one. In what ways can character development be incorporated within the Wellness initiative? In August and September of 2020/2021, I will start the first cycle of change by articulating the gap between the present and desired state. During the August Wellness meeting, I will share my OIP research and baseline data collected from completing CEP's 11 Principles scoring guide. Committee members will also complete the assessment. Research has shown that it is crucial to include "as many stakeholders' perspectives in data collection to ensure fairness and representative data" (Dudar, Scott & Scott, 2017, p.46). Additionally, engaging stakeholders through participation will empower educators in the LS (Markiewicz & Patrick, 2016) which is essential from a Critical Theory lens. As empowerment is

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one of the tenants of Critical Theory, Blake and Masschelein (2003) assert, there is "no surprise that an overlap has been found between the concerns of critical theorists and of those educationists who take seriously any emancipatory role for education" (p.38). It is said that critical theorists "make use of voices and perspectives that have been traditionally excluded" (Steinberg & Kincheloe, 2010, p.145). Providing opportunities for input within a hierarchal system will be essential for empowering educators. Since the Wellness Committee is composed of administrators, guidance counsellors, homeroom teachers, specialists, and other support teachers, this will ensure varied representation. During the *Awakening* stage, I will also emphasize that "no single script for effective character education exists, but there are some important guiding principles" (Lickona et al., 2006, p.1) and that we are not trying to 'tic boxes.' Instead, the goal of completing the assessment will be to recognize misalignment between the current work and informal organization, as evident from my organizational analysis.

Lastly, one of the main priorities during the *Awakening* stage is to create a compelling vision with the Wellness Committee members. As Cawsey et al. (2016) explain, a "vision for change clarifies the road ahead. It specifies the purposes of the change and provides guidance and direction for action" (p.121). This goal connects to my organizational analysis as I found the misalignment between the work and informal organization. During this time, I will utilize emotional appeal through the symbolic and HR frames. As Hannay et al. (2013) assert, "educational practitioners entered their profession because they wanted to help children" (p.73). Asking, "What is going on here?" and "Why are we doing what we are doing?" (Schein, 2010), we can begin an examination of changes "based on the purpose of the organization into the fabric of the organization" (Hannay et al., 2013, p.73).

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The final action for the *Awakening* stage will be to disseminate the vision through multiple communication channels, which I will discuss further in the communication plan section. By implementing a Concerns-Based Adoption Model (CBAM) approach, I can start to measure stakeholder reactions to the change using validated instruments (Roach, Kratochwill & Frank, 2009). For example, I will use informal conversations such as The Stages of Concern (SoC), one-legged conferences to understand and create awareness across the LS faculty. A detailed monitoring and evaluation framework will be discussed in the next section.

### **Medium-Term Goals**

The medium-term goals will take place during the *Mobilization* and *Acceleration* stages in the fall and winter terms of the 2020/2021 school year respectively.

**Mobilization.** I have modified my first medium-term goal slightly in hopes that teachers and grade-level teams will *start* to discuss and participate in the planning of character education. This goal will take place during the Fall 2020/2021 academic year. To do this, I will need to utilize the four critical components of the Change Path Model, as described in Appendix D, and use the *Building Relationships and Developing People* dimension of the transformational leadership framework. Table 4 details my medium-term goal implementation plan with a focus on the necessary time, human, fiscal and information resources.

To achieve my medium-term goal and to build momentum from the bottom-up, I will continue to share my research with the Wellness Committee members on the chosen solution. This action aligns with my servant leadership approach, where I will be open and honest about my research findings (Liden et al., 2008). From a servant leadership lens, this transparency will ensure that I continue to establish trusting relationships with colleagues and behave ethically (Liden et al., 2008). By doing so, I can better understand my guiding question from chapter one.

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Table 4

*Mobilization Medium-Term Goal Implementation*

<p style="text-align: center;"><b>Change Path Model:</b> Mobilization  <b>Timeline:</b> Medium-term goals (Fall 2020/2021)  <b>Audience:</b> Homeroom teachers, Wellness Committee members</p>		
<b>Action/Priorities for change</b>	<b>Tools/Strategies for change</b>	<b>Necessary Resources</b>
<p>Individual teachers and grade-level teams start to discuss and participate in planning for character education.</p>	<p>Utilizing the <i>Building Relationships and Developing People</i> dimension from TL framework (change agent attributes)</p> <p>Utilizing the <i>Setting Direction and Building Relationships and Developing People</i> dimensions to bring out my SL approach</p> <p>Active participation</p> <p>Persuasive communication</p> <p>External information (research-based)</p>	<p><b>Time-</b> Wellness Committee meeting time to mobilize coalition and build momentum from the bottom-up</p> <p><b>Human</b> Lead the Wellness Committee members to act as change facilitators and start to communicate the need to their respective grade level teams. Members collaborate with colleagues and librarians to organize book lists and discuss available resources</p> <p><b>Fiscal-</b>Work with teams to order developmentally appropriate books by the November deadline</p> <p><b>Information-</b> Share my research with the Wellness Committee members</p> <p><b>Technological</b> - No priorities at this time</p>

In what ways can character development be incorporated within the Wellness initiative?

Members will need to understand why integrating character education into our current structures, academic areas such as social studies, and daily read-aloud sessions can benefit for students from Critical Theory and social justice viewpoints. As Steinberg and Kincheloe (2010) describe, "schools could become institutions where forms of knowledge, moral critique, values, and social analysis are taught for the purpose of educating young people for critical empowerment rather than for subjugation" (p.142). As LS educators, we have the obligation to help our student achieve academically, but we also have the moral obligation to foster character development.

From a critical lens, educators can "gain insight into whose interests are being served" (Steinberg

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& Kincheloe, 2010, p.145). As discussed in chapter one, when teachers' voices are marginalized, this directly impacts students. Within my OIP, this means that it will be detrimental to students' success to grow up as productive citizens of the world. Thus, by integrating character development within the academics, students benefit. They are exposed to more learning opportunities to develop as caring and moral individuals as paraphrased in the organization's mission. By sharing this information and guiding meaningful dialogue during Wellness Committee meetings, my intention is for the Wellness Committee members to “buy-in” and act as change facilitators to their respective grade-level teams. This knowledge will then "provide them the ability to act in empowering ways that were previously impossible" (Steinberg & Kincheloe, 2010, p.45).

The *Mobilization* stage also requires an essential action item. Since overseas orders are due every November, time is limited for committee members to organize developmentally appropriate book lists for purchasing before the deadline. Since character education is seen as a core subject, grade-levels have been allocated approximately \$30,000 Country X Dollars (about 1,300 Canadian dollars) in the past. However, adjustment of plans might be necessary as this action priority will be dependent on the “buy-in” from different grade-level teams. Where dialogue leads in August, September, and October, this priority may not be achievable in the first cycle of change and will need to be left for future cycles. Instead, if possible, some committee members can start to collaborate with the LS librarians to organize book lists and ask for recommendations.

**Acceleration.** During the *Acceleration* stage, I plan to utilize both the *Setting Direction* and *Building Relationships and Developing People* dimensions of the transformational leadership framework. The *Acceleration* stage will take place in the winter 2020/2021 term,

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which will complete my first cycle of change. I will be working through the four key components of the Change Path Model described in Appendix D. Table 5 details my implementation plan focusing on time, human, information, and technological resources.

Table 5

*Acceleration Medium-Term Goal Implementation*

<p align="center"><b>Change Path Model: Acceleration</b>  <b>Timeline:</b> Medium-term goals (Winter 2020/2021)  <b>Audience:</b> Homeroom teachers, Wellness Committee members</p>		
<b>Action/Priorities for change</b>	<b>Tools/Strategies for change</b>	<b>Necessary Resources</b>
<p>Individual teachers and grade-level teams participate in planning for CE</p> <p>Teachers teach core ethical and performance values through their academic subjects. The school is able to point to examples of lessons from teachers in diverse subject areas that explicitly include the integration of character into academic content</p> <p>Teachers provide opportunities for students to develop their moral reasoning through discussion of ethical issues in their content areas</p> <p>Teachers periodically gather feedback from their students on their perceptions of character-related activities and the extent to which teachers are modeling the core values</p>	<p>Utilize both the <i>Setting Direction</i> and <i>Building Relationships and Developing People</i> dimensions of the TL framework (change agent attributes)</p> <p>Utilizing the <i>Setting Direction</i> and <i>Building Relationships and Developing People</i> dimensions to bring out my SL approach</p> <p>Active participation</p> <p>A variety of action planning tools (Cawsey et al., 2016)</p> <p>External information (research-based)</p>	<p><b>Time-</b> Wellness Committee meeting time to accelerate and manage the change effort. Stop to celebrate small wins!</p> <p><b>Human</b> -Wellness Committee members continue to work with colleagues to reflect on what is being done to address character development across the grade level and to map this on the curriculum calendar. Wellness Committee members will work in collaboration to generate discussion questions connected to character-based read aloud.</p> <p><b>Fiscal</b> - No purchasing requirements at this time</p> <p><b>Information-</b>Look through our classroom resources. What do we have that is already available that we can start with? Where can we include this across our curriculum overview?</p> <p><b>Technological-</b> Set up a shared folder on the AIS shared drive</p>

Wellness meetings will be dedicated to working collaboratively with colleagues and celebrating small wins. As a change leader, I fully understand the "resources and tools [I] have at [my] disposal" (Cawsey et al., 2016, p.301). I will ensure the utilization of "strategies or actions to accommodate and sustain change effectively" (Edgehouse et al., 2007, p.5). For example, I

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plan to employ action planning tools such as to-do lists, a continued examination of the force field analysis, and maintain monitoring and gathering teacher feedback. During Wellness Committee meetings, I will also reference the CEP's 11 Principles framework, share my OIP research, and the strategic plan to build momentum, accelerate, and consolidate progress.

Wellness Committee members will actively participate in collaborative work with colleagues to reflect on what is being done to address character development across the grade level. This action aligns with my servant leadership approach. I will continue to help colleagues grow by encouraging them to reflect on what is being done to support and respond to students' needs (Liden et al., 2008). They will have an opportunity to map this on the curriculum calendar as we do other subjects. We will share grade-level planning and progress during meetings while members of the committee can also work in cross-grade pairings to ensure vertical articulation. Valuable resources will include character-related books in our existing classrooms and how or when we can incorporate these into our units. Time will also be allocated during Wellness Committee meetings for members to work in collaboration to generate discussion questions connected to character-based read aloud. This work will be further elaborated upon in the communication plan. A folder will be set up on the AIS shared drive so other colleagues can have access to this relevant information.

At the same time, data collection will begin during the *Acceleration* stage. Data is “the qualitative or quantitative information that has been systematically collected and organized” (Shildkamp, Poortman & Handelzalts, 2016, p.22). Teachers can gather qualitative or quantitative data from students based on their feedback and perceptions of character-related activities from morning meetings, literacy lessons, or other academic areas such as social studies.

A variety of data is essential to monitor the initiative more holistically and reflect on how



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qualitative and quantitative data interact in my change initiative to support one another. Only looking at qualitative data or quantitative data, likely wouldn't accurately portray the organizational change. As Mills and Gay (2016) assert, including both quantitative and qualitative data can "build on the synergy and strength that exists between the two and to understand a phenomenon more fully than is possible using either quantitative or qualitative methods alone" (p. 481).

Appendix G is an example of a character growth chart that grade three teachers used in the 2019-2020 academic year. A similar growth chart was shared during a November 2019 Wellness meeting and how teachers can collect student feedback using quantitative measures. Students and teachers can reflect using a 1 to 4 scale: 1 being 'sounds a little like me'; 2 representing 'sometimes sounds like me'; 3 being 'sounds like me' and 4 exemplifying 'sounds a lot like me.' Character growth charts can be adapted or modified as necessary to reflect appropriate developmental ages throughout the LS.

This feedback from students will be shared at Wellness Meetings, where minutes are documented and further shared with faculty through email. These small wins can help to accelerate change efforts further. Celebrating small successes is crucial during the *Acceleration* stage. As Mento et al. (2002) assert, leaders must "create small wins for motivation [where] without specific important and visible short-term wins, people may give up and default to change resistor status" (p.54). This makes sense as "it is human nature to work on what we are measured against" (Mento et al., 2002, p.55).

### **Long-Term Goals**

Finally, my long-term goals are for the *Institutionalization* of principle 3, a comprehensive approach to character education, and principle 11, assessing the character

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education program. As shown in Table 6, this will not take place during my first cycle of change. Instead, the implementation of these long-term goals will begin during the 2021/2022 school year and continue through future repetitions of the cycle as the Change Path Model is not linear and does not end at the *Institutionalization* stage. To achieve these goals, I will focus on utilizing the two key components of the Change Path Model described in Appendix D. Research has shown that time is necessary between implementation and results without quick fixes (Evans, Thornton & Usinger, 2012). As time is critical to observe the change, I have chosen to leave the *Institutionalization* stage for future cycles of change. Table 6 details my long-term goal implementation plan with a focus on the necessary time, human, information and technological resources.

*Institutionalization* will require the Wellness Committee to track the change and make modifications toward the long-term goal using the collected data. As Yukl and Mahsud (2010) assert, “to be successful in leading change, leaders must continually assess progress, learn from experience, and make necessary revisions in strategies and plans” (p.87). This collaborative time is necessary for teachers to reflect on their efforts and to look at the data collected. In this way, the Wellness Committee can “monitor progress for the effects of major changes and make any necessary adjustments” (Yukl & Mahsud, 2010, p.87).

As this concludes one cycle of the change process, we can ask ourselves, “What was accomplished and what has been the impact? How do the results compare with what change agents expected at the beginning? What can be learned from the change experience?” (Cawsey et al., 2016, p.353). Capturing the insights of those involved will help to move forward with another cycle of the change initiative. In future cycles of change, I will endeavor to plan for

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professional development to support teachers. The monitoring and evaluation section will provide more detail on how I will use the PDSA cycle to support my long-term goals.

Table 6

*Institutionalization Long-Term Goal Implementation*

<p align="center"><b>Change Path Model:</b> Institutionalization  <b>Timeline:</b> Long-term goals (2021/2022 and future cycles of change)  <b>Audience:</b> Homeroom teachers, Wellness Committee members, Administrators</p>	
Action/Priorities for change	Necessary Resources
<p><b>Principle 3</b> - Use a comprehensive, intentional, and proactive approach to character development</p> <p><b>Principle 11</b>- The school regularly assesses its culture and climate, the functioning of its staff as character educators, and the extent to which its students manifest good character</p>	<p><b>Time</b>- Wellness Committee meeting time to look at and reflect on the data collected from the first cycle of change</p> <p><b>Human</b>- Necessary continued reflective dialogue and collaboration amongst Wellness Committee members to obtain and analyze data</p> <p><b>Fiscal</b>- No purchasing necessary at this time</p> <p><b>Information</b>- Student feedback, perceptions and teacher feedback. Wellness Committee members need to look at gathered information and define and establish a more comprehensive way to measure and evaluate the CE program</p> <p><b>Technological</b> - Continued use of the shared LS folder to document reflections and future direction</p>

**Potential Limitations**

This section will end by discussing the potential implementation issues that I foresee and how they will be addressed starting with the possibility for 'projectitis' and ending with the potentiality of stakeholder resistance.

First, some stakeholders may view this change initiative through a project mentality lens, where they see the change as time-limited (Adelman & Taylor, 2007), and therefore, will not show commitment to it. As my principal is on board and supportive of the initiative, I will ensure that I am in active communication with her throughout the implementation plan. "Principal support, which is the belief that the formal leaders in an organization are committed to the success of a change and that it is not going to be another fad or program of the month"

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(Armenakis & Harris 2009, p.129), is beneficial to mitigate such problems. As an informal leader, part of my communication plan must have my principal share information about the initiative. This open communication can help to mitigate some of the tension described in chapter one between administrators and educators or subgroups that have formed.

Lastly, stakeholder resistance will be a possible challenge. As I have chosen to define my change initiative as a micro-change, I will focus strongly on stakeholder reactions and feelings (Kang, 2015). To mitigate resistance, I plan to concentrate on taking care of people's concern promptly and communicating with all affected faculty such as homeroom teachers, the Wellness Committee and administrators. As a micro-change agent, I will ensure that I am prepared and proactive using a variety of communication channels during the *Awakening*, *Mobilization*, *Acceleration* and *Institutionalization* stages of the Change Path Model. In the next section, I will discuss in detail how I plan to monitor and evaluate stakeholder reactions, readiness for change, possible resistance, and strategies to overcome resistance.

In summary, this section focuses on the implementation of my chosen solution of infusing character education into current structures and a literacy-based character development program. I summarized my goals and priorities using CEP's 11 Principles framework. I also discussed how my first cycle of change would include the *Awakening*, *Mobilization*, and *Acceleration* stages and why *Institutionalization* will occur during the second cycle. As Evans et al (2012) assert, time is necessary between implementation and results. Lastly, I explained how I planned to understand stakeholders' reactions and considered possible implementation issues. The next section will further clarify how I propose to monitor and evaluate the change process.

### **Change Process Monitoring and Evaluation**

In this section, I have developed a context-specific monitoring and evaluation framework.

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I will use the PDSA model, Change Path Model, my transformational and servant leadership approaches, and various tools to track change, gauge progress, and assess the goal of infusing character education into current structures. While a monitoring and evaluation framework can address a range of different purposes, within the context of my OIP, the use of my chosen strategies and tools will be for program improvement (Markiewicz & Patrick, 2016).

Monitoring refers to the “planned, continuous and systematic collection and analysis of program information” (Markiewicz & Patrick, 2016, p.12). It requires an ongoing, continuous analysis. As Mento et al., (2002) assert, change progress needs to be measured at all stages of the program, not merely at the end. On the other hand, evaluation refers to the “the planned, periodic and systematic determination of the quality and value of a program, with summative judgment as to the achievement of a program’s goals and objectives” (Markiewicz & Patrick, 2016, p.12).

Within my OIP, I will be evaluating the goal of implementing an effective character education program through the commitment to principles 3 and 11, as discussed in my long-term goals.

While evaluation will not take place within my first cycle of change, I will still need to consider it when planning. As Markiewicz and Patrick (2016) explain, there is a need for “early planning for monitoring and evaluation of a program” (p.6). Evaluation that will occur at the end of the first cycle of change will assist in making judgments in relation to the program and forming conclusions and recommendations for the future (Markiewicz & Patrick, 2016).

### **PDSA Model**

Planned change must link with appropriate theories of change (Evans et al., 2012). I have chosen the PDSA model, which was described in chapter two as the plan-do-study-act model. The PDSA is also known as the PDCA (plan-do-check-act) or Deming's Model (Evans et al., 2012). Within this OIP, I will use PDSA to describe the iterative structure for change

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development (Taylor, McNicholas, Nicolay, Darzi, Bell & Reed, 2014). The overall purpose of PDSA is to provide a four-stage cyclic learning approach to adapt changes aimed at improvement (Taylor et al., 2014). Although I understand that PDSA is viewed as a relatively new approach in education (Tichnor-Wagner, Wachen, Cannata, & Cohen-Vogel, 2017), it also shows excellent potential. For example, the model has demonstrated "emergence within the field of education, possible adaptability to school systems, and potential to support organizational change" (Evans et al., 2012, p.156). Additionally, it is said that "[this theory] can provide clear guidelines for successful organizational transformation and effective change management" (Evans et al., 2012, p.156).

The PDSA model aligns with both my chosen solution and my leadership approaches. For example, evidence has shown that PDSA utilization through small gradual changes will more likely produce effective outcomes (Donnelly & Kirk, 2015), which fits with my bottom-up incremental change plan. My chosen solution will connect to what we already do in the classroom without significant disruptions. Additionally, referencing Table 2 from chapter two, the PDSA model fits with my transformational and servant leadership approaches, where I plan to leverage the *Building Relationships and Developing People* dimension, its associated behaviours, and practices. To leverage my servant leadership approach throughout the monitoring and evaluation process, I intend to concentrate on establishing a trusting relationship with faculty by providing assistance and displaying individual consideration (Liden et al., 2008).

Grounding my monitoring and evaluation plan with PDSA will help me to "orchestrate meaningful organizational improvements" (Evans et al., 2012 p.155). Although it is crucial to monitor and evaluate the impact that the implementation has on student learning and well-being, my main priority for this first cycle of change will be monitoring and evaluating teacher

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engagement. Using the PDSA will help me shift "thinking and behaviour necessary to promote sustainable change" (Evans et al., 2012, p.168). One of my intentions is to keep the initiative sustainable for future cycles of change.

As explained in the implementation plan, time is necessary between implementation and results (Evans et al., 2012). It will be challenging to gauge the direct impact on student learning and well-being in a short duration of time of less than one academic year. However, I will explain how we will start to monitor student growth later in this part as well as in the Next Steps and Future Considerations section. I will discuss how future cycles of change will focus on assessment, including one goal stating that "Data collected on student behaviour demonstrated growth in understanding and commitment to good character" (CEP, 2008). Appendix E details my monitoring and evaluation framework for my first cycle of change with alignment to PDSA and the Change Path Model. Tools and measures are described.

**Plan.** The *Plan* phase will occur in August and September of the 2020/2021 academic year. The goals of this phase are conducting a strategic analysis, developing a vision, developing a strategy and translating the strategy into operational terms (Pietrzak & Paliszkiewicz, 2015).

Table 7 summarizes the elements and tools that I will consider during this stage.

Table 7

### *Monitoring during the Plan Stage of the PDSA*

<b>Change Path Model</b>	<b>What elements?</b>	<b>Which Tools? How?</b>
Awakening	<b><u>Monitoring Stakeholders and Short-Term Goals</u></b> -Stakeholder reactions to change	-CBAM - Stages of Concern (SoC) one-legged conferences

Through a servant leadership lens, the focus during this stage will be monitoring stakeholder reactions. As mentioned in the implementation plan, I will start to measure

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stakeholder reactions using the SoC component of CBAM, concentrating on stakeholder feelings, perceptions, and concerns (Dudar et al., 2017). I have selected elements of CBAM because it has “become one of the most well-known, well-accepted, and recognized change-related models within education” (Dudar et al., 2017, p.51). It is a heuristic model, based on comprehensive research where the instruments are validated through many studies and used across multiple settings (Dudar et al., 2017; Roach et al., 2009). Within my OIP, I will measure stakeholder reactions when I start to awaken the organization in communicating the gap between the current and desired state of the character program.

During this cycle of change, and within my agency, I will focus on one-legged conferences with colleagues. These conversations are “a form of 'on-the-fly' consultation that typically happens in school hallways, staff lounges, and parking lots” (Roach et al., 2009, p.305). This monitoring of initial stakeholder feelings is critical before the change has occurred and will support me to gauge awareness, concerns, and perceptions. It is said that “all people, who are affected by change experience some emotional turmoil” (Kotter & Schlesinger, 2008, p.132), and from a social constructivist lens, I need to build meaning and understanding from different points of view. As a servant leader, I will demonstrate emotional healing during these conversations by interacting openly, honestly, and showing sensitivity to concerns (Liden et al., 2008; Northouse, 2019).

**Do.** The primary purposes of the *Do* stage are to communicate strategy and motivate and engage people for implementation (Pietrzak & Paliszkiwicz, 2015). It is aligned with the *Mobilization* stage of the Change Path Model and will occur during the Fall 2020/2021 term.

Table 8 summarizes what and how I plan to monitor.

Within this OIP, I have chosen a variety of tools to monitor stakeholders. While I intend



Table 8

*Monitoring during the Do Stage of the PDSA*

<b>Change Path Model</b>	<b>What elements?</b>	<b>Which Tools? How?</b>
Mobilization	<p><b><u>Monitoring Stakeholders</u></b>                      -Stakeholder reactions to change</p> <p>-Monitor and tracking change attitudes and stakeholders' level of commitment</p> <p>-Teacher reflection and feedback</p> <p><b><u>Monitoring Medium-Term Goal</u></b>                      -Individual teachers and grade-level teams start to participate in planning for CE.</p>	<p>-CBAM- SoC- one-legged conversations</p> <p>-Commitment Charts and the Adoption Continuum (AIDA) (Cawsey et al., 2016)</p> <p>-Wellness Committee focus groups and discussions</p> <p>-Wellness Committee focus groups and discussions</p>

to utilize the SoC, I will not be using the Levels of Use (LoU) or Innovation Configuration. Researchers have determined that many studies use only the first diagnostic tool, SoC (Gundy & Berger, 2016). Within my agency, and as an emergent leader, I appreciate the simplicity of Cawsey et al.'s (2016) commitment charts and the Adoption Continuum (AIDA) during this first cycle of change. Since I plan to monitor stakeholders in grade-level teams versus individuals, I will not require the level of detail provided by the LoU. The LoU would be resourceful to address participant implementation (Dundar et al., 2017). Yet, the goal of my OIP is not that all teachers comply with specific guidelines of character development. Instead, my intention is for teachers to have more opportunities to integrate it into the current structures. As an emergent and informal leader of change, I believe the data collected from Cawsey et al.'s (2016) monitoring tools will be sufficient during this first cycle. In the future, I will consider implementing the use of the LoU as there is valuable information in focusing on teacher behaviours and actions (Roach et al., 2009) once I have reflected on the first cycle of change.

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During the *Do* stage, I plan to monitor the medium-term goals mainly through focus groups and discussions in Wellness Committee meetings. However, as this will be quite early in the change process, a stronger priority will be placed on monitoring stakeholders' reactions to change. For example, I will resume gathering useful information through one-legged conferences that will inform and support the change implementation (Roach et al., 2009).

As both a transformational and servant leader, I must understand my followers and their emotions at all stages. Wellness Committee meetings will be an appropriate time for me to gather teacher feedback. At the same time, focus groups and discussions will further support me to monitor stakeholders' reactions to the initiative. As a servant leader, I will ensure that I behave ethically, openly, and show sensitivity to concerns while interacting with colleagues (Liden et al., 2008; Northouse, 2019).

Using the data that I collect from both the one-on-one consultations and focus groups, I will then conduct a stakeholder analysis. I have chosen to use a modified commitment chart and AIDA to monitor stakeholders. The purpose of a commitment chart is to help me "consider the level of understanding that underpins stakeholders' commitment level" (Cawsey et al., 2016, p.314). It allows me to analyze stakeholder engagement. In the context of my OIP and as an emergent leader, I plan to monitor engagement by grade-level instead of individually during the first cycle of change.

In the previous section, I mentioned that teacher resistance would be a potential limitation. Feedback from teachers during data collection can be in the form of resistance, and this is valuable information. Resistance is regarded as a complex concept with little consensus on the definition (Henrickson & Gray, 2012). It can be described as pushback or not buying in (Ford & Ford, 2009) with common reasons such as teachers focusing on their interests, having a low

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tolerance for change, misunderstanding or lacking trust and perceiving more costs than benefits (Kotter & Schlesinger, 2008). Many view resistance as a form of feedback, so dismissing it as a change agent will "deprive you of potentially valuable information" (Ford & Ford, 2009, p.100). Some regard it as an individual's readiness for change (Henrickson & Gray, 2012). Through a social justice lens, change readiness can also be examined through "the concept of empowerment, a consideration of values and an examination of power relations" (Henrickson & Gray, 2012, p.57). Within the context of my OIP, I will use the term change readiness and utilize this feedback to apply a variety of strategies.

Employing numerous approaches in a different combination is vital for successful organizational change (Kotter & Schlesinger, 2008). I will listen attentively during the SoC and focus groups from a servant leader and social constructivist lens. Doing so will allow me to begin understanding the reasons behind various levels of change readiness. Then, I can implement strategies such as education, communication, participation, and support to align stakeholders with the initiative. For example, I will use knowledge and communication to help people see the logic behind the change. I will ensure that I share literature that reinforces the positive impact of character-related read aloud. As discussed, the characters that children meet in books have a substantial impact and influence (Almerico, 2004). I will share studies such as Leal's (1999) reiterating the notion that intertwining literature with character education "produces discerning future citizens, more cognizant of their responses and responsibilities" (p.248). It will also be imperative that I share Munoz and Vanderhaar's (2006) research revealing literacy-based character development's substantial positive effect on students' social and ethical development.

Additionally, as a transformational and servant leader, I will listen and assist individuals through facilitation and support during one-on-one conversations. On the other hand, researchers

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have also determined that “teacher support groups are one promising method for supporting teachers with high levels of personal and informational concerns” (Roach et al., 2009, p.308). Finally, from a critical lens, participation and engagement are valuable as “buy-in can be a simple matter of being heard” (Ford & Ford, 2009, p.101). Appendix F presents an adapted version of the commitment chart and AIDA (Cawsey et al., 2016) as a tool to monitor stakeholder change readiness and engagement. I have included Kotter and Schlesinger's (2008) and Henrickson and Gray's (2012) research to help me analyze reasons why an individual may not be ready for change. By doing so, I can plan to employ strategies to help increase engagement and change readiness.

**Study.** The *Study* phase will occur during the winter 2020/2021 term. It is aligned with the *Acceleration* stage and will aim at achieving medium-term goals. The primary purposes of the *Study* phase are to control implementation and monitor changes (Pietrzak & Paliszkievic, 2015), where “monitoring the change is important to assist in determining future goals” (Lewis et al., 2011, p.231). As discussed in the last section, data collection will be an essential part of this stage and serve to monitor four medium-term goals. As Popescu and Popescu (2015) assert, the *Study* stage involves the gathering of relevant data based on the planned objectives. Table 9 summarizes how I plan to monitor stakeholder reactions and medium-term goals.

The medium-term goals will require teachers and grade-level teams to participate in the planning and integration of character education development into morning meetings, read-aloud lessons and other curricular areas. Monitoring during this stage will have teachers gathering feedback from their students. I will also collect input during Wellness Committee meetings. This data will be used to evaluate the program's success during the *Act* stage of PDSA. As a servant

Table 9

*Acceleration during the Study Stage of the PDSA*

<b>Change Path Model</b>	<b>What elements?</b>	<b>Which Tools? How?</b>
Acceleration	<p><b><u>Monitoring Stakeholders</u></b>                      -Stakeholder reactions to change</p> <p>-Monitoring and tracking change attitudes and level of commitment of stakeholders</p> <p><b><u>Monitoring Medium-Term Goals</u></b>                      -Individual teachers and grade-level teams participate in planning for CE</p> <p>-Teachers teach core ethical and performance values through their academic subjects. The school is able to point to examples of lessons from teachers in diverse subject areas that explicitly include the integration of character into academic content</p> <p>-Teachers provide opportunities for students to develop their moral reasoning through discussion of ethical issues in their content areas</p> <p>-Teachers periodically gather feedback from their students on their perceptions of character-related activities and the extent to which teachers are modeling the core values</p>	<p>-CBAM- SoC</p> <p>-Commitment Charts and Adoption Continuum (AIDA) (Cawsey et al., 2016)</p> <p>-Teacher reflection and feedback                      -Wellness Committee focus groups and discussions</p> <p>-Student feedback on character- related activities in read aloud, morning meetings and social studies                      -Student self-assessment of character strengths                      -Wellness Committee focus groups and discussions</p> <p>-Teacher reflection and feedback                      -Wellness Committee focus groups and discussions</p> <p>-Student feedback from character-related activities in read aloud, morning meetings and social studies                      -Student self-assessment of character strengths</p>

leader, using my conceptual skills, I will use my knowledge to support and assist others (Liden et al., 2008; Northouse, 2019). Time will be dedicated during meetings for focus groups and discussions. There will be two indicators of success within the *Study* stage of PDSA: stakeholder engagement and the analysis of character growth charts.

My first indicator of success will be the outcome of one-legged conferences and discussions in Wellness Committee meetings. Monitoring feedback from teachers using a combination of tools will be essential. For example, the SoC and input gathered at Wellness meetings will support mapping stakeholders along an adoption continuum and track change

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attitudes (Cawsey et al., 2016).

During the *Study* stage, I will continue to use Appendix F to monitor teachers' understanding, commitment, and engagement (Cawsey et al., 2016). I will also continue to employ various strategies such as education, communication, participation, individual support, and teacher support groups to mitigate the concerns, and address readiness for change (Henrickson & Gray, 2012; Kotter & Schlesinger, 2008) as I did in the *Do* stage.

Since "misinformation and rumors are rampant" (Cawsey et al., 2016, p.319) in organizations during change implementation, I must "keep people informed about the progress of change and maintain commitment for it" (Yukl & Mahsud, 2010, p.87). At the same time, as a servant leader, I will ensure that I continue to behave ethically and demonstrate emotional healing by interacting openly, honestly, and showing sensitivity to concerns (Liden et al., 2008; Northouse, 2019). I will discuss a detailed communication plan in the next section.

I will know I am successful when I move colleagues along my adapted commitment chart and AIDA shown in Appendix F. Success will be measured by stakeholders' change readiness and engagement. Their movement on the continuum from opposed to neutral to positive will reflect this success. I will also know that I am successful if colleagues move along the AIDA's four stages: awareness, interest, desiring action, or moving to or adopting change.

As introduced in the implementation plan, another measure of success will be examining student growth charts. Shown in Appendix G, students and teachers reflect on a character strength at the beginning and reassess at the end of a given period. During the *Acceleration* stage, teachers will be given data collection charts to track student growth in the character strengths discussed. Wellness Committee members will share their data in meetings, which will allow me to understand the change initiative's initial success.

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**Act.** The *Act* phase will happen during 2021/2022 and will not occur in my first cycle of change. It is aligned with the *Institutionalization* of my long-term goals. Again, I have chosen for the *Institutionalization* stage to take place during the second cycle of change since time is necessary between implementation and results (Evans et al., 2012). The main objectives of the *Act* phase are to learn a lesson, correct methods according to implementation control, and confirm or adapt the strategy (Pietrzak & Paliszkiwicz, 2015).

A problem that many organizations encounter when evaluating character education programs is that the chosen assessment tools are not appropriate measures of the program's success (Lewis et al., 2011). Yet, within the context of my OIP, by focusing on principle 3, using a comprehensive character education approach and principle 11, the assessment of a character education program using CEP's framework, I can accurately utilize the benchmarks and objectives stated for evaluation purposes. Table 10 summarizes what and how I plan to evaluate.

First, I will evaluate the long-term goals towards the achievement and *Institutionalization* of principles 3 and 11. I will use a variety of tools and data gathered from the *Plan, Do, and Study* stages. During Wellness meetings in the fall term of the 2021/2022 academic year, I will conduct another analysis using the CEP's 11 Principles scoring guide. It said that "schools administer questionnaires to stakeholders earlier in their character education initiative and again later to assess progress" (Lickona et al., 2006, p.22). Comparing this summative evaluation to the baseline data collected in the Fall 2020/2021 term will help set new goals. Discussions and focus groups during Wellness meetings will also assist the committee in planning the next steps. This meaningful dialogue, along with the student feedback, student and teacher assessments, and teacher surveys, will all serve as a well-rounded, holistic view of both qualitative and quantitative data.

Table 10

*Evaluation during the Act Stage of the PDSA*

<b>Change Path Model</b>	<b>What elements?</b>	<b>Which Tools? How?</b>
Institutionalization	<p><b><u>Evaluation of Long-Term Goals</u></b>                      -Progress towards achievement of principles 3 and 11</p> <p><b><u>Evaluation of Progress and Change</u></b>                      -Improved alignment between work, people, informal and formal structures                      -Achievement of desired organizational state</p>	<p>-Conduct another analysis using CEP standards and the scoring guide (with Wellness Committee members)                      -Observations                      -Student feedback/surveys                      -Student self-assessment of character strengths                      -Teacher assessment of character strengths                      -Wellness Committee focus groups and discussions</p> <p>-Conduct another organizational analysis using the Congruence Model to evaluate improvements</p>

Next, I need to evaluate the change progress. As this stage brings closure to one cycle of change within the PDSA and Change Path Model, important reflective but evaluative questions must be discussed in Wellness meetings. Research has shown that “change is not a linear, straightforward process, but it is iterative and complex, with unintended as well as intended outcomes” (Whelan-Berry & Somerville, 2010, p.188). As a committee, we must ask crucial questions concerning the readiness for another PDSA cycle, the necessary modifications, and whether there is a clear pathway (Donnelly & Kirk, 2015). Cawsey et al. (2016) assert that as this fourth phase links back to the first, reflection of these changes sets the stage for the next ones.

As evaluation refers to the summative judgment of an initiative's goals (Markiewicz & Patrick, 2016), it is crucial to conduct another organizational analysis using the Congruence Model. Has there been an improvement in alignment between the work, people, informal, and formal structures of the AIS LS? Conducting another Congruence Model analysis will support



me in evaluating the achievement of my PoP, implementing character development opportunities.

In summary, I explained my monitoring and evaluation framework. I connected the PDSA model to my change implementation plan and the Change Path Model. I also described the alignment between the monitoring and evaluation framework to my role as a micro-agent, transformational and servant leader. Finally, I explained a variety of tools and approaches to monitor and evaluate both stakeholder reactions and short, medium, and long-term goals. In the next section, I will summarize my plan to communicate to the AIS LS effectively.

### **Plan to Communicate the Need for Change and the Change Process**

In chapter one, I identified effective ongoing communication as one of the change drivers that will play a crucial role in disseminating what the change is or how it might affect stakeholders (Edgehouse et al., 2007). Detailed planning and meaningful communication are pivotal in successful change (Napier, Amborski & Pesek, 2017). In this section, I will describe the communication plan that is based on Klein's (1996) principles of organizational communication and Armenakis and Harris' (2001) change message components. Furthermore, I will discuss how I will awaken the organization using Armenakis and Harris' (2002) change message components to reflect various stakeholder groups. I will demonstrate the alignment of my communication plan to Cawsey et al's (2016) Change Path Model stages.

I have chosen to ground my communication plan based on Klein's (1996) principles because "an effective communication plan should incorporate some fundamental principles, or norms, that guide all communications" (Beatty, 2015, p.5). My plan will be based upon Klein's (1996) seven fundamental principles: (1) message redundancy is related to message retention; (2) the use of several media is more effective than using just one; (3) face-to-face communication is

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a preferred medium; (4) the line hierarchy is the most effective organizationally sanctioned communication channel; (5) direct supervision is the most effective source of information; (6) opinion leaders are effective in changing of attitudes and opinions; and (7) personally relevant information is better retained. Since the communication plan should incorporate guiding principles, I will also ensure that I align my practices to the principles of ethical leadership (Northouse, 2019) as discussed in chapter two. These will be based on respecting others, serving others, showing justice, manifesting honesty, and building community as fundamental norms in which I will guide my behaviours when communicating change (Northouse, 2019).

As both an emergent leader and micro-change agent, I will prioritize face-to-face communication. Face-to-face communication is advantageous because I “can pick up nonverbal cues as the interaction unfolds” (Klein, 1996, p.35) and obtain valuable feedback (Beatty, 2015). This feedback is essential to me as a change leader. Earlier in the chapter, I described potential stakeholders' resistance to change. Again, I will use the term change readiness to describe possible resistance. I will use this feedback to apply numerous strategies such as education, communication, participation, and support to align stakeholders with the initiative.

Beatty (2015) examines how face-to-face communication allows “you to get messages out in a timelier fashion, and you can build in opportunities for two-way communication, which helps convey empathy” (p.14). These ideas align with my transformational and servant leadership approaches. From a critical lens, as Heide, von Platen, Simonsson, and Falkheimer (2018) assert, it is “not sufficient to focus merely on managers’ communication, it is also vital to include coworkers’ contribution[s]” (p.464).

Appendix H summarizes my communication plan in alignment with the Change Path Model, the anticipated timelines, the purpose and needs of each stage, and the diverse

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communication channels. It is said that many times change leaders are seen "delivering a message once or twice via written medium and then letting it go" (Klein, 1996, p.34). Instead, Beatty (2015) asserts that change leaders must start at the very beginning of the change, communicate early, often, and continue right through to the end. A change leader must over communicate (Beatty, 2015). Clear objectives are also stated, which is critical, as change leaders need to be specific about what they hope to accomplish (Beatty, 2015).

**Awakening**

The *Awakening* stage will build awareness of the need for change and align with my short-term goals. Its goals are to explain issues, needs, rationale, and objectives and communicate a clear, consistent message corresponding to the AIS mission, vision, and core values. Table 11 summarizes the communication needs and channels. Beatty (2015) emphasizes the importance of communicating the what, how, and why questions during change. However, I have chosen first to address the *why* as it connects to my short-term goals.

Table 11

*Summary of Awakening Communication Needs and Purposes*

<b>Change Path Model Stages</b>	<b>Purpose and Communication Needs</b>	<b>Channels</b>
Awakening (August to September 2020/2021)	<p>Communicate <i>why</i> the change</p> <p>Multimedia campaign explaining issues, needs, rationale and objectives to infuse the need for change</p> <p>A clear, consistent message with alignment to mission, vision and core values</p>	<p><b>Within my agency:</b></p> <ol style="list-style-type: none"> <li>1. Face-to-face LS Wellness Committee meetings</li> <li>2. Face-to-face conversations with homeroom teachers through SoC</li> <li>3. Face-to-face meetings with opinion leaders and grade level leaders to communicate <i>why</i> change</li> <li>4. Wellness Committee meeting minutes documented and shared with LS</li> <li>5. Use feedback to engage in face-to-face communication and employ numerous strategies such as education, participation, and support to align stakeholders with the initiative</li> </ol> <p><b>Suggested:</b></p> <ol style="list-style-type: none"> <li>1. Team meetings run by grade-level leaders as a follow-up</li> <li>2. Administrators (principal and associate principals) present to help set the stage at meetings</li> </ol>

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The priority will be to create change readiness and build awareness. Armenakis and Harris (2009) describe the need to include five fundamental beliefs in the change message to persuade stakeholders: *discrepancy*, *appropriateness*, *efficacy*, *principal support*, and *valence*. I will direct my change message using these beliefs of *discrepancy*, that the change is necessary to address a gap within our character education program, *appropriateness*, that by sharing my OIP research and analysis, that the change is the correct one to address the issue, and *valence*, the belief that the change will be beneficial for the recipients (Armenakis & Harris, 2009). Within my OIP, the change recipients will be both the teachers and the students. As described earlier, educators who commit to integrating character education learning opportunities into structures in place will provide students with full access (Capper & Young, 2014) to developing as productive and caring citizens of the world. This means that all children can experience meaningful, authentic, and effective forms of character education to support their growth and development. I will also address *efficacy*, the belief that the recipient can succeed in implementing the change and describe the *principal's support* to build awareness (Armenakis & Harris, 2009).

As stated, I will prioritize face-to-face communication with various stakeholders to address a clear, consistent message with alignment to the mission, vision, and core values. However, according to Klein's (1996) fundamental principles, other channels are also necessary. The first recommendation is that grade-level leaders run meetings as a critical follow-up. During this time, they can reiterate the *why* change emphasizing the HR and symbolic frames. This suggestion is congruent with Klein's (1996) principles 3 and 5, where face-to-face communication is critical, and the team leader is a key communicator. It is said that "people expect to hear important, officially sanctioned information from their immediate supervisor" (Klein, 1996, p.35) where grade-level leaders are expected to be knowledgeable and have

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accurate information (Klein, 1996). Additionally, it is recommended that administrators, such as the principal and associate principals, be present at grade-level and Wellness meetings to set the stage and offer support.

As described in chapter one, some tensions exist between administrators and teachers. However, the principal agrees that more can be done to address character education in the LS. Since *Principal support* is an essential factor of success, I will continue to communicate with her throughout the change process to have up-to-date and relevant information. *Principal support* is described as the "belief that formal leaders are committed to long-term success of change" (Armenakis & Harris, 2009, p.129). At all stages of the change process, the principal needs to communicate that time, energy, and resources will be committed to the *institutionalization* of an effective character education program (Armenakis & Harris, 2002). To develop the need for change, I will explain the issues and provide a clear, compelling rationale (Cawsey et al., 2016). However, I must consider planning for communication with different stakeholders as "each stakeholder group is unique, so communication should be tailored to each group's specific interests" (Beatty, 2015, p.10). As Beatty (2015) states, "one size does not fit all" (p.6). For the first cycle of change, I plan to communicate with the homeroom teachers, Wellness Committee members, and administrators.

**Homeroom Teachers.** With homeroom teachers, my focus will be on crafting my change message using the beliefs of *discrepancy*, *appropriateness*, and *valence* (Armenakis & Harris, 2009). I will first frame the change by answering *why* and communicate, "what are we striving to become?" (Beatty, 2015, p.1). I will initiate and facilitate productive conversations to tackle essential questions such as "why are we doing what we are doing?" (Schein, 2010). I will also anticipate questions such as why are we making this change? Why now? How will this change

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improve things? What's wrong with the status quo? (Beatty, 2015). I can ask if the RC approach is enough given our current observations around the LS. As the change leader, I need to explain why developing an integrated character program is crucial and appeals to their values and emotions (Yukl & Mahsud, 2010). Through the HR frame, when educators hold themselves responsible for training young people, and students understand why and how character education is taught, AIS will adequately serve the human needs of both students and teachers (Nickell & Field, 2000). Additionally, through the symbolic frame, by focusing on the intangible character virtues foundational to the organization, teachers can find meaning in their work (Bolman & Deal, 2017). Leveraging the symbolic and HR frame will be critical to answering the "What's in it for me?" question (Beatty, 2015).

**Wellness Committee Members.** Like homeroom teachers, I will build awareness by framing the change around answering *why* and crafting my change message using the beliefs of *discrepancy*, *appropriateness*, and *valence* (Armenakis & Harris, 2009). Additionally, I will also include *efficacy* or the idea that the AIS LS can succeed in implementing the change (Armenakis & Harris, 2009). As described earlier, and from a critical lens, discussions during the January 2020 Wellness Committee meeting centered around themes of balance and an academically focused culture. By framing the issue back to these conversations and again, leveraging the HR and symbolic realms of Bolman and Deal's (2017) framework, I can start to inspire the Wellness Committee members to be leaders within the community. In addition to the questions anticipated with homeroom teachers, I will also expect to address: What will it look like when the change is fully implemented? What are the goals? How will this change move the organization forward? (Beatty, 2015). This is where I will need to utilize the *Setting Direction* dimension of my transformational and servant leadership framework and, in particular, use the *Building and*

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*Communicating a Shared Vision and Goals* component.

**Administrators.** As an emergent leader planning an incremental, bottom-up approach to change, I will need the full support of the administrators, the principal and associate principals. This is especially true, as evident from Klein's (1996) fourth principle and Armenakis and Harris' (2009) *principal support* belief. To develop the need for change, I will again address *why* and will craft my change message using the ideas of *discrepancy, appropriateness, valence, and efficacy* (Armenakis & Harris, 2009). I plan to frame the message utilizing one of my change drivers from chapter one: the achievement of strategic plan goals. Here, I will refer to artifacts such as the strategic plan, mission, vision, and objectives of the organization and ask, what is the mission of the school, and the goals that we strive to achieve as a LS? I foresee questions similar to homeroom teachers and Wellness Committee members. To address these inquiries, I plan to share both internal and external data to communicate a clear and compelling rationale. For example, I will share research suggesting the importance of placing priority in addressing character education in a serious and well-planned manner (Benninga et al., 2003). I will also share my internal assessments, such as Figure 3, an adapted force field analysis, and the critical organizational analysis conducted from chapter two. I will continue to be transparent and honest with my OIP research and findings but also show respect when building awareness.

### **Mobilization**

During the *Mobilization* stage, I will focus on communicating the how and what. This part of the change process requires a multimedia campaign that reassures teachers, clarifies roles, obtains feedback on attitudes, issues, and challenges misconceptions (Klein, 1996). The sharing of information with those not involved will take priority, especially to develop a consistent message and knowledge among grade-level leaders, the administrators, and opinion

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leaders (Klein, 1996). I must emphasize the alignment to AIS’s mission, vision, and core values.

Table 12 summarizes the communication needs and channels during the *Mobilization* stage.

Cawsey et al. (2016) state that "as the change unfolds, people will want to have specific information communicated to them about future plans and how things will operate" (p.321).

Confusion and ambiguities are most apparent during the early stages of the change process (Klein,1996). To mitigate this challenge, Klein (1996) recommends that change leaders, such as myself, design an intensive, multimedia approach "to justify and rationalize the change and to reduce uncertainty" (Klein, 1996, p.44). Within my agency, I will stay committed to face-to-face communication during Wellness Committee discussions, focus groups, SoC conferences, and meetings with both opinion leaders and grade-level leaders.

Table 12

*Summary of Mobilization Communication Needs and Purposes*

<b>Change Path Model Stages</b>	<b>Purpose and Communication Needs</b>	<b>Channels</b>
Mobilization  (Fall 2020/2021)	Communicate the <i>what, how</i> and <i>who</i> of the change plan  Frequent multimedia campaign to reassure employees, clarify roles, obtain feedback on attitudes, issues, challenge misconceptions  Develop knowledge among leaders (grade-level leaders, Principal and Vice-Principal, opinion leaders)  A more detailed, clear, consistent message with alignment to mission, vision and core values	<b>Within my agency:</b> <ol style="list-style-type: none"> <li>1. Face-to-face LS Wellness Committee meetings</li> <li>2. Face-to-face conversations with homeroom teachers through SoC</li> <li>3. Face-to-face meetings with opinion leaders and grade-level leaders so that they are kept aware of relevant information</li> <li>4. Wellness Committee meeting minutes documented and shared with LS</li> <li>5. Use feedback to engage in face-to-face communication and employ numerous strategies such as education, participation, and support to align stakeholders with the initiative</li> </ol> <b>Suggested:</b> <ol style="list-style-type: none"> <li>1. Team meetings run by grade-level leaders as a follow-up with an emphasis on developing information from direct line supervisor (grade-level leaders)</li> <li>2. Special emphasis placed on the administrators and especially the principal with consistent knowledge and message</li> <li>3. Time dedicated during Steering Committee meetings to discuss initiative (composed of grade-level leaders and administrators) with distribution of documented minutes to LS faculty</li> </ol>



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To mobilize change, I will focus my attention on communicating face-to-face with grade-level leaders and opinion leaders. Beatty (2015), states that "while the organization's senior leaders should communicate the big picture, supervisors have an even more important communication role to play" (p.18). These grade-level leaders "represent the front lines of communication means that they should also be the focus of significant communication efforts" (Beatty 2015, p.19). Klein (1996) reiterates that grade-level leaders are vital because they are "the last hierarchical communications link to the non-supervisory employees [which] is an essential one" (p.35). Also, their frequent day-to-day contact with teachers "invoke the principles of redundancy and face-to-face communications" (Klein, 1996, p.35). On the other hand, Klein (1996) asserts that "those who have collegial authority have a disproportionate impact on others' opinions and attitudes" (p.36). Therefore, I would also leverage support from opinion leaders. Building teacher trust and commitment will require that these leaders have relevant and up-to-date information to translate the message and answer questions (Beatty 2015).

To achieve a multimedia campaign, other channels of communication are necessary but may not be within my agency. Since grade-level leaders will have relevant information as a result of my face-to-face communication, it is suggested that they run team meetings that will act as a follow-up to communicate the change process and answer questions. Additionally, it is recommended that particular attention be placed on the administrators and especially the principal, with consistent knowledge and delivery of the message. Klein (1996) examines the need for management to highlight the process, which helps to reiterate their support. Lastly, it is suggested that Steering Committee meetings, composed of grade-level leaders and administrators, should dedicate time to discuss the change progress with the distribution of documented minutes to all LS faculty through email.

**Acceleration**

While the goals of the *Acceleration* stage are similar to *Mobilization*, the primary difference is that communication will inform people of progress and celebrate wins. The outcomes need to be delivered in timely feedback and updates (Beatty, 2015; Klein, 1996). Table 13 summarizes the communication needs and channels during the *Acceleration* stage.

Table 13

*Summary of Acceleration Communication Needs and Purposes*

<b>Change Path Model Stages</b>	<b>Purpose and Communication Needs</b>	<b>Channels</b>
<p>Acceleration Winter 2021/2021</p>	<p>Frequent multimedia campaign to challenge misconceptions, reassure individuals, obtain feedback on attitudes, issues, and inform people of progress and celebrate wins!</p> <p>A continued detailed, clear, consistent message with alignment to mission, vision and core values</p> <p>Outcomes delivered as they occur (timely feedback and updates)</p> <p>A continued development of knowledge among leaders (grade-level leaders, principal and associate principals, opinion leaders)</p>	<p><b>Within my agency:</b></p> <ol style="list-style-type: none"> <li>1. Face-to-face LS Wellness Committee meetings</li> <li>2. Face-to-face conversations with homeroom teachers through SoC</li> <li>3. Face-to-face meetings with opinion leaders and grade-level leaders so that they are kept aware of up-to-face and relevant information</li> <li>4. Shared Wellness Committee meeting minutes documented and distributed to LS with special emphasis on celebrating wins</li> <li>5. Celebrating small wins through face-to-face one-legged conferences</li> <li>6. Use feedback to engage in face-to-face communication and employ numerous strategies such as education, participation, and support to align stakeholders with the initiative</li> </ol> <p><b>Suggested:</b></p> <ol style="list-style-type: none"> <li>1. Wellness Committee member or grade-level leader in charge of celebrating small wins through grade-level meetings</li> <li>2. Team meetings led by grade-level leaders as a follow-up with an emphasis on developing information from grade-level leaders and Wellness Committee members. Focus on sharing available resources</li> <li>3. Special emphasis placed on the administrators and especially the principal with consistent knowledge and message</li> <li>4. Time dedicated during Steering Committee meetings to discuss with distribution of documented minutes to LS faculty</li> </ol>

The *Acceleration* stage will primarily focus on corresponding successes and progress. For example, it will require continued face-to-face communication with various stakeholders in the

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LS to share up-to-date and relevant information mostly to deliver the message of achievement. Wellness Committee members will also share relevant resources with their team, such as discussion questions connected to possible grade-level character-related read aloud texts. Additionally, Wellness Committee meeting minutes will be documented and shared with LS faculty with an emphasis on data collection and celebrating small successes. It is also recommended that gains be communicated through grade-level and Steering Committee meetings; a focus will continue to be placed on the principal to share a consistent and up-to-date knowledge of successes.

Overall, the *Acceleration* stage should continue to communicate a detailed, clear, consistent message with alignment to the mission, vision, and core values. This will conclude the first change cycle. As discussed, 2020/2021 will mark the end of the five-year strategic plan, which also aligns with the end of this change cycle. The need to provide time before measuring and evaluating results is necessary. As Evans et al. (2012) state, time is essential between implementation and results without quick fixes. By breaking up the final stage of Cawsey et al.'s (2016) Change Path Model across the second academic year, results will be more apparent.

### **Institutionalization**

As communicated, *Institutionalization* will not occur during the first cycle of change. During the *Institutionalization* stage, I will publicize and celebrate successes and prepare for the next cycle of change (Cawsey et al., 2016; Klein, 1996). I will also prioritize the need to reaffirm the successes in supporting the mission and core values of the AIS LS (Klein, 1996) Table 14 summarizes the communication needs and channels during this stage.

Klein (1996) describes this stage as one that focuses on celebrating the change becoming the fabric of the organization. Cawsey et al. (2016) regard this part of the change process as

Table 14

*Summary of Institutionalization Communication Needs and Purposes*

<b>Change Path Model Stages</b>	<b>Purpose and Communication Needs</b>	<b>Channels</b>
Institutionalization  2021/2022 and future cycles of change	Multimedia campaign to publicize and celebrate successes, inform employees of success and prepare for the next cycle of change  Celebrate and reaffirm success in supporting core values and meeting objectives and goals	<p><b>Within my agency:</b></p> <ol style="list-style-type: none"> <li>1. Face-to-face LS Wellness Committee meetings (discussions and focus groups)</li> <li>2. Face-to-face meetings with opinion leaders and grade-level leaders so that they are kept aware of up-to-date and relevant information</li> <li>3. Wellness Committee meeting minutes documented and shared with LS</li> </ol> <p><b>Suggested:</b></p> <ol style="list-style-type: none"> <li>1. Wellness Committee member or grade-level leader in charge of reaffirming successes and meeting goals through grade-level meetings</li> <li>2. Principal reaffirms successes and meeting objectives and goals with consistent knowledge and message</li> <li>3. Time dedicated during Steering Committee meetings to reaffirm successes and meeting goals with distribution of documented minutes to LS faculty</li> </ol>

one dedicated to marking progress, reinforcing commitment, and reducing stress. To achieve these communication goals, I will work within my agency and continue connecting with Wellness Committee members, opinion leaders, and grade-level leaders through face-to-face communication. The main priority during these discussions is to celebrate successes and prepare for the next cycle of change. Additionally, the achievement of a multimedia campaign will take form from Wellness Committee meeting minutes, and documented celebrations distributed to all LS faculty through email.

On the other hand, it is also recommended to prioritize principles 4 and 5 because people expect information to come from the top (Klein, 1996). It is suggested that the principal communicates and reaffirms the successes of the change with a consistent message and knowledge. For example, this can occur during a whole LS faculty meeting and during weekly Monday Musing emails sent to staff. Additionally, time should continue to be dedicated during

both Steering Committee and grade-level meetings to reaffirm achievements, and the minutes documented and distributed to all LS faculty.

In summary, the communication plan incorporated Klein's (1996) principles of communication, Northouse's (2019) principles of ethical leadership, and Armenakis and Harris' (2002) change message beliefs. Utilized together, I have a clear understanding of communication during organizational change. I have described my plan's alignment to the Change Path Model, the anticipated timelines, the purpose and needs at each stage, and the diverse channels to clearly communicate to homeroom teachers, the LS Wellness Committee, and administrators.

### **Chapter Three Conclusion**

This final OIP chapter has supported me in identifying the priorities and goals but also challenges associated with infusing character education into current structures and a literacy-based program. Through this chosen solution, the AIS LS can address the lack of character development opportunities for students and achieve its mission to shape caring and ethical individuals. The final section of my OIP will now discuss next steps and future considerations.

### **Next Steps and Future Considerations**

My PoP aimed at addressing the lack of character development opportunities for LS students at AIS. Throughout chapter three, I have described how infusing character education using CEP's principles 3 and 11 into current structures and systems, and a literacy-based program can achieve these objectives. By doing so, I was able to reconcile the varying priorities for stakeholders to achieve multiple goals simultaneously and to balance competing values (Yukl & Mahsud, 2010). However, as one cycle of change ends, I must plan for the next steps and future considerations. As a change leader, I must reflect on and plan for the priorities of the next cycle of change. A continued effort on the evaluation of character education and the engagement of

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new stakeholders, such as parents, will be discussed below.

First, a continued effort must be placed on the evaluation of the character education program. Measurable outcomes are necessary for all change initiatives where outputs need to be measured to meet mission-related goals (Cawsey et al., 2016). However, research has shown that many organizations lack a formal character education assessment structure (Nickell & Field, 2001). Authors have also reiterated that it is necessary to include measurable outcomes when designing character education programs (Lewis et al., 2011). In both my organizational analysis and results from my change readiness questionnaire, I discussed the lack of systems in place to assess the progress and outcomes in character development. Therefore, establishing a more comprehensive way to measure and evaluate character development became a priority. Character education is an area that is difficult to measure (Sanderse et al., 2015), but the AIS LS has found comprehensive ways to collect and attend to data for core subjects. These successes give hope to the long-term evaluation of character education. As Lickona et al., (2006) explain, “effective character education includes ongoing assessment of progress and outcomes using both qualitative and quantitative measures” (p.22). It is necessary that as a LS, we use a “variety of assessment data that include the perceptions of students, teachers, and parents” (Lickona et al., 2006, p.22). Without a clear direction and objectives, it may run into the same challenges as many organizations do, where “teachers and others engaged in character education are far more focused on implementation than on evaluation” (Howard, Berkowitz & Schaeffer, 2004, p.205).

In the next cycle of change, the priority will emphasize a stronger focus on principle 11. Principle 11 requires the development of a more comprehensive way to measure character education related goals. During the first cycle of change, three objectives were chosen from principle 3, a comprehensive character education approach, and one from principle 11, assessing

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a character education program. The central focus on principle 3 helped to achieve the long-term goal of using a “comprehensive, intentional, and proactive approach to character development” (Lickona et al., 2006, p. 6). With the next cycle of change firmly concentrating on principle 11, there will be one objective chosen from principle 3 and eight from principle 11. Appendix I summarizes the priorities and objectives for the next change cycle within my agency and power. These have been chosen from my previous analysis in Appendix B.

Next, in future cycles of change, the AIS LS must reflect on how it will engage other stakeholders within the change process. Referring to Appendix A, the baseline data collected demonstrated a score of 1.67 out of a possible 4 for Principle 10, engages families and community members as partners. Research indicates that families play a vital role in the development of character in students (Arthur et al., 2015; Şahinkayasi & Kelleci, 2013). It is said that “schools that reach out to families and include them in character-building efforts greatly enhance their chances for success with students” (Lickona et al., 2006, p.20). As evident from Appendix D, and H and I, I had already planned to include parents in the next cycle of change. One next step is to formulate a goal to communicate with families through newsletters, emails, and parent conferences regarding character education activities. This objective is congruent with Principle 11.2, where the school uses a variety of approaches such as student-led parent/teacher conferences and goal-setting rubrics. Parents are relevant stakeholders, and a continued strong partnership and two-way communication with them will improve the character-building efforts. Appendix G can also be modified to include a 'parent reflection' column. The connection between home and school is a vital one (Hassan & Kahil, 2005).

Finally, as I consider possible next steps, I am reminded of the reality around me. The world continues to be a place that is very different than it once was where young people will

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“continue to confront, untold challenges that cross-national boundaries and affect all aspects of life” (Cushner, 2015, p.8). Skelton's (2016) quote continues to resonate with me. As educators, we must remember that a second-level question could be, "what should students learn?" On the other hand, the first-level question that precedes it should be, "what kind of people are we helping our students to become" (p.72)? As I write these final paragraphs in my OIP, the coronavirus disease 2019 (COVID-19) crisis has closed most of the world's borders and has led to a global pandemic. Many jurisdictions have declared a state of emergency. The widespread impact of the COVID-19 demonstrates how interconnected the world is. As I reflect on my roles as an educator, emergent leader, critical theorist, transformational, and servant leader, it is evident that my work to instill good character in the future generation is more vital than ever.

Through a Critical Theory perspective, challenging the existing state of character education at AIS helps address inequities and power structures to think differently and do differently (Dant, 2003). By addressing the goals of all LS educators, and especially those that are marginalized, we can help develop students to be caring, confident, and moral individuals as paraphrased in the AIS mission. First, the goal is to empower the marginalized educators within the LS with implementing character education by integrating it into the current structures, literacy practices, and the curriculum. By doing so, students are no longer oppressed. They can benefit from becoming the kind of people who, especially in times of crisis, are guided by their moral compass and act with responsibility, kindness, respect, and honesty. In this way, I know that the world will overcome global issues, and I, as an educator, have done my part. It only takes one teacher who is knowledgeable and passionate to lead the change (Arthur et al., 2015). I will continue to be guided by my drive as an informal, emergent, transformational and servant leader charged with making a difference from the bottom-up.



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**Appendices:****Appendix A: CEP's Eleven Principles Baseline Data**

Principle	Description	Item 1	Item 2	Item 3	Item 4	Average
Principle 1	Promotes core values.	3	1	3		2.33
Principle 2	Defines “character” to include thinking, feeling, and doing.	1	2	2		1.67
Principle 3	Uses a comprehensive approach.	1	1	2	2	1.5
Principle 4	Creates a caring community.	3	1	3	3	2.5
Principle 5	Provides students with opportunities for moral action.	3	2	1		2
Principle 6	Offers a meaningful and challenging academic curriculum.	3	3	3		3
Principle 7	Fosters students' self-motivation.	3	2			2.5
Principle 8	Engages staff as a learning community.	3	2	1		2
Principle 9	Fosters shared leadership.	1	1	2		1.67
Principle 10	Engages families and community members as partners.	2	2	1		1.67
Principle 11	Assesses the culture and climate of the school.	1	1	1		1
TOTAL						1.99

**4= Exemplary**  
**3= Highly Effective**  
**2= Good**  
**1= Lacking Evidence**

**Appendix B: Priorities, Goals, Actions, and Critical Indicators**

<p><b>Red</b> = do not prioritize as this is not within my agency or power  <b>Orange</b> = medium priority and will be addressed in future cycles of change  <b>Green</b> = prioritize within first cycle of change</p>	
<p><b>Principle 3</b>  <b>The school uses a comprehensive, intentional, and proactive approach to character development</b></p>	<p><b>Principle 11</b>  <b>The school regularly assesses its culture and climate, the functioning of its staff as character educators, and the extent to which its students manifest good character</b></p>
<p><b>3.1 The school is intentional and proactive in addressing character at all grade levels</b></p> <ul style="list-style-type: none"> <li>A. Individual teachers, grade-level teams, and the staff as a whole participate in planning for CE</li> <li>B. The school has created a plan and can document a plan for CE</li> </ul>	<p><b>11.1 The school sets goals and regularly assesses (both quantitatively and qualitatively) its culture, climate, and functioning as an ethical learning community</b></p> <ul style="list-style-type: none"> <li>A. The school can provide artifacts demonstrating CE assessment results and conclusions drawn from these results</li> <li>B. The school uses qualitative and quantitative data in an ongoing manner to make changes and improvements to the CE initiative</li> </ul>
<p><b>3.2 Character education is integrated into academic content and instruction</b></p> <ul style="list-style-type: none"> <li>A. Teachers teach core ethical and performance values through their academic subjects. The school is able to point to examples of lessons from teachers in diverse subject areas that explicitly include the integration of character into academic content</li> <li>B. Teachers provide opportunities for students to develop their moral reasoning through discussion of ethical issues in their content areas</li> </ul>	<p><b>11.2 Staff members reflect upon and report their efforts to implement character education, as well as their growth as character educators</b></p> <ul style="list-style-type: none"> <li>A. Teachers periodically gather feedback from their students on their perceptions of character-related activities and the extent to which teachers are modeling the core values</li> <li>B. The school requires all staff to report on their efforts to meet CE goals</li> <li>C. Staff examine and reflect on data through structured and informal opportunities (ie. focus groups, faculty discussions, and committee meetings)</li> <li>D. The school staff reports to stakeholders on efforts to implement CE</li> </ul>
	<p><b>11.3 The school assesses student progress in developing an understanding and a commitment to good character and the degree to which students act upon the core values</b></p> <ul style="list-style-type: none"> <li>A. The school uses a variety of approaches (e.g. report cards, student-led parent/teacher conferences, goal-setting rubrics)</li> <li>B. In questionnaires and reflections on character-related behaviours and core values, students rate the importance of core values in their lives as high</li> <li>C. Data collected on student behaviour demonstrated growth in the understanding of and commitment to good character</li> <li>D. Program development and modifications can be attributed to evaluation</li> </ul>

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**Appendix C: Possible Solutions**

Resource Needs	<b>Solution 1: Imported Curriculum</b>	<b>Solution 2: Literacy-Based Character Development</b>	<b>Solution 3: Infusing into Structures</b> (i.e. <i>Morning Meetings and building into content area/ curriculum</i> )	<b>Solution 4: Status Quo</b>
Time	-Time during monthly Wellness Committee meetings to discuss ideas around imported curriculum could take away time from discussing other Wellness related topics -Wellness Committee meetings may not be enough time to research and discuss the 'best fit' -Where would this curriculum fit within our schedules?	-Time during monthly Wellness Committee meetings to discuss ideas around literacy-based character development could take away time from discussing other Wellness related topics -Wellness Committee meetings may not be enough time to research and discuss appropriate books for kids -Waiting time needed for overseas orders (span across two academic years to plan, research, and order)	-Time to collaborate with grade level colleagues on where we can 'pop out' certain values or character strengths -Time during Wellness meetings to discuss and clarify benefits, consequences or concerns	-No extra time is needed for collaboration or discussion
Human (people who work for the organization)	-Collaborating with other colleagues within or across other organizations for their opinions on previous experiences with character curriculum packages	-Collaborating with other colleagues within or across other organizations for book lists -Collaborating with the AIS librarians to discuss books already available in the school library or book lists	-Finding grade level colleagues outside of the Wellness Committee who are willing to look through curricular content across the year and map out a plan	N/A
Fiscal (purchasing and obtaining supplies)	-Teacher resources and books need to be ordered by the end of November (including this timeline within the implementation plan is necessary)	-Books need to be ordered by November (including this timeline within the implementation plan is necessary)	N/A	-Teachers will continue to purchase books and resources on a 'needs'-based system by the November ordering deadline
Information (data and information used by an organization)	-Understanding the positives and next steps of different programs when researching and selecting the best fit -Finding peer-reviewed journals and research that show positive effects on character development	-Understanding which books are developmentally appropriate for age groups -What book topics are we looking for? -What do we already have in our classrooms to begin with?	-Understanding the grade level curriculum and standards -Reflecting on what we already do to address character development across the content areas	N/A
Technological (systems and tools required to effectively produce or create a product or service)	- Google Drive to set up collaborative shared folders -Excel for overseas orders -Email and Google Calendar to set up meetings with colleagues as necessary	- Researching on Google to locate recommended books -Google Drive to set up collaborative shared folders -Excel for overseas orders -Databases such as Booksources, Scholastic, Amazon to find all necessary books -Email and Google Calendar to set up meetings with colleagues as necessary	-As Google Docs is used for grade level curriculum calendars, access to Google Drive system is necessary to input plans into the quarterly curricular calendars -Email and Google Calendar to set up meetings with colleagues	-Google Docs, PowerPoint and Google Slides to continue planning Morning Meetings

**Appendix D: Change Implementation Plan**

Change Path Model Stages and components (from figure 4 in Chapter 2)	Action/Priorities for change	Tools/Strategies for change	Necessary Resources
<p><b>Awakening</b></p> <p><b>Short-term goals</b></p> <p><b>(August to September 2020/2021)</b></p> <p>-Identify the need for more time dedicated to CE and confirm the problems or opportunities that incite the need for change through the collection of data</p> <p>-Articulate the gap between the present and envisioned future state and spread awareness of the misalignment between mission and practices through informal conversations with colleagues</p> <p>-Develop a powerful vision for change with the Wellness Committee</p> <p>-Disseminate the vision for the change and why it's needed through multiple communication channels</p>	<p>-Articulate the gap between present and desired state</p> <p>-Create awareness across the LS by asking questions early in the school year when teachers are refreshed and recharged from the summer holiday</p> <p>-Create a compelling vision with the Wellness Committee members</p> <p>-Disseminate the vision for change through multiple communication channels</p>	<p><i>Setting Direction</i> dimension from the TL framework (change agent attributes)</p> <p>Utilizing the <i>Setting Directions</i> and <i>Building Relationships and Developing People</i> dimensions to bring out my SL approach</p> <p>Utilizing emotional appeal through the symbolic and HR frames from Bolman and Deal's Framework</p> <p>Active participation</p> <p>Persuasive communication</p> <p>External information (research-based)</p>	<p><b>Time-</b> Wellness Committee meeting time to awaken organization and develop a powerful vision of change. This will align work and informal organization from chapter two Organizational Analysis</p> <p><b>Human-</b> Creating awareness across the LS and creating a compelling vision with Wellness Committee members</p> <p><b>Information</b> - Share my research with the Wellness Committee members. Ask members of the committee to complete the CEP's Eleven Principles scoring guide as baseline data to reinforce the gap between present and desired state</p> <p><b>Fiscal-</b> No purchasing necessary</p> <p><b>Technological</b> -No priorities at this time</p>
<p><b>Mobilization</b></p> <p><b>Medium-term goals</b></p> <p><b>(Fall 2020/2021)</b></p> <p>-Understand my position and agency as a classroom teacher and use my knowledge of the formal systems and structures and leverage those systems to reach the change vision</p> <p>-Assess power and cultural dynamics at play and put them to work to better understand the dynamics and build coalitions and support to realize the change</p> <p>-Communicate the need for change and seek to understand change recipients and various stakeholders' reactions to potential change</p> <p>-Leverage change agent positionality, knowledge, skills, and abilities, and related assets for the benefit of the change vision and its implementation</p>	<p>-Individual teachers and grade-level teams <b>start</b> to participate in planning for CE</p>	<p>Utilizing the <i>Building Relationships</i> dimension of the TL framework (change agent attributes)</p> <p>Utilizing the <i>Setting Directions</i> and <i>Building Relations and Developing People</i> dimension to bring out my SL approach</p> <p>Active participation</p> <p>Persuasive communication</p> <p>External information- (research-based)</p>	<p><b>Time-</b> Wellness Committee meeting time to mobilize coalition and build momentum from the bottom-up</p> <p><b>Human</b> Lead the Wellness Committee members to act as change facilitators and start to communicate the need to their respective grade level teams. Members collaborate with colleagues and librarians to organize book lists and discuss available resources</p> <p><b>Fiscal</b> Work with teams to order developmentally appropriate books by the November deadline</p> <p><b>Information-</b> Share my research with the Wellness Committee members.</p> <p><b>Technological</b> - No priorities at this time</p>
<p><b>Acceleration</b></p> <p><b>Medium-term goals</b></p>	<p>Individual teachers and grade-level teams participate in planning for CE</p>	<p>Utilizing both the <i>Setting Direction</i> and <i>Building Relationships and Developing People</i></p>	<p><b>Time-</b> Wellness Committee meeting time to accelerate and manage the change effort. Stop to celebrate small wins!</p>

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<p><b>(Winter 2020/2021)</b></p> <p>-Continue to engage and empower others in support, planning, and implementation of the change within the Wellness Committee. Help them develop needed new knowledge, skills, abilities and ways of thinking that will support the change</p> <p>-Use appropriate tools such as CEP’s 11 Principles of Effective CE and the strategic plan to build momentum, accelerate and consolidate progress</p> <p>-Manage the transition and celebrate small wins</p>	<p>Teachers teach core ethical and performance values through their academic subjects. The school is able to point to examples of lessons from teachers in diverse subject areas that explicitly include the integration of character into academic content</p> <p>Teachers provide opportunities for students to develop their moral reasoning through discussion of ethical issues in their content areas</p> <p>Teachers periodically gather feedback from their students on their perceptions of character-related activities and the extent to which teachers are modeling the core values</p>	<p>dimensions of the TL framework (change agent attributes)</p> <p>Utilizing the <i>Setting Direction and Building Relationships and Developing People</i> dimensions to bring out my SL approach</p> <p>Active participation</p> <p>A variety of action planning tools (Cawsey et al., 2016)</p> <p>External information (research-based)</p>	<p><b>Human</b> -Wellness Committee members continue to work with colleagues to reflect on what is being done to address character development across the grade level and to map this on the curriculum calendar. Wellness Committee members will work in collaboration to generate discussion questions connected to character-based read aloud.</p> <p><b>Fiscal</b> - No purchasing requirements at this time</p> <p><b>Information</b>-Look through our classroom resources to dig up CE related books. What do we have that is already available that we can start with? Where can we include this across our curriculum overview?</p> <p><b>Technological</b>- Set up a shared folder on the AIS shared drive</p>
<p><b>Institutionalization</b></p> <p><b>Long-term goals</b></p> <p><b>(2021/2022 and future cycles of change)</b></p> <p>-Track the change periodically and through multiple balanced measures to help assess what is needed, gauge progress toward the goal and to make modifications as needed and mitigate risk.</p> <p>-Use the current structures, systems and processes to innovate and develop knowledge, skills, and abilities, as needed. This will bring life to the change and new stability to the transformed organization.</p>	<p><b>Principle 3</b> - Use a comprehensive, intentional, and proactive approach to character development</p> <p><b>Principle 11</b>- The school regularly assesses its culture and climate, the functioning of its staff as character educators, and the extent to which its students manifest good character</p>	<p><b>Time</b>- Wellness Committee Meeting time to look at and reflect on the data collected from the first cycle of change</p> <p><b>Human</b>- Necessary continued reflective dialogue and collaboration amongst Wellness Committee members to obtain and analyze data</p> <p><b>Fiscal</b>- No purchasing necessary at this time</p> <p><b>Information</b>- Wellness Committee members need to look at gathered information and define and establish a more comprehensive way to measure and evaluate the CE program</p> <p><b>Technological</b> - Continued use of the shared LS folder to document reflections and future direction</p>	
<p>Future long-term goals in later cycles of change</p> <p><b>Audience:</b> The Wellness Committee, LS Homeroom Teachers, Administrators, Parents</p>	<p>-The school has created a plan and can document a plan for CE</p> <p>-The school uses a variety of approaches (e.g. report cards, student-led parent/teacher conferences, goal-setting rubrics)</p> <p>-In questionnaires and reflections on character-related behaviours and core values, students rate the importance of core values in their lives as high</p> <p>-Data collected on student behaviour demonstrated growth in the understanding of and commitment to good character</p> <p>-Staff examine and reflect on data through structured and informal opportunities (ie. focus groups, faculty discussions, and committee meetings)</p> <p>-The school staff reports to stakeholders on efforts to implement CE</p> <p>-The school can provide artifacts demonstrating CE assessment results and conclusions drawn from these results</p> <p>-The school uses qualitative and quantitative data in an ongoing manner to make changes and improvements to the CE initiative</p>		

**Appendix E: Change Process Monitoring and Evaluation Plan**

<b>Monitoring (Continuous, Ongoing Assessments)</b>		
<b>PDSA and Change Path Model</b>	<b>What elements?</b>	<b>Which Tools? How?</b>
Plan <i>Awakening</i>	<u><b>Monitoring Stakeholders and Short-Term Goals</b></u> -Stakeholder reactions to change	-CBAM- Stages of Concern (SoC) one-legged conferences
Do <i>Mobilization</i>	<u><b>Monitoring Stakeholders</b></u> -Stakeholder reactions to change  -Monitoring and tracking change attitudes and level of commitment of stakeholders  -Teacher reflection and feedback  <u><b>Monitoring Medium-Term Goal</b></u> -Individual teachers and grade-level teams start to participate in planning for CE	-CBAM- SoC- one-legged conferences  -Commitment Charts and Adoption Continuum (AIDA) (Cawsey et al., 2016)  -Wellness Committee focus groups and discussions  -Wellness Committee focus groups and discussions
Study <i>Acceleration</i>	<u><b>Monitoring Stakeholders</b></u> -Stakeholder reactions to change  -Monitoring and tracking change attitudes and stakeholders' level of commitment  <u><b>Monitoring Medium-Term Goals</b></u> -Individual teachers and grade-level teams participate in planning for CE  -Teachers teach core ethical and performance values through their academic subjects. The school is able to point to examples of lessons from teachers in diverse subject areas that explicitly include the integration of character into academic content  -Teachers provide opportunities for students to develop their moral reasoning through discussion of ethical issues in their content areas  -Teachers periodically gather feedback from their students on their perceptions of character-related activities and the extent to which teachers are modeling the core values	-CBAM- SoC- one-legged conferences  -Commitment Charts and Adoption Continuum (AIDA) (Cawsey et al., 2016)  -Teacher reflection and feedback -Wellness Committee focus groups and discussions  -Student feedback on character- related activities in read aloud, morning meetings and social studies -Student self-assessment of character strengths -Wellness Committee focus groups and discussions  -Teacher reflection and feedback -Wellness Committee focus groups and discussions  -Student feedback from character- related activities in read aloud, morning meetings and social studies -Student self-assessment of character strengths
<b>Evaluation (Change Outcomes)</b>		
Act <i>Institutionalization</i>	<u><b>Evaluation of Long-Term Goals</b></u> -Progress towards achievement of principles 3 and 11  <u><b>Evaluation of Progress and Change</b></u> -Improved alignment between work, people, informal and formal structures -Achievement of desired organizational state	-Conduct another analysis using CEP scoring guide -Observations -Student feedback/surveys -Student self-assessment of character strengths -Teacher assessment of character strengths -Wellness Committee focus groups and discussions  -Conduct another organizational analysis using the Congruence Model to evaluate improvements



**Appendix F: Adapted Commitment Chart and AIDA**

<b>Stakeholder Change Readiness and Engagement</b>								
Stakeholders	Level of Commitment  (opposed, neutral, positive)	Level of Understanding  (low, medium, high)	**Analysis	Chosen strategy  (example: education, communication, participation, individual support, teacher support groups)	Adoption Continuum (AIDA)			
					Awareness	Interest	Desiring Action	Moving to or Adopting change
KA								
K								
Grade 1								
Grade 2								
Grade 3								
Grade 4								
Grade 5								

**\*\*Reasons why an individual may not be ready for change**

1. Self-interest (Kotter and Schlesinger, 2008)
2. Misunderstanding and lack of trust (Kotter and Schlesinger, 2008)
3. Different assessment (Kotter and Schlesinger, 2008)
4. Low tolerance for change (Kotter and Schlesinger, 2008)
5. Does not align to individual values (Henrickson & Gray, 2012)
6. Power relations (Henrickson & Gray, 2012)

*Adapted Commitment Chart and AIDA combining Cawsey et al (2016), Kotter and Schlesinger, (2008), and Henrickson & Gray (2012).*

**Appendix G: Character Strength Growth Chart**

<b>Self- Regulation Growth Card</b>				
1= Sounds <b>a little</b> like me 2= <b>Sometimes</b> sounds like me 3= <b>Sounds like me</b> 4= Sounds <b>a lot</b> like me				
	<b>January</b>		<b>May</b>	
	<b>Student</b>	<b>Teacher</b>	<b>Student</b>	<b>Teacher</b>
I come to class prepared.				
I follow directions.				
I get to work right away instead of waiting until the last minute.				
I pay attention and resist distractions.				
I try to be the pilot of my mood when things don't go my way.				
I allow others to speak without interrupting.				

**Appendix H: Communication Plan**

<b>Change Path Model</b>	<b>Purpose and Communication Needs</b>	<b>Channels</b>
<p><i>Awakening</i></p> <p>August to September 2020/2021</p>	<p>Communicate <i>why</i> in the change</p> <p>Multimedia campaign explaining issues, needs, rationale and objectives to infuse the need for change</p> <p>A clear, consistent message with alignment to mission, vision and core values</p>	<p><b>Within my agency:</b></p> <ol style="list-style-type: none"> <li>1. Face-to-face LS Wellness Committee meetings</li> <li>2. Face-to-face conversations with homeroom teachers through SoC</li> <li>3. Face-to-face meetings with opinion leaders and grade level leaders to communicate <i>why</i> change</li> <li>4. Wellness Committee meeting minutes documented and shared with LS</li> <li>5. Use feedback to engage in face-to-face communication and employ numerous strategies such as education, participation, and support to align stakeholders with the initiative</li> </ol> <p><b>Suggested:</b></p> <ol style="list-style-type: none"> <li>6. Team meetings run by grade-level leaders as a follow-up</li> <li>7. Administrators present to help set the stage at meetings</li> </ol>
<p><i>Mobilization</i></p> <p>Fall 2020/2021</p>	<p>Communicate the <i>what, how</i> and <i>who</i></p> <p>Frequent multimedia campaign to reassure employees, clarify roles, obtain feedback on attitudes, issues, challenge misconceptions</p> <p>Develop knowledge among leaders (grade-level leaders, Principal and Associate Principals, opinion leaders)</p> <p>A more detailed, clear, consistent message with alignment to mission, vision and core values</p>	<p><b>Within my agency:</b></p> <ol style="list-style-type: none"> <li>1. Face-to-face LS Wellness Committee meetings</li> <li>2. Face-to-face conversations with homeroom teachers through SoC</li> <li>3. Face-to-face meetings with opinion leaders and grade-level leaders so that they are kept aware of relevant information</li> <li>4. Wellness Committee meeting minutes documented and shared with LS</li> <li>5. Use feedback to engage in face-to-face communication and employ numerous strategies such as education, participation, and support to align stakeholders with the initiative</li> </ol> <p><b>Suggested:</b></p> <ol style="list-style-type: none"> <li>6. Team meetings run by grade-level leaders as a follow-up with a emphasis on developing information from grade-level leaders</li> <li>7. Special emphasis placed on the administrators and especially the principal with consistent knowledge and message</li> <li>8. Time dedicated during Steering Committee meetings to discuss initiative with distribution of documented minutes to LS faculty</li> </ol>
<p><i>Acceleration</i></p> <p>Winter 2020/2021</p>	<p>Frequent multimedia campaign to challenge misconceptions, reassure individuals, obtain feedback on attitudes, issues, and inform people of progress and celebrate wins!</p> <p>A continued detailed, clear, consistent message with</p>	<p><b>Within my agency:</b></p> <ol style="list-style-type: none"> <li>1. Face-to-face LS Wellness Committee meetings</li> <li>2. Face-to-face conversations with homeroom teachers through SoC</li> <li>3. Face-to-face meetings with opinion leaders and grade-level leaders so that they are kept aware of up-to-date and relevant information</li> <li>4. Shared Wellness Committee meeting minutes distributed to LS faculty with special emphasis on celebrating wins</li> </ol>

ALIGNING TO IDEOLOGICAL GOALS

	<p>alignment to mission, vision and core values</p> <p>Outcomes delivered as they occur (timely feedback and updates)</p> <p>A continued development of knowledge among leaders</p>	<ol style="list-style-type: none"> <li>5. Celebrating small wins through face-to-face one-legged conferences</li> <li>6. Use feedback to engage in face-to-face communication and employ numerous strategies such as education, participation, and support to align stakeholders with the initiative</li> </ol> <p><b>Suggested:</b></p> <ol style="list-style-type: none"> <li>7. Wellness Committee member or grade-level leader in charge of celebrating small wins through grade-level meetings</li> <li>8. Team meetings run by grade-level leaders as a follow-up with a emphasis on developing information from grade-level leaders and Wellness Committee members</li> <li>9. Emphasis placed on principal with consistent knowledge and message</li> <li>10. Time dedicated during Steering Committee meetings to discuss with distribution of documented minutes to LS faculty</li> </ol>
<p><b>Institution alization</b> 2021/2022 and future cycles of change</p>	<p>Multimedia campaign to publicize and celebrate successes, inform employees of success and prepare for the next cycle of change</p> <p>Celebrate and reaffirm success in supporting core values and meeting objectives/goals</p>	<p><b>Within my agency:</b></p> <ol style="list-style-type: none"> <li>1. Face-to-face LS Wellness Committee meetings (discussions and focus groups)</li> <li>2. Face-to-face meetings with opinion leaders and grade-level leaders so that they are kept aware of up-to-date and relevant information</li> <li>3. Wellness Committee meeting minutes documented and shared with LS</li> </ol> <p><b>Suggested:</b></p> <ol style="list-style-type: none"> <li>4. Wellness Committee member or grade-level leader in charge of reaffirming successes and meeting goals through grade-level meetings</li> <li>5. Principal reaffirms successes and meeting objectives and goals with consistent knowledge and message</li> <li>6. Steering Committee meetings to reaffirm successes and meeting goals with distribution of documented minutes to LS faculty</li> </ol>
<p><b>Audience: LS Wellness Committee, LS Homeroom Teachers, Administrators</b></p> <p><b>Future Cycles of Change: Parents</b></p>		

*Adapted Communication Plan from Klein, S. (1996). A management communication strategy for change. Journal of Organizational Management, 9(2), 32-46 and in connection with Armenakis & Harris (2009) and Northouse (2019)*

**Appendix I: Summary of Priorities and Goals for the Next Cycle of Change**

<b>Long-term Goals in Future Cycles of Change</b>
<b>Audience:</b> The Wellness Committee, LS Homeroom teachers, Administrators, Parents
<b>Principle 3</b>
<b>The school uses a comprehensive, intentional, and proactive approach to character development</b>
<b><i>3.1 The school is intentional and proactive in addressing character at all grade levels</i></b> A. The school has created a plan and can document a plan for CE
<b>Principle 11</b>
<b>The school regularly assesses its culture and climate, the functioning of its staff as character educators, and the extent to which its students manifest good character</b>
<b><i>11.1 The school sets goals and regularly assesses (both quantitatively and qualitatively) its culture, climate, and functioning as an ethical learning community</i></b> A. The school can provide artifacts demonstrating CE assessment results and conclusions drawn from these results B. The school uses qualitative and quantitative data in an ongoing manner to make changes and improvements to the CE initiative
<b><i>11.2 Staff members reflect upon and report their efforts to implement character education, as well as their growth as character educators</i></b> A. Staff examine and reflect on data through structured and informal opportunities (e.g. focus groups, faculty discussions, and committee meetings) B. The school staff reports to stakeholders on efforts to implement CE
<b><i>11.3 The school assesses student progress in developing an understanding and a commitment to good character and the degree to which students act upon the core values</i></b> A. The school uses a variety of approaches (e.g. report cards, student-led parent/teacher conferences, goal-setting rubrics) B. In questionnaires and reflections on character-related behaviours and core values, students rate the importance of core values in their lives as high C. Data collected on student behaviour demonstrated growth in the understanding of and commitment to good character D. Program development and modifications can be attributed to evaluation