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The Organizational Improvement Plan at Western University

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IMPROVING PHYSICAL LITERACY IN MIDDLE SCHOOL INDIGENOUS AND NON-INDIGENOUS STUDENTS

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Abstract

Physical activity levels in Canadian youth are decreasing. This Organizational Improvement Plan (OIP) focuses on improving physical literacy in middle school Indigenous and non-Indigenous students in a Northern Ontario urban school. The Daily Physical Activity (DPA) policy in Ontario public elementary schools has achieved about 50% fidelity in classrooms since its inception in 2005 (Allison, et al., 2016; Ontario Agency for Health Protection and Promotion, 2015, p. 60). Leading a physically active lifestyle is essential for education outcomes, public health, and general health and wellbeing. Improving physical literacy in youth increases their motivation to be physically active, and through a Quality Daily Physical Education (QDPE) program, can also increase student achievement significantly (Dudley, 2019, October 8; PHE, 2020). Students engaged in physical education programming where learning is prioritized are more motivated to learn across all subjects (Dudley, 2018). From a public health perspective, the urgency for Canadians to become more active has never been more critical. The rate of non-communicated diseases (NCDs) can be reduced significantly by meeting the Canadian Society for Exercise Physiology (CSEP) physical activity guidelines. At the current rate, 50% of non-Indigenous and 80% of Indigenous youth will develop diabetes in their lifetime (Diabetes Canada, 2018). Currently, only 35% of five to seventeen-year-olds, and under 16% of 18-79 year-olds, are meeting CSEP's physical activity guidelines (ParticipACTION, 2018). This OIP explores how a culturally responsive framework along with community connections are essential in improving physical literacy in middle school Indigenous and non-Indigenous students. Developing physically literate youth is essential for the future of our youth, education system, and public healthcare.

Keywords: physical literacy, cultural responsiveness, Indigenous, physical activity, physical education, DPA policy

Executive Summary

I have taught physical education (PE) in both a generalist and specialist role in a Northern Ontario middle school for five years. My prior experience was as a physical education elementary and secondary specialist in Manitoba, where I had the opportunity to teach at several different schools. My experiences were quite different. The student population at Silver Maple Middle School [anonymized pseudonym] is comprised of approximately 300 students, and 60% are self-identified as Indigenous (SMMS, 2020). Many lead sedentary lifestyles in the school. In this Organizational Improvement Plan (OIP) I investigate the reasons behind sedentary behaviour and provide a multi-layered actionable solution. I developed this solution by integrating Quality Daily Physical Education (QDPE), learning-based pedagogy, policy, leadership, behaviour theories, community and a culturally responsive framework.

In Chapter 1, I provide the organizational context, relevant terminology, the problem of practice, and vision for change. The goal of this OIP is to improve physical literacy in middle school Indigenous and non-Indigenous students. A culturally responsive framework is critical to change as it is a concept of two-eyed seeing (Bartlett, Marshall & Marshall, 2012; IRMA, 2020), which means to see from one eye with the strengths of Indigenous knowledge and ways of knowing, and from the other eye with the strengths of Western knowledge and ways of knowing. Physical inactivity is an issue with both Indigenous and non-Indigenous students, so both demographics are central to this OIP. Both Western and First Nations worldviews are interwoven into a physical literacy initiative for all students. Silver Maple Middle School (SMMS) is a challenging institution to implement this type as there are many statistics work against this change initiative. First, the Daily Physical Activity (DPA) policy in Ontario replaces physical education and mandates that students engage in 20 minutes of moderate-to-vigorous physical activity (MVPA) during instructional time every day (Ontario

Ministry of Education, 2017). MVPA can be accomplished in quality physical education classes for about 50% of class time (Hills et al., 2015; Ontario Agency for Health Protection and Promotion, 2015; U.S. Department of Health and Human Services, 2010). It would be challenging to meet the expectations of the DPA policy without 40-minute quality daily physical education (QDPE) classes. Only 39% of 5–17-year-olds are reaching the recommended physical activity guidelines set out by CSEP (ParticipACTION, 2018). The most significant drop in physical activity levels is between the ages of 11 to 13-year-olds, especially with girls (Gill et al., 2019). Overall, Indigenous youth are more sedentary than non-Indigenous youth, and 20 year-olds today have an 80% chance of developing diabetes in their lifetime (Diabetes Canada, 2018). Non-Indigenous 20 year-olds are slightly healthier, but still alarmingly, have a 50% chance of developing diabetes in their lifetime (Diabetes Canada, 2018).

In Chapter 2, the planning and development of the OIP occur. Leadership approaches, change processes, a critical organizational analysis, and possible solutions are discussed. Servant and distributed leadership approaches are utilized, along with the Change Path Model and Lewin's Stage Theory of Change. The Change Path Model (Cawsey, Deszca & Ingols, 2016) is a useful organizational change model that complements the Problem of Practice very well, as it combines process and prescription without too much instruction—providing the change agents with flexibility and adaptability. Lewin's Stage Theory of Change is much less prescriptive but serves as a general framework for change is a model that can be understood without much explanation. Through critical organizational analysis, three lines of inquiry are investigated: 1) student attitudes towards physical activity; 2) culturally responsive pedagogy in Health and Physical Education (H&PE)classes; and 3) physical literacy. The solutions proposed are to combine an established physical literacy-based program through a culturally responsive framework.

Chapter 3 focuses on implementation, evaluation, and communication. Multiple goals are discussed using the SMART principle (Williams, 2012), and they include short-term, medium-term and long-term measures. The change implementation plan is detailed with steps of actions, limitations and monitoring and evaluation strategies. Effective communication is paramount through change implementation. Communication is essential in organizational change, especially when it involves changing the individual tasks of individual stakeholders (Elving, 2005). This OIP is detailed, but is only the tip of the iceberg, as future considerations follow. There are many other factors to consider when addressing physical inactivity levels in an increasingly sedentary population. Future considerations include nutrition, screen time, sleep, mental health, active transportation, and family and peer influence.

Acknowledgements

This has been a roller coaster of a journey. My decision to pursue a Doctorate in Education was one that manifested over the course of my life. My passion for quality physical education stems from my childhood, as I can remember always thinking, "Next year, I hope I get a teacher that is good at phys-ed!". I was certain from about Grade 11 that I wanted to be a physical education teacher. At that time, I never imagined one day I would pursue my Doctorate in Education. It has been quite a journey, and for this, I have several people to thank.

Within the first year of the EdD program at Western, I became a first-time daddy to my little ray of sunshine, Marielle. Marielle has brought me so much joy and happiness and instilled a great passion in me to be successful at everything I do. I always made sure (well, most of the time!) that we spent quality time together between 4 pm and 7 pm and saved my studies until after you went "night-night". It was this time that really provided me with the motivation to stay up late when I needed to and complete my very 'grindy' EdD.

Thank you to the mother of my daughter, my better three quarters—Nicole. Nicole you have been supportive throughout the entire EdD process, and without your help, I highly doubt I would ever be where I am.

To Dr. Lowrey and Dr. Keith… I am not sure where I would be without the both of you. Your guidance has been invaluable, and I will never forget it. Thank you!

To all my family and friends… Thank you, thank you, thank you! I love you all!

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Acronyms

CSEP	Canadian Society of Exercise Physiology
DPA	Daily physical activity
FDSB	Forest District School Board
H&PE	Health and Physical Education
MVPA	Moderate to vigorous physical activity
NAIG	North American Indigenous Games
NAN	Nishnawbe Aski Nation
OIP	Organizational Improvement Plan
PD	Professional Development
PDSA model	Plan, Do, Study, Act model
PE	Physical Education
PHE Canada	Physical and Health Education Canada
PLC	Professional Learning Community
QDPE	Quality Daily Physical Education
SMART goals	Specific, Measurable, Achievable, Relevant and Time specific goals
SMMS	Silver Maple Middle School
TGFU	Teaching Games For Understanding
TRA	Theory of Reasoned Action
TPB	Theory of Planned Behaviour
UNESCO	United Nations Educational, Scientific and Cultural Organization

Chapter 1- Introduction and Problem

This Organizational Improvement Plan (OIP) provides an in-depth exploration into declining physical activity levels in youth and offers a strength-based approach to improve physical literacy in middle school Indigenous and non-Indigenous students—specific to the context of a middle school in Northern Ontario. In Chapter 1, the organizational context is introduced, and the problem of practice (POP) sets the theoretical and practical foundations for improving physical literacy in all students.

Organizational Context

Silver Maple Middle School (SMMS) [school name is anonymized] is part of the Forest District School Board (FDSB) [board name is anonymized], in Northern Ontario, which spans over 75000km^2. Several students are from neighbouring communities and commute up to 1.5 hours to school. There are 28 schools in the FDSB with a total student population of 7500 students comprised of 53% self-identified Indigenous students (FDSB, 2020). SMMS (i.e., grades seven and eight) is part of a grade seven to twelve school and functions much differently than the high school regarding timetables, expectations, rules, curriculum, and unions. The middle school consists of about 300 students, while the high school consists of about 700 students. Similar to other public schools in Ontario, the organizational structure of SMMS is hierarchical, where the principal is at the top and has the power to make and overrule many decisions. Under the principal are the two vice principals, teachers, secretaries, custodians, education workers and librarians. SMMS consists of about 60% Indigenous students (SMMS, 2020). Over the past 15 to 20 years, the representation of Indigenous students has increased significantly. SMMS involves new challenges related to cultural responsiveness, and intergenerational trauma caused by traumatic events such as the residential school system.

The demographic of SMMS students, and the values of SMMS, has shaped the leadership lens of this OIP to be guided through an Indigenous perspective. The history of many Indigenous people, including SMMS students and families, includes intergenerational trauma partially caused by the residential school system (Marsh et al., 2015). Unfortunately, many Indigenous students are affected by intergenerational trauma caused by residential schools, which was part of more than 400 years of systematic marginalization (Marsh, Coholic, Cote-Meek & Najavits, 2015). An Indigenous perspective is essential, and embodied, as it is a holistic approach and emphasizes oral traditions, care, respect, culture, language, and community (Munroe, Borden, Orr, Toney & Meader, 2013). In SMMS, students have access to an Elder and a Four Directions Room. Elders are imperative as they are knowledge keepers of the land, and in a school setting, can connect staff and students to the history of Indigenous people as well as community resources. The Four Directions Room is a place where Indigenous students can go to study, eat, and unwind throughout the day. There are two staff who tutor, support and help students as needed, as well as make meaningful community connections. This program is supported by the FDSB and modelled in other schools.

The FDSB consists of about 53% Indigenous students across the entire school board (FDSB, 2020). The ideological values of the school board are grounded in liberal and Indigenous lenses. The values of liberalism ensure and protect the freedom of the individual, regardless of authority. The FDSB embraces liberal values, as precedence is given to fair, effective and equitable processes and procedures while supporting academic freedom for teachers and students (Gutek, 2013). The FDSB has demonstrated an increasing commitment to Indigenous perspectives in Education as they value holistic approaches to learning and integrate Indigenous knowledge in schools (Munroe, Borden, Orr, Toney & Meader, 2013).

The FDSB's (n.d.) approach of "Students First" emphasizes that student needs are a high priority within the hierarchical structure of the school board.

The FDSB is structurally organized similarly to other public education systems. Most of the power (i.e., top of the hierarchy) resides with the Director of Education and the senior administration team (i.e., school board). School board trustees are fundamental members of the school board and are composed of community members that focus on student achievement, wellbeing, and equity (Ontario Municipal & School Board Elections, 2018). School board trustees participate in decision-making and represent the interests of their constituents (Ontario Municipal & School Board Elections, 2018). The Superintendents work under the Director and are responsible for groups of schools in each school board (People for Education, 2017). Superintendents support school administration (i.e., principals and vice-principals) in each school and may be assigned to oversee board-wide programs (People for Education, 2017).

Both SMMS and the FDSB consist of similar proportions of Indigenous and non-Indigenous students, 60% (SMMS, 2020) and 53% (FDSB, 2020), respectively. The FDSB prioritizes the needs of students, colleagues, and the community. They model this at the school and school board level through professional learning communities (PLC) and the efficacy group. PLC time is allocated to teachers during the school day so PLC members can meet, generate ideas and action plans, and then implement them with the support of the administration (Mullen & Schunk, 2010). The administration takes a 'back seat' and allows teachers to 'steer the ship' while helping in any role, large or small. The efficacy group consists of stakeholders from all areas across the school board and includes custodians, education assistants, teachers, administration, and senior administration (FDSB, 2015). Efficacy group meetings are opportunities for various stakeholders to provide a voice for their colleagues and present ideas and concerns to be addressed by the Director and

superintendents. PLCs and the efficacy group are examples of how leaders in our schools and school board are distributing leadership among stakeholders. Distributing leadership may appear to be counterintuitive to the hierarchical nature of the education system, where most power resides at the top of the hierarchy. However, it is an example of how organizations with hierarchies, can use a distributed leadership style to accomplish goals and meet the needs of students.

There are a significant number of Indigenous youth who are physically inactive in school and do not take advantage of extracurriculars outside of school. One significant barrier for Indigenous youth who want to participate in after-school extracurriculars is transportation post-activity. This is part of a significant issue as the Truth and Reconciliation Commission of Canada: Calls to Action (2015) states that:

> We call upon the federal government to amend the Physical Activity and Sport Act to support reconciliation by ensuring that policies to promote physical activity as a fundamental element of health and wellbeing, reduce barriers to sports participation, increase the pursuit of excellence in sport, and build capacity in the Canadian sport system, are inclusive of Aboriginal peoples (p. 10).

The vision statement of the school board is "The Forest District School Board puts students first by creating a culture of learning" (FDSB, 2019). The values explicitly stated by the school board include: Students first, high standards, partnerships (especially with Indigenous communities), inclusiveness, student achievement and mental health (FDSB, 2019). Lastly, the 'Strategic Plan' of the school board includes the following four indicators relative to this OIP (FDSB, 2019):

- An increase in the number of land-based teaching lessons and First Nation, Metis and Inuit credit course options

- Teachers participate in self-directed professional development to support student engagement and achievement

- The student achievement gap will decrease between the board and the province on standardized assessments

- Incorporating mental health and wellbeing within curriculum content

A report that is very important to this OIP is called *The Journey Together: Ontario's commitment to reconciliation with Indigenous people* (Ministry of Indigenous Affairs, 2019). In this report, there are focal points that need to be addressed as part of reconciliation. Two main focal points apply to this OIP: 1) closing the gap and removing barriers; and 2) supporting Indigenous culture (Ministry of Indigenous Affairs, 2019). The social factors that Indigenous students face at SMMS are deep-rooted in Canadian history and intergenerational trauma caused by traumatic events such as the residential school system. This OIP includes solutions that aim to increase physical literacy in both Indigenous and non-Indigenous students.

Terminology

There are terms often used in this OIP that may be easily misinterpreted. The following terms are essential for the reader to understand before delving into this OIP.

Indigenous vs Aboriginal

It is important to note that the terms *Indigenous* and *Aboriginal* refer to separate yet overlapping groups of people. Indigenous has been chosen to include first peoples throughout the world, including Aboriginal peoples from Canada (Robinson, D., Borden, L., & Robinson, 2013). Within Canada, Aboriginal peoples are understood to include First Nations, Métis and Inuit peoples. The term Indigenous is the chosen term in current academic literature, and it is also replacing Aboriginal in many Indigenous organizations. For example, The Aboriginal Sport and Wellness Council of Ontario recently changed its name to

Indigenous Sport and Wellness Ontario (Indigenous Sport and Wellness Ontario, 2019). In 2016, the Congress of Aboriginal People began the process of transitioning their name to the Indigenous Peoples' Assembly of Canada (Congress of Aboriginal Peoples, n.d.). The term Indigenous is beginning to become more common partially because it is "more inclusive since it identifies peoples in similar circumstances in all countries with a colonial history" (Indigenous Awareness Canada, n.d., para. 8). The term that will predominantly be used in this OIP is Indigenous, except when referencing a particular group of Indigenous people (i.e., First Nations or Metis).

Culturally Responsive Framework

A Culturally Responsive Framework is critical to the success of our Indigenous students. Many different terms have been used to explain the idea of furth understanding Indigenous culture, and used to respect cultures, traditions, values and belief systems. Cultural sensitivity, appropriateness, congruence, competency, and safety are some of the terms that have been used (Federation of Saskatchewan Indian Nations, 2014). A more recent term is cultural responsiveness. To be culturally responsive in Education is to utilize the concept of two-eyed seeing (IRMA, 2020), which means "…to see from one eye with the strengths of Indigenous knowledge and ways of knowing, and from the other eye with the strengths of Western knowledge and ways of knowing" (Bartlett, Marshall & Marshall, 2012, p. 335). Elder Albert Marshal first brought forward the guiding principle of two-eyed seeing in 2004 and indicated:

> Two-Eyed Seeing adamantly, respectfully, and passionately asks that we bring together our different ways of knowing to motivate people, Aboriginal and non-Aboriginal alike, to use all our understandings so we can leave the world a better place and not compromise the opportunities for our youth (in the sense of Seven Generations) through our own inaction (Bartlett, Marshall & Marshall, 2012).

Cultural responsiveness is described as "respecting where people are from and including their culture in the design and delivery of services or an active process of seeking to accommodate the service to the client's cultural context, values and needs" (Federation of Saskatchewan Indian Nations, 2014, p. 2). Although 'cultural competence' is typically used in the education sector, I will use cultural responsiveness as it places the onus on the professionals (i.e., administrators, teachers and educational assistants) and the organization (i.e., the school and school board) to take action in response to the cultural specificity of each student (Armstrong, 2009). A culturally responsive framework is critical and mutually beneficial for the coexistence of both Western and First Nations worldviews. The two systems must come together and be treated as equal in order to set a foundational stage for reconciliation and respect, and ultimately, eliminate the achievement gap between Indigenous and non-Indigenous students (Federation of Saskatchewan Indian Nations, 2014; Ministry of Indigenous Affairs, 2019). This notion was the understanding of First Nations people when the Treaties were first signed and are present in the "*The Journey Together: Ontario's Commitment to Reconciliation with Indigenous Peoples*" report. (Ministry of Indigenous Affairs, 2019).

Finally, the mindset of culturally responsive educators includes a particular set of dispositions and skills, and that can enable change agents in this OIP to work creatively and effectively to support all students in diverse settings (Ontario Ministry of Education, 2013a). To engage in culturally responsive teaching is to "…hold high expectations for learning while recognizing and honouring the strengths that a student's lived experiences and/or home culture bring to the learning environment of the classroom" (Ontario Ministry of Education, 2013a, p. 6). Villegas and Lucas (2002) encourage teachers to learn about their students and who they are and then to use this information to gain access to the student's learning. Further

detail will be provided throughout this OIP on how a culturally responsive framework will be used to guide change.

Physical Literacy

Physical literacy is a term that was first seriously discussed through academia in 1993 by Margaret Whitehead (Tuner, 2013; Whitehead, 2001). She is the person who sparked the movement by coining the phrase physical literacy (Turner, 2013). She says,

> We should not be trying to make star athletes. Rather, we should mark the progress of our children's physical journeys. That way, all children have the chance to lead a fully-embodied life no matter their abilities or physique, whether they like to be outside, or like sports. The intellectual, social, and physical development of children is intertwined. (Turner, 2013, para. 6).

The formal definition of physical literacy changes depending on where it is sourced. For example, Margaret Whitehead (2001) first defined the term as "… the motivation, confidence, physical competence, knowledge and understanding to maintain physical activity throughout life, and refers to the skills needed to obtain, understand and use the information to make good decisions for health" (UNESCO, 2015, p. 20). The definition used by the Canadian Sport Centre (Mandigo, Francis, Lodewyk & Lopez, 2009, pp. 4-5) is "...the development of fundamental movement skills and fundamental sport skills that permit a child to move confidently and with control, in a wide range of physical activity, rhythmic (dance) and sport situations". Physical literacy also includes the ability for a person to 'read' what is going on around them in an activity setting and react appropriately to those events (Higgs et al., 2008, p. 5). Physical literacy has had many different definitions since 1993 and is still debated. However, with the leadership of ParticipACTION, organizations from the physical activity, public health, sport, physical education and recreation sectors collaborated and created a physical literacy consensus definition (Tremblay et al., 2018). The agreed-upon

definition and the definition that will be used in this OIP is "…the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life" (Cairney et al., 2016, p. 2; Physical Literacy, 2014; Tremblay et al., 2018; Whitehead, 2010). It is important to note that the meaning behind physical literacy is greater than the sum of its parts (i.e., motivation, confidence, physical competence, knowledge, understanding, responsibility). Dudely (2018) explains it well by comparing physical literacy to the construction of a bridge:

> Most engineers would agree that a bridge is much greater than the individual materials from which it is built. It connects people to the world around. It joins communities. It becomes a focal point of celebration. Just think of how communities embrace the Golden Gate Bridge, Brooklyn Bridge, Sydney Harbour Bridge, or the Tower Bridge in London. These structures are more than just the mere concrete, steel and timber that are their constituent components. Physical literacy is potentially our "bridge" that connects what we do in physical education (PE) to the world of physical activity and meaningful participation in the world (p. 7).

This OIP is framed around physical literacy concepts and is focused on improving physical literacy in students through various, and unique to the students, strategies.

Leadership Position and Lens Statement

I am of Metis descent, a middle school physical education (PE) teacher and athletic Director for Silver Maple Middle School. As an Indigenous teacher, I am responsible for implementing physical education programming to grade seven and eight students in SMMS. As the athletic director, I coordinate 12 athletic programs by registering teams for external sporting events, coordinating interschool games and tournaments, arranging transportation and accommodations, and managing athletic fees. I am also an Ambassador for the Ontario Physical and Health Education Association (OPHEA) and facilitate workshops for physical

education teachers, generalist teachers, administrators, and the public health sector across the province of Ontario. As well, I am a union steward and on the workload/scheduling committee for SMMS. In my various roles, I have the agency to facilitate, coordinate, and implement curricular, extracurricular, interschool and external opportunities for students to be physically active. I teach a combination of grade seven and eight students in health and physical education (H&PE) for 35 minutes, four times per week, as well as science and technology. Through my agency as an emerging leader in Education, I can implement change as a change agent through a servant and distributed leadership model.

I will use servant and distributed leadership styles, through liberal and Indigenous perspectives, to support students in achieving the goals of the PE curriculum. Servant leadership was developed by Robert Greenleaf, who published "The Servant as Leader" in 1970, where the concept was first introduced (Spears, 2002). Servant leaders put the needs of their students above the needs of themselves and inspire others to work with purpose (Liden, Panaccio, Meuser, Hu & Wayne, 2014). Servant leadership involves all stakeholders, regardless of power and authority, to be involved in the decision-making process. They gain leadership skills through first serving others and then become accepted by others as the leader (Ekinci, 2015). Through all stages of this OIP, different ideas, issues, and forms of resistance will naturally appear. As the change leader, I will continue to serve in my formal role as a physical education specialist, and the informal role of a physical activity advocate. I value different points of view and encourage criticism from all stakeholders while encouraging teamwork and community, which will enhance the personal growth of all stakeholders (Qiu & Dooley, 2019). My passion is in engaging youth in physical activity, and my behaviours and attitudes naturally reflect this, which is critical in servant leadership. I have personality characteristics of a servant leader, such as high moral, integrity and goodwill, and I hope this is displayed through my personality on a daily basis (Ekinci, 2015).

A distributed leadership model is central to this OIP as the evidence points towards a positive relationship between distributed leadership, organizational improvement and student achievement (Harris, 2014). The concept of distributed leadership emerged in the late 1990s, as it was argued that a single leader could not cope with the complexities in schools and exercise all of the leadership behaviours required to successfully run an organization (Spillane, 2005; Harris, 2004). Distributed leadership is a leadership practice and is not the sum of all parts. Stakeholders all have individual strengths and can problem solve, or lead at necessary times. I will use a distributed leadership model where stakeholders work independently through professional learning communities (PLCs) and collaboration– not cooperation. The Education sector's ability to move forward and improve is often impeded by "niceness" and reinforces social injustices. (Daniels-Mayes, Harwood & Murray, 2019). Being too nice can encourage educators to gloss over ugly, tense or uncomfortable topics, and to do so carefully (Castagno, 2014). For example, an important part of embracing a culturally responsive framework is to hold high expectations of all students, regardless of race, ethnicity, or culture. Schools have been cited for having low expectations of Indigenous students, by tolerating high rates of absenteeism and poor behaviour, instead of proactively trying to address the issue through collaborative efforts (Castagno, 2014). It is imperative that high expectations are held for all Indigenous and non-Indigenous students through collaborative efforts by change agents. Through collaboration, administration, teachers, Elders, community members, coaches, and education assistants can identify and eliminate barriers, strategize change implementation, and monitor and evaluate the results of change. Many tough questions will stem from the TRC's Calls to Action (2015), where the achievement gap, gaps in health outcomes, and physical activity gaps between Indigenous and non-Indigenous people are addressed. These issues cannot be glossed over for this OIP to

be successful. In this OIP, both servant and distributed leadership styles will be reflected through Indigenous and liberal perspectives.

The Indigenous perspective values holistic teaching and emphasizes culture, tradition, protocols, languages, respect, and community (Federation of Saskatchewan Indian Nations, 2014). To view physical activity and physical education through an Indigenous lens is very important and valuable, especially considering the majority of the school population is Indigenous. There are many different games and activities native to Indigenous people, as well as the importance of the circle, storytelling, and Elders. The environment and study of the natural world are essential in the Indigenous culture and should be reflected through experiential learning outside through physical education. By drawing on traditional forms of Education through the medicine wheel, a circular framework will be necessary for representing a holistic, balance and interconnected significance in Education for both Indigenous and non-Indigenous students (Hare, 2004).

A liberal perspective in Education is concerned with learning that empowers students to deal with complexity, diversity, and change, and teaches a sense of social responsibility (Association of American Colleges and Universities, 2013). It also values transferable skills that are practical in the real world, such as communication, critical thinking and problem-solving. This perspective is reflected in the goals of the H&PE curriculum (Ontario Ministry of Education, 2019) and is central to the problem statement of this OIP. A goal within the Grade 1-8 Ontario H&PE curriculum that is also central to this OIP reflects the values of liberalism as, "students will develop the skills and knowledge that will enable them to enjoy being active and healthy throughout their lives" (Ontario Ministry of Education, 2019, p. 6). Students learn a sense of social responsibility while developing the skills and knowledge that enable them to lead active and healthy lives. The knowledge and skills that students acquire through physical education and physical activity are critical to their success in school, but

more importantly, transferable to their lives after school. If what we (i.e., educators) teach is

not sustainable, or not applicable to a student's life, then we are majorly missing the mark.

Leadership Problem of Practice

My problem of practice is that too many Indigenous and non-Indigenous students in

Silver Maple Middle School (SMMS) are not meeting the goals of the H&PE curriculum.

Primarily, students are not meeting the following two goals outlined in the H&PE curriculum

(Ontario Ministry of Education, 2019, p. 6):

1) Students will develop the skills and knowledge that will enable them to enjoy

   being active and healthy throughout their lives, through opportunities to

   participate regularly and safely in physical activity and to learn how to develop

   and improve their own personal fitness.

2) Students will develop the movement competence needed to participate in a range

   of physical activities, through opportunities to develop movement skills and to

   apply movement concepts and strategies in games, sports, dance, and various

   other physical activities;

There are several reasons why youth need to be physically active, which includes physical

activity as critical for growth and development as it consists of an array of health benefits

youth ages five to seventeen years old (ParticipACTION, 2018). Higher levels of physical

activity include more favourable measures of bone health, cognitive functioning, academic

achievement, anxiety, metabolic health, motor competence, and physical, mental, emotional

and social functioning (ParticipACTION, 2018). To meet the goals of the physical education

curriculum, opportunities for students to be physically active must be provided in various

environments every day. In all public elementary schools in Ontario, there is a Daily Physical

Activity (DPA) policy that all schools are mandated to follow. This policy mandates that

every grade one through eight students must receive twenty minutes of moderate-to-vigorous

(i.e., heart-pumping) exercise during instructional time every day. At SMMS, there are three areas where physical activity can occur (OPHEA, n.d.a); curricular (i.e., during the instructional time), interschool (i.e., school-sponsored competitions between other schools) and intramurals (i.e., school-sponsored recreational activities during student breaks). Many students either refuse to participate or participate minimally in physical activity within instructional time, interschool sports, and intramurals. Typically, it is the same students being physically active in the various opportunities provided at SMMS and the same students being inactive across various contexts. The DPA policy is not being met regarding the moderate-to-vigorous physical activity (MVPA) requirements. MPVA can be identified as 'heart-pumping' exercise, where students appear to be breathing heavily (ParticipACTION, 2018). Indigenous students avoid engaging in physical activity more than non-Indigenous students and have difficulty expressing barriers that may be hindering their physical activity experience. Achievement levels are lower, and tardiness and absenteeism are higher with Indigenous students compared to non-Indigenous students, in physical education, physical activity opportunities (i.e., team sports, intramurals, clubs), and across all subjects (FDSB, 2018).

Framing the Problem of Practice

There are many different factors, both internal and external, that have directly and indirectly shaped this problem of practice. The evolution of physical activity has coincided with the evolution of society, and below is a brief overview of how this problem was constructed and why it still exists.

The Big Picture

The goals of this OIP have the potential for a much more significant impact beyond the curriculum. Yes, the H&PE curriculum is fundamental, evidence-based, and when prioritized, can positively impact students' health and wellbeing. Nevertheless, the potential

of the curriculum goes beyond the walls of the school. The following are some examples of how the H&PE curriculum fits into the big picture.

Physical Inactivity in Youth. The Canadian Society for Exercise Physiology (CSEP) (2016a) created guidelines based on recent research that include recommendations for physical activity, sleep and screen time for five to seventeen-year-olds. These recommendations guided the Daily Physical Activity (DPA) policy that the Ontario Ministry of Education (2017) created for all public elementary schools to ensure that all students receive twenty minutes of moderate–to–vigorous (i.e., heart-pumping) physical activity during instructional time. Unfortunately, the DPA policy has been mostly unsuccessful since its inception in 2005. The research on the implementation of the policy has concluded that the policy is only 50% effective across all Ontario classrooms (Allison et al., 2016; Ontario Agency for Health Protection and Promotion, 2015, p. 60). In 2017, as a response to this research, the DPA policy was altered from DPA has to consist of 20 consecutive minutes, being provided in 5 to 15-minute blocks for a total of 20 minutes. The Ontario Agency for Health Protection and Promotion (2015) suggested that scheduling as an issue for implementation, so by providing schools with the flexibility to provide DPA in smaller blocks of time—scheduling may no longer be a barrier. Research on the current DPA policy has not yet been conducted; however, this OIP will uncover many other reasons why students are physically inactive and identify possible solutions to sedentary behaviour. It is important to note that only 35% of 5 to 17-year-olds are reaching the recommended physical activity guidelines set out by CSEP (ParticipACTION, 2018). The low levels of physical activity within and outside of the instructional day can have lasting impacts, which will be briefly discussed in the next section titled, *public health.* Physical inactivity levels continue to worsen in adulthood, as only 16% of adults 18 to 79 years old meet the recommended 150 minutes of moderate-to-vigorous physical activity per week (ParticipACTION, 2019). This is

a societal issue without a quick-fix solution. This OIP will provide clarity in how the education sector can be part of the solution.

Public Health. The Canadian population, including Canadian adults, are becoming more sedentary every year. There are several health implications that result from sedentary lifestyles, which applies a tonne of pressure to the Canadian healthcare system. As a result, the Ontario Ministry of Education (2005) introduced the DPA policy, which mandates that all elementary students from grade one through eight must engage in 20 minutes of moderate-to-vigorous physical activity during instructional minutes every day. From a learning perspective, there are several reasons why students should be active during the school day. These reasons are discussed in the next section under 'Education'. Nevertheless, it is essential to understand the perspective of the public health sector on why increasing physical activity in the Canadian population is an urgent concern.

Regular physical activity has several health benefits. Some of these health benefits come in the form of preventing non-communicable diseases (NCDs), which are diseases that are not directly transferrable from one person to another (WHO, 2018). The World Health Organization (2018) created an action plan for countries to use as a guide when framing effective policy to increase physical activity in society, as physical inactivity is becoming a growing concern worldwide. In this action plan, WHO (2018) states the following:

> Regular physical activity is a well-established protective factor for the prevention and treatment of the leading NCDs, including heart disease, stroke, diabetes and breast and colon cancer (WHO, 2010). It also contributes to the prevention of other important NCD risk factors such as hypertension, overweight and obesity, and is associated with improved mental health (Klenger, 2016; Mammen & Faulkner, 2013), delay in the onset of dementia (Livingston et al., 2017) and improved quality of life and wellbeing. (Das & Horton, 2012)

In Canada, the rate of type 2 diabetes is a significant concern. Diabetes Canada (2018), formerly The Canadian Diabetes Association, states that Canadians 20 years old face a 50% chance of developing type 2 diabetes in their lifetime. The risk is even higher for First Nations people in Canada, as the risk is 80% or higher. Currently, one in 3 Canadians has diabetes or prediabetes. The current annual cost to the Canadian healthcare system, directly associated with diabetes, is $27 billion. If we (i.e., Canadians) continue with the current growth rate of about 40% in the next decade, 31.6% of Canadians will have diabetes—costing the healthcare system more than $39 billion annually. "Diabetes contributes to 30% of strokes, 40% of heart attacks, 50% of kidney failure requiring dialysis and 70% of non-traumatic limb amputation. (Diabetes Canada, 2015)" (Diabetes Canada, 2018, p. 5). Finally, the life expectancy of a person with diabetes is decreased by an average of 13 years (Diabetes Canada, 2018).

Although type 2 diabetes is not the only NCD related to physical inactivity, society must understand the impact it can have on families and the economy. Local diet and exercise interventions have worked in Finland to reduce the risk of developing diabetes by 58% (Diabetes Canada, 2018). This OIP focuses on an exercise intervention that will promote physical activity in youth, and provide them with the tools they need to lead physically active lifestyles. At the end of this OIP, there is a section called Future Considerations. In this section, nutrition is a topic that is highly advised for SMMS to focus on. However, it is too extensive of a topic to include in this OIP but is an area worth investigating for students' health and wellbeing. An extensive list of benefits associated with physical activity can be found in Appendix A.

Education. This OIP was not designed for the public health sector; however, there are several indirect benefits that were briefly discussed in the previous section. Instead, it is aimed at improving physical literacy in middle school Indigenous and non-Indigenous

students. Physical activity promotes wellbeing and has positive impacts on academic achievement and overall student success (Ontario Ministry of Education, 2017). Physical activity and physical education programs can be the motivation for disaffected youth to attend school (Sandford, Armour & Warmington, 2006). As previously stated, physical activity can be achieved in schools through three different avenues. These avenues are curricular (i.e., during the instructional time), interschool (i.e., school-sponsored competitions between other schools) and intramurals (i.e., school-sponsored recreational activities during student breaks) (OPHEA, n.d.a). One avenue that is critical to increasing physical activity levels in students is through a quality daily physical education (QDPE) program. A QDPE "…ensures that all children who receive it have the opportunity to develop the knowledge, skills, and habits that they need to lead physically active lives now, and just as importantly, into the future." (PHE Canada, 2019). Recent research by Dudley (2019, October 8), found that when learning goals are the primary focus in physical education, students have a much more favourable outcome in motivation to be active, and psychomotor learning, than students who are in PE where fitness is the impetus of the program. PE models where learning goals are the primary focus include, but are not limited to, sport education, Teaching Games For Understanding (TGFU) and cooperative learning(Curry & Light, 2013; Hannon & Ratliffe, 2004; Hopper & Kruisselbrink, 2001; Playsport, 2015; Siedentop, 2002). A brief explanation of these learning-based models is as follows:

- Sport Education: students are put into teams, and sports are run in seasons which are 2-3x longer than the typical PE unit. Students plan, practice and compete together. A schedule of competition is organized at the beginning of the season, which allows players to practice and play within a predictable schedule of fair competition. A culminating event marks the end of a season, where progress and success is celebrated. After training by the teacher, students begin each class in their groups.

Each group is led by a student coach through a warm-up and series of skills planned

by the student manager. Small-sided games are often played to increase

participation and students compete against other students who are similar in abilities

(Siedentop, 2002).

- Teaching Games For Understanding (TGFU): A games-based approach where

  students learn an adult game through a modified version where the rules are

  modified to the physical, social and mental development of the students. Students

  learn to appreciate the game and gain an understanding of why the game has

  specific rules and how to be tactical within a game. Tactical awareness, decision-

  making, problem-solving and skill execution are all learned within the context of the

  modified game (Curry & Light, 2013; Hopper & Kruisselbrink, 2001; Playsport,

  2015).

- Cooperative Learning: is built upon four foundational principles; accountability,

  appreciation and use, feelings of positive interdependence and heterogeneous

  groups. Students are organized in small teams and challenge with a goal that they

  need to accomplish together. There are opportunities to be a performer, observer,

  coach, manager, and a recorder, depending on the task, in cooperative learning.

  Students engage in physical activity, build communication skills, learn different

  perspectives, and build trust among each other through cooperative learning

  (Hannon & Ratliffe, 2004).

The quality of instruction is a priority when implementing a QDPE program. However, daily

is the next word in QDPE and a significant part of a successful program. Dudley (2019)

found that by increasing curricular time dedicated to physical education, students

significantly improve in their learning, by over a 0.4 of a standard deviation, across all

subjects. This is a significant improvement in student learning, and the research did not

consider the quality of physical education programming (ex. Was it learning-based? Was it taught by a trained physical educator?). More research on QDPE programs will be discussed throughout this OIP and shape the change implementation plan in Chapter 3. The successful implementation of a QDPE program will occur through a culturally responsive framework to result in physical literacy as an outcome. These concepts, along with specifics of how a QDPE program can be successfully implemented, will be investigated in Chapter 3.

Historical Overview

The concept of physical activity has taken many different forms throughout the history of humankind. Canadian children and youth are very sedentary, as only 35% of 5 to 17-year-old Canadian youth are meeting the 'Canadian 24-hour Movement Guidelines,' the include 60 minutes of moderate-to-vigorous (i.e., heart-pumping) physical activity every day (ParticipACTION, 2018). The sedentary levels of youth are alarming, and it has not always been this way. In the beginning, physical activity began as a way-of-life as it was used as a survival mechanism in 'fight-or-flight' situations. Between 10000 and 8000 BC, the Agricultural Revolution began, and the shift from a nomadic hunter-gather to farmer roles led to dramatic changes in physical activity. Between 4000 BC and 476 AD, physical training for battle in war and conquest started with the Assyrians, Babylonians, Egyptians, Persians, and the Greeks and Romans. In the Renaissance Era (between 1400 and 1600) the concept of physical education began with the inception of Vittorino da Feltre's prevalent school in 1420 (Corre, 2018). The ancient Greeks created the first ancient games in 776 BC, and later, the first modern Olympic Games were held in Athens, Greece, in 1896 (The Penn Museum, n.d.). Not until the 1970s did the notion of fitness for health benefits begin with jogging and jazzercise (Corre, 2018). Today, physical activity is widely considered to be an essential contributor to health, wellbeing and quality of life for Canadians of all ages, and regular MVPA by children and youth contribute to their physical health, mental health, self-esteem,

and is positively related to academic performance (Ontario Agency for Health Protection and Promotion, 2015).

We know more now about the positive health effects of being physically active, and the negative impacts of leading sedentary lifestyles, yet collectively, our youth and adults are becoming more sedentary. The middle school years (e.g., ages 11 to 13 years old) are a critical time-period for preventing declines in physical activity and developing the skills and knowledge to lead active lifestyles, as this is when the most significant decline in physical activity levels occur (Gill et al., 2019). Indigenous populations are even more at risk for sedentary behaviour, and the history of the residential school system has had significant impacts on the First Nations families in the SMMS area (ParticipACTION, 2018). Many of our students are from families that were part of the residential school system and are likely victims of intergenerational trauma (Marsh et al., 2015). This OIP is very significant as it is focused on improving physical activity levels in middle school students, consisting of about a 60% Indigenous population (SMMS, 2020). If physical activity levels in students can remain high, as a result of the solutions provided in this OIP, the trend in declining physical activity levels will stop, and students will learn to lead physically active lifestyles. Although this OIP will not be the solution for all students to achieve the 60 minutes of daily MVPA, an effectively implemented DPA policy is a significant part of the physical inactivity solution (Ontario Ministry of Education, 2017).

Students spend from 30–40 hours per week in school, making schools an essential time for physical activity as a lot of students' awake time is spent in this environment. The Ontario Ministry of Education has identified that physical inactivity levels in youth are concerning, and as a result, implemented the Daily Physical Activity (DPA) policy in 2005 as part of the government's Healthy Schools Program (Ontario Ministry of Education, 2005). The DPA policy was later revised in 2017 as a response to only a 50% fidelity in classrooms

(Allison et al., 2016; Ontario Agency for Health Protection and Promotion, 2015, p. 60). The revision included a change to the implementation of the policy as teachers reported issues with scheduling time for daily physical activity. Now, teachers can provide MVPA in 'chunks' of time throughout instructional time, instead of having to implement it in twenty consecutive minutes. There was a study in Northern Ontario Elementary schools that demonstrated low fidelity of the DPA policy (Rickwood, 2015). This study showed a low priority for DPA in elementary schools, an absence of student and teacher mentorship, and fewer leisure time minutes during the school day as crucial factors in the exclusion of school-based DPA (Rickwood, 2015). The changes to the policy in 2017 were put in place to help with scheduling flexibility, but it was noted in the recommendations of the research by the Ontario Agency for Health Protection and Promotion (2015) that by having more 'blocks' of physical activity, it may become more difficult to track. There is no definitive evidence against short bouts of MVPA, and now; as a result, administrators can schedule students' DPA in increments throughout the instructional day that equal to twenty minutes of MVPA (Ontario Agency for Health Protection and Promotion, 2015).

Relevant Internal Data

The vision statement of the school board is, "The Forest District School Board puts students first by creating a culture of learning" (FDSB, 2019). The purpose of this OIP aligns with the vision statement of the school board, as increased physical activity levels are linked to increased academic achievement (Ontario Ministry of Education, 2017). The values of this OIP share the values explicitly stated by the school board, and they included: Students first, high standards, partnerships–notably with Indigenous communities–, inclusiveness, student achievement and mental health (FDSB, 2019). Lastly, the 'Strategic Plan' of the school board includes the following four indicators supported by this OIP (FDSB, 2019):

1. An increase in the number of land-based teaching lessons and First Nation, Metis and Inuit credit course options

2. Teachers participate in self-directed professional development to support student engagement and achievement

3. The student achievement gap will decrease between the board and the province on standardized assessments

4. Incorporating mental health and wellbeing within curriculum content

The organizational state of both the school board and the school share many of the same assumptions, values, and beliefs as my OIP. This will increase the probability that the OIP will be implemented as it will generally be supported by stakeholders due to shared ideologies.

Guiding Questions Emerging from the Problem of Practice

Within this OIP, three lines of inquiry will be investigated: 1) How can all students develop a positive attitude towards physical education and physical activity?; 2) what impact will a focus on culturally responsive pedagogy in HPE classes have on students' motivation to participate actively?; 3) how can physical literacy be implemented throughout physical education and physical activity programming? An in-depth analysis related to these questions is provided in *Chapter 2: Critical Organizational Analysis* in this OIP.

A critical component of this problem of practice is increasing physical activity levels during instructional time so that students can meet the requirements of the DPA Policy. Achieving 20 minutes per day of moderate-to-vigorous-physical activity (MVPA) during instructional time is achievable, and part of the 60 minutes of daily MVPA as recommended in the Canadian Society for Exercise Physiology's (CSEP) Canadian physical activity guidelines (Canadian Society for Exercise Physiology, 2016a). This OIP is focused on achieving a particular goal within the H&PE curriculum, and this includes fulfilling the

requirements of the DPA policy. In total, there are four goals within the H&PE curriculum, and although they are separate goals, they do overlap each other. For example, by developing the knowledge and skills that enable students to enjoy being active (i.e., H&PE Goal #2), they will naturally begin to develop an understanding of how living healthy and active lives is connected to the world around them (i.e., H&PE Goal #2) (Ontario Ministry of Education, 2015). To allow for a more in-depth analysis of the problem, this OIP will focus on the 2nd goal; however, since all the goals are interconnected, there will be some overlap. The second goal of the H&PE curriculum is as follows:

> Students will develop the skills and knowledge that will enable them to enjoy being active and healthy throughout their lives, through opportunities to participate regularly and safely in physical activity and to learn how to develop and improve their own personal fitness. (Ontario Ministry of Education, 2015, p. 6)

Physical activity can be engaged in outside of instructional time, such as during recess, intramurals, and interschool sports. This OIP will use a whole school approach so that all intermediate students at SMMS will be able to achieve this goal.

Challenges

There are many constraints and factors during organizational change processes. First, the Ontario Education system is very rigid. There are many layers of governance in Ontario Education as well as multiple stakeholders with varying levels of agency and different perspectives, so change processes must be strategic; otherwise, momentum can be lost quite easily. Also, the existing structures of the Education system may be inefficient and guarantee resistance due to its rigidity. For example, in this case, the DPA policy has been researched to be inefficiently implemented since its inception in 2005. Research by Rickwood (2015) found DPA to be a depleting priority in elementary schools, which supports the evidence across Ontario that shows only 50% of elementary students across the province are meeting the

requirements of the DPA policy (Allison et al., 2016; Ontario Agency for Health Protection

and Promotion, 2015, p. 60). The challenges specifically facing this OIP are:

a) The DPA policy has been unsuccessful for many reasons, including awareness of

   policy requirements; scheduling; monitoring; use of resources and supports;

   perception that the policy is realistic and achievable; specific barriers to

   implementation; and competing curriculum priorities (Ontario Agency for Health

   Protection and Promotion, 2015). It is important to also note that for the

   requirements of the DPA policy to be fulfilled, MVPA must be scheduled during

   instructional time when students do not receive MVPA in physical education.

b) The DPA policy provides minimum expectations for school boards to follow.

   Typically, the principal or vice-principal creates the teacher schedules at SMMS.

   The administration team changes quite frequently, so if this administration is

   convinced to implement this plan, the next administration may not see the benefits

   and revert to what they feel is right. Without a solid understanding of what MVPA

   is or how to implement it, merely putting 20 minutes each day on every student's

   schedule may *appear* to be the right strategy. Unfortunately, this does not consider

   the time needed for transition, changing into physical activity attire, instruction,

   warm-up or cool-down. Research has shown that students are engaged in MVPA

   for 50% of the time during quality physical education classes taught by a trained

   instructor (Hills et al., 2015; Ontario Agency for Health Protection and Promotion,

   2015; U.S. Department of Health and Human Services, 2010). Realistically, for

   the DPA policy to be successful, physical education classes should be scheduled

   daily for 40-minute blocks to achieve 20 minutes of MVPA.

c) Some people, including stakeholders in SMMS, may believe that it is not the

   school's responsibility to support public health objectives. Evidence suggests that

Quality Daily Physical Education (QDPE) can improve the health of children and adolescents; however, this may be difficult to convince people who hold opposing ideologies (Hills, Dengel & Lubans, 2015). It will be critical to communicate the learning benefits associated with QDPE programs to all stakeholders. These benefits will further be discussed in Chapter 3 of this OIP.

d) Indigenous youth, in general, are statistically more sedentary than the non-Indigenous population (Foulds, Bredin & Warburton, 2011). There is limited research; however, a study by Shields (2006) found that 41% of off-reserve Indigenous youth were overweight or obese—2.5x higher than non-Indigenous youth. The prevalence of diabetes is three to five times higher in Canadian First Nations, including the younger demographic of eighteen to twenty-nine year-olds (Bruce, Riediger, Zacharias & Young, 2011). It may be more difficult to successfully engage Indigenous students in fulfilling the expectations of the DPA policy. However, their success is critical to the success of this OIP. The success of this OIP will contribute towards the goals set by the reconciliation commission. Specific to this OIP, is increasing achievement in our Indigenous students, and closing the achievement gap (Ministry of Indigenous Affairs, 2019).

Leadership-Focused Vision for Change

This OIP will have a positive impact on students' health, wellbeing and achievement. There is a significant gap between the present and envisioned future state of SMMS as it relates to the purpose of this OIP. In the following section, I will describe how this OIP will change SMMS, and what SMMS will look like after the successful implementation of physical literacy-based programming.

Current Organizational State

SMMS provides middle school students with opportunities to participate in physical activity through curricular programming (i.e., physical education), interschool sports and intramurals. SMMS students are scheduled in physical education four times per week in 35-minute classes and can participate in up to 12 different interschool sports. Intramurals are occasionally offered during lunchtime, where students can choose to be active if staff is able and willing to supervise. Many students do not take advantage of the opportunities to engage in physical activity through physical education programming, interschool sports and intramurals. Overall, Indigenous students are less engaged in physical activity during school than non-Indigenous students. This is problematic as Indigenous students comprise approximately 60% of the school population (SMMS, 2020), are statistically more sedentary (Foulds, Bredin & Warburton, 2011) and are at a higher risk of developing type 2 diabetes than non-Indigenous students (Diabetes Canada, 2015). By failing to address this issue, five of the TRC's Calls to Action are not being acknowledged (TRC, 2015).

Time allocation is not mandated by the Ministry of Education for physical education; however, at SMMS, it is offered four days per week. There is an additional opportunity for students to engage in an academy class, where they have the choice to participate in an active academy and receive a fifth day of active curricular programming. Although mandated, students do not always receive the opportunity to engage in 20 minutes of MVPA during instructional time. Physical activity is only one component of physical education, so sometimes physical education does not include MVPA. For example, physical education classes where only low-intensity physical activity is required may include archery, curling or games such as lawn bowling and bocce. Students should receive the opportunity to engage in MVPA in other subjects on these days, and days where they do not have physical education, as per the DPA policy (Ontario Ministry of Education, 2017).

SMMS students do not necessarily learn from qualified physical education teachers, and physical education teachers do not receive annual professional development. Classroom teachers do not receive professional development on how to implement the DPA policy in their classrooms, or alternative space, on the school days when physical education teachers cannot provide lessons including twenty minutes of MVPA. As per recommendations in the DPA policy and the H&PE curriculum, students should receive opportunities to engage in physical activity outside regularly (Ontario Ministry of Education, 2017; Ontario Ministry of Education, 2019). However, opportunities for students to be active outside during the school day are minimal as physical education is predominantly facilitated indoors, and there is no mandatory recess or nutrition break where students must go outside.

Efforts have been made to teach staff about implementing culturally responsive pedagogy into their classrooms; however, these opportunities are seldom and missing the connection between culture and physical activity**.** There should be more opportunities to learn how Anishinaabe people view physical activity and how physical activity is part of the culture. Professional development in this area may lead to an understanding of why Indigenous students tend to be less active than non-Indigenous students at SMMS and how potential barriers may be overcome.

Lastly, SMMS does not receive a budget for middle school physical education. This is problematic as programming depends on spending in the secondary panel. There are also significant differences of appropriate equipment in some activities based on each student's stage of development. For example, the equipment needed to teach a grade seven student motor competence is typically smaller and lighter than what a grade twelve high school student requires. Baseball bats, footballs, basketballs, volleyballs, Nordic skis, and bicycles are some examples of equipment that are designed in different sizes for people of different sizes, stages of development and abilities. An effort has been made over the past few years to

address this issue, but there is still a significant need for appropriate middle school physical education equipment.

Envisioned Future Organizational State

The envisioned state of SMMS is to have an entire student body, consisting of Indigenous and non-Indigenous students, improve their physical literacy. Physically literate students are confident in their abilities to be active and motivated to engage in daily physical activity as they have the knowledge and understanding to value and take responsibility for engagement in physical activities for life (Physical Literacy, 2020). When youth learn how to be physically active, they are more likely to lead physically active lifestyles (Ontario Ministry of Education, 2015). Students will enjoy learning motor competence through a variety of skills and across a variety of environments. They will be self-assured in adopting physical activity as an integral part of life (Physical Literacy, 2020). Students will be excited to come to school, learn how to move, and engage in fun physical literacy-based programming. They will engage in programming where learning is prioritized, and therefore be more motivated to learn, not only in physical education but across all subjects (Dudley, 2018).

Students will lead more active lifestyles as they improve their physical literacy (Physical Literacy, 2020; Sport for Life, 2020). There are several health benefits associated with physical activity, including improved bone health, muscular strength, cardiorespiratory fitness, metabolic health, (Government of Canada, 2020; ParticipACTION, 2018), and lowers the risk of non-communicable diseases (WHO, 2018). In addition to physical health benefits, physical activity also improves cognition, brain function, self-esteem, emotional and mental health, and reduced anxiety (Government of Canada, 2020; ParticipACTION, 2018). Overall, students will achieve higher in their academics (Government of Canada, 2020; Ministry of Education, 2018), and attendance rates will improve (CDC, 2020a). Students who are motivated to be physically active and engage in at least 60 minutes of MVPA will be more

focused on their academics and achieve higher grades (Ontario Ministry of Education, 2017). All students will have the opportunity to engage in 20 minutes of MVPA during instructional time, every day. Students' behaviour, focus and emotional regulation will improve in the classroom as a result of being physically active on a daily basis (Harvey et al., 2017).

SMMS will have a QDPE program and will implement the DPA policy effectively. Specifications on SMMS's QDPE program can be found in Table 2 under Chapter 2 of this OIP. All students will be taught by qualified physical education specialists who receive professional development annually. Classroom teachers will receive professional development on how to engage students in 20 minutes of MVPA on days that students do not have the opportunity to engage in MVPA during physical education. These days seldomly occur, however, to fulfil the requirements of the DPA policy, it is important for all teachers to have an understanding of strategies and resources used to motivate students to be physically active with safety as a priority. Physical Education will consist of a wide variety of activities, where students will have the opportunity to learn many different skills across several environments. The QDPE programs will be learning-based, where all students learn motor competence and develop the knowledge and understanding of why leading physically active lives is important, and ultimately, their responsibility. Physically literate students are confident in themselves and their abilities to engage competently in physical activities, and as a result, become motivated to engage in physical activity (Ontario Ministry of Education, 2019). In SMMS, the physical activity gap will be narrowed or eliminated between Indigenous and non-Indigenous students, as all students will fulfil the requirements of the DPA policy.

The future envisioned state of SMMS will prioritize physical education as a subject that is as important as other subjects. Physical education programming will include a culturally responsive approach, which will support eliminating the physical activity gap

between Indigenous and non-Indigenous students. Our Indigenous youth, and Indigenous youth, in general, are statistically more sedentary than the non-Indigenous population (Foulds, Bredin & Warburton, 2011). Increasing achievement in our Indigenous students and closing the achievement gap are two contributions to the mission of the reconciliation commission (Ministry of Indigenous Affairs, 2019). At SMMS, all teachers, including physical education teachers, will hold high expectations of all Indigenous students and view everyone as capable learners from an affirming perspective as opposed to a deficit perspective (Villegas & Lucas, 2002). Indigenous students will enter high school with the knowledge, skills, and understanding of how to lead healthy lifestyles, so they can be successful in their lives and be role models for other Indigenous youth.

Change Agents, Drivers, and Implementation

This OIP is developed within my agency as a physical education teacher, sports coordinator and union steward. The change proposed is within my agency as both a practitioner and an emerging leader. As a change driver, I need to implement solutions in my practice but also advocate for solutions that are not directly within my control, but within my influence. I will advocate for QDPE, which consists of a well-planned program of compulsory physical education classes for a minimum of 30 minutes every day (PHE Canada, 2019). I do not have the authority to implement the schedule. However, as a member of the scheduling team, I can help create the schedule while maintaining the vision and strategic plan of the school board, the Ministry's DPA Policy, and the values of a QDPE program. For programming to be changed within PE, scheduling must be prioritized, and when PE is not scheduled, DPA must be included in every student timetable as per Ministry requirements.

The DPA Policy and QDPE

As previously discussed, the implementation of the DPA policy in Ontario has been relatively ineffective since inception in 2005 as teachers report 50% implementation fidelity

of the policy at the classroom level (Allison et al., 2016). However, the policy is evidence-based and has similar, if not higher, expectations than other jurisdictions. In Table 1, examples are provided on how other jurisdictions address implementing physical activity and physical education, as well as the recommendations of external organizations that advocate for physical activity and physical education. Following Table 1 is a brief description of how using a QDPE program in SMMS compliments the mandated DPA policy in Ontario. It is important to note that a significant factor in successfully implementing this OIP is to adopt a QDPE program, which is a strategy that aligns well with the provincial mandate. If this same OIP was to be used in a different jurisdiction, it might be met with different resistance based on the specificities of different policies. This table is not meant to be an exhaustive list of how all jurisdictions approach physical activity and physical education in Canada. However, it illuminates the differences across provinces and how the recommendations in this OIP align with the requirement of mandated policy and the recommendations of external organizations that advocate for physical activity and physical education in schools.

Table 1

Physical Activity and Physical Education Requirements and Recommendations

Physical Activity and Physical Education in Schools	
Jurisdictions in Canada	**Requirements and/or Recommendations**
Ontario Ministry of Education (2017)	Mandates that school boards must ensure that all elementary school students, including students with special education needs, have a minimum of twenty minutes of MVPA each school day during instructional time
Manitoba Education and Training (n.d.a)	Grades 1-8 in Manitoba are provided with recommended guidelines for every subject with the instructional minutes in the form a percentage of the day. Physical Education/Health Education are the only subjects that are mandated a minimum of 9% of the day. This equals out to a total of 134 minutes of PE and 44 minutes of health per 6-day cycle.
The Alberta Ministry of Education (2018, p. 46)	Mandated a minimum of 30 minutes every day of physical activity during instructional time. Intensity can vary. Physical activity can be segmented into small blocks adding up to 30 minutes (e.g., 2 x 15 minutes).
English Montreal School Board (2020)	Recommends 60 minutes of physical activity during the school day, but not necessarily within instructional minutes.
External Organizations	
PHE Canada (2020c)	Recommends a minimum of 30 minutes of physical education every day that is taught by a qualified physical education teacher
UNESCO (2015): Quality Physical Education	Recommended weekly allocation of curriculum time to physical education should be at least 120 minutes per week with plans to increase to 180 minutes per week. This refers to the actual learning time in physical education only and should not take into account changing time or travel time to and from specific facilities or time dedicated to other subjects, for example, health (p. 74).
SHAPE America (2020)	Recommends that schools provide 150 minutes of instructional physical education for elementary school children, and 225 minutes for middle and high school students per week for the entire school year.

This OIP is not developed to emancipate a system, rather, to find solutions for a system that is not functioning optimally. As an emerging leader I need to be able to persuade key stakeholders at SMMS in adopting the proposed solutions in this OIP. It is much more favourable to use a combination of evidence and policy as a strategy to reinforce why the proposed solutions are realistic and best for students. It would be difficult to impossible to propose and implement a change in provincial policy as this is outside of my agency, and outside of the agencies of all SMMS stakeholder. Next, is a brief description extending from

the information in Table 1, of how and why the requirements of the DPA Policy and

recommendations from external organizations support the implementation of a QDPE

program at SMMS

The Ontario Ministry of Education is the only jurisdiction in Table 1 to mandate MVPA.

This is very important as students in QDPE classes engage in MVPA for approximately 50%

of the time (Hills et al., 2015; Ontario Agency for Health Protection and Promotion, 2015;

U.S. Department of Health and Human Services, 2010). This is an important reason for why I

propose QDPE to be scheduled in 40-minute time blocks. This proposed time allotment

supports what the province has mandated, which is for students to engage in 20 minutes of

MVPA daily during instructional time (Ontario Ministry of Education, 2017). PHE Canada is

a national leader in H&PE and "…champions healthy, active kids by promoting and

advancing quality health and physical education opportunities and healthy learning

environments" (PHE Canada, 2020a). PHE Canada recommends for all K-12 Canadian

schools to offer a QDPE program for a minimum of 30 minutes per day. My recommendation

for SMMS is slightly above PHE Canada's minimum recommendation, which is appropriate

considering the requirements of the DPA policy and the demographic of students. SMMS

consists of 11 to 13-year-old students who are at the greatest risk for declining physical

activity levels (Gill et al., 2019), and Indigenous students who are at greater risk than non-

Indigenous students for sedentary lifestyles (Foulds, Bredin & Warburton, 2011) and type 2

diabetes (Diabetes Canada, 2015). SHAPE America (2020) is the United States of America's

national leader in H&PE, and they recommend 225 minutes of physical education every

week. My recommendation is slightly less at 200 minutes per week. However, this is the

minimum recommendation to implement the minimum requirements of the DPA policy, and

if scheduling permits, the time allotment may be similar to SHAPE America's

recommendations. Lastly, UNESCO advocates for quality physical education as a remedy to

close the policy-practice gap (UNESCO, 2019). Closing the DPA policy-practice gap is critical to improving physical literacy in SMMS students. UNESCO recommends 180 minutes of QDPE every week, without accounting for travel and changing time. My recommendation for SMMS is to implement 200 minutes of QDPE, including travel and changing time. Both recommendations are well-aligned with each other.

There is strength in aligning mandated policy with effective practice; however, not all policies outside of Ontario would necessarily align well with QDPE. For example, Manitoba Education and Training mandate a minimum of nine percent of the schedule to be allotted to H&PE. This equals out to 134 minutes of physical education every six days, which is not enough time to implement a QDPE program as classes would only be approximately 22 minutes long. In this time frame, students may receive about 11 minutes of MVPA daily. To propose a QDPE program in Manitoba, would be to propose a plan that is above and beyond what is mandated. In Alberta, the Alberta Ministry of Education uses a similar approach when compared to Ontario as students must engage in 30 minutes of physical activity during instructional time. However, it does not specific the intensity of exercise. A QDPE program for 30 minutes per day could be proposed in Alberta to meet the minimum requirements, however, in this model, it would be difficult to achieve 20 minutes of MVPA without suggesting 40-minute physical education classes. Lastly, the English Montreal School Board only uses a recommendation, and not a mandate. Recommending time in physical activity during the school day but not necessarily during instructional minutes makes this approach too general and creates too many questions around fidelity. QDPE may work under these recommendations but is not supported by a mandate, and therefore may be met with resistance.

Implementing Change

PE teachers could facilitate a QDPE program in 40-minute blocks, as this would meet the time recommendation by PHE Canada and provide time for transitions and changing. Ideally, physical activity should be scheduled before more rigorous classes like Math, Science, and English, as a study in Naperville, Illinois, showed that students experienced higher achievement in classes they took immediately after being physically active (Ratey & Hagerman, 2013). Gym space may be limited; however, outdoor spaces and other spaces within the school, such as the fitness room or hallways, could be utilized. This would provide every student with the opportunity to engage in at least 20 minutes of MVPA every day during instructional time and meet or exceed the minimum expectations of the DPA Policy. The H&PE program should be taught by two physical education specialists who hold credentials in physical education. As per Collective Agreement X (2017), each teacher at SMMS must be provided with a minimum of 240 minutes of preparation time out of 1500 minutes of total instructional time. SMMS could assign two H&PE specialists to teach five out of ten physical education class each, where one is responsible for the grade seven students and the other for the grade eight students. A combination of indoor and outdoor spaces should be scheduled where students can engage in a wide variety of activities (Ministry of Education, 2017). PE teachers can provide choice, using tools and technology (i.e., gamification) and student-direct learning to increase student engagement (Doolittle, 2016). Professional development for teachers in physical literacy is critical, as learning to teach fundamental movement skills across different age groups through alternative activities such as the "Teaching Games for Understanding (TGFU)" approach is an area that needs to improve (Playsport, 2014).

Breaking down barriers between departments and including everyone in the transformation of the organization is essential in providing a holistic approach. The Ontario

Physical and Health Education Association (OPHEA) has many resources that I teach across the province as an OPHEA Ambassador. Physical education and the DPA Policy, are not the only times that physical activity should be taught. A whole-school approach is required so that the values and benefits of being physically active are ingrained in students' minds, and healthy habits are formed. Lunch and recess breaks will include organized and unorganized physical activity time, as they are valuable opportunities to be physically active (Hills, Dengel & Lubans, 2015). It has been suggested that young people should be active for at least 40% of recess and lunchtime, yet reviews have demonstrated that many young people, especially girls, spend most of the break-time sedentary. (Hills, Dengel & Lubans, 2015). There is a growing body of evidence that indicates a positive association between physical activity and executive function, concentration, and on-task behaviour in adolescents (Hills, Dengel & Lubans, 2015). Students can also be provided with brief physical activity breaks throughout the day, which may include the use of energizers (i.e., short physical activity breaks) conducted in the classroom and integrate physical activity into other curriculums, such as Math and Science (Hills, Dengel & Lubans, 2015). Lastly, students need role models, and educators, parents, and community members can fill this void. All educators can contribute to the overall culture of physical activity at school, which should include family and community engagement (Hills, Dengel & Lubans, 2015).

Organizational Change Readiness

Developing a plan for change is essential for the successful implementation of change. The change must be purposeful and come from change agents who demonstrate the change proposed is important (Cawsey, Deszca & Ingols, 2016). The *purpose* is critical in moving stakeholders through the acceleration stage, which is where stakeholders get behind change implementation. Stakeholders must understand the 'why' as work with purpose is fueled by passion, as opposed to stressing when work is without purpose. Simon Sinek says

to start with 'why' because individuals and organizations need to understand their core values and their purpose for getting out of bed in the morning (Sinek, 2009). By clearly communicating the need for change (i.e., students are too sedentary and need to learn how to be active in school and life) and future impact change will have on students and the community, change agents will be able to persuade stakeholders to join the cause

Sophisticated monitoring of the impact of change, along with the assessment of change once it is ingrained into the fabric of the organization, are essential strategies in measuring change outcomes (Cawsey et al., 2016). The ability to measure change outcomes is essential for all change initiatives as measurements provide the proof that change was impactful and worthwhile. Change leaders will need to establish a vision and a shared vision among stakeholders; otherwise, it will be very challenging to move change forward (Cawsey et al., 2016). The vision of the school board is that students are put first by creating a culture of learning (FDSB, 2019). The vision of this OIP aligns with the school board's vision. It is pulled directly from the H&PE curriculum as the knowledge and skills developed through physical activity programming will benefit students throughout their lives in leading healthy and active lifestyles (Ontario Ministry of Education, 2015). The change process will not energize people until they begin to understand the need for change and have a shared vision of what SMMS will look like after change is implemented (Cawsey et al., 2016).

Change Readiness Tools

Before implementing change, it is essential to diagnose the organizations' readiness for change. Organizational readiness occurs in the beginning stages of change. Change leaders need to determine the need for change and the degree of choice that the organization has. It is essential for leaders to 1) seek out and make sense of external data; 2) seek out and make sense of the perspectives of other stakeholders; 3) seek out and make sense of internal data and; 5) seek out and assess your concerns and perspectives (Cawsey et al., 2016 pp. 146-

154). As an initial tool, the political-ecological-social-technological-economic (PESTE) analysis will appraise critical factors that will indirectly or directly affect change so that strategies can be developed to overcome potential issues (Cawsey et al., 2016).

Political. Many political, social and economic factors have already been alluded to or directly referenced. Many factors shape the problem. First, it is essential to note that children spend a significant amount of time at school, usually about eight to nine hours, and a considerable amount of this time is composed of sedentary activities (Hills, Dengel & Lubans, 2015). The political landscape can be very influential in elementary public education. The allocation of resources for any program often depends on ministry funding and internal politics within the school. School budgets are not unlimited, and often, funding needs to be applied in specific programs based on ministry requirements. When funding allocation is flexible through school budgets, administrators need to make decisions on where to apply for the funding. A significant focus of the current Progressive Conservative party in Ontario is on e-learning and numeracy. Commitment to student health and well-being by the government, ministry, school board and school is required for success in developing physical literacy in all middle school students at SMMS.

Ecological. Organizations must consider the ecological or environmental impact of change as environmental concerns, such as global warming, are a growing issue. Schools are learning environments where these issues are often taught through curriculum or classroom dialogue. Students may run recycling programs, plant gardens, or run science experiments in an ecology unit, that all promote sustainable practices. This OIP is a very environmentally friendly initiative, as youth will become more active and less sedentary. An active society that spends less time on screens is healthier, has lower rates of NCDs, and is a positive change for people and the environment.

Ecological factors are important to consider for the purpose of diagnosing change readiness, and in the context of this OIP, are also important as they relate to the Anishinaabe culture. It is important to consider a culturally responsive framework when attempting to improve physical literacy in students through community connections, professional development and student voice (Kugler & West-Burns, 2010). An ecological approach is essential in uncovering knowledge contained within land of the geographic location of the nation (Bell, 2014, June 9). Knowledge keepers in the Ojibwe territory that SMMS resides in (exact territory is withheld due to anonymization purposes) will be essential in supporting the identification of barriers and solutions associated with improving Indigenous students' physical literacy. In Chapter 3, under the section Change Implementation Plan, includes three goals (i.e., Goal #2, Goal #3 and Goal #6) that are supported by Anishinaabe ecological factors. Within these goals are plans to identify and remove barriers for Indigenous students, implement Indigenous games and activities into programming, and to create and publish a resource on physical literacy through Anishinaabe games.

Social. A report that is very important to this OIP is called "*The Journey Together: Ontario's Commitment to Reconciliation with Indigenous Peoples*" (Ministry of Indigenous Affairs, 2019). In this report are focal points that need to be addressed as part of reconciliation. Two main focal points apply to this OIP are: 1) closing the gap and removing barriers; and 2) supporting Indigenous culture (Ministry of Indigenous Affairs, 2019, pp. 21-34). The social factors that Indigenous students face at SMMS are deep-rooted in Canadian history and generational trauma caused by traumatic events such as the residential school system. This OIP includes solutions that infuse culturally responsive pedagogy throughout programming and aim to close the achievement gap between Indigenous and non-Indigenous students.

Technological. Technology is highly relevant and becoming a growing topic of conversation and application in the K-12 education sector. Students are learning on their devices through hybrid or online courses. The internet is becoming increasingly important, especially for students in fully online courses. Families need to be able to support their children with the internet and devices at home. For less privileged households, this can be an issue. Physical activity is becoming more critical to offset some of the screen time that students engage in. ParticipACTION (2018) found that students are spending too much time in front of screens and being sedentary, while nowhere near enough time engaged in MVPA. This OIP is not designed to resist against technology, but to educate students on the benefits associated with physically active lifestyles. Technology can be beneficial and used as a measurement tool to monitor success. MVPA can be measured through heart-rate monitors during physical activity. This will be an added expense but can provide both students and teachers with objective data at the end of a physical education class. Physical activity that is a moderate intensity is between 64% and 76% of maximum heart rate, while vigorous-intensity is between 77% and 93% of maximum heart rate (CDC, 2020b). To estimate maximum heart rate, students will minus their age from 220 (CDC, 2020b). Students at SMMS can use the information obtained from heart rate monitors to determine if they have engaged in 20 minutes of MVPA during instructional time as per the DPA policy (Ontario Ministry of Education, 2017).

Economic. Finally, there are financial concerns that are attached to improving physical literacy in all middle school students at SMMS. For an optimal program to run, budgets have to support several initiatives. Professional development for QDPE teachers, stage-appropriate equipment, community outreach and transportation are all essential in improving physical literacy in students. It is impossible to know ahead of time how school

budgets will be allocated; however, within this author's agency, persuasive speaking and creative thinking will be essential if the funds are available.

Chapter 1 Conclusion

SMMS is a unique school located in Northern Ontario. By seeking to improve physical literacy in middle school Indigenous and non-Indigenous students, the author is addressing an issue (i.e., physical inactivity) that is prevalent in the lives of many Canadian youths (ParticipACTION, 2018). Physical inactivity levels are especially significant at SMMS as declines in physical activity are most significant between the ages of 11 and 13 (Gill et al., 2019). As well, there is a significant gap in physical activity levels between Indigenous and non-Indigenous people (ParticipACTION, 2018). In Chapter 1, the problem, organizational context and the leadership approach was introduced and set the stage for Chapter 2. In Chapter 2, the planning and development of the OIP will begin and include a leadership framework for understanding change as well as an analysis of organizational information and data. Chapter 2 will support the author's decision to choose the best change path.

Chapter 2 – Planning and Development

In Chapter 2, I address the leadership framework used to understand change and analyze organizational data to select the best change path. Servant (Greenleaf, 1970) and distributed (Leithwood & Jantzi, 2000) leadership approaches, are used in combination with the Change Path Model (Cawsey et al., 2016), and are demonstrated to be effective specific to the context of this OIP. This is the planning and development portion of the OIP. By creating a clear plan oriented around the change vision, change leaders will be prepared to adapt to challenges as they arise (Cawsey et al., 2016). Plans will require modification once the implementation phase begins, which will be discussed in Chapter 3. This section will discuss the change plan as it relates to leadership styles, frameworks for leading change, organizational analysis, change theories and ethics. Chapter 2 will conclude with potential solutions in improving physical literacy in SMMS middle school Indigenous and non-Indigenous students.

Leadership Approaches to Change

Leaders need to understand who they are as a leader and what their values, traits, and skills are that make them successful, or unsuccessful, in their organization. As an emerging leader, I have established a leadership approach that is well-suited for me as a leader in the context of this OIP. The approach I use in this OIP is unique to me as a leader and reflects my agency, organization, and problem of practice. Through a leadership approach and leadership model, I will guide change in SMMS so that students improve their physical literacy, and therefore become more confident and motivated to lead healthy and active lifestyles. I am combining a servant leadership approach within a distributed leadership model, as together, they support the desire to produce intended results.

Servant Leadership

Servant leadership is a paradox as typically, leaders are viewed as higher in hierarchical power, whereas historically, servants have been at the bottom of the hierarchy. Usually, leaders are thought to influence while servants are thought to follow. As a teacher who is also the change driver, I am quite low in the hierarchy of the education system. However, I can lead change with my colleagues through both my actions and my words at the ground-level. Servant leadership is grounded in teamwork and egalitarianism and involves followers in decision making (Spears, 1996). Student voice will be discussed more in Chapter 3, as it will be essential and valued throughout the change process and to sustain change. Students will provide feedback on programming both formally and informally, through their actions and their words. This feedback will be used to guide curricular, extracurricular and interschool programming. There are several definitions of servant leadership, but the most referenced definition is by Greenleaf (1970):

> [Servant leadership] begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead... The difference manifests itself in the care taken by the servant—first to make sure that other people's highest priority needs are being served. The best test... is: do those served grow as persons; do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? And, what is the effect on the least privileged in society; will they benefit, or, at least, will they not be further deprived? (p. 226)

Putting others first is the defining characteristic of servant leadership (Noland & Richards, 2015; Northouse, 2016). As a servant leader, I am putting the needs of all my students, Indigenous and non-Indigenous, first.

There is a story in the novel by Hermann Hesse (1956) called *"The Journey to the East"* that highlights my agency as a teacher who is not in a formal leadership role but rather

an emerging leader who is leading change on a journey where physical literacy is the destination. Greenleaf's definition of servant leadership also stems from this story (Greenleaf, 1970), where a group of travellers go on a mythical journey, and a servant is with them who did most of the chores along the way. When this servant becomes lost and disappears from the group, the group begins to panic and ends the journey. Without the servant, they were unable to continue. Although not acknowledged by the group or the leader, the servant was an emergent leader throughout the journey, and in fact, became the leader of the group (Northouse, 2016).

The servant leadership model fits well within the change path model, which will be discussed later in this chapter, as both are practical. Most of the academic and non-academic writing on servant leadership has been prescriptive and focuses on the actions of servant leaders (van Dierenddonck, 2011). Servant leadership acknowledges social injustices and work to remove them (Graham, 1991), as it is connected to ethics, morality and virtue (Irving & Longbotham, 2007). This OIP has a focus on Indigenous youth, acknowledges the Truth and Reconciliation Commission's Calls to Action (2015) and provides actionable solutions in increasing the health and well-being of Indigenous students while closing the achievement gap between Indigenous and non-Indigenous students. Servant leaders value altruism as most important and put followers' interests before their own (Northouse, 2016). Noland & Richards (2015) found a positive correlation between servant teaching and student learning and engagement. Modelling behaviour and motor skills, such as kicking, throwing, anchoring (i.e., a skill used to increase accuracy when shooting archery), or snowplowing (i.e., a skill to decrease speed down a hill in cross country skiing), is not only fundamental to a physical literacy program (Pangrazi & Beighle, 2013) but is also a quality of a servant leader. Servant leaders lead by 'doing'. By demonstrating motor skills, participating in physical activities

with students, and consistently displaying enthusiasm during lessons, students will reach

higher levels of motivation (Vidourek et al., 2011).

Distributed Leadership

In this OIP, a distributed leadership approach will be used strategically to support

successful change implementation. Although there is criticism in academia about using the

term distributed leadership in democratic environments (Spillane, 2005), in the context of this

OIP, it is understood that the authority still resides at the top of the hierarchy. The authority

within SMMS mostly resides with the administration; however, the culture of SMMS permits

distributing leadership for the purpose of this OIP as both attainable and strategic.

Distributing leadership for the purpose of this OIP will have a positive influence on teacher

effectiveness and student engagement (Leithwood & Jantzi, 2000). Unlike delegated

leadership, where jobs are tasked and monitored by authority, distributed leadership

encourages educators to work from a place of passion and willingly make an emotional

investment while using their technical expertise to accomplish a task (Hammershaimb, 2018).

The aim to improve physical literacy in all middle school Indigenous and non-

Indigenous students may require large emotional investment from change agents, especially

physical education teachers. Emotional burnout will have to be mitigated as the change

process requires healthy staff and active participation. All change agents will be encouraged

to prioritize their health and well-being through engaging in at least 150 minutes of moderate-

to-vigorous physical activity per week, sleep 7-9 hours per night, and eating a healthy diet

(ParticipACTION, 2019). Students will learn that everyone can benefit from engaging in

physical activity and taking care of their health and well-being. They will begin to understand

that by improving their own physical literacy now, they are taking steps in the right direction

to lead physically active lifestyles.

Through distributed leadership, the team will drive change forward with passion. Stakeholders will have the opportunity to lead and become change agents in a distributed leadership model. Stakeholders will rise to the occasion and feel a great sense of accomplishment when they engage in the process (Hammershaimb, 2018). Change agents will work together and be an influential team that produces more than the sum of its parts (Spillane, 2005). Within a distributed leadership model, all team members can perform functions related to the change. The power does not solely reside in the formal leader, and ideally, team members will step into leadership roles when situations arise that require their skillset (Northouse, 2016). These opportunities will require team members to take risks, and therefore have courage when temporarily stepping outside of their formal roles and into a leadership role (Amos & Klimoski, 2014). As an effective team, we will support each other and celebrate our successes. For example, when I first began teaching at SMMS, I was provided with the opportunity to co-coordinate and co-host the school's academic awards ceremony. I had to take a step out of my comfort zone, as this was my first experience coordinating and hosting these academic awards, which had the added pressure of tight timelines and hundreds of people in the audience. This experience eventually led me to lead the academic awards ceremony annually and increased my confidence because of an effective team of educators that were very supportive throughout my first two years.

A distributed leadership approach, where the leader will be in a position of control and not in control at the same time, will be especially useful during the acceleration stage of the change path model (Northouse, 2016). During this time, key teachers will work together to drive the physical activity initiative forward, appropriately allocate other stakeholders, and collectively assess and modify the change. Change must not be implemented in a 'top-down' fashion, as it may contradict deeply held professional values and beliefs, and result in

resistance and subversion (Wood, 2017). For example, traditional games may have to be implemented by an Elder as per culturally appropriate protocols.

Key teachers that are passionate about the initiative must be identified to help with implementing change, either directly or indirectly, across the student body. A distributed leadership model will be useful when community members or SMMS staff, lead each other through new pedagogy to use in physical education. Leaders across curricular, extracurricular and interschool programming will emerge. They could be educators, administration, senior administrators, education assistants, community members, Elders or students. A strength of this model will be that it provides a cognitive guide to help design an effective team that will enable our students to meet the goals of the H&PE curriculum (Northouse, 2016). Although the model is not simplistic, it integrates many practical strategies to follow while acknowledging the complexity of diverse organizations such as educational institutions.

Strengths and Limitations of Distributed and Servant Leadership

Servant leadership and distributed leadership approaches require less institutional power and more authority to those who are part of the solution of improving physical literacy in our students. This quality shared by both servant and distributed leadership models is one reason why the decision was made to utilize both models in this OIP. Distributed leadership provides a leadership strategy focused on a team of leaders, not solely on one leader (Leithwood & Jantzi, 2000). A leadership team consisting of change agents in the roles of physical education teachers, administrators, Elder(s), education assistants and students, will work collaboratively together to determine barriers, solutions, and adaptations associated with improving students' physical literacy. As the change driver, my servant leadership approach provides strength to the distributed leadership team, reinforcing context-specific value working with both distributed and servant leadership approaches. Servant leaders want their followers to reach their full potential, and to do so, put their followers' needs first.

(Greenleaf, 1977). The followers in this OIP include the following stakeholders: teachers, administrators, education assistants, Elders, parents and community members. The stakeholders that are identified as change agents, and distributed among the leadership team, will be confident and effective as the change driver is a servant leader. Servant leaders build confidence in their followers through empowerment, and as a result, followers take on leadership roles when situations need to be dealt with that require their skillset (Northouse, 2016). Followers also include students. This OIP is aimed at improving physical literacy in students, and therefore, students' needs must be prioritized. As a servant leader who is working directly with students in physical education, interschool sports, and extra-curricular activities, I need to identify what my students need to successfully improve their physical literacy. This is a very influential position, and well-placed within a distributed leadership framework, as I can directly implement ideas generated through collaboration with other change agents in this OIP.

All leadership approaches have limitations (Northouse, 2016), and servant and distributed leadership are no exception. The limitations of both approaches were carefully considered when choosing the appropriate leadership approaches for this OIP. First, as an emerging leader, I must be persuasive as I am not in a formal leadership role. This is a limitation, especially in relation to a distributed leadership approach, as I cannot simply distribute leaders. I must use the purpose of this OIP to persuade members to join the change initiative. I also collaborate with stakeholders that are above me in the hierarchy at SMMS that I need to persuade to join the distributed leadership team where all voices have equal power.

A limitation of servant leadership is the utopian overtone of putting the needs of others before their own (Gergen, 2006), as this is idealistic, but is not always practical. This selfless approach to leadership conflicts with other principles of leadership, such as directing,

goal setting and creating a vision (Gergen, 2006; Northouse, 2016). I genuinely believe this is

a valid criticism; however, I anticipate that the needs of followers will not be straight

forward. For example, I reflect on the beginning of each school year, where I facilitate most

physical education classes outside. I typically experience some resistance from students, as

many do not want to go outside. After a few weeks of going outside for physical education,

the resistance dissipates, and before not too long, students are asking to go outside. In this

case, the needs of students were not completely understood by students until they had

experienced being active in the fresh air. As a servant leader, I need to acknowledge that

there will be resistance throughout change, but to view it as a part of the change process.

I considered using transformational and adaptive leadership approaches for this OIP,

but the limitations of each approach persuaded otherwise. Transformational leaders have

many influential attributes that are applicable to my leadership and the context of this OIP.

Some characteristics of transformational leaders include the ability to create a vision, to

motivate and build trust in stakeholders and be a change agent (Northouse, 2016). These

characteristics are important leadership qualities; however, transformational leaders have

been criticized for being anti-democratic and for acting independently of followers, as well as

putting themselves above the needs of followers (Avolio, 1999; Bass & Avolio, 1993). The

needs of students in this OIP must be at the forefront of change. I must consider what

students need to feel motivated and confident in engaging in a variety of physical activities.

This limitation contradicts the servant leadership approach and therefore, was not chosen. As

a servant leader, the needs of students will not be overlooked through the change process, as a

successful change process depends on prioritizing the needs of students (Noland & Richards,

2015; Northouse, 2016).

An adaptive leadership approach was plausible as it seemed practical and applicable

to this OIP. Adaptive leadership is focused on followers and helping to support followers to

engage in adaptive work while supporting follower involvement and growth (Northouse, 2016). This is essentially what I am trying to achieve through this OIP as followers (i.e., students) will be supported in engaging in physical activity while improving their physical literacy. However, upon further investigation, adaptive leadership has little empirical research to support its claims and practicality and is too abstract (Northouse, 2016). There are claims in adaptive leadership such as to 'mobilize the system' and 'protect leadership voices from below' that are difficult to interpret as they lack detailed explanation. Adaptive leadership also contradicts distributed leadership where tasks are distributed among team members who are individually responsible for completing those tasks (Squires, 2015). Murphy (2005) believe that school should move beyond distributed leadership and develop a different framework where stakeholders expertise can be utilized through a collaborative approach. The education system, including SMMS, is grounded in a hierarchical framework where leadership can be distributed without emancipation of the framework. For example, administrators have control over school budgets, while teachers have control over programming in their classrooms. Changing this system is far outside of my agency, and not appropriate for this OIP. I have hesitations using an adaptive leadership approach as I do not feel it is academically or professionally ethical to guide an OIP with an approach that has not been well-researched. I am more confident in successfully implementing change through two well-researched leadership approaches (i.e., servant leadership and distributed leadership) better aligned to the specific context of my OIP, and therefore, I chose not to use adaptive leadership.

Framework for Leading the Change Process

The Change Path Model is process-oriented and prescriptive (Cawsey et al., 2016), and will guide the change process. This OIP is grounded in the Theory of Planned Behaviour (TPB) and integrated throughout the Change Path Model. The strategy for integrating the

Change Path Model and the Theory of Planned Behaviour into the framework for leading

change is discussed in the following section.

Theory of Planned Behaviour

This OIP is grounded in the Theory of Planned Behaviour (TPB), which is an

extension of the Theory of Reasoned Action (TRA) (Ajzen & Fishbein, 1980; Fishbein &

Ajzen, 1975). Both theories focus on theoretical constructs concerned with the individual and

motivational factors as determinants of the likelihood of performing a specific behaviour

(Armitage & Conner, 2001). In the TRA, behaviour is determined by the individual's

intention to perform the behaviour, and intention is determined by the individual's attitude

(i.e. the individual's overall evaluations of the behaviour) towards the behaviour or their

subjective norms (i.e. belief about whether others think an individual should or should not

engage in the behaviour) regarding the behaviour (Burak, Rosenthal & Richardson, 2013).

The TRA assumes that behaviour is entirely voluntary and controlled by the individual

(Fishbein & Ajzen, 1975). The TPB (see Figure 1) goes one step further and adds Perceived

Behaviour Control (PBC) to acknowledge that all behaviour is not necessarily voluntary (ex.,

I can't do that movement), and that intent does not necessarily always predict behaviour

(Armitage & Conner, 2001). The TPB is more "…frequently used to explain a variety of

health behaviours, including exercise and healthy eating." (Payne, Jones & Harris, 2004) than

the TRA. *Intention*, in both theories, is influenced by attitudes and belief systems towards

behaviours (Phillips, 2012). Student's attitudes play an influential role in physical education

(Solmon, 2003), so providing students with positive experiences is essential in promoting

positive attitudes. Students are more likely to engage in behaviours that they believe are

achievable (Armitage & Conner, 2001), and by improving physical literacy, students will be

more confident in their abilities to be successful in physical activity settings. By grounding

this OIP in the TRA and TPB, the physical activity gap can be addressed. In 2005, Downs

and Hausenblas conducted a meta-analysis using 111 exercise studies and found that the

constructs of the TRA and TPB effectively explained exercise intentions and behaviours.

This OIP is focused on improving physical literacy in middle school Indigenous and non-

Indigenous students by shifting individual beliefs and attitudes towards lifelong engagement

in physical activity and valuing it as a necessary part of a healthy lifestyle.
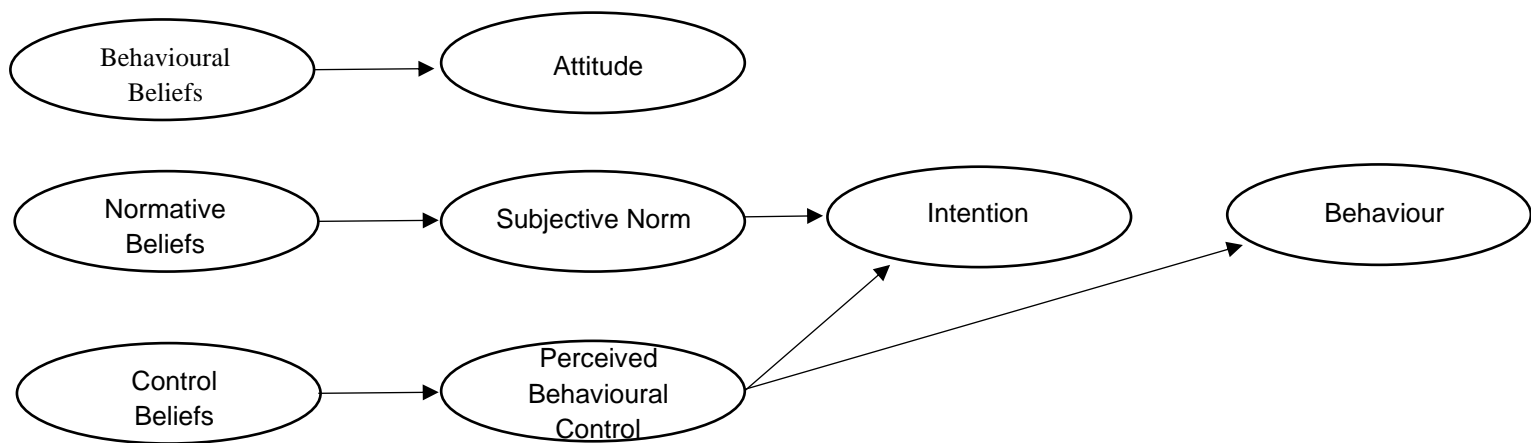
Figure 1 The Theory of Planned Behaviour. Adapted from Armitage & Conner (2001). Milko, J. (2020

Change Path Model

Several models and theories are integrated throughout this OIP. My leadership

approaches include servant and distributed leadership. A physical literacy framework and

culturally responsive framework are embedded throughout the change process and will be

prevalent within the change model. A theory provides a basis for change during the change

process, is specific and appropriate to the problem, and helps guide the OIP in the right

direction. The Change Path Model (Cawsey et al., 2016) is a practical organizational change

theory that complements the problem of practice very well, as it combines process and

prescription without too much instruction—providing the change agents with flexibility and

adaptability. It is a theory that was created by Cawsey et al. (2016) and extracts strengths

from preceding models while combining years of experience in consulting work. Within this

model, there is an opportunity to apply practical applications necessary for organizational change. The Change Path Model can be applied within the current hierarchal structure of the education system and acknowledges both quantitative and qualitative data. It consists of a very 'user-friendly' framework for analyzing the collective work and relationships involved throughout change-implementation. 'User-friendly' is a quality that most change theories do not have. The Change Path Model is general enough to transfer between different schools, school boards, and outside organizations, but specific enough to translate into action. Although schools outside of SMMS are out of the agency of this OIP, the long-term vision for this author is to share what is learned at SMMS with other schools across the school board and province. The flexibility and adaptability of the Change Path Model are useful and practical, which are essential attributes that are difficult to find in other change models. The Change Path Model consists of four steps (i.e., Awakening, Mobilization, Acceleration and Institutionalization) (Cawsey et al., 2016, pp. 86-89). A brief outline of how each step will function is as follows.

Awakening

In the *awakening* stage, the change agent analyzes the conditions that are necessary for change to occur, and present the problem of practice to administration, senior administration, and colleagues. The Beckhard-Harris formula (Beckhard & Harris, 1987) will be an important tool within the critical organizational analysis and used to assess the conditions of the organization's ability to change (see Figure 2). It is simple to follow and includes a strong emphasis on the problem of practice (i.e., is this actually a problem?), the vision (i.e., improving physical literacy in students) and the first steps of change. The hardest step is the first step. In the Beckhard-Harris formula (Beckhard,& Harris, 1987), the 'D' refers to dissatisfaction with the current situation. Currently, too many students are not engaging in the minimum requirements of the DPA policy and are not engaging in enough

physical activity opportunities outside of their instructional minutes. Indigenous students are over-represented in sedentary behaviours, and the population of Ontario received a grade 'D-' on their 'participACTION' report card for physical activity levels (ParticipACTION, 2018). The gap in sedentary behaviour between Indigenous and non-Indigenous people is very concerning for our public health sector. The World Health Organization (WHO) (2002, April 4) says that "sedentary lifestyles increase all causes of mortality, doubles the risk of cardiovascular diseases, diabetes, and obesity, and increase the risks of colon cancer, high blood pressure, osteoporosis, lipid disorders, depression and anxiety" (para. 2). Schools are a perfect place for intervention, and unfortunately, are failing our students. The 'V' stands for vision. The vision of this OIP is for all students to be physically literate and develop the skills and knowledge that will enable them to enjoy being active and healthy throughout their lives, as outlined in the H&PE curriculum (Ontario Ministry of Education, 2019). The 'F' stands for the first steps. This OIP consists of six goals with a step-by-step process that is the basis of this implementation plan. The goals are realistic, clear and concise. The 'R' stands for resistance. The resistance will vary throughout change implementation. However, if the purpose is articulated clearly in the mobilization phase, then resistance should be diminished. It is essential for change agents to understand that resistance will always be present during organizational change, and it will come in many forms.

$$D \times V \times F => R$$

Figure 2. Beckhard-Harris formula for change. Adapted from Beckhard & Harris (1987). Milko, J. (2020)

A culturally responsive framework is a critical component to the success of this OIP. To serve as a reminder from the terminology section in Chapter 1–a culturally responsive framework includes educators with socio-cultural consciousness (Ontario Ministry of

Education, 2013a), and at SMMS, this means to be inclusive of Indigenous students by integrating the concept of two-eyed seeing. Two-eyed seeing is "…to see from one eye with the strengths of Indigenous knowledge and ways of knowing, and from the other eye with the strengths of Western knowledge and ways of knowing" (Bartlett, Marshall & Marshall, 2012, p. 335). Improving physical literacy at SMMS cannot be accomplished without infusing Indigenous perspectives throughout the process. Improving physical literacy in middle school Indigenous students is supported by the *Truth and Reconciliation Commission (TRC) of Canada: Calls to Action (2015)*, specifically, the following Calls to Action (pp. 2-10):

- #19 …close the gaps in health outcomes between Aboriginal and non-Aboriginal communities…

- #20 …address the distinct health needs of the Métis, Inuit, and off-reserve Aboriginal peoples…

- #57 … provide education to public servants on the history of Aboriginal peoples…

- #63 iii … commitment to Aboriginal education issues, including building student capacity for intercultural understanding, empathy, and mutual respect…

- #89 … promote physical activity as a fundamental element of health and well-being, reduce barriers to sports participation, increase the pursuit of excellence in sport, and build capacity in the Canadian sport system, are inclusive of Aboriginal peoples.

The TRC's Calls to Action further problematizes the problem of practice and supports the purpose of this OIP, which is to improve physical literacy in middle school Indigenous and non-Indigenous students. This, along with other reasons for urgency outlined in 'Framing the Problem of Practice' in Chapter 1, will awaken stakeholders to believe that change is needed.

Mobilization

During *mobilization*, the need for change is communicated organization-wide (Cawsey et al., 2016). This step is where a plan for identifying key individuals and determining together, the nature of what their contribution will be. Key individuals (i.e., Elders, physical education teachers, administrators, student leaders, teachers, and education

assistants) will all have different but essential roles within a distributed leadership model. The dependency on key individuals for change may appear to be a limitation in this OIP, but it also gives this OIP strength. A distributed leadership approach is correlated with positive organizational change, and when leadership is strategized effectively, change is more likely to be successful (Harris, 2008). Distributed leadership models allow the leader to be in a position of control and not in control at the same time and allows the opportunity for change agents to engage in change initiatives. When teams work together towards change, strength in numbers becomes greater than the sum of its parts. Roles will be different among change agents; however, every individual contribution matters.

Community connections with Elders will be essential in uncovering knowledge of Indigenous games from the Anishinaabe community. Knowledge is traditionally passed down through generations orally, and very little is written down. This emphasizes the importance of Elders as they have knowledge of traditional games, the connections within the communities and the Ojibwe language. Physical education specialists are critically important, too, as they are with the students every week and are responsible for physical activity programming where the traditional games may be implemented. Physical education specialists are key change agents in a physical literacy program and will contribute to more substantial outcomes for students both in physical education and other classes (Pollock & Mindzak, (2015, p. 18). Identifying key individuals will be accomplished through several two-way communication channels (Cawsey et al., 2016). Internal stakeholders (i.e., stakeholders that work for SMMS) will learn about this problem of practice and can ask questions during Professional Activity (PA) days.

SMMS often promotes for stakeholders to engage in leading portions of the PA days, which creates a very viable opportunity for this author to engage key individuals through Guskey's Model of Teacher Change (Guskey, 1986). Guskey (1986) developed this model to

address the disconnect between professional development programs, teacher behaviour and

positive influences on student learning (Dudar, Scott & Scott, 2017). Several other

researchers have identified that the disconnect Guskey identified in his model, is still a

concern in the education sector (Dudar, Scott & Scott, 2017). Guskey (1986) proposed a

model that focused on demonstrating to teachers how changes in their behaviour can improve

their student's learning and well-being (Dudar, Scott & Scott, 2017). By implementing

changes that improve physical literacy in middle school Indigenous and non-Indigenous

students, student affective learning (Dudely, 2019) and well-being (ParticipACTION, 2018)

will also improve. Teachers are motivated by doing what is best for their students. According

to Guskey (1986), teachers will change their attitudes and beliefs if they can see how their

behaviour positively influences their students. By demonstrating and providing the

opportunity for internal stakeholders to get behind change implementation, it is imperative

that they experience how improving physical literacy in students is essential. Guskey's

(1986) model also supports the Theory of Planned Behaviour (Ajzen & Fishbein, 1980),

which is focused mainly on students but also applies to teachers. The Theory of Planned

Behaviour supports the notion that attitudes and behaviour are linked; however, Guskey's

(1986) model is more applicable to educating teachers on the benefits associated with

developing their student's physical literacy as it is specifically focused on the practice of

professional development.

Acceleration

This stage is where key stakeholders become involved, and the change begins. The

nature of contribution from these key individuals will vary depending on their agency and

will be distributed throughout a distributed leadership approach (Hammershaimb, 2018). For

example, administrators will consider adjusting timetables, PE teachers will engage in

professional development in physical literacy, student leaders will be trained in running

intramurals (PHE, 2020), and essential community connections will be established (Ontario

Ministry of Education, 2013a). Throughout the *acceleration* stage, change will be strategized

incrementally. Key individuals will set incremental goals towards organizational change

(Martens, Bramlett & Korrow, 2017) as it is less effective to persevere towards a long-term

goal (i.e., all students to meet the goals of the H&PE curriculum) without setting short-term

goals (i.e., incremental goals) first (Freund & Hennecke, 2015). An incremental strategy is

not viewed as radical; rather, it is "…intended to do more of the same, but better.". (Kindler,

1979). Incremental change is generally viewed as practical, as most steps involved are

predictable enough for this strategy to be effective (Kindler, 1979). Incremental change is

described by Katz and Kahn (1966, p. 283) as solving a maze (i.e., organization) problem, as

opposed to reconstructing the maze. This type of change is reactive, which Nadler &

Tushman (1989) refer to as "… change that is made in response to external events." (p. 196).

In this case, the external event is not new (i.e., physically inactive students); however, the

problem requires a multi-layered solution due to the complexity of teaching students to be

active for life. Cawsey et al. (2016) refer to incremental change as a perspective as opposed

to a state. From an organizational point of view, improving physical literacy in students may

be viewed as incremental. It is important to pursue change incrementally but also prepare for

different perspectives ranging from supportive to resistant. Stakeholder resistance is further

discussed in Chapter 3.

Institutionalization

This is the final step of the Change Path Model (Cawsey et al., 2016) and involves the

successful transition into the new state. In this desired state, all middle school students will be

participating in QDPE, have access to extracurricular physical activities, and engage in a

culturally responsive and physical literacy program. Measurement is an essential tool in this

step, as data can indicate that further adaptations may be necessary. Measurements also

provide data on how effective the change process has been. There are various sources of data that will be used to measure the effectiveness of change. The attendance monitoring system will be analyzed to see if attendance improves in both Indigenous and non-Indigenous students. Student achievement will be monitored both in physical education and in other subjects. Ongoing opportunities for professional development in physical literacy, daily physical activity and physical education will be tracked to ensure that applicable change agents are receiving the proper training. The school administration will be an important support for professional development and programming. Professional development opportunities may include workshops, seminars or conferences. Resources will be required for many games and activities that are not already purchased. A successful transition into the new state means that change is sustainable and is continuously improved. A tool that can be used for monitoring the QDPE program is PHE's criteria for QDPE awards (PHE, 2020). An overview of the award can be found in Table 2; however, there is an extensive questionnaire that PHE (2020) uses for applicants when determining if the program is a one-star to four-star program. A four-star rating is the highest rating.

The Change Path Model was chosen due to a combination of prescription and flexibility. The four steps of the Change Path Model provide change drivers with direction and instructions on how to approach the change process from inception through implementation while permitting a degree of flexibility for change agents to take a step back if necessary. This OIP permits change agents to take a step back. The solutions at the end of this chapter are multilayered and require a degree of persistence and consistency over several years. Two other change models were considered but not used for various reasons related to the nature of change and the context of this OIP. Both the Normalization Process Theory (Wood, 2017) and Kotter's Eight-Stage Process (1996) are effective, and evidence-based change models, however, are not appropriate for this OIP.

The Normalization Process Theory is an effective organizational change theory that has a depth of research and application in the healthcare system (Wood, 2017). It potentially could be applied within the current hierarchal structure of the education system and acknowledges both quantitative and qualitative data. Normalization Process Theory is a theory of empirical application rather than abstract critique (May et al., 2019). It consists of a very user-friendly framework for analyzing the collective work and relationships involved throughout change-implementation (Wood, 2017). This is a quality that most change theories do not have. The most significant limitation of this theory is the limited evidence of its applicability in the education system. I did not find it appropriate to use a change model in the education system when it has exclusively been used in the healthcare system. As well, it does not align well with my leadership approach, servant leadership. Sergrott et al. (2017) argue that the focus of normalization process theory is more on the individual leaders, as opposed to the clients. This is conflicting as servant leaders focus more on the needs of others, as opposed to their own. For these two reasons, I did not use Normalization Process Theory.

The second theory I considered was Kotter's Eight-Stage Process. Kotter (1996) provides an approach that is very prescribed and guides the change process in a linear manner. I would highly consider using this approach in a different change process that requires a high level of prescription, or a step-by-step plan. Kotter's (1996) Eight-Stage Process may be appropriate when change demands a high level of prescription through linear stages (Cawsey et al., 2016), in cases such as changing bus schedules, implementing a new attendance monitoring system, or changing learning management systems for online instruction. The change process in this OIP will not always be linear, as students will improve their physical literacy at different rates and at different times. Barriers and solutions are not all known and require data over several years through mechanisms such as student voice,

PLCs and attendance. Lastly, Kotter (1996) recommends that change leaders have positional power. As an emerging leader and the change leader, I do not have positional power but am relying on my ability to persuade others with power to support change. For these reasons, I did not choose to use Kotter's (1996) Eight-Stage Process.

Finally, a multi-layered solution can be confusing for stakeholders and change drivers. Figure 3 encompasses key elements that have already been discussed in Chapters 1 and 2. The culturally responsive framework (Ontario Ministry of Education, 2013a) is the border in the diagram, as it serves as a reminder for change agents leading organizational change. Servant leadership (Spears, 2002) is specific to the author, who will lead by example while heavily involved in the change process. Distributed leadership (Spillane, 2005) is the leadership model that provides change agents with opportunities for leadership in areas where their expertise and passion can help the cause. The four steps of the Change Path Model (Cawsey et al., 2016) are in chronological order from top to bottom. The green arrows represent specific goals (i.e., incremental, medium-term, and long-term) that were created through the SMART principle (Williams, 2012) and are further discussed in Chapter 3. The last two goals are outlined as they are the two largest goals that are estimated to take five years to achieve. The Curriculum Goals are in the background as they will be accomplished in pursuit of the desired long-term goal—physical literacy.
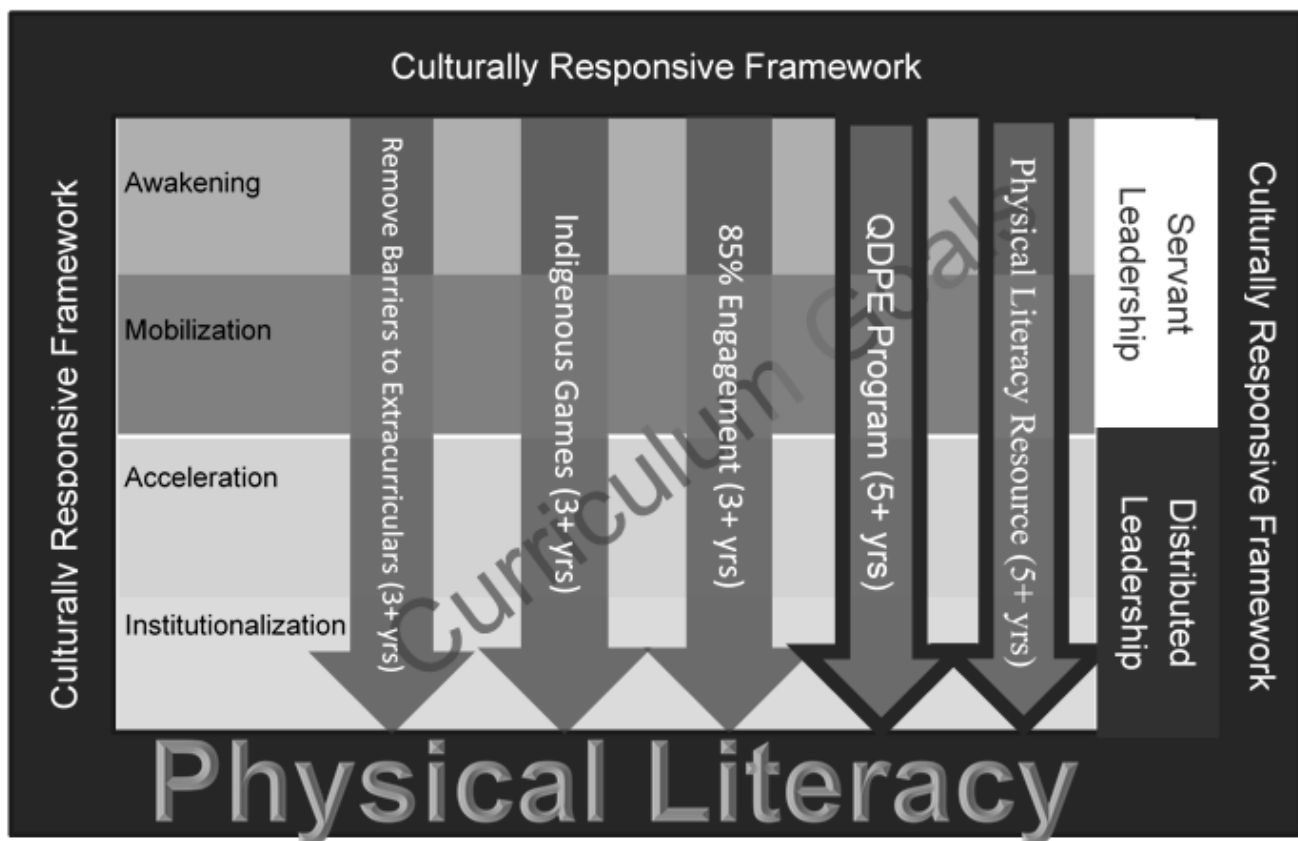
Figure 3. Improving Physical Literacy in Middle School Indigenous and non-Indigenous Students Model. Milko, J. (2020

Critical Organizational Analysis

The physical inactivity levels in many SMMS students are concerning, but yet, it is a problem that has been relevant in society for decades. Recently, studies on physical activity levels on adults in Canada have demonstrated that we are very inactive. ParticipACTION found that only 16% of adults 18-34 years old receive the recommended 150 minutes of moderate-to-vigorous physical activity per week (ParticipACTION, 2019). This statistic indicates that we have a problem as a nation, and students at SMMS are at-risk of becoming part of the sedentary problem faced by our country. By analyzing the organization critically, solutions to this problem in the short-term can be determined and provide students with the knowledge and skills they need to engage in a healthy lifestyle throughout their future. There are gaps in SMMS that may be shared by other educational institutions, and some that are unique to SMMS. The following section is closely tied to the unfreezing stage, as it outlines

what needs to be changed to motivate students to engage in more physical activity, more often.

Student Attitudes Towards Physical Activity

How can all students develop a positive attitude towards physical education and physical activity? This question is an appropriate place to begin in solving the problem, as attitudes toward physical activity is an important predictor of engagement when based on the Theory of Reasoned Action (Chen et al., 2016). As well, a potential determinant of a student's engagement in physical activity is their attitude toward a specific activity" (Lindelof, Nielsen & Pedersen, 2012). The Theory of Reasoned Action explains the relationship between the attitudes and behaviours within human action (Chen et al., 2016). Poor attitudes towards physical activity are apparent in SMMS as some students are observed by the author to have a poor attitude towards physical activity which, according to the Theory of Planned Behaviour, stems from their belief that engaging in physical activity will probably produce little to no enjoyment (Armitage & Conner, 2001). This highlights that the cause of poor attitudes, for some students, towards engaging in physical activity may be directly linked to the physical activity programming that is being offered. Is the source of poor attitudes towards physical activity solely to do with programming, or is there something else? It is difficult to conclude that programming is the sole reason why all students are not active, as students who lead sedentary lifestyles are not only inactive at school but outside of school as well. The Theory of Planned Behaviour (Armitage & Conner, 2001) suggests that subjective norms (i.e., the perception of behaviour is influenced by the judgement of a significant other) can predict intent to engage in a particular behaviour. Parents, guardians, siblings, friends, and family can have a significant impact on student engagement in physical activity if physical activity is valued as necessary. Subjective norms influence behaviour as students do not want to disappoint significant people in their lives. Research by Lindelof,

Nielsen and Pedersen (2012) explains that inactive individuals are challenging to motivate to engage in regular physical activity versus moderately active individuals.

Globally, 11 to 13-year-olds are particularly vulnerable to extreme declines in physical activity, especially with girls (ParticipACTION, 2018). Canadian youth scored a D+ on the 'ParticipACTION' report card as 35% of 5- to-17-year-olds meet the physical activity recommendations within the Canadian 24-Hour Movement Guidelines for Children and Youth (ParticipACTION, 2018). Systemic attitudes may be a contributing factor to student attitudes. Physical activity needs to be considered equally as important as other curricular components (Ontario Ministry of Education, 2017). 'Bourdieu's Concept of Habitus,' which means that habits, skills, and dispositions we possess are due to life experiences, supports that attitude cannot be forced but learned (Armitage & Conner, 2001) through everyday life by experiencing joy and meaning through being physically active (Lindelof, Nielsen & Pedersen, 2012). This is an important concept, as students need to experience joy when engaging in physical activity; otherwise, sedentary students will return to their old sedentary habits once a physical activity intervention ends (Lindelof, Nielsen & Pedersen, 2012). The challenge is not to motivate all students to be active some of the time but to motivate all students to be active daily. Both the DPA Policy (Ontario Ministry of Education, 2017) and the H&PE curriculum (Ontario Ministry of Education, 2019) require and recommend students to engage in daily physical activity. This supports the notion of a 'Quality Daily Physical Education (QDPE)' culturally responsive program. There is evidence that both QDPE programs and Indigenous-based programming will result in increased physical activity levels in students (ParticipACTION, 2018). However, there is no research in combining the two. This is a significant factor, given the demographics of students at SMMS. Both factors will be investigated in the next two lines of inquiry.

Culturally responsive pedagogy in H&PE classes

Indigenous students are observed to be less engaged in curricular, interschool and intramural physical activities than non-Indigenous students. It is essential to focus on Indigenous students as they are overrepresented in sedentary behaviours (Shields, 2016) and are 60% of the student population (SMMS, 2020). Sedentary behaviours at school are part of a more significant problem, as in Canada, Indigenous populations are experiencing higher levels of health-related diseases than the general population (Foulds, Bredin & Warburton, 2011). Many Indigenous students are from nearby communities and may be affected by the intergenerational impacts of reservation schools (Marsh et al., 2015). SMMS is in a community where the intergenerational impact of residential schools may be very prominent among students (Marsh et al., 2015). Nguye (2011), states that the historical consequences of colonialism have resulted in a diminished sense of self-worth, self-determination, and culture. Indigenous populations were once very healthy and active; however, today, there is increasing evidence that sedentary behaviours are rising in Indigenous people (Foulds, Bredin & Warburton, 2011). This makes it difficult for Indigenous students to enjoy and stay in school (Nguye, 2011).

As stated in the previous line of inquiry, enjoyment is central to engaging students in physical activity. A valid argument through Indigenous-based theory is that a holistic approach will support Indigenous achievement in Education and provide a much more enjoyable experience (Nguye, 2011). Building an awareness and understanding of culturally responsive pedagogy is important for teachers, coaches, and intramural supervisors, as "…all students learn differently and that these differences may be connected to background, language, family structure and social or cultural identity" (Ontario Ministry of Education, 2013a, p. 2). It is equally important that parents and guardians build awareness and understanding of the benefits of physical activity, including the 24-hour Canadian Movement

Guidelines for youth (Canadian Society for Exercise Physiology, 2019). CSEP (2019) recommends that youth, between the ages of 5 and 17, engage in a minimum of 60 minutes of MVPA per day. Parents or Guardians may believe their child is engaging in a healthy amount of exercise but may be unaware of CSEP's (2019) guidelines. The Theory of Planned Behaviour (Armitage & Conner, 2001) supports that social norms influence behaviours. A student's behaviour may be influenced by their parent or guardian, but if their parent or guardian does not have evidence-based information, they may not be influencing their child simply due to a lack of education on physical activity guidelines. It will be essential to identify parents, guardians and community members who are interested in advocating for the health and well-being of our student body. This can be achieved through working to build strong relationships with each student's family, which is a characteristic of a culturally responsive educator (Ontario Ministry of Education, 2013a). Ultimately, Indigenous students deserve authentic opportunities to be physically educated in a culturally responsive manner, and by building relationships with community members and creating a platform for collaboration, we are addressing the problem (Robinson, Borden & Robinson, 2013).

Physical literacy as an outcome

The goals within the H&PE curriculum state that students should develop the knowledge, skills and movement competence necessary to lead healthy lifestyles**.** The vision and goals of the H&PE curriculum are grounded in physical literacy and health literacy **(**Ontario Ministry of Education, 2015**)**. Physical literacy is "…the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life" (Cairney et al., 2016, p. 2; Physical Literacy, 2014; Tremblay et al., 2018; Whitehead, 2010). The H&PE curriculum goals and vision are very closely linked as they stem from the definition of physical literacy. Many students cannot demonstrate the knowledge (i.e., rules of games, strategy), skills (i.e., mastery), and

movement competence (i.e., technique) relative to the H&PE curriculum (Ontario Ministry of Education, 2019). Some students in SMMS enter grade 7 and throw with improper mechanics (ex., Stepping with the same foot they throw with), have low motivation and confidence to engage in physical activity, and end up achieving below the provincial standards (i.e., level 3). A recent review of the long-term effects of school-based interventions to increase physical activity, fitness, and movement skills, found that movement skills had a significant impact on sustaining increased physical activity levels through adolescence and into young adulthood (Hills, Dengel & Lubans, 2015).

There is a disconnect between the goals and vision of the H&PE curriculum and the experiences of elementary students. This may be the result of the Ministry deprioritizing PE in Ontario public elementary schools. PE is not mandated, does not have to be taught, and in its place is the DPA policy (Ontario Ministry of Education,2017), which has been moderately effective since 2005 (Ontario Agency for Health Protection and Promotion, 2015). Ontario elementary schools do not have to offer physical education, but instead, must implement the DPA Policy which is researched to have been ineffective since it was mandated in 2005 (Ontario Agency for Health Protection and Promotion, 2015). The de-prioritizing of PE extends into high school as graduation requirements include PE as only compulsory for one credit (Ontario Ministry of Education, 2020, April 21), versus Manitoba, where it is compulsory for four credits (Manitoba Education and Training, 2020). In Ontario, 40% of elementary schools have a PE Specialist, while other schools utilize Generalist Teachers and Prep Teachers to teach either PE or DPA (Pollock & Mindzak, 2014). PE specialists are researched to improve student physical activity levels and academic achievement (Pollock & Mindzak, 2014). In Manitoba, PE specialists are prioritized from Kindergarten through Grade 12, and H&PE has mandated time allotments (Manitoba Education and Training, n.d.b). In Canada, middle school is generally the first-time students are exposed to instruction from a

credentialed PE specialist (Gill et al., 2019). This suggests that the Ontario Ministry of Education has not prioritized physical education. At SMMS, the author is the only PE Specialist and teaches 4/10 PE classes. The other six classes are taught by a combination of generalist and specialist teachers, and minimal professional development opportunities are provided related to physical education.

Before physical literacy programming can be implemented, the school schedule needs to provide a framework to make it possible. At SMMS, the curricular, interschool, and intramural programming includes some elements of physical literacy but could be significantly improved. The DPA policy (2017) references that daily physical activity has a positive effect on student achievement and wellbeing; however, the problem occurs during implementation at SMMS and across Ontario (Ontario Agency for Health Protection and Promotion, 2015). One very viable strategy in improving the DPA policy is to implement a 'Quality Daily Physical Education (QDPE)' program. A QDPE program is as it sounds. It is a daily PE program that consists of quality programming and facilitated by a teacher with PE credentials. Several organizations have advocated for PE instructional periods totalling 150 minutes per week for elementary students and 225 minutes per week for middle and secondary school students (Hills, Dengel & Lubans, 2015; CDC, 2015). A QDPE program should be taught by qualified PE instructors, have reasonable class sizes, and proper equipment and facilities (CDC, 2015). It also needs to be inclusive, have adaptations for students with disabilities, provide opportunities for physical activity most of the time, and consist of well-designed lessons (CDC, 2015).

At SMMS, PE is scheduled in two different formats. Students either have two 75-minute blocks per week, or they have four 35-minute blocks per week. In total, they are receiving 140 minutes of PE time per week but are not receiving it daily. DPA should be scheduled when students are not receiving PE as per the daily requirement in the DPA policy.

Research by Hills, Dengel and Lubans (2015) suggests that PE should be enjoyable and keep students engaged in moderate-to-vigorous physical activity (MVPA) for at least 50% of the lesson time (Hills et al., 2015; Ontario Agency for Health Protection and Promotion, 2015; U.S. Department of Health and Human Services, 2010). MVPA (i.e., heart-pumping exercise) cannot realistically be implemented for 100% of the scheduled class as their needs to be time for instruction, transition, warm-up, and a cool down. Since the DPA policy is underperforming (Ontario Agency for Health Protection and Promotion, 2015), and QDPE research shows that MVPA can be accomplished in at least 50% of the class (Hills et al., 2015; Ontario Agency for Health Protection and Promotion, 2015; U.S. Department of Health and Human Services, 2010), PE classes should be scheduled for 40 minutes daily in order to meet the criteria of the DPA policy. However, currently, some students are observed to engage in much less than 50% of MVPA during their PE time, which brings in the question "Why is the physical education programming ineffective for some students?". The answer may exist back in the first line-of-inquiry, which focuses on changing negative attitudes to be more positive towards physical activity.

Possible Solutions to Address the Problem of Practice

In this next section, three possible solutions are considered that are directly related to the problem of practice. The possible solutions are to:

1. stay status quo,

2. establish a physical literacy-based program,

3. program physical activity within a culturally responsive framework.

Solution 1: Status Quo

The current model at SMMS consists of a physical education program taught by specialists and generalists, inconsistent intramurals, and twelve semi-structured sports programs. There are also several academy programs that run one time per week, and some of

the options students have are sports or activity-based classes. Physical education is not

prioritized in the schedule, and physical education specialists are not used; space is limited

and professional development opportunities in physical education or daily physical activity in

the classroom are rare. However, all students receive 35 minutes of physical education four

times per week. This meets PHE Canada's recommendation of 150 minutes of physical

education per week (PHE Canada, 2019). The schedule would stay status quo, which would

make scheduling in future years simple. Intramurals would continue to run only when staff

volunteered their time at lunch to supervise. The twelve sports programs (i.e., volleyball,

basketball, football, cross country running, cheerleading, baseball, Nordic skiing, curling,

badminton, soccer, track and field, and wrestling) would continue status quo and be

organized by either the coaches of each sport or a staff member who volunteers to be a sports

coordinator/athletic director.

    Specific sports programs could be at risk as they are only semi-structured. A

formalized league does not exist for any of the sports programs, so volunteer coaches may be

reluctant to coach if they must coordinate (i.e., tournament registration, jersey, transportation,

fees, and permission forms) their seasons on top of coaching. There is no formal position for

a sports coordinator or athletic director, which could put that role in jeopardy in future years

as it would always require a volunteer. This solution would not address high inactivity levels

in many students or support the Calls to Action from the Truth and Reconciliation

Commission (2015). It does not address the need to increase physical activity in sedentary or

moderately active students. Nor does it identify the achievement gap in physical education

between Indigenous and non-Indigenous students or the disproportionately low numbers of

Indigenous students in intramurals or sports programs. However, these issues may be

somewhat addressed depending on who the staff and administration are on an annual basis as

there is high turnover, especially with the administration. Without a plan, it is challenging to foresee a sustainable change in the near future.

Resources needed. The financial resources required to continue with the status quo would vary on an annual basis as professional development opportunities are sporadic and require an ambitious staff member who is required to obtain permission from an administrator that may or may not have the budget to support each teacher's request. Teachers who are not necessarily qualified in physical education may be teaching physical education but interested in professional development in a different area. The professional development fund will still be allocated to staff members. However, without physical education specialists, it will be difficult to justify the allocation of professional development funds to physical educator training. There is no physical education budget; however, the intermediate students use equipment provided through the high school physical education budget. The school has typically budgeted to subsidize transportation for middle school sports teams to travel, as well as supply teacher costs for teachers who coach and need their classes to be covered. The administration could offset some costs by covering teachers internally or combining classes while keeping student safety as the priority. The current cost for a full day supply teacher is about $240 (SMMS, 2019).

Solution 2: Establish a Physical Literacy-based Program

The Ontario Ministry of Education (2019) describes physically literate individuals as the following: "Individuals who are physically literate move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person" (p. 7). Physical literacy is an abstract concept and can look different depending on the environment. A physical literacy-based program teaches students to move using motor competence in a wide variety of physical activities throughout multiple environments (i.e., land, water, ice, snow) and benefits the healthy development of the whole

person (PHE Canada, 2019). Students learn to value physical activity and have the understanding, knowledge, and motivation to lead physically active lives. Physically literate students at SMMS will "be able to demonstrate a variety of movements confidently, competently, creatively and strategically across a wide range of health-related physical activities" (Ontario Ministry of Education, 2019). As a result, physically literate students at SMMS will not want to sit on the side due to a lack of interest in physical activity. They will have the motor competence to move with confidence because of behaviour influenced by their perceived behavioural control (i.e., confidence in their abilities) (Armitage & Conner, 2001).

Two qualified physical education specialists will facilitate a quality daily physical education (QDPE) program for all the grade seven and eight students as SMMS. Examples of how a QDPE program at SMMS can receive a 4-star award from PHE Canada (2020c) are provided in Table 2. These examples are subject to change; however, as ideas will evolve through collaborative efforts of the distributed leadership team. The physical education program will be offered in 40-minute blocks daily. It will be high quality, learning-based (Dudley, 2019, October 8), and daily (Dudley, 2018). Professional development (PD) opportunities will support these teachers on an annual basis and increase their depth of knowledge in physical literacy. PD on increasing physical activity during non-instructional time, such as the Raise the Bar intramural program offered by OPHEA (Raise the Bar Intramural Program, 2019), will be provided for teachers and students. PD will also be provided from from reputable organizations such as OPHEA, PHE Canada and the National Coaching Certification Program (NCCP) on incorporating daily physical activity (DPA) into the classroom. Lastly, stage-appropriate equipment will be purchased to support an inclusive program for students of varying abilities. A 4-star award from PHE Canada (2020c) will be a useful monitoring tool to ensure the minimum expectations of a QDPE program are fulfilled.

Table 2

PHE's QDPE Standards and Requirements

PHE's QDPE Standards (minimum recommendations)	Examples of How SMMS Can Apply Standards
A minimum of 30 minutes of physical education every day of the school year	Administration and scheduling committee schedule PE in 40 minute blocks daily.
Well-planned lessons incorporating a wide range of activities that address the provincial curriculum learning outcomes/objectives.	-Qualified H&PE teachers facilitate PE -Administration supports annual PD for H&PE teacher -Multiple spaces are used for PE (i.e., Gymnasium, Fitness Centre, Classrooms, Outside, Field and Tennis Courts)
A variety of assessment and evaluation strategies that enhance student learning	H&PE teachers will use the Growing Success document (Ontario Ministry of Education, 2010), the H&PE curriculum (Ontario Ministry of Education, 2019)., and OPHEA's assessment tools (OPHEA, n.d.b). These, along with professional development on how to use these resources to enhance student learning, will provide a variety of assessment and evaluation strategies
Emphasis on student learning, personal success, fair play, and personal health	PE teachers will use concepts such as Sport Education, TGFU and Cooperative learning, as discussed in Chapter 1.
Adherence to provincial student safety guidelines	-OPHEA Safety Standards are implemented in all curricular, interschool and intramural activities (OPHEA, n.d.a)
Appropriate learning activities for the age/stage of development of each student that reflect current research and best practices.	A focus on H&PE annual training is essential to continue to reflect current research and bast practices. Some of these opportunities may include: -Attend the #PhysedSummit- a global online conference that is always free (Physedagogy, n.d.) -Participate in physical education related online courses, such as the courses offered through Charged Up Education (Charged Up Education, n.d.) -The Special Area Groups of Educators (SAGE) Conference (MTS, 2019) -PHE Canada Conference (2020b) -Canadian Intramural Recreation Association (CIRA) Conference (CIRA, 2020)
Opportunities to be physically active beyond scheduled physical education time in order to realize recommended physical activity requirements for students (i.e. intramurals, extracurricular, school wide physical activity initiatives (DPA), etc.)	-SMMS participates in OPHEA's Raise the Bar intramural program (RTB, 2019) -Administration and the supervision committee schedule staff supervision in the gym and outside during lunch hour -Opportunities for students to participate in extracurriculars outside of school hours are offered throughout the entire year -School wide events such as field day, The Amazing Race and staff vs students games occur periodically throughout the year
Opportunities for student leadership development	-Students have opportunities to lead PE games and activities -Student volunteer opportunities are available for grade 4-6 interschool sport competitions -Student equipment managers -Sport Education is integrated into PE programming (Siedentop, 2002)
All students are taught by a qualified physical educator (as defined by PHE Canada)	-Staff with H&PE credentials facilitate PE programming -In the case that no staff have H&PE credentials (staffing can potentially change annually), administrators will support staff who want to obtain PE credentials
Achievement of provincial curriculum learning outcomes	H&PE teachers will use the Growing Success document (Ontario Ministry of Education, 2010), the H&PE curriculum (Ontario Ministry of Education, 2019)., and OPHEA's assessment tools (OPHEA, n.d.b), to monitor the achievement of learning outcomes.

Adapted from PHE (2020). (Milko, 2020).

Semi-annual electronic surveys will be an assessment tool for monitoring how effective PD sessions are for teachers, and if they positively influence their students (Guskey, 1986). Students are sometimes absent from their physical education classes when school events, such as assemblies, overlap with their scheduled class. As per the Ontario Ministry's DPA policy (Ministry of Education, 2017), students need to receive 20 minutes of moderate-to-vigorous physical activity (MVPA) during instructional time every day. DPA can be scheduled when students do not have physical education, and teachers will have a repertoire of fun and engaging resources that they can use in the classroom. All programming will consist of a creative, personalized, and engaging approach that will spark student interest. A model such as the teaching games for understanding (TGFU) approach (Curry & Light, 2013; Hopper & Kruisselbrink, 2001; Playsport, 2015), sports education (Siedentop, 2002), or cooperative learning (Hannon & Ratliffe, 2004) will be incorporated. Intramurals will be offered daily and incorporated into the supervision schedule so that there is not a dependence on staff to volunteer. It is important to note that teachers have a maximum of 80 minutes of supervision per week, with a guaranteed 40-minute uninterrupted lunch as per the collective agreement (Collective Agreement X, 2017). By incorporating the gym as a supervision area, especially in the cold winter months, students can be allotted an additional opportunity to be active in an unstructured or structured program that does not pressure any teachers to work outside of the collective agreement. Intramural programs will be offered in various formats, such as a drop-in open gym, or an organized, structured tournament with student-interest as a driving factor in what programming is offered. The sports program at SMMS is already vast, however, structuring it so that coaches know when they practice and when the games and tournaments are well ahead of time will be helpful with scheduling their family life. There will be little that is unknown for coaches as a formal athletic director/sports coordinator role will be created so that practices, games, and tournaments are scheduled, and athlete fees,

jerseys, and permission forms are organized. The athletic director/sports coordinator role will be proposed through union negotiations so that it is sustainable, recognized and not forgotten. Lastly, a physical literacy PLC will be used as a platform for elementary and secondary physical education specialists and coaches to strategize creative ways to increase physical activity among the entire student body. Through PLCs, members work collaboratively and tackle social justice issues, such as the ones in this OIP, and work hard to understand better their environment (Mullen & Schunk, 2010).

   Resources Needed. The implementation of two physical education specialists will not require extra funding in salary as these teachers would carry an FTE (full-time equivalent) 1.0 workload and are part of the collective agreement as is any other teacher. However, the professional development of all teachers would require both funding and buy-in from teachers. Due to the rural location of SMMS, transportation can be a high cost of any budget. It may be more feasible to bring PD to the staff in SMMS than to send staff away for PD. PD also requires time from participants, which would require funds for supply teachers unless the PD can be completed during scheduled PD days at the school. Time and energy will be required by administration while scheduling PE specialists into the teaching timetable, and intramurals into the supervision schedule can be a complicated task. Lastly, formalizing an athletic director/sports coordinator role will come at a cost, and if put through during contract negotiations, will set a precedent for the other intermediate programs in the school board. A proposal will have to be put forth to the Union president, who will decide whether or not to include it in the next round of negotiations. Other avenues in formalizing this role through the board could be considered but are outside of the author's agency.

Solution 3: Program Physical Activity Within a Culturally Responsive Framework

   A culturally responsive framework is critical and mutually beneficial for the coexistence of both Western and First Nations worldviews. The two systems must come

together and be treated as equal in order to set a foundational stage for reconciliation and respect, and ultimately, eliminate the achievement gap between Indigenous and non-Indigenous students (Federation of Saskatchewan Indian Nations, 2014; Ministry of Indigenous Affairs, 2019). The purpose of this solution is communicated through a social justice lens, acknowledges the Truth and Reconciliation Commission's Calls to Action (2015) and includes the vision of the North American Indigenous Games (NAIG), which is:

> To improve the quality of life for Indigenous Peoples by supporting self-determined sports and cultural activities which encourage equal access to participation in the social/cultural /spiritual fabric of the community in which they reside, and which respects Indigenous distinctiveness (North American Indigenous Games, n.d.).

Historically, education has been a significant catalyst in eliminating Indigenous elements of civilization, including language and social values (Victor, 2015). Near the end of the 20th century, a multiculturalism education movement began, and now in academia, the term culturally responsive curriculum appears quite often (Kazanjian, 2019). 'Responsive' refers to utilizing and affirming the cultural dynamic of each students' experiences, identity, values, realities, and world views (Kazanjian, 2019). The Ontario Ministry of Education has improved the H&PE curriculum to incorporate the Indigenous culture, from the 1998 version, as the terms 'Indigenous, First Nation, Inuit, Metis' are woven throughout the curriculum as opposed to the 1998 version where there was not a single reference (Ontario Ministry of Education, 2015; Ontario Ministry of Education, 1998).

The new curriculum is closer to a culturally responsive curriculum, but to say that it is, would require greater analysis and is out of the scope of this OIP. However, from a teacher's perspective, it is essential to use a culturally responsive curriculum and pedagogy in practice and seek to promote the success of culturally diverse learners (Kazanjian, 2019). PE teachers will be educated on and embody all six characteristics of a culturally responsive

teacher (Ontario Ministry of Education, 2013a). These six characteristics include, 1) socio-cultural consciousness, 2) high expectations, 3) desire to make a difference, 4) constructivist approach, 5) deep knowledge of their students, and 6) culturally responsive teaching practices. Unfortunately, there are minimal resources available for teachers in PE that reflect the Anishinaabe culture. Part of this solution is to create a physical literacy resource with community members that reflect Anishinaabe games and activities. Teaching physical literacy through traditional games has been useful for the Blackfoot Nation in Alberta (Government of Alberta, 2019). To create and publish a resource with Elders and community members that teaches Anishinaabe games would be beneficial if the community supports it. Establishing relationships between community members and students supports the social norms component of the Theory of Planned Behaviour (Armitage & Conner, 2001) as students may be more influenced to engage in physical activity due to the beliefs of their significant others. This resource could be shared between all staff members and integrated into physical education, other classes, or outside of instructional time. Writing down tradition is a Western-style of learning, whereas Anishinaabe people traditionally learned orally from knowledge keepers, usually Elders. Writing down traditional games in a Physical Literacy Through Anishinaabe Games resource may not be well-received as it is not a traditional practice. This is a significant limitation but will have to be guided by Elders and respected, regardless of the outcome. While the development of this resource is in progress, physical education classes will include a plethora of Indigenous games and activities, facilitated by Indigenous staff and community members.

Expectations within the curriculum will reflect survival games such as wrestling, archery, spear throwing, and foot and canoe racing. Other cooperative Indigenous games will be central to the curriculum, such as blanket toss, tug-of-war, dog sled races, drum dances, and spear throwing. Self-testing games such as arm-pull, leg-wrestling, and finger-pull will

be implemented (Lindsay & West, 2010). Other Indigenous activities will be an essential part of the curriculum, such as hunting and trapping practices, Pow Wow dancing, archery, canoe racing, fishing, baggataway, tobogganing, snowshoeing, dog sledding, spear throwing, hockey, lacrosse, and baseball. The sports that are played in NAIG will be played through curricular, interschool and extracurricular programming. The sports played in NAIG include; 3-D archery, athletics, badminton, baseball, basketball, beach volleyball, box lacrosse, canoe/kayak, golf, rifle shooting, soccer, softball, swimming, volleyball and wrestling (North American Indigenous Games, n.d.-b). Lesson plans, unit plans, and long-range plans will be created and stored online so that teachers can borrow these resources, and the information will not be lost or forgotten.

Resources Needed. This solution strategy will require a moderate amount of financial investment and time. By connecting with community members, knowledge can be infused into SMMS. It is respectful and a traditional protocol to offer tobacco when asking for knowledge. When community members offer their time and resources in helping SMMS become more culturally responsive, an honorarium is respectful and appropriate. As well, many of the activities that require equipment need to be purchased. Some of the equipment already exists at SMMS, while other equipment would need to be purchased or replaced. Lastly, connections with the University Faculty of Education in proximal communities should be pursued and established. These connections may lead to knowledge in traditional games, additional qualification (AQ) opportunities for teachers, and student-teacher placements.

Recommended solution

I propose that both solution #2 and #3 are used in unison. This is a multi-layered problem that requires a multi-layered solution. Physical literacy programming facilitated within a culturally responsive framework will be best for students. By moving beyond the

status quo, all students will benefit from a more holistic, culturally diverse, and inclusive program (Ontario Ministry of Education, 2019; Kazanjian, 2019; UNESCO, 2005).

Leadership Ethics and Organizational Change

"Professionalism is at the core of our being as teachers" (ETFO, 2019, January). The purpose of this change plan is to increase physical literacy in all middle school Indigenous and non-Indigenous students at SMMS. This includes many elements, including leadership ethics and organizational change. SMMS is part of the Ontario elementary public education system, which was designed for all students to have access to high-quality education (Building Better Schools, 2019). The Elementary Teachers Federation of Ontario (ETFO) calls Ontario's elementary education system 'world-class' (2020, January 11th). This may be true when compared to education systems around the world; however, initiatives such as this OIP must be considered for improvement to be possible. SMMS and the school board have an ethical responsibility to acknowledge this problem of practice and live up to the 'world-class' education system of which we are apart. At the school board level, a mission statement was created that is echoed throughout SMMS on a regular basis (FDSB, 2019). That is, "Kids Come First" in all of our decision-making. It is also policy in FDSB to expect employees to adhere to the highest standards of personal and professional competence, integrity, and impartiality (FDSB, n.d.). This OIP targets health and well-being as a priority and aims to provide students with an increasingly holistic education. This OIP puts students' needs first, prioritizes health and wellbeing, and highlights the correlation between physically active students and increased student achievement (Ontario Ministry of Education, 2017).

Whenever an organizational change is proposed, it is essential to consider all the stakeholders involved and thoroughly consider how the change will impact them. In distributed models of change, stakeholders' input and work are vital to the success of the change (Northouse, 2016). A significant portion of this OIP is designed within a distributed

model; therefore, it is essential to consider all ethical considerations throughout the entire change process. In a distributed leadership model, the power does not solely reside in one leader but is spread throughout team members who step into leadership roles when a situation arises that compliments their skillset (Northouse, 2016). This is an essential consideration as not all leaders in this OIP are necessarily formal (i.e., paid) leaders, but their leadership qualities make them right for the job. Ciualla (2005), says that "Some people who hold positions of leadership do not lead, whereas some people lead but do not hold positions of leadership" (p. 324). Formal leadership positions are not a prerequisite to lead change in this OIP while maintaining professionalism is (ETFO, 2019, January).

There are ethical standards for teachers outlined by the Ontario College of Teachers (2020). This includes the ethical standards of care, respect, trust and integrity (Ontario College of Teachers, 2020). As a servant leader and educator who will be leading change with other educators, it is appropriate to include this. The ethical standard of care includes "…compassion, acceptance, interest and insight for developing students' potential" (Ontario College of Teachers, 2020). This is reflected in the purpose of education stated in the Ontario Education Act (Government of Ontario, 2019), which is " …to provide students with the opportunity to realize their potential and develop into highly skilled, knowledgeable, caring citizens who contribute to their society" (p. 11). For students at SMMS to realize their full potential, they need to be physically literate (Active For Life, 2016). The ethical standard of respect includes for educators to "…model respect for spiritual and cultural values, social justice…" (Ontario College of Teachers, 2020) and is supported by acknowledging the Truth and Reconciliation Commission of Canada (2015) Calls to Action. Educators that embrace the ethical standard of trust include work to build professional relationships with "…students, colleagues, parents, guardians, and the public" (Ontario College of Teachers, 2020). A culturally responsive framework is utilized throughout this OIP, which includes educators

that engage in culturally responsive pedagogy. Students come from various backgrounds at SMMS. Some come from First Nations communities and have family members who were in the residential school system when they were young. It is especially essential in building trust with families and students to support students in their learning. Lastly, the standard of integrity means to be honest, reliable, and to lead with moral action (Ontario College of Teachers, 2020). Continual reflection on the change process, especially in relation to upholding the physical activity requirements within the DPA Policy (Ontario Ministry of Education, 2017), is critical to the integrity of this OIP. Change agents will need to engage in collaborative efforts continuously and will criticize the change process. Collaboration over cooperation will move this change forward.

There are ethical considerations throughout the change process related to team members and leadership roles. During all phases of the Change Path model, team members can never be forced or pressured to step into leadership roles that complement their skillset. Team members must want to step into leadership roles and do it because they want to, knowing their leadership benefits the team. During the mobilization stage of the Change Path model, the team will collaborate and decide on the vision for change (Cawsey et al., 2016). This is a critical step that must include the voices of all team members. The vision is the purpose of change. This is what motivates team members to work through change, and what they will refer to often. Each team member must believe in the vision; otherwise, interest may fade, and the change could fail. Team members must be open and honest and collaborate rather than cooperate. It would be unfair for the team, and the students who will ultimately be impacted, for team members to rush through this process. This includes the administration of the school, who holds the most authority in SMMS as they are at the top of the hierarchy. As part of a distributed leadership model, the administration will have actual authority over many processes. However, it will be encouraged to allow team members to solve problems

and make decisions accordingly. For example, the scheduling of physical education, intramurals, and interschool sports, as well as support through funding, is essential for the success of this OIP. Scheduling must consider all subjects and teachers, as well as meet the collective agreement of the Union. Members from the whole team will collaborate, and the schedule will include a collective effort and will be agreed upon by the team.

As a servant leader, leadership ethics are at the core of my leadership. Servant leaders acknowledge social injustices and work to remove them (Graham, 1991). "Someone who behaves like a leader has a broad sense of what is possible and a broader sense of or moral obligation" (Ciulla, 2005, p. 325). I feel morally obligated to address the issue of an increasingly sedentary student population by developing and implementing an OIP. As stated before, this is a multi-layered problem that requires a multi-layered solution. This OIP provides an avenue to address complex problems and provides me with an opportunity to create ethical solutions and address my moral obligation towards the health and wellbeing of SMMS students.

This OIP includes a strong social justice component, as Indigenous youth are less physically active and have higher rates of obesity (Katzmarzyk, 2012) than non-Indigenous youth. This OIP acknowledges the Truth and Reconciliation Commission's (2015) Calls to Action and provides actionable solutions in increasing the health and well-being of Indigenous students while closing the achievement gap between Indigenous and non-Indigenous students (Truth and Reconciliation Commission of Canada, 2015). By working to build a culturally responsive framework in physical activity at SMMS, social justice is being served. Through this process, leadership ethics in the form of cultural sensitivity will be very apparent when acquiring knowledge from Indigenous Elders. There are protocols around respect when asking for knowledge. Tobacco is used to open communication and must be offered before asking for knowledge or asking an Elder to attend an event, as a form of

respect for the teachings and the teacher. An understanding of protocols, and in this case, honouring a tradition that is very old, is critical in this OIP. For example, before this OIP is finalized, and in the awakening stage of change, I will offer tobacco to an Elder and ask them if they would read over my sections that reference Anishinaabe and Indigenous people so that I can be sure that I have not accidentally misrepresented their people in any way. Another critically important element to consider when asking Elders, or any community members for knowledge on building a culturally responsive framework for physical activity in SMMS, is their history with public education. Many survivors of residential schools are relatives to our First Nations students. With this, there is a lot of heartache and negative views of public education, due to the horrid experience of residential schools. A combination of intergenerational trauma and negative beliefs towards public education may impact our ability to develop relationships with community members (Gaywish & Mordoch, 2018; Marsh et al., 2015). Feelings, beliefs, and opinions on public education must be considered and respected, and it must be understood that the history of public education with Indigenous people may be a barrier to community engagement. The Honourable Justice Murray Sinclair, who is the Chair of the Truth and Reconciliation Commission, said: "Education got us into this mess, and education will get us out of it" (Indigenous Education, 2019).

The aim of improving physical literacy is to teach students to be confident and motivated movers and to value and lead a physically active lifestyle. The H&PE curriculum reflects lifelong learning in the goals (Ontario Ministry of Education, 2019). If schools do not teach lifelong skills, then schools are failing their students (Tuana, 2014). By learning lifelong skills, students will graduate high school better prepared for the world. "Effective ethics pedagogy leads with ethics" (Tuana, 2014, p. 155), and it would be ethically irresponsible to lead otherwise. When physical education teachers aim to improve physical literacy in students, they are engaging in effective ethics pedagogy (Tuana, 2014). Overall, as

an organization, we have an ethical responsibility to begin the discussion and seriously consider implementing this OIP because in our school board—kids come first.

Chapter 2 Conclusion

In Chapter 2, the planning and development stages of the OIP began. A leadership framework for understanding change was provided, along with an analysis of organizational information data. This information, through an ethical lens, leads into the next section where a plan for implementing, monitoring and communicating the organizational change process is created. Chapter 3 is an exciting section of the OIP, as this is when research is put into action.

Chapter 3 - Implementation, Evaluation, and Communication

In Chapter 3, a plan is developed for implementing change successfully. Within this plan, are tools for monitoring and evaluating change. SMART goals are set and plans to mobilize key stakeholders are constructed. The main tool for leading change in this OIP is communication, and with communication, a realistic solution for the problem of practice is created. Chapter 3 concludes with a brief outline of future considerations related to improving physical literacy in middle school students. These considerations include screen time, sleep, mental health, active transportation and family and peer influence.

Change Implementation Plan

A change implementation plan, for any organization, is an essential contributing factor to the success of the change. However, before implementing change, it is fundamental that stakeholders feel a need for change. It is important that stakeholders feel dissatisfaction with the status quo, and truly feel the need for the change proposed in this OIP so that the support to gain momentum for change is present (Cummings & Worley, 2009). If an organization fails to plan for this, then they are planning to fail. The change implementation plan is strategized through Cawsey, Desza and Ingol's (2012) Change Path Model. The Change Path Model is appropriate for this OIP as this change must be adaptable throughout the entire change process. Stakeholders can be at different stages within the change process, and sometimes, a step back may be appropriate. The Change Path Model will be applied to and can accommodate different short-term and long-term change goals, as well as the overall organizational change (see Appendix B). Before an extension of the change implementation plan is presented, the goals upon which the plan is based must be explained.

Goals and Priorities of the Planned Change

Historically, people have rarely written and documented leadership techniques, such as goal setting (Lawlor & Hornyak, 2012). Goal setting, like other behavioural philosophies,

can date back to Aristotle and Plato, where their philosophies on final causality suggest

"purpose can incite action" or to Sun Tzu on how "victories, not operations, are the

objective" (George, 1972; McNeilly, 1996, as cited in Lawlor & Hornyak, 2012). The

SMART goal acronym was developed over time, and not at one specific time. Many

researchers credit Peter Drucker's (1954) book, *The Practice of Management*, as instrumental

in the development of the SMART acronym (Morrison, 2010). However, the SMART

acronym was never stated in Drucker's book and appeared to have emerged over time

organically as the principles were used in various contexts (Morrison, 2010). SMART goals

are still used to this day and will be used in this OIP. The goals and priorities set within this

OIP, provide the basis for a clear and concise change implementation plan. The goals are

categorized in short-term (i.e., 1 year), medium-term (i.e., 1-3 year) and long-term (3-5+

year) goals. These goals were developed from an analysis of external data in Silver Maple

Middle School and relative research. The goals follow the SMART principle and use the

following guidelines (Williams, 2012):

1. Specific – define exactly what is being pursued?

2. Measurable – is there a number to track completion?

3. Attainable - can the goal be achieved?

4. Realistic – doable from a business perspective?

5. Timely – can it be completed in a reasonable amount of time?

When goals and objectives are set, they need to be aligned with the organization's vision and

mission to gain the momentum they need to be successfully implemented. In this case, the

school board's vision statement is, "To put students first by creating a culture of learning"

(Forest District School Board, 2019). This vision statement, along with the strategic plan,

combines the vision and mission of the school board. There are elements of future aspirations

and goals (i.e., vision) along with the core purpose (i.e., mission) or rationale for being an

organization (Taiwo, Lawal & Agwu, 2016). The following goals support the school and school board in fulfilling its mission and realizing vision (MacLeod, 2012). The steps for each goal are included in Appendix B; however, a brief outline of each goal is as follows:

Goal #1 (Year 1+ Goal): *Communicate the purpose of OIP effectively and gain support from internal and external stakeholders.* This goal is the first step in change implementation, and arguably the most important. It is critical to communicate the purpose of change clearly and concisely so that stakeholders embrace rather than resist change (Lewis, 2019). Stakeholders should not leave the initial presentation with confusion around the direction or vision of change. Ideally, stakeholders leave feeling motivated for change and have a sense of excitement during the mobilization stage of change. Communicating the purpose within the first year is realistic, as this provides time to coordinate an opportunity to present the OIP in front of colleagues. Also, there will be plenty of opportunities to have informal conversations with internal and external stakeholders about the purpose of the OIP within the first year.

Goal #2 (Year 1+ Goal): *Identify and remove barriers that prevent students from participating in extracurricular physical activities.* Barriers are a very real concern in the successful implementation of this OIP. Identifying and then removing barriers is a major undertaking and will require creative thinking, problem-solving and community partnerships. Barriers can range from lack of motivation, expressed dislike for physical activity, peer pressure and more (Kohl & Cook, 2013). Identifying and removing barriers will be on-going throughout every school year. Barriers that prevent students from improving their physical literacy will be different every year, as a new group of middle school students enter grade 7 at SMMS. This goal will be prioritized annually to best serve all students in the present and the future.

Goal #3 (Year 3+ Goal): *Identify and implement Indigenous games and activities for physical education classes.* Several resources provide Indigenous games and activities that

could be used in physical education programming. Indigenous resources for this OIP include First Nations, Metis and Inuit. It will take trial and error to determine what games and activities most interest middle school students. This is a three-year goal as it will take time to research Indigenous games and activities through community connections and online resources. Different ideas will have to be tried and tested in a middle school physical education setting. In three years, the program will have a solid foundation with developed unit plans. This goal is again ongoing annually as different resources are researched, and new community connections are established. Goal #6 includes the creation of a 'Physical Literacy through Anishinaabe Games' resource, and when finished, will be integrated into PE classes.

Goal #4 (Year 3+ Goal): *85% engagement from middle school students in at least one physical activity-based extracurricular (i.e., intramurals, interschool athletics, interschool athletic club).* There is a need to integrate various physical activity-based extracurriculars so that students have multiple opportunities to engage in at least one. By offering opportunities outside of instructional minutes, students have the opportunity to engage in an enrichment program that supports affective learning in students as it relates to the students' interests, attitudes and motivation for physical activity. Ultimately, we want students to lead active lifestyles beyond their middle school and high school years. If we can support learning through physical activity-based extracurriculars, then we are fostering healthy lifestyles. I am striving to complete this goal in three years as I believe this is a realistic amount of time to mobilize a team that is tasked with adapting supervision schedules to include active areas and constructing and implementing inclusive programming for all students.

Goal #5 (Year 5+ Goal): *Facilitate a quality daily physical education program where 90% of students are engaged in 20 minutes of moderate-to-vigorous daily physical activity during instructional time (as per the DPA Policy).* As discussed in the previous two chapters of this OIP, physical education is not compulsory in Ontario public elementary schools, and

the DPA policy has proven to be unsuccessful since its inception in 2005. However, PHE

Canada recommends that elementary students should receive at least 30 minutes of physical

education per day (PHE Canada, 2020c). By incorporating the Ministry's recommendations,

the research on QDPE programs, and physical literacy and culturally responsive frameworks,

this goal can be accomplished. There are several layers to achieving this goal, and the

implementation of a QDPE program is only the beginning. Modifying and adapting the

program to support student success most effectively will require a trial-and-error process.

Five years was chosen as the timeline for this SMART goal as it will likely take two to three

years to communicate the purpose of this OIP and to establish a QDPE program where all

physical education teachers are qualified and trained. From here, the program is anticipated to

take two to three years to develop to the point where most, if not all, students are engaged in

20 minutes of MVPA during instructional time every day. Classroom teachers also need

professional development, so they feel confident in facilitating MVPA on school days where

students do not receive MVPA in physical education.

Goal #6 (Year 5+ Goal): *Create and publish a resource, alongside community members,*
on the promotion of physical literacy through Anishinaabe games. This is a lofty goal with a

timeline of 5+ years; however, ideally, it will be completed sooner. It could very well take

three years to create relationships with community members and gain access to funding from

external sources to begin the writing process of this resource. It will be necessary to seek the

approval and the blessing of Anishinaabe Elders in the creation of this resource. Another

source of information can come from the Faculty of Education in a proximal university. This

has the potential to be a valuable connection as a proximal university is likely to have a

network of Indigenous scholars, Elders, faculty members and graduate students that may be

interested in supporting the creation of this resource. This goal is an integral part of

delivering a culturally responsive program and at SMMS, and other schools, therefore it

needs to be prioritized. I am anticipating three years to communicate and develop relationships with knowledge keepers, and another two years to create and publish the resource.

Change Path Model

The Change Path Model offers detail and direction but allows change agents to be flexible and adaptable as it does not overly prescribe what exactly must be done and when. Different stakeholders, and different parts of the change, can be at different stages in the change path model. It is possible to move back a stage as well. There are many different goals with several steps that need to be accomplished for organizational change to happen, making this model ideal for this type of organizational change.

Awakening. 'Awakening' is the first stage of change and begins with a critical organizational analysis (Cawsey et al., 2012). The Beckard & Harris (1987) formula, as discussed in Chapter 2, will be a useful tool for organizational analysis, and the ability for change to occur. Organizations, like SMMS, include many stakeholders in a variety of agencies and with multiple perspectives. While stakeholders listen to the need for change and engage in dialogue, they will begin to decide if change is necessary and worth it. Their decision to join the change effort, or not, will determine the degree of resistance in relation to the aspects associated with improving physical literacy in all SMMS students (Price, 2019). Beckhard & Harris' (1987) formula, identifies three important areas for change agents to focus on when identifying the need for change and communicating the need for change. As previously discussed in Chapter 2, the formula is as follows: To establish that the conditions are right for change to occur, 'Dissatisfaction (D) with current state x Vision (V) x acceptable First (F) steps, must be greater than Resistance (R) from stakeholders' (Beckhard & Harris, 1987). More simply, 'D x V x F > R'. If stakeholders are very resistant to change, then there is a weakness in one or more components (i.e., D, V and F) of the formula. The practical

implications for each component are provided in Appendix C. Some level of resistance is

expected; however, resistance cannot overcome the change process otherwise change will not

occur. As an emerging leader and a change driver, I am relying on persuasiveness to drive

change. If one component of the Beckhard & Harris (1987) is missing or viewed as

unimportant, resistance will stop the change process. This formula is not only useful in

planning for change but is an excellent and simplistic visual for change agents to refer back to

throughout the change process.

      Mobilization. The mobilization stage is where the purpose, vision, and specifics of

what exactly needs to change is established with stakeholders (Cawsey et al., 2012). A gap

analysis will be used to communicate the need for change. There is a gap between the DPA

policy and implementation. There is a gap between physical activity levels and achievement

between non-Indigenous and Indigenous students. There is also a gap between culture and

programming. All these gaps are identified within the goals of this OIP, and each requires its

own step-by-step action plan. These gaps inspire the vision of this OIP which is for all

students to develop the skills and knowledge that will enable them to enjoy being active and

healthy throughout their lives–as well as the vision of the school board, "To create a culture

of learning where kids come first" (Forest District School Board, 2019b). This is important as

improvement is driven by frontline staff. Before change implementation, it is essential to gain

maximum support from stakeholders working at the system level. As well, the efforts of

improvement must be aligned with the school and school division's vision, mission and

strategic plan. This gap analysis provides quick and straightforward answers to why change is

needed, which helps communicate a clear message and develop a vision among stakeholders

(Cawsey et al., 2012).

      Acceleration. During the acceleration stage, the actual implementation of change

begins (Cawsey et al., 2012). There are several different goals with implementation actions

that need to occur and will not necessarily occur at the same time. For example, acceleration will begin once funding is secured to start the research and writing stage of the 'Physical Literacy through Anishinaabe Games' resource. It may take 2 to 3 years to begin the acceleration stage for this resource, while the goal to integrate a QDPE program will begin in year 1 or 2. A list of six goals was discussed and elaborated on in the previous section, as well as in Appendix B.

Institutionalization. In the institutionalization stage, the impact of the change will be measured. It is important to note that this OIP is focused on continuous improvement and that *perfection* is not a goal or realistically, even attainable. As change is measured, it may be necessary to go back to the acceleration, mobilization, or potentially the awakening stage, to continue to improve. Goals may need to be adjusted, and new goals may need to be adapted or established. It is difficult to predict what exactly will come of this OIP; however, the vision is clear, and it is purpose-driven.

Engagement

There are multiple stakeholders involved with this OIP and the change process. It will be essential to communicate a clear purpose and connect with the affective domain of stakeholders by demonstrating how the successful implementation of this OIP will benefit students. When stakeholders genuinely believe that change will benefit students, they are much more likely to get behind the change. This is well demonstrated through research on Guskey's Model of Teacher Change, as previously demonstrated in Chapter 2, where teachers' affective domain is at the front and center of change processes (Dudar, Scott & Scott, 2017). It would be difficult for one change agent to engage all stakeholders without the help of others. At Silver Maple Middle School, there is approximately 100 internal staff, including high school staff. A well-communicated OIP is integral for all stakeholders to hear, regardless of whether they are assigned to the middle school or high school as it is one

organization. As well, the PLC and PE staff consists of middle school and high school teachers. The administration is responsible for the whole school, and the school Elder works with students in grades 7 to 12. The OIP is explicitly developed for middle school students; however, stakeholders beyond the middle school staff may have a role in the successful implementation of this OIP.

Professional Learning Community (PLC). Establishing a small group of stakeholders that are interested in and driven by the purpose of this OIP will provide opportunities for brainstorming ideas and adapting to change. **"**The PLC is a model of school organization designed to foster collaboration and continuous learning among educators to harness school improvement through organizational and cultural change." (Mullen & Schunk, 2010). The PLC will consist of physical education staff who volunteer their participation. The members of this PLC foster organizational knowledge by working collaboratively, as action researching, in achieving the goals outline in this OIP (Leithwood, Aitken & Jantzi, 2006). This group will be critical in advocating for two PE Specialists in the middle school who will oversee facilitating a QDPE, as well as identifying barriers and solutions to improving physical literacy in all students. Through persistence, fierce resolve, and consistent and coherent effort (Collins, 2001), this group is capable of creating an excellent physical literacy program at SMMS.

SMMS currently has a PLC model in place, structured within the school day for one morning every month. PLCs at SMMS consist of elementary and secondary teachers. Groups are not assigned, and teachers are encouraged to come up with their own topics and mobilize their own PLC group. Administrators permit teachers to move in-between groups based on interest. Within the current PLC model at SMMS, beginning a new physical literacy-based PLC is quite plausible. However, mobilizing other teachers into the PLC will only be achievable through clear lines of communication. My first steps will include a brief

presentation during a staff meeting where there is typically time designated to debrief PLC learning and promote new PLC ideas. Second, I will use two-way communication and send a staff email out that includes the topic, Improving Physical Literacy in All Students, and a short description. Finally, I will promote this PLC through informal conversations in the PE Office, staffroom, and hallways. Through these three strategies, I will begin to mobilize a team that will work collaboratively on matters related to improving student physical literacy, while holding each other accountable for results that fuel continual improvement (DuFour, 2007).

   School Elder. The vision for *Cultural Responsiveness Framework* by the First Nation's Health Managers Association (2016) includes "Opportunity for the development of culturally appropriate models that can guide the creation and growth of client-centred care with the engagement of the First Nations communities and the traditional perspectives of the elders" (slide 6). The students and staff at SMMS are fortunate to have an Anishinaabe Elder working in the school. The school Elder understands the Anishinaabe culture, the land and the community that is integral to the success of Indigenous students at SMMS. The school Elder understands and is a knowledge keeper for fundamental Indigenous practices, such as prayer, sweetgrass ceremonies, sharing circles and healing circles (Pearce, Crowe, Letendre, Letendre & Baydala, 2005). Elders are responsible for passing on stories and keeping oral traditions alive (Alberta Ministry of Education, 2004). Without the school Elder, it would be challenging to connect community members and be successful in creating and implementing Indigenous resources for physical education. The school Elder will be able to make connections with community members, Anishinaabe knowledge keepers and provide direction on how to maintain a culturally responsive approach throughout the entirety of the OIP.

Students' Voice. "Student voice is a metaphor for student engagement and participation in issues that matter to learning." (Ontario Ministry of Education, 2013, p. 2). Students are key stakeholders to empower throughout the change process. By providing students with the opportunity to help shape physical education and physical activity programming, they will shape their experiences and the experiences of their peers around them (Mitra, Serriere & Stoicovy, 2012). Students are the key stakeholders, and programming in a way that motivates and builds confidence in students is the purpose behind this OIP. Without the students, this OIP would not exist. The students will be able to provide valuable feedback on programming and can help identify critical factors behind the success and failure of change. In order to increase the power of student's voices, the power and status distinctions between staff and students must be minimized to increase the role of youth in student voice efforts and to empower youth to become strong collaborators for educational change (Mitra, Serriere & Stoicovy, 2012). Students and staff must work together in an equitable environment so that students can communicate their experiences, and authentically advocate for change with staff.

There are several strategies that can be used to foster student voice, and many will be used for the purposes of this OIP. In Table 3, there are examples of how student voice will be heard at SMMS, specific to this problem of practice. By developing a pedagogical mindset, where educators spend more time actively listening to students and building upon their ideas, educators broaden their view of how to support learning (Ontario Ministry of Education, 2013b). It is difficult to know all the barriers that are preventing students from engaging in physical activity, but through student voice, more can be identified. "When elementary students feel more ownership for their learning, they become more engaged and more likely to persevere to overcome challenges" (Ontario Ministry of Education, 2013b, p. 6). Fostering student voice is an important strategy in this OIP and will be an ongoing process as grade

eight students graduate to high school and new cohorts of grade seven students enter SMMS

annually.

Table 3

Hearing Student Voice

Fostering Student Voice at SMMS	
Active Strategies	
Exit Cards	Students respond to questions on a piece of paper or digitally and hand-in when exiting class. Their answers provide immediate feedback on their understanding and can be used to assess their interest in the previous lesson.
Surveys	Surveys can be distributed to an entire student body very easily through a digital format. Surveys provide valuable feedback and generate new ideas, and will be used for PE, interschool sports and intramurals.
Interviews	Although time-consuming, interviews can give important in-depth information regarding barriers, solutions, likes and dislikes.
Speakers Corner	Students will work in small groups and answer a set of questions as a group through a video format. Questions such as "What do you like/dislike most about physical education?" can provide valuable data for programming purposes.
Discovering/Uncovering Student Voice	
Anecdotal Notes	Teacher notes that provide data through recording observations of student behaviour, attitudes, skills, energy or incidents.
Listening and Observing Peer-to-Peer Interactions	By listening to interactions between students, teachers can obtain unique data. Students may tell each other things that they will not tell their teachers.
In the Moment	Be willing to improvise. Do not be rigid with lesson plans. If there is an opportunity for a teachable moment, then take it. Sometimes it can be beneficial to slow down and be in the moment with students. Students may open up in the moments and provide valuable data.

Adapted from Ontario Ministry of Education (2013b). (Milko, J., 2020)

By connecting the whole school community, a growth mindset culture can be

created, and students will begin to feel more competent and confident in their learning

(Ontario Ministry of Education, 2013). When students develop a growth mindset, they

believe that their abilities and qualities can be developed and cultivated through effort,

application, experience and practice (Hildrew, 2018). Three effective strategies in developing

a growth mindset in students are to 1) work with students to change the learning culture, 2)

focus praise on strategies which lead to success and progress, and 3) have patience. Student

voices must be integrated into the implementation plan of this OIP, and students must feel comfortable voicing their beliefs and opinions. By incorporating student's voices, students will be more confident in themselves and motivated to engage in physical activity, which is the purpose of physical literacy.

Understanding Stakeholders' Reactions

Reactions that include potential concern or resistance are probable through organizational change. There are both internal and external stakeholders to consider. Internal stakeholders include teachers–including PLC members, EAs, Admin, Sr. Admin, Elders within the school, physiotherapists, and students. External stakeholders include the Ontario Ministry of Education, partner colleges and universities, community members/parents, Elders external to the school, as well as local Indigenous community organizations. It is imperative that personal concerns do not get dismissed and to understand that resistance through asking hard questions, dragging of heels or outright belligerence, are all normal in large organizations where change is being implemented (Dudar, Scott & Scott, 2017). The following table (Table 3) identifies potential stakeholder reactions and plans to address concerns.

Table 11

Potential Stakeholder Reactions and Plans to Address Stakeholder Concerns

Increasing physical activity among middle school Indigenous and non-Indigenous students through culturally responsive and physical literacy frameworks	
Potential Stakeholder Reactions	Plans to address legitimate concerns
Students - Lack of interest in programming - Unidentified barriers	- Continue to adjust, adapt and change programming until students are motivated to engage. Use a trial-and-error approach. - Continue to be creative in identifying barriers students have to engage in physical activity. Acknowledge that every student will not necessarily be forthcoming.
Teachers - Potential workload issues - Anxious (possibly resistant) about new schedule	- The workload committee will continue to meet until all workload issues are addressed. This will be an ongoing process - Meet teachers where they are and address their feelings and concerns as they are legitimate. Work through what exactly is causing the stress and problem solve as needed.
Administrators - Reluctance - Workload	- Reduce workload with the scheduling committee. Propose solutions, not problems.
Community Members - Resistant to releasing cultural knowledge	- It is anticipated that there will be resistance from some people to release knowledge of traditional games. This must be respected. It's important to state the purpose clearly to each community member and let them decide for themselves if they want to join the initiative without pressure.

Potential Implementation Issues

There are potential implementation issues that need to be anticipated and addressed if necessary. It is better to prepare for these issues and be ready for them than to ignore them or hope they do not happen. The following potential issues will be anticipated.

Indigenous resources. Writing down Anishinaabe games on paper and distributing through a resource is not traditional to the Anishinaabe culture. The oral tradition of passing down the knowledge of Anishinaabe games may be necessary for conceptualizing the meaning that may be lost when written down (Augustine, n.d.). Traditionally, in First Nations cultures, knowledge was passed down through stories, songs and oral communication. The cultures of First Nations are deep-rooted in oral tradition (Alberta Ministry of Education, 2004). Respecting the decisions of knowledge keepers is of a much higher priority than creating this resource. Not only is this the most ethical approach, but the resource would not be well-received or appropriate to distribute. In fact, if the resource were distributed without permission, it would be considered a violation of a property right (i.e., culture), which is an act of theft (Young & Brunk, 2012). This is not the only potential issue as finding the knowledge keepers may prove to be complicated. There are many Anishinaabe Elders and community members with knowledge in the area; however, the knowledge of Anishinaabe games may only reside within a small number of people. Communication may also prove tricky as many knowledge keepers may live in remote communities that have poor internet or telephone services. It is important to note that the First Nations in the surrounding region are predominantly Ojibwe and Oji-Cree, while the Algonquin, Odawa, Saulteaux and Potawatomi people primarily reside in other parts of the province and country. All tribes represent the Anishinaabe people. Relationships and networking will be vital in overcoming these barriers. This resource may have to begin with knowledge from the Ojibwe and Oji-

Cree people, and then future editions can be made that represents all tribes of Anishinaabe people.

Motor skill competence: *Students who have not learned motor skill competence and are not motivated to engage in physical activity.* Motor skill competence is "…the mastery of physical skills and movement patterns that enable enjoyable participation in physical activities" (Castelli & Valley, 2007). Motor skill competence is fundamental to this OIP. However, it is essential to note that middle school students who, for example, have poor overhand throwing skills, will likely be less motivated (Physical Literacy, n.d.) to engage in physical activities that require overhand throwing. However, middle school students who learn physical literacy attributes, such as motor competence, are significantly more active in QDPE programs (UNESCO, 2015; UNESCO, 2017). Students need to learn motor competence to become confident and motivated learners through QDPE programs.

Scheduling. Implementing QDPE into the schedule will take a tremendous collaborative effort. Students can only have 300 instructional minutes per day. Some parts of the schedule will have to be adjusted to have 5 x 40 minutes of PE per week. The PLC and the scheduling committee will be essential in disseminating information and increasing momentum for staff to support QDPE in the schedule. Outlining all of the benefits along with a vision, is critical.

Limitations

Physical education is not required in public elementary schools, and instead, physical activity is mandated in an ineffective policy (i.e., DPA Policy). This OIP is being implemented within a fractured Provincial framework and requires support from several stakeholders, including PLC, scheduling committee, administration, Elders and Indigenous community members. The goals are lofty, however, realistic. It will require a tremendous amount of collaboration, partnerships, and momentum for the change implementation to

occur. Also, most staff are not Indigenous. Developing close relationships with the surrounding First Nations communities will be essential and will require several stakeholders to help build and sustain this relationship over time. It is essential that all staff approach change through a culturally responsive lens. The success of this OIP depends on collaborative efforts and reciprocal relationships among several stakeholders.

Change Process Monitoring and Evaluation

For any change initiative, it is imperative to prepare and include measurements of the impact of change. By incorporating monitoring and evaluation using different measures and tools, the change agents will be able to make adaptations and adjustments along the way to successful change implementation. Monitoring and evaluation are different, however. Organizations use monitoring to track the change implementation, make planned or unplanned observations and address issues as they arise (Markiewicz & Patrick, 2016). The evaluation consists mostly of large or significant activities that have occurred and consist of making judgements and decisions based on the results of the plan (Markiewicz & Patrick, 2016). Monitoring and evaluating must be intentional, especially in complex changes such as the change proposed in this OIP. Increasing physical activity levels in sedentary middle school students is not a simple problem. This is a very complex problem that is affecting many Canadian youths. By monitoring and evaluating during this change initiative, the change agents can 'trial-and-error' and continuously push for and test new solutions. In this OIP, the model for improvement (see Figure 4) will act as a framework for developing, testing and implementing changes (ACT Academy, 2017), which includes, the 'Plan-Do-Study-Act' (PDSA) cycle as a model for learning and change management (Donnelly & Kirk, 2015). The model for learning is well suited for this type of change, as it is based on a 'trial and error' type of approach. This is relevant to increasing physical activity in middle school students, as the research shows that success varies by environment, and what works in one

location may not work in another (Lonsdale et al., 2013). The PDSA cycle (see Figure 5) begins with a plan and ends with an action. The PDSA framework, according to Donnelly and Kirk (2015), is beneficial as it "...ensures that you do not drift from the initial objectives, that you have actual achievable measurements that are valid and will show improvement if the improvement is realized" (p. 281). Most often, change implementation will require many PDSA cycles to make a successful change (Langley, Moen, Nolan, Nolan, Norman, & Provost, 2009).
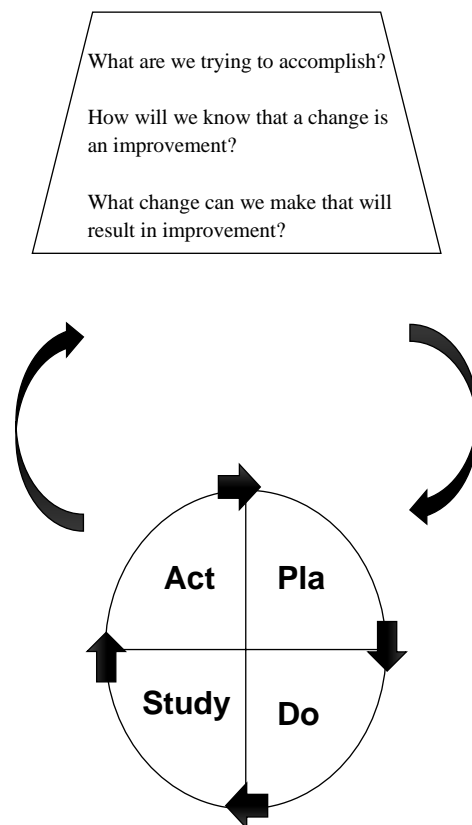

Figure 4. PDSA model. Adapted from Langley, Moen, Nolan, Nolan, Norman, Provost (2009, p. 24). Milko, J. (2020)
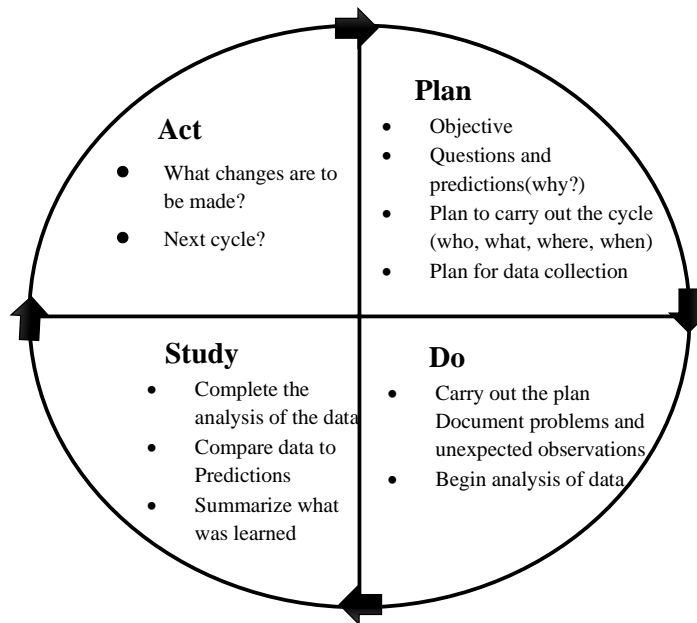
Figure 5. PDSA model. Adapted from Langley, Moen, Nolan, Nolan, Norman, Provost (2009, p. 97). Milko, J. (2020).

The model for improvement begins with three questions: 1) "What are we accomplishing?; 2) How will we know that a change is an improvement?; and 3)What change can we make that will result in improvement?" (Langley, Moen, Nolan, Nolan, Norman, Provost, 2009, p. 24). In the context of this OIP, 'we' refers to the distributed leadership team of change agents (i.e., PE teachers, teachers, administrators, education assistance, Elders and community members). These are questions that will be answered daily throughout the change process. These questions will act as a guide and a reminder that change happens over time, and that focus is critical for its success.

In the *Plan* stage, a plan to carry out the cycle is created, which heavily involves the inclusion and the roles of internal and external stakeholders. Key stakeholders need to be identified to help engage and empower other stakeholders. This change will 'take a village' and requires a team of change agents. A prediction for necessary resources (i.e., funds, time, people, technology, equipment, etc.) is a significant part of planning, as limitations of resources can significantly hinder the change process. Concerns for resistance, and expectations for support, will be discussed and solutions prepared. Data collection is critical

to understand the impact of change. Is this change effective? A plan for collecting data will

be put into place so it can be analyzed post-change implementation. The PDSA cycle is a

science-based model and includes the collection of data for the cycle to continue while

monitoring and improving change. When planning a quality improvement project that is as

significant as this one, it is best, to begin with mapping out a plan through a flow diagram. A

flow diagram shows the direction of change, assists in establishing the vision and acts as a

general vision for the goals of the OIP (see Figure 6). The data collected, monitored, and

evaluated from this OIP will be in the form of student engagement (i.e., participation in

curricular and extracurricular programs), attendance (i.e., attendance monitoring system),

physical activity levels (i.e., observations, student reports) and motor competence (i.e.,
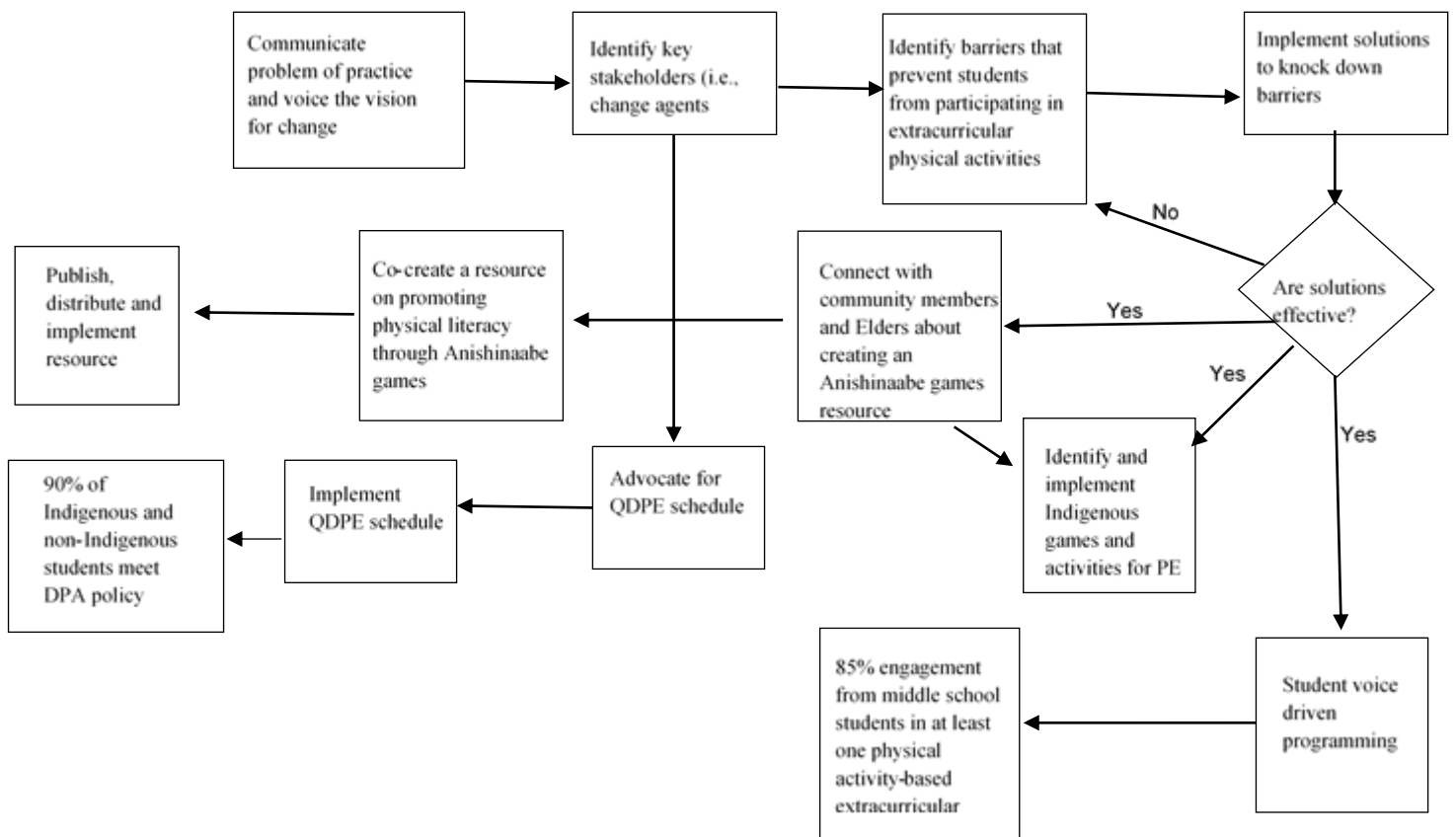
Physical Educator observations).

Figure 6. Flow Diagram for OIP Implementation. Adapted from Langley, Moen, Nolan, Nolan, Norman, Provost (2009, p. 414). Milko, J. (2020).

In the *Do* stage, the plan is attempted, and observations are made and recorded. The observations that were not part of the plan are also included as they can provide valuable insight into moving the change forward (Langley et al., 2009, p. 98). The *Do* stage is the data collection stage. Key stakeholders will have different roles in this process. For example, physical education teachers, coaches, and intramural supervisors all have opportunities to collect student engagement, attendance and physical activity data in different environments. Once the target of the *Plan* stage has been met, the data collected will be compared in the *Study* stage.

In the *Study* stage, data analysis is conducted to formulate the results. The results are studied so that change agents can adjust as needed and continue to push the implementation forward. The results provide a rationale for what was learned and build assurance in change agents to move into the *act* stage. The *plan*, *do*, and *study* stage, provide change agents with answers as opposed to only predictions. These answers lead change agents into the *act* stage-where action based on rationale occurs (Langley et al., 2009, pp. 98-99). It is essential to start small and work incrementally through the change process to reduce risk. Repeating the PDSA cycle multiple times is expected as this change is multi-layered and will take 5+ years to unfold completely.

Plan to Communicate the Need for Change and the Change Process

A communication plan is a critical factor in effectively communicating the need for change and the change process. Too often, a significant contributor to internal change failure is ineffective internal communication (Beatty, 2015). The change implementation plan can be ingeniously created and appear to be indefectible on paper; however, if the use of communication is lacklustre, then the results will also be lacklustre. Communication is viewed as a tool in change implementation by some researchers, while others view communication as fundamental for producing change (Ford & Ford, 1995). In this OIP,

communication is viewed as a fundamental tool for producing change, and without effective communication, the future of this OIP is bleak. It is almost sure that the communication plan will evolve beyond what is written in this OIP, as part of the plan is to be flexible and adapt to the environment as ideas are generated among stakeholders, and unforeseen obstacles are hurdled. However, it is critical to include a communication plan in this OIP to be prepared for successful change and prevent failure due to ineffective communication**.**

The Communication Plan

A communication plan is an essential step in preparation for clear and informative communication throughout an organization during change implementation. The challenge is to persuade stakeholders to move together in a prevailing direction, and minimize the effects of rumours, gain support from all groups of stakeholders, and to create a sustainable, enthusiastic, and committed environment (Cawsey et al., 2016). The communication plan, along with each section of this OIP, must be purposeful and aligned with the goals of this OIP outlined in Chapter 3. Cawsey et al. (2016) outline four main goals that provide the platform for the purpose of communication change plans. It is paramount that this change initiative does not fail, like more than half of all attempts for organizational change across the literature (Bennebroek Gravenhorst et al., 1999). Communication is essential in organizational change, especially when it involves changing individual tasks of individual stakeholders (Elving, 2005). In the initial stages, persuasive communication will be the primary form of explicit information to create a sense of urgency (Armenakis et al., 1993). The four goals are as follows: 1) to infuse the need for change throughout the organization; 2) to enable individuals to understand the impact that the change will have on them; 3) to communicate any structural and job changes that will influence how things are done; and 4) to keep people informed about progress along the way (Cawsey et al., 2016, p. 404).

Goal 1. To infuse the need for change throughout the organization. The need for change will be clearly established in the mobilization stage by unravelling the problems associated with the DPA policy, sedentary behaviour in middle school students and the achievement gap between Indigenous and non-Indigenous students.

Goal 2. To enable individuals to understand the impact that the change will have on them. Also, part of the mobilization stage, individual stakeholders will become aware of how the change will impact them, if at all. An adjustment in teacher schedules, along with a new position for physical education specialists, maybe the most significant changes that are felt by stakeholders. However, if the benefits associated with change, such as learning, health and wellbeing, are communicated and articulated clearly to stakeholders, then the changes should be well-received.

Goal 3. To communicate any structural and job changes that will influence how things are done. Effective communication will be fundamental throughout the process of this OIP. As part of the acceleration stage, the specifics of changes to timetables and other aspects of the OIP implementation will be communicated through two-way channels.

Goal 4. To keep stakeholders informed about progress along the way. Throughout the acceleration and institutional stage, stakeholders will receive updates on the change process. It is essential for all stakeholders, including stakeholders who are not directly involved with change, to hear how change has been effective so that there is solidarity in the understanding of why a change was necessary and how it has positively impacted students. As outlined earlier in this chapter, the success of goal setting can be enhanced by using the SMART principle. Communication goals are still goals and should be perceived through a SMART lens. Change agents will establish SMART guidelines through a communication plan. The communication plan will be adapted from Cawsey et al. (2016, p. 404) and will have four phases, including 1) prechange approval; 2) creating the need for change; 3) midstream

change and milestone communication, and; 4) confirming/celebrating the change success. A description of each stage, along with how it relates to the communication plan of this OIP, is as follows:

Prechange Approval Phase

The action of 'change' must be perceived by stakeholders as needed for the greater good. Stakeholders, teachers especially, must perceive the change as beneficial for their students to fully support change (Dudar et al., 2017). During the prechange phase, the author will convince top management, including the senior administration and school administration, that change is needed. These stakeholders have the influence and authority to approve the necessary change, especially regarding rescheduling physical education as a priority in student timetables. The Senior Administration has access to members of the Nishnawbe Aski Nation (NAN) Education Unit through a significant partnership where both organizations work together to develop and implement programs to support First Nation schools within the NAN territory (FDSB, 2016). The development and implementation of an Indigenous Games resource would benefit from the NAN's input, as well as the community members living within the NAN territory. There are several linkages between this OIP, the partnership with NAN, and the strategic plan and vision of the school board. These connections must be communicated clearly to the Senior Administration during the prechange phase. Several connections will be made between the goals of this OIP and the school board's strategic plan. These connections have been mentioned throughout the OIP, but for clarification, they are illustrated in Appendix D.

Developing the Need for the Change Phase

Several reasons for why change needs to occur have been discussed throughout this OIP. It is critical that the purpose for change does not get lost in the message, as without purpose, it will be difficult for stakeholders to remember the reasons behind change. The purpose

needs to be the message. The reasons for change must stem from the purpose of change, be clear and concise, and then built upon throughout the change process. The purpose of change must be understood and will be reiterated throughout the change process, so stakeholders do not forget why change is necessary. The purpose for change is reflected in the physical and health education curriculum goals, and is adopted from PHE Canada's description of a QDPE program, which is to "ensure that all children have the opportunity to develop the knowledge, skills, and habits that they need to lead physically active lives now, and just as importantly, into the future" (PHE Canada, 2019). The reasons for why change is needed include, but are not limited to, the following:

First, Physical inactivity is a serious public health concern as it is associated with several preventable diseases (McKenzie & Kahan, 2008). Physical activity has immediate and long-term effects on children, including reducing the risk of becoming overweight or developing type 2 diabetes. Overweight or obese children are more likely to be overweight or obese adults and are at an increased risk for cardiovascular disease, diabetes and cancer (Strong et al., 2005). The health benefits associated with physical activity continue as it promotes bone development which may prevent osteoporosis later in life. Improvements in flexibility, muscular strength and bone health are related to reduced occurrences of back pain and fractures in adulthood (Malina, Bouchard & Bar-Or, 2004). Vigorous physical activity may help improve mood and psychological health, as well as reduce blood pressure and increase HDL cholesterol (Strong et al., 2005). The prevalence of obesity-related comorbidities is high among First Nation Canadians versus the non-First Nations population. The prevalence of diabetes is three to five times higher in Canadian First Nations, including the younger demographic of eighteen to twenty-nine year-olds (Bruce et al., 2011). In elementary schools, there is a unique opportunity to teach students how and why to be physically active by providing them with opportunities. Through learning-based QDPE

programs, students will develop a liking for physical activity and become more motivated and confident to be physically active. Not only is there an ethical obligation to provide students with these opportunities, but it will decrease the strain on the public health system as these students in adulthood will be less likely to suffer from physical inactivity related diseases later in adulthood.

Second, the purpose of education, according to the Ontario Education Act (Government of Ontario, 2019), is " …to provide students with the opportunity to realize their potential and develop into highly skilled, knowledgeable, caring citizens who contribute to their society" (p. 11). The data available on the DPA policy in Ontario demonstrates that it has not been overly effective (Ontario Agency for Health Protection and Promotion, 2015). This policy is not fulfilling the purpose of education, where students are supposed to be provided with the opportunity to realize their physical, social and emotional potential. Learning through physical activity can be a rewarding process, and by increasing physical education time, students will become more motivated learners across subjects (Dudley & Burden, 2019). When students are motivated in physical education, they are more inclined to participate and be active. By facilitating a QDPE program through physical literacy and culturally responsive frameworks, all students will be more engaged. A QDPE program will support closing the achievement gap between Indigenous and non-Indigenous students and highlight an actionable plan that supports the Truth and Reconciliation Commission (2014): Calls to Action. Students who become more motivated to learn, and be at school, will experience higher achievement.

Midstream Change Phase

The midstream change phase occurs while change is unfolding and includes how important communication will be distributed. The content of the communication that is distributed is valuable, but so is how this information is distributed. Mento, Jones, and

Dirndorfer (2002) suggests, "How a manager implements change is as important as what that change is." (p. 46). Before change is implemented, some people may experience prechange anxiety as they are anticipating that change will impact them but are not sure exactly how (Cawsey et al., 2016, p. 302). A natural behavioural response to prechange anxiety is a desire to seek out answers, or outright deny signals of change, in order to reduce uncertainty and anxiety. As a result, rumours may develop and increase anxiety. A rumour is defined in the Encyclopedia of Psychology as "...an unverified proposition of belief that bears topical relevance for persons actively involved in its dissemination" (Rosnow & Kimmel, 2000, pp. 122-123). When a negative belief stems from false evidence and is accepted by many stakeholders, feelings of anxiety may occur. Anxiety in this situation is a negative emotion and maybe portrayed through resistance. The more that critical messages can be communicated through a timely and face-to-face manner, the better (Cawsey et al., 2016). Other types of communication need to support face-to-face messages in order to assist in communicating the complexity of the situation and help prevent miscommunication. Beatty (2015) provides several different types and examples of communication that will be used for this OIP, including:

- Intranet - update internal stakeholders weekly on current events related to change

- Email - an ongoing dialogue between internal and external stakeholders

- Social Media - the school, currently uses Facebook, Instagram and Twitter. These accounts will be updated to include pictures, videos and information on the progress of change and experiences of students.

- Online Surveys - distributed to students to access through their Chromebooks. The inclusion of student-voice is fundamental to the success of this OIP as the purpose of the change is directly related to the impact on students.

- Reports - Distributed to stakeholders as a way of communicating the progress and results of change

- Video Conferencing - A useful communication tool to use with external stakeholders to eliminate barriers associated with transportation, travel and time

- Presentation (face-to-face) - will be used throughout the change, especially in the beginning and during the prechange phase.

The appropriate form of communication is essential for success, so multiple pathways of communication must be considered. This will be the responsibility of change agents and the change driver. An essential aspect of communicating change effectively is to create a community within the organization to help with communicating the change (Elving, 2005). The emphasis for communicating change will be on the PLC, administration, and Indigenous leaders. It is up to change agents to decide what communication tool to use and when. Change agents will be aware that timeliness and approach are critical for successful change implementation.

Confirming the Change Phase

The final portion of each phase of this change plan includes communicating and celebrating the successes along the way. The effectiveness of the change can be measured using the tools discussed in Chapter 2 (i.e., attendance, achievement, professional development, PHE's QDPE award and student engagement in MVPA). The effectiveness of change is dependent on the correct diagnosis of the problem, and the change itself (Elving, 2005). Celebrating is an undervalued activity in many change plans; however, it is needed to mark progress, reinforce commitment and reduce stress and anxiety (Cawsey et al., 2016). During this final phase, discussion with stakeholders around their experiences throughout the change process will occur. Future significant changes will be proposed through a face-to-face approach, as this type of approach is most appropriate and impactful in this particular context.

Change and communication will be prevalent throughout the OIP process and will continue to be prevalent after the successful implementation of this OIP. Significant victories will always be celebrated!

Effective communication is an essential catalyst in building trust, creating fairness, problem-solving, establishing purpose and delivering important, clear and concise messages. Miscommunication and rumours are not desirable in change plans where organizations are actively trying to improve. Change leaders in this plan will be prepared to implement effective communication tools in this change plan, and the next.

Next Steps and Future Considerations

There is a breadth of factors that contribute to a person's physical activity or inactivity levels. This OIP focuses on physical literacy and culture as fundamental in motivating students to be physically active in the present and to lead active lifestyles throughout their lives. Several other factors were not mentioned, or focused on, throughout this OIP. This was intentional. Physical activity is a very abstract concept, and for each individual, it means something different. Collectively, at the very least, society is aware that physical activity is good for our health. The research is detailed (Bruce, Riediger, Zacharias & Young, 2011; Das & Horton, 2012; Diabetes Canada, 2015; Klenger, 2016; Livingston et al., 2017; Mammen & Faulkner, 2013; Ontario Agency for Health Protection and Promotion, 2015; ParticipACTION, 2018). However, the research also details that the overall population in Canada and the United States is quite sedentary. There are several health-related diseases associated with physical inactivity, yet, people still choose not to be active. There is a lack of motivation in many people to be physically active, and hopefully, this OIP highlighted part of the solution in increasing physical activity levels in society. The following are the next steps and future considerations that need to be considered to further increasing physical literacy and physical activity levels for students in middle school.

Nutrition

The food and beverages that students consume daily contribute to their desire to be physically active. Many students appear to consume a high amount of refined sugar each day, and many in the morning. School policy, interschool nutrition programs, and community outreach may be areas worth investigating. If students can feel better due to the consumption of healthier food and beverages, they will be better learners and more active. In Canada, Indigenous people have disproportionately higher rates of diabetes–mostly type 2 diabetes mellitus (Hayward et al., 2020), and the statistics are alarming for both Indigenous and non-Indigenous people. A study by Turin et al. (2016), estimates that 8 in 10 First Nations people and 5 in 10 non-First Nations people of a young age will develop diabetes in their remaining lifetime. Diabetes is associated with mortality, life expectancy, health care costs and increased morbidity (Turin et al., 2016). Some studies have demonstrated success in improving Indigenous student nutrition by implementing nutrition programs such as a school garden program (Hume et al., 2014) or a Nutrition Detective program (Katz et al., 2010).

Screen time

In Canada, 12-17-year-olds spend an average of 4.1 hours per day in recreational screen time (ParticipAction, 2018), while the Canadian 24-hour Movement Guidelines for Children and Youth state that they should only be on no more than 2 hours per day (2016). Many students are on recreational screen time before school, during lunch, and after school. It would seem likely that they would also be spending some time on recreational screen time home. This is a line of inquiry that could be investigated as, according to Delfino et al. (2018), high use of screen time is associated with high consumption of snacks, fried foods, sweets, and physical inactivity in adolescents. One study demonstrated that overweight and obesity were more strongly related to screentime than physical inactivity among 9 to 16 year-

olds (Maher, Olds, Eisenmann & Dollman, 2012). Therefore, screentime must at least be part of the conversation when addressing the health and wellbeing of students.

Sleep

Children 5-13 years are recommended to sleep for a duration of 9-11 hours per day (CSEP, 2016a). The Canadian Society for Exercise Physiology created the Canadian 24-hour Movement Guidelines for Children and Youth (2016). These guidelines are the first evidence-based guidelines to address the whole day and highlight that kids are inactive and may be losing sleep over it. Kids are not moving enough to be tired, and they may also be too tired to move (CSEP, 2016b). As per the ParticipACTION report (2018), sleep is associated with physical activity and sedentary behaviour. When students are tired during the day as a result of poor sleep quality, they experience impaired cognitive functioning, behavioural and cognitive difficulties, along with reduced academic achievement and learning (Curcio, Ferrara & Degennaro, 2006). Screen time before bedtime has shown to disrupt sleep and can decrease physical activity in middle school students. The amount and quality of sleep students are receiving is challenging to measure, and may very well be outside of the scope of the school. However, educating students and parents/guardians on the importance of sleep as part of the list of healthy behaviours that students can integrate into their day may be beneficial.

Mental Health: Depression, Anxiety and Self-esteem

There is a link between physical activity and beneficial effects for people with depression, anxiety and self-esteem (Dale et al., 2018). However, it is essential for students to understand that focusing on the whole day (i.e., MVPA, light physical activity, sleep, and sedentary behaviour), as outlined in the Canadian 24-hour Movement Guidelines for Children and Youth (2016), is important to prevent or overcome adverse physical and mental health (CSEP, 2016b). By working closely with the guidance counsellors, school nurse and mental

health lead, students suffering from poor mental health could be identified and provided with practical tools to apply the guidelines to their lives. One tool, developed by ParticipACTION and endorsed by CSEP, is called "Build Your Best Day." It could be used to let "…kids imagine a day where they can do anything they want, all the while learning about the Canadian 24-Hour Movement Guidelines for Children and Youth in a fun way" (ParticipACTION, n.d.).

Active transportation

It is important to consider transportation as an avenue for students to be active, as, in Ontario, students go to and from school for a minimum of 194 days. Most students travel by vehicle or bus. In Canada, 24% of 11-14-year-olds use a form of active transportation to get to and from school (ParticipACTION, 2018). Interestingly, a study in Toronto found that 2-3% of children ride a bicycle to and from school, while 40% of children would like to (ParticipACTION, 2018, p. 38). There is already a highly regard bicycle program in Silver Maple Middle School, but the amount of students that ride their bikes to and from school appears too minimal. It would be worth investigating this line of inquiry further to see if the number of students engaging in active transportation could increase.

Family and Peer Influence

Family and peers can have influenced students' involvement in physical activity. In Canada, 36% of parents with 5 to 17-year-old children reported playing active games with them (ParticipACTION, 2018, p. 78). In one Canadian study, parents who increase their MVPA by 20 minutes were associated with increasing their children's MVPA by 5 to 10 minutes (ParticipACTION, 2018, p. 78). When children and youth have parents and peers who encourage and support them to be physically active, they are more likely to be physically active. Several avenues could be explored at Silver Maple Middle School through this line of

inquiry. A starting point could be using the following recommendations of the ParticipACTION report for Indigenous and non-Indigenous students (2018):

- Encourage students to find active games and/or sports that they enjoy doing with their friends

- Encourage older children and youth to mentor and facilitate physical activity for younger children

- Provide better support to programs and opportunities geared toward the entire family being physically active

- Encourage families to be physically active together

- Encourage parents to participate in active play with their children

- Identify and train potential champions or physical activity leaders in the student body at schools to promote and model positive physical activity (p. 79)

Conclusion

In Chapter 3, a change implantation plan was created, along with strategies for execution. It should be apparent now that this is, in fact, a multi-layered problem. If increasing physical activity levels in students, or people in general, was easy, then we (i.e., Canadians) would all be very active. I hope it has become clear that physical education should be prioritized in Ontario elementary schools. Student health and wellbeing needs to remain a priority, especially as Education becomes more technology-based. As this OIP, next steps and future considerations are implemented, new ideas and solutions will be created and adopted at SMMS, and hopefully other schools. Although out of my current agency, I will encourage the school board to consider adapting solutions from Silver Maple Middle School into other elementary and secondary schools as they deem appropriate. It is essential that this OIP does not only occur within a silo of one organization but is transparent and communicated across many. The bigger picture would include for the Ontario Ministry of Education to

acknowledge the success of this OIP and consider how the fidelity of the DPA policy could

be improved across elementary schools in Ontario. The time to change is now.

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Appendix A

Benefits of Physical Activity

The more Canadians move, the more Canada will benefit. Physical activity is associated with many benefits that accrue from activity in all its forms to Canadians on an individual, family, community and societal level across many sectors such as education, health, transportation and environment.	
Health benefits	- Prevents non-communicable chronic disease, including cardiovascular disease, hypertension, obesity, diabetes and certain forms of cancer - Improves motor skills, muscle strength, cardiorespiratory fitness and bone health - Maintains agility and functional independence - Enhances mental health and well-being - Helps to regulate sleep - Spurs creativity and learning - Reduces stress, anxiety and depression - Improves decision making - Provides specific benefits along the life course – from toddlers that are able to sleep better to older adults that can delay the onset of dementia - Improves feelings of belonging - Reduces anxiety and makes people feel happy - Helps build confidence and positive self-esteem
Social benefits	- Enhances social cohesion, positive identity formation, and reduces isolation - Socializes children toward active lives - Expanding access to facilities and public spaces can aid crime reduction by engaging youth in positive behaviours - Community health and capacity
Environmental benefits	- Improves air quality and has a direct impact on the environment - Active transportation reduces pollutants from motor vehicles - Connection to nature
Educational benefits	- Enhances problem-solving skills - Aids concentration, memory, learning and attention - Impacts students' test scores and overall achievement
Economic benefits	- Reduces overall health care costs - Increases productivity and lower absentee rates - Creates economic advantages for businesses (e.g., developers, retailers), employers and employees - Reduces community and parking costs - communities with active spaces and places improves tourism and attracts businesses

Source: Adapted from Government of Canada (2020). Milko, J. (2020).

Appendix B

Goals of OIP

Increasing Physical Literacy in Middle School Indigenous and non-Indigenous Students				
Goals	Steps	Resources	Stakeholders	Indicators of Success
1 Year Goals				
Communicate the purpose of OIP effectively and gain support from internal and external stakeholders	Year 1+ - Sign-up with Admin to deliver a presentation on this OIP at a staff meeting and/or PA Day in front of all school staff. - Outline the problem and explain how solutions will benefit students while sharing the vision of this OIP with all stakeholders. Include advocacy for this to be added to the 'School Improvement Plan' (SIP). External stakeholders can be invited to internal staff meetings or communicated through informal communication - Continuously speak with colleagues around the purpose of this OIP through one-on-one and small group discussion, formal (i.e., staff meetings, PD Days and PLC meetings) and informal (i.e., Staff rooms, classrooms, Café, etc.) - Sign-up with Sr. Administration (i.e., district level) to deliver the same presentation at a Sr. Admin Meeting to gain their support and create transparency in our work at the school level - Revive the school-based Physical Literacy PLC and continue the conversation on the OIP implementation.	Time Human	School Elders Teachers Administration Education Assistants Physiotherapists PLC Group	Deliver persuasive presentations (checkbox) Review PLC

Identify and remove barriers that prevent students from participating in extracurricular physical activities	Year 1+ - Develop and implement an ethical electronic survey through an approached call 'survey feedback' (Cummings & Worley, 2009) for students on why students participate or not participate in extracurricular sports and physical activity. Distribute survey through Google Forms where they can access it quickly on their Chromebooks (provided by the Board) during instructional time. - Review survey with student success team, PLC and students. Identify barriers and survey semi-annually for the first two years, and then annually from the 3rd year-on. Work to eliminate barriers, with student success team and PLC, specific to students with sedentary lifestyles. - Implement solutions throughout programming in physical education and extracurriculars	Technology Time Human	Elders Teachers Administration Education Assistants Physiotherapists Students PLC Group	Identify if solutions are working through follow-up survey questions and engagement among the student body

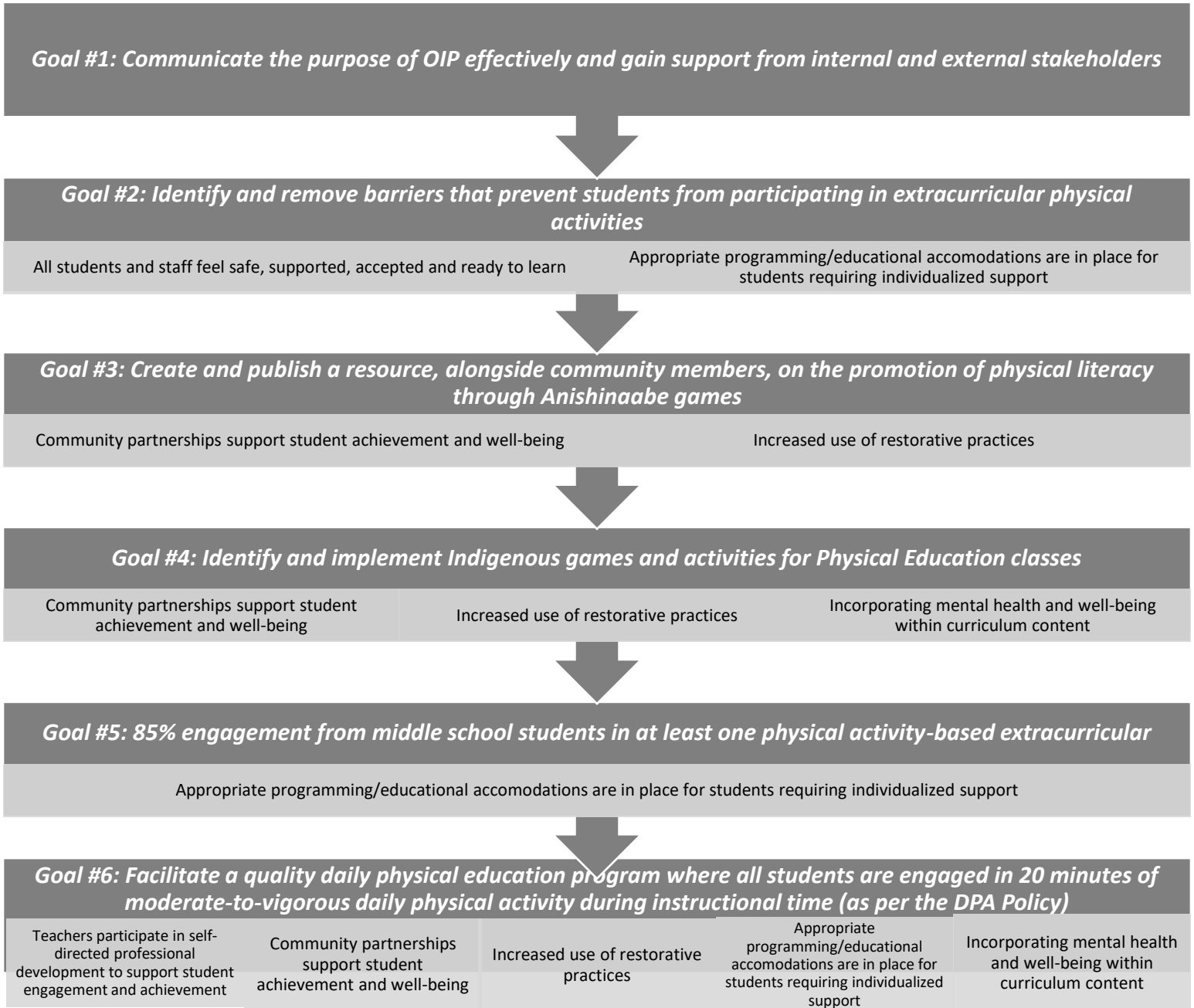| 3 Year Goals				
Identify and implement Indigenous games and activities for physical education classes	Year 1 - Research Indigenous games, including survival games (such as wrestling, archery, spear throwing, and foot and canoe racing) and cooperative games (blanket toss, tug-of-war, dog sled races, drum dances, and lacrosse. Some other self-testing games established by the Inuit people, such as arm-pull, leg-wrestling, finger-pull, head pull, kneel jump and kick the seal) - Acquire necessary resources to facilitate games in PE classes of 15-30 students - Create short-range and long-range PE plans that consist of Indigenous games - Communicate with the same network of Elders and Knowledge Keepers in the APL group and be open to community members with skillsets to teach Indigenous Games in PE to supporting PE Instruction - Reach out to create a partnership with local university/universities to help with creating and implementing physical literacy based Indigenous games. This may be through student-teacher placements, or collaborative efforts through resource writing and professional development opportunities for example. Stay open-minded to any ideas put forward by faculty members. Year 2 - Make adjustments based on previous year Indigenous Games (add, subtract, status-quo) - Establish a PE program that consists of Indigenous Games and community connections - Continue partnership with local university/universities. Engage pre-service teachers through student-teacher opportunities where resources could be taught and learned by both the supervising and student teacher	Equipment Honourariums (community member knowledge and facilitation of Indigenous games in class) Time Human	Elders Teachers Administration Education Assistants Physiotherapists University faculty and pre-service students	Successful implementation of Indigenous activities Initiate and create a partnership with a local university

	Year 3+ - Indigenous games are now an expected part of the program for students, parents/guardians, admin and staff			
85% engagement from middle school students in at least one physical activity-based extracurricular (i.e., intramurals, interschool athletics, interschool athletic club)	Year 1 - Use feedback from surveys (goal #1), student feedback, community feedback on strategies to engage all Indigenous and non-Indigenous students in at least 1 extracurricular activity - Eliminate barriers through community connections for after-school extracurricular activity engagement (i.e., transportation, equipment, fees, nutrition, etc.) - Advocate scheduling committee for the gym to be a supervision area for extracurriculars (i.e., unstructured, semi-structured and structured activities) during a non-teaching time (i.e., breaks, lunch) - Develop a 'Playground Activity Leaders in Schools (PALS) program with students to run extracurricular activities with supervision during breaks and/or lunch. Support student-directed leadership activities (Student interest) - Advocate for an outside agency to run a program that supports increased physical activity levels in middle school students. For example, OPHEA has a "Raise the Bar" intramurals program. - Year 2- 75% engagement in at least one extracurricular activity - Continue to use feedback from surveys (goal #1), student feedback, community feedback on strategies to engage all Indigenous and non-Indigenous students in at least one extracurricular activity - Implement program from an outside agency, such as OPHEA's "Raise the Bar" - Obtain at least 2 community partnerships to help eliminate at least 2 barriers (i.e., transportation, equipment, fees, etc.)	Costs associated with eliminating barriers (i.e., transportation, equipment, fees, nutrition, etc.) Costs associated with implementing programming from outside organizations	Elders Teachers Administration Education Assistants Physiotherapists	Attendance at the end of the year shows that each student signed up for and participated in at least 1 extracurricular sport or physical activity

	- Continue with PALS program during lunch and breaks Year 3+- 85% engagement in at least one extracurricular activity - Continue to use feedback from surveys (goal #1), student feedback, community feedback on strategies to engage all Indigenous and non-Indigenous students in at least one extracurricular activity - Obtain at least two more community partnerships to help eliminate at least two more barriers (i.e., transportation, equipment, fees, etc.) - Continue with programming that is working. Prepare to adjust and be flexible as needed.			
5+ Year Goals				
Facilitate a quality daily physical education program where 90% students are engaged in 20 minutes of moderate-to-vigorous daily physical activity during instructional time (as per the DPA Policy)	Year 1 - Advocate the scheduling committee and administration of why a quality daily physical education program (QDPE) will benefit students. Emphasize the purpose and clearly communicate the vision - Create a schedule with the scheduling committee that includes QDPE (ex. 40min x 5 classes per week-taught by PE Specialists, includes culturally responsive and physically literacy programming) - Propose this schedule to all of the administration and the teaching team and gain feedback. Make adjustments with the scheduling team based on this feedback. Continue back and forth communication until an ideal schedule is created (The workload committee is made up of teachers who will also add feedback on	Purchase necessary physical education equipment in order to run programming. Replace equipment as needed. Time	Elders Teachers Administration Education Assistants Physiotherapists	Students are perceived to be engaged in 20min of moderate-to-vigorous daily physical activity during instructional time by teacher. Most often, this will be the

		Human		PE teacher, however, on low-intensity PE days (i.e., archery, bowling, etc.), a different teacher will run DPA during instructional time as per the DPA Policy

	equity among teacher workloads)
	- Identify two Physical Education Specialists to facilitate the QDPE for all middle school students (ex. 1 Gr. 7 PE Specialist and 1 Gr. 8 PE Specialist
	Year 2
	- Implement the final schedule and make adjustments with the scheduling committee as necessary.
	- Co-plan long-range and short-range plan with PE Specialists
	   - Identify the focus of movement skills to be taught at both the grade 7 and grade 8 level
	   - Create a program that will motivate students to <u>want</u> to be physically active
	   - Identify Indigenous Games and Anishinaabe Games to implement into the long-range plan
	Year 3- 75% of Indigenous and non-Indigenous students engaged in at least 20 minutes of moderate-to-vigorous daily physical activity)
	- Continue to adapt, pivot and be flexible on ideas and programming that is best for students and their engagement in physical activity. Adjust as needed.
	Year 5- 90% of Indigenous and non-Indigenous students engaged in at least 20 minutes of moderate-to-vigorous daily physical activity during instructional time				

Create and publish a resource, alongside community members, on the promotion of, physical literacy through Anishinaabe games	Year 1 - Offer tobacco and share with school Elders the idea of creating a resource that includes physical literacy through Anishinaabe games. Ask for help with connecting to local Elders - Offer tobacco and connect with local Elders while sharing the same vision. Ask for knowledge on Anishinaabe games and help with continuing to network with knowledge keepers on this topic - Begin developing a network of Elders and Knowledge Keepers - Begin to develop an Anishinaabe Physical Literacy (APL) group (volunteers) from within the network that is inclusive of physical	Transportation to communities (varies) Tobacco (varies) The cost associated with publishing resource	Elders Teachers Administration Education Assistants Physiotherapists Students PLC Group APL Group	Establishing community connections with Elders, Knowledge Keepers, and community members Development

	literacy advocates, knowledge keepers and students - Begin brainstorming games to be included in the resource - Visit communities for discussion on, and/or participation in, Anishinaabe games Year 2-3 - Collaborate with APL group on culturally responsive games to include in the resource. Collaborations can be face-to-face or digital - Begin the collaborative writing stage. A distributive leadership approach can be used to promote leadership in each member's area of expertise. - Incorporate pictures (whether from the community or digital art- APL group decision) - Continue collaborative effort until the document is approved by all parties within the APL group Year 3-5+ - Seek partnerships with non-profits, Indigenous organizations, the Ontario Ministry of Education and government agencies on support for publishing this resource - Publish the "Physical Literacy through Anishinaabe Games" resource Distribute throughout the region through online, community visits, and mail	The cost associated with distributing resource Technology Time Human		of Physical Literacy through Anishinaabe Games resource Implementation of activities within resource

Appendix C

Goal #1: Communicate the purpose of OIP effectively and gain support from internal and external stakeholders

Goal #2: Identify and remove barriers that prevent students from participating in extracurricular physical activities	
All students and staff feel safe, supported, accepted and ready to learn	Appropriate programming/educational accomodations are in place for students requiring individualized support

Goal #3: Create and publish a resource, alongside community members, on the promotion of physical literacy through Anishinaabe games	
Community partnerships support student achievement and well-being	Increased use of restorative practices

Goal #4: Identify and implement Indigenous games and activities for Physical Education classes		
Community partnerships support student achievement and well-being	Increased use of restorative practices	Incorporating mental health and well-being within curriculum content

Goal #5: 85% engagement from middle school students in at least one physical activity-based extracurricular
Appropriate programming/educational accomodations are in place for students requiring individualized support

Goal #6: Facilitate a quality daily physical education program where all students are engaged in 20 minutes of moderate-to-vigorous daily physical activity during instructional time (as per the DPA Policy)				
Teachers participate in self-directed professional development to support student engagement and achievement	Community partnerships support student achievement and well-being	Increased use of restorative practices	Appropriate programming/educational accomodations are in place for students requiring individualized support	Incorporating mental health and well-being within curriculum content

Connections between OIP Goals and School Board's Strategic Vision. Milko, J. (2020).

Practical Implications for DxVxF>R			
Dissatisfaction	**V**ision	**F**irst steps	**R**esistance
PE is deprioritized Physical activity gap between Indigenous and non-Indigenous students Programming is not culturally responsive PE curriculum has not been Indigenized Many students are disengaged from participating in PE, interschool sports and intramurals Many students lack confidence and motivation to engage in physical activity PE specialist teachers are not used throughout PE programming PE teachers do not receive annual training Physical activity equipment is not inclusive to students of all stages of development. The middle school program does not receive a budget for PE The DPA Policy is not always implemented	**The vision is to have a physically literate student population, consisting of Indigenous and non-Indigenous students.** Students are confident in their abilities to be active and motivated to engage in daily physical activity as they have the knowledge and understanding to value and take responsibility for engagement in physical activities for life (Physical Literacy, 2020 Students enjoy learning motor competence through a variety of skills and across a variety of environments Students are self-assured in adopting physical activity as an integral part of life (Physical Literacy, 2020) Students are excited to come to school, learn how to move, and engage in fun physical literacy-based programming. Students engage in programming where learning is prioritized, and therefore are more motivated to learn, not only in physical education, but across all subjects (Dudley, 2018). SMMS is awarded a 4-Star QDPE program award annually A narrow to no physical activity gap between Indigenous and non-Indigenous students PE is prioritized as a subject that is as important as other subjects SMMS is a contributor to the mission of the reconciliation commission (Ministry of Indigenous Affairs, 2019). High expectations are held for all students All students viewed from an affirming perspective as capable learners	Clearly communicate need for change to internal and external stakeholders via presentations, meetings, conversations, and blog. Advocate for and adjust schedule to include PE specialists. Advocate for and adjust supervision schedules to be in locations where students are encouraged to be active. Begin building a network of knowledge keepers, Elders, community members and Indigenous students to discussion barriers, solutions, games and activities. Establish connections with proximal universities and bachelor of education programs. Survey students on physical activity interests for curricular, interschool sports, and intramurals. Begin to identify physical literacy-based programming for Indigenous and non-Indigenous students	Individuals determine their degree of resistance in relation to the importance they attach to those aspects of the required change that disrupts their satisfaction with the current state (Price, 2019). It is natural to resist change as people tend not to like things 'out of sync. As a result, resistance can come in many forms of avoidance behaviour (Northouse, 2016). Avoidance behaviour (Northouse, 2016, p. 269): -ignore the problem -pretend the problem does not exist -focus energy on areas unrelated to the problem -blame the problem on someone else Leaders need to mobilize and encourage individuals to openly confront problems while reinforcing the D, V and F of this table.