Western University

Scholarship@Western

The Organizational Improvement Plan at Western University

Education Faculty

7-31-2020

Building Teacher Capacity to Personalize Learning for Students

Catherine Y. Shellenberg
Western University, cshellen@uwo.ca

Follow this and additional works at: https://ir.lib.uwo.ca/oip

Part of the Educational Leadership Commons

Recommended Citation

Abstract

This Organizational Improvement Plan (OIP) proposes building teacher professional capacity and capital to meet the challenge of personalizing student learning by implementing an embedded professional learning plan. This plan will be responsive to individual teacher professional learning needs as well as evidence and research informed. This OIP is based on the belief that for change in student learning to occur, the change needs to happen at the classroom level with teachers. A shift in teacher practice requires alignment in the teacher's values, beliefs and practices. To support this shift, a common understanding of personalizing learning needs to be established as well as implementing a professional learning plan that supports building teacher capacity to achieve it. Also, school-based conditions need to be optimized to support professional growth. As effective teaching and learning practices do not happen in isolation, an integrated theory of change helps ensure a balance between the external, internal and personal dimensions of change. Since the teacher's personal dimension of change must adhere to the boundaries and expectations of the external governing bodies as well as work within the internal structures, policies and procedures of the school, this balance is integral to the success of the change process. Through the implementation of a multifaceted approach to professional learning, teachers will engage in a reflective cycle of continuous improvement. This will be supported by adaptive distributed instructional leadership as well as school structures that provide common teacher collaboration time. Three key areas of focus are targeted with this approach. These include deepening curricular knowledge, strengthening pedagogical practices and increasing individual teacher's

ability to understand each student learner and include them as active participants in the design of their learning.

Keywords: personalizing learning, responsive professional learning, reflective collaboration, distributed instructional leadership, adaptive leadership, integrated theory of change

Executive Summary

Globalization and economic, social, technological and cultural influences have had an impact on education. There is an expectation that teachers meet the diverse emotional, physical, cultural and cognitive needs of students. This has resulted in a paradigm shift from the teacher and what is being taught to the student and what is being learned. In response to this, School Division X (SDX) has identified that personalizing learning for students is the overarching goal of their Three-Year Educational Plan (SDX, 2018). Despite the supports put in place by SDX, many teachers within School X (SX), are still struggling to consistently personalize learning for all students. This illustrates that the provided professional learning opportunities are not meeting the needs of all teachers. It is the principal's responsibility to build the professional capacity of all teachers in their school to ensure high quality teaching and learning that is personalized for each student. This forms the basis of the problem of practice (PoP) being addressed in this Organizational Improvement Plan (OIP). In a three-chapter structure, organized from foundations to implementation and future considerations, this OIP investigates embedding a school-based professional learning plan to build professional capacity and capital of teachers to address the pedagogical shift necessary for them to personalizing learning for students.

Personalized learning is distinguished from differentiation and individualization in that it is learner-centered and includes the student as an active participant in the design of their learning and how they engage with the content (Bray & Mcclaskey, n.d.). Therefore, personalizing learning requires a complex set of skills. Not only does it require teachers to have a deep understanding of their curriculum and pedagogy related to personalizing

learning, but also a greater understanding of their students as individuals. This problem is further situated within the challenges of providing professional learning that meets the needs of all the teachers while also recognizing the social, political and cultural influences that surround it.

Goodson's (2001) integrated theory of change and framework looks to balance those influences. Balancing the external, internal and personal dimensions of change will result in sustained change. The external dimension represents the expectations, boundaries and support of the school district, provincial governing body, parents, etc. The internal dimension represents the school and its structures. The personal dimension represents the values, beliefs and practices of the individual teacher. The balancing of these three dimensions is an integral part of this OIP.

A distributed model of instructional leadership with an adaptive approach supports this integrated theory of change. This leadership approach promotes and supports the balance of external, internal and personal dimensions of change as well as the focus on the instructional practices of teachers. The adaptive leadership approach encourages the continued active participation of teachers as their varying perspectives and expertise are required to tackle the complexity of providing responsive professional learning.

Through a gap analysis, three priorities of change are identified. These include establishing a common vision of personalizing learning, providing professional learning opportunities that are responsive to each individual teacher, and optimizing school conditions to promote professional growth for student learning. An implementation plan for a multifaceted approach that not only focuses on factors such as curriculum, pedagogy and students, but also looks to align teachers' individual beliefs and values with their

practice through a reflective process is described to meet the complex professional needs of teachers. It is an iterative cycle of continuous improvement that optimizes the school structures including distributed instructional leadership with an adaptive approach to support building the capacity of teachers to personalize learning. A plan to monitor and evaluate this change plan pays attention to the content, form and function of these learning opportunities as well as their effect on student learning to ensure they are promoting teachers' professional growth to personalize learning for students.

Implementation, monitoring and evaluation are supported by a communication plan that builds an awareness and need for change as well as support the change process. The strategy of dissemination and solicitation helps maintain balancing the three dimensions of change as well as the integrity of the implementation, monitoring and evaluation plan. Communication as a tool and a process of sensemaking holds an innate purpose within the proposed iterative cycle of reflective improvement. Finally, Chapter 3 concludes with a look to next steps and future considerations.

Acknowledgments

BUILDING CAPACITY TO PERSONALIZE LEARNING

Table of Contents

List of Tables

List of Figures

Acronyms

CMEC (Council of Ministers of Education, Canada)

CoP (Community of Practice)

MEX (Ministry of Education X)

OECD (Organization for Economic Cooperation and Development)

OIP (Organizational Improvement Plan)

PoP (Problem of Practice)

SDX (School Division X)

SX (School X)

BUILDING CAPACITY TO PERSONALIZE LEARNING

Building Teacher Capacity to Personalize Learning for Students

Chapter 1: Introduction and Problem

To achieve the personalization of learning for students requires a shift in pedagogical practices. To address this need, this Organizational Improvement Plan (OIP) proposes building teacher professional capacity and capital to enable the shift required to meet the challenge of personalizing student learning by implementing an embedded professional learning plan. This plan will be research-based and evidence-informed as well as responsive to individual teacher professional learning needs. To enable each teacher to successfully personalize learning for students, three key areas of professional learning will be targeted. These include deepening individual teacher curricular and pedagogical knowledge, improving instructional practices, and increasing individual teacher's ability to identify the learning needs, strengths, and passions of each student. School structures and forms, as well as leadership practices that support professional learning, will also be addressed.

From the assessment of the problem of practice and the research literature related to it, three guiding questions emerged that will be explored. First, how can principals provide personalized and responsive professional learning for teachers to build their capacity to personalize learning for students? Second, how can principals optimize school-based learning conditions to support and promote the professional growth of teachers? Finally, what role can school leadership play in supporting and promoting professional learning that is responsive to teachers' learning needs?

This chapter will provide some organizational context related to this problem of practice (PoP) as well as the challenges of providing professional learning that meets the

needs of all teachers. It will outline the professional learning conditions suggested by

educational literature as well as proposed school structures to support those professional

learning conditions. It will include a description of my adaptive approach to distributed

instructional leadership and an integrated theory of change (Goodson, 2001) that will

support the proposed change to professional learning opportunities for teachers at my

school.

Organizational Context

This school-based OIP is largely influenced by the greater organizational context

surrounding it. Within ministries of education and school districts in Canada, there has

been a shift in focus from what is being taught to the student as a learner. Within the

Ministry of Education X (MEX), the goal is to inspire and engage each student so they

may succeed and thrive. This goal was largely shaped by a government created report

that presented a vision of education to 2030 (MEX, 2010). Influences on this report can

be found in the greater societal context. The increase of globalization is affecting the

direction and goals set for education at all levels. Organizations such as the global

Organisation for Economic Co-operation and Development (OECD) and the national

Council of Ministers of Education, Canada (CMEC) have a significant influence over

Canadian educational goals. This is not surprising, considering the interconnected nature

of these organizations. Both provide platforms for consultation, collaboration and the

identification of educational priorities, whether it is at the international or national level.

Reflective of those goals and priorities, particularly those of the MEX report,

School District X (SDX) highlights in their mission that each student, through their

abilities and gifts, will complete high school with the foundation to thrive in life and work

BUILDING CAPACITY TO PERSONALIZE LEARNING

(SDX, 2018). To achieve this, SDX clearly outlines in their three-year plan that

personalizing student learning is the predominant focus and strategy of instructional

design and leadership (SDX, 2018). All other strategies and goals are in support of that

main focus. As an instructional leader and principal of a large middle school within SDX,

I have the responsibility and agency to build the professional capacity of teachers at

School X (SX) to ensure there is high quality teaching and learning practices that are

personalized for each student.

In SDX, there has been a high priority placed on improving teaching practices to

support the unique needs of their students. To ensure consistency and the collective

pursuit of the goals outlined in the three-year plan (SDX, 2018), including the

overarching goal of personalizing learning for students, SDX has made adjustments to

increase the alignment within the administrative levels of the organization. In addition,

they have worked to extend that alignment to the teacher leaders and new teachers within

schools. Principals and assistant principals meet on a regular basis as a whole group as

well as varied division and area groupings with their respective colleagues to have

collaborative dialogue regarding system priorities including personalizing learning for

students. For the teacher leader sessions, each school selects a designated number of

learning leaders, teachers within a school who have an administrative designation, to

attend similarly-themed regular meetings with their colleagues. Teachers who become

learning leaders within the context of SDX have applied or been successful in achieving

this administrative designation. These learning leaders understand that in accepting the

role, they then form part of the instructional leadership team within the school to support

the improvement of teaching and learning practices. Their meetings, although similarly

BUILDING CAPACITY TO PERSONALIZE LEARNING

themed to the principal and assistant principal meetings, investigate the work with a

slightly different lens. Bringing these professionals together from various schools allows

for greater collaboration across and within schools. New teachers also attend system

meetings to be introduced to the professional learning culture and priorities of SDX.

These district level meetings are intended to provide the foundation for the work that

occurs in schools with teachers. This system alignment prevailing through these practices

reinforces the SDX instructional leadership focus and approach.

Beyond the system-level meetings, SDX expects that principals structure and

organize the professional learning of their teachers to promote the improvement of quality

teaching so that all students can succeed and thrive. To support this work in the schools,

early dismissal Fridays provide a consistent meeting time for teacher collaboration and

professional learning within the school. The purpose of these teacher collaboration and

professional learning sessions is for teachers to have evidence-informed conversations to

build their collective knowledge and inform their next steps in practice improvement. To

support this, SDX partners with a local collaborative network that focuses on innovative

teaching and professional learning to help facilitate professional learning sessions for new

teachers and learning leaders with the intent that this knowledge or practice is modelled

within the school setting. Qualities of the Teaching Effectiveness Framework (Friesen,

2009) are woven into those sessions. In particular, two components of that framework,

"teachers improve their practice in the company of their peers" (Friesen, 2009, p. 6) and

"teacher takes the initiative to inform self about current research literature and incorporate

it into teaching and learning practices" (Friesen, 2009, p. 12) directly impact the role of

instructional leaders in regards to establishing professional learning opportunities or

protocols within a school. Despite the system alignment and regular professional learning

opportunities at school, many teachers continue to struggle with personalizing learning

for students. Since principals are expected to ensure effective teaching and learning is

occurring in their schools, it is the principal's responsibility to support effective

professional learning for all teachers.

Governance and policy also impact schools and how they operate. This includes

the goals they set and how they organize to achieve those goals. Professional

development of teachers is no exception. The MEX report (2010) outlines that while still

being accountable to core competencies and standardized academic achievement

measures, teachers need to be innovative architects of learning to support student

passions, talents, and interests. SDX's understanding of that document is enacted through

the direction and strategies it puts in place. One such strategy states that teachers will

create conditions for students to succeed as unique learners (SDX, 2018). Their

regulations further reinforce the need for teachers to participate in professional learning to

maintain high quality instructional practices to personalize learning for students (SDX,

2003). Meaning that it is the duty and responsibility of teachers to promote, achieve, and

maintain a high standard of instruction in support of the goals of SDX. Provincial and

local legislation and policy provide further support by reinforcing that teachers are to be

career-long learners (MEX, 1997). Professional associations also often stipulate that

teachers are required to continuously improve their practice (British Columbia Teachers'

Federation, n.d.; Manitoba Teachers' Society, n.d.; Nova Scotia Teachers' Union, n.d.;

Saskatchewan Teachers' Federation, 2018; The Alberta Teachers' Association, n.d.). All

these policies reinforce the importance of engaging in professional learning as part of a

BUILDING CAPACITY TO PERSONALIZE LEARNING

teacher's professional practice. However, even these policies, time, organizational

structures, and resources that are in place to promote professional learning for teachers,

do not adequately support teachers to personalize learning for each student. Therefore, it

is the role of the principal, as an instructional leader within the organization, to address

this issue to ensure quality teaching and learning.

The origins of some of the struggles can be attributed to governance and policies

that seem to be in conflict or competition with each other. They not only set the

parameters of the work, but they also present some of the challenges. Despite the push

for teachers to be innovative and engage students in their learning through their strengths

and interests, there is still a strong emphasis on using standardized test results to

determine local educational priorities. This reinforces the concept of one size fits all,

resulting in a dichotomy between the confines of predetermined values and targets as

outlined by MEX and engaging students in the pursuit of their passion and talents

(Professional Teachers' Association [PTA], 2017a). Teachers can become conflicted

between teaching to the test to ensure students achieve acceptable standards and being

innovative to allow students to pursue their passions. The high levels of accountability

with standardized tests, therefore, can inhibit the responsiveness or appreciation of

student diversity (PTA, 2017a). Finding the balance between the two then becomes the

responsibility of the school. Principals are left to navigate these competing priorities.

Leadership Position and Lens Statement

As a principal, there is increasing societal pressure to educate for diversity,

manage accountability systems, mediate technological conflicts, improve community

relations while improving teacher quality and student learning (Alberta Teachers'

BUILDING CAPACITY TO PERSONALIZE LEARNING

Association (ATA) & Canadian Association of Principals (CAP), 2014). Governmental

influences look toward equity in schools and effective leadership for school improvement.

Reflection on current patterns of thinking and teacher pedagogy becomes an important

part of the principal's leadership role (Oplatka, 2009). This pluralistic approach to meet

the needs of all causes complex problems and leads to bottom-up initiatives and a flatter

hierarchy (ATA & CAP, 2014; Blackmore, 2013; White, Cooper, & Anwaruddin, 2017).

There is a move to a hybrid model (Gronn, 2009) of leadership that recognizes the

importance of a more horizontal leadership approach that supports bottom-up influences

while still living within a somewhat hierarchal structure of accountability (ATA & CAP,

2014). In order to solve the complex problems, the educational leader needs to put

greater emphasis on collegiality and innovation (Blackmore, 2013). However, this does

not replace the managerial, achievement targets or business type expectations of the

educational leader.

In consideration of these contextual influences and trends, it is not possible to

address my problem of practice or implement my organizational improvement plan

without first acknowledging my educational lens, leadership philosophy, theory and style.

Since the problem of practice is such an integral part of my professional work,

recognizing my assumptions, predispositions or strengths, and leadership style and

practice are important components as they play a key role in determining my beliefs and

values connected to this problem and how I will approach it.

Although my view of the aim of education is reflected within a complementary

combination of some tenets from several approaches, the predominant educational lens

that has the strongest influence on my beliefs and practices fluctuates somewhere on the

continuum between Liberal and Neoliberal. I see the need for balance between Liberalism and Neoliberalism. Liberalism allows for the broader educational base. It makes space for a more leisurely exploration of knowledge (Gary, 2006). It supports the values of internal freedom, critical thinking and the pursuit of new knowledge (Gary, 2006). Neoliberalism, on the other hand, encourages an entrepreneurial spirit and can provide some structure. I see the value in education playing a role in preparing students to be productive members of society. However, Neoliberalism's high focus on accountability and efficiency (Davies & Bansel, 2007) needs to be tempered by the tenets of the Liberal approach that supports being wary of too much regulation and market influence. I recognize that by identifying with certain aims of education that it will have an impact on my assumptions as well as my philosophy of education and leadership.

To this end, my philosophy for education and leadership are intertwined in that I believe learning is at the center and should be the driving force of all that we do in education. I believe strongly that educators have a duty to prepare students to productively engage in the rapidly changing global society of which they are a member. To do this, educators need to be responsive to student needs and interests. Personalizing learning for each student seems an appropriate approach. To achieve this, I believe creativity, innovation and a reflective assessment of student learning needs and individual teacher's pedagogical practices are required (Elliott, 2015; Stark, McGhee, & Jimerson, 2017; Stoll & Temperley, 2009). My leadership style reflects this belief. As an educational leader, I believe I need to support teachers in improving their practice, similar to how teachers are expected to support their students by providing personalized learning opportunities to explore, create and apply knowledge and skills (Elmore, 2008; Lynch,

BUILDING CAPACITY TO PERSONALIZE LEARNING

2012; V. Robinson, 2011). Creating a cohesive, safe community with open lines of communication (Duignan, 2014; Northouse, 2016) supports positive risk-taking and growth for staff and students. There also needs to be commitment to finding development opportunities (Fullan, 2015; Timperley, 2011) and providing resources (V. Robinson, 2011) that allows groups and individuals in the school to advance their pedagogical practices (Elmore, 2008; Friesen, 2009).

As an educational leader, modelling openness to change and growth is fundamental when combined with passion, drive, empathy, and integrity to leading change. I also believe there is a collective power in the varied ideas, experiences and strengths of a group of people. Considering those multiple perspectives and being inclusive of all (Crippen, 2012; Northouse, 2016) is key to real and sustained change. Valuing the input from others, I believe, will result in empowered individuals who take pride in their work and who can make thoughtful decisions resulting in the desired change. I believe working collaboratively allows people to learn and grow and tackle problems or projects from many angles resulting in more creative, accepted, and sustainable solutions.

I acknowledge and accept that at the macro level student learning is measured by a governing body's predetermined sets of targets and values. This creates a top-down constraint within which school leaders, teachers and students must operate. Within that hierarchal structure, however, there is an opportunity for a flatter structure. This hybrid model is reflective of my leadership agency as principal within my organization. SDX has clearly defined top-down expectations and boundaries; however, there is also considerable support for bottom-up initiatives to address complex problems. SDX's

structures and practices support a distributed instructional leadership model to achieve the

goals outlined in their Three-Year Educational Plan (SDX, 2018). This is reflective of my

leadership approach within the school. Distributed instructional leadership with an

integrated adaptive approach is foundational to how I lead. Schools are very complex

environments with many conflicting priorities. This adds to the challenge of

personalizing learning for students. My predominant approach as an instructional leader

keeps students at the center and ensures the focus remains on student learning and quality

teaching. Instructional leadership focuses on bringing everyone together for the

continuous improvement of student outcomes. Collaboration, alignment, resource

management and the establishment or maintenance of a positive learning environment is

required (Hallinger, 2005; Timperley & Alton-Lee, 2008). A key component of

instructional leadership is ensuring quality teaching and learning (Hallinger, 2011; V.

Robinson, 2007). However, depending on the circumstances, it is not realistic for one

person to have a meaningful impact on individual teacher practice, as there would not be

enough time in the year to work alongside each teacher individually. The distributed

leadership model supports the instructional leadership approach by increasing the number

of instructional leaders available to support and promote the professional growth of all

teachers. Within the school context, the school's leadership team formally includes, but is

not limited to, the assistant principal and the learning leaders. The assistant principal

works in tandem with the principal to promote and support school improvement.

Learning leaders, as previously noted, are teachers with an administrative title and role.

They are also instrumental in supporting school change. This team helps build the

professional capacity and capital within the school. Distributed leadership is only

effective within the instructional leadership approach if the additional instructional

leaders are appropriately supported by the principal to build their professional capacity

and cohesiveness. In conjunction with this distributed instructional leadership style, the

integrated adaptive approach helps promote that needed cohesiveness. To achieve

meaningful results, it supports the collaboration of individuals with multiple perspectives

and areas of expertise to examine and solve complex problems (Northouse, 2016; Wong

& Chan, 2018). As a principal, incorporating an adaptive approach provides a means to

gather those varied perspectives, gain clarity and manage processes and the stress related

to the change.

Through the analysis and acceptance of my leadership position and lens, I believe

I am better positioned to engage in the organizational change process. This awareness

allows me, as a principal, to be more cognizant of the impact my beliefs, values, and

assumptions could have on how situations are perceived and evaluated. All these

components work in concert, influencing my thoughts and actions. Recognizing that they

underscore my assumptions and biases will better position me to view new information in

a more open manner.

Leadership Problem of Practice

How to support teachers to enable them to personalize learning for students is the

leadership problem of practice (PoP) being examined. In addressing this leadership

problem of practice, it is important to define and distinguish personalization of learning

from differentiation and individualization. The key difference between personalization

and differentiation and individualization is that personalization is learner-centered (Bray

& Mcclaskey, n.d.). Students are active participants in the design of their learning and

have choice in how they engage with the content (Bray & Mcclaskey, n.d.). It takes a

holistic view of the student, including their interests, strengths, needs and passions

(Basham, Hall, Carter, & Stahl, 2016; Bray & Mcclaskey, n.d.). Whereas differentiation

looks at the learning preferences of students as they relate to the method or approach of

instruction and individualization of instruction looks at the pace of instruction (Bray &

Mcclaskey, n.d.).

Personalization is challenging as students come with complex and diverse social,

emotional, mental, and intellectual needs as well as a wide variety of interests and

passions. In order for teachers to personalize learning for students, they need an in-depth

understanding of their students (Miliband, 2006). However, within the current context,

that is not enough. Teachers are also obligated to meet the outcomes of the curriculum

they teach. Therefore, combined with that in-depth knowledge of the students they teach,

teachers also need to have a deep understanding of their curriculum and strong

pedagogical practices (Järvelä, 2006) to be able to create learning environments that not

only meet the interests and needs of their students, but also meet the curricular standards

set by MEX. The leadership challenge then becomes how to support the professional

growth and build the capacity of teachers so that they may achieve such a complex goal.

As a principal, I need to create the conditions necessary to enable teachers to

consistently engage in instructional practices to personalize student learning that are both

research-informed and aligned with the prescribed curriculum. Although the professional

learning opportunities currently provided meet the needs of some teachers to enable them

to personalize learning for students, they do not promote or support the same pedagogical

growth in others. Discussions with teachers often revolve around ideals of what they

would like to be able to do, but their professional capacity and agency to achieve those ideals are often further hindered or complicated by practical constraints such as their readiness, ability or time. These factors need to be taken into consideration. Therefore, how do I build teacher capacity and create the conditions necessary to enable teachers to consistently employ pedagogical practices supported by research evidence to personalize learning for each student?

Framing the Problem of Practice

Since this PoP is an integral part of my professional work and agency as a school leader, it is important to recognize that my assumptions and sociological paradigm play a key role in determining my beliefs and values connected to this problem. The perspectives gained from a review of related educational literature, as well as the change theory, will also impact how I will approach this PoP.

Paradigm. I do believe that a school, and by extension its leader, is by its very nature predominantly within the functionalist paradigm. As such, I see education as one part of a complex system within society that works in conjunction with other parts to create stability (Hartley, 2010). Education and its focus are framed as a social structure with the social function of supporting the learning and socialization of students within our society. However, within this dominant functionalist paradigm, I hope to introduce a more critical approach. Gunter and Ribbins (2003) offer a more pluralistic view of theory and practice. They describe critical as "concerned to reveal and emancipate practitioners from injustice and oppression of established power structures" (Gunter & Ribbins, 2003, p. 133). The addition of the critical influences, ensures that the pursuit of equity is maintained within the diversity and that action is taken to ensure the emancipation of any

marginalized group (Green, 2016). I believe this is an important part of education. The inclusion of critical influences is key in the role education plays in creating equity in society. The infusion of critical influences also supports empowering teachers, organizational learning and providing a sense of ownership (Gunter & Ribbins, 2003; Hartley, 2010). Critical influences provide a way to explore and frame teacher practice to both understand and change it. By examining what is wrong with the current reality, identifying who should be involved in changing it and establishing goals to achieve it (Bohman, 2016), I believe a reflective assessment of student learning needs and individual teacher's pedagogical practices is required in order to improve them.

Influences. Recognizing that this problem of practice is situated within the functionalist paradigm highlights the importance of framing this problem within the broader context. Social, political, and cultural influences have a huge impact on how schools operate and the goals that are set for a school. At the national level, the goal of personalizing learning for students is influenced by The Council of Ministers of Education, Canada (CMEC). Their CMEC Reference Framework for Successful Student Transitions (2017), a guiding document within MEX, includes Foundational influences to personalize learning for students. As stated in their vision statement, "Education systems play a unique and critical role in ensuring that every student has the supports they need to transition to pursue their preferred futures." (CMEC, 2017). Their guiding principles make reference to students being involved in the design and evaluation of their education (CMEC, 2017). Identified benchmarks outline that programs and policies will be tailored to individual student needs and interests. It also refers to the necessary professional learning to support this framework (CMEC, 2017).

Examples of influence can also be found at the provincial level. For example, in Alberta, the Inspiring Education document (Alberta Education, 2010) outlines how education needs to contribute to a prosperous society and economy. Another example includes Ontario's Ministry of Education who states that their success strategy involves tailoring education to students' strengths and interests (Government of Ontario, n.d.). Combined with this is the increasing societal pressure to educate for diversity while improving teacher quality and student learning (ATA & CAP, 2014). This imperative to meet the needs of all students and prepare them for the rapidly changing and growing global society is a monumental task.

Finally, as previously described, at the organizational level, the goal of personalizing learning for students is the overarching goal and strategy of instructional design and leadership in SDX (SDX, 2018). In support of this, there has been a focused effort by SDX to align the work of all schools to improve teacher practices to personalize learning for students so that they may succeed and thrive. Despite this increased focus and alignment on research-based professional learning opportunities at both the system and school levels, many teachers are still struggling to personalize learning for their students. Classroom observation and discussions with teachers highlight their struggle and would indicate that the current conditions and professional learning opportunities are not providing enough support to meet all their professional needs.

Educational Literature Perspectives. Educational literature and research provide some insight into identifying the cause of the disconnect between the provided professional learning opportunities and the pedagogical growth of teachers. The literature supports that it is challenging to create the conditions to personalize learning for the

complex, diverse needs of students (V. Robinson & Timperley, 2007). Although resourcing strategically, ensuring an orderly and safe environment, and establishing goals, are all important, Robinson (2011) found that leading teacher learning and development has the greatest impact on student learning. Embedding professional learning that is research and evidence informed, as well as responsive and personalized to the needs of individual teachers is required in order to build professional capacity and capital of teachers to personalize learning for students (Campbell et al., 2017; Day & Gu, 2007; Opfer & Pedder, 2010, 2011).

There is an increase in research that examines the contextual variables related to professional learning and their impact on those learning opportunities' effectiveness. It has been found that professional learning opportunities need to take into account the context of the individual teacher's practice including the diversity and complexity of their professional knowledge (Day & Gu, 2007; Webster-Wright, 2009), as well as the causal relationships among the teacher, the school and the learning activities (Opfer & Pedder, 2011). These findings are further supported by Elmore's (2008) work around the instructional core, which highlights the importance of relationships between the student, the content, and the teacher. A change to one of the three requires a change to the other two for real change to happen (Elmore, 2008). Globalization and the greater societal influences have brought about a change to the content that students need in order to be successful in the rapidly changing world. In response to this, there needs to be a change to the other two areas. The teacher's practice needs to be reflective of the nuanced change to the content. The teacher also needs to support students in their journey to see how they fit with the content.

Teacher development is necessary for teacher practice to change to meet the changing focus of the content element of the instructional core. Opfer and Peddler (2011) propose a dynamic and holistic conceptualization of teacher professional learning that considers those causal relationships. Their research found that one in four teachers were not as effective as they could be. I suspect that these statistics of teacher effectiveness are reflective of my school's ratio. This reinforces the importance of delving deeper into why professional learning opportunities are not meeting the needs of all. They recommend that school leaders need to be aware of the organizational, personal and social-emotional factors that are affecting those causal relationships and impacting the effectiveness of teacher professional learning in order to create and maintain a learning climate for teachers (Opfer & Pedder, 2011). As the leader of this change, maintaining an awareness of these factors will be key to achieving a change in teacher pedagogical practices.

Contextual variables related to the form and function of professional learning also have an influence on their effectiveness. Since teachers can be simultaneously a novice in one aspect of their practice and expert in another, neither a linear model of novice to expert nor a training deficit model of professional development is appropriate (Day & Gu, 2007; Webster-Wright, 2009). The same argument could be used against a one size fits all model of professional development (Day & Gu, 2007; Leithwood, Louis, Anderson, & Wahlstrom, 2004). Since effective teaching and learning does not happen in isolation, school-based learning conditions need to be optimized to enable teachers to grow professionally and be successful in the classroom.

Change Theory. When considering change theories to address this problem of practice, a key barrier that needs to be addressed is to how to meet each teacher's

professional learning needs so that they have the skills and knowledge to be able to personalize learning for students while still understanding the broader influences on educational goals. As previously noted, the currently provided professional learning opportunities meet the needs of some teachers, but they do not support or promote the same pedagogical growth in others. These professional learning opportunities do not take into account a holistic view of individual teacher's professional context (Day & Gu, 2007).

The vision to have teachers personalize learning for students will not succeed if the needs of the teachers are not considered and if the expectations are unrealistic (Lipton, as cited in Cawsey et al., 2016). If teachers are expected to personalize learning for students, it stands to reason that leaders should personalize professional learning for teachers. As an educational leader, I am bound by the hierarchical governing bodies, but if real change to personalization of learning is to happen, the change must be enacted at the teacher level in each classroom. Therefore, the change theory needs to consider not only the influences of the governing bodies but also the perspective of individual teachers. An integrated theory of change looks for a balance between external, internal and personal dimensions of change (Goodson, 2001). The top-down reform, which includes mandates such as provincial curriculum, standardized tests, and guiding policy and legislation are reflective of the external change dimension. Whereas, the internal change dimension includes elements within the school setting that initiate or promote change within those external boundaries. Foundational to the commitment and execution of the change, however, is the personal change dimension which refers to the individual

missions, beliefs and/or practices of teachers. The interlocking influences from these three dimensions are needed to fully realize sustained change.

Guiding Questions Emerging from the Problem of Practice

The suspected reasons for the disconnect between the professional learning opportunities provided to teachers and their professional growth are as varied as the teachers. A way to enable teachers to consistently employ pedagogical practices supported by research evidence to personalize learning for each student needs to be found. This results in the problem of how to build teacher capacity and create the conditions necessary to do this. Through my assessment of the problem, three guiding questions have emerged. First, how can principals provide personalized and responsive professional learning for teachers to build their capacity to personalize learning for students? Second, how can principals optimize school-based learning conditions to support and promote the professional growth of teachers? Finally, what role can school leadership play in supporting and promoting professional learning that is responsive to teachers' learning needs?

The first guiding question of how to provide personalized and responsive professional learning opportunities for teachers is directly related to the challenge of providing appropriate professional learning that meets the needs of all teachers. Discussions and observations highlight that teachers come with different theories of practice, values, priorities, personal and professional experiences, as well as different learning preferences. Consideration will need to be given to how the totality and diversity of professional knowledge translate into a teacher's practice to better support their individual professional growth (Day & Gu, 2007). Teachers' strengths and

weaknesses are very contextual. They could be dependent on their areas of expertise in relation to their current teaching assignment. Take, for example, a teacher who majored in mathematics who is teaching both math and science. In this example, they may be an expert in teaching math and a novice in teaching science. The age or ability level of the students could also create that simultaneous expert/novice scenario. Opfer and Peddler (2011) highlight the need to reconceptualise professional learning from a more holistic perspective, including the relationship between the school, the teacher and the learning activity. To support responsive, professional learning, Donohoo (2018) found promising results when teachers were active participants in designing and leading their own professional learning in the company of their peers where teachers can engage in collaborative research or problem-solving groups.

The second guiding question related to optimizing school-based learning conditions to promote professional learning highlights the challenges a principal faces when balancing competing demands within a school. Since effective teaching and learning happens within a greater school community, context and environment become important. School-based learning conditions such as teaching schedules, staffing, budget, and time allocations can either support or hinder that work. The ideals of what teachers would like to be able to achieve within their classrooms are often a topic of discussion, but their ability to achieve those ideals is often complicated or impeded by a plethora of constraints. Some of these constraints include competing priorities, struggling to coordinate with others, the demands of extra-curricular programming, large class sizes, lack of additional supports for complex students, and finding time to do all that is required. Robinson (2007) points to the importance of ensuring that resources are

strategically allocated and organizational management are aligned with the pedagogical purposes. The form and function of school structures can promote professional growth, especially if it includes opportunities and time for teachers to engage in professional learning and if teachers are grouped thoughtfully (Johnston & Hayes, 2007). This requires examining how to create a learning environment that supports authentic learning (Webster-Wright, 2009). Research shows that providing a safe space for collaborative practice, innovative teaching, and critical reflection promote professional learning (Admiraal et al., 2015; Johnston & Hayes, 2007).

The final guiding question looks at the role school leadership plays in supporting the professional learning opportunities for teachers. The leadership style and practices of principals have been shown to impact the professional growth and the teaching and learning practices of teachers within their schools. Goddard, Goddard, Sook Kim and Miller (2015) found that principal instructional leadership was a strong predictor of improved teacher collaboration, learning, and instruction for student achievement if key elements of instructional leadership were present. These include the principal's knowledge of instructional practices, curriculum, and assessment, and if the principal sets high standards for teaching and student learning. Learning-centered leadership practices were also found to support professional learning especially if teacher agency and trust are fostered (Liu, Hallinger, & Feng, 2016). In consideration of these findings, the impact leadership has on the effectiveness of professional learning will need to be a consideration.

BUILDING CAPACITY TO PERSONALIZE LEARNING

Leadership-Focused Vision for Change

In order to address the PoP, a leadership-focused vision for change is established

through an examination of the present state compared to the desired future state. This

analysis has resulted in identifying priorities for change and drivers of change.

Gap Analysis. This problem of practice emerges from the school district's vision

and goal for teachers to engage students in their learning through personalization. The

purpose of this OIP is to support teachers to enable them to achieve the goal of

personalizing learning for each student. Currently, teachers are struggling to consistently

meet this objective because it is complex and challenging. The many demands on

teachers' time combined with the increasing complexities of the students in their classes

present added barriers for teachers. Unfortunately, competing demands on teachers' time

make it harder for teachers to dedicate the necessary focus on their own pedagogical

growth. Teachers are often required to teach a variety of subjects, some of which may be

outside their area of expertise. Beyond that, there are the extra-curricular commitments

of coaching athletics or running student clubs. There is also an increased expectation that

teachers maintain an online presence for their student and parent community. Add to that,

the growing complexity of students mentally, physically, and behaviourally in their

classes (PTA, 2017a). Teachers are presented with a myriad of student challenges that

they must navigate, often with minimal school or community resources. These challenges

can range from mental health concerns like anxiety, depression, and post-traumatic stress

disorder to learning difficulties or lack of self-regulation to language and cultural barriers

of new immigrants. This would all be in addition to the vast range of cognitive abilities of

their students and extensive array of student interests and strengths. Through all this, they

are expected to deliver a personalized program that meets the needs of each student and taps into their passions and strengths to intellectually engage them in their learning. Surveys, self-reflective documents, observations and conversations with teachers reveal that many teachers at SX struggle to meet these demands to personalize learning for students.

Teachers need professional learning opportunities that build their capacity to meet these challenges as well as conditions that support the advancement of their teaching and learning practice. Since teachers continue to struggle, it is evident that the present professional learning opportunities and the professional learning conditions do not adequately support all teachers in their quest to personalize learning for students. There are a variety of suspected reasons why this is the case. Although there is an assortment of professional learning opportunities offered, not all teachers have the same access to those opportunities. For instance, some offerings are only for certain categories of teachers such as a teacher with an administrative assignment or a teacher who is new to the profession. Or perhaps they are offered in alternate locations or at times that are not conducive to a teacher's circumstances such as in another city or at a time when they are unavailable. Also, dependent on the individual teacher's context or need, there may be a lack of relevant professional learning opportunities that address a specific area of interest at a level that would be appropriate. Plus, research has demonstrated that the most significant professional learning that results in lasting change in pedagogical practice is embedded in the day-to-day practice of teachers (Campbell et al., 2017; Darling-Hammond, Hyler, & Gardner, 2017). This means that the role of providing meaningful

professional learning is most effective if offered at the school level and is incorporated into the regular teaching and learning practice of the teachers.

The high demand on teacher time means that professional learning opportunities need to be purposeful, effective and efficient. The trend of requiring teachers to do more with less, highlights the need for principals to be very thoughtful and intentional with any time teachers do have for professional learning. Principals also need to ensure school-based conditions are optimized in order to create space that promotes professionalism and continuous professional growth (Fullan & Hargreaves, 2016). In order for the professional learning to meet the varied needs of the teachers, it needs to be responsive to each teacher's professional needs and fitting of their context. Also, teachers need to see the value of these professional learning opportunities in improving their pedagogical practice (Campbell et al., 2017).

Priorities for Change. If teachers' professional learning needs are met, their professional capacity to provide personalized learning for students will be enhanced. Consequently, from the lines of inquiry, a few key areas emerge as priorities for change. The first priority includes clearly defining personalization of learning and collectively and individually developing goals and targets to increase the personalization of learning for students. Establishing a clear vision for change helps guide teacher professional learning and development as individuals and as a learning community (Voelkel & Chrispeels, 2019). This shared vision gives a sense of direction and provides a motivating force for continued action to achieve goals (Stoll & Kools, 2016). The second priority revolves around providing professional learning opportunities for teachers that are both founded in research and evidence while being responsive to the individual teacher's professional

needs. Powerful professional learning is a blend of practical and theoretical (V. Robinson, 2007) as well as continuous (Hargreaves, 2007) and embedded in the teacher's day-to-day practice (Prince Edward Island Department of Education and Early Childhood Development, 2013). The third priority focuses on optimizing conditions to promote professional growth and student learning. This includes creating a culture of learning that is safe, supportive, and respectful that focuses on professional collaboration and inquiry (V. Robinson, 2011) as well as ensuring that processes, strategies, and structures are aligned to generate the conditions that support professional learning (Stoll & Kools, 2016).

Drivers of Change. Four key change drivers have been identified for this OIP. These include the student as a learner, teacher practice, professional learning and leadership practices. The first change driver is a result of the shift in focus to the student as a learner and the personalization of learning for students. The emphasis is refocused to not only include engaging students so that they meet the academic targets but will also thrive in life and learning. This requires students to be included as active participants in the architecture of their learning.

This paradigm shift from what is taught with a focus on the content, to what is learned with a focus on the student, requires teachers' practices to change. This becomes the second driver of change. Teachers need to be more responsive to student need. They require a deep understanding of the students and the subjects they teach in order to engage students in instruction that is personalized. Developing a deep understanding of the curriculums they teach is not enough. They must also know their students as individuals to be able to adjust their teaching and learning practices to be responsive and

inclusive of students and their talents, interests and needs. Thus enabling teachers to

engage students in "learning environments where knowledge is inquiry oriented and

socially constructed" (PTA, 2017b, p. 6). To achieve this change, teachers need to

develop and grow professionally.

This shift in focus to the learner is as valid for teachers as learners as it is for

students. Therefore, meeting the diverse professional learning needs of teachers is the

third change driver. To ensure the professional learning opportunities provided to

teachers are responsive to their learning needs and growth, the content form and function

of these opportunities requires attention. A professional development model of "sit and

get" is no more appropriate for teachers than it is for students. Instead, a space for

teacher learning needs to be created that is open, trusting, and includes a culture of critical

collaboration (Admiraal et al., 2015; Campbell et al., 2017; Liu et al., 2016; V. Robinson

& Timperley, 2007; Scoggins & Sharp, 2017). This will promote the exchange of

knowledge, skills, and experiences in order to deepen individual teacher curricular and

pedagogical knowledge (Campbell et al., 2017; Liu et al., 2016). Since a teacher's

practice is governed and influenced by an array of guidelines and expectations, then as

professionals, they also need to be supported in their learning while still taking into

account the expectations from the work context (Webster-Wright, 2009). Therefore,

professional learning needs to be flexible within the directive and non-directive

opportunities as well as meet the needs of the collective and individual in order to balance

the emphasis on shared school vision and individual needs (Admiraal et al., 2015;

Campbell et al., 2017; Stark et al., 2017).

BUILDING CAPACITY TO PERSONALIZE LEARNING

Leadership plays a pivotal role in establishing this culture of learning that is necessary for sustained teacher professional learning (King, 2011). Although guiding professional learning was a component of the leader's involvement, a more organic participation was indicated by research including modeling professional learning, understanding the contexts of teachers' practices and being more involved in the instructional facets of the school. This would position the teacher as the learner and the principal as the leader of learning.

Further to this, Johnston and Hayes (2007) found that professional learning can be supported by the function and form of school structures. Improvement in teacher practice resulted from leaders and teachers using regular meeting times to engage in professional learning. How teachers were grouped was also determined to have an impact on their professional learning (Johnston & Hayes, 2007). They found that cross-curricular teacher teams provided more opportunities for risk-taking, pedagogical reflection, and innovative teaching. On the other hand, they determined that to gain greater depth within the curricular disciplines, there is still a need for curricular groupings for teachers (Johnston & Hayes, 2007). These findings indicate that not only do the professional learning opportunities need to be responsive, but they also need to be multidimensional. Thus, making leadership practices and school structures the final drivers of change.

This multidimensional approach applies to both school structures and learning conditions. Support for flexibility and experimentation with innovative teaching practices needs to be established (Admiraal et al., 2015; Campbell et al., 2017), as well as, time for teachers to be reflective about their practices in order to explore how the diversity of their professional knowledge translates into their teaching practices (Admiraal et al., 2015; Liu

et al., 2016). A variety of structures to meet the various professional learning objectives will include a balance of whole group, small group and individual professional learning opportunities (Admiraal et al., 2015) that are both curricular and cross curricular. Moreover, there needs to be opportunities for both formal and informal learning (Kyndt, Gijbels, Grosemans, & Donche, 2016). This multidimensional approach supports this PoP's leadership vision for change by incorporating both the priorities for change and the drivers of change to improve pedagogical practices to personalize learning for students.

Organizational Change Readiness

Assessing an organization's readiness for change needs to take several factors into consideration. This section will explore the need for change, the perspectives of stakeholders, communicating the need for change and identifying collaborative solutions.

Need for Change. As previously described, the current professional learning opportunities do not sufficiently support all teachers' pedagogical growth to enable them to reach the goal of personalizing learning for all students. It is important that the principal ensures that the professional learning opportunities align with teachers' needs and that the school conditions are optimized to support continuous professional learning and growth. An overall learning culture that is supportive and promotes critical collaboration and innovation in teaching practices (Hallinger, 2005; King, 2011) needs to be created. This learning culture needs to be further supported by the elimination of distractions that hinder the progress towards the identified goal (Harris, 2011). Therefore, as an educational leader, I need to be mindful of not bringing in initiatives that do not promote progress towards the intended goal as they can complicate matters and produce competing priorities. Too often, new educational trends or initiatives can derail the

forward motion that has been established by having teachers' focus diverted to alternate strategies or programs that diffuse the intentionality of the original goal. This includes being mindful and purposeful with how available common planning and professional learning time is allocated for teachers. This time is considered to be of great value by all and is built into a teacher's contractual assignable time. As noted previously, SDX further demonstrates their commitment to teacher collaborative professional learning by ensuring common non-instructional time is available on Friday afternoons, as well as building full days into the school calendar throughout the year. Common time being such a valued commodity requires thoughtful planning. A common expectation and understanding needs to be established regarding how this allotted time will be used. This would include balancing the focus of time between individual and collaborative as well as professional learning and administrative time. Although on the surface it may seem appropriate to assign all common time for professional learning, that would ignore the need for teachers to have time to engage in more technical activities such as preparing for lessons, assessing assignments or inputting report cards. Therefore, high standards need to be set for the appropriate use of time that is allocated to professional collaboration and learning. This also means it is important to find a through-line between external expectations and internal context. This through-line will help establish a common ground and balance between those seemingly conflicting and competing priorities. This helps avoid delivering mixed messages and maintains the contextual view to engage in professional learning for continuous improvement.

Perspectives of Stakeholders. Determining the readiness for change requires an understanding of internal and external stakeholders' perspectives in regards to the

BUILDING CAPACITY TO PERSONALIZE LEARNING

organizational change (Cawsey et al., 2016). In this situation, the teachers would be

considered the internal stakeholders. The effectiveness of the professional learning

opportunities has the most immediate impact on this group. For sustained change to

occur, their perspective on the goal of professional learning and the effectiveness of the

professional learning opportunities is important. Both formal and informal discussions

with teachers as well as teacher surveys and teacher reflective documents have revealed

that they are motivated to engage each student in their learning to promote student

success. Unfortunately, they have also expressed frustration that personalizing learning

for each student can be a daunting expectation that leaves them feeling overwhelmed.

Observations further confirm that teachers' time, readiness and/or ability to deal with the

multifaceted nature of personalization of learning for students impedes their capacity to

achieve this lofty goal. Additionally, teachers have expressed concern that the nature of

the professional learning opportunities or the time to engage in appropriate professional

learning are not always conducive to their needs. There is a demand for professional

learning to be more responsive to teachers' individual and collective needs.

The perspective of external stakeholders such as the ministry of education, the

school district and/or the school community also need to be taken into consideration.

They each have an impact on the goals and boundaries that are set for teachers and

education. Their visions, goals and policies, as well as imposed targets, provide the

expectations and guidelines for teachers. However, they do not necessarily provide the

method by which teachers are to achieve those objectives. What is provided often

resembles a one size fits all model, which as previously discussed, does not necessarily

promote authentic professional growth.

Communicating the Need for Change. Even with an underlying readiness for change, communicating the need for change can increase that state of readiness (Cawsey et al., 2016). Coming to a common understanding of what it means to personalize learning for students and how this will promote greater student success now and, in the future, would help enhance teachers' awareness of the need for change. This could be considered the catalyst that initiates this communication to increase the need for change. The need for change can be heightened through communication by activating people's desire to do something worthwhile, meaningful or serve a cause greater than themselves (Cawsey et al., 2016). Once the underlying reason for change is established, further communication could extend to the purpose of professional learning. Research-informed evidence related to effective professional learning and its impact would raise awareness for the need for change (Cawsey et al., 2016). It would help increase the motivation to change to the engagement in meaningful and responsive professional learning.

Identifying Collaborative Solutions. Assessing readiness for change would be incomplete without considering the multiple perspectives related to the organizational change. A collaborative solution needs to be derived from integrating those varied perspectives (Cawsey et al., 2016). Within the overarching goal of personalizing learning for student success, an adaptive leadership approach will help elicit and then integrate various perspectives of teachers. Identifying a common vision, goals, strategies, and measures will unite the teachers in a collaborative solution, thus increasing the school's readiness for change. This would also help maintain the balance between the collective needs of the school community and the needs of individuals.

BUILDING CAPACITY TO PERSONALIZE LEARNING

Conclusion

Building teacher capacity to consistently personalize learning for students is complex. An analysis of the organizational context, as well as a review of literature, helped frame this PoP. Three guiding questions emerge from this analysis: how to provide responsive, personalized professional learning, how to optimize school-based learning conditions, and what role school leadership can play in promoting teacher professional learning.   An examination of the theoretical frameworks and foundational paradigms further contextualized this PoP and provided a basis for this OIP as well as priorities for change, drivers of change, and organizational change readiness.

BUILDING CAPACITY TO PERSONALIZE LEARNING

Chapter 2: Planning and Development

Through an analysis of the problem of practice and the theoretical frameworks, Chapter 1 forms the foundation for this OIP. Chapter 2 takes that foundation and expands it into a change framework with proposed solutions. This chapter also explores the components of leadership ethics and leading organizational change.

Leadership Approaches to Change

Distributed instructional leadership with an integrated adaptive approach will propel this change towards building teacher capacity to personalize learning for students. The complexity of this problem requires components of both leadership approaches to promote and support the needed change to improve the professional learning opportunities for teachers outlined in Chapter 1. In keeping with the goals and direction of external stakeholders, this approach fits within the greater organizational context. Structures and practices within SDX support a distributed instructional leadership approach. The infusion of the adaptive approach helps support the complex nature of this problem of practice and the organizational improvement plan created to address it.

When considering the role of the principal as an instructional leader, it is important to clarify the historical and current meaning associated with instructional leadership. The increased global emphasis on accountability has had an influence on educational leadership approaches. The focus on student achievement and comparison or ranking data, such as the international PISA results, has seen the return to a focus on instructional leadership (Hallinger, 2005). However, the instructional leadership approach of the past has transformed. Historically, instructional leadership referred specifically to the practices of the principal (Hallinger, 2005). As instructional leaders,

the principals would be "strong directive leaders" and "culture builders" (Hallinger, 2005, p. 223) as well as goal-oriented and focused on academic outcomes. This model of instructional leadership had three key dimensions: school mission, managing instructional program and promoting a positive school culture (Hallinger, 2005). These dimensions have not disappeared, but rather have evolved to reflect the growth in educational understandings about both instruction and the school context. The perception that the instructional leadership model is predominately top-down and directive is not reflective of the current instructional leadership approach. With the increased complexities, it is no longer believed that the principal can serve as an instructional leader without the support and participation of others. Thus, a more shared or distributed model of instructional leadership has been found to be more impactful (Hallinger, 2005). This reconceptualization of the instructional leadership approach reflects a more collaborative and inclusive approach to leadership while still keeping student learning at the core of its purpose.

This is certainly true of the leadership approach of this OIP. In order for a principal to have a meaningful impact on teacher practice, a directive approach would not be responsive to individual teacher need. Professional learning opportunities need to be embedded in teachers' day-to-day practice (Campbell et al., 2017; Darling-Hammond et al., 2017; Prince Edward Island Department of Education and Early Childhood Development, 2013). There also needs to be opportunities for both formal and informal professional learning (Kyndt et al., 2016). Meeting structures and content focus will comprise the formalized professional learning aspects of the OIP, however, the informal professional learning will be much more reliant on the distributed instructional leadership

team. Their instructional leadership will be instrumental in creating a learning culture in the school as they work alongside teachers providing those in the moment collaborative and reflective opportunities.

In the instructional leadership approach, the concept of the principal framing and communicating the school mission and goals has shifted to a more inclusive stance of creating a shared sense of purpose that includes goals related to student learning (Hallinger, 2005). The infusion of the adaptive approach helps with some of the heavy lifting related to coming to a common understanding (Heifetz, Linsky, & Grashow, 2009) of what it means to personalize learning for students and how to create a responsive model of professional learning. Multiple perspectives will be needed (Heifetz et al., 2009; Northouse, 2016) in order to come to a shared sense of purpose and to set meaningful goals related to student learning. The reciprocal nature and the ongoing communication loops inherent in the adaptive leadership approach (Northouse, 2016) will help maintain cohesion and ensure everyone's voice is included. This reciprocal approach supports the shift in instructional leadership from a directive or one-way influence to a more mutual influence process that promotes a two-way influence. It helps the instructional leader be more responsive to the changing contextual needs of their school.

The dimensions of managing an instructional program and promoting a positive school culture have also expanded to reflect more current trends in education. The culture of continuous improvement inherent within instructional leadership is still reflected within those dimensions; however, there is a shift in focus from what is being taught to what the students are learning. Distributed instructional leadership with an adaptive approach helps embed professional learning within the daily work of teachers to support

examining the effectiveness of what is being taught and how it is being taught from the perspective of the learning experience of the student. Learning leaders, who are part of the leadership team, will be working alongside teachers on their teams. The distributed nature of instructional leadership allows for greater opportunities for mentoring and deeper critical collaboration around instructional practices and their impact. Together, teachers and learning leaders are able to participate in an iterative cycle of collaborative inquiry for continuous improvement that allows them to make frequent evidence-informed adjustments (Boudett, City, & Murnane, 2005; Ontario Ministry of Education, 2007; Timperley, 2012) to their instructional practices. It also provides greater opportunities to provide targeted support to individual teachers who may be struggling more.

The context of the school is also recognized as having a significant impact on instructional leadership. An instructional leader, even within a distributed format, needs to have an understanding of how to address constraints or use resources and opportunities in their school context for the betterment of student learning (Hallinger, 2005). Aligning resources and keeping a laser focus on the shared purpose and goals is the responsibility of instructional leaders. As previously noted, sometimes, this means eliminating or warding off distractions. There are many worthwhile educational professional development opportunities available for teachers. That does not mean they all fit with the defined direction or goals of the school. The number of constraints inhibiting teacher professional growth also needs to be mitigated. In the case of this OIP, as an instructional leader, aligning resources and mitigating constraints could create opportunities or

efficiencies. This could include creating structures or streamlining processes in order to maximize one of the most prized commodities – TIME.

These increased opportunities for informal and formal critical collaboration can also cause added stress and discomfort. I anticipate that changing pedagogical practice or behaviour could be seen by some as threatening or something to avoid. The adaptive approach helps support this process as the creation of procedures, protocols, and communication loops help create a safe environment as teachers have to learn and unlearn (Hargreaves, 2007; Northouse, 2016) instructional practices within the iterative adjustment cycle. This can also cause conflict as productive norms are being established. Complex situations are often riddled with opposing opinions which can lead to conflict. The opportunity for a teacher to close their door and hide to avoid change is mitigated through adaptive leadership practices that help teachers face the complexity of their work. The adaptive approach is sensitive to distress and works to manage those conflicts (Heifetz et al., 2009; Northouse, 2016). To reduce the anticipated teacher resistance, supportive conditions like the formation of teaching teams and the distribution of instructional leaders to provide additional support will be provided as well as regular meeting times to discuss and address concerns.

Ultimately, providing teachers with the responsive professional learning they need to effectively personalize learning for students is complex. The collective efforts of many are needed to assess the situation and move forward (Fullan, 2015; Heck & Hallinger, 2005; Heifetz et al., 2009; Leithwood et al., 2004; Northouse, 2016; Timperley & Alton-Lee, 2008). The combined leadership approach of distributed instructional leadership with the integration of the adaptive approach potentially allows for the complexity of

being responsive to individual teachers' professional learning needs while still maintaining a focus on the student as a learner to be addressed.

This leadership approach is not without its limitations. This leadership approach's success is somewhat reliant on a cohesive team of skilled instructional leaders who have the same laser focus on the goal and have the capacity to support others in the improvement of their practice. An open, supportive approach will be needed while maintaining a focus and intentionality on the work. This team also needs a balance of curricular areas of expertise. Staff changes or turnover could have a negative impact on the effectiveness of the team if these conditions are not met. Thus, there will need to be succession planning to account for changes to the leadership team.

Framework for Leading the Change Process

The challenge to provide responsive, professional learning opportunities and create a school environment that supports the required pedagogical growth to personalize learning for students starts with the principal. In addressing this challenge, a key barrier to change that needs to be addressed is the diverse professional learning needs of teachers. As previously described, the current model does not meet the needs of all teachers. The top-down overtones of the provided professional learning opportunities do not adequately reflect the pedagogical growth needs of individual teachers. This top-down model, which would represent a centralized approach to change, doesn't work because there are too many variables within a school and it would be impossible to ensure they are all changing (Fullan, 2009). Conversely, a bottom-up approach has not been found to be effective either because there is a lack of direction or infrastructure to support and sustain the change (Fullan, 2009). Thus, Fullan (1994, 2009) explains that neither a

top-down nor bottom-up approach to change are effective. Instead, he argues a blend of the two is required. An integrated theory of change (Goodson, 2001) combined with distributed instructional leadership with an adaptive approach work to achieve that blend.

An integrated theory of change maintains a balance between external relations, internal affairs, and personal perspectives (Goodson, 2001). External agents such as ministries of education or school districts often mandate change. This is reflective of a top-down direction. This could include provincial curriculum, standardized tests, and guiding policy or legislation. The internal agent represents the school level of change. It is reflective of the elements and structures within the school setting such as mission, priorities, meeting schedules, timetables, budgets, etc. The internal change agent initiates the change within the boundaries of the external influence. Depending on the perspective, this could be considered both top-down and bottom-up as it represents the middle ground between the external agents and the personal dimension. Finally, the personal perspective refers to the individual beliefs, values and practices of teachers. Their individual commitment to change is foundational to the execution and success of the change (Goodson, 2001). The interlocking influences from these three dimensions are needed to fully realize sustained change. The disconnect of one dimension inhibits this change. Distributed instructional leadership with an adaptive approach works in harmony with this change theory. It helps create a hybrid leadership approach (Gronn, 2009) with a flatter structure within the hierarchal structure where multiple perspectives are sought out and incorporated into the school's processes, thus maintaining the influential balance of the three dimensions of change.

BUILDING CAPACITY TO PERSONALIZE LEARNING

Additionally, the Adjustment Cycle Process (Boudett et al., 2005) is an integral part of the change process within SDX. This change process consists of eight steps within a prepare, inquire and act cycle. The eight steps include: organize for collaborative work, build assessment literacy, create data overview, dig into student data, examine instruction, develop action plan, plan to assess progress and act and assess (Boudett et al., 2005). After the prepare phase, which includes organizing for collaborative work and building assessment literacy, is established the adjustment cycle loops between inquire and act, which includes the third step, create data overview to the eighth step, act and assess (Boudett et al., 2005). The use of this adjustment cycle process is effective in many ways. It promotes a culture of continuous improvement by looking closely at student data. From that perspective, the Adjustment Cycle is a useful tool to measure some outcomes of the desired change to teacher pedagogy. Although, the prepare, inquire and act iterative cycle does help determine if student achievement is improving and helps identify and plan adjustments for perceived gaps in student learning, it does not ensure that teacher practices are improving to personalize learning for students. Student achievement scores on tests and assignments can improve without students taking an active role in designing their learning or being intellectually engaged. The personal dimension of teachers needs greater focus as it is their pedagogical practice that will bring about the desired change. Further to that, the prepare phase has some inherent weaknesses in relation to the change of providing more responsive professional learning opportunities for teachers which is required to build the capacity of teachers to better personalize learning for students. The first step, organize for collaborative work, and the second step, build assessment literacy, speak to the internal dimension of the change,

which is related to school structures. What these two steps lack is attention to the personal dimension of the teachers, which has been identified as a key element to this change. They speak to what needs to be done, but not the how or the why of organizing for collaborative work and building assessment literacy. A deeper look at the personal dimension of the teacher as a change agent would help define a more dynamic view of the nature of the change framework.

Goodson (2001) describes a change framework that connects directly to the three dimensions of an integrated theory of change. It looks to balance the influences of the external, internal and personal dimensions of the change on responsive, professional learning opportunities. The proposed model includes four areas of focus: mission: institutionalization, micro-politics: institutionalized practices, memory work: communitize, and movement: generalized (Goodson, 2001). These four areas of focus support the intertwined relationship between the external agents outside the school, the internal affairs of the school and the personal perspectives of the teachers.

The first area of focus, mission: institutionalization, highlights the importance of teachers internalizing and taking ownership for the change. It recognizes that the desired change is defined by the external and internal agents of the ministry of education, school district and school, but the success of the change hinges on the actions of the personal dimension, the teachers (Goodson, 2001). Teachers need to believe in the change in order to engage in professional learning in a meaningful way to improve pedagogical practices. The infused adaptive approach to leadership provides a method to collect the varying perspectives and unify them into a common vision for change (Heifetz et al., 2009; Northouse, 2016).

BUILDING CAPACITY TO PERSONALIZE LEARNING

Since the change needs to be embedded in teacher practice, the second area, micro-politics: institutionalized practices, focuses on internally negotiating this change within the school (Goodson, 2001). The individual teacher's context and professional learning needs must be met within the environment of the school. This negotiation and re-negotiation of teachers' pedagogical needs have to be done at the school level. Therefore, the change process needs to reflect both the context of the school and the personal perspectives of the teachers. In order for there to be a significant change in professional learning to personalize learning for students, the mission and structures of the school need to mesh with the individual experiences and goals of teachers. Through the distributed instructional leadership approach, there will be a greater number of instructional leaders available to work alongside teachers. This will provide teachers with more opportunities to engage in responsive professional learning with teacher leaders who can support them in addressing arising challenges and frustrations in a personalized and timely way.

The third area, memory work: communitize, confronts existing school practices both internally and in the greater school community (Goodson, 2001). Although a practice, process or structure may have been successful in the past, it does not mean it will continue to be successful (Cawsey et al., 2016). Practices and structures of the past need to be critically examined to determine if they are still relevant and appropriate. A community awareness of the need for change needs to be developed (Goodson, 2001). The community's lack of understanding around the need for change can result in resistance both internally and externally. Individual teachers that do not recognize the need to change may cling to old practices and processes. The greater community's lack

of understanding may also cause resistance. For example, parents whose understanding

of instruction is deeply connected to how they were taught may question the innovative

practices of the teacher or new school structures. This resistance can increase stress and

workload as energy needs to be directed to navigating that resistance. Part of

instructional leadership is bringing everyone together for continuous improvement

(Grissom et al., n.d.; Hallinger, 2011). This includes external stakeholders. Open lines of

communication will promote understanding of how these innovative practices are

supporting the personalization of learning and achievement for students.

 The fourth and final area of focus, movement: generalized, focuses on sustaining

the change (Goodson, 2001). Goodson (2001) highlights that sustained change needs to

continually find the balance between external, internal and personal dimensions of

change. The capacity to change is dependent on the reciprocal influences of all three.

Connections between the external top-down mandates and directions need to be internally

negotiated regularly. This ensures the inclusion of the personal beliefs, values and needs

of teachers to support their continued pedagogical growth to personalizing learning for

students.

 There are some limitations and assumptions within this integrated theory of

change and process. There is an assumption that a cohesive relationship between the

three dimensions of change can be established. It also lacks a process for monitoring the

causal relationship between improving teacher practice and student outcomes.

Maintaining the previously described Adjustment Cycle Process (Boudett et al., 2005)

within this framework of change would provide a means to connect the changing teacher

practices that results from the change to responsive, professional learning and the

BUILDING CAPACITY TO PERSONALIZE LEARNING

achievement of students. However, as noted, The Adjustment Cycle Process (Boudett et

al., 2005) does not necessarily show whether or not teacher practices are improving the

personalization of learning for students.

Critical Organizational Analysis

As discussed previously, there has been an educational shift from a focus on what

is being taught by the teacher to what is being learned by the student. This shift has come

as a result of increased globalization of society. To support this shift, there has been a

focus within SDX to personalize learning for students in order to prepare students for the

fast-paced, changing, globalized society. Through personalization of learning, the goal is

for students to be more adaptive and resilient in their learning in order to be successful

and thrive.

In line with this shift, SDX has put many resources into providing professional

learning opportunities to support this shift, including the use of the Adjustment Cycle

(Boudett et al., 2005). Through system-wide alignment, there has been a targeted focus

on improving teacher practice to personalize learning for students. Despite this, there

continues to be a disconnect between educational theory and teacher practice. At the

school level, there needs to be a greater focus on the individual teacher and their beliefs,

professional knowledge, intended practice and actual practice. Unknowingly, teachers

can be engaging in practices that are not in alignment with their goals (Korthagen, 2017;

Timperley & Alton-Lee, 2008). The Congruence Model was considered as a framework

for this analysis, however, this model does not provide direction on a way to examine the

dynamic or complex nature of this problem. It is task and outcome driven. The nuances

of this change are deeper and more complex than that.

An integrated theory of change highlights the importance of finding a balance between the reciprocal influences of the external, internal and personal dimensions of change (Goodson, 2001). As already noted for this OIP, the external influences represent the larger context of education including the ministry of education and school district. That dimension is not within the scope of this OIP to change, but rather provides the overarching direction and boundaries of the work. Principals, however, do have agency to make changes within the internal dimension, which represents the school. Those changes would then influence the changes within the personal dimension of teachers and their practice.

The use of Goodson's (2001) change framework helps inform and examine how these three dimensions within an integrated theory of change are interrelated. As briefly described in the previous section, there are four areas of focus within the Goodson's change framework. These include mission: institutionalization, micro-politics: institutionalized practices, memory work: communitize, and movement: generalized (Goodson, 2001). These four areas help inform how the change will be enacted. Two of the four areas of change also help inform what needs to change. The mission: institutionalization area highlights the importance of teachers being directly involved and engaged in the process of change. They need to believe in the purpose of the change in order to participate in a meaningful way in the change process. The second area of focus, micro-politics: institutionalized practices, looks to balance and connect the personal dimension of the teachers and their practice with the internal affairs of the school.

An argument could be made that there is already a connection between these two dimensions as teachers do have input into the structure and processes of the school and, to

some extent, the content of the professional learning opportunities. This connection,

however, is not sufficient as there continues to be a disconnect between the discourse

related to the educational research and theory of effective teacher pedagogy and the day-

to-day practice of teachers. As previously noted, this may be unintentional on the part of

the teacher (Korthagen, 2017; Timperley & Alton-Lee, 2008). A closer look at the

personal dimension of teachers and their practice combined with mission:

institutionalization and micro-politics: institutionalized practices is needed to identify the

organizational gaps and what needs to be changed.

Personal Dimension. For sustained change to occur, it requires that teachers are

personally invested in the change (Goodson, 2001). They need to have ownership of the

professional learning opportunities that are provided and those opportunities need to be

reflective of their personal missions (Goodson, 2001). This purpose fueled by their

passion will help move the change forward. The gap, however, is determining

specifically what this personal investment and ownership entails and how can it be

directed to improving professional practice to personalize learning for students. This

supports ensuring attention is paid to the personal dimensions of teachers. In order to

promote effective teacher professional learning, teachers need to have a more central role

in the change process. Their thinking, feeling and wanting (Korthagen, 2017) or emotion

and motivation (Timperley, 2012) need to be considered. Korthagen (2017) argues,

however, that teacher behaviour is not completely guided by thinking. He explains that in

the course of a classroom lesson, many things are happening simultaneously. The teacher

does not have time to think about each action. Instead, much of what happens in the

classroom and the actions of the teacher are not done consciously. Therefore, changing

teacher thinking does not necessarily provide the solution to improved pedagogical practice since much of teachers' classroom actions are executed unconsciously (Korthagen, 2017). This is supported by school-based observations that highlight the disconnect between what teachers indicate are their thoughts and their actual practice. Through professional dialogue, teachers are able to articulate the importance of personalizing learning and steps they can take to personalize learning for students, but observation of some teachers' practice would indicate that this is not necessarily directly translating into their day-to-day practice with students. This could be misinterpreted as deceit when, in reality, it could be the subconscious level that is not changing.

Mission: institutionalization. This punctuates the importance of there being a connection between beliefs and actions. The mission: institutionalization area of focus reminds us that it is the beliefs, values, and actions of the teachers that will ultimately bring about the change of personalizing learning for students. If teacher thinking and behaviour are not congruent, then this indicates there is an organizational gap. If much of their actions or behaviours are rooted in the subconscious, then this gap needs to be addressed if the personalization of learning for students is to be realized in practice. Creating alignment between what they are doing and what they are learning would initiate bridging this gap between theory and practice. In Chapter 1, the described need to consider professional learning from a holistic perspective (Day & Gu, 2007; Webster-Wright, 2009) further exemplifies the need to address the personal dimension of individual teachers and their practices. Teachers will be more effective if the various levels of their practice are aligned. Day and Gu (2007) found that the interactions and influences of factors such as a teacher's professional identity, their workplace situation,

BUILDING CAPACITY TO PERSONALIZE LEARNING

professional ideals and policies and their personal experiences and life events all have an

impact on their professional learning and effectiveness. Similarly, Korthagen (2017)

identifies six levels of alignment that a teacher needs to be effective. These include their

mission, professional identity, beliefs, competencies, behaviour, and environment.

Basically, there needs to be alignment between what inspires teachers, how they define

their role, how they act in specific teaching situations, and their environment (Korthagen,

2017).

     Micro politics: institutionalized practices. This identified gap in the alignment

between teachers' thinking, feeling and wanting or their beliefs, values and actions, needs

processes that would support uncovering those differences in order to bring them into

alignment. This points to a gap between the personal and internal dimensions and in the

second area of focus, micro-politics: institutionalized practices. The structures of

professional learning need to promote this alignment within a teacher's practice.

Korthagen (2017) argues that professionals learn from a conscious and systematic

reflection of their practice and experience. This reflection-based approach requires a

greater focus on individual teachers and their learning processes. Good professional

learning, therefore, works to align the all-encompassing view of what it means to be a

good teacher (Day & Gu, 2007; Frankling, Jarvis, & Bell, 2017; Korthagen, 2017;

Webster-Wright, 2009). The research demonstrates that not only do professional learning

opportunities need to help make connections between the theory and the practice, but also

to the beliefs and values of the individual teacher.

     Internal Dimension. Further to that, the literature findings in Chapter 1 outlined

some issues with the current professional learning that is offered. Some of the findings

highlight the need for teacher professional learning to be accessible, responsive, and

embedded in their practice. The content needs to be relevant and there needs to be time to

be reflective (Admiraal et al., 2015). The change area of focus, micro-politics:

institutionalized practices, looks to balance the pedagogical learning needs of the teachers

with the goals and direction of the school. The current model does not take the individual

teacher's context into account enough. If the overarching goal is the personalization of

learning for students, then the negotiation becomes how to provide professional learning

opportunities for teachers within the structure and environment of the school to enable

them to meet that goal as the current model is not meeting the pedagogical growth needs

of all teachers.

Professional learning content. Teachers require extensive learning opportunities

in order to personalize learning for students. Those professional learning opportunities

need to not only meet the individual needs of teachers (Day & Gu, 2007; Frankling et al.,

2017; Webster-Wright, 2009), but also improve their understanding of personalized

learning (Järvelä, 2006). To do this, a common understanding of what it means to

personalize learning needs to be established. First personalized learning needs to be

distinguished from differentiation and individualization. The main difference is that

personalization is learner centered and engages students as active participants in the

design of their learning (Bray & Mcclaskey, n.d.). Next, the distinguishing qualities of

personalizing learning for students need to be explored. Jarvela (2006) identified critical

dimensions of personalizing learning that teachers need to understand and incorporate

into their practice. These include ensuring students develop key skills and a sound

knowledge base, improving student learning skills and motivation, engaging students in

collaborative knowledge building, employing new methods of assessment, and using technology and complex instructional designs. Miliband (2006) speaks to the importance of teachers knowing students as individual learners and being able to apply that knowledge to actively engage students in learning that not only meets their unique learning needs, but also helps students find personal relevance within the curriculum. These components of personalizing learning for students present another gap in the professional learning opportunities offered at the school level. This research specific to the knowledge and pedagogical practices that support personalizing learning should guide some of the content of the professional learning opportunities. The content focus also needs to reflect the requirements of SDX and MEX. A content focus that is aligned with relevant curricula and policies have been found to be components of high quality professional learning (Darling-Hammond et al., 2017). The degree to which any one component, such as personalization of learning or curriculum is an area of focus for professional learning will be dependent on the learning needs of the teachers.

Learning culture. Content, however, is not the only gap highlighted by an analysis of the internal dimension and the micro-political: institutionalized practices area of focus. Some school structures and processes that support the professional learning of teachers are in place such as regular meeting times for professional learning, a timetable that supports greater collaboration and informal professional learning opportunities. There is a gap, however, within the learning culture of the school. Developing a learning culture within the school that is open and supportive as well as focused on innovation and improvement is required (Admiraal et al., 2015; Darling-Hammond et al., 2017; Johnston & Hayes, 2007). The micro-political: institutionalized practices looks for the relational

BUILDING CAPACITY TO PERSONALIZE LEARNING

interactions between the teachers and the learning culture. Currently, a culture of *nice* exists. A culture of nice, should be distinguished from a culture of support. Behaving nicely towards your colleagues is important, but not in the absence of critical feedback and reflection. A shift needs to be made towards this professional culture of improvement. Pedagogical growth is enhanced when teachers challenge each other to try new things and participate in critical reflection (Admiraal et al., 2015; Johnston & Hayes, 2007).

This learning culture needs to be reflective of both the individual teacher's needs and the goals of the school. Bringing the school's goals connected to research theory and teacher practice into alignment would support this reciprocal relationship between the teacher and the school (King, 2011; Opfer & Pedder, 2011). Establishing common times, expectations, and protocols were identified in Chapter 1 as a way to promote this learning culture. Teachers require time for reflection about how professional knowledge translates into their teaching practice (Admiraal et al., 2015; Korthagen, 2017; Liu et al., 2016). Common expectations and protocols increase the effectiveness of that time. Enhancing communication by guiding discussions helps create safe, collaborative environments to promote reflection and inquiry into the impact of teaching practices (Elmore, 2008; Johnston & Hayes, 2007; Korthagen, 2017). Korthagen (2017) also suggests shifting perspective from theory to teacher concern and experiences to bridge the gap between theory and practice. Since much of teacher behaviour is unconsciously guided rather than guided by thinking, protocols can help uncover some of this disconnect and support a movement towards greater alignment between pedagogical theory and teacher practice.

In conclusion, although there are some structures and processes in place to support teacher professional learning, gaps within the personal and internal dimensions of change have been identified. The examination of the mission: institutionalized practices area of focus found a gap in alignment between teachers' thinking and their actions. In order for change to occur, teachers need to have a way to uncover these disconnects so that they can bring them into alignment. A closer look at the micro-politics: institutionalized practices showed a need to ensure there are structures and processes in place that support teachers in aligning their beliefs and practices. It also found that these structures and processes need to be connected to meaningful content for there to be highly effective professional learning (Darling-Hammond et al., 2017). In addressing the problem of practice, these gaps are considered to ensure an appropriate solution is developed.

Possible Solutions to Address the Problem of Practice

In Chapter 1, solution criteria were outlined for professional learning that would support teachers in personalizing learning for students. These criteria included being responsive to individual teacher needs while still taking into account the context of the school (Webster-Wright, 2009); promoting the exchange of skills, knowledge and experiences in order to deepen individual teacher pedagogical and curricular knowledge (Campbell et al., 2017; Liu et al., 2016); creating a space for an open trusting culture of meaningful collaboration (Admiraal et al., 2015; Campbell et al., 2017; Liu et al., 2016; V. Robinson & Timperley, 2007; Scoggins & Sharp, 2017); and allowing for professional learning to exist on flexible continuums between directive and non-directive, individual and group as well as personal and collective goals (Admiraal et al., 2015; Campbell et al., 2017; Stark et al., 2017).

As indicated, the school is organized into grade teams consisting of 5-6 teachers per team led by a learning leader. These learning leaders are part of the leadership team and the distributed instructional leadership approach. Every attempt is made to provide those grade teams with one daily period of common preparation time. Unfortunately, occasionally there are unavoidable constraints that do not allow all teams to have a common period of preparation. In those circumstances, teachers are paired or grouped within the team to have common preparation time to allow some collaboration. Friday afternoons are designated as non-instructional time to allow for professional learning and collaboration. There are also other full day non-instructional days that have been designated for professional development (PD). For the most part, the organization of the Friday afternoons and PD days are the responsibility of the principal.

Considering the outlined criteria and the current context of the school combined with the gaps identified in the previous section, three solutions are proposed. The solutions are all models implemented by the principal and supported by the distributed instructional leadership team to engage teachers in professional learning to improve their ability to personalize learning for students. They all fit within the current structure of the school setting. One solution does not require more time or money than the other. Each of the proposed solutions is evaluated for their strengths and weaknesses. The third solution, a hybrid model of a professional learning plan, is proposed for implementation within the school for this OIP.

Solution 1: Core Reflection Process. This solution proposes engaging teachers in self-reflection to help them reframe their beliefs and practice in order to bring them into alignment (Korthagen & Nuijten, 2019). This would form the basis of the

professional learning opportunities. The distributed instructional leadership team would

support the use of this protocol to engage teachers in improving their practices. Since a

strong intention to change does not always equal a change in behaviour, teachers need to

have an understanding of their implicit beliefs as these can positively or negatively affect

their attempts at change (Hoekstra, 2007). Deep learning and professional growth

requires a focus on deeper underlying meanings (Korthagen, 2004, 2017; Korthagen &

Nuijten, 2019).

Korthagen (2004) outlines seven levels of reflection on the deeper underlying

meanings connected to one's practice. These seven levels of reflection, also known as the

onion model, include environment, behaviour, competencies, beliefs, identity, mission,

and core qualities (Korthagen, 2004). Basically, these levels work their way down from

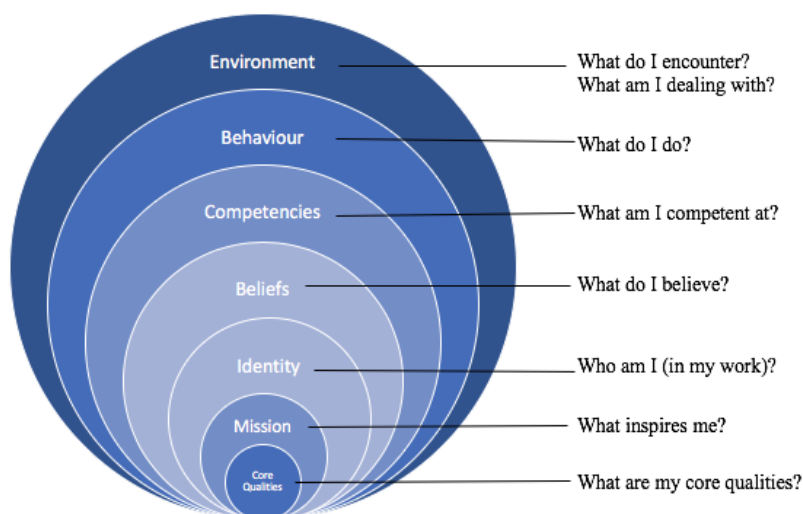the exterior environment to inner core qualities.

Figure 1. Adaptation of the Onion Model (Korthagen, 2004; Korthagen & Nuijten, 2019)

As shown on Figure 1, the questions associated with the six levels coming from

the core help explain the essence of these levels. The inner most layer is described as the

core qualities. These represent a person's personal qualities, virtues or character strengths

such as care, courage, commitment, flexibility, trust, etc. Lack of alignment within one or

more levels can cause the disconnect between a teacher's belief and actions.

Core reflection (Korthagen & Nuijten, 2019) has its roots in the seven possible

levels of reflection (Korthagen, 2004). The premise of core reflection is that alignment of

the seven levels results in harmony, thus enabling a person to use their core qualities to

reach their inner potential (Korthagen & Nuijten, 2019). Therefore, deep learning comes

from understanding not just the problem or outer situation, but also the inner levels

including personal obstacles and potential. In their reflective process, Korthagen and

Nuijten (2019) focused on three principals of core reflection. The first looks at

combining thinking, feeling and wanting. In essence, this looks at the emotional and

motivational aspects of learning to influence behaviour (Korthagen & Nuijten, 2019).

The second principle focuses on qualities and ideals. Feedback moves away from a

problem-based to a strength-based approach to learning. Instead of concentrating on the

problem, there is an emphasis on what went well or the successes. The feedback also

focuses on naming the demonstrated core qualities such as courage, clarity, precision,

flexibility, creativity, etc. that helped in the situation. The third principle gives attention

to the inner obstacles. This principle looks for what is preventing the person from using

their core qualities to maximize their potential.

The core reflection process (Korthagen & Nuijten, 2019) shown in Figure 2 is a

five-step model that relies on the layers of the onion or levels of reflection (Korthagen,

2004) as they play a role in the process (Korthagen & Nuijten, 2019). At the heart of the

model is the goal of aligning thinking, feeling and wanting. The first step, describing a

concrete situation, looks at describing the problem or situation. The second step,

reflection on ideals and core qualities, focuses on reflection of the inner levels of the

onion or the layers that can't be seen or observed. The third step, reflection on obstacles,

looks at self-imposed obstacles or ways an individual is limiting themselves. The fourth

step, using the core potential, examines how an individual can use their strengths or core

qualities to overcome or minimize the personal obstacles. Finally, the fifth step, try a new

approach, is the action of doing something differently. The five steps of this model

support a reflective process that will help to align a teacher's belief and practice.

Figure 2. Adaptation of five-step model of core reflection (Korthagen & Nuijten, 2019)

    Core reflection process strengths. This model is responsive to the individual

teacher's professional learning processes and needs. The greatest strength of this model is

the focus on finding ways to make a connection between teacher thinking, feeling and

wanting. It helps individual teachers recognize their potential and identify what is

holding them back (Korthagen & Nuijten, 2019). Its strength-based approach supports

creating an open, trusting, and meaningful collaborative space. It is active and job

embedded as well as non-directive and individual in nature. It has been shown to

improve pedagogical practices of teachers (Korthagen & Nuijten, 2019). As it specifically addresses a teacher's concern, there is also potential for greater intrinsic motivation (Hoekstra, 2007). It would also fit within the current structure of the school. Specific times such as a Friday afternoon could be designated for this reflection.

Core reflection process weaknesses. This model does not necessarily take the school context or goal of improving the personalization of learning for students into consideration. It is completely driven by the teacher's environment and concern. Since it is teacher driven, it may or may not promote the exchange of knowledge, skills, and experiences to deepen curricular or pedagogical knowledge. Therefore, this model could improve teacher professional growth without improving their ability to personalize learning for students.

Solution 2: Three-Pronged Skill Development. This solution represents a three-pronged approach to teacher professional growth towards personalizing learning for students. As previously noted, teachers require specific skills in order to personalize learning for students. These include a deep understanding of the curriculum they teach (Järvelä, 2006), an array of teaching and learning strategies as well as assessment techniques (Järvelä, 2006), and an understanding of the strengths, needs and interests of the students in their classes (Miliband, 2006). This model proposes organizing teachers into three different collaborative groups. Each of these groupings would have a different focus. The first would be curricular in nature and would serve to deepen teacher curricular knowledge and calibrate assessment practices across grades. This grouping would be labelled Curriculum and would be cross-grade and curriculum specific. The second would focus on pedagogical practices, including teaching and learning strategies,

as well as the accompanied assessment practices. This second grouping would also look for strategies to get to know the strengths, needs, and interests of their students. This grouping would be labelled Team and would consist of cross-curricular grade teams. The effectiveness of the Curriculum and Team groupings would be reliant on distributed instructional leadership as those groupings would be led by a designated learning leader. The third group would relate to the goals of the school, but would be areas of focus chosen by the teachers within those guidelines. This grouping would specifically address the interests and concerns of the individual teachers related to the goals of the school. This grouping would be labelled Communities of Practice (CoP). All three groupings represent communities of professional learning but have been labelled to provide distinction and clarity. The Communities of Practice groupings would not have a formally designated leader but would include teachers with a similar area of interest.

A rotating Friday schedule for the three areas of focus would be created to ensure there is common non-instructional time allocated for each area of focus. Grade teams could also use their common preps for collaborative task design and assessment development as well as exploring how best to learn about their students to personalize their learning.
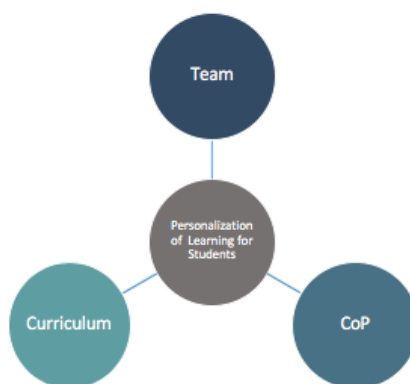
Figure 3. Three-pronged skill development approach

Three-pronged skill development strengths. This model specifically addresses promoting the exchange of knowledge, skills and experiences related to curricular and pedagogical knowledge to personalize learning for students. Since its focus is improving skills to personalize learning for students, it fits within the context of the school's goals and vision. It also has elements that are flexible and responsive to teacher's individual areas of interest and fits within the current school structure.

Three-pronged skill development weaknesses. Although this model supports the skill development of teachers, it still does not address the disconnect between teacher beliefs and practice. If much of their practice is unconscious, as is suggested by Korthagen (2017), then improving their pedagogical thinking and reasoning will not necessarily result in a change in practice to personalize learning for students.

Solution 3: Proposed Multifaceted Approach. The proposed multifaceted approach is a hybrid of the previous two solutions. It pulls from the strengths and tries to mitigate some of the weaknesses. Distributed instructional leadership with an integrated adaptive approach will be instrumental in supporting this model. The distribution of instructional leaders with varying areas of expertise will be positioned to support teachers within this embedded professional learning model. The integration of the adaptive approach will further support managing various perspectives to achieve a common goal of providing professional learning to build capacity in teachers to achieve the overarching goal of personalizing learning for students. This approach would take full advantage of the common preparation time, Friday afternoons and full PD days. Like the three-pronged approach, there would be a rotating Friday schedule of meetings for Curriculum, Team and Communities of Practice. As with all solutions, the Teams' common

preparation time would help facilitate the opportunity for formal and informal collaboration and learning. Full day PD days would provide the opportunity for in-house or external experts to work with small or large groups of teachers related to expressed areas of need. In conjunction with these meetings, teachers will participate in a hybrid protocol that reflects elements of core reflection.

This hybrid approach combines the essence of the core reflection process (Korthagen & Nuijten, 2019) with the Adjustment Cycle (Boudett et al., 2005), which is promoted and used within SDX. Together they guide both self-reflection and the teaching and learning practices needed for pedagogical change. The groupings related to curriculum, pedagogy or choice will determine the lens or focus of the reflective iterative process. The five steps of core reflection (Korthagen & Nuijten, 2019) have been incorporated into the inquire and act phases of the Adjustment Cycle (Boudett et al., 2005) (see Table 1).

This reflection process would be incorporated into the three-pronged skill development model (see Figure 4). It would support the core reflection needed to encourage the alignment of teachers' beliefs and practices within the context of the school and district's goal to improve the personalization of learning for students. This combined model helps promote the balance between the personal, internal and external dimensions of change previously described.

BUILDING CAPACITY TO PERSONALIZE LEARNING

Table 1

Combining the Adapted Adjustment Cycle with Adapted Core Reflection (Boudett et al., 2005; Korthagen & Nuijten, 2019)

Adjustment Phases	Adjustment Step	Description
Prepare	Organize for Collaborative Work	- Create timetable and teaching teams - Define roles and responsibilities - Implement Professional Learning Plan - Establish Protocols and Norms
	Build Assessment Literacy	- Identify a common vision of personalizing learning for students - Determine outcomes, targets, and appropriate evidence
Inquire	Identify a Challenge	Identifying a current priority or gap Describe a concrete challenge, problem or situation related to that priority
	Examine Student Evidence	- Looking at the student evidence - Determine what is known about student learning.
	Examine Teacher's Context	- Examine the teacher's instructional practice. - Teacher self-reflection: What am I doing? How do my actions reflect my beliefs and values? - Teacher self-reflection (peer input): What core qualities or strengths did I demonstrate? - Teacher self-reflection: What personal obstacles are limiting my success?
Act	Develop Action Plan	- Review of possible next steps before choosing a plan of action or new approach - Use identified core strengths to overcome obstacles
	Plan to Assess Progress	Define a goal or target and a method of measuring progress
	Act and Assess	Trying the new approach and collecting evidence of progress
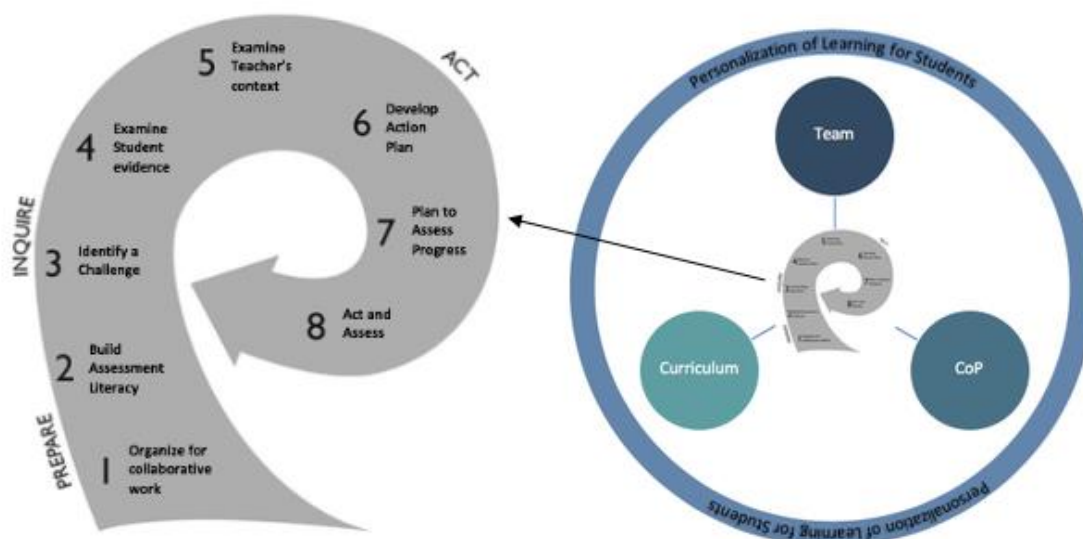
Figure 4. Representation of the Multifaceted Approach with the Adaptation of the Combined Adjustment Cycle (Boudett et al., 2005) and Core Reflection (Korthagen & Nuijten, 2019)

Multifaceted Approach strengths. The hybrid multifaceted approach pulls from the strengths of the previously described solutions. The first solution of teacher core reflections puts teachers at the center of the process. This was a key gap and area of need that has been identified. The three-pronged approach addresses the curricular and pedagogical needs of teachers to personalize learning for students. This hybrid approach also complements the structure and professional learning opportunities offered by SDX. It looks to strike a balance between the personal dimension of the teacher through the systemic and intentional reflective process that will help align the teacher's beliefs and practice while still attending to the goals and processes of the internal dimension of the school and external dimension of the school district and ministry of education.

Multifaceted Approach weaknesses. The hybrid model does not expressly address the creation of a learning culture. There are elements in place such as the distributed instructional leadership with an adaptive approach and the organization of

BUILDING CAPACITY TO PERSONALIZE LEARNING

grade teams with common preparation time as well as designated collaborative learning times and protocols that will help promote a professional learning culture, but this is not one of the explicit elements of the design.

This proposed solution speaks to a responsive, professional learning model that not only meets the individual needs of teachers, but also attends to the goals of the school and greater educational environment. The influences of the three change dimensions do present some ethical challenges that need to be considered.

Leadership Ethics and Organizational Change

In Chapter 1, it was noted that the increased complexities created by globalization and the influences of economic, social, technological and cultural phenomena have added to the societal pressure to educate for diversity, manage accountability systems and improve community relations (Oplatka, 2009). In light of this, this section will delve deeper into the leadership ethics related to the organizational change to personalize learning for students.

Education has always had a moral purpose (Bown, Bessestte, & Chan, 2006; Stefkovich & Begley, 2007). However, globalization has increased the complexity of the ethical dilemmas faced by educational leaders. In an effort to manage these varied influences and diversities of perspective, principals regularly are presented with numerous ethical dilemmas and moral decisions (Bown et al., 2006). In these situations, a filter often used by principals to discern the correct line of action is to consider what is in the best interests of the students (Stefkovich & Begley, 2007). This is not as straightforward as it seems. Take, for example, the seemingly dichotomous relationship between high levels of accountability for students to achieve on standardized tests and

personalizing learning for students to account for their strengths, needs, interests and passions. How does a principal support teachers to achieve both standardized and personalized objectives? Ideally, teachers would be able to engage students in the curricular material in such a way as to personalize it for them so that they are able to achieve. However, what about situations that seem to be in direct conflict, such as a student who has severe test anxiety? This results in an ethical dilemma. If the student is not required to take tests, they may never learn the skill which could impact future opportunities. If they are required to take tests, the mental health of the student could be severely negatively impacted as well as their ability to best demonstrate their knowledge. In this case, there is a lack of clarity around what would be considered in the best interest of the student. Principals must work within the context of their organization and the specific situation to decide (Stefkovich & Begley, 2007). This situation can also be very stressful for the teacher who is trying to do the right thing. This demonstrates another reason why reflections for meaning to understand student learning versus student achievement is important to include within the change to teacher professional learning. To understand student learning points to understanding the relationship between the teacher's practice and the student's learning (Korthagen, 2017). This will help inform the ethical approach of the principal and teacher (Stefkovich & Begley, 2007).

This OIP is focused on a high integration of the personal dimension of change. This could possibly lead to numerous conflicting perspectives among staff regarding the appropriate course of action. Honouring individual views and priorities while maintaining a cohesive environment focused on a single goal has the potential to present many ethical dilemmas. As such, it is important for leaders to have processes for

understanding and respecting the perspectives of others (Bown et al., 2006) in order to lead in an ethical manner. Both the change and leadership theory support an ethical process of change. An integrated theory of change looks to balance the needs and influences of the three dimensions of change by examining the reciprocal relationship between the personal, internal and external dimensions (Goodson, 2001). It recognizes the context of the student needs, school structure and societal expectations that surround teacher practice. Distributed instructional leadership with an adaptive approach helps facilitate this balancing process. It creates a more horizontal leadership approach by sharing leadership and actively seeking the views of all stakeholders while still being mindful of the hierarchal structure of accountability (ATA & CAP, 2014). This helps facilitate gaining perspective and learning to respect the viewpoints of others. Through this process of shared responsibility, individuals learn care and concern for their differences (Bown et al., 2006).

Principals have great influence on the creation of teacher teams and distributing leadership. They promote ethical decision making in these teams by modeling ethical actions in their own behaviour. Individuals generally learn norms and appropriate behaviour in two ways: their own experiences and observing others (Bedi, Alpaslan, & Green, 2016). As the educational leader of the school, principals become credible role models when they demonstrate integrity and set high ethical standards for themselves and others (Bedi et al., 2016; Lawton & Páez, 2015; Walumbwa, Morrison, & Christensen, 2012). According to Bedi, Alpaslan and Green's (2016) reasoning, teachers are more likely to reciprocate care, concern, trust and fairness if they perceive that their principal behaves that way. Ultimately, this perception comes from a sense that the principal is

BUILDING CAPACITY TO PERSONALIZE LEARNING

authentic and behaves with integrity. These ideals must also be part of the change

process. In a distributed leadership model, ensuring the other members of the team are

also modelling ethical behaviours is important. Check-ins and monitoring the leadership

team's behaviours will be a necessary part of this change process.

To create that culture of learning that supports ethical decision making, critical

reflection, collaboration and innovation, as principal, I must model and support these

behaviours (Bedi et al., 2016; Walumbwa et al., 2012). Integrity comes from a coherence

of daily behaviours (Lawton & Páez, 2015). In the Leadership Position and Lens

Statement section, I acknowledge that my beliefs and values will impact my leadership.

Authenticity is a result of knowing yourself and acting according to one's beliefs and

values (Lawton & Páez, 2015). Educational leaders need to be open and transparent

about their beliefs and values and hold themselves to a high ethical standard (Bedi et al.,

2016; Lawton & Páez, 2015). Walumbwa, Morrison and Christensen (2012) had similar

findings. They found that groups perform more effectively when they view high levels of

ethical behaviour from their leader (Walumbwa et al., 2012). They found it was

important that leaders demonstrate high ethical standards, model ethical behaviour, and

recognize the ethical behaviour of others (Walumbwa et al., 2012).

Leading organizational change in an ethical manner requires the leader to know

their own ethical predispositions while still being sensitive to the values of others. In the

distributed instructional leadership model, it will be important to be mindful of the

behaviours of the leadership team and the varied perspectives that may exist. When

presented with ethical dilemmas, it may make it more challenging for everyone to agree

on the appropriate course of action. This again highlights the importance of reflection for

meaning. The adaptive approach will help ensure that multiple perspectives are heard, honoured, and conflict is mediated (Heifetz et al., 2009; Northouse, 2016). The integrated theory of change (Goodson, 2001) also supports considering multiple perspectives. Attention will need to be paid to the varying personal dimensions in order to find balance between meeting the professional learning needs of individual teachers while still maintaining a focus on the common goal of personalizing learning for students. It will take self-reflection, open-mindedness and understanding (Stefkovich & Begley, 2007) to ensure ethical decisions are made in relation to the overall direction and the intermediate actions taken within the Adjustment Cycle (Boudett et al., 2005).

Conclusion

Chapter 2 explores how Goodson's (2001) change framework supports an integrated theory of change to balance the external, internal, and personal dimensions of change. Three possible solutions are also explored and evaluated. The third and proposed solution offers a hybrid model of the first two solutions. The Multifaceted Approach helps provide a balance between the three dimensions of change. It meets the individual professional learning needs of teachers and supports the educational goals and direction of the MEX and SDX.

Chapter 3: Implementation, Evaluation and Communication

As Chapter 2 focuses on planning, development and possible solutions, the third and final chapter of this OIP focuses on the implementation, evaluation, communication, next steps and future considerations of the proposed change.

Change Implementation Plan

Personalizing learning for students is the primary goal and objective of this organizational improvement plan. To achieve the personalization of learning, it has been established in the previous chapters that steps need to be taken in order to build teacher capacity to achieve that goal. The distribution of instructional leadership with an adaptive approach will be instrumental in taking those next steps.

Priorities. As previously explained, teachers struggle to achieve the personalization of learning for students due to a myriad of challenges including student complexity, structural constraints and their ability to navigate these challenges. The key strategy of this change plan is to provide responsive research-based and evidence-informed professional learning opportunities so that teachers can more effectively and passionately personalize student learning. As identified in earlier chapters, there are three main priorities for change. The first is to collectively come to an understanding of personalizing learning for students and establish common goals and targets. The second involves implementing a responsive professional learning and development plan. The content areas to be incorporated into the professional learning plan include deepening individual teacher curricular knowledge, strengthening pedagogical practices and increasing individual teachers' abilities to identify the passions, strengths and learning needs of each student in order to personalize their learning. The previous chapters also

outlined that the implemented protocols need to encourage innovation, critical feedback and reflective practices. The third priority looks to optimize school structures and conditions to promote professional growth and learning. Hence this change implementation plan will look to address these three priorities.

Stakeholders. This OIP was designed from a distributed instructional leadership stance with an adaptive approach. As such, this plan is reliant on distributed instructional leadership to promote a culture of continuous learning and improvement. A strong team of instructional leaders, including the principal, assistant principal and learning leaders within the school, will help support the work of others. The inclusion of the adaptive approach is designed to elicit multiple perspectives and look for ways to continuously incorporate those perspectives into the plan and its ongoing adjustment cycle. Change, being multidimensional, requires the thoughtful involvement of stakeholders. An integrated theory of change looks to balance the influences from the external, internal and personal dimensions of change (Goodson, 2001) which is representative of different stakeholders. As students and their learning are at the core of this change plan, they are key stakeholders but not in regards to actioning the implementation of the plan. Their role is crucial in providing the data necessary to monitor and gauge progress. Other stakeholders to be considered include the school district, the provincial governing body, the teachers' association, and parents as they provide the support and boundaries for the work. The change plan's success, however, revolves around providing responsive professional learning opportunities for teachers and the distribution of instructional leaders to support that work. This makes teachers and the leadership team, including the learning leaders, the key participatory stakeholders in the implementation of this plan.

Within this integrated change framework (Goodson, 2001), they represent both the internal and personal dimensions of change.

The internal change dimensions with the inclusion of distributed instructional leadership by the learning leaders will support being flexible and responsive to teacher professional learning needs as they will be working with and alongside teachers. It will also help ensure school-based learning conditions such as organizational structures, professional learning opportunities, time, and budget are optimized. Learning leaders will be strategically placed to collect and provide critical feedback regarding the effectiveness of these structures and conditions in supporting teacher growth to be successful in the classroom to personalize learning. The personal change dimension, which is key to successful implementation, will pay specific attention to the individual missions, beliefs and practices of teachers that are foundational to their commitment and execution of the change. Korthagen (2017) reminds us that much of a teacher's instructional practice is done unconsciously, so attention needs to be paid to the correlation between the teacher's inner core of values and beliefs and their day-to-day practice in the classroom. Goodson (2001) also highlights that real change happens when people's personal missions, perspectives and practices change. "Hence it is important and appropriate to give personal change a prime place in the analysis of change." (Goodson, 2001, p. 57). This reinforces the importance of giving attention to teachers' reactions as they represent the personal dimension of change.

In light of placing an importance on the personal dimension, a foreseeable reaction from teachers that will require attention will be the stress created by the change process. As teachers work to increase the personalization of learning for students, they

will experience a myriad of stressors. Uncertainty and increased workload will be the

predominant stressors until the personalization of learning for students becomes fully

embedded in teacher practice (O. Robinson & Griffiths, 2005). It takes time and energy

to change teaching and learning practices. Trying new approaches and being innovative

can evoke feelings of uncertainty. For some, there may be some perceived loss (O.

Robinson & Griffiths, 2005) as routine and comfortable teacher practices are replaced

with new, unfamiliar teaching practices. Interpersonal conflict may also be a source of

stress (O. Robinson & Griffiths, 2005) as teams work together to innovate and

personalize. Experimenting with new teaching and learning practices will come with

some disagreements, frustrations and failures. Stress relievers will be purposefully built

into the implementation plan to ease some of the stress. For example, providing more

time for tasks related to the change and reducing other demands, will help manage the

workload. Building in time and channels for social support (O. Robinson & Griffiths,

2005) such as assigning everyone to a team and ensuring there are informal as well as

formal lines of communication related to the change will also help alleviate some of the

stress. Being mindful of the effects of the change on people's mental and physical states

and working to reduce them will help mitigate issues resulting from stressors.

Plan for Change. The proposed professional learning plan introduced in Chapter

2 would be supported both in ease of implementation and focus by the SDX. Many

foundational structures exist that support the implementation of this plan. There is

already an expectation within SDX that early dismissal Fridays are used for professional

learning. In addition to that, there are some established protocols and processes such as

the use of the Adjustment Cycle (Boudett et al., 2005) and the Teaching Effectiveness

Framework (Friesen, 2009) that provide some of the foundation for this change plan. The

purpose of this OIP is to optimize those structures and protocols that are already in place.

The first priority, coming to a common understanding of personalization of

learning, is a key foundational component of the change process. This helps establish the

why or motivation for the change. The collaborative process of coming to a common

understanding will start in the spring with the school's leadership team. This work will

continue in the fall with the inclusion of the rest of the staff. Once established, this

common understanding will be reinforced throughout the year through staff and team

meetings. The success of all other parts of the change process is reliant on the

establishment of this common vision for change.

The second identified priority is to implement a responsive professional learning

plan that will support teachers in achieving the common vision and goal of personalizing

learning for students. As previously described, both the structure and content of those

professional learning opportunities are important. Chapter 2 highlights specific content

areas related to personalizing learning for students. Ultimately, the professional learning

opportunities need to build the capacity of teachers to gain a deeper understanding of their

students as individual learners, the curriculum they teach and their teaching and learning

practices (Järvelä, 2006; Miliband, 2006). Research shows that in order to ensure

teachers' beliefs and values are aligned with their practice, teachers need to engage in

regular and systematic self-reflection (Korthagen, 2017). The professional learning plan,

Multifaceted Approach, proposed in Chapter 2, addresses those areas while also

incorporating the Adjustment Cycle (Boudett et al., 2005) that is widely used by SDX.

BUILDING CAPACITY TO PERSONALIZE LEARNING

The Multifaceted Approach will be introduced to the leadership team in the spring in conjunction with next year planning as their understanding will be crucial to the implementation of the plan. This will provide time to process and internalize the change. This plan will then be introduced including an explanation of purpose and processes at the first staff meetings in the fall after the common understanding of personalizing learning has been established. The purpose of the Multifaceted Approach as a means for teachers to critically examine and reflect on their pedagogical practices while also deepening their curricular and teaching learning practices and developing strategies to gain greater insight into the students they teach, will be explained to both the leadership team in the spring and teachers in the fall. Since changing practice and trying new things can be threatening, teachers may seek to avoid those feelings by trying to retreat into their own classroom in hopes that this too shall pass. The inclusion of the adaptive approach to leadership will help mitigate this by regulating distress, encouraging risk-taking and being mindful when other priorities need to be the focus (Heifetz et al., 2009). Conflict may also result from the multiple perspectives on how to be innovative. The creation of supportive collaborative teams and protocols are intentional implementation measures to support teachers through insecurities and conflict. The distribution of instructional leaders will allow teachers to be directly supported by learning leaders who will be working in close proximity with their teams. The infusion of the adaptive approach will support managing the multiple perspectives (Heifetz et al., 2009) that will be inherent in a more responsive approach to professional learning.

The third priority looks to optimize school conditions to promote professional learning and growth. This optimization includes the leadership approach as well as

school structures that will support this change. As previously stated, distributed

instructional leadership with an adaptive approach will promote this change process.

Including the adaptive approach within the distributed instructional leadership model

welcomes and helps support navigating the multiple perspectives required to support a

responsive change process. This diversity is key to finding adaptive solutions (Heifetz et

al., 2009). It gives space for responsive adjustments along the journey to change. The

distribution of instructional leaders combined with complementary school structures also

support teachers through the change process. Through intentional timetabling and teacher

assignment, teachers will be organized into smaller collaborative teaching teams lead by

learning leaders. An example of this could include a Grade 8 team consisting of three

humanities teachers, two math/science teachers and a learning leader who also teaches

math/science. Together they will develop instructional tasks and assessments as well as

strategies related to individual students in Grade 8. As the team leads would also double

as the curriculum leaders depending on their areas of expertise, that Grade 8 team lead

may also double as the science curriculum lead for the school. Other grade team leads

would have different areas of expertise and lead the other curricular areas.

This support will be both formal and informal. The regularly scheduled Friday

meeting times will facilitate the formal support. The informal support will come from the

strategic assignment of teachers. As described in the example, within grade teams there

will be at least one other person who teaches the same core curriculum with whom to

collaborate. The distributed instructional learning leaders are also there as models and

mentors to provide support and encouragement as teachers work to personalize student

BUILDING CAPACITY TO PERSONALIZE LEARNING

learning. These smaller groupings will have the time and means to be collectively

reflective and make timely adjustments as individuals and as a group.

      Learning leaders, in both their roles as teacher and instructional leader, may also

experience insecurities and frustration. To support them in this change process, the

leadership team will work together through the critically reflective professional learning

process to build their capacity as both teachers and educational leaders. In order to

maintain both flexibility and coherence within the school towards a goal of personalizing

learning for students, the leadership team will meet biweekly or more frequently as

required to discuss the change process, progress and challenges that arise. Learning

leaders requiring additional support or guidance could meet one-to-one with the principal

and/or assistant principal. Individuals from this team will also have opportunities to work

with peers from other schools in the learning leader collaborative meetings organized by

SDX to support maintaining focus and compliance towards SDX's goals. Although this

change process focuses mostly on the internal and personal change dimensions,

maintaining a balance with the external dimension is important (Goodson, 2001) as it

defines the overall direction and boundaries.

      Table 2 outlines a clear implementation plan that demonstrates how Goodson's

(2001) change framework integrates the three dimensions of change and the stakeholders

connected to those dimensions to guide the change process. It outlines the alignment with

the three identified priorities as well as the key responsibilities and timelines of this

change process. It also shows the alignment to the adapted adjustment cycle described in

Chapter 2. Inherent in the table is a flow between the three dimensions of change.

Mission has a high focus on the personal dimension. Micro-politics has a greater focus

BUILDING CAPACITY TO PERSONALIZE LEARNING

Table 2

OIP Implementation

Change Framework	Stakeholder	Responsibility (Timeline)	Priority *see below*	Adjustment Cycle
mission	Principal	• Lead coming to a common understanding of personalizing learning (Spring/Fall)	1	Prepare
		• Establish, model and lead collaborative protocols with learning leaders (Fall/Ongoing)	2	Prepare Inquire/Act
	Leadership Team	• Model, lead, and support collaborative protocols and innovative practices (Ongoing)	2	Inquire/Act
	Teachers	• Engage in coming to a common understanding of personalizing learning (Fall)	1	Prepare
		• Engage in collaborative protocols and innovative instructional practices (Ongoing)	2	Inquire/Act
micro-politics	Principal	• Create the instructional structures and timetable with defined roles and responsibilities (Spring)	3	Prepare
		• Implement the professional learning plan (Fall)	2	Prepare
		• Model and lead a learning culture (Ongoing)	3	Inquire/Act
	Leadership Team	• Model and lead a learning culture and the professional learning plan (Ongoing)	2,3	Inquire/Act
	Teachers	• Actively engage in a learning culture and participate in the professional learning plan (Ongoing)	2	Inquire/Act
memory work	Principal	• Critically examine school structures for effectiveness and adapt as appropriate (Ongoing)	3	Inquire/Act/ Prepare
	Leadership Team and Teachers	• Examine school structures and provide critical feedback and perspective (Ongoing)	3	Inquire/Act/ Prepare
movement	Principal	• Model, facilitate and maintain communication, connections, and influences among the 3 dimensions of change (Ongoing)	1, 2, 3	Inquire/Act/ Prepare
	Leadership Team	• Model and help facilitate the communication between the principal and teachers, parents and students and adapt as required (Ongoing)	1, 2, 3	Inquire/Act
	Teachers	• Maintain communication with students, parents, learning leaders, and principal and adapt as required (Ongoing)	1, 2, 3	Inquire/Act

Priority 1 – Common understanding of personalization of learning,
Priority 2 – Research-based, evidence-informed professional learning plan
Priority 3 – Optimize school conditions to promote professional learning and growth
Note: Adaptation of Goodson's change framework (2001) and the Adjustment Cycle (Boudett et al., 2005)

BUILDING CAPACITY TO PERSONALIZE LEARNING

on blending the personal dimension with the internal dimension as it looks at how

teachers interact with the school structures. Memory work sees a greater inclusion of the

external dimensions as structures are examined for their effectiveness against the needs of

teachers, the school and external boundaries and expectations. Movement sees the

greatest influence of the external dimension as the change plans continued success is

reliant on maintaining the connection and compliance with the governing body.

Resources and Supports. The third priority of optimizing school conditions is

directly related to managing resources and supports. The designation of time for the

collaborative process is an important resource for this change plan. Early dismissal

Fridays allow for an alternating meeting schedule for Friday afternoons. This schedule

would accommodate the three professional learning communities of Team, Curriculum

and Communities of Practice outlined in Chapter 2. Plus, one Friday a month would be

designated for the whole staff to come together to meet as a collective to discuss progress,

concerns and next steps. Additionally, cross-curricular grade teams as well as specialty

teams such as Fine and Performing Arts or Physical Education will be timetabled with

common preparation time, thus increasing the opportunity for informal collaboration.

Full non-instructional days are also allotted by SDX for professional development. These

days will be used both as a school to delve deeper into collectively determined areas of

need or to collaborate with teachers or leaders from other schools.

To further support the change process and the effective use of time, the use of

protocols within the professional learning communities will help guide discussions and

help create the safe collaborative culture that will be necessary to refine teachers'

pedagogical practices. To facilitate a collaborative culture that supports inquiry and

critical reflection into the impact of teacher practice on the personalization of student

learning, the use of protocols will provide structure as well as help establish group norms

(Elmore, 2007). This will support a more efficient use of time, as it will help provide

predictable direction to the collaborative discussions. The established norms and

structure remove some of the newness or awkwardness of the conversation allowing

teachers to dig deeper within the reoccurring scheduled timeframes to evaluate their

progress. It will also help maintain focus on teacher practice and not on the individuals

(Elmore, 2007). Although some of these protocols will be co-created with teachers, a

Professional Learning Protocol (see Appendix A) is provided as an example of what may

be used to support the teachers in the initial stages of this change implementation plan.

     Potential Issues. The implementation of this plan does present some possible

issues. One issue that could present challenges with the implementation of this OIP

directly relates to teacher engagement in the process. In particular, lack of diligence

within the smaller collaborative groups could lead to wasted time and lack of progress.

To address this potential issue, it is important that time is spent ensuring that a common

sense of purpose for change is established. A common understanding of personalization

of learning and why it is important will help inspire and motivate teachers for the change.

It is also important to build capacity in the learning leaders so that they are able to lead

the work. As adaptive instructional leaders, the learning leaders will be in a position to

mobilize their teams to do the hard work as they are the ones most closely connected to

the problem (Heifetz et al., 2009). Therefore, it will be important that the whole

leadership team actively engages in the work alongside individuals.

Moreover, the Multifaceted Approach does require teachers to be open, vulnerable and courageous. They need to be open to critical feedback, vulnerable to delve deep with their self-reflection and courageous to be innovative with their practice while recognizing they may experience moments of failure. Reluctance to embrace those conditions could present a significant issue with this change plan. In the Critical Organizational Analysis in Chapter 2, the importance of teachers' values and beliefs aligning with their practice was highlighted. As per the second priority, this OIP proposes integrating a regular and systematic reflective practice to help with this alignment. Teachers may be reluctant to be vulnerable both in reflection and innovative practice. Teachers not fully engaging in the reflective adjustment process may impede their progress towards the goal. This potential issue highlights the importance of promoting a supportive learning culture. Learning leaders, who work closely with teachers, can model and facilitate these reflective practices in a closer, less threatening environment. As an instructional leader, I can encourage innovative practice by acknowledging and communicating that mistakes are an anticipated part of the process. I can also ensure that there is a shift in focus away from the teacher to the student and how instructional practices are supporting their learning and growth.

Building Momentum. As previously described, the first priority is to come to a common understanding of personalizing learning for students and set goals and targets. Building momentum for change requires short, medium, and long-term goals to set direction and gage progress. The initial short-term goals, as already mentioned, would include collectively coming to a common understanding of personalizing learning and establishing a common vision. The initial short-term goals would also include outlining

and implementing the structures and protocols of the professional learning plan. Once the groundwork had been established, short term goals would be determined within the ongoing reflective adjustment cycles within the Multifaceted Approach. These short term goals build the psychological need that progress is being made and helps to sustain new practices (Kouzes & Posner, 2012). The medium goals of this change plan would incorporate some of the necessary conditions required. These would include promoting a school culture of supportive critical reflection and having teachers actively engage in innovative practice and the reflective adjustment cycle. The medium goals would also be reflective of the impact on students including the goal to see an increase in student intellectual engagement in their learning. The co-determined targets and indicators of success will be used as sign posts throughout the iterative process to gauge progress in these areas. The long-term goals are reflective of the purpose of this OIP. The main long-term goal would be to provide ongoing responsive professional learning opportunities for teachers resulting in the personalization of learning for all students to improve their engagement and achievement.

Limitations. Like many other professional learning plans, this one is not without its limitations. One of the largest limitations of this plan revolves around the key to this plan. An individual cannot be forced to truly examine their inner core and be self-reflective of the implications to their practice. Although this is the key to the alignment of our layers as described by Korthagen (2017), its value must be understood by the individual. Thus, measuring the effects of self-reflections could be elusive. Another limitation of this plan relates to the creation of a learning environment. This plan provides several elements that encourage the promotion of a learning culture, but it does

not specifically address creating it. That is not necessarily within the scope of this OIP.

The size and configuration of the school could also present some limitations. This OIP is

designed for a large middle school. Its size allows for the creation of grade specific teams

that offer both the opportunity for cross-curricular collaboration as well as curricular

collaboration. The size also supports the distributed instructional model as there would

be sufficient learning leaders to not only lead grade teams, but also offer expertise for the

key curricular areas.

Change Process Monitoring and Evaluation

Establishing a change implementation plan to address the PoP is an important step

in the change process. However, without intentional monitoring and evaluation,

achieving change is unlikely (Neumann, Robson, & Sloan, 2018). The purpose of

monitoring and evaluation is to determine the effectiveness of the implemented changes

and inform decision making (Neumann et al., 2018). A combination of informal and

formal measures will be used as sign posts through this change to measure progress. This

assessment can be both formative and summative in nature. Formative evaluation can

provide information on how things are progressing, the reactions of stakeholders or

adjustments that need to be made while summative evaluation can help assess progress

towards the overall change goal (Neumann et al., 2018). Although monitoring and

evaluation are necessary, determining outcomes as well as tools and tactics to measure

progress is hard (Hall, 2013). Part of the process will be co-creating those sign posts that

would indicate positive change and progress with the leadership team and teachers. This

section will describe approaches and measures to be used in this OIP to assess progress

and inform next steps.

Large Scale Data. Large scale data such as student, parent and teacher surveys as well as student achievement on standardized tests and report cards is data used by SDX and MEX to measure progress. This data can also be analyzed at all levels in the school from individual to whole school to assess progress. The collective analysis of this data, with the guided support of the school's leadership team, would be used to gain multiple perspectives and see patterns from a variety of viewpoints (Evans, Thornton, & Usinger, 2012). Drilled down versions can be used by individuals and professional learning groups to further inform their work. Disaggregating data about students to gauge the effectiveness of teaching practices with individual students or groups of students such as struggling readers, high achievers, or English language learners can help teachers identify their own professional learning needs (Timperley, 2011). Overall data can be used to gauge the school's progress and identify possible gaps to be addressed. However, as previously noted, the large-scale data only provides a summative perspective to some parts of this multifaceted problem. Growth in this data is certainly desirable as it is also reviewed by SDX and MEX, but it does not provide evidence of the whole situation. It does not, for example, directly assess the level of responsiveness or growth related to the provided professional learning opportunities. Nor does this large scale data fully explore the level of personalization achieved for students.

Evidence of Intellectual Engagement. When looking at the impact of professional learning on the personalization of learning for students, finding appropriate evidence to gauge that progress is challenging. Although an increase in student achievement is desirable, it is only a piece of the desired result. Students should also be intellectually engaged. Being intellectually engaged means the students are making

personal connections to the work and have greater depth to their learning (Dunleavy,

Milton, & Douglas Millms, 2012). Measuring intellectual engagement, however, can be

elusive as it can't necessarily be measured on a test. Also, the word *engagement* can be

tricky. Students doing or enjoying a task may not be evidence of the student's intellectual

engagement. In this way, Hattie's (2015) reference to relentlessly searching or

interrogating evidence fits. Focusing solely on student achievement or test scores would

not necessarily determine if teachers are personalizing learning for students. Instead,

digging deeper to find evidence of improved pedagogical practices that result in deeper

student learning that is tapping into students' interests and passions as well as checking to

see if students are able to make connections and transfer their learning to new learning

situations would be required. Appendix B: Classroom Visit Observations provides

sample questions or areas of observation that could be used informally in discussion or

formally on a survey to measure this engagement.

Monitoring and Evaluation. The monitoring and evaluation of this OIP requires

the consideration of several factors. Through distributed instructional leadership with an

adaptive approach this OIP looks to balance the three dimensions of change using

Goodson's (2001) change framework to guide the change process. This change

framework complements the Adjustment Cycle (Boudett et al., 2005), widely used by

SDX, by ensuring the scope of the change is broadened to include the personal dimension

of the teachers along with the internal dimension of the school and the external

dimensions of the school district, provincial governing body and the parents. Added to

that are the identified priorities for this OIP. All of these factors need to be considered to

determine appropriate forms of monitoring and evaluation.

The resulting adapted adjustment cycle described in Chapter 2 includes three phases of change - prepare, inquire and act. Most of the change will exist within the inquire and act phases of the continuous improvement cycle. As outlined in Table 1, inquire and act permeate all four phases of the change framework. Therefore, most of the monitoring and evaluation will be included within the process of continuous improvement connected to the Multifaceted Approach to be implemented. This, however, does not diminish the importance of the prepare phase. The prepare phase will embody laying the foundation for the change as determined by the three identified priorities. Prepare will mostly consist of creating supporting school structures, defining roles and responsibilities as well as identifying a common vision of personalizing learning. Implementing the Multifaceted Approach of professional learning described in Chapter 2 and establishing protocols and norms will also be part of the prepare phase. Due to the structure of the school setting, some elements of the prepare stage, such as teacher and learning leader assignments and timetables can only be adjusted yearly. As one school year is ending, preparations for the next year are starting. This provides an excellent opportunity to examine evidence of the overall effectiveness of staff assignments and the timetable. Others, such as the professional learning protocols and procedures, once established, fall into the inquire and act phase as they can be adjusted throughout the school year. Teacher practice, however, forms the greatest focus of the inquire and act phases of change and exist in a continuous cycle of improvement throughout the year.

Since change is complex, it takes time and persistence to see real change as it is a process, not an event (Hall, 2013). Individuals have to change in order for an organization to change (Goodson, 2001; Hall, 2013; Korthagen, 2017) thus reinforcing

BUILDING CAPACITY TO PERSONALIZE LEARNING

the importance of including a focus on teachers, the personal dimension, in this change

process. The goal of personalizing learning for students will only be achieved if teacher

practice in the classroom changes. Built into the reflective adjustment cycle are

opportunities to reflect on each individual's change process and progress. These

opportunities provide space for individuals to identify challenges or struggles, assess the

possible contributing factors and identify what is working before determining the next

steps. Building in success criteria and ways to determine progress are also part of the

individual processes. These individual processes are coordinated and supported by the

smaller professional learning groupings. As a group they may also identify internal

adjustments that need to be made.

A key strategy and priority of this OIP, to build teacher capacity, revolves around

providing responsive professional learning. Within the change framework, memory

work: communitize calls for the strategic evaluation of the relationship between the

personal dimensions of teachers and the internal dimension of the professional learning

plan and the school conditions meant to support their growth. Therefore, monitoring and

evaluation of the effectiveness of those components on changing teacher practice is

crucial. An examination of personalization of learning for students combined with

teacher and learning leader feedback will provide evidence of growth or adjustments that

need to be made to be responsive to teachers' pedagogical learning needs. Appendix C:

Sample Questions to Gauge Effectiveness of Professional Learning provides reflective

survey questions for teachers to provide feedback specific to the effectiveness of the

provided professional learning opportunities.

In order to determine if the professional learning opportunities for teachers are meeting the needs of teachers and are having an impact on personalized learning for students, evidence needs to reflect both improvement in pedagogical practices and personalized learning for students. Formative and summative measures can be used to monitor and evaluate the improvement of instructional practices. Formative measures could include evidence of student work, observations of teacher practice, discussions with teachers, collaborative work and teacher self-reflection. Summative measures could include larger scale data previously described. This process would be ongoing.

As described in Chapter 2, some steps to personalizing learning for students would include improving the instructional practices that are conducive to personalizing learning for students, including being clear about learning intentions and ensuring students have a sound knowledge base. These would formulate the initial targets to be monitored. Teachers would also need to engage students in productive struggle and collaborative knowledge building, as well as have a greater focus on complex instructional design with built in student voice. Teachers knowing and incorporating students' strengths, interests, and passions as well as areas of growth into their task designs will help improve the personalizing learning for students. This becomes another important area to be monitored. An adapted version of the Effective Teaching Practices Rubric (Friesen, 2009) could be used as both a guiding document and reflective tool to help guide this work. As previously noted, the intellectual engagement of students in their learning is a key underpinning of personalizing learning for students. This rubric address five principles of intellectually engaging students in their learning. Appendix D: Use of the Teaching Effectiveness Framework Rubric (Friesen, 2009) outlines the general

principles of this rubric and accompanying reflective questions. This tool would be used

at least twice a year in mid fall to establish the year's baseline and areas of focus and mid

spring to gauge growth and possible next steps. This information would be used both at

the individual and collective levels. Individually, the tool provides teachers the

opportunity to identify growth and areas requiring focus. Collectively, the self-identified

rubric data could be aggregated and graphed to show overall trends, growth and gaps.

Gathering evidence from the student perspective by asking the students why what

they are learning matters or how it is relevant to them and how they can use this learning

in other contexts will help teachers monitor and evaluate the effectiveness of change to

their practice. This can be done in a variety of ways. Teachers can touch base with

individual students within their classes or use exit slips that ask some of these probing

questions to get an overall sense of their lessons. Teachers can use this feedback to help

inform their iterative cycle of reflection to make adjustments for improvement. Engaging

in pedagogical documentation could also help teachers gain an understanding of student

thinking and learning processes (Ontario Ministry of Education, 2007, 2015). Learning

leaders and administrators visiting classrooms can also talk with students and make

observations to get a snapshot of student intellectual engagement (see Appendix B).

Evidence from these snapshots could then become the basis of collaborative

conversations or used to identify trends, growth and gaps. On a more formal level,

questions to that effect can be included on large scale student surveys. These results can

then be analysed by the staff to gauge overall progress and inform decision making.

Since teacher pedagogy is at the core of this change plan, teacher involvement in

setting targets and identifying strategies is very important. They also need to be fully

involved in the continuous improvement cycle of monitoring the progress, deciding on

necessary adjustments and taking the required actions in order for change to occur.

Additionally, the work of learning leaders as instructional leaders within the teams is key

to supporting the improvement of those pedagogical practices.

As a principal, it is important to have a sense of the school's progress towards the

goal both as a collection of individuals as well as a whole. Although the Multifaceted

Approach is responsive to the individual, the needs and progresses are shared by the

whole group. The regularly scheduled leadership team meetings provide an ongoing

platform for this work. The representation of those groups through the distributed

instructional team provides opportunities for the leadership team to collaborate as a

collective to assess how the individual, small group, and large group progress are related.

The comparison of challenges and progresses will help inform the next steps and

adjustments that need to be made for the betterment of the school's goals.

Measurement Tools. The adapted use of two measurement tools will also help

inform next steps and school adjustments that need to be made. Findings from previous

research into the implementation of Personalized Teacher Education Program in the late

1960s (Hall, 2013) reflect many of the same patterns I witness at my school. Like

teachers who are encouraged to personalize learning for middle school students, these

faculty members were reluctant to give up practices they saw as successful (Hall, 2013).

Hall (2013) describes the various measures used to gauge change progress. Adaptations

of two of those measures would be appropriate to support the monitoring and evaluation

of this OIP.

BUILDING CAPACITY TO PERSONALIZE LEARNING

Stages of Concern was one method used to gauge progress (Hall, 2013). Although the use of the questionnaire may not be appropriate for the scope of this OIP, the framing of the stages does provide some insight into the ways to gather data related to teacher progress towards the personalization of learning for students. The progression of concern goes from self to task to impact (Hall, 2013). Listening with intent to teachers' concerns could provide indicators of where they are on the continuum from self to impact. Figure 5 provides samples of comments to help gauge progress of change or areas requiring focus.

Distributed instructional leadership with an adaptive approach supports collecting those individual perspectives and viewing them collectively to determine if adjustments are required. As this data would mostly be collected informally through conversation, it would be used to gain an overall perspective of growth and would not be evaluative in nature. When Stages of Concern (Hall, 2013) data is collected more formally, individual results would only be viewed by the principal and the assistant principal. The remainder of the leadership team would only have access to aggregated results to help with problem-solving and planning. It would be expected that the Stages of Concern (Hall, 2013) of teachers would be distributed along the continuum from self to impact. If there is no evidence of progression from self towards impact then that would be a red flag. Further investigation would be required to determine the obstacle(s) to progress.
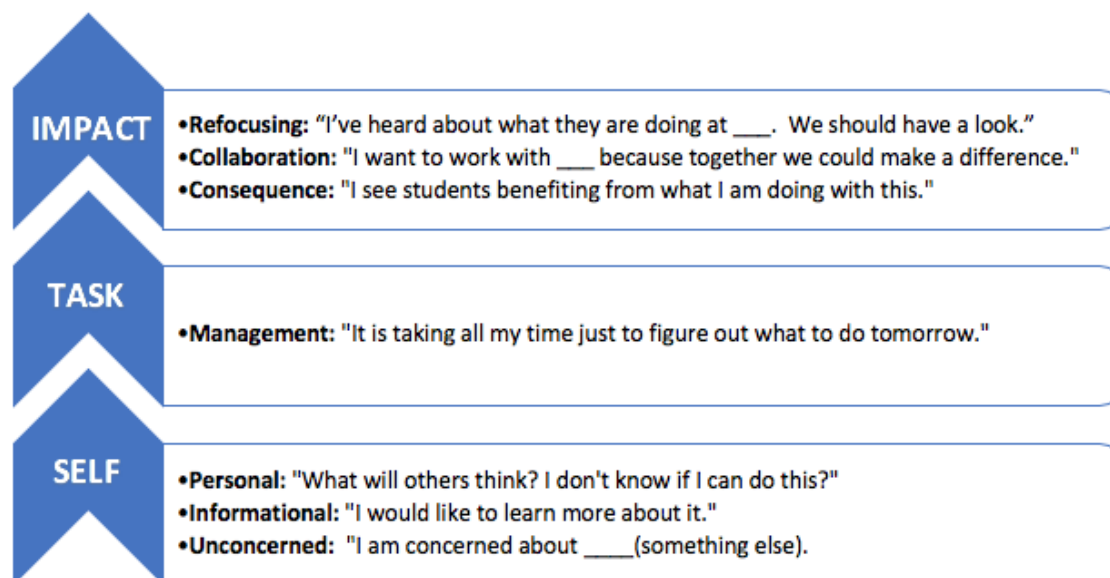
Figure 5. Adaptation of Stages of Concern (Hall, 2013)

Levels of Use (Hall, 2013) could also be used as an indicator of progress. These levels provide a continuum of engagement in the personalization of learning for students. Levels of Use describes eight levels of participation from doing nothing to expert (Hall, 2013). These levels are described in terms of behaviour profiles. Table 3 outlines the eight levels and the behaviours associated with each level. Conversations with teachers and observations of their practice could be used in conjunction with the Levels of Use (Hall, 2013) behavioural profiles to gauge progress. Like the Stages of Concern (Hall, 2013), it could be plotted on a continuum from non-use to renewal to help inform areas requiring attention. The levels can provide insight into possible interventions. For example, Level III, Mechanical Use, could indicate that extra support in organizing or scheduling might be needed (Hall, 2013). Whereas Level V, Integration, could be supported with more opportunities for informal collaboration (Hall, 2013).

BUILDING CAPACITY TO PERSONALIZE LEARNING

Table 3

Adaptation of Levels of Use (Hall, 2013)

Level of Engagement	Behaviour Profile
VI Renewal	The teacher is seeking more effective ways to personalize learning for all students.
V Integration	The teacher is making deliberate efforts to coordinate with others to personalize learning for all students.
IVB Refinement	The teacher is making changes to increase the personalization of learning for all students.
IVA Routine	The teacher is personalizing learning for students with few changes to the routine.
III Mechanical Use	The teacher is attempting to personalize learning for all students and is making personal oriented changes.
II Preparation	The teacher is preparing to personalize learning for all students for the first time.
I Orientation	The teacher is seeking out information about personalizing learning for students.
0 Nonuse	No action is being taken with respect to personalizing learning for students.

The combination of both Stages of Concern and Levels of Use could also be used as indicators towards the overall growth and progress of the school. According to Hall (2013), the use of these tools can help indicate minimal levels of institutionalization. If within the Stages of Concern, self and task concerns are low and the majority of the teachers have moved past Level III Mechanical Use, then there is clear progress towards whole staff participation in the desired goal of personalizing learning for students.

Whole School Perspective. Monitoring and evaluation from individual or small group perspectives is important to the personal dimension of the change process, but not to the exclusion of the school staff as a whole. An integrated theory of change looks for a

BUILDING CAPACITY TO PERSONALIZE LEARNING

balance of the personal, internal and external dimensions of change (Goodson, 2001).

Whole staff collaborative sessions help maintain cohesion and focus on a common goal or

vision of the internal and external dimension of change. They also provide opportunities

for teachers to work with teachers from other teams and curricular areas to discuss what is

working and what requires tweaking as well as assess whole school goals and targets and

if appropriate set new ones. Plus, it provides time for colleagues to share their areas of

focus, struggles and successes. This increases the likelihood of informal collaboration

and peer input and ultimately enriches the monitoring and evaluation process.

Communication Plan

Implementation, monitoring and evaluation need the support of a communication

plan as communication is an integral part of any change process. Effective

communication can positively influence stakeholders, commitment, performance and job

satisfaction (Husain, 2013). This is particularly true for this OIP which is focused on

providing responsive professional learning opportunities for teachers. As communication

is very nuanced, it holds an innate purpose within the proposed iterative cycle of

reflective improvement. Not only does it help support balancing the previously described

three change dimensions of external, internal, and personal which is foundational to this

OIP, communication also supports the integrity of the change process and implementation

plan previously described. This section will outline the communication principles,

approach and strategy to be used as well as a communication plan that builds an

awareness and need for change as well as a strategy that will support the change process.

Principles of Communication. When developing a communication plan, it is

important to look at the form and function of the communication in order to decide on a

plan of action. Klein (1996) describes six principles of organizational communication

that should be taken into consideration when developing the plan. The first two principles

revolve around message redundancy and the use of several media forms. Key change

messages need to be repeated and in several different formats in order to have an impact

on the change process. Otherwise, it would be too easy for that message to be lost,

forgotten or dismissed. The third principle stresses the effectiveness of including face-to-

face communication. This provides the communicator the opportunity to gauge

stakeholders' reactions and allows for interactions to clarify and/or increase

understanding. The fourth principle reminds us that the direct supervisor is often the most

effective person to communicate organization change information or updates. In the

context of this OIP, the direct supervisors would be the learning leaders. Their proximity

to teachers allows them to enact the redundancy and face-to-face principles (Klein, 1996).

Therefore, it will be important to ensure they are involved and informed of the change

process. The fifth principle highlights the importance of opinion leaders. Within an

organization, there will be individuals whose opinions can change the attitudes and

opinions of others. Recognizing these opinion leaders within the school and being

mindful of the role they play in the change process will help ensure that change will be

possible. These opinion leaders may be in favour of the change and therefore help

promote the change process or they could be resistant to the change and additional

supports will need to be put in place to help mitigate that resistance and hopefully change

it. The final principle, personal relevance, stresses the importance of ensuring that the

information being communicated is appropriate and personally relevant to the intended

audience. Individuals are more likely to pay attention to messaging that is of personal

BUILDING CAPACITY TO PERSONALIZE LEARNING

significance. These six principles of organizational communication (Klein, 1996) will be used thoughtfully and woven throughout the communication plan for this OIP to support clear and appropriate communication related to the change process.

  Communication Approaches. Two communication approaches, communication as a tool and communication as a process, will form the focus of this communication plan. Communication will be used as a tool to inform, create understanding and change people's attitudes and behaviors (Johansson & Heide, 2008). This approach will help describe and explain the change process and the roles and responsibilities of stakeholders within the change process. Equally important will be the process approach to communication. The success of this OIP resides in the changed pedagogical practice of teachers to personalize learning for students. Through interaction and communication, communication can be a socially constructed process that has a focus on understanding and sensemaking (Johansson & Heide, 2008). Sensemaking can be described as the "interplay of action and interpretation" (Johansson & Heide, 2008, p. 294). Through dialogue and conversation, individuals can begin to make sense of the change process. Sensemaking processes can help clarify ambiguity as well as help individuals examine underlying assumptions and expectations (Johansson & Heide, 2008; Korthagen, 2014). This will be integral to teacher core reflection. In sensemaking processes, people's different stories or narratives become important sources for understanding. It is through conversation that perceptions can be altered thus helping to bring teacher practice and beliefs into alignment (Johansson & Heide, 2008; Korthagen & Nuijten, 2019). It is through both approaches to communication (as a tool and as a process), that stakeholders can be appropriately involved in the change plan.

BUILDING CAPACITY TO PERSONALIZE LEARNING

Main Communication Strategy. Disseminating information and soliciting feedback will be the main communication strategy used to build awareness and need for change as well as support the change process. This strategy utilizes an adaptive approach to implementation which fits with distributed instructional leadership with an adaptive approach inherent in this OIP. The process of disseminating information and soliciting feedback requires the principal as implementer to decide the process and form of communication. Consideration of the communication principles and approaches will be important. It is also important to determine the degree of involvement of stakeholders as well as the means of evaluation and use of their input (Lewis, 2019). This communication strategy is participatory and enables wide spread empowerment which is important when balancing the external, internal and personal dimensions of this change. As a result, it is responsive to stakeholders within each dimension of change as ongoing adjustments can be made. Listening then becomes a means to get input and inform decisions. It invites the continued active participation of stakeholders in the change process (Lewis, 2019). Thus, helping to maintain the balance between the dimensions of change is vital to achieving sustained change to personalizing student learning.

Building Awareness and Need for Change. To ensure that the introductory change messaging builds commitment to the change efforts, five areas including discrepancy, appropriateness, efficacy, principal support, and personal valence (Armenakis & Harris, 2002) need to be addressed. To start, the discrepancy between the current state of pedagogical practice and the need for personalization of learning for students will be explored to establish the necessity for the changes. The adaptive approach will help explore the full range of perceptions (Heifetz et al., 2009) to tackle

this complex challenge of moving pedagogical practices forward to achieve

personalization of student learning. As identified in the implementation plan, one of the

first steps will be establishing a common understanding of personalizing learning. This

will involve face-to-face interactions with teachers as a collective in staff meetings and

also through conversations with individuals and small groups of teachers. The process of

creating the School Development Plan (SDP) at the beginning of the school year will also

help tease out discrepancies. Through a collaborative process of meeting with staff to

collect, examine and discuss data and input from various stakeholders (student

achievement data, student, parent and teacher survey results, as well as district data), gaps

would be identified. The culmination of this work then translates into the SDP. The SDP

is the official document that outlines the school's goals, targets and strategies related to

the identified areas of growth. These areas of growth reflect SX's internal gaps in relation

to the goals and objectives of the external dimension including SDX and MEX. Included

within the SDP would be strategies and targets related to both the internal dimension of

the school as well as the personal dimension of teachers. The SDP exemplifies the

interlocking relationship between the three dimensions. Some of the intended changes to

be implemented would be formally communicated to the greater school community

through this SDP document. To help maintain communication between the three

dimensions of change, the SDP would be shared and accessible to a range of stakeholders

through a variety of formats including presentations at meetings, electronically, on the

website, and in handouts.

Second, the appropriateness of the professional learning plan will be described and

discussed with teachers and learning leaders in staff and team meetings to ensure it will

BUILDING CAPACITY TO PERSONALIZE LEARNING

be responsive to their pedagogical learning needs. Since it is important that the professional learning opportunities meet both the needs of the teachers and support growth towards personalizing learning, the discussion will revolve around how the inclusion of both these elements is appropriate.

Third, the efficacy of the change will help build confidences in individuals and groups abilities to accomplish this change. This will be part of those initial collaborative sessions as well as the ongoing collaborative sessions. The creation of the SDP includes celebrating past accomplishments and acknowledging the skills of teachers. Furthermore, their direct involvement in the reflective improvement cycle allows teachers to engage in the change process through sensemaking (Johansson & Heide, 2008) to personalize learning for students at a level and pace that is appropriate for the teachers' continued growth.

Fourth, principal support will be reviewed by looking at how this change plan is supported and fits within the broader context of the board and province. The SDP does not live in isolation, but rather it needs to reflect the goals and objectives of both SDX and MEX. To ensure this alignment, an examination of the district documents and provincial curriculums help inform the goals and strategies of the SDP.

Finally, the intrinsic and extrinsic benefits, or personal valence, of the change for individuals will be clarified. The research and benefits of the Multifaceted Approach to the professional learning plan will be shared with teachers through staff and team meetings as well as shared documents and emails. In particular, it will highlight the responsive nature of the professional learning opportunities to enable them to personalize learning for students.

Communication for the Change Process. Once an awareness and need for

change has been established, it is important to ensure that appropriate stakeholders are

informed and have an opportunity to provide feedback about relevant parts of the

implementation plan. Both formal and informal communication will help coordinate the

external, internal and personal dimensions of change and the stakeholders included in

each of those dimensions. Formal communications could take the form of

announcements, updates, policies, instructions, protocol structures, schedules, invitations

for feedback, and reports. Informal communication is less official but equally important

(Lewis, 2019). Adaptive distributed instructional leadership supports dynamic informal

communication as the learning leaders are engaging in the change alongside the teachers.

This informal communication could take the form of spontaneous interactions,

questioning or answering, expression of opinions, views or concerns, providing feedback

and or support and sharing stories (Lewis, 2019). Whether it is formal or informal

communication, managing and maintaining relations through this process will be a key

component of balancing the three dimensions of change to achieve success. Being

mindful of the six principles of communication (Klein, 1996) will also help improve the

effectiveness of these communications.

The dissemination and solicitation of input from stakeholders representing the

external dimension of change, such as SDX, MEX, parents and the greater school

community, would mostly be used as a tool to inform, identify areas of concern and gauge

progress. Thus, it would mostly take the form of formal communication such as reports,

announcements, emails, updates and surveys. Informal communication will still play a

role, especially with SDX and parents, as there are often opportunities for individual

BUILDING CAPACITY TO PERSONALIZE LEARNING

interactions or conversations, but that would not be representative of the bulk of the

communication with these stakeholders as this OIP is focused on providing responsive

professional learning opportunities for teachers in the school.

Within the internal and personal dimensions of change which represents the

teachers and leadership team in school, there would be a greater balance between the

formal and informal forms of communication with the dissemination and solicitation of

feedback. This balance is important to maintaining clarity of purpose and uncovering

challenges or misperceptions (Lewis, 2019). The formal dissemination of information

would include a clear description of the implementation plan for professional learning. It

would include implementation instructions, meeting schedules, teacher timetables,

defined collaborative protocols, and school processes and procedures. These would be

offered in face-to-face meetings, in team meetings, through email, posted on the staff site,

and distributed through the leadership team. Formal invitations for feedback would

include specific requests for information, surveys and reflective documents, as well as

collaborative dialogue in staff, team and curricular meetings regarding the effectiveness

of the professional learning opportunities, changes in teacher practices and growth

towards personalization of learning. Formal communications will represent much of the

communication related to the implementation plan's goals, targets, school structures,

procedures, processes and protocols as well as documentation associated with the process

of changing including incremental progress and challenges or gaps. Informal

communication, however, will play just as important a role as formal communication. It

is sometimes through the in the moment one-to-one or small group communications or

conversations that greater insight regarding context or challenges is revealed. Further

BUILDING CAPACITY TO PERSONALIZE LEARNING

investigation sometimes reveals that the identified challenges or concerns by individuals or small groups are wider spread and need to be addressed formally. Informal communication can also help build relational trust in that it provides an opportunity to provide support or encouragement or reinforce strategies of direction. It also provides opportunities to clear up misunderstandings.

Facilitated by a distributed instructional leadership approach, communication will be an integral element of the ongoing work of the learning leaders who, as noted in Chapter 1, are positioned as instructional leaders within the teams to support improving pedagogical practices. Whether it is formal or informal communication, learning leaders will be instrumental in facilitating the communication strategy and acting as liaisons between their teams and the larger school community. Open and honest communication will be vital to the creation of a safe environment that promotes relational trust. In order for deeply held beliefs to be examined, there needs to be relational trust and an openness to hearing and accepting diverse voices (Evans et al., 2012) to gain a realistic awareness of current challenges and encourage experimentation with innovative practices to personalize learning (Donohoo, 2018; Stoll & Kools, 2016). It will help in the communication process of sensemaking and support the effective participation of teachers resulting in a responsive professional learning plan that will meet the needs of teachers (Lewis, 2019) to improve their personalization of learning for students.

From the initial communications that builds awareness and the need for change to the ongoing communications that will drive the change process, the effective execution of the communication plan will be crucial to the success of this OIP. The thoughtful attention to the principles and identified approaches of communication will support the

dissemination and solicitation of input required to achieve the desired change in providing responsive professional learning opportunities that result in the pedagogical shift necessary to personalize learning for students.

Conclusion

The implementation, evaluation, and communication of this OIP are reflective of the three identified priorities. These include coming to a common understanding of personalization of learning for students, implementing a responsive, professional learning plan that supports teachers in achieving the common vision and goal of personalizing learning and optimizing school structures and conditions to promote that professional growth and learning. This chapter explores how a distributed instructional leadership stance with an adaptive approach supports these priorities. This leadership approach also supports the integrated theory of change to balance the personal, internal, and external dimensions of this change. Incorporating a reflective protocol helps teachers bring their beliefs and practice into alignment, which is another critical component of building teacher capacity. Finally, next steps and future considerations are provided for the continuation of this work and will conclude this OIP.

Next Steps and Future Considerations

Inherent in this PoP and OIP are some ongoing challenges. Fluctuating school conditions and teacher and learning leader turnover can present challenges when attempting to be both individually responsive and collectively cohesive. Ongoing analysis is required to ensure there is a balance between the three dimensions of change. Externally driven conditions such as budgets, accountability factors and changing policies, procedures and priorities require schools to be adaptable. In order for a school

BUILDING CAPACITY TO PERSONALIZE LEARNING

to be internally responsive to these changing conditions, engaging in continuous

improvement that appropriately incorporates these changing conditions will be necessary.

Documenting the change process will provide a way to evaluate past practices to support

knowledge building and decision making for next steps. The combination of adaptive

leadership with a communication process of sensemaking will help balance the personal

dimension of change as the teacher's voice will be provided space within the change

process.

Next Steps. Next steps will involve maintaining focus and motivation towards

providing professional learning opportunities for teachers that support building their

capacity to provide personalized learning for students. It will be important to capture

evidence of incremental progress and the processes that led to that growth as well as

continue to incorporate evidence from the evolving research regarding teacher and

student learning. Fully understanding the level of responsiveness of the professional

learning opportunities and their impact on the personalization of learning for students

needs to be recognized as a process. Deeply reflective practices are uncomfortable and

cause people to feel vulnerable. It takes time to build the relational trust necessary as

well as establish engrained routines that then translate to a noticeable shift in pedagogy.

This paradigm shift will take perseverance and patience.

Additionally, the effectiveness of the professional learning plan, which is inclusive

of the Multifaceted Approach described in Chapter 2, will need to be monitored to ensure

the three areas of focus continue to be appropriate for the learning needs of teachers.

Evidence will need to be collected to ensure the identified areas of focus including

delving deeper into the curriculum, designing task and assessment practices for the

personalization of learning, and finding ways to better know students as individuals, are meeting the capacity building needs of teachers. Even though it has been designed to be inclusive and responsive to individual teacher's abilities and context, evidence and research may point to the need to make adjustments over time to ensure its continued relevance to teachers' professional learning needs.

Next steps will also involve ensuring the continued growth of the learning leaders. Focus will be needed to create a collaborative learning environment within the leadership team that supports building their capacity as instructional leaders. Similar to the reflective practice the teachers will be engaged in that closely examines challenges, core strengths and obstacles to improve their pedagogical practices, individuals on the leadership team need opportunities to examine their instructional leadership practices to ensure their continued growth and development as leaders.

Future Considerations. Providing responsive professional learning opportunities for teachers is easier said than done. This solution is as complex as the challenge it is trying to address. As this change plan looks closely at providing responsive professional learning to meet the individual needs of teachers so that they can personalize learning for students, several future considerations emerge in relation to continuing to build knowledge in this area. One future consideration could include a close examination of the structure and relationship between each of the three areas of focus for professional learning identified in Chapter 2 (curriculum, grade team and communities of practice) and their impact on personalizing learning for students. Consideration could also be given to examining the individual contribution or impact of the content inherent within each area of focus. Do they contribute equally to building the capacity of teachers to personalize

learning for students or does one or more have a greater impact? This would indicate a shift in commitment or concentration is required to ensure alignment with the evolving goals of the continuous improvement cycle.

Additionally, an examination of the practices related to distributed instructional leadership with an adaptive approach to provide responsive professional learning would be prudent. How can the distribution of instructional leaders be maximized to support building the school's capital to personalize learning for students? Future consideration should be given to developing a professional learning plan specific to developing the capacity of future learning leaders within the school to build in succession planning and mitigate the challenge of staff turnover.

Finally, intentionally focusing on the factors that build a strong learning community is part of the peripheral vision of this OIP. The change implementation plan does not specifically address collecting evidence regarding this as it is outside the scope of this OIP. Therefore, an intentional focus on the conditions that build a strong learning community presents itself as a future consideration.

BUILDING CAPACITY TO PERSONALIZE LEARNING

References

Admiraal, W., Lockhorst, D., Schenke, W., Sligte, H., Smit, B., Tigelaar, D., & De Wit, W. (2015). Affordances of teacher professional learning in secondary schools. doi.org/10.1080/0158037X.2015.1114469

Alberta Education. (2010). *Inspiring education: A dialogue with Albertans*. Retrieved from https://open.alberta.ca/publications/9780778586104

Alberta Teachers' Association, & Canadian Association of Principals. (2014). *The future of the principalship in Canada: A national research study*. Retrieved from https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Research/The Future of the Principalship in Canada.pdf

Armenakis, A. A., & Harris, S. G. (2002). Crafting a change message to create transformational readiness. *Journal of Organizational Change Management*, *15*(2), 169–183. doi.org/10.1108/09534810210423080

Basham, J. D., Hall, T. E., Carter, R. A., & Stahl, W. M. (2016). An operationalized understanding of personalized learning. *Journal of Special Education Technology*, *31*(3), 126–136. doi.org/10.1177/0162643416660835

Bedi, A., Alpaslan, C. M., & Green, S. (2016). A meta-analytic review of ethical leadership outcomes and moderators. *Journal of Business Ethics*, *139*(3), 517–536. doi.org/10.1007/s10551-015-2625-1

Blackmore, J. (2013). A feminist critical perspective on educational leadership. *International Journal of Leadership in Education 16*(2),139–154.

doi.org/10.1080/13603124.2012.754057

Bohman, J. (2016). Critical theory. In *The Standford Encyclopedia of Philosophy* (Fall).

Retrieved from https://plato.stanford.edu/archives/fall2016/entries/critical-theory

Boudett, K. P., City, E. A., & Murnane, R. J. (2005). *Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning*. Cambridge, Mass: Harvard Education Press.

Bown, C., Bessestte, H., & Chan, T. . (2006). Including ethics in the study of educational leadership. *Journal of College and Character*, *7*(8). doi.org/10.2202/1940-1639.1220

Bray, B., & Mcclaskey, K. (n.d.). Personalization vs differentiation vs individualization.

Retrieved from http://www.ed.gov/technology/draft-netp-2010/individualized-personalized-differentiated-instruction

British Columbia Teachers' Federation. (n.d.). Professional development overview, policies, and procedures. Retrieved from

https://bctf.ca/ProfessionalDevelopment.aspx?id=6388

Campbell, C., Osmond-johnson, P., Faubert, B., Hobbs-johnson, A., Brown, S., Dacosta, P., … Steffensen, K. (2017). The state of educators' professional learning in Canada. *The Professional Learning Association,* 2-58. Retrieved from

www.learningforward.org

Cawsey, T. F., Deszca, G., & Ingols, C. (2016). *Organizational Change : An Action-Oriented Toolkit*. SAGE.

Council of Ministers of Education Canada. (2017). *CMEC reference framework for successful student transitions*. Retrieved from

https://www.cmec.ca/Publications/Lists/Publications/Attachments/372/CMEC-Reference-Framework-for-Successful-Student-Transitions-EN.pdf

Crippen, C. (2012). Enhancing authentic leadership-followership: Strengthening school relationships. *Management in Education*, *26*(4), 192–198. doi.org/10.1177/0892020612439084

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective teacher professional development (research brief). *Learning Policy Institute*, (June), 1-8. Retrieved from https://www.teacherscholars.org/wp-content/uploads/2017/09/Effective_Teacher_Professional_Development_REPORT.pdf

Davies, B., & Bansel, P. (2007). Neoliberalism and education. *International Journal of Qualitative Studies in Education*. doi.org/10.1080/09518390701281751

Day, C., & Gu, Q. (2007). Variations in the conditions for teachers' professional learning and development: Sustaining commitment and effectiveness over a career. *Oxford Review of Education*, *33*(4), 423–443. doi.org/10.1080/03054980701450746

Donohoo, J. (2018). Collective teacher efficacy research: Productive patterns of behaviour and other positive consequences. *J Educ Change*, *19*, 323–345. doi.org/10.1007/s10833-018-9319-2

Duignan, P. (2014). Authenticity in educational leadership: history, ideal, reality. *Journal of Educational Administration*, *52*(2), 152–172. doi.org/10.1108/JEA-01-2014-0012

Dunleavy, J., Milton, P., & Douglas Millms, J. (2012). *Trends in intellectual engagement. What did you do in school today?* Retrieved from http://www.cea-ace.ca/sites/cea-

ace.ca/files/cea-2012-wdydist-report-3.pdf

Elliott, G. (2015). Critical practice leadership in post-compulsory education. *Educational Management Administration & Leadership*, *43*(2), 308–322. doi.org/10.1177/1741143213494891

Elmore, R. (2007). Professional networks and school improvements. *The School Administrator*, *64*(4), 20–24.

Elmore, R. (2008). Improving the instructional core. Retrieved from https://sd48seatosky.files.wordpress.com/2014/03/changing-the-instructional-core-elmore.pdf

Evans, L., Thornton, B., & Usinger, J. (2012). Theoretical frameworks to guide school improvement. *NASSP Bulletin*, *96*(2), 154–171. doi.org/10.1177/0192636512444714

Frankling, T., Jarvis, J., & Bell, M. (2017). Leading secondary teachers' understandings and practices of differentiation through professional learning. *Leading & Managing, 23*(2), 72-86

Friesen, S. (2009). Teaching effectiveness: A framework and rubric. Retrieved from http://www.galileo.org/cea-2009-wdydist-teaching.pdf

Fullan, M. (1994). *Systemic reform: Perspecitives on personalizing education-coordinating top-down and bottom-up strategies for educational reform.*

Fullan, M. (2009). Solution Tree: Michael Fullan - YouTube. Retrieved November 2, 2019, from https://www.youtube.com/watch?v=FxHj3_2cP-Y

Fullan, M. (2015). Leadership from the middle: A system strategy. *Education Canada*,

55(4), 22–26. Retrieved from https://michaelfullan.ca/leadership-from-the-middle-a-system-strategy/

Fullan, M., & Hargreaves, A. (2016). Bringing the profession back in: call to action. *The Professional Learning Association*. doi.org/10.3316/jhs0402062

Gary, K. (2006). Leisure, freedom, and liberal education. *Educational Theory*, *56*(2), 121–136.

Goddard, R., Goddard, Y., Sook Kim, E., & Miller, R. (2015). A theoretical and empirical analysis of the roles of instructional leadership, teacher collaboration, and collective efficacy beliefs in support of student learning. *American Journal of Education*, *121*(4), 501–530. doi.org/10.1086/681925

Goodson, I. F. (2001). Social histories of educational change. *Journal of Educational Change*, *2*(1981), 45–63. doi.org/10.1023/A:1011508128957

Government of Ontario. (n.d.). Student success/learning to 18. Retrieved from http://www.edu.gov.on.ca/eng/teachers/studentsuccess/strategy.html

Green, T. L. (2016). From positivism to critical theory: school-community relations toward community equity literacy. *International Journal of Qualitative Studies In EducatIon*, *30*(4), 370–387. doi.org/10.1080/09518398.2016.1253892

Grissom, J. A., Loeb, S., Master, B., Andersen, S., Balliet, P., Karr, G., … Semelka, S. (n.d.). What is effective instructional leadership? Longitudinal evidence from observations of principals. Retrieved from http://cepa.stanford.edu/sites/default/files/11.5.2012.Instructionaltimeuse.pdf

BUILDING CAPACITY TO PERSONALIZE LEARNING

Gronn, P. (2009). Leadership configurations. *Leadership*, *5*(3), 381–394.

doi.org/10.1177/1742715009337770

Gunter, H., & Ribbins, P. (2003). Challenging orthodoxy in school leadership studies:

Knowers, knowing and knowledge? *School Leadership and Management*.

doi.org/10.1080/1363243032000091922

Hall, G. E. (2013). Evaluating change processes: Assessing extent of implementation

(constructs, methods and implications). *Journal of Educational Administration*.

doi.org/10.1108/09578231311311474

Hallinger, P. (2005). Instructional leadership and the school principal: A passing fancy

that refuses to fade away. *Leadership and Policy in Schools*, *4*(3), 221–239.

doi.org/10.1080/15700760500244793

Hallinger, P. (2011). Leadership for learning: lessons from 40 years of empirical research.

Journal of Educational Administration, *49*(2), 125–142.

doi.org/10.1108/09578231111116699

Hargreaves, A. (2007). Sustainable leadership and development in education: Creating the

future, conserving the past. *European Journal of Education*, *42*(2).

Harris, A. (2011). System improvement through collective capacity building. *Journal of

Educational Administration*, *49*(6), 624–636. doi.org/10.1108/09578231111174785

Hartley, D. (2010). Paradigms: How far does research in distributed leadership 'stretch'?

Educational Management Administration & Leadership, *38*(3), 271–285.

doi.org/10.1177/1741143209359716

Hattie, J. (2015). High impact leadership. *Educational Leadership*, *72*(5), 36–40.

Heck, R. H., & Hallinger, P. (2005). The study of educational leadership and

> management. *Educational Management Administration & Leadership*, *33*(2), 229–

> 244. doi.org/10.1177/1741143205051055

Heifetz, R., Linsky, M., & Grashow, A. (2009). Diagnose the adaptive challenge -

> understanding the human dimensions of change. *The Practice of Adaptive*

> *Leadership: Tools and Tactics for Changing Your Organization and the World*.

> Retrieved from www.harvardbusiness.org/press,

Hoekstra, A. (2007). Experienced teachers' informal learning in the workplace.

Husain, Z. (2013). Effective communication brings successful organizational change. *The*

> *Business and Management Review*, *3*(2), 43–50.

Järvelä, S. (2006). Chapter 2 personalised learning? New insights into fostering learning

> capacity. *Personalising Education*. doi.org/10.1787/9789264036604-3-en

Johansson, C., & Heide, M. (2008). Speaking of change: Three communication

> approaches in studies of organizational change. *Corporate Communications*.

> doi.org/10.1108/13563280810893661

Johnston, K., & Hayes, D. (2007). Supporting student success at school through teacher

> professional learning: the pedagogy of disrupting the default modes of schooling.

> *International Journal of Inclusive Education*, *11*(3), 1464–5173.

> doi.org/10.1080/13603110701240666

King, F. (2011). The role of leadership in developing and sustaining teachers' professional

> learning. *Management in Education*, *25*(4), 149–155.

> doi.org/10.1177/0892020611409791

Klein, S. M. (1996). A management communication strategy for change. *Journal of Organizational Change Management*, *9*(2), 32–46. doi.org/10.1108/09534819610113720

Korthagen, F. (2004). In search of the essence of a good teacher: towards a more holistic approach in teacher education. *Teaching and Teacher Education*, *20*, 77–97. doi.org/10.1016/j.tate.2003.10.002

Korthagen, F. (2014). Promoting core reflection in teacher education: Deepening professional growth. *Advances in Research on Teaching*, *22*, 73–89. doi.org/10.1108/S1479-368720140000022007

Korthagen, F. (2017). Inconvenient truths about teacher learning: towards professional development 3.0. *Teachers and Teaching: Theory and Practice*, *23*(4), 387–405. doi.org/10.1080/13540602.2016.1211523

Korthagen, F., & Nuijten, E. (2019). Core reflection: Nuturing the human potential in students and teachers. In J. P. Miller, K. Nigh, M. Binder, B. Novak, & S. Crowell (Eds.), *International Handbook of Holistic Education* (pp. 89–99). New York, NY: Routledge. doi.org/10.4324/9781315112398

Kouzes, J. M., & Posner, B. Z. (2012). *The leadership challenge : how to make extraordinary things happen in organizations*. (5th edition.). Jossey-Bass.

Kyndt, E., Gijbels, D., Grosemans, I., & Donche, V. (2016). Teachers' everyday professional development. *Review of Educational Research*, *86*(4), 1111–1150. doi.org/10.3102/0034654315627864

Lawton, A., & Páez, I. (2015). Developing a framework for ethical leadership. *Journal of*

Business Ethics, *130*(3), 639–649. doi.org/10.1007/s10551-014-2244-2

Leithwood, K., Seashore Louis, K., Anderson, S., & Wahlstrom, K. (2004). *Review of research: how leadership influences student learning, Executive Summary*. Retrieved from http://www.wallacefoundation.org/knowledge-center/Documents/How-Leadership-Influences-Student-Learning-Executive-Summary.pdf

Lewis, L. K. (2019). *Organizational change: Creating change through strategic communication* (2nd ed.). Malden, MA;Hoboken, NJ; John Wiley & Sons, Inc.

Liu, S., Hallinger, P., & Feng, D. (2016). Supporting the professional learning of teachers in China: Does principal leadership make a difference? *Teaching and Teacher Education*, *59*, 79–91. doi.org/10.1016/j.tate.2016.05.023

Lynch, M. (2012). Instructional leadership: A catalyst for the promotion of teaching and learning. In *A Guide to Effective School Leadership Theories* (pp. 17–34). New York, NY: Routledge.

Manitoba Teachers' Society. (n.d.). Professional development – The Manitoba Teachers' Society. Retrieved from http://www.mbteach.org/mtscms/2017/01/04/professional-development/

MEX. (1997). Teaching quality standard applicable to the provision of basic education in X.

MEX. (2010). *Inspiring education: A dialogue with X.*

Miliband, D. (2006). Chapter 1 choice and voice in personalised learning. *Personalising Education*. doi.org/10.1787/9789264036604-2-en

Neumann, J., Robson, A., & Sloan, D. (2018). Monitoring and evaluation of strategic change programme implementation—Lessons from a case analysis. *Evaluation and Program Planning*, *66*, 120–132. doi.org/10.1016/J.EVALPROGPLAN.2017.09.012

Northouse, P. G. (2016). *Leadership: Theory and Practice* (7th ed). Thousand Oaks, CA: SAGE Publications, Inc.

Nova Scotia Teachers' Union. (n.d.). Code of Ethics. Retrieved from https://nstu.ca/the-nstu/about-us/about-nstu/code-of-ethics

Ontario Ministry of Education. (2007). Collaborative inquiry in Ontario. *Capacity Building Series*, *8482*(December), 1–8. Retrieved from www.edu.gov.on.ca/eng/literacynumeracy/inspire/.

Ontario Ministry of Education. (2015). *Pedagogical documentation revisited: Looking at assessment and learning in new ways. Capacity Building Series K - 2*. Retrieved from www.edu.gov.on.ca/eng/literacynumeracy/inspire/.

Opfer, V., & Pedder, D. (2010). Benefits, status and effectiveness of continuous professional development for teachers in England. *Curriculum Journal*, *21*(4), 413–431. doi.org/10.1080/09585176.2010.529651

Opfer, V., & Pedder, D. (2011). Conceptualizing teacher professional learning. *Review of Educational Research*, *81*(3), 376–407. doi.org/10.3102/0034654311413609

Oplatka, I. (2009). The field of educational administration: A historical overview of scholarly attempts to recognize epistemological identities, meanings and boundaries from the 1960s onwards. *Journal of Educational Adminstration*, *47*(1), 8–35. doi.org/10.1108/09578230910928061

Prince Edward Island Department of Education and Early Childhood Development.

    (2013). *The professional learning report*. Retrieved from www.gov.pe.ca/eecd/

PTA. (2017a). *Recounting student success rethinking educational accountability for*

    public assurance in PTA schools.

PTA. (2017b). *We the educators: Educational technology and the personalisation,*

    standardisation, privatisation and datafication of education

Robinson, O., & Griffiths, A. (2005). Coping with the stress of transformational change in

    a government department. *Journal of Applied Behavioral Science, 41*(2), 204-221.

    doi.org/10.1177/0021886304270336

Robinson, V. (2007). School leadership and student outcomes: Identifying what works

    and why. *ACEL Monograph Series*, *41*. Retrieved from

    http://www.saspa.com.au/wp-content/uploads/2016/02/Robinson.pdf

Robinson, V. (2011). *Student-Centered Leadership*. San Francisco: Jossey-Bass.

Robinson, V., & Timperley, H. (2007). The leadership of the improvement teaching and

    learning: Lessons from initiatives with positive outcomes for students. *Australian*

    Journal of Education, *51*(3), 247–262. doi.org/10.1177/000494410705100303

Saskatchewan Teachers' Federation. (2018). *Governance Handbook.*

Scoggins, N., & Sharp, K. (2017). Learning for differentiation – An action in learning

    approach to teacher professional learning. *Australian Educational Leader*, *39*(1).

SDX. (2003). *SDX Administrative Regulation 1004.6-Duties and Responsibilities of*

    Teachers.

BUILDING CAPACITY TO PERSONALIZE LEARNING

SDX. (2018). *SDX Three-Year Education Plan 2018-21*.

Stark, M. D., McGhee, M. W., & Jimerson, J. B. (2017). Reclaiming instructional

supervision: Using solution-focused strategies to promote teacher development.

Journal of Research on Leadership Education, *12*(3), 215–238.

doi.org/10.1177/1942775116684895

Stefkovich, J., & Begley, P. T. (2007). Ethical school leadership: Defining the best

interests of students. *Educational Management Administration and Leadership*,

35(2), 205–224. doi.org/10.1177/1741143207075389

Stoll, L., & Kools, M. (2016). The school as a learning organisation: a review revisiting

and extending a timely concept. *Journal of Professional Capital and Community*,

2(1), 2–17. doi.org/10.1108/jpcc-09-2016-0022

Stoll, L., & Temperley, J. (2009). Creative leadership teams. *Management in Education*,

23(1), 12–18. doi.org/10.1177/0892020608099077

The Alberta Teachers' Association. (n.d.). ATA - Teachers' rights and responsibilities.

Retrieved from https://www.teachers.ab.ca/TheTeachingProfession/Teachers Rights

and Responsibilities/Pages/Teachers Rights and Responsibilities.aspx

Timperley, H. (2011). *Realizing the Power of Professional Learning*. Maidenhead,

Berkshire, England: McGraw Hill/Open University Press.

Timperley, H. (2012). Leading teaching and learning through professional learning.

Australian Educational Leader, *37*(2).

Timperley, H., & Alton-Lee, A. (2008). Reframing teacher professional learning: An

alternative policy approach to strengthening valued outcomes for diverse learners.

BUILDING CAPACITY TO PERSONALIZE LEARNING

Review of Research in Education. American Educational Research Association. doi.org/10.2307/20185120

Voelkel, R. H., & Chrispeels, J. H. (2019). Within-school differences in professional learning community effectiveness: Implications for leadership. *Journal of School Leadership*, *27*(3), 424–451. doi.org/10.1177/105268461702700305

Walumbwa, F. O., Morrison, E. W., & Christensen, A. L. (2012). Ethical leadership and group in-role performance: The mediating roles of group conscientiousness and group voice. *Leadership Quarterly*, *23*(5), 953–964. doi.org/10.1016/j.leaqua.2012.06.004

Webster-Wright, A. (2009). Reframing professional development through understanding authentic professional learning. *Review of Educational Research*. doi.org/10.3102/0034654308330970

White, R. E., Cooper, K., & Anwaruddin, S. M. (2017). Canadian contexts in educational leadership: a hermeneutic approach to distributed leadership for teachers' professional learning. *InternatIonal Journal of LeadershIp In EducatIon*, *20*(6), 682–696. doi.org/10.1080/13603124.2016.1210827

Wong, G. K. W., & Chan, D. L. H. (2018). Adaptive leadership in academic libraries. *Library Management*, *39*(1–2), 106–115. doi.org/10.1108/LM-06-2017-0060

BUILDING CAPACITY TO PERSONALIZE LEARNING

Appendices

Appendix A: Professional Learning Protocol

Purpose: To engage in reflective collaboration to personalize learning for students

Process
- Organize into groups of 3 or 4
- Take turns sharing and engaging in the collaborative process
- After each person in the group has shared and engaged in the collaborative process, each person identifies a plan of action, targets or goals and methods of measuring progress

Format for sharing and collaborative process (rotates until all in group have shared)
- One person shares
- One person records / keeps time
- One or two asks questions and provides feedback
- All engage in collaborative discussion

Share Challenge (5 min)
- Briefly describe a challenge within your current context to be addressed?
- What is the student evidence (achievement, actions, motivation, engagement, etc.) telling you about student learning?
- Describe your actions.
- What are your beliefs and values related to this challenge?
- What are core strengths have you exhibited related to this challenge?
- What are your perceived personal obstacles?

Critical Peer Feedback (5 min)
- Ask probing questions to deepen the teacher's reflection and understanding of the situation.
- Identify the teacher's core strengths from what was shared

Evidence-informed Collaborative Discussion (10 min)
- Collaboratively identify students' knowledge, skills and engagement:
  - What do students need to learn?
  - How will we know if they have learned it?
  - What will we do if they do not learn it?
  - How will we engage students in their learning?

- Collaboratively determine what teachers need to know and be able to do:
  - What are we doing that is effective for student learning?
  - What are we doing that is not working?
  - What do we need to learn and/or do to be more effective for student learning?
  - What sources of evidence/knowledge can we use to gauge progress?

BUILDING CAPACITY TO PERSONALIZE LEARNING

Personal Action Planning (5 min)
- Reflect on feedback and collaborative discussion
- Identify 1 or 2 actions, targets or goals and methods of measuring progress
- Record next steps on PLC online document

Sample of PLC online documentation

Shared Challenge

Name	Synopsis of Evidence Shared
1.	
2.	
3.	
4.	

Collaborative Discussion

Students' knowledge and skills
What teachers need to know and be able to do

Personal Action Planning

Name	Action	Method of measuring of progress
1.		
2.		
3.		
4.		

BUILDING CAPACITY TO PERSONALIZE LEARNING

Appendix B: Classroom Visit Observations

Sample questions to ask students to gauge intellectual engagement. Questions could be

modified to reflect the specific context or age of the student.

- What is the learning intention of this (task)?

- Why does this matter?

- How does this relate to (other topics) that you have learned about?

- How are you going to show your understanding of this concept?

- How do you know when you have learned it?

Below are things to look for when observing classrooms or students engage in classroom

activities.

- Students' questions or comments reflect interest, making personal connections, and/or a deep understanding of the content or concept.

- Students are actively trying to solve a problem or support an opinion with prior knowledge or strategies learned.

- Students are engaged in productive struggle

- Students can articulate the success requirements, where they are in the learning process and what they need to do/learn/try next.

- Students are working cooperatively and collaboratively.

- Students have choice in how to engage with the content or concepts.

- Students use feedback to improve their understanding or skill development.

- Students can articulate the learning intention, why it matters and how they will know if they know it.

- Students are engaged in the design of their learning.

BUILDING CAPACITY TO PERSONALIZE LEARNING

Appendix C: Sample Questions to Gauge Effectiveness of Professional Learning

The following reflective questions could be used to gauge the effectiveness and

responsiveness of the provided professional learning opportunities to promote the

personalization of learning for students.

- What did you learn about yourself through engaging in the reflective protocol?

- What skills and knowledge have you developed?

- How have you involved students in the process?

- How have you increased the personalization of learning? What evidence shows progress to increasing student intellectual engagement? How does it show that?

- Have the professional learning opportunities supported your growth? If so how? If not why not?

- Does the structure of the professional learning opportunities support your professional growth? Why or why not?

- How have your collaborative conversations challenged your theories, beliefs, assumptions or practices?

- How have your collaborative conversations supported or reaffirmed your theories, beliefs, assumptions or practices?

- What professional learning needs or areas of focus do you need to continue growing?

BUILDING CAPACITY TO PERSONALIZE LEARNING

Appendix D: Use of the Teaching Effectiveness Framework Rubric (Friesen, 2009)

Acknowledging that a teacher's practice could represent all descriptors on the continuum

of the adapted Effective Teaching Practices Rubric (Friesen, 2009) teachers would

highlight the descriptor that best represents the majority of their work. They would also

be asked to provide examples or evidence to support their decision. The five principles

and the specific areas of reflection are outlined in the Table D1.

Table D1

Adaptation of the Teaching Effectiveness Framework Principles (Friesen, 2009)

Principle	Areas of Reflection
Principle 1: Teachers are designers of learning	• Design is focused on building understanding • Design is informed by disciplinary knowledge
Principle 2: Work students undertake is worthwhile	• Work is authentic • Work fosters deep understanding
Principle 3: Assessment practices improve student learning and guide teaching	• Assessment is comprehensive • Clear Criteria are Established • Students are self-directed
Principle 4: Strong relationships exist	• Students' relationship to the work • Teachers' relationship with the students • Students' relationship with each other
Principle 5: Teacher improves their practice in the company of their peers	• Teaching is a scholarship

BUILDING CAPACITY TO PERSONALIZE LEARNING

Sample reflective questions that could accompany the use of the rubric mid fall could include:

- Identify an area of strength.

- Identify an area for growth

- What professional learning would support that growth?

- What next steps can you take to support that growth?

- What evidence will indicate growth in that area?

Sample reflective questions that could accompany the use of the rubric mid spring could include:

- Identify your areas of greatest growth.

- What has been the impact on student learning (achievement, engagement and well-being)? How do you know? What are some specific examples?

- What have you not been able to achieve yet?

- What will be your next steps?