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Professional Development in Indigenous Education: By Teachers, for Teachers

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Abstract

Many school boards have been developing Indigenous frameworks and funding Indigenous programming as a response to the 94 “Calls to Action” published by the Truth and Reconciliation Commission of Canada (2015). The actions of these school boards are a form of reconciliation. Within the Southern Alberta School Board (SASB, a pseudonym), there are strong policies in place that support Indigenous students; these policies ensure the students never have to experience the unfair treatment that past generations did through the residential school system. Teachers in this school board are also supported through professional development programs to improve their practice. However, these professional development opportunities are typically one day events run by an expert, with the expectation that the teacher will then be able to apply what was given with little to no trouble. This Organizational Improvement Plan (OIP) will focus on Crowfoot Elementary School (CES), a school that recently experienced a large turnover of teachers. These new teachers were culturally different from the Indigenous students that they came to be teaching; therefore, they were not equipped with the best strategies to manage negative behaviours exhibited by the students due to inter-generational trauma. This OIP will look to increase the capacity for teachers new to Indigenous settings to take control of their own professional development. This will be achieved by drawing from culturally relevant leadership and trauma informed practices that are connected to transformational leadership. These styles are affiliated with Indigenous knowledge through their connections to agency, collegiality, reconciliation, and decolonization.

Key words: New teachers, decolonization, professional development, transformational leadership, culturally relevant leadership, trauma informed practice, Indigenous

Executive Summary

This Organizational Improvement Plan (OIP) addresses the knowledge gap between teachers who have worked in educational settings with an Indigenous focus and a large Indigenous student population, and those who are new to those types of settings. Crowfoot Elementary School (CES, a pseudonym) serves as the setting where the problem of practice originated and where the solution will be addressed. CES is an Indigenous focused school where all but a handful of students are Indigenous. This OIP will look to increase the capacity for Crowfoot teachers new to Indigenous settings to take control of their own professional development. This will be achieved through drawing from culturally relevant leadership and trauma informed practices that are connected under the umbrella leadership style of transformational leadership. These styles are affiliated with Indigenous knowledges through their connections to agency, collegiality, reconciliation, and decolonization. This strategy will close the current knowledge gap regarding differences in culture and negative student behaviours associated with trauma.

The main commitment that teachers of Indigenous students must hold is to make sure the students have the supports needed to be successful, both academically and emotionally. Teachers new to Indigenous contexts face stressors that are uncommon in Eurocentric contexts. Teachers are on the frontlines when it comes to student wellbeing and academic success. Transformational leadership will be the overarching leadership style chosen for this OIP. Transformational leadership is meant to be a process. Teacher leaders are teachers who undertake the process to create change in their schools for the benefit of the students. They work with students, Elders, and the community while striving for change and improving professional practice. Within this OIP it will become apparent that teachers should assume leadership in formal and informal roles. It will involve collaboration, decision-making with principals, initiation of change efforts,

communication with the community, and building the capacity of teachers' individual and collective capacity for improving the academics and well-being of Indigenous students (Smylie & Eckert, 2018).

In Chapter 1, under the umbrella of transformational leadership, culturally relevant leadership (CRL), and trauma informed positive education (TIPE) are discussed. These frameworks are used because of their connection to teacher agency, a defining trait of transformational leadership; they also have connections to Indigenous knowledge where the focus lies in autonomy, decolonization, and reconciliation. Therefore, the four actionable steps teachers who are new to Indigenous contexts must observe are: helping students seek and appreciate diversity; changing public perceptions; encouraging cross-cultural collaboration; and acting as a facilitator in positive pluralistic conversations (Chunoo & Callahan, 2017). In addition to following through on these responsibilities, teachers will also address the trauma that many Indigenous students come to school exhibiting. Bolstering student strengths instead of only addressing their weaknesses is the summation of TIPE. A teacher of Indigenous students that subscribes to TIPE would ingrain in their classroom a daily encouragement of character strengths, thus giving students the ability to pinpoint those strengths within themselves so they can live their Indigenous values (Brunzell et al., 2019).

The envisioned state of CES would not need any extra funding or school board intervention. Instead, an official internal plan to lessen the learning curve for new teachers will serve as an acclimation program. It can take years for teachers to get used to the school culture and struggles. The aim of the OIP is to make that process run smoother and quicker. Simply, CES needs a teacher-led collaborative solution to improve the professional practice of new teachers.

Kotter's framework is explored as a method to support implementation as it aligns with the leadership styles and vision for change. Nadler and Tushman's (1980) congruence model was chosen to be the organizational analysis tool used to assess the structure and culture of CES. These frameworks underpin the OIP and help to support the chosen solution. Nadler and Tushman's congruence model (1980) acts as a tool that can build connections with what is happening on the outside of the organization. The Plan-Do-Study-Act (PDSA) cycle (Leis, 2017) will be used to monitor each step of the change process. PDSA will provide the evidence needed to continue or tweak the change process as needed.

Chapter 2 provides potential solutions to the problem of practice with one standing above the rest. The first suggestion is a type of professional development called Learning Rounds (Philpott & Oats, 2017). Educators from the same school come together to view the teaching and learning practices of colleagues. Debriefs are held where notes and other various recording methods are used to build an evidence-based understanding of the teaching and learning that happens in the school (Philpott & Oats, 2017). The second suggestion is an induction plan for new teachers to CES. This plan comes in the form of stand-alone designated professional development sessions. It would connect the growth from 'learning how to teach' to a 'teacher of students' in a unique setting like CES (Ingersoll & Strong, 2011). The third solution is a holistic framework that is a tool for teachers to work on their internal struggles and impediments that may block the ability to see the possibility of success within them self and their work context (Korthagen et al., 2013). In Chapter 3 Nadler and Tushman's (1980) analysis tool used to assess the structure and culture of CES. The goal of the chapter is to provide an explanation as to how the leadership approaches, change model, and organizational analysis are aligned to support the recommended solution.

Separate from this OIP, the goal of many school boards around the country is to close the academic performance gap between mainstream and Indigenous students. However, in order for this to happen, those who teach these students need the support and development that can bring about that goal. Ideally, this OIP serves as a blueprint for how colleagues can rely on one another, instead of outside experts, to build cultural bridges with their students while also managing the unique stressors of Indigenous schools.

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Chapter 1: Introduction and Problem

School boards in Alberta have been developing Indigenous frameworks and funding Indigenous programming as a response to the 94 “Calls to Action” published by the Truth and Reconciliation Commission of Canada (2015). The actions of these school boards are a form of reconciliation. Within the Southern Alberta School Board (SASB, a pseudonym), there are strong policies in place that support Indigenous students to ensure they never have to experience the unfair treatment past generations endured via the residential school system (Anonymous Board of Education 2018). Teachers are also supported through professional development programs to improve their practice (Anonymous Provincial Education, 2020e). Even so, these professional development opportunities are rooted in Western ideologies. They are usually one-day events run by an outside expert with the expectation that teachers will then be able to apply what was learned without further support. This Organizational Improvement Plan (OIP) will focus on Crowfoot Elementary School (CES), an Indigenous-focused school that experienced a large turnover of teachers only a few years ago. The new staff are teachers who are also new to Indigenous settings. These new teachers are culturally different from the Indigenous students they are now teaching and do not yet know the best strategies to manage negative behaviours exhibited by the students which stem from intergenerational trauma. These new colleagues have been required to adjust their practice significantly and have had to be supported by others. This chapter will give further information on the organizational context, including the working conditions of these teachers, will frame the problem of practice, will describe the leadership vision, and will assess the readiness for change.

Organizational Context

Since SASB is a public school board servicing one of the largest cities in western Canada, the political context of the board is one of provincial authority and bureaucracy. SASB aims to be a positive force for student success by implementing carefully devised policies (Anonymous Board of Education, 2021a). Quality leadership must focus on people and values (Tofte, 1995; Andersen et al., 2018). SASB leadership and teachers show respect to Indigenous students' culture and values, demonstrating that their leadership has quality. It is through the Indigenous Education Strategy (2018), that specifics of the policy are laid out. The goal of the Strategy is broken down into three phases known as Participation, Progress, and Action (Anonymous Board of Education, 2018). The Participation phase is holistic in nature. It attempts to build an environment where students feel safe and concerns are heard, both traits indicative of trauma informed practice (Carello & Butler, 2015). The Progress phase is to make it clear that student academics are important, and to show that they are able to have their progress measured. The Action phase is meant to demonstrate how each Indigenous student has met curricular outcomes. This three-phase plan informs teachers how to deliver supports for Indigenous students.

The mission of SASB is to focus on four areas of student growth: academic success, citizenship, personal development, and character (Anonymous Board of Education, 2020). SASB maintains that each individual school in its system delivers its own culture to represent the community and staff that are connected to the school (Anonymous Board of Education, 2019). A central value for SASB is inclusivity and it intends schools to be welcoming towards all students regardless of abilities, expressions, or economic status (Anonymous Board of Education, 2019). Building positive learning environments and partnering with community services are important economic and political factors for SASB (Anonymous Board of Education, 2021c).

The Provincial Education authority ensures that all schools that make use of provincial tax dollars are following the Education Act, which is the legislation that outlines the duties of administrators and teachers (Anonymous Provincial Education, 2020a). Standards of professional practice for all SASB staff have connections to supporting Indigenous students and incorporating Indigenous pedagogies (Anonymous Provincial Education, 2020c). However, additional steps must be taken to ensure teachers, especially new teachers, are prepared to handle the behaviours and trauma which many Indigenous students experience.

In terms of leadership framework, SASB uses a transactional hierarchical structure that starts with the trustees and superintendent and moves down to the school level of principals and teachers (Anonymous Board of Education, 2021a). This structure is typical of most school boards in Canada (Canadian School Boards Association, 2022). The current administration at CES imposes a transactional style of leadership with a strict adherence to policy which ensures compliance from teachers. This is despite the fact that CES is an Indigenous focused school where hierarchical structures are usually antithetical to Indigenous ways of knowing (Bastien & Kremer, 2004). Our administration decided upon this leadership style because of a belief that there is safety in structure which is a key component for trauma informed programming (Principal CES, personal communication, 2021). The policy and strategies discussed above from Alberta Education aim to be transformational in nature, meaning teachers can comply with principal directives while still striving to implement transformational approaches (Alberta Education, 2020c). For example, a teacher can be transformational in their disciplinary measures by using smudge, where a sacred medicine such as sage is burned and the user cleanses themselves using the smoke, to have students who are in conflict to ‘start again in a new way’. When smudge is consistently used in this way, it becomes a structured approach.

CES is a kindergarten to grade six school established in 2002, where the provincial program of study is taught from an Indigenous perspective (Anonymous Board of Education, 2021d). The school is a public school within the SASB and is a program of choice, meaning it is not exclusive to Indigenous students, but is open to any K-6 student wishing to learn through Indigenous ways of knowing, doing, and being (Anonymous Board of Education, 2021d). The school was originally meant to honour Blackfoot teachings but has since grown to include Cree, Metis, Inuit, and Dene teachings, with Elder support from those communities. Cultural diversity was encouraged because of the diversifying of the student population from the aforementioned groups; this Indigenous diversity leads to enriching experiences for students and teachers alike (Sumida Huaman, 2020). However, the goal of rich learning also contributes to the school's complexity as teachers must acclimate to many Indigenous cultures and cannot narrow their focus on one group to the exclusion of others.

The student population of the school stabilizes around 185-190 students year to year and is overwhelmingly Indigenous. Roughly ninety-eight percent of the students have Status or identify as Indigenous (Principal CES, personal communication, 2019). CES used to have a majority of teachers that could claim some form of Indigenous ancestry; however, almost all Indigenous teachers have moved on in recent years due to a variety of reasons. Only three personnel (myself, an educational assistant, and the school principal) are left as staff members with Indigenous ancestry, leaving a majority of the staff population as teachers of European descent. CES has an Indigenous learning leader on staff (of European descent) who has routine contact with Blackfoot elders who work with SASB in an official capacity (Anonymous Board of Education, 2021b). These new teachers apply and interview with CES by choice and most seem to choose our school to be a part of a unique setting that they have not experienced before. The

implementation of the Indigenous Education Strategy is the responsibility of those at the school level (Government of Alberta, 2018).

The current work culture at CES is adherence to the expectation that teachers will follow directives from administration to ensure structure and safety. Teacher agency is not currently a key part of the school discourse and is really only executed in contexts where the teacher finds themselves in opposition to the constraints of policy and leadership (Molla & Nolan, 2020). This notion will be critical to my OIP because of the central focus of transformational leadership. Teachers at CES find themselves in opposition to the constraints of policy and leadership at times. They must find their own ways to be transformational in their own classrooms in order to gain experience and develop the right knowledge; CES requires teachers to be skilled in both Indigenous ways of knowing and in trauma informed practice. However, no training is given in this area. As a small example, teachers at CES are required to make sure all students are completely quiet and in single file when transitioning between locations. This is to ensure routine and student safety in accordance with trauma informed practice. Teachers are to enforce these rules strictly. However, lines and constant reminders that student silence is expected are not actually Indigenous in nature - those are Western values. Often teachers will have to confer with CES administration as to how their specific class may or may not follow a rule, or they must justify their alternate action if they do oppose a directive.

Having a school dedicated to the teaching of young students from an Indigenous perspective is undoubtedly a positive step SASB has made with a view on reconciliation. CES is a beacon of reconciliation because of its status as one of only two schools of its kind that is operated by SASB. The goal of reconciliation is to rectify past atrocities that took place (Truth &

Reconciliation Commission of Canada, 2015). CES stands as an indication that the public-school system and therefore, the provincial government, is taking reconciliation seriously.

Lens Statement and Leadership Position

The following section describes my personal theoretical approach to leadership practice after which my personal leadership position is described.

Lens Statement

In this section I discuss my philosophical approach as a leader and describe my leadership beliefs and values. As an Indigenous teacher of Indigenous students, the main commitment I make is to ensure my students have the supports needed to thrive emotionally and academically. I am working to address the stressors new teachers face when working with Indigenous students as a collaborative colleague and as a resource person to new staff. My identity has shaped my career and academic goals. It is my hope that this OIP, in the spirit of collaboration, can be a model, a support, and an inspiration for other teachers interested in transforming their learning environments. Many non-Indigenous teachers deliver curriculum molded by Eurocentrism and Whiteness (Higgins et al., 2015; Ladson-Billings, 2005). This is no fault of their own, as their life experience and educational background center them in this context. Non-Indigenous teachers explain that Eurocentric practices are all they know or all they are comfortable with, thereby creating the ‘perfect stranger’ narrative (Dion, 2009). I position myself as a teacher and change leader who challenges this narrative and whose goal is to create a model in which teachers who are new to Indigenous education can develop the skills to thrive. Researchers have described schools as social institutions that preserve and perpetuate Whiteness; therefore, the vicious cycle of cultural ignorance, inequality, and trauma never ceases (Carr & Lund, 2009; Ladson-Billings, 2005). It is inexcusable in a country like Canada that educators are

not more informed regarding Indigenous culture and educational issues. My goal is for teachers who are new to Indigenous education to engage in decolonization, seize control of their own professional development, and empower students.

SASB may be functionally transactional but there is no evidence to suggest it would discourage its employees from exhibiting transformational leadership on their own terms. Accordingly, transformational leadership will be the overarching leadership style chosen for this OIP. Transformational leadership would see a leader working as the head of a group or team to enact change beyond themselves (Odumeru & Ogbonna, 2013). Teacher leaders are teachers who undertake the process to create change in their schools for the benefit of the students (Smylie & Eckert, 2018). Teacher leaders approach challenges directly and improve their practice through working with colleagues and other staff. A common outcome of leading in this manner is that leaders and team members often perform above their apparent capabilities and return surprising and notable results due to the group effort (Odumeru & Ogbonna, 2013). Leaders also work with students and the wider community in this endeavor for change and professional development. There are several ways in which teachers can become teacher leaders. Administrators or principals can assign teachers to leadership positions and leadership work at the school, while a more common approach is that administrators distribute leadership work and involve teachers in decision-making (Smylie & Eckert, 2018). Another way transformational leadership is demonstrated is through self-initiative. Teachers are often encouraged by principals to put their name forward to assume leadership within the school (Oppi et al., 2020). As an informal leader, I believe in collaborative relationships as I engage in self-initiated supports such as offering to assist others with developing their knowledge base in traditional knowledge or trauma informed practice. Trauma informed practice means the school staff must learn to: understand trauma's

impact, help students feel safe physically and emotionally, use holistic ways of meeting student needs, directly connect students to the school community, share responsibility for all students, and adapt to changing needs of students (Jones et al., 2018).

Taking on a leadership role can be both informal and formal (Oppi et al., 2022). My leadership will involve decision making with administration, collaboration, initiation of change efforts, communication with the community, and building the capacity of my colleague's individual and collective capacities for improving the academics and well-being of Indigenous students (Smylie & Eckert, 2018). Informal leadership and teacher agency align in the sense that both are centered on finding ways for those with less direct positional authority and influence to still impact colleagues and students.

Teachers with a strong sense of personal agency and who are interested in supporting others tend to engage in pedagogical practices associated with collegiality and show an eagerness to improve in their own professional development with the goal of school improvement (Bellibas et al., 2020). The agency exuded by teacher leaders can be likened to the autonomy and authority commonly seen in transformational leaders. Each of these traits are integral to prompt positive changes that will affect the organization (school) as a unit (Bass, 1999; Odumeru & Ogbonna, 2013). This is important in the context of CES. The new teachers who arrived at the school after the staff turnover were not able to actively invoke their agency. They were forced into seeking collegial support due to a lack of Indigenous cultural knowledge. Had the new teachers come prepared with the cultural knowledge they were missing, they would have been more equipped to act as teacher leaders and consequently have an immediate positive effect on the student body.

Teacher agency plays an important role in cultivating the competence to learn and to teach in ways to influence school improvement (Riveros et al., 2012). Even though the

assumption of leadership comes from within, teacher agency needs to be supported by principals and other administration. Teacher leaders need strong support, both within their school and from the outside community, through deliberate professional development which will subsequently encourage them to take on more responsibilities (Muijs & Harris, 2007). This notion of needing strong support from formal leaders is important because as an informal leader, I cannot influence the staff in the same way administration can. Therefore, it is through the relationships built with my coworkers and my experience as the veteran teacher of CES that I will have to influence change. Building a strong relationship with the formal leaders of the school is important. More specificity will be presented in the 'Leadership Position' portion of this paper and beyond.

Transformational leadership relies on four key characteristics to ensure success which are: using inspirational motivation to achieve a common goal; challenging assumptions and taking risks based on other's ideas; acting as a strong role model; and demonstrating individualized consideration when there is a clear and strong relationship between themselves and the group they are leading (Bass, 1999; Burns, 2004). Involvement in this leadership style helps to mature the teachers so they can fulfill their role in change (York-Barr & Duke, 2004).

My theoretical approach to leadership represents a twin-track approach. Culturally relevant leadership is the approach that will be used to address the Indigenous cultural pieces; trauma-informed positive education (TIPE) will be used to address the trauma aspects of the OIP. CRL is a leadership style that considers culturally relevant pedagogies. This leadership style focuses on systems of oppression related to race, faith, sexual orientation, and others (Thomas & Inkson, 2009). It aims to understand how students who are a part of these systems are advantaged or disadvantaged within the education system, while also considering how these

systems of oppression are perpetuated by educational systems that fail to challenge the existing norms (Chunoo & Callahan, 2017).

As a teacher, I wish to encourage other teachers of Indigenous students that a better education can be found through the influence of culturally relevant leadership (CRL). Cultural relevancy is when the dominant culture and minority culture interact, forming a new social dynamic (Fraise & Brooks, 2015; Ryan & Rottmann, 2007; Williams, 2020). Under this definition, CRL is initiated when the change leader engages other teachers in challenging their assumptions and encourages them to do away with strictly associating with their own familiar culture. CRL is a leadership style that will be placed under the umbrella of transformational leadership due to their compatibility as leadership constructs.

As a teacher who seeks to engage in CRL, I have four responsibilities to students: helping students seek and appreciate diversity; changing public perceptions; encouraging cross-cultural collaboration; and acting as a facilitator in positive pluralistic conversations (Chunoo & Callahan, 2017; Ladson-Billings, 1994; Thomas & Inkson, 2009). These four actionable responsibilities work cohesively with the goals of reconciliation which aim to grow appreciation, dialogue, and collaboration. This coincides with transformational leadership, which advocates for teachers to lead in undertaking these responsibilities through collaboration and conversation (Odumeru & Ogbonna, 2013).

TIPE is an approach that uses trauma-informed pedagogy within a strengths-based paradigm. TIPE is something that can be taught and initiated by me as the change initiator. Because CES is already a trauma informed school, TIPE is an appropriate approach for this setting. The use of TIPE within classrooms would encourage development of character strengths, thus giving students the convenience of pinpointing those strengths within themselves to live out

their own Indigenous values (Brunzell et al., 2019). TIPE should be infused in the general practice of teachers but would be especially suited within the health and wellness curriculum if a teacher chose to formally teach students how to recognize their strengths.

Leadership Position

As a teacher, my positionality within my organization is that of someone with informal influence and power. However, I am an Indigenous teacher and can speak to how colonial systems have impacted my family and what changes are needed specifically at CES and more broadly in Indigenous education. My experience and actions are significant and relevant in regards to student learning and well-being, and carry weight with those higher in the leadership hierarchy. For example, as the member on-staff with the second longest tenure at the school, I often provide understanding regarding school procedures or knowledge regarding Indigenous ways of knowing. Deszca et al. (2020) describe that an individual's influence in an organization is related to their position within the organization, their character and reputation, and their ability to influence people. The more I am able to improve within these three categories, the more comprehensive my influence will become. I have a broadness of formal education, Indigenous heritage, and most importantly, a good working relationship with my colleagues. Having worked for SASB for 6 years, all at CES, my knowledge of the system and students can be described as moderate to high. Following Deszca et al.'s (2020) definition of power, I hold the necessary influence and baseline ability to influence change.

As an informal leader, I can assist with change and professional development through continuous collaboration with teachers, principals and community stakeholders while simultaneously maintaining classroom responsibilities to students (Derrington & Anderson, 2020). Another advantage of working closely together is that organizational growth relies on

teachers who put stock in professional development (Sheppard & Dibbon, 2011). Typically, the type of professional development teachers experience in their careers is a one-time, large group type of experience that usually teachers do not see as a method of skill or knowledge improvement. However, Sheppard and Dibbon (2011) found that when professional development is rooted in teacher collaboration, and leadership is attached to mentoring and exchanging of ideas, then the teaching practices of educators can expand. Therefore, my role in a potential change process will be to actively encourage group cohesion and professional learning.

Leadership Problem of Practice

A problem identified within public education in my province is that there is a knowledge gap that teachers who are new to Indigenous education have in relation to intergenerational trauma and Indigenous ways of knowing and being (Sianturi et al., 2018). In recent years, CES has undergone a large staff turnover that served as the inspiration for this OIP. In 2019, nine of the twelve teachers at CES left the school due to varying stressors. In 2020, an additional teacher left due to the challenges of the school and was not replaced. This left only three remaining teachers, all of whom had Indigenous heritage. The nine new staff members who have replaced the others are of European-Canadian descent and are seasoned teachers, but lack experience with the specific demographic of the school. In conversations with new teachers at CES, it is clear that some struggle to understand cultural implications, past student experiences or what is needed for teacher practice to be trauma informed. This point is important because as the term ‘new teachers’ is used throughout this OIP, it is in reference to teachers who are new to Indigenous education, not necessarily who are new to the teaching profession. Indigenous education is a unique topic with unique historical circumstances and therefore requires teachers to learn unique pedagogies (Kovach, 2009).

All the new teachers to CES are needing to learn on the job regarding the acclimation process. Even the Indigenous Learning Leader (ILL) at CES, who is meant to be the de facto expert that fellow teachers can draw knowledge from, did a lot of learning on the job during her first year with CES. She has made this admission herself (ILL, personal communication, 2021). The ILL is much more experienced now and performs her job admirably, but the perceived expert had much to learn prior to becoming the knowledge keeper she has currently proven herself to be. More on the role of the ILL will be touched upon later. The main point is that even the person hired as the 'expert' for the school was left to her own devices when hired, much like the other new teachers who arrived at CES. CES needs a process that goes beyond teachers fending for themselves with sporadic aid from the ILL, and beyond receiving infrequent professional development sessions offered by SASB.

Trauma informed practice and cultural understanding have become terms that are growing in scope in the world of education; yet, this topic needs further growth to become a true staple in educational training, especially considering the way in which Indigenous peoples experience schooling. This leaves new teachers insecure in promoting healthy social and emotional behaviours with their students who have experienced trauma (Morgan et al., 2015). This student population are members of a demographic with one of the most devastating histories in the nation. There is a lot of trauma that the students carry with them into the classrooms. This traumatization stems from the intergenerational trauma inflicted on the Indigenous community via colonialism and marginalization (TRC, 2015). Students at CES have never experienced residential schools with the last of those schools having closed in the mid-1990's. However, they do experience the ramifications of what their ancestors went through in the forms of family dysfunction, poverty, and other issues (Chief Moon-Riley, 2019).

Experienced teachers can play the largest role in the attainment of the skills needed to be successful in these unique settings, but others such as administrators and educational assistants should contribute as well. As a teacher within a major school board, the problem of practice under investigation is the need to address the lack of strategic approaches to the preparation for new teachers to support teacher growth and avoid teacher attrition, such as what happened at CES. As Hall (2012) identified, contributing factors to teacher attrition are "…a lack of experience, particularly in terms of teaching Indigenous students; and lack of specialist skills and training" (p. 187). In addressing this problem of practice, as I continue to learn, I aim to support the teachers in my school as well as others

Framing the Problem of Practice

Residential schools were perhaps the largest contributor to these factors impacting academic achievement, both in the past and in the present day (Bascuñán, 2016). The Government felt that student contact with their families would only enable them to preserve their Indigenous cultural values and beliefs, the very things they were trying to remove in schools (Minister of Supply and Services Canada, 1996). This explains, in part, the negative behaviours students exhibit at CES, as current students at CES have living relatives who attended residential schools and suffer from mental and physical health issues such as depression and alcohol dependencies (Barnes & Josefowitz, 2019). This means the cycle of dysfunction mentioned earlier is still prevalent in the current day. These factors contributed to the United Nations Human Development Report that stated if the Indigenous people of Canada were their own country, they would rank 71st for education, whereas the rest of Canada is almost always ranked in the top 5 (Fast & Collin-Vezina, 2010). Aside from culture and language being stripped from the students, physical and sexual abuse was rampant in these schools. This abuse was so

widespread and impactful on the lives of the attendees that intergenerational trauma continues to exist in the Indigenous populations of Canada. When the trauma is sustained it not only impacts those directly involved in residential schools, but also their progeny (O'Neill et al., 2016). As Bombay et al. (2014) states, "…the impact of a stressor on individual functioning is influenced by a person's past experiences…the influence of a collective trauma on well-being needs to be considered in the context of the group's historical and contemporary stressor experiences" (p. 321). Due to psychological distress, youth who have had a parent or grandparent attend a residential school are more likely to have problems with educational expectations (Walters et al., 2011). At CES, this notion holds true. During my first year at CES as a new teacher, one student was very sad and I approached them to find out what was wrong. The student explained that their dad had been taken to jail on the weekend. For the next few months, the student had a lot of trouble adhering to our school behaviour expectations. For example, there were multiple times when work was torn up and thrown on the floor without warning. It took guidance from my colleagues to help me assess the situation and handle it the best I could as an ill-equipped new teacher.

Elders have always taught young people how to engage in traditional practices connected to their ancestors, which sustains cultural continuity and maintains mental health (Kral et al., 2014). Today, it is suggested to Indigenous students that their future success is linked to various educational settings. Schools located in Indigenous communities are typically taught by non-Indigenous teachers who are new to the community and are not familiar with their ways of knowing, doing, or being (Kral et al., 2014). CES teachers are similar in this way, even though the school is located in an urban Canadian city. Unlike schools in Indigenous communities, instruction time at CES is largely associated with cultural knowledge, but dissociated from

traditional behaviors and organization (Ford et al., 2006). Schooling and traditions are not meant to be in opposition. As Kral et al., (2014) state, "…each setting represents different opportunity costs, skill sets, and demands on young people's time" (p. 171). Both settings present different expectations of learning that must be wrestled with internally by Indigenous students as they situate themselves in both the Indigenous and pan-Canadian worlds. It is crucial to use both CRL and TIPE together in a change process as students are already wrestling with where they can situate themselves in the world.

Currently, Indigenous populations and Canadian educators are working their way toward reconciliation. Very few Indigenous public education schools exist in the province and this is evident in the fact that SASB, one of the largest school boards in western Canada, has only two such schools, one being CES. Even though more Indigenous focused schools would be better, the fact that two exist is still a great reconciliatory act; it shows Canadian education has grown from schools made to *eradicate* Indigenous culture to producing schools like CES made to *reinforce* Indigenous culture.

There is not a single all-encompassing theory of teaching or of teacher learning (Kennedy, 2016). Professional development sessions are common practice within school boards and sessions are usually managed and operated by the school board. However, there is little consensus about how professional development advances teacher learning or how it is supposed to reshape teaching practice. The formats of professional development days and their topics are assorted in nature, and this raises the question about why something so potentially random is generally accepted to be a positive action (Kennedy, 2016). Professional development programs usually engage teachers outside of their classrooms to provide development that is meant to alter teacher practice within the classroom (Desimone, 2009). This is a major flaw in how professional

development works. Professional days would become more useful if they were better supported by internal development.

Teachers excel when situated in a community of practice (Eshchar-Netz & Vedder-Weiss, 2021). This is especially true when new teachers learn through the process of becoming a member of the community. New teachers usually do not act as peripheral participants in their own classroom (Eshchar-Netz & Vedder-Weiss, 2021). From their first day at CES they enter their own classrooms and teach on their own, causing a clear disconnect. However, teachers are not without support as both colleagues and administration offer their expertise informally. CES also engages in weekly staff meetings that contain activities associated with the community of practice, but the meetings are not specifically geared towards collaboration 100% of the time. From the time new teachers are employed at CES, they do not have the opportunities to observe more experienced teachers teach or to teach alongside them.

A community of practice should also be fortified by what Ladson-Billings (1995) called culturally relevant pedagogy. The current goal of education aims to place minority students, such as Indigenous students, into the current hierarchical structure defined by meritocracy (Ladson-Billings, 1995). There would be nothing wrong with merit based education if the barriers to success were erased, but that is not currently the case. The answer is found in a theoretical model called culturally relevant pedagogy that can help improve student academic success while affirming cultural identity. In this ideology, teachers must help students to observe, discern, and assess current social injustices. As Ladson-Billings (1995) states, "…culturally relevant teaching must meet three criteria: an ability to develop students academically, a willingness to nurture and support cultural competence, and the development of a sociopolitical or critical consciousness"

(p. 483). However, teachers in general but also those new teachers at CES, lack these understandings.

Hsiao (2015) expands on Ladson-Billings work by inferring that the cultural perspective a student holds can impact the student's cognitive abilities. It is therefore very important that teachers have proficiency in culturally relevant pedagogies. Since the competency of teachers is related to the success of functions within education (such as cultural relevancy), it is the responsibility of teachers to create a classroom environment that meets instructional needs and incorporates students' cultures and lived experiences (Karatas, 2020 & Hsiao, 2015). New teachers at CES may not feel culturally responsive and may feel disconnected from the culture of the students they are teaching. Likewise, without teachers and Indigenous cultural values working in unison, the students will not feel the school is a place where they belong. It should be stressed that teachers gain personal and professional cultural competencies. Karatas (2020) deems it necessary for teachers to create opportunities for themselves to attain on the job training in this subject area, meaning they should create and/or seek professional development immediately upon employment at a school like CES. This is critical to gain both theoretical and practical skills to better support the academic lives of students.

A SWOT analysis (strengths, weaknesses, opportunity, threats) will be used to assess the problem of practice. The SWOT can be used to gain a macro picture or sense of the problem of practice (Phadermrod et al., 2019). The Strength section is used to identify the strengths of the organization when engaging the problem of practice. The Weaknesses section is used to identify the shortcomings of the organization when engaging the problem of practice. The Opportunities section is used to identify the prospects of the members of an organization to address the problem of practice as directly as possible. The Threats section is used to identify the barriers the

members of an organization face when engaging the problem of practice (Phadermrod et al., 2019).

This OIP will draw upon Brunzell et al.'s (2019) work regarding trauma informed positive education (TIPE) and culturally relevant leadership (CRL). TIPE is a form of trauma informed practice that combines two subjects: trauma informed education and positive education (Brunzell et al., 2019). Trauma informed education refers to the trauma informed practices that happen in classrooms every day, such as relationship building (Craig, 2016). Positive education refers to the wellbeing of the traumatized student in the forms of their ability to build up their self-regulation skills and relational competence (Waters et al., 2017). CRL is the driver in which culturally relevant pedagogies are delivered (Fraise, 2015). CRL is when pedagogy and educational leadership intersect with a focus on strengthening culture, which in this case is Indigenous culture. To simplify, culturally relevant pedagogy is used by teachers for students, whereas CRL is used by educators for teachers. The goal is to build teachers' confidence in an unfamiliar setting, such as Indigenous classrooms.

Strengths

Understanding what it means to be Indigenous is difficult for non-Indigenous educators because of a lack of lived experience. Making this connection will be difficult because just as there is no mandatory trauma informed practice program at every school, there is no mandatory Indigenous curriculum at SASB. Not only did Indigenous people suffer intergenerational trauma physically, but also via curriculum as it is not representative of them or their culture (Klinic Community Health Centre, 2013). However, this is not the case at SASB and CES. The province in which SASB and CES reside has taken the initiative to blend Indigenous cultures and contexts into the K-12 curriculum (Anonymous Provincial Education, 2020c). Not only has the province

created Indigenous studies courses on language and culture, but it has also committed to building aptitude on the topic. The focus on Indigenous students' learning and well-being is what makes the programming in the province strong. Professional standards for educators are also present in the province so that their Indigenous knowledge is expected to be in the foreground of their practice (Anonymous Provincial Education, 2020e).

Weaknesses

Trauma informed practice is a practice that would benefit all schools regardless of cultural backgrounds.This is because trauma informed practice can be described as more of a tangible action as opposed to a theory that exists in the abstract (PHECanada, n.d.). This means that no matter what leadership style or theory one uses in their practice, trauma informed practice can be used as a resource. Despite the flexibility of this resource, trauma informed practice is not a universally taught asset used in schools and is really only in the beginning stages of establishing itself in the public sector (Donisch et. al., 2016). Additionally, the knowledge, and skills that school leaders need to lead in a culturally relevant manner must have an association with programming such as trauma informed practice (Capper et al., 2006).

Von der Embse et al. (2019) proposed implementing a decision-making framework that supports an integrated trauma-informed approach in settings like CES. This framework included teacher training on both mental health issues and classroom management practices under the direction of coaches who provided regular feedback to aid with classroom management skills. Further, trauma-informed education is not an easy task to provide but teachers excel if they receive clarity regarding their relationship to students in reference to what is appropriate or not in this topic area (Venet, 2019). Culturally relevant practices must also be clarified in the same manner.

CES considers itself a trauma informed school with the resources to provide supporting knowledge to teachers so they can make sure students receive programs like TIPE. In practice, however, this does not play out at CES as not once during my tenure was I formally trained in the topic or what it means specifically for Indigenous students. My knowledge has been gleaned through being self-taught and gained through patience and practice.

Opportunities

Trauma informed practice tends to be neutral in terms of cultures of the students who have experienced trauma, meaning the methods employed are not culture-specific. This leaves this OIP with a great opportunity to apply TIPE and culturally relevant leadership (CRL employed by the change initiator and change leader; culturally relevant pedagogies employed by the teaching staff) together for the purpose of solving the problem of practice. When working with Indigenous students, it is important to remember that new teachers must not just employ trauma informed practice, but also do it while including Indigenous ontological practices. This means understanding the residual effect of the residential school system. As Elias et. al., (2012) state, "Over time, the residential school system had loosened the emotional bond between parent and child… likened to a residual holocaust effect" (p. 1561). This type of trauma is different from other kinds because it is perpetual. New teachers at CES have a great opportunity to be an interceder in the lives of Indigenous students and become a stable role model many of these students need in their lives.

Threats

The first identified threat is that new teachers are initially unsure about what trauma informed practice is or should be, and have trouble seeing why negative behaviours manifest (RB-Banks & Meyer, 2017). Once the element of an unfamiliar culture is added to a teacher's

context, such as an Indigenous culture to a non-Indigenous teacher, the job becomes even more difficult. However, once a clear and concise definition and training are given of the practice, they are able to develop awareness, knowledge, and skills that can be used for all children, but are especially useful for the Indigenous population.

The second threat to the implementation of TIPE and CRL at CES is a lack of knowledge and advocacy. Schools need to be first in line in advocating for the use of trauma informed practice in the education system, and even in other public sectors (RB-Banks & Meyer, 2017). This OIP will be helpful to many educational systems in Canada as it works to quell the fears new teachers have in these settings much quicker than the years of learning on the job would take. CES is primed to be the case study for other schools to learn how teacher-led professional development can make all the difference in professional development, in a way that is cost-effective and does not have bureaucratic barriers.

Guiding Questions

Using the organizational context of CES and SASB and frameworks previously outlined, the following guiding questions emerge:

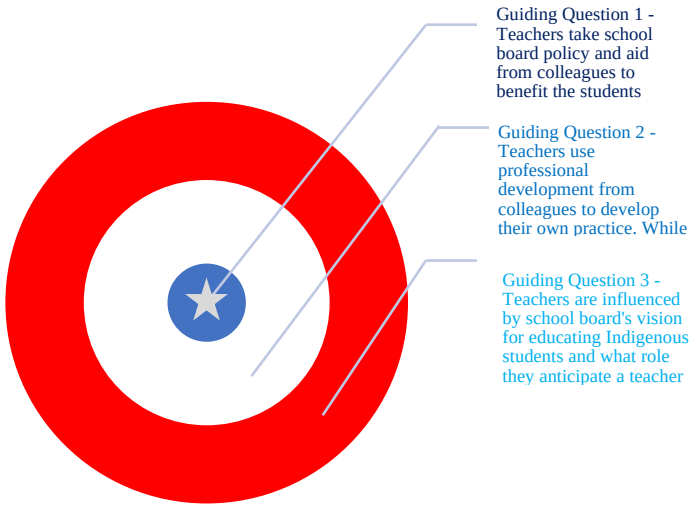
1. How can new teachers prepare to employ culturally relevant pedagogies (supported by CRL) in their classroom and with their colleagues?
2. How can teachers reflect on their own pedagogical approaches to determine their capability of employing TIPE in the classroom?
3. What impact can CRL have in terms of implementing the policies laid out by SASB at CES?

To streamline the guiding questions and keep the OIP focused on the problem of practice, Figure 1 uses a target diagram to show the primary objectives of the OIP. This diagram is similar

to how a professional archer understands that all the rings of a target have value, and getting closer to the center means the higher the value of points. The target shown here works much in the same way. This OIP is centered on teacher learning, but any good teacher understands that student learning is the true focus; student learning is then followed by their own needs, and then the school board. This figure connects this thought process with the guiding questions outlined above.

Figure 1

Guiding Question Target



Question 1: How can new teachers prepare to employ culturally relevant pedagogies (supported by CRL) in their classroom and with their colleagues?

CRL is required as a modus operandi for this OIP because most teachers who work at CES are non-Indigenous with little to no experience working in settings where the student population is so overwhelmingly Indigenous. Therefore, a leadership style with a focus on understanding Indigenous cultures is critical because it helps the leaders employing CRL to grow the competencies of teachers with culturally relevant pedagogies (Fraise & Brooks, 2015). The aforementioned teacher turnover in 2019 impacted student learning in a negative way because of

the lack of cultural knowledge the new teachers had; as previously established, this can impact student academic achievement.

Culturally relevant pedagogy was defined in the previous section. A subtopic within it is what Ladson-Billings (2014) calls cultural competence. Cultural competence is the ability for teachers to help students appreciate their culture while simultaneously gaining knowledge of at least one other culture (Ladson-Billings, 2014). The one other culture that makes sense for Indigenous students to grow in while celebrating their own is the dominant Eurocentric culture. In order for a teacher to be effective in this goal, they would also need to be knowledgeable in the culture of the students. Students at CES would benefit from analyzing, in age appropriate ways, the practices that have direct impact on their lives (Ladson-Billings, 2014). By doing so, both the Euro-Canadian teachers and Indigenous students of CES would learn from each other about how their separate cultures each play a role in the lives of the other. It also serves to make the teaching ability of the teachers stronger when they see the relationship the students' culture has on their lives.

Question 2: How can teachers reflect on their own pedagogical approaches to determine their capability of employing TIPE in the classroom?

Identity of self is very important to this work. Gioia et al. (2000) view identity as temporary and malleable. This suggests that teachers new to Indigenous education can shape their identities from being diametrically opposed to an Indigenous identity to something more understanding of Indigenous culture. Doing so will aid in implementing TIPE appropriately. Generally, TIPE can be used for any student population that has experienced trauma. However, the type of traumas that affect Indigenous people both historically and currently are unique and therefore require attention on cultural relevancy and the reinforcement of Indigenous identity. A

CES school Elder has repeatedly put forth the message that the demons that plague Indigenous people cannot be eradicated unless pride replaces shame (Personal Communication, Anonymous Elder, 2019-21). For years, the school wide inquiry question at CES has been 'Who am I?'; this has continued as the inquiry question in an effort to build pride in Indigenous heritage and culture. Teachers new to Indigenous education would be greatly served to ponder this question themselves, but build on it by including and reflecting on the question 'What is my role in working with these students?' (Cerulo, 1997).

Teachers must also adapt to the behaviours they see from students to help them work through an issue. Identities are integrated or fragmented at various rates (Alvesson et al., 2008). This means identity is constantly changing due to external factors that change/fragment identity or individuals can choose change. Indigenous peoples have had their identities forcefully fragmented; therefore, the onus is not on them to further that change, but on the teachers who wish to be a part of Indigenous education.

Question 3: What impact can CRL have in terms of implementing the policies laid out by SASB at CES?

Finally, even though this OIP focuses on the school level, school boards like SASB do guide the vision for change for schools like CES. Their policies impact what capacity leaders, such as administrative leaders or teacher leaders, have in influencing positive change for students. For example, within SASB's Indigenous Education Strategy (2018), the 'Priorities' section references building bridges between Indigenous and SASB knowledge systems, advocating for culturally relevant instructional design, and building community relationships. However, the document is devoid of *how* teachers are supposed to accomplish these things. When teachers are not properly supported, students are not properly supported. SASB has the

policies in place, but in practice, the school staff are the supports for students. It is through CRL that new teachers can build competencies in culturally relevant pedagogies to carry out SASB policies.

Leadership Focused Vision for Change

The aim of this OIP includes studying how new teachers at CES and other Indigenous-focused schools can be supported to strengthen cultural understanding and trauma informed practice. Teachers are not properly prepared for contexts like CES in order to be the best teachers they can be. CES, SASB, and the provincial goal of improving Indigenous student outcomes require a more equitable education that affords Indigenous students the chance to experience a comparable school life to that of non-Indigenous students. This is only possible, however, through the professional development of new teachers who are the frontline workers with these students.

The envisioned state of CES would not need any extra funding or school board intervention. Instead, CES, or any individual school with a high Indigenous population, will have an official internal plan that will assist teachers with acclimation to appropriate instruction. A defined process will aim to ease and shorten the steep learning curve that can otherwise take years to summit when taken on independently. Simply, CES needs a teacher-led collaborative solution to improve the professional practice of new teachers. A compelling rationale for teacher-led collaborative learning is to give the group a chance to build comradery and a way for helpful knowledge sharing. A collective approach also aligns with Indigenous ways of knowing in which the individual grows, personally or professionally, in the context of community or within the collective (Gram-Hanssen, 2021; Cajete, 2016).

A social justice lens with the goal of decolonization is envisioned for this OIP. Decolonization can be viewed as a dismantling of colonial power through the restoration of Indigenous culture and world view (Martin et al., 2020). Decolonization can also mean different things to different colonized peoples; Martin et al. (2020) have offered the concept that Western knowledge does not have to be decolonized per se, but rather 'destabilized'. Destabilization simply means to challenge the notion that Western knowledge is superior and has more legitimacy.

A similar idea to Martin et al. (2020) is also offered by Capper (2019) who surmises that worldview, history, and systems cannot be disconnected from the identities of the people who work for, or within, an organization. The leader(s) need to be at the top of the process of moving the organization towards a more social justice-oriented structure. A leader who wishes to instill more social justice into an organization cannot make this change without buy-in from all parties, such as the staff, students, or stakeholders. Meirink et al., (2020) describe transformational leadership as the way in which teachers either individually or collectively influence their colleagues for the academic and social well-being of students. By this definition, the link between social justice and transformational leadership becomes clear. The use of transformational leadership, then, aligns with the purpose of organizational development through recognizing all aspects of organizational life such as decision making, structure, leadership, etc., with the goal of organizational equity (Capper, 2019).

Current Situation

SASB provides resources to support CES and other schools for their Indigenous initiatives, if they have any. One of these resources is the staff member who holds the Indigenous Learning Leader position. The ILL's purpose is to provide academic resources, model teachings,

and liaison with elders/knowledge keepers for the benefit of teachers, who then provide the in-class teachings. The ILL is an ally to myself, the change leader. They will collaborate with me in the implementation of this OIP. The ILL is also a teacher and oftentimes co-teaches with the classroom teacher regarding Indigenous practices such as drum retirements or other ceremonial practices. The ILL teacher provides great help for the cultural aspects that new teachers must learn. The ILL would also be a great person to aid in the provision of culturally relevant leadership that I, as the change leader, will be using. The ILL has become the most knowledgeable teacher on staff over the last few years with the connections that the role provides, but nonetheless they still had to fill in knowledge gaps themselves. For this reason, despite the presence of an ILL, teacher-led professional development where collaboration is a staple at the school is my vision for CES.

Battiste (2002) provides three steps to true consolidation of Indigenous knowledge for teachers, the first of which is respect for protocol. This suggests an immersion into Indigenous culture by the teacher. The more ingrained into the very fabric of the community one becomes, the more understanding they can accrue. The second principle, preparation and purpose of Indigenous knowledge, speaks to the importance of the work that goes into being a teacher in Indigenous settings and the extra work a teacher will have to do if they have never taught in this setting before (Battiste, 2002). The third principle, the need for a teacher to have official and moral responsibility for implementation when working with Indigenous knowledge, is something that is taught by the Elders of CES all the time to students and staff. It means that knowledge is not something someone keeps to themselves, but instead must be shared. However, when the new teachers to CES arrived, there were not many veteran teachers to share this knowledge which left these teachers to learn on their own. The vision is to produce more desirable results

with better teacher confidence in their work through teacher-led collaboration. Indigenous students at CES thrive when their culture and knowledges are implemented properly. An example from my own observations is that the students at CES tend to vocalize their pleasure with learning on the land or when Elders visit in comparison to average school days.

Change Drivers

The future state of CES and SASB are influenced by three main change drivers, which are: teachers and administrative leaders; wider school community; and educational policies including the TRC: Calls to Action (TRC, 2015). Teachers are the largest change drivers in this OIP as the problem of practice begins with them and the solutions that will be offered end with them. The policies put into place by SASB and CES that align with the TRC are also important because of the trickle-down effect of the policies. The TRC was created by the Indigenous community and has influenced the official SASB policies, which in turn have impacted the educators at CES. These change drivers are connected as they influence each other which also impacts the readiness for change within the organization.

Indigenous student improvement has been a priority for the province in which SASB and CES reside (Anonymous Provincial Education, 2020c). As mentioned, even with provincial policies in place such as the aid of professional development and ILL's, there is a knowledge gap for new teachers (Anonymous Provincial Education, 2020a). Even with policies that support Indigenous education, the policy itself does not guarantee the text will come to fruition. We know this to be true because of the disparity of academic performance between Indigenous and non-Indigenous students (Castagno & Brayboy, 2008). It is the educators in schools that bring these policies to life. As evident with the example of CES, detailed implementation plans of policies may not be present at individual schools (Milne, 2017). However, irrespective of

provincial policy, when schools themselves implement actionable plans, the effect on Indigenous students is a positive one (Milne, 2017). Interestingly, the administrators who create policy may have a disconnect with those whom educators serve. The best way to address this problem from an equity perspective is to reject the status quo and help new teachers undertake the required type of culturally responsive learning, such as affirming diversified perspectives (Belgarde et al., 2002).

With teachers established as the main change driver, it is important to note that trust between them and the wider community, that is, the students, parents, and Elders, is critical in securing the change that is needed within CES and other schools (Papp, 2016). Trust is particularly important when speaking about the Indigenous community because their relationship with schools does not have the best history as previously outlined. Staying in constant contact with parents through phone calls, emails, or text messages can build a trusting relationship between teacher and community (Papp, 2016). A professional teacher-parent relationship is sufficient in most educational settings, but Indigenous contexts require teachers to exert extra effort in terms of relationship building due to Indigenous peoples beginning the relationship with such a deep distrust of schools (Milne & Wotherspoon, 2020).

Further, community members like parents or elders understand what their children are going through and can pinpoint barriers that may not be obvious to new teachers (Milne & Wotherspoon, 2020). Culturally relevant leadership and TIPE will compel new teachers to assess their practices to better move the focus from themselves to their students (McKay, 2016). Teachers build trust over time by their context, cultural factors, and personal circumstances, all of which also impact their pedagogy (Flores & Day, 2006).

Organizational Change Readiness

Organizational change is a very complex process that can also be described as onerous. In order for change to occur, those seeking change must have thorough knowledge of the organization and the capacity to develop a plan to create that change. The people within the organization also need to be carefully guided into a position where they are ready to experience change. Demonstrating a gap and alerting others within the organization to that gap is important in creating enough discomfort for those within the organization to want to change the status quo. When members appreciate the reason for the need for change, it makes creating a culture of change more plausible (Deszca et al., 2020).

To try to assess an organization's readiness for change, it is important to clarify what is meant by readiness. Verdu & Gomez-Gras (2009) mention the importance of buy-in from the members of the organization and their past experience with change, the flexibility of members, and the amenability of members. Considering organizational structure, available information, resource availability, and if the organization has similar goals with the proposed change are also important to determine readiness (Santos & Garcia, 2007). Readiness for change moves forward when it becomes clear to the members of the organization that something is in the way of generating superior outcomes and that the change is achievable (Deszca et al., 2020).

It has been established that many cultural and social factors play a role in whether or not an organization is ready for change. The next step is to be able to quantify the readiness of an organization. Deszca et al., (2020) provides a 'Readiness Dimensions' scorecard that can provide an initial assessment, determine openness, and give a numerical value for organizational readiness. The scorecard provides a scoring range from -25 to +50 and notes that anything less than a +10 would mean the organization is not ready for change, while the closer to +50 an

organization scores, the greater the readiness. After using the scorecard, CES had a score of 35. This is a strong score and demonstrates a high readiness for change.

Once an organization has been determined to be open to change like CES is, the next step is to heighten the awareness for change including winning over those within the organization who are slow to change and require time to assess evidence that change is needed (Deszca et al., 2020). It is possible that there may be resistance especially if individuals feel their work will be lost or challenged as a result of the change. Even if the individuals agree there is a problem, it does not mean that all will engage in the work. Sometimes changes at CES are out of its scope as SASB edicts are board-wide. However, CES and SASB are already well on their way to supporting the education of the Indigenous students it serves. Support is a long-term initiative which will hopefully induce more buy-in than short-term goals which can be ignored.

Internal Forces

This OIP will focus on Deszca et al.'s (2020) suggestion to identify shared goals and working collaboratively to make them a reality. Within the context of this OIP, the common goal is to make work life more manageable for new teachers; inaction on new teacher development could result in teacher attrition. It is in the long-term interests of new teachers to think about the 'higher-order' goal of teacher collaboration. The faster new teachers to Indigenous education understand the contexts of the school, the easier it is for the other teachers as well due to the team-oriented nature of schools.

External Forces

Deszca et al. (2020) also mention the importance of flexibility of the organizational culture. CES is a very adaptable school. The main external driver is how challenges transpire when family decision making impacts student learning. For example, due to the socio-economic

status of CES' students, we have a very transient community. At times, students can be absent for weeks or months at a time due to financial struggle or simply wishing to return to family and/or the reserve, and then return to school at a much later date. This creates difficulty in keeping students in line with their learning and adds to the stressors of working in Indigenous education.

Readiness Discussion

During my time at CES, I have experienced a significant number of colleagues leave in recent years. Without Indigenous knowledges it becomes very difficult for any new teacher to cope with the stressors of CES. I use my own influence as a colleague to raise awareness of student challenges that may arise, to offer advice when needed, and to contribute in an official capacity during staff meetings. Cooper et al. (2016) discuss the impact of three strategic "spaces" which are school culture, school structures, and relationships. CES has a culture ready to employ change, evidenced by its high scores on the scorecard. CES scored particularly high on monitoring its internal and external environment, and then using that knowledge to make informed decisions about its school community. After using the scorecard and determining the level of readiness of CES, it is fair to say that the stakeholders are inclined to help with necessary change at the school. Elements such as having an effective plan and buy-in from stakeholders are present at CES, thereby demonstrating the organization's readiness for change and capability in mitigating the problem of practice outlined.

Chapter 1 Summary

Chapter 1 described the problem of practice at hand by outlining the deficiencies new teachers have regarding Indigenous education at SASB and Crowfoot. Guiding questions emerged from the notion of improving teacher practice in this area and a vision of change was

established. It was also determined that the organization was ready for change as it has already made progress but requires guided direction that the following chapters provide.

Chapter 2: Planning & Development

Chapter 1 has presented the problem, provided an organizational context, and proposed a vision for change. Chapter 2 will shift to providing organizational information to develop a reasonable teacher-led plan that aligns all aspects needed to address the problem of practice. A focus on the importance of TIPE and CRL approaches are woven throughout; this creates a clear relationship between the proposed solution and specific leadership styles. Deszca et al.'s (2020) analysis of Lewin, Duck, and Kotter's frameworks are explored as a method to support implementation as it aligns with the leadership styles and vision for change. Nadler and Tushman's (1980) congruence model has been chosen to be the organizational analysis tool used to assess the structure and culture of CES. The goal of this chapter is to provide an explanation as to how the leadership approaches, change model, and organizational analysis can be aligned to support the recommended solution found below. The chapter concludes with a discussion on decolonization which is important to understand as it relates to the ethics and social justice issues that are key to this OIP.

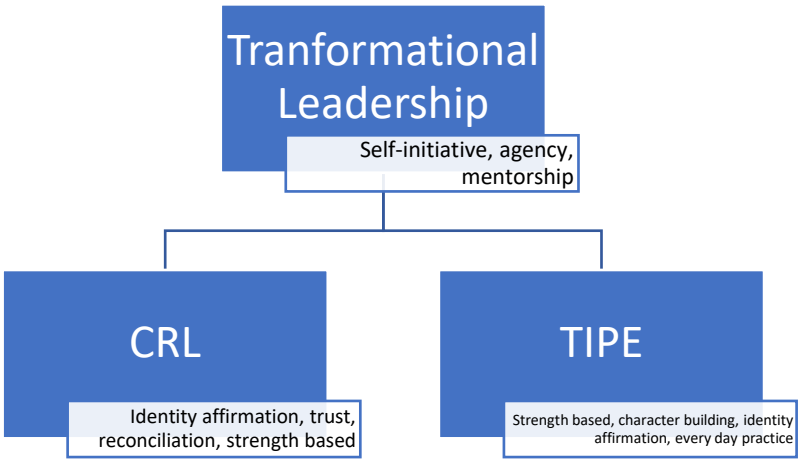
Leadership Approaches to Change

With the rise of Indigenous pedagogy and nation-wide reconciliation, Indigenous priorities are already gaining influence in education (Provincial Government, 2018). Therefore, this OIP does not need to function as a radical upheaval of policy or theoretical perspectives for SASB, but as a modification or improvement to the direction it is already taking. The strategy includes thinking more broadly about the problem of practice and its importance at the school

level. Figure 2 demonstrates the relationship and commonalities between CRL and TIPE under the umbrella of transformational leadership. An in-depth analysis of the approaches follows Figure 2.

Figure 2

Leadership Approach Structure



Transformational leaders will strategically connect the broad activity (i.e., problem of practice) with the day-to-day operational planning, thereby ingraining the values of the organization with the strategic direction that is being taken (Davies & Davies, 2005). School leaders are the ones who determine the values and approaches to educating the students. Accordingly, they formulate the type of organization the school will be in the future. This is why securing the support of administration is crucial to this work. When approached, the administration at CES were completely supportive. They even requested a presentation be given on the topic of this OIP and to have discussions surrounding its possible implementation within the school upon the OIP's completion. When administration, and teachers trust each other and work cooperatively, an atmosphere of success is more likely (Tschannen-Moran & Gareis, 2015). The support received by CES is an endorsement of trust they have in the goals of the OIP.

Further, it means the administration will also be able to adopt knowledge & skills, that will enable them to be participants in the professional development of their staff (Handford & Leithwood, 2013).

Placement of TIPE

As alluded to in Chapter 1, CRL needs to be actionable – specifically through TIPE. This OIP is not intended to be a document that is only theoretical in nature; it is intended to be materially observable. As an informal change leader, I must model and lead in a culturally relevant way, but also focus in on Indigenous perspectives. For example, the concept of communal responsibility is found in both CRL and Indigenous perspectives. From an Indigenous perspective, leadership is a community responsibility (Abeyta et al., 2020). Individuals are called to perform duties and expected to perform the duty through to completion.

The use of TIPE situates learning as a duality of healing and growth in trauma-affected students, within the scope of mental health (Brunzell et al., 2016). Within the classroom the act of healing and growth comes in the following ways: teachers turn the classroom into a setting designed for co-regulatory experiences (side-by-side interactions with a well-regulated teacher); self-regulatory capacities; working with strenuous emotions (understanding one's stress triggers and strategies to alleviate a negative mindset); and developing individualised strategies for managing student behaviour (empowering the student to create self-strategies to prevent negative behaviours before they occur) (Brunzell et al., 2016).

Engagement with TIPE requires a partnership with CRL because as outlined in Figure 2, the promotion of Indigenous identity will build character in a way that supports healing and improves student behaviour. I will also promote collaboration and the sharing of strategies to help teachers who are new to CES. I will initiate a collaborative approach to TIPE so that

teachers can improve their ability to guide students with healing and growth. Working as a collective aligns with the values of both the chosen leadership styles and traditional Indigenous values. I can be a catalyst and initiate change, but the rest of the process will have all teachers assuming the roles of both leader and follower, much in the same way Indigenous people dole out leadership roles (Abeyta et al., 2020).

The plan to implement TIPE must be definable and attainable within a given time frame, with the leaders involved in the plans having clear roles (Davies & Ellison, 2003). Focusing the plans around specific and agreed upon details gives the school a clear idea of what the purpose of those plans are. In the case of this OIP, it is the ability to professionally develop teachers to engage with TIPE and CRL for the healing and academic growth of Indigenous students. From an Indigenous perspective, all members must be consulted, all voices heard, and information gathered appropriately.

Culturally Relevant Leadership

Culturally relevant leadership is an effective way to improve academic performance among minority students such as the ones at CES (Castagno & Brayboy, 2008). When teachers overlook Indigenous cultures and present curriculum that is not culturally relevant, Indigenous students' cultural pride and identity is not validated. Culturally relevant leaders do not adapt the curriculum, but they adapt how the curriculum is taught (Horsford et al., 2011). In this way, the attention is on the capability of teachers to not only affirm their own identities but also those of their students. This creates a palpable trust between student and teacher. Trust between cultures is very important to CRL because schools and school boards are not detached from larger contexts (Horsford et al., 2011). In the larger context, the goal of reconciliation playing out at all levels is a relevant example for CES and integrates the relevancy of CRL. The very purpose of

reconciliation is to reconcile the injustices that occurred because of a superiority complex of one culture over another, and then to find a path forward together. By choosing to use CRL at CES I will be able to claim that my colleagues and I are conducting ourselves with reconciliation in mind at the forefront of our practice.

Lopez (2016) concurs with Horsford (2011) when it is stated that educational leaders must promote awareness across cultures and learn to be able to weave between cultures. A culturally competent teacher must allot vast amounts of time and energy to this endeavor (Diller & Moule, 2012). Cross-cultural teaching and learning go beyond the classroom and should evolve into leadership. As a change leader with the yearning to be culturally relevant, I look to develop a sense of the community with my students, participate in cultural or community events, and work with community members to gain the knowledge or understanding needed to work at CES (Diller & Moule, 2012; Lopez, 2016).

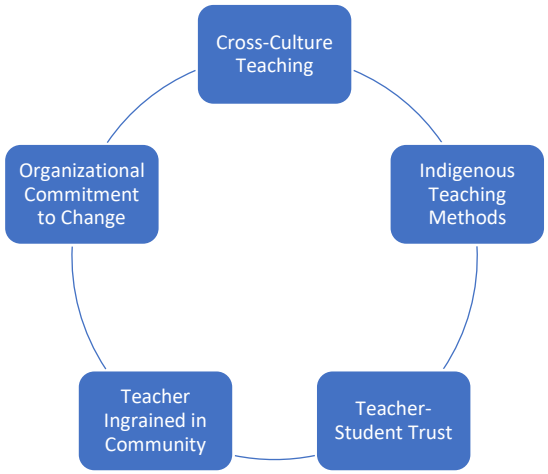
By ingraining myself into the community in the pursuit of becoming a culturally relevant leader, I am also acting in a manner that suggests I am putting community over my own individual desires. This is aligned with many Indigenous perspectives that suggest the family, community, or tribe is prioritized over the individual because individual identity stems from the collective (Bordas, 2016). In this sense, CRL also touches on the circular notion within Indigenous leadership styles whereby leadership roles are rotated. The circular process of rotating leadership usually creates an equitable approach that does not allow for one individual to gain more power over another (Bordas, 2016).

The circular visualization of Indigenous leadership also provides insight into how CRL manifests. CRL is a practical framework for educators. As Lopez (2016) states, "…the philosophy, values, commitment, and focused actions of educational leaders in a connected loop

of key leadership processes and actions to transform [the organization]" (p. 19). Indigenous values and knowledges feed into the leadership process of change, and vice versa, creating a perfect feedback loop – or circle – that embodies Indigenous philosophy. Figure 3 outlines this omnidirectional connection between Indigenous values and CRL. No directions are labeled in Figure 3 because it does not matter where one decides to start on this diagram. Each segment feeds to the other and no change leader can be effective in one segment without proficiency in the others.

Figure 3

Omnidirectional Value Diagram



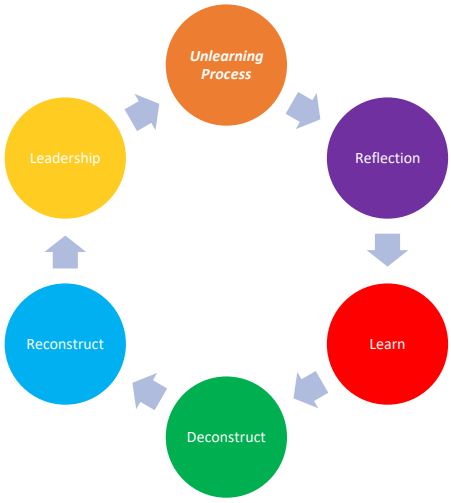
Fraise and Brooks (2015) assert that CRL is not just about learning the provincial curriculum, but also about unlearning the hidden curriculum. Figure 3 outlined the traits a new teacher needs to demonstrate Indigenous values. Figure 4 also uses a circular process, albeit directional, to *unlearn* their own biases and implement CRL. The values from Figure 3 should be harkened back to by the change leader when engaging in the Figure 4 process.

The first step is to reflect. The teacher or leader reflects on their own culture and engages in introspection of personal and collective biases of their culture (Fraise & Brooks, 2015). It is important to reflect publicly as well, ensuring the leader can serve as a role model for others

while making reflection an activity shared with other aspiring educators. The next step is learning, which is meant to have full school participation of a thorough examination of the practices in the school (Fraise & Brooks, 2015). The third step is deconstruction, where the purpose is to identify the ideal outcomes of the school and teaching practices, and then determine if they are equitable (Fraise & Brooks, 2015). Step four is reconstruction where the school community, as a collective, installs new norms (Fraise & Brooks, 2015). Finally, the fifth step is the completion of the unlearning process where the change leader is now able to use CRL in their quest for organizational change.

Figure 4

Unlearning Process



Note. Adapted from Fraise & Brooks (2015)

Partnership of Leadership Styles

Together, CRL and TIPE comprise the essence of transformational leadership which is a relationship that turns followers into leaders and leaders into moral agents (Stewart, 2008). Becoming a ‘moral agent’ means leaders developing a purpose in edifying the needs of the

followers. This sense of morality within transformational leadership harkens back to Figure 2 where reconciliation and character building are referenced within CRL & TIPE. When combined, CRL and TIPE promote teacher agency and incorporates teamwork as seen in transformational leadership. When compared to individual professional development, team learning has the greater probability for higher level learning outcomes with a higher level of acceptance amongst the staff (Raes et al., 2013). Transformational leaders challenge team members by implementing high standards, they are optimistic about future goals, and provide a purpose for whatever problem is meant to be solved. Transformational leadership influences team learning because transformational leaders are recognized as positive role models by the followers due to their active participation in the team learning process (Raes et al., 2013). Principals who engage with transformational leadership through this notion of inspiring individual change through team building, are more likely to support teachers' teaching development through workplace professional learning (Bellibas et al., 2021).

CRL ensures that the identities of the various cultures present at CES are validated, along with ensuring the teachers go through an unlearning process (Vass, 2017). The unlearning process is meant to be a process that improves the educational experience of students while teachers learn new knowledge from the new culture of students they are working with (Hynds et al., 2011). As a change leader, I will be the first to employ CRL, but the goal is for all new teachers to be able to interconnect CRL in their practice. In the future, when the new teachers eventually become seasoned teachers, they can pass on what they have learned.

Framework for Leading the Change Process

Organizations are not changed simply because someone wishes it to be so. There needs to be a well thought-out and organized plan to analyze how to approach the change. CES is already

philosophically geared towards Indigenous well-being and academic success but needs to take the next step in this process, which is teacher preparation for the CES setting. In order for this to happen, a framework for leading this type of change needs to be chosen. The ideal framework will create buy-in, create change, and sustain change. As mentioned in previous sections, change needs buy-in from all stakeholders to create change and therefore the framework that allows for many actors (teachers, Elders, etc.) to play a role in the change process. All members involved in the change will continually assess how to best meet the needs of the teachers, who will then meet the needs of the students (Deszca et al., 2020). This section will examine three different frameworks for leading change that best suit the needs of CES before being narrowed down to a framework that will be the final guiding framework. Three frameworks chosen for review are: Lewin's three-stage model for change; Duck's five-stage change curve; and Kotter's eight-stage change model.

Lewin's Three-Stage Model

Lewin's three-stage model for change is a three-step process which is labelled as follows: unfreeze, change, and refreeze. The unfreeze stage is meant to change the mentality and presumptions of the organization to upend the status quo (Deszca et al., 2020). There has to be an intentional disconnect in the system that leads to change. The second stage refers to the organization's actual change of structures, beliefs, and habits (Deszca et al., 2020). Much like how water is more fluid than ice, within this stage the organization is able to make the necessary changes from the status quo to the newly designed state. The final stage's purpose is to take the newly formed fluid state and solidify it so that the new evolved state becomes the new status quo.

The most common criticism of Lewin's model is its simplicity (Burnes, 2020). Of course, this simplicity can be viewed as positive or negative, depending on the context of the organization. The simplicity of this model would allow for CES and its stakeholders to embrace change because the particulars of change would remain clear in a three-step process. However, for this OIP, Lewin's model does lack the intricacies needed for change in such a complex organization like CES. Teachers look to make sense of their very stressful work life and this model lacks a detailed blueprint that can be followed (Levasseur, 2001).

The concept of 'unfreezing' simply lacks the specificity that is needed in the complicated process of change. This model is meant to be vague so that the organization can fit what they need to within those three stages, but for this OIP's context, formal details and/or strategies are needed in an official capacity so that teachers can aid one another. The third stage of Lewin's model also speaks to permanence of the newly established changes. It is not likely that stasis is necessary for this OIP, nor is stasis connected to either CRL or TIPE. Teacher development is constantly changing and expanding because of the various needs or wants of organizations and stakeholders (Tronsmo, 2020). The work of teachers is also increasingly demanding systemically. This means that despite this OIP calling for change at CES through CRL and TIPE, things may change again if the actions of this OIP are followed through on, thereby rendering a refreeze counterproductive.

Finally, Hussain et al. (2018) speak to what they call 'codification' of shared knowledge. Codification is explicit knowledge that is able to be transferred (Hussain et al., 2018). That knowledge is then permanently within the person who received the knowledge. Codification will present itself within the chosen solution as experienced teachers will need to transfer knowledge to new teachers. There is no specific method within Lewin's model that promotes this codified

transfer. In consequence, Lewin's model will not serve as the chosen framework despite codification being essential to the change process; the model lacks details of a strong framework, which CES requires.

Duck's Five-Stage Curve

Duck argues that organizational change occurs through stages called a 'Change Curve' (Duck, 2001). According to Deszca et al., (2020), the curve is meant to be a "Simplification…of complex, ambiguous, and volatile human emotions that accompany all types of organizational change" (p. 50). The first stage is stagnation, where it is the leader's job to alert others to the need for change. The second stage is preparation, which is meant to be an announcement of change that can result in lessened productivity. The third step is implementation, which is an overhaul of organizational structures. The fourth stage is determination, where the employees realize the change will be pushing forward and that they must adjust. Finally, the fifth stage is fruition, where it is determined that the hard work of change has created a new organization with the leader subsequently having to stave off further stagnation (Duck, 2001).

The role of the leader within this model is a common criticism of this model. Bell (2012) notes that Duck's change curve is meant to be a metaphor for transformational change in the form of informal communication networks, yet still lead by a single leader. As the change leader, I will initiate the change plan and guide my colleagues throughout the process. However, the goal is to have my colleagues become de facto leaders as well. A team orientated approach with the support of administration is the preferred process; it is a more realistic approach when considering the lower levels of change-power teachers have individually as compared to principals or area directors (Bell, 2012).

Kotter's Eight-Stage Change Process

Kotter's model is a more detailed model that can lead change (Kotter, 1996). It has a few more steps than Duck's model and many more than Lewin's. This model avoids relying on a singular leader to change the organization. Additionally, the potential involvement and approval of non-leaders for the success in the overall process is made clear in Kotter's work. In Kotter's work, it is seen as more important to create buy-in and then sustain it, than to worry about any perceived rigidity in the process (Kotter, 2008). The eight stages of Kotter's model are: (1) establish urgency, (2) create a coalition, (3) develop vision and strategy, (4) communicate the vision, (5) empowerment, (6) generate short term wins, (7) consolidate gains and produce more change, and (8) anchor new approaches (Kotter, 1996).

Kotter's is a model that guides the user the entire way and leaves less space for the user to fall astray or to get lost in the change process. Kotter (1996) makes it clear that his steps are intended to be accomplished in order, but there is nothing stopping change leaders from skipping, eliminating, or going back to previous steps if they so choose. There are also traits of this model that align with Indigenous perspectives. For example, the change leader is not meant to have dictatorial powers throughout the change process, but instead include the voice of others (Kotter, 1996). Kotter's (1996) 'guiding coalition' must also be made up of people with differing attributes (credibility, expertise, position). This aligns with Abeyta et al. (2020) who describes leadership from an Indigenous perspective, requiring a diversity of voices and an expectation that those people fulfill their roles. Another example of Indigenous perspectives aligning with Kotter's work is when Kotter (1996) advocates for the disrupting of the status quo. This is very similar to the concept of decolonization, where destabilization of the status quo is a key trait (Martin et al., 2020). Kotter's model is also used to determine new coveted attitudes (Calegari et al., 2015). A coveted attitude is a desired teacher attitude towards students whose attitudes in

class may not be desirable. For example, a coveted attitude for this OIP is the growth of a positive (strength-based) attitude towards trauma-informed practices.

It has been established in the literature that students who bring trauma with them into the classroom are best served in environments with structure and stability (Eggleston, et al., 2021). Since stability is important for students, teachers must know how to demonstrate stability in their leadership style. This is why Kotter's model makes the strongest case to serve as the chosen framework to lead the change process. Kotter's model gives new and experienced teachers the structure of how to carry out and demonstrate the process to create change. This change then results in a specific roadmap being put in place for teacher-leaders. This means these same leaders can turn their focus to implementing or mastering CRL and TIPE since they do not have to worry about what step they have to take next.

A major criticism of this model is how it is oriented. Kotter's model deems it necessary for an organization to complete the steps in order. Future steps are not to be attempted until the previous steps are completed in an adequate manner (Kotter, 1996). Organizational change is complex and does not always follow a linear direction (Deszca et al., 2020). Change leaders must adapt regularly throughout the process, but Kotter's model does not easily allow for malleability between stages. It can be argued that the circular nature of Indigenous processes are not step-by-step processes like Kotter's work, but they are aligned with the model in the fact that they can be used within each of Kotter's steps and are compatible with their goals. For example, while engaging Kotter's (2) creating a coalition step, a teacher can easily include the values of 'teacher-student trust' and 'teacher ingrained in community' from Figure 3 as part of that process. In this manner, the circular nature of values that are so critical to this OIP are not lost due to Kotter's straightforward process.

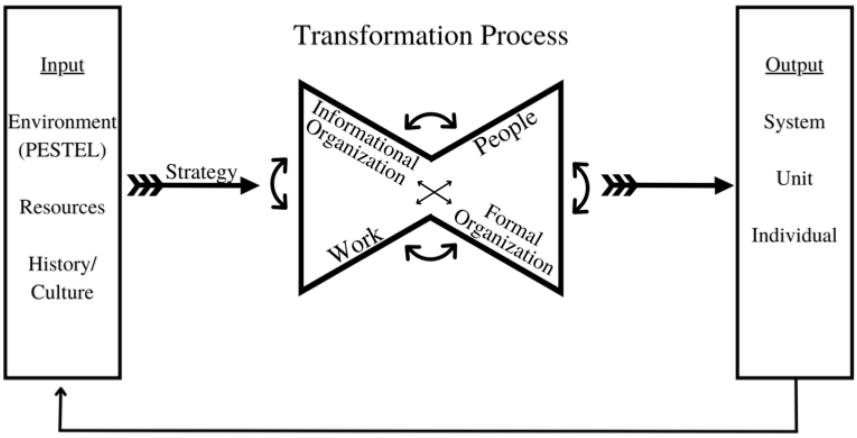
There are also those that claim Kotter's approach is top-down oriented, where non-leaders have less of a role in the creation of the vision for change (Galli, 2018). Even so, this OIP does focus on teacher improvement. Kotter's model provides the step by step process that results in the know-how for teachers (regardless of their culture) to navigate a complex setting such as CES. It is for this reason that Kotter's model is an appropriate change process for CES. It allows for the change leader to actively engage others and serves as a detailed blue print that would help teachers navigate a professional development process. Steps six and seven are especially important because when working in a culturally complex school where trauma is involved, teachers need to be sure to not be overly hard on themselves. Changes in student behaviour will also be slow and therefore both teacher and student would be best served to be able to see, reflect, and build on those gains.

Critical Organizational Analysis

The previous section considered frameworks for leading the change process. Now an inquiry must be made into the organization itself to pinpoint what needs to be changed. There are multiple analysis tools that can be used for this OIP, but Nadler and Tushman's congruence model (1980) is the chosen analysis frame because of its usefulness in connecting the organization to desired goals (Figure 5).

Figure 5

Adaptation of Nadler and Tushman's Congruence Model (p. 47, Nadler and Tushman, 1980)



Nadler and Tushman's congruence model (1980) acts as a system that can help the user understand the organization's connection with what is happening inside and outside of the organization. Three main pieces make up the model: input, the transformation process, and output. The transformation process itself includes four main elements: informal organization, formal organization, people, and work (Nadler & Tushman, 1980). Informal organization refers to the norms of the organization. Formal organization refers to the departments or divisions. People refers to those performing the daily tasks. Work refers to the tasks needed to be completed to carry out the organization's strategy (Nadler & Tushman, 1980). With this in mind, the transformation process considers many of the possible gaps within an organization in order to create an output that is superior (Deszca, et al., 2020).

Nadler and Tushman's model contends that the inputs are environmental factors, resources, and history/culture. The purpose of these specific inputs is to provide a guide for how the four elements of the transformation process will be conducted. These inputs in the context of CES are centered around Indigenous culture. Even though the formation of CES predates the

TRC calls to action (2015), its very existence still serves as a reconciliatory act since it provides Indigenous-focused education within a public-school system. In fact, the 63rd call to action, the call to maintain a commitment to Indigenous education, and culturally relevant teacher training, can be interpreted as being closely related. The following sections will use Nadler and Tushman's congruence model's elements to identify changes needed at CES, describe the current gaps, and describe how the framework for leading change will be applied.

Inputs

The input part of the model has three factors that impact change: history/culture environment, and resources. The history of CES is one rooted in an Indigenous purpose. This is outlined within the school website, where it is mentioned that the provincial Programs of Study are taught through an Indigenous lens, that five Elders gifted the name of the school, and that the students learn through First Nations, Metis, and Inuit ways of knowing, being, and doing (Anonymous Elementary School, 2020).

The vision statement of CES is centered on creating a respectful learning environment that strikes a balance of traditional values with strong academics by utilizing a holistic approach to learning (Anonymous Elementary School, 2020). CES hopes to instill pride and self-esteem within its students, helping them to become successful and responsible learners. Doing so is a key component of adhering to CRL and Indigenous methodologies (Kovach, 2009). Changes will have to occur for teachers at CES without disrupting these values and culture. For this reason, the implementation of CRL and TIPE is the strongest choice for teacher development because it encourages growth while aligning with the school values.

The environment of CES is one that is subject to political forces both in the form of policy and funding, and in the social impact of the school community. CES relies heavily on the

support of leaders, such as area directors within SASB, to maintain its existence. CES is a public school but it is also a school of choice. SASB students from any location can choose to attend CES and its unique programming. This means each CES student has its own 'home school' that they are supposed to attend due to geography, but instead choose CES. Consequently, if enrollment drops too low to justify the extra expenditure that SASB is spending, then CES could fold. Luckily, CES has a strong community that advocates for the school and has support from mid-level SASB management that keeps the school going, even if enrollment numbers fluctuate.

A weakness of this model is within the input part of this model. Funding issues and government red-tape can hinder the transformation process (Nadler & Tushman, 1980). As a public school, CES will always be subject to funding fluctuation depending on the government of the day. However, the resources that CES receives per student from SASB is the same as any other public school at just over $8500 per student (Budget, 2021/22). The government regulation piece is something that CES does not have to worry about because SASB and the provincial government are both working towards making public education accessible for Indigenous students (Anonymous Board of Education 2018; 2021b).

Transformation Process

This section will provide organizational analysis of the components of the organization.

Informal Organization

Deszca et al., (2020) note that Nadler and Tushman's model requires a fit between organizational components. This is a reference to the 'congruence' part of the model. Nadler and Tushman argue that the organizational strategy must progress from a clear reading of the outside environment and respond to changes that develop in that environment. More importantly, however, the strategy needs to fit the organization's capabilities; if they are not aligned, the

organization will not be as successful as it could be. It is for this reason that Kotter's eight-stage model is a great framework to lead the change process.

Kotter's model is a framework that will help make sure CES' strategies and capabilities are aligned. From step one to step eight, there is a clear and purposeful vision of what needs to happen for change to occur. A good leader is purposeful, relevant, and their decisions are enduring (Carter & Greer, 2013). This is much like Kotter's model and aligns with the purpose of the transformation process in Nadler and Tushman's model. In essence, the goal is to have the transformation process identified by Nadler and Tushman to be perfectly coordinated with Kotter's work and CRL and TIPE. This OIP contends that all three work in harmony.

People

Further, there is also space for CRL to aid in the transformation process via Kotter's framework found in steps 3 through 5. As the change leader, I will need to aid CES teachers in driving change from within. With support from myself and other colleagues who can share their culturally relevant knowledge (both formally and informally), these relationships can fortify CRL. A gap revealed by the congruence model is that teachers are not viewed as the leaders within CES. There is strong oversight by administration where a small circle controls every aspect of the school. The principal, assistant principal, and two learning leaders have multiple weekly meetings and essentially make every decision for the school. They do offer teaching staff to attend a single leadership meeting once a week, but this optional choice for teachers is not usually taken up by staff. In order to truly enact buy-in or empower action as listed by Kotter, teachers at CES will need to take advantage of opportunities provided while I, as the change leader, reinforce the need to work *with* and *for* each other as opposed to the status quo.

Another group that is important to this process are the students. The entire goal of CES, like all elementary schools, is serving the students with a goal of academic improvement and social well-being. Teachers will be the main users of CRL though the teacher-student relationships that are currently in place and continue to be formulated. Ragoonaden & Mueller, (2017) make it clear a strong teacher-student relationship is the key to the emotional, physical, and intellectual facets of a student. CES students enter our classrooms with many positive and negative experiences, and this impacts their ability to learn (Bernadowski, 2021). The desired future state of CES would have teachers who are adept enough culturally to make sure that the students graduate with feelings of appreciation through cultural validation, and safety through trauma-informed practices.

Parents will also be important to the change process. The road to reconciliation needs to rely on strategies that ensure a holistic approach to child welfare and recognize Indigenous cultural norms while reinforcing families and communities (Blackstock et al., 2007). Education plays a central role in change by ensuring that these principles are incorporated into professional development for teachers (Kovach et al., 2015). Once parents feel safe and secure that the school has proven itself to be different than what their perception lead them to believe, teachers can engage the parents in helping with cultural expectations or the like.

Formal Organization

As a public school, CES needs leaders who build academic success in their students but also those who help develop regulation and life skills to have a meaningful impact on both student and teacher lives. Change agents can achieve the desired organizational change of developing trauma informed and culturally relevant teachers by deepening pedagogies in trauma informed and culturally relevant practices in a holistic way (Mun et al., 2020). The congruence

model would help pull these practices out of the necessary change agents; the model makes sure the formal organization interacts with the categories of informal organization, people, and work, thereby relieving CES of being a silo unto itself. The formal and informal organization needs to transform with people involved, which also includes people who are new to the organization. Again, this transformation must mean an adherence to CRL and TIPE to connect educational contexts and expectations with a teacher's ability to lead (Horsford et al., 2011). In the context of CES, the model is measuring the compatibility (or congruence) of the teachers with the organizational culture and structure. The model has revealed there is a gap here. Outside of the ILL, teachers are either not consulted on issues or do not participate in opportunities for leadership as much as they could be regarding decision making processes that impact school culture. It is also revealed that new teachers are not supported in a formal manner at CES, but instead grow to handle the nuances of CES through experience or through informally asking colleagues for help. Within this transformation, the change leader(s) should be demonstrating transformational leadership by using CRL and TIPE and their tenants to influence the formal, informal, and work factors of the transformation process.

Work

Work is meant to be the basic tasks that need to be carried out by CES (Deszca et al., 2020). To execute the strategy of CES, the basic tasks that must be accomplished are day-to-day academics and the modelling of respectful and caring behaviours. The use of culturally relevant leadership practices will aid in supporting the formation of relationships which is a hulking piece of the transformation process. Culturally relevant leadership will provide a leadership style that that brings the school and community together to address the problem (Khalifa et al., 2016).

Output

The current state of education at CES follows a mixture of the dominant Eurocentric perspectives and Indigenous perspectives. The Eurocentric perspectives come in the form of pedagogy. The Indigenous perspectives come in the form presented in the school vision. If the goal is to create a change to better support the practices of teachers at CES and other places like it, we must further Indigenous perspectives to an even greater degree. CES does a good job of including Indigenous cultural practices like daily smudging and drumming, but it is unknown if specific Indigenous content is woven into the actual daily lessons as that is left up to the classroom teacher. Therefore, there is no way to verify each teacher at CES is implementing Indigenous perspectives without constant surveillance every working hour. There is no system of professional development regarding Indigenous knowledges into actual lesson plans unless a teacher either knows how to do it themselves or spends time working specifically on a single lesson with the Indigenous learning leader. This is on top of the fact that teaching staff must manage behaviours before getting to any type of learning. This lack of congruence between the school's purpose and the actual practice of teachers was identified thanks to Nadler & Tushman's model and will be rectified using the solution proposed later in the OIP. The crux of this OIP will be to bridge this gap between purpose and practice by developing a collaborative path for colleagues in order to integrate CRL and TIPE into pedagogical approaches.

The external factors of environment, history, and culture are compatible with moving toward a change that better meets the needs of new teachers who can then support Indigenous students. This means the system, which is SASB, the unit, which is CES, and the individual, which is the teacher, must all be compatible with each other and influenced by the change process. The formal and informal organization, the people, and their ability to do incredibly difficult but rewarding work, are present at CES. The challenge that exists is finding the

solutions that align with the organization and that address the teacher knowledge gap. Future sections of this OIP attempt to rectify this.

Possible Solutions to Address the Problem of Practice

In order to identify possible solutions to close the knowledge gap that exists for new teachers when they enter an Indigenous setting for the first time, an extensive analysis is required of the organization itself. The resources, the stakeholders, the capacity for leaders to impact change, and the organization's overall readiness for change have been discussed above. Selecting a solution that best fits the OIP is important. Revisiting the Guiding Questions from Chapter 1 will be helpful in making the selection.

1. How can new teachers prepare to employ culturally relevant pedagogies (supported by CRL) in their classroom and with their colleagues?
2. How can teachers reflect on their own pedagogical approaches to determine their capability of working in Indigenous classrooms?
3. What impact can CRL have in terms of implementing the policies laid out by SASB at CES?

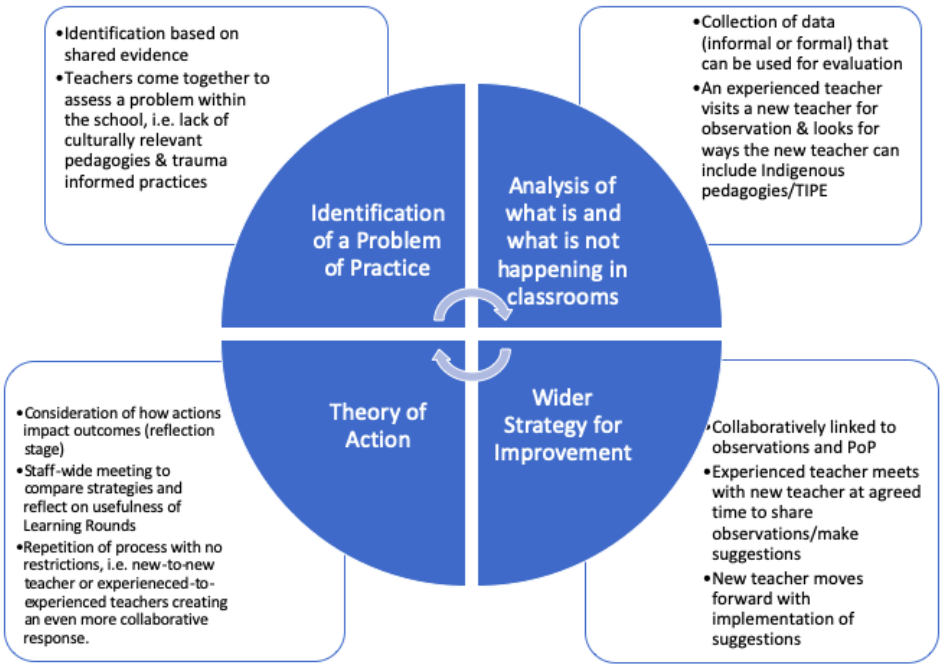
The more compatible the solution is with the organization the likelier change will take root. Within the three proposed solutions below, agency will be critical to all of them. Agency can be personal or collective (Philpott & Oats, 2017). Personal agency is when an individual feels they are capable of enacting a solution without outside counsel (Philpott & Oats, 2017). Collective agency is when the goals of the solution require a collective effort to demonstrate authority to undertake the solution. Both types of agency have benefits and drawbacks in the context of CES. They are discussed below.

Possible Solution 1: Engage Learning Rounds

Learning Rounds is a type of professional development where educators from the same school come together to view the teaching and learning practices across classrooms (Philpott & Oats, 2017). A post-observation debrief is held where notes and other various recording methods are used to build an evidence-based understanding of the teaching and learning that happens in the school (Philpott & Oats, 2017). The purpose is to establish what the current teaching and learning practices are at the school so that plans for the future can be made to evolve the practice. Identifying a problem, observing, debriefing, and then concentrating the school effort on next steps are the four main steps of this solution (City, 2009). Learning Rounds has a strong emphasis on an action plan (National CPD Team, 2011). The purpose of its use for this OIP is to be a plan that can be actualized, rather than a well thought out interpretation of the current practices at CES. Figure 6 summarizes the purpose of each section of Learning Rounds and outlines roles new and experienced teachers will take in each step.

Figure 6

Learning Rounds Cycle. Assembled from material from Philpott & Oates, 2015.



Learning Rounds are advocated for by its supporters for three distinct reasons (National CPD Team, 2011): it promotes individual learning for all members of the observation team; it develops a culture of collegiality amongst peers at the school; and it builds capacity to bring about system-wide improvement. With the support of the principal, Learning Rounds would involve school-wide consideration as system-wide solutions are beyond the scope of this OIP. It is a professional learning process that can be ingrained in teaching practice, thereby connecting to CRL and TIPE (National CPD Team, 2011). It is meant to improve learning throughout the school and does not call for school boards to bring in experts but instead builds on the experiences of peers and other staff, such as educational assistants or principals who may already have experience with cultural relevant practices or TIPE.

A benefit of Learning Rounds is that the details of curriculum development, interpretation, and implementation are left to teachers (Philpott & Oats, 2017). This means a great deal of agency for teachers, which aligns with a main component of transformational leadership. Valuing teacher agency through Learning Rounds would provide ways for CES teachers to feel they are in control of their professional growth (Biesta et al., 2015). Teachers can interact with each other during the process of a Learning Round in any manner that suits the culture of the school.

Teacher expertise is meant to be the most used tool in Learning Rounds. Often times, teacher expertise is not appreciated or applied enough during educational change (Vongalis-Macrow, 2007). Even in the case of CES where there was a major teacher roster turnover, Learning Rounds would make sure at least some of these new teachers have observations from the experienced teachers. For example, an experienced teacher could share with a new teacher the power of demonstrating or providing self-regulation techniques as a central developmental

skillset for children (Perry, 2006). The building up of capacity for regulation purposes bolsters emotional and impulse control (Bath, 2008). Post-discussions can then be shared staff-wide.

The drawbacks to Learning Rounds include limited time. How can a full-time teacher to perform the observation of a colleague's class when they are meant to be teaching their own class? They would have to give up a preparation time slot or the school would have to provide a substitute or coverage from a learning leader and/or principal during that time. Another negative to Learning Rounds is that because it is an in-school solution, there likely will not be any kind of governmental or system support. Some teachers may view Learning Rounds as yet another item added to their already busy schedules.

Further, new teachers could potentially feel nervous to open their classroom to criticism, positive or otherwise. It is always difficult to be vulnerable, especially if there is not a solid foundation of trust between coworkers. Lipponen and Kumpulainen (2011) define social capital as when someone's ideas are seen as valuable and can bestow credible knowledge. The observing teacher will have to have social capital within the school to make others feel comfortable.

Possible Solution 2: New Staff Induction Plan

CES is part of a wider public system in which new teachers are subjected to a new teacher induction program that familiarizes these new teachers with the inner workings of SASB and expectations regarding employment (Anonymous Educational Network, 2018). A new staff induction plan that could aid the new teachers at CES or similar settings would be a professional development session or sessions, much like the ones run by SASB. Of course, these sessions would have to be unique to CES, as opposed to the induction series put on by SASB which is meant to be all encompassing to appease the many schools under its jurisdiction. It would be a

way to connect the growth from ‘learning how to teach’ to a ‘teacher of students’ in a unique setting like CES (Ingersoll & Strong, 2011). For example, a topic of discussion during the induction series could be regarding the regulatory pathways that help trauma-affected students become successful in learning. A successful induction session would provide the chance to formally introduce concepts that have thus far been learned on the job, such as the concept that trauma-informed practices have to be repeated and practiced, and that complex tasks must be gradually increased (Brunzell et al., 2015).

A new teacher induction plan can also be an introduction to topics such as intergenerational trauma. New teachers may not have expertise in such a unique topic area. Sometimes times children are exposed to traumatic events that may have current and long-term impacts (Anda et al., 2006). These events can occur to the child directly, the family, or community. It can include child maltreatment (e.g., abuse of various kinds), family dysfunction (e.g., a family member that ends up in the prison system or abuses substances), or community violence (Bellamy et al., 2022). At CES many of our students have experienced traumatic events and adopting a holistic approach to learning and wellbeing is the direction our school takes. Including the wider community in the formation and application of trauma-informed & culturally responsive practices is something new teachers will have to become familiar with.

Generally speaking, teachers know the importance of a strong teacher-student relationship. What needs to be included in a new teacher induction plan is explicit information regarding the potential impact of these relationships so they can see the value in curbing negative behaviours associated with trauma. Research shows that a positive teacher-student relationship improves behaviours, attendance, and participation (Ansari et al., 2020). School systems are primary sources of identification of negative student behaviours however most school mental

health teams do not formally screen for trauma and teaching staff do not always receive formal training on trauma-informed approaches (Guevara et al., 2021). Consistency in these relationships is therefore very important in improving outcomes which means new teachers should be coached on how to maintain student-teacher relationships so teachers can recognize their impact on students (Chafouleas et al., 2021).

In terms of investment, an in-school induction plan solution is also cost effective. The only cost for such a plan would be time and effort on behalf of the leadership team of the school. This solution, if modeled after system induction plans, requires the principal and learning leaders in the school to be primary sources of knowledge alongside the change leader. Teacher input could be used, but due to the nature of these programs being top-down, this may not always be the case. Haggarty et al. (2011) also found that typically, induction leaders do not usually address wider pedagogical issues with new teachers or investigate different pedagogical strategies separate from the ones already in place at the school. This suggests that school leaders, who are often entrenched in the culture and operations of a school, may not always offer the kind of advice a colleague would as it is possible they have not worked in a classroom for some time.

Possible Solution 3: Core Reflection Approach

The Core Reflection Approach (CRA) is a holistic framework that is an element of teacher education in the Netherlands (Korthagen et al., 2013). It is based on fostering the relationship between a teacher's inner qualities and their lived experiences (Korthagen & Vasalos 2005). CRA operates as a tool for teachers to conquer internal struggles and impediments that can block the ability to see the possibility of success within themselves and their work context (Korthagen et al., 2013). The central purpose is to consolidate the thoughts, feelings, and ideals of the teacher to aid them in realizing the importance of being culturally

relevant and trauma-informed. At settings like CES, surface-level reflection can easily become the norm. Surface-level reflection happens because of a lack of time; due to a variety of factors such as unpredictable behaviours when solutions are needed right away (Korthagen & Nuijten, 2018). The kind of deep reflection that CRA offers helps new teachers investigate their biases and assumptions to better understand and promote culturally relevant ways of thinking (Korthagen & Nuijten, 2018). This solution requires teachers to connect their internal thoughts and feelings to their external experiences which also happens to be a trauma informed practice (Wolpow et al. 2009). Teachers would need training on how to do incorporate a five step reflection process of action, reflecting on the action, developing awareness of certain aspects (e.g. empathy), developing alternative methods of action, and then trialling the new action (Korthagen & Vasalos, 2005). Leadership would also have to schedule out time for this type of work. Teachers can practice and then transfer this strategy to their students to de-escalate behaviours (Wolpow et al. 2009).

Seven levels of reflection make up CRA: external reflection; and internal reflection, which includes the environment, behavior, competencies, beliefs, identity, and mission (Korthagen & Nuijten, 2018). The process of reflection will help teachers understand the more they are exposed to cultures different from their own, the more they will see how much they have to learn to truly be culturally relevant or to understand childhood trauma (Soribel, 2016). Self-reflection on trauma in-formed practices may be beneficial to changing teachers' attitude towards stress as directly related to students in their classroom (Loomis & Felt, 2021). Teachers reflections upon trauma-informed training may help teachers perceive themselves to have more confidence in their teaching practice and feel more supported at the school (Jennings & Greenberg, 2009).

There are also monetary and time implications with this solution. It is unclear when a teacher is meant to reflect so deeply and how they are able to seek advice outside of doing so on their own time. A collaborative CRA could be created to become a more complete solution but it then runs the risk of being too similar to other approaches.

Chosen Solution

Table A1 identifies the similarities and differences between solutions to aid in the selection process. The 1st, 2nd, and 3rd categories were chosen as they are reflective of the chosen leadership styles and Indigenous perspectives. Categories 4 and 5 were selected for their importance as administrative conditions.

The question of which solution is best can be phrased as: Which solution implements the proposed leadership style, promotes reflection, and has the largest growth potential within the confines of teacher agency? The Learning Rounds solution is the best solution to fully answer each component of this question. The choice of Learning Rounds is informed by the chosen leadership approach. As described, Learning Rounds is not a theory but a concrete operational plan that can be used to connect the problem of practice with everyday life at CES while fostering teacher engagement with their learning. The constant observation and feedback loops of Learning Rounds throughout the school year will reinforce the need to make sure culturally relevant pedagogies and trauma informed practices are demonstrated continually. It offers a chance for teachers to use culturally relevant leadership by taking the lead in helping new teachers close the cultural gaps in their practice. The change leader, ILL, and principals could also work on a scheduling plan where they cover logistical issues allowing teachers to work together during the day.

Learning Rounds used in this OIP are centered on new teachers deriving knowledge from teachers to improve learning practices such as culturally relevant pedagogies and trauma-informed practices (Lai & Cheung, 2015). This approach of communal learning not only aligns with Indigenous ways of knowing but also upends the status quo in the field of teacher professional growth, where learning from experts is the norm. Learning Rounds are also effective at multiple levels, meaning at the teacher and student level (Lai & Cheung, 2015). Not only does Learning Rounds impact teacher professional growth in a positive way through the use of culturally relevant and trauma-informed knowledges, but includes a welcome side effect of improved student behaviour.

With the support of administration, I, as a change initiator and leader, will have to put the four steps of Learning Rounds into action. The following is an outline regarding how I envision Learning Rounds to work. Chapter 3 will contain the implementation actions using the chosen framework. Identifying the problem is the first step. This has already been completed on an individual level considering the purpose of this OIP is to identify a problem and aim to rectify it. With that said, presenting the problem to my colleagues becomes the true first step and will come in the form of a formal presentation on the topic with staff. I envision this taking place at a regular staff meeting. Future staff meetings will also have to be allotted to this endeavor as the problem of practice will not be solved in a single staff meeting. This will require collaboration with administration since they typically create and conduct the staff meetings. I will then open the floor for discussion and note taking from my colleagues who will surely have ideas about this topic, including their experiences and possible unforeseen needs.

The second step is an analysis stage. Data needs to be collected from colleagues so thematic issues can be identified within the overall problem of practice. I suggest a combination

of informal meetings between myself and colleagues and a second full staff meeting to derive issues teachers may be facing to be analyzed as the behaviours of students could look different class to class. Once this has been completed, the new teachers will be partnered up with experienced teachers for the first time in this second staff meeting. Then, I will work with administration to create time for one partner to observe the other's class for one period.

Next, partners will switch roles, giving the new teacher a chance to observe a class run by a teacher who is stronger in CRL and TIPE. The new teachers will always take notes and make suggestions to be offered later, just like the experienced teacher did for them. Again, a time frame suitable to the needs of the school will be negotiated with administration for this task. The third step is debriefing. I will coach the staff that once both observations are completed, they must find a time to meet to share their findings and offer solutions. This is best done in person, but there is room for email or video conferencing if need be. As part of the debriefing stage, teachers will also need to make time to gather insight from parents regarding culture and trauma. Some parents may not wish to share regarding traumatic events from their family or their own life, but most will openly share what a teacher can do to be culturally sensitive. Teachers are already expected to be in contact with parents throughout the year and so phone calls or emails to parents regarding this topic will not be an added burden. Next, these teachers are to take their new findings and implement the strategies shared with them into their everyday work. The final step is developing the future steps. As the change leader I will communicate to staff either in-person or through email, reminding them to reflect on the strategies they tried out and to think about what worked and what did not. Another staff meeting will then be held for a large group discussion regarding the strategies that worked to promote others to give them a try. This process is then opened up with no restrictions (does not have to be new teacher and experienced teacher

pairing, as at this point all teachers will have some form of experience) and repeated throughout the year. Once again, further detail and timelines will be discussed in Chapter 3.

Connection to Leadership Approach & Change Process Framework

The chosen solution of Learning Rounds and Kotter's Change Model framework (1996) work align with each other in multiple ways. The first is that Kotter's model is built upon employee support for change. Rigidity is less important than buy-in. Learning Rounds function much in the same way.

Agency is an important factor within Kotter's model and is even a specific step: (5) Empower Action (Kotter, 1996). This empowerment for teachers to take responsibility for their own professional growth is very important. Not only does it ensure a working environment amongst peers, free of oversight and judgement from those that hold power over them, but also gives principals the ability to allocate their time and resources elsewhere as well, if they so choose (Bellibas et al., 2020).

Learning Rounds will not change any curriculum when paired with CRL. It will, however, change the way curriculum is taught as teachers learn collaboratively. In the case of this OIP, the new teachers will use Learning Rounds to learn how to extract Indigenous knowledge from the experienced teachers.

Leadership Ethics and Decolonization Challenges in Organizational Change

The main ethical responsibility of CES regarding this OIP is to carry out the solution of the problem of practice via the chosen solution, without causing harm. This means teachers must be treated ethically and justly throughout the process of change and beyond. Bown et al., (2006) expands on this thought by making it clear that ethics is about making sure norms are constructed

by society (or in this case, CES staff) to promote common virtues. Norms at SASB and CES include responsibilities of the organization and a commitment to decolonization at CES.

Responsibilities of the Organization

Ensuring teachers are provided with the resources they need is an ethical responsibility of SASB and CES. Resources come in various forms. Financial commitment comes to mind when speaking about resources, but money is not the only topic that falls under this purview. Resources include academic, professional, and moral support. Hearkening back to the overarching leadership approach for this OIP of transformational leadership, agency should include all the members of an organization (Bellibas et al., 2020). Teachers at CES need to see and feel that they are supported by those that work in the board office. This is difficult to accomplish for SASB leadership, considering they must provide the same support to all schools within the board. However, SASB only has one other Indigenous focused school under its jurisdiction besides CES, with many non-Indigenous schools under its purview. Encouragement from SASB in the form of making their presence known physically and verbally would be helpful. This is an ethical issue because Indigenous people trust actions more than they trust words, considering the history between Indigenous people and school systems (Personal Communication, Anonymous Elder, 2021).

Decolonization

Decolonization is similar to the study of ethics but is not a subset of it. Decolonization is its own topic unto itself (Tuck & Yang, 2012). It is usually mentioned within social justice or ethical contexts but it is never afforded the recognition that the goals of decolonization are different than these topics. The reason there is a propensity to place decolonization under the umbrella of other concepts like ethics is because many leaders do not understand its true purpose

(Csontos, 2019). That ‘true’ purpose is the invocation of autonomy, including being autonomous in the context of education where Indigenous people have had very little throughout Canadian history.

For Indigenous people severing ties to colonial frameworks, a representational institution that advocates for our sovereignty and self-determination free from governmental control is necessary (George, 2019). Government controlled methods of reconciliation only maintain Indigenous dependence on the government, reinforce oppression, and perpetuate problems for future generations. As a public school, CES is a government-controlled entity, making it susceptible to the perpetuation of colonial mechanisms regardless of its Indigenous focus. Despite this, at CES, Indigenous voice is included in the academics and decision-making processes in the form of constant dialogue with Elders, parents, and Indigenous staff members. CES cannot control the decisions from those in position of power beyond its walls but it can engage in decolonizing work within them.

At CES and in similar settings, decolonization is the way in which ethical concerns must be addressed. It is quite easy to use decolonizing rhetoric, but that only gets in the way of meaningful change within the organization. Teachers and other staff at CES must not use decolonization as a way to placate guilt or to brighten their outlook as non-Indigenous peoples working in an Indigenous setting. In fact, decolonization makes no attempt to guilt anyone, nor does it aim to blame the sins of those who lived during colonial times on current Canadians. Its sole purpose is to be a justice orientated framework to correct those historical mistakes and offer a chance for Indigenous and non-Indigenous peoples to stop being complicit in these historic injustices by ignoring the issue. Decolonization is not centered on non-Indigenous peoples, it is only answerable to Indigenous sovereignty (Tuck & Yang, 2012).

There is an underlying notion within education that decolonization has not taken root because of a lack of teachers and administrators being educated on the topic (Csontos, 2019). This raises the question then, of why teachers and administrators at CES are not the ones being targeted based on their knowledge of the topic. It is because of this question that this OIP uses decolonization as the mode in which ethical concerns are addressed. Indigenous professional development has largely failed because educational leaders do not provide enough systemic access to education on Indigenous view points for teachers; this is beside the fact that Canadian teachers are educated within a colonial system that until recently has generally ignored Indigenous thought (Csontos, 2019). If the tenants of decolonization are not present during the creation of policy or professional development, then teachers will simply revert to what they know – colonial styled education.

Decolonization is its own term with its own unique purpose. It is meant to change the colonial status quo completely between Indigenous and non-Indigenous peoples by remodeling how knowledge is produced in education (Gaudry & Lorenz, 2018). As Gaudry and Lorenz (2018) state, "…increased presence and engagement with Indigenous knowledges cannot result in an intellectual free-for-all" (p. 224). CES must establish an equal partnership approach to decolonization that addresses ethical concerns through decolonization using culturally relevant leadership as its method of creating change without harm to Indigenous people.

CES is not a graveyard where Indigenization, Indigenous pedagogies, or Indigenous knowledges are laid to rest. It is a place where much good work is taking place and where true decolonization of education can take place. CES can and should tear down as many colonial structures it can and embrace decolonial ways of knowing and doing (Sasakamoose & Pete, 2015).

Chapter 2 Summary

Transformational leadership was identified as the leadership approach to change with a structure that includes CRL and TIPE. Kotter's Change Process was then identified as the change framework because of its simplicity and ease with which a change leader can follow the process. Finally, Nadler and Tushman's Congruence Model was chosen to critically analyze CES. Once all the information was gathered and assesses throughout the chapter, Learning Rounds was selecting as the bets change path.

Chapter 3: Implementation, Evaluation and Communication

The previous two chapters have articulated a need for organizational change as a result of knowledge gaps in understanding cultural relevancy when teaching Indigenous students for the very first time. A birds-eye organizational analysis was given with several feasible solutions provided to impact change. This chapter will now detail how the chosen solution will be implemented, monitored, and communicated to all relevant stakeholders and observers. Kotter's change model will be integrated into the action planning as well as CRL and TIPE. The completion of this chapter will discuss future considerations and next steps.

Change Implementation Plan

The implementation plan is the culmination of the change planning to date. The purpose is to take what has largely been a concept and describe it as a practical blueprint.

Kang (2015) made it known that the language within the literature regarding change management is not universal. For this reason, Kang (2015) proposes two categories of change management: macro change management and micro change management. Macro change management is when the organization itself is making a philosophical change in direction. Micro change management refers to the guidelines to implement change at the individual level. These

definitions are useful in understanding this plan because it is developed from a teacher perspective with a focus on teacher agency. This means a teacher-focused OIP can speak to change implementation despite teachers not wielding the change power that area directors or principals hold. School leaders will be drivers and helpers in this work and school administration will champion the work.

Kotter's 8 Stage Change Process was discussed in Chapter 2. The steps will be combined in the following sections and the roles of each participant within the OIP will be described.

Urgency & Coalition

The first step to implementing a plan according to Kotter's framework for change, is creating a sense of urgency (Deszca et al., 2020). The most valuable resource that the solution of Learning Rounds has are the people within CES, especially the teachers themselves. Interestingly, people are also the greatest encumberment to change. Staff and school community will need to be fully committed and excited about supporting the change. Since organizations like CES are human systems at heart, the success of change implementation relies on the willingness of its members to support the changes (Hechanova et al., 2018). This notion of human systems is also relevant when advocating for TIPE. In other words, I, as the change leader, must engage in meetings with the principal and assistant principal clearly articulating the problem and securing their support. When the principal shows individualized consideration when they support a teacher, they effectively become participants in the process. Principal buy-in is demonstrated by allowing teachers to be the main conductors of Learning Rounds.

With principal support achieved, I as the key change leader can now shift my focus on need to securing buy-in from the rest of the staff. Implementation is expected to begin at the beginning of the next school year with a chance for orientation and support to be developed in

the last months of this year. It is important to articulate the problem clearly at this beginning stage. Specific information about what is and is not happening in classrooms at CES can be used for analysis and evaluation later on (Philpott & Oates, 2015). For example, it will be made clear more can be done by teachers to curb undesired behaviours from students through the introduction of TIPE. TIPE's success will be measured through a Likert scale questionnaire that will be described in the following section. Teachers must understand the exact problem, the issues it raises, and why it needs to be tackled. It will take a team effort to achieve buy-in for a task that will require constant effort to see results.

While still in the first month of school, the next step as the change leader is to assess how widespread the awareness of the problem of student behaviour is. It could be the case that some teachers either do not notice or are too focused on their individual practice to place emphasis on their professional development in the area of trauma informed practice and cultural relevancy. This can be done in the same initial staff meeting by explaining the usefulness of TIPE in classrooms by including four connected foundations that enable continuous monitoring, data-based decision making, and self-enhancement (Chafouleas, 2015). These four elements include outcomes, practices, data, and systems. The purpose of outcomes is to avoid undesired behaviour and build self-regulation. Practices involves promoting a positive school climate. Data involves trauma-specific assessments (of teacher's ability to demonstrate trauma informed practices). Finally, systems in this case refers to having a common vision (Chafouleas, 2015). Staff will likely be at different points of readiness and by studying these four outcomes, those who did not notice and issue before will now have evidence of its existence.

In a second staff meeting still within September, enthusiastic team members who want to be part of the guiding coalition can be identified. Ideally, the principals and ILL would be a part

of this coalition along with other interested staff. Identifying these staff members is important in creating harmony and synergy amongst the entire staff. The greater the harmony between followers' perceptions of organizational direction and the leader's mentality, the more effective the leader will be perceived (Hechanova et al., 2018).

As part of a coalition, there is an important need to secure assistance from the administration. Organizational leaders are routinely faced with employees that are resistant to change. Changing mentalities is a greater challenge for those managing change than other factors, such as budgetary concerns or other complications that arise at schools (Jørgensen et al., 2009). Pihlak and Alas (2012) also note how fear and stress present themselves when employees face change. For this reason, the role of administration is to support the initiative of the change leader, provide concrete support like coverages for teachers to observe each other, and then to focus on the operations and running of the school. This gives the principals a chance to contribute as part of the change plan.

Learning Rounds will take place during school hours and as such, substitute teachers could be used if finances permit but at CES this would largely be unnecessary. The only certain financial resources required are the costs to engage Elders and the possibility of substitutes being called to cover classes as colleagues perform observations of each other's practices. The relatively inexpensive nature of Learning Rounds is another reason it is an appealing solution for the problem of practice. Of course, it requires considerable human effort, but its lack of financial requirements makes it a low-risk, high-reward endeavor.

Deszca et al., (2020) recognized that to increase support for change, a common goal is necessary. This common goal will be developed within that second meeting. Philpott and Oates (2015) suggest the first defining feature of Learning Rounds is employees rallying around a

problem of practice based on shared experience. In the case of CES, the problem of practice is the lack of experience new teachers have in teaching Indigenous students. The shared experiences are the trials from the trauma and cultural dissonance that is present between teacher and student. Principals and support staff are involved in this common goal as well, and would ideally see few drawbacks in teachers wishing to work together to improve their practice. Community members should also be invited to become engaged and involved in the common goal of developing teachers to be culturally sensitive to their children's needs. I will ask that the ILL contact Elders directly after the second staff meeting as she has existing ties and relationships with them. At CES, there are already strong relationships built with Indigenous Elders. authentic community member involvement is paramount. Authenticity is an important feature of decolonization (Chung, 2016). When appropriate, meetings should begin with land acknowledgments, adhere to protocols (especially for Elders), and allot time for smudge.

Parents are involved through parent council meetings and in the Learning Rounds process, rendering a separate formal committee not truly necessary. The communication plan that will be discussed in the following section will describe the outreach plan to parents and guardians. This plan will be used to gather information on their thoughts pertaining to what teachers should know and how they should conduct themselves in settings like CES.

Strategy, Communication, Empowerment

As the change leader, I will need to develop strategies, communicate how I envision the changes to look, and empower my colleagues (Deszca et al., 2020). This is an incredibly difficult task. However, the school principals can help with the choice of pedagogy and resources that are culturally relevant. With guidance from administration, the strategy of teachers empowering teachers allows for an ownership of their own practice and an ability to challenge existing

conditions (Brett et al., 2021). The change leader will also communicate what to look for when observing. They should be specifically watching for student behaviour they have seen before and use their recall to offer advice on how to better handle a situation. For example, did the observing teacher notice if self-monitoring by students or similar strategies were present.

In Chapter 2, the Learning Round process of four steps was discussed: identifying a problem, observing, debriefing, and then concentrating the school effort on next steps (City, 2009). Identification of a lack of approaches to cultural relevancy and TIPE has been touched upon in numerous sections of this OIP, not to mention the OIP itself is an identification of a problem that can be brought to the attention of CES. The first step is for the change leader to explain how Learning Rounds work and to explain their benefits in the form of a formal presentation at a staff meeting. The second step in this stage is for the change leader to organize the first session of Learning Rounds, ideally taking place in October, or the second month of school. The change leader and enthusiastic team members will work together at an arranged time to organize teachers for Learning Rounds. Teachers will be divided into rotating partnerships starting with those that teach similar grade levels. The school is informally divided into division one (grades k-3) and division two (grades 4-6). This usually means teachers have somewhat more collegiality with their division than with the other. This makes the divisions a good place to start with the first partnerships coming from familiar relationships. The change leader will inform their fellow teachers that they will be first paired up with those within their division team and likely with someone in a similar grade. The lead teacher needs to also communicate with the principals to schedule a time for one teacher to observe the other, and vice versa, with someone covering the class when a teacher is observing a classroom. The first observation looking at

student interactions and behaviours will take place in October. At CES, two learning leaders do not have assigned classrooms, making them a great choice to cover classes.

Later in October, the colleagues will then observe a lesson taught by their partner teacher during school hours and provide feedback during a debrief (National CPD Team, 2011). The observation and debrief is meant to be non-judgemental. This means the observing teacher observes student behaviour and offers advice that could improve teacher practice but teachers are not evaluating each other. The debrief could take place within time allocated during meeting hours or even on their own time, if they so choose. The same process should then take place with teachers who are not within the same division to gain a different perspective or new ideas about improving practice. This second round will take place in late October or November, depending on what teachers agree to (see Table A2). This process would then be continuous until the end of the school year. A full staff debrief should also be held after two to three Learning Rounds (performed throughout October) so that the entire staff can develop a framework or strategy list they can refer to throughout the year. This debrief stage of Learning Rounds fits nicely with the empowerment stage of Kotter's change model. Kotter calls for broad-based action in this stage (Deszca et al., 2020). Learning Rounds do the same. Also, at any point within the debriefing process, parents should be contacted by teachers to gain possible insight and knowledge that might be shared in terms of behaviour strategies that work at home or any culturally sensitive suggestions.

The next step that needs to be taken after observation and debriefing is the carrying out of the advice and knowledge gained from peers. This will occur in November. The actual usage of new learnings, putting them into practice for the first time, and sharing ideas with peers for the first time will likely be a two-month process. Teachers can be empowered by being given the

time they need to prepare the newly gained resources and strategies that may come into use. Using scheduled professional development days or end of week staff meeting days to accomplish these items is a suggestion. This first whole staff meeting also serves as evidence of wins and gains which will be discussed more in-depth in the next section.

Teachers will know they are successfully implementing Learning Rounds and improving their practice by the way in which Learning Rounds can lead to organization-wide change. At the early implementation stage, it can be expected that the changes would be small. Teachers will need some getting used to teacher-teacher support and implementing a couple of provided suggestions from colleagues. Deeper implementation will be known when teacher anxiety lessens, they observe improved student behaviour, they routinely ask for help from colleagues, and can provide fair consequences to students. Change will occur through the connection between the practice of Rounds and the development of a wider improvement strategy (City et al., 2009). This wider strategy will come after the debriefing between teachers and during the large group debrief. Teachers will take all their learnings and notes and then together as a staff, target certain strategies to be codified as an official wider strategy. Ideally, the result would be that those new teachers who follow the wider strategy will notice improvement in classroom behaviour and their own stress levels.

Wins & Gains

The wins found through Learning Rounds will be small at first. Advice given from one colleague to another could be plentiful and trying to implement these changes all at once would be overwhelming or impossible. This is why teachers must celebrate the wins that they do achieve and build upon them until that teacher can fully put into practice everything that they have learned from their colleagues. Both full-staff debrief meetings serve as the evidence of wins

and gains in the sense they can demonstrate early growth that will be built upon later. These meetings will afford teachers the opportunities to share new techniques or noticing's with other staff indicates an improvement in practice or an advancement in knowledge. The focus should be on small wins that signal when actions should be initiated or corrections made. These wins will be acknowledged during the subsequent cycles of Learning Rounds that will take place from December until the end of the school year.

The next full-staff meetings will be held in March and would discuss the successes that were had with colleagues, so that teachers are eager to attempt the next Rounds experience. These successes would be following through on newly learned protocols (so that problem behaviour is dealt with fairly and consistently) and feelings of connectedness of caring between teachers. Connectedness between teachers and students should also be increased to demonstrate TIPE and cultural relevancy. The strategy of incremental wins also aligns with TIPE. Teachers would be routinely acknowledging student emotions and experiences, they will use trauma-informed mediation that help regulate students when exhibiting negative behaviours, they will connect with students through relationship building, and they will use reason to help the student self-reflect (Wiest-Stevenson & Lee, 2016; Brown et al., 2022). New teachers will achieve wins and gains through listening to expert experiences and by being mentored by more veteran colleagues. In the future, they will then be the ones to pass knowledge on to even newer teachers. From the first Learning Round to the end of the school year, four Rounds will be performed; this will take about seven-months, with anchoring occurring throughout the process. It is important to not put strict limits on this number because there are numerous extracurricular activities and other obligations teachers have to meet during the school year leading to the number increasing or decreasing. Learning Rounds should also become a yearly practice giving TIPE and the

healing process the necessary time to take hold. It also gives CES, and other schools that embrace this practice, a continuous supply of teachers who will be ready to work collaboratively on best practices regarding teaching students who they may not have a lot of experience teaching.

Anchoring

Using Kotter's terminology again, anchoring is the solidification of the changes that take place. The changes in new teacher practice hopefully become anchored in their everyday practice as they go through multiple Learning Round sessions throughout the seven months provided for the process to take place. When new teachers become stronger at teaching such a complex demographic, the culture of the school will change especially if the school is successful in creating and implementing the wider strategy mentioned above (Philpott & Oates, 2015). The principals, ILL, and change leader will each take a third of the staff and find time to formally conference with staff. The purpose is to provide teachers an opportunity to express the usefulness of the Learning Round sessions and what new knowledge is being used to increase their practice and curb undesirable student behaviour. The culture of the school will shift as less stress and anxiety result for students leading to less secondary stress on teachers (McIntyre et al., 2019). A sense of comradery will also be fostered with the increased teamwork that Learning Rounds institutionalizes. Also, institutionalization of Learning Rounds themselves as a continuous yearly program will have a strong impact on school culture. There are not any handbooks that perfectly describe how to teach the student population of CES, but there is human capital within the walls of CES that can function as leadership to help new teachers anchor themselves in best practices. See Table A2.

Limitations of Implementation

This change implementation plan has several limitations. A lack of buy-in from community is the first. It has been mentioned within this OIP how to tackle this potential issue but there is no such thing as a guarantee. It has also been acknowledged the strong relationship CES has with Elders but our Elders are also the same ones that get booked at the local universities, are busy with other engagements, and also need to make time for their personal lives. This creates a possible limitation regarding the scheduling of Elders. Another limitation is willing teacher participants. It will be the role of the change leader to convince the teaching staff of the usefulness of this endeavor but it is possible some teachers do not feel they need specific training regarding trauma informed practice or CRL. They may feel they are set in their day-to-day and this can result in pushback willing teacher and administration. Staff meetings could also be poorly attended or cancelled because of the hectic schedule of a normal school year with cultural events such as Solstice or time needed for other items of business during meetings. A limitation that could cause the most trouble is teachers not providing helpful information during Learning Rounds or not being motivated to offer anything of substance during debriefs. It is also extremely important for the change leader to foster trust and safety amongst staff members. CES also experienced high staff turnover and this could happen again creating the possibility that the knowledge base of teachers who are already comfortable with trauma informed practice or cultural relevant pedagogies.

Another potential limitation is time. This plan will take a good amount of time for teachers to prepare, putting the timeline of the plan in jeopardy. Luckily, CES already has strong relationships and the school community will likely understand the circumstances both the community and CES are under. Other teacher-leaders who wish to use this OIP at their places of work may have to make the necessary time adjustments.

This section has given an overview of the steps necessary to begin the implementation process and how it would look during the process. As with any organizational change, impediments will come about and will need to be addressed head on. Flexibility in the change process is a trait that all stakeholders will need. The plan itself will have to be monitored and adapted in unforeseen ways, especially when considering the unpredictable nature of both adults and children.

Change Process: Monitoring and Evaluation

Now that the change plan has taken form, it must be monitored and evaluated to ensure that change is progressing at the rate suggested in the previous section. Monitoring and evaluation are also important because they inform what possible changes to the implementation plan are needed to make sure the outlined responsibilities are being met, test assumptions; and serve as a concrete source of information demonstrating progress (Markiewicz & Patrick, 2016). Monitoring is the periodic (monthly suggested) checking of information to make sure progress is occurring based on the direction laid out by the change plan, and is meant to ensure that the plan is moving ahead within the parameters set out regarding human and financial capital (Markiewicz & Patrick, 2016). Evaluation ensures that the chosen course of action is the best one, and that the strategies used to accomplish the goal have been effective. Evaluation can be both formative or summative as long as the focus is on outcomes based on information from monitoring.

The Plan-Do-Study-Act (PDSA) cycle (Leis, 2017) will be used to monitor each step of the change process and to evaluate the change plan in its entirety. The change leader will develop plans for cycles of monitoring and all members of the leadership team will help implement the cycles. It is an inquiry process that can be used in many different contexts, such as healthcare or

education, and is also fitting for the solution to this problem of practice. The four stages include: the ‘plan’ phase to identify improvement; the ‘do’ phase to test outcomes; the ‘study’ phase to understand the plan’s success; and the ‘act’ phase to identify any adaptations that would benefit a new cycle (Crowfoot & Prasad, 2017). PDSA is structured to be a realistic approach to quality improvement and has the ability to be used at various points during the change plan. Although they serve different purposes, the monitoring tool (PDSA cycle) and Kotter’s model align because of their similar traits. For example, Kotter’s first three stages (creating a sense of urgency, building a coalition, and forming a strategy) are very similar to setting goals and collecting data, which is the plan stage of the PDSA cycle.

PDSA can also be paired with many types of leadership approaches including the approach chosen for this OIP, that is, transformational leadership. As shown in previous sections, Kotter’s steps have been integrated into this OIP. Therefore, the optimal spots for PDSA cycles to be performed is after each of Kotter’s steps outlined in Table 2. This would give the change leader the chance to engage in frequent assessments to avoid any miscues. The first PDSA will be a small-scale test that only involves 1-2 staff members and will take place as part of the creating urgency step of Kotter’s model. The second PDSA will strategically consider the revisions needed based on the findings of the first. The third PDSA is a wide-scale test of change involving 3-4 teachers that can evaluate some of the gains the change plan is making. The fourth PDSA is an implementation of change aimed at spreading the revisions to all staff and can help to solidify the process of Learning Rounds, hopefully demonstrating to teachers the work they are engaging in is working. Each step of the change implementation plan can have the PDSA cycle applied to it so that if tweaks or directional changes are needed throughout the plan, they can be addressed quickly by the change leader.

The purpose of using PDSA cycles in this OIP is to measure what we expect Learning Rounds to accomplish. Their purpose is for teachers to observe, collate data, and consider further actions; the use of PDSA cycles must measure these three categories. Let's consider a hypothetical scenario regarding the Learning Rounds process: An experienced teacher may observe a new teacher and notices two students get into a heated argument that escalates rapidly and results in physical contact. The new teacher then de-escalates the children in a way they know, such as separating the children and having them write out apologies or take away a privilege. However, during the debrief stage the experienced teacher may share an alternative solution such as an Indigenous healing practice that addresses this specific concern. They may suggest that the two students and teacher have a private moment to smudge and then each student and teacher shares their perspective to gain a better understanding of what each person intended to happen, and then find out where things went wrong. Cultural practices incorporated into the classroom as healing activities can be therapeutic and potentially contribute to improved classroom community mental wellness (Asamoah et al., 2022; Gone, 2010). Many new teachers do not know the significance of smudging and its use in various forms. At CES, it is part of the morning routine where each teacher smudges with their class after school announcements. However, its use goes beyond its purpose of morning prayers. It can also serve as a 'reset' whenever someone requires a spiritual cleanse.

After the experienced teacher's suggestion, the new teacher has a chance to 'test' the new strategy the next time a similar problem arises. The Learning Rounds process serves to determine best practices and allows for teachers to gain insight from multiple perspectives. The PDSA cycle is then used to measure how Learning Rounds impacts teacher development. The process of PDSA evaluation is explained below.

The ‘plan’ stage of PDSA cycles is meant to make sure the change leader fully grasps the who, what, where, and when of the plan (Crowfoot & Prasad, 2017). It is meant to be the step that plans for information gathering. In the case of the above example, this stage would involve the change leader pairing up the new and experienced teacher and ensuring they have debriefing times arranged. The strategies and resources will need to work hand-in-hand with the goals of the change implementation plan to validate or give caution determined by the goals being met or not.

Next is the ‘do’ stage, where the actions found in the change plan are carried out and documented. Within the example, this would be measuring the effectiveness of the advice from the experienced teacher. I, as the change leader, would need to analyze if the advice was pertinent. The ‘study’ stage is where any information or data is analyzed. Results are compared and a summary is prepared of what was learned. From the example, this stage would be an analysis of the new teacher’s preparations to put the advice of the smudging/talking circle solution into action. It is also an analysis of the new teacher’s plans to use the advice and what they learned while the plan was in motion. The final stage is ‘act’. This means the change leader must answer the question regarding what changes need to be made to the implementation plan, and what comes next in terms of a new cycle (Crowfoot & Prasad, 2017).

To assess whether the teachers feel these goals are accomplished and that their confidence in the unique settings like CES is growing, data needs to be collected on teacher perceptions of success. When given proper support, teachers can be agents of change for their students in improving student behaviour (Mueller et al., 2003). These measurement tools aim to understand if new teachers are acting as those agents. The data can be gathered in the form of a survey. These surveys will be comprehensive and drawing information regarding every stage of the PDSA cycle. The survey will be administered at the completion of one Learning Rounds

cycle. A survey can be used to determine new teacher confidence. A pre-test would be administered. The pre-test survey would be developed by the change leader and should pull information from teachers regarding they knowledge surrounding CRL and TIPE. Responses may include if they feel that they have been sufficiently prepared to deal with challenging behavior, or whether they perceive themselves to be ineffective/effective at using CRL and TIPE (Westling, 2010). A score of 1 would indicate being not comfortable at all, and a score of 5 would indicate being very confident. A post-test can be administered after completion of the Rounds. The expectation would be that the proposed solution is viable and new teacher efficacy goes up while anxiety goes down. Quality improvement is not a one-time endeavor. It needs to be conducted multiple times with different subjects, hence the importance of the iterative nature of PDSA cycles. The change plan for this OIP is 1-2 years overall; therefore, data needs to be collected after each Round to ensure the evaluation and measurements are accurate. Without accurate measurement, there is no way to verify the solution is working or to discern why it is failing. Finally, the surveys should be in the form of Likert scales so that researchers can quantify the answers. Likert scales have previously been used effectively in educational studies that monitor student behaviour (Westling, 2010). The scale would range from 1 (poorest) to 5 (best). There can also be space for personal responses, but the use of a Likert scale makes the results easier for the change leader to monitor.

Benefits

Information used for improvement is usually found through analysis developed to test a change plan (Taylor, 2014). Evaluation is a way to find factors that affect outcomes and the effectiveness of the intervention (Taylor, 2014). The repetitious nature of the PDSA cycle helps curtail resistance to change because of the small-scale cycles that are developed over and over to

increase support for change (Crowfoot, 2017). The quality of incrementalism that PDSA cycles can have helps participants ease into the idea of change. Traditionally, evaluation systems only test a single intervention at a time, so that the repercussion can be assessed as accurately as possible (Leis, 2017). A distinction of PDSA cycles is that they do not have to be hyper-focused on one branch of change, but can overlap.

In this way, PDSA cycles engage stakeholders. Different stakeholders will hold different ideas about what is important or what needs to be changed. PDSA allows for gradual change, which allows for gradual acceptance with each cycle (Leis, 2017). Gaining acceptance from stakeholders is critical to the success of the change plan. The plan for the use of Learning Rounds as indicated in the previous chapter requires support from the community, administration at CES, and the teachers themselves. Stakeholder involvement increases confidence in the process and, therefore, the chances of success (Crowfoot & Prasad, 2017). Traditional research tends to treat participants as subjects, but participants are incorporated into PDSA cycles, viewing them as equal partners in the work (Tichnor-Wager, 2017). Deming himself believed quality improvement is a social process, done mutually between different stakeholders; this thought influenced his work on PDSA cycles (Mauléon, 2009). PDSA cycles are not just for individual learning, but also for organizational learning.

Drawbacks

There are drawbacks to PDSA cycles that can be grouped mostly into two categories. These categories are individual and organizational. The individual drawback is a lack of motivation or time to enact change. Tichnor-Wagner (2017) made direct reference to teacher opposition when they stated, "…practitioners described the data collection process as burdensome and potentially overwhelming for teachers" (p. 483). If individuals do not engage in

change and its processes such as data collection, then the chances of success are low. Finally, there is also potential for participants to engage in change without a proper structure in place, which would consequently increase the chances of failure of the change plan (Crowfoot & Prasad, 2017). PDSA is a flexible process, but that flexibility can also be a detriment if proper structure is not in place and everyone does not agree to the parameters. If used properly, Learning Rounds help in this area because each individual teacher is accountable to their colleagues.

Outside of individual barriers, there are also organizational barriers. A lack of monetary resources or staff to carry out change have been discussed (Crowfoot & Prasad, 2017). Without the funds or people to carry out change properly, change plans such as the solution to this problem of practice would not be possible.

Application

The goal of the change process is to have new teachers confident in their abilities to handle undesired behaviours in the classroom in a culturally responsive manner and applying a trauma informed lens. The PDSA cycle is the tool that will be used to monitor and evaluate this goal. The main argument is that the solution proposed for the OIP, Learning Rounds, will increase the confidence level and professional practice of the new teachers.

There will be four PDSA cycles throughout a Learning Round during this change process. They will consider the information described above for each phase. The first will serve as a small-scale test that only involves 1-2 staff members (Health Quality Ontario, n.d.). In this manner, the change leader has a model to bring back to the rest of the staff. The second PDSA will consider the revisions needed based on what the first PDSA found. The third PDSA is a wide-scale test of change involving 3-4 teachers, while the fourth PDSA is an

implementation of change aimed at spreading the revisions to all staff (Health Quality Ontario, n.d.).

Outcome

The success of the cycles, and therefore the goals of the OIP, center around two guiding questions:

1. Was culturally relevant leadership evident within the Learning Rounds process?
2. Do new teachers feel more confident in their professional practice (i.e. making cultural connections and mitigating negative student behaviour associated with trauma) as each Learning Round takes place?

The purpose of selecting Learning Rounds as a solution is that it can be teacher led, thereby giving teachers a chance to display leadership qualities. I will act as the initiator for the process to begin, but each teacher then gets to observe and give feedback on the next. Through the Learning Rounds process, there is learning for individuals and the CES staff as a whole. The success of the Rounds will be monitored through the observations and debrief stages. The change leader and members of the leadership team will also listen to staff concerns, have informal conversations, and document the learning through the questionnaire to be discussed later. The soft data will be collected through the collection method of meetings and surveys. These meetings will be between the observer and the observed and then shared with me, who will make the decisions surrounding potential adjustments to the change plan. This rotation of receiver and giver of observational knowledge is a way to enact leadership with fellow colleagues. The qualities shown by teachers must be rooted in transformational leadership. Teachers will be encouraged to show qualities that are transformational in nature, that the broad activity aligns with the with the day-to-day operations, and that the suggestions given work to combat any

oppressive systems a teacher may unknowingly perpetuate. The learning done between observer and observed is also shared in a large group setting (as per the Learning Rounds process) thereby ensuring learning occurs on an individual and group level.

As a culturally attuned leader, I will be needed to identify and close gaps in the data and distribute this information to the correct stakeholders. It is the universally applicable nature of culturally relevant leadership that will help me make informed decisions regarding trauma-informed practices from the data for the Indigenous communities I work for. Kotter's model and PDSA cycles also work well together because of their ability to disseminate and improve. At the end of the Likert test, there can be a space for the participants to answer an improvement questionnaire such as "How could this Learning Round have been improved?" or "What hesitancies do you still carry regarding students with trauma?". These questions can carry cultural information vital to the change plan. The answers to these questions also serve as information that the principal and vice principal can use to learn about the staff and their needs. CES administration is always looking to improve best practice. Understanding the staff's perceived levels of effectiveness of Learning Rounds and their improved skills regarding TIPE is a way in which their work can be guided. Similar surveys could also be given to parents or community members to see if they see a significant difference in their child's perception of school. The community may identify areas that need closer inspection that teachers may not pick up on.

A PDSA cycle is meant to answer three important questions: what is trying to be accomplished, how will it be known that a change is an improvement to the status quo, and what real changes can be made that will result in improvement (Murray, 2018). In the case of this OIP, what is trying to be accomplished is a greater sense of new teacher confidence and preparedness

when they encounter Indigenous students who have experienced trauma. Changes will become apparent when the new teacher is able to express their experiences back to colleagues, when they share new learnings as the evaluator, and finally, when the post-test survey is conducted.

Plan to Communicate the Need for Change and Change Process

A thorough communication plan is needed to advise the many participants and stakeholders of what needs to occur to promote the change plan. In organizations seeking change, change leaders must persuade employees to mobilize in unison curtailing dissent and bolstering commitment to the project (Deszca et al., 2020). This communication plan has two main groups audiences. The first group are the educators at CES, namely the experienced teachers and new teachers. The second group are the various stakeholders such as student parents/guardians, Elders, and students themselves.

Most CES educators are non-Indigenous. As a result, CRL is a valuable tool that I, as the change leader, must use to make sure culturally responsive practices are carried out whenever possible. Culturally responsive leaders have a great impact on whether or not CRL takes hold school-wide (Johnson, 2014). It is important that the change leader can model the actions associated with CRL. Through my use of CRL, teachers can learn to facilitate pluralistic conversations with each other meaning conversations that include cultural relevancy and TIPE. Then they will take those learnings into their classrooms and employ TIPE. Grandjean and Guéguen (2011) advocate for a type of modelling known as binding communication, which is when persuasive communication meets external commitment. This is how transformational leadership should take form in this communication plan. The change leader has to personally advocate for the change plan to each colleague so that each colleague understands the commitment required of them. The teachers must then see the change leader actively and

personally engage the Indigenous community by building a way in which their voices can be heard. Commitment from the outside stakeholders, who will also be notified of the intention of CES to be as culturally relevant as possible, will build the individual behavioral change Grandjean and Guéguen suggest can occur (2011). Simoes and Esposito (2014) agree with this sentiment as they suggest a move from monologic to dialogic communication, meaning a move from teachers/stakeholders being told about changes from directors/administration, to being included in the changes. Mutual respect must be shown as a guiding principle of communication; it must be collaborative in nature and must be in the spirit of equality (Simoes and Esposito, 2014). This way, participants are seen as persons and not as objects akin to pieces of a chess board to be moved at the will of those in leadership positions (Simoes and Esposito, 2014). Grandjean and Guéguen (2011) also found that employees who are able to openly give their opinion or contribute to change in the early phases will become more interested in what happens, and therefore keen to await communication on how the plan is taking form.

Communication with parents, guardians, Elders, and the wider Indigenous community is a task that models the reconciliation we need to aspire to. Communicating with this group is supremely important to this OIP. No one, not even the teachers, know the students better than the guardians/Elders. Therefore, the effects of communicating with these stakeholders are: giving Indigenous people a voice in education; helping the teachers gain knowledge in CRL and improving student well-being through teacher use of TIPE. In order for it to be successful, the Indigenous community and CES must work cooperatively with one another. The input that can be provided from the community to CES could be immeasurable in terms of positive change and should be viewed that way, especially when input comes from Elders who are the pillars of many Indigenous communities. In this way, CRL becomes important in relationship building and

helping new teachers who have limited exposure to Indigenous culture. In this section, knowing and carrying out Indigenous protocols will be of the utmost importance. Again, this is due to the concept of reciprocity. For example, when something is asked of an Indigenous Elder, a gift must be given in return for their input or advice. Usually this gift comes in the form of sacred medicine, such as tobacco. The amount of tobacco should reflect the weight of the ask. When a school asks Elders for contributions towards the growth of its teachers, the school will need a healthy amount of tobacco. Carrying out these cultural distinctions is demonstrating CRL at the communication level. Stakeholders can also see their worth through being made to feel welcome at CES, through developing a connection to the teachers, and through making a personal contribution to the cause of teacher professional development (Shulga, 2021). The inclusion of Elders and parents also harkens back to the usefulness of TIPE. It is not just the students who have traumatic pasts; the students' parents and communities have traumatic history as well. Two important family values Indigenous people hold are stability and acceptance (Peterson et al., 2018). If Elders and parents can communicate to teachers how important those values are to families, teachers will likely be more enthusiastic in engaging TIPE and CRL.

Deszca et al., (2020) has developed a four-stage system for communicating change plans with its intended audience. They describe each stage in detail, allowing for this OIP to adopt this plan as its model. The stages are labelled as pre-change, need for change, midstream and milestone stage, and the confirmation stage. The pre-change phase involves communicating the change plan to top management. Rationale and reassurance are provided in the need for change stage. The midstream stage involves feedback and clarification. Finally, the confirmation stage makes it clear to colleagues of the success of the plan and continues to build support. For this plan to function with this OIP, each stage must focus on how best to enlist teachers to the cause

while including the stakeholders. In this OIP, the change leader is a fellow teacher, and so the ease of access to colleagues also plays a part. The stakeholders will be contacted after the teachers, but this does not mean their support is any less important. Non-Indigenous teachers will not gain true cultural insight by reading OIP's or reading about Indigenous knowledge in books. Indigenous knowledge must be felt and experienced (Anonymous Elder, personal communication, 2021). The best way to feel and to gain experience is to open a constant line of communication with those that live an unceasing Indigenous way of life.

Pre-Change/ Need for Change Stages

The pre-change stage will necessitate focusing communications on both colleagues and principals at CES in the first group, and influential community members from the second group. Persistence will be the key in winning over colleagues, including involving them at the right time (Deszca et al., 2020). Introducing something as substantial as Learning Rounds onto a fellow teacher's plate in the middle or at the end of the school year would likely result in heavy resistance. Introducing and then implementing Learning Rounds at the very beginning of the year gives the change plan a chance to succeed. A requirement to invite principals of their involvement will be connecting the change plan to the school's goals and development plan (Deszca et al., 2020). This is critical because a key piece of Learning Rounds includes principals scheduling time via substitutes, or themselves, so that teachers can take time away from their own class to observe a colleague. Principals would have no impetus to spend school board funds or volunteer their own time unless it relates to the mission they already oversee.

Formal meetings and planning sessions occur frequently at CES. A formal introductory meeting will need to be held at one of these times to present the case for Learning Rounds using the current data that exists on the topic. Teacher collaboration during these times will create the

space for communication. Assuming successful persuasion of principals, time could also be allocated during professional development days to communicate concerning the change plan as well. If there is any confusion or if any individual needs something clarified, then individual meetings could be scheduled between that individual and the change leader.

These two phases will also need communication with prominent parents/guardians, Elders, and other community members. The change leader should work closely with the Indigenous Learning Leader (ILL) at the school to connect with community stakeholders. The role of the ILL is important within this communication plan because of the relationships they have already established as an expectation of their job. The ILL is already influential and trusted by many from this stakeholder group and they will serve to make the connection stronger. If a school does not have an ILL, the use of another learning leader with similar connections will suffice.

Through email, the phone, or face-to-face parent council meetings will be good methods of contact for community groups. In terms of the students, the change leader and other teachers have direct access to them; therefore, organizing students to gain an understanding of what they would like changed could be arranged in face-to-face meetings during the school day, or during student council meetings that CES already engages in. Students should share the conversations within these meetings with parents to help engage the community that way as well.

Considering age and Indigenous ways of doing things, face-to-face meetings will likely be the key for reaching Elders. Face-to-face meetings allow for opportunities to build relationships while also allowing Elders the chance to engage in Indigenous cultural traditions, such as performing a blessing ceremony as teachers engage on this new change plan journey.

The core role of communication is to help others do their job better (Battiston et al., 2021). Teachers will be able to do their job better if they are drawing from different knowledge bases, including from parents and from Elders. This concept is so important to the change plan because as a teacher grows in their practice, they will also grow their personal connection to community.

Midstream & Milestone

As the change plan starts to take place, both groups will want detailed disclosure of the future plans and how things will be different going forward (Deszca et al., 2020). Deszca et al., (2020) also notes that if the organization is due for reorganization, the employees will want to know how that affects their jobs. For this OIP, the organization is not enduring a reorganization in terms of role changes or purpose. It is, however, aiming to implement culturally relevant and trauma-informed practices into the daily undertakings of new teachers in order to improve professional practice. This is still a major change in day-to-day thinking and acting for these employees; they deserve to know the impact Learning Rounds can have on how they approach teaching.

Like the first two stages that required initial meetings, this stage will also require meetings which will occur more frequently. These meetings will serve as an opportunity for community stakeholders to communicate their sentiments and provide chances for the sharing of ideas. These meetings would also give a chance for teacher-to-stakeholder contact in addition to leadership-to-stakeholder contact. Intentionality is key in this stage, hence the frequent meetings (Deszca et al., 2020). The intention with this stage is to increase change commitment in a participatory manner as opposed to a programmatic communique; a participatory communication plan yields better commitment to change (Faupel & Helpap, 2021). In other words, a bottom-up

strategy will be implemented, rather than a top-down directed communication strategy. When a participatory strategy is in place, it helps people understand the progress that is being made in the change plan itself (Deszca et al., 2020). It also opens the door for numerous chances to give and receive feedback from all involved in the change plan.

Transformational leadership makes its presence known in this way as well. This leadership style is modeled by the change leaders through the use of participatory communication and then can be carried out by new teachers towards the community. Inclusivity and participatory communication are related. Poke and Servaes (2015) assert inclusiveness is not just what teachers can learn and then do for students, but is about what different cultures provide for them as well. Minority groups are not always happy to be included in the projects of the dominant group; rather, they appreciate when the dominant group takes an interest in what they are doing (Polk & Servaes 2015). This concept is accomplished by creating a culture of trust and transparency that gives the communication plan, and therefore the change plan, a greater level of perceived and actual magnitude. Like in the first two stages, emails, phone calls, and face-to-face meetings in various forms will be the ways in which the message for change can be disseminated.

Confirmation Stage

The last stage mentioned is the confirmation stage. This stage is meant to celebrate the success of the change plan, as celebrating success is an underrated activity (Deszca et al., 2020). There is value in accomplishing goals within a team with no power dynamics at play. As described, principals do play a role in the change plan, but the emphasis is clearly on teachers demonstrating leadership. This ownership of teacher improvement needs to be communicated and celebrated. It is worth celebrating teachers determining their own career improvement.

Many schools, including CES, have social committees that plan and carry out small events like holiday parties or end of year dinners. The school could make use of such a committee to plan a dinner or potluck at the end of a staff meeting, or some other type of gathering, after a few Learning Rounds have taken place. The idea is to continue to build comradery and comfortableness with those who are observing, giving, and receiving constructive criticism of teacher practice. There could also be a point towards the end of the year where a principal or assistant principal is the observer of the teacher and the teacher (especially new teachers) can demonstrate and then discuss how much they have improved through the process. This improvement can then be shared by principals to area directors. Of course, social media, phone calls, newsletters, and the school website still serve as information transmitters for celebrations as well.

A comprehensive communication plan is needed to advise the participants and stakeholders in this OIP. Promotion of the change plan is the main communicative given to this groups. The change team must persuade employees to act as one unified group, diminish dissent, and boost commitment to the project.

Next Steps & Future Considerations

The purpose of this OIP was to address the cultural and trauma-informed practice knowledge gap that many new teachers have when they start their careers. Teacher collaboration amongst peers and collaboration with the Indigenous community was proposed, with a focus on culturally relevant leadership under the umbrella of transformational leadership. Trauma informed positive education has also been a secondary component woven throughout. By empowering teachers to be leaders within their own schools while avoiding the use of parachuted-in professional development experts, an effective and cost-efficient change plan has

been suggested. The inclusion of Indigenous community members through direct guardian-to-teacher contact substantiates the goal of new teacher professional development for better educational experiences for the children of the CES Indigenous community.

Pairing CRL with TIPE gives teachers in Indigenous settings the tools to create dialogue with community members for the primary purpose of improving the professional practice of teachers. There is also no reason for the dialogue between teachers or teacher and community to have an end date. Teachers may improve dramatically in their practice by carrying out this change plan, but it does not change the fact that new students will enter the school each year. Likewise, like any school, Indigenous focused schools are not impervious to staff turnover either.

Much like the TRC Calls to Action (2015), this OIP can be viewed as a continuous dialogue that is meant to build an unceasing relationship between Indigenous people and non-Indigenous Canadians. This internal-external relationship building and professional development can also apply to other populations. The change plan was applied to CES but should translate to other minority groups. Valuing teacher led development should not be limited within any cultural group for teachers or students. CES is a model where the cultural background of most of its staff does not match the culture of the students. With Canada being such a diverse country, this situation is common in many parts of the country, suggesting a need for CRL and TIPE.

The knowledge and data gathered through this change plan will be the groundwork for future changes at other schools within SASB. Each school will have unique challenges, including issues that do not present themselves at CES. However, information found in the OIP that can be used for planning and implementation is beneficial, especially if it can be modified to each context the way this proposed change plan can.

Another limitation that requires further research concerns students' participation as central stakeholders for change. Although teacher professional development and guardian involvement impact student success, the students are not primary stakeholders in this OIP. Students are clearly the 'aftereffect' to the primary solution that concerns teachers. It is intriguing to think of the possibilities that may exist where teacher professional development is advanced *with* student participation as opposed to *for* student well-being. Despite some students having traumatic experiences, they are resilient, contain a surprising amount of knowledge, and generally know what they need holistically from their teacher. Tapping into that student knowledge base would be a logical next step.

This change plan was developed using current literature and teacher experience. Recommendations and comprehensive change plan were provided. However, the importance of transformational leadership coming from teachers as opposed to principals, administration, or outside experts cannot be stressed enough. With this change plan, teachers can be proud of the improvement they make together while also staying true to the Indigenous community who are partners in their journey. This partnership is reconciliation in action.

As a teacher at CES, fulfilling the duty a teacher has to students requires working as a team member and drawing from the knowledge other teachers have. Many new teachers at CES found themselves with little to no knowledge of the culture of the students or how to handle their behaviours that are derived from traumatic experiences they have had. Teachers who were new a few years ago are now experienced teachers, but it has taken years for them to reach their present understanding. This OIP has suggested a plan that moves the process forward in a much quicker manner than the status quo of 'learning on the fly.' The speed at which the change plan can move, it's iterative nature, the cooperation amongst teachers, and most importantly, the fact that

Indigenous voices will be heard, means the success of the change plan is not just a hope, but will fulfill a need. Ultimately, it is what these teachers and by proxy, the Indigenous students, deserve.

Chapter 3 Summary

This chapter outlined in great detail the change implementation plan while outlining how it will be monitored and evaluated via PDSA cycles and Likert tests. A communication plan rooted in simple and practical modes of communication was then described. For example, email and phone conversation are the preferred communication methods at CES and this was discussed. Finally, future considerations were outlined with a notable example being how this work would translate to other minority groups.

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Appendix A: Solution Comparison and Alignment

Table A1

Comparison of Possible Solutions

	Contains elements of teacher improvement regarding Indigenous pedagogies and cultural awareness	Complies with the CES vision	Whole staff responsible for improvement & collegial atmosphere	Relevant, resourceful, & cost effective	Time effective (can be completed in one school year and is continuous for future school years)
LR	X	X	X	X	X
NTI	X	X		X	X
CRA	X	X			X

Table A2

Alignment Chart of Change Process

Kotter's Change Model	Implementation Plan Alignment	Meeting	Timeline	Evidence of Leadership (Transformational Leadership via CRL and TIPE)
Urgency & Coalition	**1.**Secure administration support for the OIP. **2.**Articulate the problem of practice to the staff & why it needs to be solved. **3.**Determine how widespread the issue is at CES. **4.**Identification of guiding coalition made up of change leader, principals, ILL, and enthusiastic participants.	**1.**Change leader meets with principals prior to first staff meeting of the year to secure support for implementation of this OIP. **2. & 3.**First staff meeting of the year. **4.** Second Staff meeting of the year.	**1-4.**September	Change leader advocates that a change process from within will provide better results than outside help.
Strategy, Communication, Empowerment	**1.**With permission from principals, the change leader delivers a presentation regarding what a Learning Round is and how it should work **2.**Change leader organizes, schedules, and enacts the first	**1.**Third staff meeting **2.**Change leader takes on this task on their own time with aid from leadership coalition **3.**Change leader takes on this task on their own time with aid from	**1.**September **2.**October **3.**Early November **4.**Late November **5.**December and March	Teacher agency is demonstrated in the initiative to plan Learning Rounds solution.

	Learning Round, observation, and debrief within grade teams **3.**Teachers are organized into differing grade levels for the second Learning Round **4.**Second Learning Round performed **5.**Two Subsequent Learning Rounds performed	leadership coalition		
Wins & Gains	**1.**First full-staff meeting for staff-wide debrief/sharing on observations, learnings, and improved practice. Principals open meeting, change leader conducts **2.**Second full-staff meeting for staff-wide debrief/sharing on observations, learnings, and improved practice. Change leader conducts the meeting	**1.**Occurs at the first staff meeting directly after first completed Learning Round **2.**Occurs at the first staff meeting after the third Learning Round	**1.**November **2.**March	Generations of trauma are not healed immediately. Successes over time will have lasting impact.
Anchoring	**1.**Responsibility of the teaching staff to take their learnings and put it into practice. Change	**1.**Occurs after every Learning Round if time permits **2.**Occurs perpetually in	**1.**September until end of school year **2.**Subsequent years	Lived experience regarding collaboration is an Indigenous value and is a solidifying action because the

leader, principals, and ILL each check in with a third of the staff to inquire how their practice has changed and how they feel comfort wise in their role relative to before the last Learning Rounds session. **2.**New teachers become leaders who can pass on their knowledge the following year	the following school years	plan was put into action and completed.