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Supporting the Integration of Internationally Educated Teachers to Foster Equitable Schools

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Abstract

Within a change process grounded in constructivist and transformative worldviews, internationally educated teachers (IETs), an underemployed group in the education sector, can support equity efforts in Ontario schools. The Organizational Improvement Plan (OIP) presents an overview of the organizational and environmental factors that contribute to the necessity for change and which influence the change process. A new way of supporting equity work in schools is proposed through a dual change process intended to bring change at the principal organization (meso) and in schools (micro). Kotter's (2012) eight-stage process is embedded within Cawsey et al.'s (2016) change path model to support change at the micro and meso levels. It is expected that the change process will create circumstances in schools where Principals better support IETs' cultural and social integration by answering four guiding questions: how can the principals' association provoke a shift in attitudes towards IETs from one of apprehension to one of fascination for principals; what knowledge and skills do principals need to support cultural and social integration of IETs in schools; how can school administrators contribute to the success of IETs in school environments and, how can IETs knowledge and experience be leveraged to support equity work? The change implementation plan uses a four-step plan-do-study-act (PDSA) cycle to execute a multi-step solution, including focus groups, training and resources, and professional learning networks. The different components of the solution will be monitored and evaluated based on detailed yet flexible monitoring and evaluation plans. Pathways to using the change process in other contexts are also explored.

Keywords: internationally educated teachers, principals, Ontario, integration, change-path model, supporting equity

Executive Summary

Over the past 15 years or more, Ontario has proposed policy changes to support equity work in schools. However, current events and issues facing school districts, especially in large urban areas, indicate insufficient efforts to make schools more equitable. Employing more internationally educated teachers (IETs) in schools and ensuring that their social and cultural integration is well supported is a unique way of contributing to equity work. Through a carefully planned change process, principals can develop strategies to support IETs as successful school community members, thereby contributing to equity work.

A change process to be implemented by a principal association in Ontario proposes developing principals' knowledge, strategies, and skills to support the social and cultural integration of IETs to be successful contributors to equitable schools. The proposed change process takes into account the PLLL's agency which is limited to the association (meso level) and school leaders (micro-level) through professional learning (PL) opportunities. Constructivist and transformative worldviews shape the process. Specifically, the proposed change process focuses on problem-orientation, change-orientation, understanding of self and others, collaboration, and social and historical construction of information.

IETs are underemployed, which is unfortunate since they have much to offer students and communities to improve equity outcomes. IETs who want to enter the teacher workforce face significant barriers. Once IETs have navigated their way through academic and structural barriers such as teacher accreditation and hiring processes, school leaders can support IETs in overcoming both social and cultural obstacles. A well-laid-out organizational improvement plan (OIP) makes it possible for principals to better support the successful cultural and social integration of IETs in schools as a means of reinforcing current equity work.

Given the mitigated impact of equity policy in Ontario schools and unemployment rates of IETs in schools, it is essential to consider how IETs can support the creation of more equitable schools as successful teachers. School principals are vital to helping IETs overcome social and cultural barriers to integrate the teaching profession as public school educators. Empowering principals to assist IETs' cultural and social integration in school systems to create more equitable learning environments is a social change. A dual-track change process anchored in critical pedagogy and social justice leadership can lead to the desired social change. Within a social justice leadership context, leadership approaches are presented for the meso level (transformative leadership and servant leadership) and the micro level (transformational leadership and inclusive leadership) while participative leadership serves as a bridge between the two levels.

The dual-track change process will be implemented through a combination of Cawsey et al.'s (2016) change-path model and Kotter's (2012) eight-stage change process. The principals' association will move through the change-path model's awakening, mobilization, and acceleration components. As part of the acceleration component, the micro-level transformational change is subject to the first six stages of Kotter's change process: establishing a sense of urgency, creating the guiding coalition, developing a vision and strategy, communicating the change vision, empowering employees for broad-based action, and generating short-term wins (Kotter, 2012). Through the change process, it is hoped that principals' attitudes towards IETs will shift from apprehension to fascination, the association will identify the knowledge and skills principals need to support the integration of IETs, principals will contribute to the success of IETs in school environments, and principals will leverage IETs' knowledge and experience to support equity work.

A multi-faceted solution is proposed to move from the current state of equity work in schools to the desired state where IETs actively support equity work as successful members of the teaching staff. Each component of the solution uses a variation of a plan-do-study-act (PDSA) cycle. The strategy begins with focus groups to better understand the realities, barriers, and potential supports for IETs who wish to integrate school systems. Then, a training program and resources for principals will be developed. Finally, participants will have access to PL networks to support one another through the change process.

Effective monitoring, evaluation, and communications are critical elements to the successful implementation of the plan. To that end, the change plan allows for regular feedback and adjustment through a monitoring process involving both change leaders and change actors. Through discussions, interviews, and surveys, the different facets of the solution will be adapted to meet the needs of participants. In addition, the evaluation process planned at the end of the change process represents an opportunity to review the change plan and determine how it can be applied in different contexts, for example, other provinces. Finally, communications with stakeholders throughout the implementation plan create additional support for successfully integrating IETs in schools to enhance equity work.

Implementing a change process whereby IETs can successfully overcome social and cultural barriers to become school staff members who actively support creating an equitable learning environment requires significant change. The proposed dual-track change process is anchored in leadership theory. By working with IETs and school principals through a collaborative change process, it will be possible to identify possible modifications to the change process so that it can be applied in other jurisdictions and at the system level to reach the institutionalization component of the change-path model.

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Table of Contents

Executive Summary	iii
Acknowledgments.....	vi
Table of Contents	vii
List of Tables	xiii
List of Figures	xiv
Acronyms	xv
Chapter 1: Introduction and Problem.....	1
Organizational Context	2
Leadership Problem of Practice	4
Leadership Position and Statement.....	6
Worldviews	6
Pragmatic Worldview	7
Transformative Worldview.....	7
Constructivist Worldview	9
Agency and Context.....	10
Power	11
Approach.....	11
Framing the Problem of Practice	12
Equity Policy in Ontario Schools.....	12
Benefits of IETs in Schools	15
Unemployment Rates of IETs.....	16
Barriers Faced by IETs	17

Understanding Culture	18
Environmental Analysis.....	19
Macro	19
Micro.....	20
Meso.....	20
Guiding Questions Emerging From the Problem of Practice	22
Leadership Focused Vision for Change.....	24
Current Situation.....	24
Desired Situation.....	25
Priorities for Change	26
Change Drivers	26
Societal Calls to Action	27
The “Right” Drivers.....	28
The “Wrong” Drivers.....	29
Organizational Change Readiness	30
The Organization’s Change Readiness	30
Schools’ Change Readiness	32
Chapter 1 Conclusion.....	33
Chapter 2: Planning and Development	34
Leadership Approaches to Change	34
Social Justice Leadership.....	35
Meso-Level Leadership Approaches	36
Transformative Leadership.....	37

Servant Leadership.....	38
A Bridging Approach: Participative Leadership.....	39
Micro-Level Leadership Approaches	40
Transformational Leadership	40
Inclusive Leadership	41
Framework for Leading the Change Process	41
Applying the First Three Processes of Cawsey et al.'s Change-Path Model.....	42
Applying the First Six Stages of Kotter's Eight-Stage Process	44
Establishing a Sense of Urgency.....	44
Creating the Guiding Coalition.....	44
Developing a Vision and Strategy	45
Communicating the Change Vision	45
Empowering Employees for Broad-Based Action.....	45
Generating Short-Term Wins.....	46
Institutionalization, Consolidation and Anchoring	46
Critical Organizational Analysis.....	47
From Structural Functionalism and Interpretivism to Critical Orientation	47
Moving Through the Change-Path Model	50
Awakening	51
Mobilization.....	51
Acceleration	52
Institutionalization	54
Possible Solutions to Address the Problem of Practice	54

Solution 1 - Focus Groups 54

 Resources 55

 Implications and Effect 55

Solution 2 – Professional Learning Networks 56

 Resources 56

 Implications and Effect 57

Solution 3 - Resources and Training 57

 Resources 58

 Implications and Effect 58

Favoured solution 59

Leadership Ethics and Organizational Change 62

 Organizational Ethics 62

 Individual Ethical Commitments 63

 Ethical Considerations and Challenges 63

 Resolving Ethical Challenges 65

Chapter 2 Conclusion 66

Chapter 3: Implementation, Evaluation, and Communication 67

Change Implementation Plan 67

 Creation of a Consultative Team 68

 Four-Step Cycles Support Change Frameworks 69

 Focus Groups – “Plan” in the PDCA Cycle 72

 Training and Resources – “Do” in the PDCA Cycle 73

 Making Meaning – “Check” in the PDCA Cycle 74

School Level Implementation – “Act” in the PDCA Cycle.....	75
Supporting the PDCA Cycle - PLNs	75
Stakeholder Considerations	76
Micro-Level Stakeholders.....	76
Meso Level Stakeholders.....	77
Macro-Level Stakeholders	77
Required Supports and Resources	78
Addressing Potential Issues	79
Background and Identity.....	79
Agency	80
Recruitment of IETs.....	80
Engagement of Principals	81
District Support for Principal Support	81
Limitations of the Change Implementation Plan	82
Change Process Monitoring and Evaluation.....	83
Scope of Monitoring and Evaluation – Meso and Micro Considerations.....	84
Monitoring	84
Focus Groups	85
Training.....	87
Resources	88
Making Meaning – Check Component of the PDCA	90
Professional Learning Networks.....	91
Evaluation	92

Communications Plan	95
Chapter 3 Conclusion.....	98
Next Steps and Future Considerations	98
Next Steps	99
Future Considerations	101
References	103
Appendix A.....	128
Appendix B	129
Appendix C	130
Appendix D.....	132

List of Tables

Table 1: Required Resource Level Per Solution.....	60
Table 2: Monitoring Framework for the Focus Group	86
Table 3: Monitoring Framework for the Training	87
Table 4: Monitoring Framework for the Resources.....	89
Table 5: Monitoring Framework for Check Phase of PDCA	90
Table 6: Monitoring Framework for Professional Learning Networks	91
Table 7: Evaluation Framework for the Change Implementation Plan	93
Table 8: Communications Strategy and Tactics to Support the Change Implementation Process	96

List of Figures

Figure 1: Leadership Approaches to Change.....	35
Figure 2: Cawsey et al.'s (2016) and Kotter's (2012) Changes Processes	42
Figure 3: Connecting the Guiding Questions and Meso and Micro Change	47
Figure 4: Shifting Epistemologies Using the Change-Path Model.....	50
Figure 5: One Solution – Four Components	59
Figure 6: Favoured Solution Implementation Through Four-Step Cycles	71

Acronyms

ACEI (Alliance pour une Communauté Éducative Inclusive)

CMEC (Council of Ministers of Education, Canada)

CRPL (Culturally Responsive Pedagogies and Leadership)

DAC (Development Assistance Committee)

EDI (Equity, Diversity, and Inclusion)

EDIC (Equity, Diversity, and Inclusion Committee)

ELT (Experiential Learning Theory)

FTE (Full-Time Equivalent)

IEL (Institute for Education Leadership)

IET (Internationally Educated Teacher)

KMb (Knowledge Mobilization)

NPO (Non-Profit Organization)

OCT (Ontario College of Teachers)

OECD (Organisation for Economic Co-Operation and Development)

OEIES (Ontario's Equity and Inclusive Education Strategy)

OIP (Organizational Improvement Plan)

OLF (Ontario Leadership Framework)

PDCA (Plan – Do – Check – Act/Adjust)

PDSA (Plan – Do – Study – Act)

PESTE (political, economic, social, technological, and ecological/environmental)

PL (Professional Learning)

PLC (Professional Learning Community)

PLLL (Professional Learning Lead Learner)

PLN (Professional Learning Network)

PoP (Problem of Practice)

PVP (Principal and Vice-Principal)

SL (Servant Leadership)

ToP (Technology of Participation)

Chapter 1: Introduction and Problem

Equity has been an important issue in Ontario's public schools for many years. Government policy documents have existed since 1993 (Campbell, 2020) to support more diverse, equitable, and inclusive schools for all students. Nonetheless, current events indicate that there is still much to be done. For example, there are many recent reports of incidents stemming from inequity and racism in Ontario's education system (Boisvert, 2019; Davis, 2020; Maharaj, 2021; Miller, 2020; Nakhavoly, 2020; Paradkar, 2020; Taekema, 2020; Thompson, 2021). As a result, calls to action have become increasingly substantial. This Organizational Improvement Plan (OIP) contributes to more diverse, equitable, and inclusive schools through the work of school administrators. Specifically, through the Professional Learning Lead Learner (PLLL), the principals' association will examine how principals can support internationally educated teachers' (IETs') social and cultural integration in school communities. Through the implementation of such supports, principals will have a greater impact on equity in schools.

Chapter 1 begins with a contextual description of the organization. Then, the leadership position statement, grounded in pragmatic, constructivist, and transformative worldviews provides insight into meaningful and lasting change with consideration for the agency, power, and context of the organization and the change leader. The position statement is followed by a detailed description of the problem of practice (PoP). Once the PoP has been clearly articulated, it is examined through different perspectives: equity policy in Ontario schools, benefits of IETs in schools, barriers faced by IETs, unemployment rates of IETs, and understanding culture. A micro-meso-macro-environmental analysis contributes to a deeper understanding of the PoP. Next, the guiding questions emerging from the PoP are examined to discern how the policy-based PoP can influence principals' leadership practice. The subsequent articulation of the vision

for change helps the reader understand the choice of PoP as a possible means to achieve more significant equity in schools. Finally, readiness for change will be considered both from an organizational and a principal or school perspective.

Organizational Context

In the late 1990s, three associations were established to serve Ontario's public school principals. These organizations were created after provincial legislation was passed to remove principals from teachers' unions. Since their inception, the membership rate has been consistent year over year, with at least 97% of eligible principals becoming members of the associations (anonymized personal communications). That means that for 2019-2020, the most recent data publicly available, more than 7,275 full-time equivalents (FTE) of the almost 7,500 FTE in Ontario schools (Ontario Ministry of Education, n.d.) were members of one of the three associations, each respectively serving approximately 5,000, 2,000 and 600 individuals. While each association has its own identity and goals, all three strive to develop leadership practice for principals. One of these three associations is the focus of this social change process.

As a principals' association, the organization's mission is to develop exemplary leadership practices for principals to ensure student success. The strategic plan includes three strategic priorities that relate to the OIP process. Those priorities (professional learning (PL), advocacy, and member engagement) are meant to guide the actions of staff and independent contractors towards its mission (Anonymized, 2019). Advocacy and member engagement should be positively impacted by the OIP process, though indirectly. For example, the focus on IETs and the intended impact on equity work in schools supports broader advocacy for equity in Ontario schools. Additionally, it is expected that member engagement will be positively influenced as the association demonstrates an ongoing commitment to improving student success

through equity work. The third strategic priority, professional learning (PL), is the primary connection between the OIP and the strategic priorities.

In August 2019, the organization hired additional staff, one of which was responsible for PL. Beyond leading PL for the organization's members, my role as PLLL includes overseeing a service partner organization that develops government-funded resources development and a subsidiary that supports leadership development internationally. As PLLL, I started the 2019-2020 school year with a balanced approach between international and local (Ontario) work. The intention was to maintain relations with international partners while providing PL opportunities to association members who are exclusively principals and vice-principals (PVPs). This approach was responsive to the PL strategic priority while also supporting other strategic priorities (i.e. advocacy and member engagement).

The organization is generally supportive of government initiatives. The association works with government officials as well as other stakeholders to address issues that may hinder student achievement and well-being through policy implementation processes. Additionally, through its service partner, the organization supports government initiatives by developing ministry-funded PL and resources for principals. Relevant to this OIP process, the organization has supported Ontario's Ministry of Education focus on equity, inclusion, and diversity since the 2009 release of *Ontario's Equity and Inclusive Education Strategy* (OEIES). For example, in 2018, when the government updated the regulation concerning PVP performance appraisals (Ontario Reg. 234/10: Principal and vice-principal performance appraisal, 2010/2018) to include references to equity, the service partner worked in collaboration with the two other principals' associations' service partners to develop resources and a training framework to support school district integration of equity principles within the principal performance appraisal process.

In March 2020, the Covid-19 pandemic caused the organization's subsidiary to suspend international work. Simultaneously, the pandemic created an immediate need for PL for Ontario's school principals. In the ensuing weeks and months, over 60 PL sessions were offered on various topics initially identified through survey results. Subsequently, feedback forms were used to determine the session topics. Of the 60 PL sessions held between March and June 2020, 12 were equity-focused (e.g., inclusive design, anti-Black racism, and queer culture). Feedback indicated a need to delve deeper into the theme of equity, rather than only spending 60 to 120 minutes on a wide variety of topics.

The level of interest in PL on equity reflects frequent discussions at the organization's governance table concerning the importance of better serving members through equity, diversity, and inclusion (EDI). As a result of discussions at the governance table and aligned with the member engagement strategic priority, the organization created an EDI Committee (EDIC). The mandate of the EDIC includes strengthening PVPs' leadership as equity champions (Anonymized, 2020). Informed by the work of the EDIC, collated feedback from participants, and informal conversations with colleagues, a PoP in the area of equity emerged.

Leadership Problem of Practice

The PoP to be addressed is the lack of support for principals to improve the social and cultural integration of IETs in Ontario schools such that their experience and competency can support equity work. One of the mandates of principals' associations is to offer learning opportunities that support the leadership development of its members. School principals are responsible for creating equitable environments for all students (Ontario Ministry of Education, 2017) and do so with the resources available to them, for example, through their professional associations. Given their life experience, knowledge, and skills, IETs represent a precious human

resource to support equity work in schools (Bauer & Abdeljalil, 2016; Block, 2012; Egalite et al., 2014; Marom, 2017; Schmidt & Block, 2010). However, IETs are often underemployed compared to their Ontario-educated peers (Ontario College of Teachers, 2021; Yssaad, 2012). How can a professional association support principals' leadership development regarding improved integration of IETs in schools as a means of expanding equity work?

An analysis of the different barriers (Cheng et al., 2013; Duchesne, 2017; Faez, 2012; Marom, 2017) faced by IETs has identified four types of barriers: academic, structural, social, and cultural. The principals' association and its members cannot address academic and structural barriers directly: they can only act directly on social and cultural barriers. In Ontario, academic barriers would be addressed through the Ontario College of Teachers (OCT) as IETs seek teaching certification. It is not within the organization's agency to bring changes to the certification process since the requirements of teaching in Ontario are set in legislation and enacted by the OCT (*Requirements*, n.d.). The OCT is the only body to assess the academic records of IETs seeking to enter the workforce.

Individual principals have, at best, limited influence on structural barriers such as hiring practices (Schmidt & Block, 2010): parameters around hiring practices are usually set by the government or the school district. For example, individual principals may provide input into hiring practices and processes per board policy and collective agreements, limiting their discretionary authority about staffing decisions, including hiring. However, the organization and its senior directors have no means to influence, directly or indirectly, a school district's hiring practices for teachers, nor would this align with its mandate. Given the inconsistency of principals' influence on structural barriers and the organization's lack of agency in regard to hiring practices, structural barriers are also not considered part of the OIP process.

The OIP change process focuses on cultural and social barriers that impede the integration of IETs within a school community. Wang's (2002) work suggests that principals directly impact the success of IETs in some Toronto schools. In addition, Lacroix (2014) found that managers' attitudes and behaviours were a determining factor in the successful professional integration of immigrant staff. Lacroix's study was not conducted in the education sector. Nonetheless, her results are relevant to IETs since they are immigrant workers seeking to integrate the workforce of a hierarchical organization much the same way as the immigrants who are the subject of Lacroix's work. Wang's and Lacroix's work support the idea that principals can directly impact cultural and social barriers. In addressing the PoP, the organization will use its agency to develop a change process that supports principals in exercising their role as equity champions. The desired outcome is that the OIP change process will contribute to the development of new equity-building strategies that are a direct result of principals' deepened understanding of how to support the integration of IETs in school communities.

Leadership Position and Statement

As a leader, researcher, or practitioner, individuals bring their own lens to their work. Each differs in how they view their role and place in the world, and how their identity shapes how they approach different situations. As I embark on a change process, it is essential to take a moment to reflect on my worldviews, agency, and context. Power is also an important consideration in the OIP change process, both for the organization and school leaders.

Worldviews

The theoretical framework underpinning the research must reflect the scholar-practitioner's values and beliefs (Grant & Osanloo, 2014). In some cases, a single theory is reflective of an individual's worldview, and, if adopted as a framework, any research conducted

would then demonstrate connectedness to that worldview. However, an individual may adhere to multiple worldviews as a foundation for their work as a researcher and practitioner. It is also likely that a person's worldview changes over time. I adhere to constructivist and transformative worldviews while borrowing problem-orientation from the pragmatic worldview. The characteristics of these worldviews, which best reflect my approach to the PoP whereby principals support IETs' successful social and cultural integration in the school community as a means of enhancing equity work, are explored in detail: problem-orientation, change-orientation, collaboration, understanding, and social and historical construction. These characteristics are aligned with the transformative and servant leadership approaches, which guide this work (see Chapter 2).

Pragmatic Worldview

Creswell & Creswell (2018) connect a problem-oriented stance to the pragmatic worldview. Similarly, O'Connor and Netting (2008) discuss problem-orientation within their functionalist framework, which supposes that it is possible to control the world through a planned scientific process (p. 168). According to these authors, being problem-oriented is being focused on problems, their analysis, and finding solutions. The problem-orientation approach is reflected in the formulation of the PoP questions (the problem), to which the proposed OIP will provide some practical solutions. This pragmatic approach is aligned with the agency of the organization and my own as PLLL and change agent.

Transformative Worldview

Change-orientation is a characteristic of the transformative worldview and is specific to human rights and social justice (Mertens, 2007, 2010). Mertens' conception of change-orientation resembles O'Connor and Netting's (2008) idea of radical humanism as part of their

radical framework where “the social goal is that of individual liberation in the service of individual potential ...” (p. 167). Change-orientation generally includes specific actions leading to changes in how individuals experience life and work (Creswell & Creswell, 2018). More specifically, the transformative worldview concerns itself with the needs of marginalized individuals (Creswell & Creswell, 2018). At the organizational level, change-orientation is influenced by a desire to advocate for change that celebrates diversity in society and positively impacts students, as evidenced by the creation of the EDIC. As change agent, I seek to bring about change by supporting the social and cultural integration of IETs in school communities through a change process which creates opportunities for the individual potential of school leaders and IETs to flourish in a community spirit.

Collaboration as a characteristic of the transformative worldview is another underlying construct for this OIP work. Collaboration is an essential tool for reducing specific groups' marginalization through social reform (Creswell & Creswell, 2018; Mertens, 2007). At the classroom level, collaboration requires interaction with diverse groups where the teacher is also a learner through continuous dialogue with students (Gordon, 2009, p. 53). Collaboration emerges similarly at the school or organizational level as formal leaders are also learners through collaboration with school staff. Learning in a collaborative environment helps school administrators address cultural competency issues concerning the local context (Mertens, 2010). The association's leadership is organized in a very collaborative manner, regularly seeking input from staff, principals, and other stakeholders in determining its strategic orientations and actions. Similarly, the PL offered by the association is developed collaboratively to be responsive to education sector needs while being sensitive to the importance of anti-oppressive and anti-colonial practices.

Constructivist Worldview

Just as “genuine learning requires students to be active, not passive, and to construct their own interpretations of the subject matter” (Gordon, 2009, p. 47), so does leadership require the leader to develop an understanding of the environments in which they interact with others, personally and professionally (Creswell & Creswell, 2018). Change agents, such as the association and its staff, must create circumstances in which others recognize the importance of constructed realities.

In the constructivist worldview, the characteristic of understanding extends from understanding supporters of change within the organization and in schools to understanding the broader context in which school leaders and IETs evolve. When trying to understand individuals and contexts, consideration should be given to the notion of individual subjectivity and its impacts on the outcomes of one's leadership (da Costa et al., 2016), especially in a cross-cultural context (Dumetz, 2012). Understanding the role of different change actors involved in the OIP process is critical to successfully answering the guiding questions. Change actors should also seek to understand cultural differences and their impact on school environments.

Social and historical construction has often been connected to social constructivism in that humans construct meaning and knowledge through historical interactions with others (Creswell & Creswell, 2018; Gordon, 2009; Kumar, 2011). Similarly, in the transformative paradigm, different individuals may construct different versions of reality (Mertens, 2010). To lead social change, consideration must be given to school administrators' social, cultural, and historical contexts as change leaders and IETs as change recipients. The senior leaders of the organization model lifelong learning. In this way, staff and participants in PL are encouraged to shape and reshape their own constructs while developing a greater understanding of the

constructs of others. In the context of this OIP process, that means being aware of the constructs of school leaders and IETs and working together to contribute to the transformation of one another's constructs.

In support of the characteristics mentioned above of pragmatic, transformative, and constructivist worldviews, consideration should be given to Kumar's (2011) five factors for facilitation of knowledge building: engage the learners' mind, take into account the learner's prior knowledge, provide opportunities for learners to express their own views, allow learners to shape the content of the learning, provide sufficient time for knowledge construction. Through understanding and collaboration, new social and historical constructs can emerge to solve problems, including how IETs are integrated into school communities to create more equitable environments. In other words, resolving PoP-related issues requires social and cultural change that contributes to building new meaning and knowledge. School-based social change to support the successful integration of IETs can only be accomplished through a collaborative approach fostering a deep understanding of current social and historical constructions of knowledge and meaning.

Agency and Context

Frost defines agency as the human ability to pursue activities and goals aligned with one's values (2006). He discusses agency as it relates to the free will of educators for intentional actions that impact students and potentially, the structures within which educators operate. Bieneman (2011) states that principals must be conscious of their agency and the agency of organizations. The school and association leaders who seek to implement change for more equitable schools must reflect on their context, values, and goals. Brewer et al.'s (2018) notion of agency includes the idea that context contributes to the definition of one's agency. Therefore,

change leaders can only clarify their agency by profoundly understanding their internal and external contexts.

The association's agency is limited in that it offers voluntary PL and cannot direct school districts or the provincial government to set priorities. As a result, as PLLL, I have a similar agency. On the other hand, the association's agency can be seen as liberating in that it is free to determine its priorities and focus without waiting for governmental or district direction. However, with that freedom of action comes responsibility. The association exercises its agency for the "greater good" through the careful use of freedom of agency by its senior directors who endeavour to make responsible determinations about the needs of the public education system in consultation with stakeholders.

Power

The change process outlined in this OIP should allow for school leaders to consider the existing power differential between school administrators and IETs. Mertens (2007) indicates that there is a power differential when an individual holds authority or power over others, especially where the others might be subjected to exclusionary practices. To appropriately address the power differential between school administrators and IETs, the change actor, or principal, may consider the inherent or perceived privilege that comes with the role of the principal. Without careful consideration of the privilege inherent in this position, it is possible that attempts to support the integration of IETs will not have the expected result.

Approach

Any solution to the PoP will be experiential. Experiential learning theory (ELT) supports a change process where individuals, teams, and organizations can learn (Kolb & Kolb, 2009) through reflection and action. Kolb and Kolb's ELT problem management model in which the

situation, problem, solution, and implementation are analyzed as part of a more extensive process is aligned with the OIP process itself as well as school improvement planning processes.

As PLLL, I adhere to change-orientation as a guiding principle for my work through an openness to change. The combined individual and organization agency outlined above should create general support for a solution to the PoP. However, consideration will have to be given to the dispositions of school leaders toward change-orientation. Ultimately, principals are the change leaders within their schools. Therefore, the OIP change process should propose a capacity-building solution that will support principals' understanding of the connection between IETs and improved equity for their schools as a means of arriving at the desired outcome.

Framing the Problem of Practice

The importance of supporting the integration of IETs in school communities and its intended impact on equity work in schools through IETs' skills, knowledge, and experience arises from several factors. This section addresses contextual forces that support and shape the PoP from different perspectives. While other factors might be considered, emphasis will be on equity policy in Ontario, benefits of IETs in schools, employment rates of IETs, barriers faced by IETs, and understanding culture. The section will conclude with a macro, meso, and micro analysis of the PoP context.

Equity Policy in Ontario Schools

The earliest Ontario equity policy document found is the original version of Policy/Program Memorandum (PPM) 119 (Ontario Ministry of Education, 2013), initially published in 1993. However, it is only in 2009, with the release of OEIES, that most educators became aware of any provincial policy documents specific to equity. The OEIES, a key document for the then-liberal government, laid the foundation for much of the work done by

school districts and other educational partners in a four-year plan described within the strategy document. While the OEIES did call on school districts to develop and subsequently implement their own EDI policies (Ontario Ministry of Education, 2009), it was not until 2012 that the Education Act was amended to require school districts in Ontario to develop an equity policy.

Two years later, the Ministry of Education released a new vision document, *Achieving Excellence* (2014) where “Ensuring Equity” was one of four goals, clearly identifying equity as an ongoing priority. A few years later, *Ontario’s Educational Equity Action Plan* (Ontario Ministry of Education, 2017) was released, and the Education Equity Secretariat was created to support the vision outlined in *Achieving Excellence*, further demonstrating the need for action. Unfortunately, these governmental actions were drastically slowed in June 2018 after a provincial election resulting in a change of government. For example, early in its mandate, the newly elected conservative government cancelled important curriculum updates to include Indigenous content (Crawley, 2018). PPM 119, initially released in 1993 under the name “Development and Implementation of School Board Policies on Antiracism and Ethnocultural Equity” was updated in 2009 and again in 2013 to reflect evolving expectations for the development of equitable school environments.

Interestingly, despite the four-year timeline in the OEIES (2009), the policy document has not been updated to reflect progress or ongoing priorities. Only recently, educators have begun to see equity and inclusive education return as part of public ministerial priorities. For example, in July 2020, the Government of Ontario announced, “changes to the education system that will help break down barriers for Black, Indigenous and racialized students and provide all students with an equal opportunity to succeed” (“Quick Facts” section). These changes include modifications to suspension policies and de-streaming for mathematics in Grade 9 and the

creation of an advisory group to provide information on supporting Ontario's youth in overcoming barriers.

Shewchuk and Cooper (2018) and Campbell (2020) analyzed Ontario's equity policies and procedures. In their analysis, Shewchuk and Cooper found 785 published equity policies and procedures in Ontario's 72 school districts. They note a continued need for improvement, which is aligned with Campbell's findings that policies do not always translate into practice. Shewchuk and Cooper note three recommendations for improving equity policy work: streamlined knowledge mobilization, increased knowledge brokering between educational partners, and co-creation of knowledge to inform school and district improvement plans. Campbell's analysis reveals that two years later there is no evidence of improvements in those areas.

Beyond the work of Campbell (2020) and Shewchuk and Cooper (2018), recent incidents of racism of the spring and summer of 2020, both locally and globally, reinforce the need to address systemic racism. Along with those incidences, advocacy for the creation of anti-oppressive and decolonized environments (Cole, 2020; Kendi, 2019) has prompted organizations to seek an understanding of how they perpetuate systemic racism and what can be done to remove systemic barriers. For the organization, this has meant intentionally addressing equity issues through PL to support the identification and removal of the systemic obstacles internally and in Ontario schools. Traditional and modern forms of PL for school administrators are necessary to implement long-term solutions to create truly equitable and inclusive schools. However, given the deep-rooted equity challenges, more learning and more policy documents may not be enough to address systemic issues in a meaningful way. Instead, one way of implementing Cooper and Shewchuk's recommendations is to leverage the knowledge and lived

experience of qualified IETs in equity work. This cannot be done if IETs remain outside of schools or are considered "outsiders" even if they are in the school.

Benefits of IETs in Schools

There are clear benefits when IETs are employed in schools. Research has shown that student achievement is positively impacted when students and teachers are of a similar race or ethnicity (Egalite et al., 2014; Grissom et al., 2020). Interestingly, Jang (2020) found that the impact of a shared race between students and teachers was only significant in urban areas. However, Llamas et al. (2021) found a significant impact on college student success when there was a faculty/student ethnic match. Their findings also supported the idea that greater campus diversity is associated with overall student success for students of colour. While most of the research in this area contemplates the impact on students of Black or Latinx teachers, it is conceivable that the findings would extend to students of different ethnicities.

Also, IETs promote diversity (Marom, 2017; Morrissette et al., 2018; Schmidt et al., 2010) and are role models as well as resources for students who identify with them (Bauer & Abdeljalil, 2016; Niyubahwe et al., 2018). IETs contribute to student success by acting as translators and supporting families in their understanding of the education system, enhancing students' and families' community integration (Block, 2012; Schmidt & Block, 2010). Further, as a consequence of having shared experiences and backgrounds with students, IETs develop positive relationships with their students (Villegas & Lucas, 2004). IETs can also support their colleagues in understanding the lived experience of immigrant and first-generation Canadian students and how they experience diversity (Faez, 2012). From an instructional perspective, IETs reported higher confidence levels than non-immigrant teachers with the use of culturally responsive pedagogy (Vidwans & Faez, 2019). IETs can help colleagues develop culturally

responsive pedagogy (Bauer & Abdeljalil, 2016; Faez, 2012). However, Faez cautions not to make assumptions about its ability to address the needs of all students. For example, IETs may not be familiar with programs for students with special needs. In that respect, school leaders can support IETs in their own learning through ongoing dialogue and PL. In turn, IETs support principals as lead learners concerning equity work.

Unemployment Rates of IETs

A Statistics Canada (Yssad, 2012) report shows reduced employment rates for immigrants and Ontario-born educational service workers between 2010 and 2011. However, the rate of reduction for immigrants was almost five times greater than for Canadian-born educational workers. Additionally, the data in Appendix A, extracted from the OCT's *Transition to Teaching* reports from 2013 to 2020, provides important insight into unemployment rates for IETs compared to first-year Ontario education graduates. In addition to consistently higher unemployment rates for IETs compared to Ontario-born teachers, the data shows little improvement in IET unemployment rates between 2013 and 2020. In fact, the unemployment rates illustrate improvements since 2013; however, there are indications of an upward trend in unemployment rates since 2018. Specifically, in the past three years, IETs are seven times more likely than first-year Ontario graduates to be unemployed. Employment rates for IETs are influenced by academic barriers such as the recognition of credentials obtained outside Canada and structural barriers such as hiring practices (Council of Ministers of Education [CMEC], 2014). OCT data should be considered cautiously since teachers included in the data have already overcome Ontario's academic barriers: only accredited teachers take part in the OCT surveys.

Barriers Faced by IETs

In Ontario, IETs must first overcome academic barriers with the OCT and then structural barriers through school district hiring processes. Once IETs have been hired, either in a permanent or, more likely, an occasional teacher position, they must persevere to overcome social and cultural barriers. These barriers, or challenges, which arise regarding relationships with families, colleagues, and students may result in self-isolation and a lack of self-confidence for IETs (Morrissette et al., 2018). For example, in some instances, IETs have different conceptions of culture than families or peers, which may lead to conflict (Lee, 2015).

Perceived and real differences in knowledge and experience can lead to discrimination against IETs (Duchesne et al., 2019; Schmidt, 2015; Hemedzo, 2019). Related social barriers include prejudice based on their accent (Lee, 2015; Marom, 2017; Walsh & Brigham, 2007) and language proficiency which may cause communications issues (Marom, 2017). Duchesne et al. (2019) identified several other social barriers: unwelcoming colleagues, perceptions of IETs as a threat to job security, race-based discrimination, and issues navigating principal-teacher relations. In addition to these barriers from within the school community, IETs may experience recrimination from their culture-based community for trying to "fit in" with the mainstream culture (Bauer & Abdeljalil, 2016). IETs may also face pedagogical challenges (Morrissette et al., 2018) in the classroom as their experience and knowledge may be quite different from that of Canadian-born and trained teachers.

In some contexts, IETs would be considered outsiders. As outsiders, they are perceived to be strange, or different from the majority, which can be positive when interactions with IETs are considered a means of supporting globalization or negative in situations where those same interactions may create a sense of fear in others (Jacob, 2011), including in principals. This fear

can translate to adverse reactions from individuals or the system itself. For example, principals may be anxious (fearful) about the amount of work that would be required to provide pedagogical, social, and cultural supports to an IET. The negative responses generated by fear can manifest as social barriers such as perceptions of IETs as a threat to job security (Duchesne et al., 2019) for other teachers. Some IETs will more readily overcome barriers than others. For example, Smith et al. (2020) indicate that IETs address language barriers differently. While IETs themselves are partially responsible for their successful integration, they can likely benefit from administrative support as they integrate the school community.

Understanding Culture

As the PoP relates to equity, the OIP process must concern itself with the definition of *culture*. This OIP has multiple layers of culture, which must all be considered. Since there is an interaction between the culture of individuals and the organizational culture, consideration should be given to defining both concepts of culture. Dumetz (2012) defines individual culture as a learned process that, together with the context, influences how a person understands the world, which contributes to how an individual thinks, feels, and acts with others. Organizational culture manifests itself through the operationalization of different values and beliefs (Fisher, 2015). Since what is culturally appropriate in one school may not be in another (Walker & Dimmock, 2000), the impact of differences between an individual's culture and the organizational culture may be compounded by the social and cultural barriers IETs face. These differences can be understood by considering culture as it is defined by Northouse (2019): “the learned beliefs, values, rules, norms, symbols and traditions that are common to a group of people” (p. 434). Given this definition of culture, IETs may face challenges in reconciling their personal culture, the one that defines who they are, and their professional culture, the one within the school.

School leaders are likely aware of their school's organizational culture. However, in leveraging the knowledge, experience, and skills of IETs for improved equity practices, principals will also need to reflect on their unique culture and the culture of individual IETs. For example, principals should be aware of cultural factors that facilitate or impede communications (Wang, 2002). This multi-level understanding of culture will highlight points of intersectionality as well as differences. Understanding the intersectionality to support reciprocal cultural learning and appropriation is foundational to ensuring the success of IETs.

Environmental Analysis

Given the context of the PoP, an environmental analysis at the micro, meso, and macro levels is most appropriate. The choice of a micro, meso, and macro analysis is based on several works which consider the meso level as an intermediary level between macro and micro (Caldwell & Mays, 2012; Pope et al., 2006; Serpa & Ferreira, 2019). Such an analysis allows for a comprehensive understanding of the context for change and how the levels interact to produce different yet equally positive results (Pope et al., 2006). In addition, a PESTE (political, economic, social, technological, and ecological/environmental) analysis (Cawsey et al., 2016) is considered at the meso level.

Macro

Similar to Caldwell and Mays (2012), the macro-level references ministerial and district policy as it relates to equity. As previously noted, equity has been formally discussed in Ontario policy documents since 1993 though political ideologies of different governments have influenced the extent to which equity is a priority. Social activism and the current government's ongoing response to recent events contribute to the changing context in which solutions are considered for more effective equity work in Ontario schools.

Given that school districts develop hiring and retention procedures along with equity-based policies and anti-racism practices, they also form part of the macro level environmental context. In addition, school districts are essential partners in that they can foster principals' willingness to be innovative through a change process. As such, the organization cannot envision a change process that does not account for the role of school districts and governmental priorities. However, given the limited impact of the agency of the principal association with organizations at the macro level, the change process will focus on the micro and meso levels.

Micro

The micro-level is the school. At this level, consideration must be given to differing cultural demographics between teachers and students and between school leaders and students (Grissom et al., 2021). For example, in the Peel District School Board, there are 50% more teachers than students who identify as White (Chadha et al., 2020). In the context of the PoP, where demographic differences are not directly addressed, leveraging the experience of IETs to support culturally responsive pedagogy throughout the school will support equity work. Another micro-level consideration is that each school is different. As such, work in each context will be influenced by local political, economic, and social forces from within (i.e., staff, students) and without (i.e., district, community). Therefore, the proposed change process will need to include foundational principles while allowing local contexts to inform the work of school leaders.

Meso

In the context of the OIP, the principals' association is situated between schools and districts/government at the meso level. The association comprises interdependent individuals who come together as part of a community with shared goals and have the social capital to be collective activists, otherwise known as a group (Fine, 2012). As an intermediary group between

individual leadership and the government/districts, and the primary source of the change, political, economic, sociological, technological, and environmental factors for the organization will directly influence its agency and work.

Politically, the association is distinct from government and school districts, which means it is free to set its priorities, procedures, practices. The association also benefits from governance and staffing procedures that ensure stability. Economically, while the association is a not-for-profit entity, the management of funds is such that the organization can provide support for initiatives that reflect its strategic direction. There is a distinct PL budget as well as an EDI budget that will support the attainment of the desired solution. Sociologically, the association is committed to positive contributions to equity work, both internally and for its members as exemplified by its offers of equity-based PL programming and the creation of the EDIC. The association regularly seeks out new ways in which technology can support its work, so technological support would be in place as needed to support a change process. While there are no specific environmental factors that impact the organization's work, it should be noted that the association endeavours to do its part to reduce its carbon footprint.

Successfully transforming an organization lies in the connections between the three (macro, meso, micro) levels (Pope et al., 2006). Any efforts to implement change and positively impact equity must allow schools (micro) to work within districts and the government (macro). In its role as an intermediary (meso), the organization will have to consider macro and micro level priorities as it seeks to bring resolution to the PoP. Through efforts to reinforce the connections between the political and social forces at the macro and micro levels, the principals' association is more likely to succeed in strengthening practices that support IETs' successful integration.

Guiding Questions Emerging From the Problem of Practice

As a meso level actor with some influence on school leaders, my agency as PLLL is limited to supporting school leaders interested in adding new resources to their current efforts to create equitable learning environments. Therefore, that agency is an essential consideration in the choice of guiding questions. Through understanding and collaboration, the leaders at the association and school levels pursue change by building new knowledge that fosters the creation of meaning to solve problems. In this case, as PLLL, I am a change agent at the meso level alongside individual school leaders at the micro-level. The following guiding questions provide a deconstruction of the PoP into more specific issues to guide the planning process.

- How can the principals' association provoke a shift in attitudes towards IETs from one of apprehension to one of fascination for principals?
- What knowledge and skills do principals need to support the cultural and social integration of IETs in schools?
- What can school administrators contribute to the success of IETs in school environments?
- How can IETs knowledge and experience be leveraged to support equity work?

Each question emanates from an understanding of the challenges faced by IETs as they enter the workforce. Focussing on each question as an inquiry-based response to the PoP will allow a framework for use by principals to emerge. The desired result is PL for principals that enables them to leverage the knowledge and experience of IETs to make their schools more equitable.

The first two questions “How can the principals' association provoke a shift in attitudes towards IETs from one of apprehension to one of fascination for principals?” and “What knowledge and skills do principals need to support cultural and social integration of IETs in schools?” highlight the agency of the change agents. Answering these questions involves

bringing together research that provides insights into the benefits of IETs in schools from an equity perspective and accounts from IETs about how their experiences and knowledge can support schools. For example, reaching out to the Ontario-based *Alliance Pour une Communauté Éducative Inclusive* (alliance for an inclusive education community) (ACEI), an organization whose mission is to foster collaboration amongst French-speaking IETs, will help to bridge research and practice. Over time it is hoped that new social constructs will emerge for the change leaders and that these new constructs can be passed on to the change recipients such that significant changes in practice can occur to the benefit IETs and students alike.

The third question, "How can school administrators contribute to the success of IETs in school environments?" highlights the importance of support for IETs that allows them to feel more confident in their ability to succeed in the Ontario public school system. For example, providing support in learning about Ontario-specific pedagogical practices may contribute to the success of IETs in public schools (Council of Ministers of Education [CMEC], 2014; Morrissette et al., 2018). Human nature being what it is, fostering success for IETs in Ontario schools should bolster their confidence. In turn, increased confidence can help create a school climate where IETs feel valued and valuable, thereby increasing their willingness to share their knowledge and experience with colleagues to support school-based equity work.

The final question, "How can IETs knowledge and experience be leveraged to support equity work?" requires an integration of the theoretical answers to the previous questions with practical solutions. While the OIP process provides some insight into this question, it is unlikely to offer a fulsome response since part of the answer resides in the knowledge and experience of individual IETs. Nevertheless, the question provides direction to school leaders in how they might engage with IETs in discussions to support equity work within a specific school context.

Answering these four guiding questions with a combination of theory and practice will foster collaborative work between school administrators and competent, experienced IETs in support of equity work. In addition, understanding the theoretical frameworks and research that answer each question will facilitate the development of tools and resources to support principals through a change process that makes schools more equitable.

Leadership Focused Vision for Change

The vision for change is entrenched in a desire to develop more equitable learning environments. Equity-based change is social change. To bring about social change within the educational context, transformative leadership provides some interesting perspectives. Essentially, through my leadership as PLLL, I hope to engage principals in a transformative leadership process that will allow them “... to work from within dominant social formations to exercise effective oppositional power, to resist courageously, and to be activists and voices for change and transformation” (Shields, 2010, p. 570). Through PL programming, it is possible to support school administrators' learning as they work to bring about social change. PL can also contribute to the development of efficient transformative strategies for integrating IETs in school communities which will impact the equity work in Ontario schools. This section describes the current and desired situations related to the PoP before discussing the priorities for change. Consideration is also given to several change drivers that impact the OIP process.

Current Situation

Educators and scholars in Ontario increasingly agree that ensuring equity for all students and staff in public schools is essential (Institute for Education Leadership [IEL], 2021). Past and current equity work centres on developing specific district-level policies, procedures, and practices, for example, hiring practices. Equity work may vary from district to district and even

school to school. Campbell (2020) outlines several Ontario-based equity strategies enacted over the past decade to support school and system leaders in reducing student achievement gaps. Examples include the Literacy and Numeracy Strategy for elementary schools and the Student Success/Learning to 18 strategy for secondary schools. Campbell indicates different degrees of effectiveness for government strategies. So far, none of the strategies proposed by Ontario's Ministry of Education have directly leveraged IETs' knowledge and skills in supporting the development of equitable schools. No evidence has been uncovered to show that school districts recognize and leverage the benefits of IETs in schools to address equity issues. The organization has endeavoured to support principals through PL on various topics related to equity. Again, IETs have not been a focus of this training. The proposed OIP, with a focus on the integration of IETs in school communities, provides a different strategy to move toward more inclusive and equitable schools.

Desired Situation

EDI practices contribute to student success (Organisation for Economic Co-Operation and Development [OECD], 2018). School leaders should not be limited to existing strategies to create a more equitable learning environment for students. Allowing principals to implement new, innovative approaches to achieve equity goals is aligned with provincial goals as stated in *Ontario's Education Equity Action Plan* (Ontario Ministry of Education, 2017) as well as the mission and vision of most school districts. Bolstering available strategies for equity work in schools through ongoing support for principals is aligned with the principals' association's mission, vision, and strategic priorities. Developing PL and resources that allow principals to support the integration of IETs in school communities will contribute to creative strategies for equity. In turn, this may lead to a better understanding of the benefits of IETs in schools, thus

allowing principals to leverage the experiences and knowledge of IETs to develop new strategies for school-based equity work.

Priorities for Change

Most educators would likely agree that equity is an important aspect of school climate and student success. However, equity-related work in schools is not the responsibility of a single individual. Rather, it is a collective responsibility held by the individuals who make up the education system. For example, Shewchuk and Cooper (2018) and Campbell (2020) indicate that recent efforts to provide more equitable learning environments for students have fallen short. At the same time, school districts and society, in general, have been grappling with racist behaviours and attitudes. If efforts to date have not resulted in significant changes for students and school staff, then the time has come to consider new, different strategies.

As suggested by the PoP, the successful integration of IETs in school communities can support the development of new strategies for equity-based work in schools. Recruiting and keeping IETs in schools is the first step in leveraging their knowledge, skills, and experience for continued equity work. A focus on developing principals' leadership is the best way to influence the work done in schools. Through PL and the use of relevant resources, school leaders can transform internal social and cultural contexts making their schools more equitable.

Change Drivers

Many change drivers can impact any given situation. Whelan-Berry and Somerville (2010) identify two types of change drivers: drivers that support the change implementation process and drivers which are the cause of change. Fullan (2011) focuses on change drivers which influence a change implementation process and provides insight into how change drivers impact the change process. Fullan's work considers change drivers as identifiable policies and

strategies to support or impede change. Successful impact requires choosing the "right drivers" which have the potential for significant influence over the "wrong drivers" which have little chance of having the desired impact on the system. Each of the drivers in this section impacts the change process differently. One of the challenges of this work is the consideration of societal calls for action as the cause of change along with other drivers which support the change and some drivers which may impede the process. It is important to leverage the drivers with the most substantial potential impact to support a process that leads to lasting change.

Societal Calls to Action

School districts' issues drive the current PoP regarding racism and, more broadly, equity. In fact, this particular change driver is not limited to problems within the education system but broader issues of racism around the world. The need to address the many forms of racism becomes the impetus for change, the driver which is the cause of the change. Whether they receive media coverage or not, incidents of racism are frequent, and the societal calls for action to end racism are a strong motivator for educators to act within their respective spheres of influence. This supports Cawsey et al.'s (2016) assertion that drivers originating beyond the organization are the most compelling.

Another societal call to action comes as more and more school districts are in search of qualified teachers. While the COVID-19 pandemic has undoubtedly exacerbated the teacher shortage (Alphonso, 2020), the teacher shortage is not new. In 2019, before the pandemic, MacDonald (2019) reported a teacher shortage across Canada, which was particularly difficult in specialty education areas such as French, math, and science. OnFr has reported that some French-language school districts in Ontario ignore the presence of IETs with more than 10 years of teaching experience (Vachon, 2020). This shortage of teachers is creating a space where

school districts across Ontario and Canada may need to rely on the experience and skills of IETs. In doing so, consideration will have to be given to why there has been reticence in hiring IETs until there are no other options. The issues of racism and equity faced by societal structures, including schools, and to a lesser degree, the shortage of teachers, are strong drivers for the OIP. To better serve students, there is a need to create sustainable social change within the principals' association and schools.

The “Right” Drivers

The most efficient drivers “generate a concerted and accelerating force for progress toward the goals of reform” (Fullan, 2011, p. 4). Zuckerman et al. (2018) supported Fullan’s and Fullan and Quinn’s (2015) assertions about change in pedagogy requiring policy changes as a necessary driver and requiring system-ness, collaborative work, and PL as right drivers. Direct connections should not be made between instructional leadership change and the current PoP, which concerns integrating IETs to support equity work. However, the right drivers (policy, system-ness, collaboration, and PL) in the context of instructional leadership are also right drivers when considering the benefits of IETs for continued school-based equity work.

In the context of the PoP, policies are another driver in that they exist both at the district and government levels, and policy compliance is expected. Specifically, *Ontario’s Education Equity Action Plan* (Ontario Ministry of Education, 2017) calls for more equitable learning environments in schools. System-ness, in this case, is a policy-related driver in that the association and the school leaders will have to allow for system alignment. System-ness includes alignment with district policy and procedures as well as compliance with collective agreements. Additionally, collaboration is a crucial driver for successful change implementation. Collaboration is required between all three levels of the environmental context - macro

(government and district), meso (PLLL and association), and micro (school). As for PL, it is the driver through which change is sought. As such, PL is both a driver and a means for change.

Whelan-Berry and Somerville (2010) identify other change drivers, including accepted change vision, leaders' change-related actions, and change-related training. These drivers should be considered in the principals' school contexts. However, as long as the chosen solution to support the integration of IETs in schools remains voluntary, it is likely that those who choose to support an improved approach to IET integration will accept this as a viable way of improving equity-based work and be willing to act accordingly.

The “Wrong” Drivers

Wrong drivers are those drivers which would impede change (Fullan, 2011). While change will be possible only through leveraging the right drivers, awareness of the wrong drivers can help understand individuals' reactions. In the case of the integration of IETs in school communities, a desire to maintain the status quo with a "if it isn't broken, don't fix it" mindset on behalf of other teachers within the schools could be an impediment to change that school leaders will have to contend with. Similarly, IETs themselves could potentially represent a wrong driver if they are of the view that they are being used for equity and, as such undervalued. The wrong drivers concerning this PoP are derived from possible mindsets toward change. Consideration will have to be given to these potential challenges and how to address them effectively.

In summary, there are several driving forces behind any change initiative. In regard to the integration of IETs in school communities and their subsequent involvement in equity-related work, the driving force behind the change includes a public outcry for more to be done to address racism by creating anti-oppressive and anti-colonial environments. Moving forward to bring change to schools, the agents of change and the change leaders must be attentive to the right

drivers such as policy and collaboration while being mindful of wrong drivers that can come from the change recipients, including other teachers and IETs themselves.

Organizational Change Readiness

The desire to bring about change in the equity work of principals must consider the change readiness of the organization as well as that of school leaders who will engage in the change process in their schools. Cawsey et al. (2016) state that organizational readiness occurs when individuals within the organization see the need for improved outcomes and believe that it is possible to realign the current work. Cawsey et al. use Judge and Douglas's (2009) work to suggest eight dimensions of change: trustworthy leadership, trusting followers, capable champions, involved middle management, innovative culture, accountable culture, effective communications and systems thinking. The readiness for change of the organization and schools is assessed against these dimensions. It should be noted that the principals' association and schools do not have middle management roles as envisioned by Cawsey et al. As such, the involvement of middle management is not a consideration in this change readiness analysis.

The Organization's Change Readiness

The organization's readiness for change is positively demonstrated in regard to six of the eight dimensions proposed by Judge and Douglas (2009): trustworthy leadership, trusting followers, innovative culture, accountable culture, effective communication, and systems thinking. Through my work as PLLL, I have established trusting relationships with colleagues within the organization and with PVPs who participate in PL opportunities. The level of engagement of principals in providing feedback concerning the PL and the level of participation and positive perceptions of the availability of PL since August 2019 is indicative of the support garnered from the association's members (trusting followers).

In addition, the organization supports the implementation of new and innovative PL that serves the needs of principals in the development of exemplary leadership which in turn supports student success. Since the association is not subject to government or district-mandated PL, it has the capacity to be innovative in its offerings to principals. In establishing the EDIC, the organization has demonstrated its support for equity work in schools and within the organization. This shows the organization's recognition of the importance of systems thinking in that it understands that equity work cannot be limited to schools but needs to recognize the interdependence of government, schools, districts, and other education partners.

Within the association, accountability and effective communication go hand in hand. Several mechanisms are in place to ensure regular communication internally with staff and externally with its members and other education stakeholders. The level of transparency with its partners and its governance table ensures continuous accountability, even thru periods of change. It is expected that the change to the PL programming as it relates to equity will be shared with the same level of accountability in regard to political, social, and economic impacts.

The more challenging dimension of change readiness for the organization is capable champions. Since the organization offers PL that is not mandated and, in fact, wholly voluntary, it may not be easy to attract participants who would benefit from specific PL. For example, a principal who believes they are currently engaged in enough equity work without IETs might be less likely to register for PL that seeks to better integrate IETs in schools. In actuality, it may be that those principals could benefit from that learning even more than a colleague who already welcomes IETs in their school but is always looking to improve their leadership practices. Until the OIP process gains enough traction to influence macro-level decisions, it will be challenging to secure the participation of those who may be the most in need of support.

Schools' Change Readiness

The change readiness of participating principals and their schools is difficult to ascertain. The possible solutions to the PoP might incorporate a mechanism by which schools' change readiness is determined. Participation in any solution to the PoP will be voluntary. Nonetheless, it is possible to make some assumptions about the readiness for change of principals. These assumptions are based on observations of previous PL sessions and personal experience.

Experience shows that two of the eight dimensions of change readiness are generally demonstrated by principals who participate in the organization's PL offerings: innovative culture and systems thinking. As part of their training based in part on the Ontario Leadership Framework (OLF), Ontario principals learn about systems thinking. In addition, in their role as "middle management" within a school district, they are called upon to further develop their understanding of the interdependencies that exist for their schools. In this case, they would likely understand the connections between IETs and equity work and would therefore be interested in supporting IETs. Principals who choose to participate in PL that is transformative in nature likely see themselves as innovative and encourage innovative thinking within their staff. It has been the association's experience that voluntary participants in PL are open to others' ideas and engage in discussions that will push their thinking outside their usual paradigms.

At this time, the other five dimensions of change readiness (trustworthy leadership, trusting followers, capable champions, accountable culture, effective communications) are virtually impossible to assess in regard to individual school leaders. Nonetheless, assumptions could be made based on a principal's position of authority in a school. Given the importance of a change agent's credibility (Cawsey et al., 2016) and that there is no way of determining a participant's credibility vis à vis their teachers, a more appropriate approach would be to embed

change readiness assessments as part of the resources and PL that will be developed in response to the PoP. As change leaders in their own right, principals who wish to support IETs and have an impact on equity can begin with creating an awareness for change within their schools through different means (Cawsey et al., 2016). For example, principals can cite examples of racism as a crisis that needs to be addressed or establish shared goals with teachers who are IETs and those who are not, or they can use the information they have gained from PL opportunities to convince school staff of the need for change.

In essence, the organization is ready for the changes resulting from the OIP process, but it is virtually impossible to determine the change readiness of schools without knowing who the participating school leaders are. It can be assumed that principals themselves are ready for change if they choose to improve their knowledge and skills to better support IETs. Their readiness does not guarantee the readiness of their school. However, supporting them in a change process by embedding change readiness assessment tools within the solutions to the PoP may help overcome this challenge.

Chapter 1 Conclusion

This first chapter of the OIP provided an overview of the change organization and the PoP from various perspectives. Principals' support of the integration of IETs in school communities as a means to improve school-based equity work is an innovative idea. While the principals' association is a relatively simple organization, the PoP itself is multi-faceted and multi-layered, as evidenced in framing the problem through different perspectives. Through transformative and constructivist worldviews and consideration for change readiness, solutions to the PoP are beginning to take shape. Chapter 2 presents leadership approaches to change and a framework for leading the change process before identifying possible solutions.

Chapter 2: Planning and Development

Chapter 1 set the context for the OIP work concerning the organization, its readiness for change, and the author's leadership position. The PoP is clearly articulated and situated in broad practical and theoretical contexts along with the vision for change: supports are needed to improve the integration of IETs in Ontario schools to contribute to equity work. The second chapter begins with the elucidation of the leadership approaches to change which will be applied to move the work from its current state to its desired state, as described in Chapter 1. The framework for leading that change is explained. A critical organizational analysis uses information from both chapters before exploring possible solutions and explaining the favoured solution. The chapter concludes with a discussion about leadership ethics.

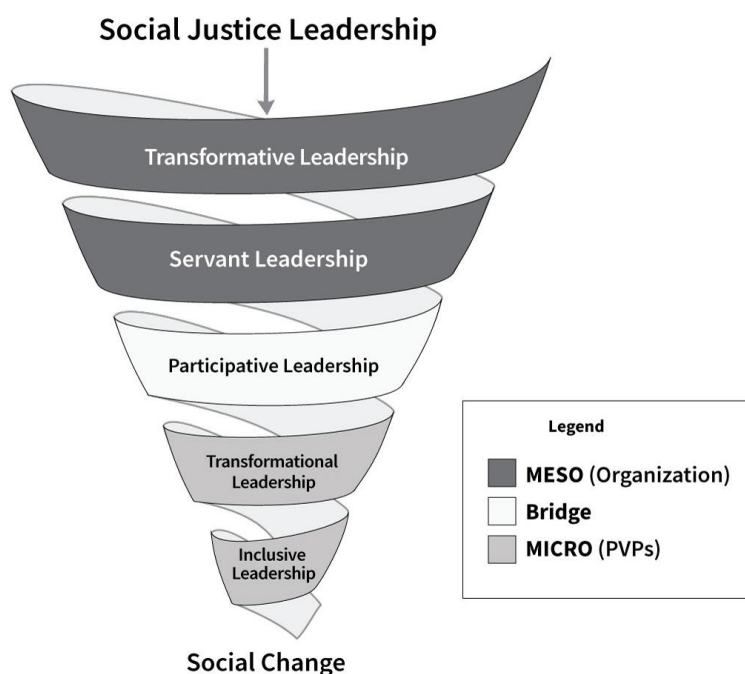
Leadership Approaches to Change

Anchoring change to a theory can foster more meaningful change (Evans et al., 2012). The goal of this OIP is to improve the integration of IETs in Ontario schools such that their experience and competency can support equity work which can only be achieved through a combination of leadership approaches to change that address issues at the micro (school) and meso (organizational) levels with consideration for bridging the two aspects. When considered together, the combination can be considered to represent too many leadership approaches to be efficient. However, as each is explained in relation to the PoP, it will become clear that each has its place (Figure 1) to support social change passing through the meso and micro levels. For the purposes of this paper, very brief descriptions, including connections to the change process, are provided for social justice leadership, the overarching approach, and the micro-level leadership approaches (transformational and inclusive leadership). In addition, a more in-depth exploration of the meso-level leadership approaches (transformative and servant leadership) is included as

the focus of the change process. The section concludes with a description of participative leadership as a bridge between the meso and micro levels.

Figure 1

Leadership Approaches to Change



Note. PVPs = principals and vice-principals

Social Justice Leadership

Social justice is needed for equity work to be meaningful. Fortunately, social justice leadership is embraced by the organization and school leaders who see themselves as having a moral obligation to develop equity and fight injustice as part of their role (Rivera-McCutchen, 2014). Within a social justice context, Freire’s conception of critical pedagogy, as explained in *Pedagogy of the Oppressed* (1968/2018), provides insights in that it proposes that the “oppressed”, or the minoritized, be given their voice and that together with those of the majority there be a process by which conscientization occurs to lift the curtain on invisible inequalities.

For this OIP, IETs can be considered the oppressed given the low employment levels and the significant barriers for them to integrate the teaching profession compared to Canadian-born teachers. On the other hand, school and association leaders can be considered the dominant group, whom Freire would say dehumanize others, intentionally or not. Thus, the elements of critical consciousness and "restoration of humanity" that form the foundation for Freire's work are important at both the meso and macro levels.

Using a social justice leadership approach requires acknowledging that social justice is a dynamic, ever-changing construct (Bogotch, 2002; Rivera-McCutchen, 2014; Turhan, 2010) that aims to change or disrupt traditional models (Rivera-McCutchen, 2014). Essentially, it is crucial to recognize that while solutions will be proposed in response to the PoP, no solution can provide a definitive, finite resolution to social justice issues. Instead, the chosen path to resolution will support a way forward towards the aims of social justice leadership: raising student achievement, improving school structures, recentering and enhancing staff capacity, and strengthening school culture and community (Theoharis, 2007). Given the voluntary nature of participation in any solutions offered through the association, it is likely that participating school leaders exercise social justice leadership. Within the limits of their respective agencies, organizational and school leaders will work to infuse critical pedagogy in a social justice context through both transformative and transformational leadership, respectively.

Meso-Level Leadership Approaches

Working in a meso level organization that shares my leadership approaches will make it easier to enact any solutions that emanate from this change process. Equity work is one example of the association's efforts to engage in "individual, organizational, and societal transformation" (Shields, 2010, p. 563), otherwise known as transformative leadership. The structure of Ontario's

education system and its stakeholders, including the association, is such that transformative work at the association level happens mostly through servant leadership. Specifically, given the association's desire to serve students through service to its members, a servant leadership approach is most reflective of the association's *raison d'être*.

Transformative Leadership

Transformative leadership differs from transformational leadership in that it focuses on school change as part of a larger societal change pattern that recognizes inequities (Shields, 2004, 2010; Shields & Hesbol, 2020). Transformative leadership offers a means by which to support the creation of a socially just society, and it can be adapted to any context (Shields, 2020), making it suitable at the association level. Of the five group characteristics Astin and Astin (2000) identified as part of transformative leadership for social change, those that intersect most directly with the PoP and the association's way of conducting business are collaboration, shared purpose, and learning environment. The enactment of these characteristics daily within the association will be extended to the favoured solution in response to the PoP such that different stakeholders such as IETs, principals, and organizational staff are brought together (collaboration) to improve outcomes for students (shared purpose) through the implementation of new equity building strategies featuring the successful integration of IETs (learning environment).

As the primary change agent in the OIP process, I strive to exercise a transformative approach that includes deliberative action to build relationships supporting the deconstruction and reconstruction of mindsets that can contribute to creating more inclusive environments for principals and students alike (Shields, 2004). Fostering new mindsets and frameworks where new constructs replace those that perpetuate inequities is key to is reflective of transformative

leadership (Shields and Hesbol, 2020) and is also aligned with my constructivist worldview described in Chapter 1. In order to be a successful transformative leader, I must be attentive to Astin and Astin's (2000) individual characteristics (self-knowledge, authenticity/integrity, commitment, empathy/understanding of others, and competence) and my own and PVPs power and privilege (Shields, 2020). I cannot do this work alone. Rather, I must be intentional about involving a variety of stakeholders (Shields and Hesbol, 2020), including IETs, in implementing innovative, equity-focused strategies to address the PoP.

Servant Leadership

The association as a whole and most of its senior leaders seek transformation through a mindset and actions that closely align with servant leadership (SL) in that they are concerned with the empowerment of their staff, their members, and the larger community (DeGraaf et al., n.d.; Eva et al., 2019; Lemoine et al., 2019). Since Greenleaf first used it after years of observation of management contexts (Greenleaf, 1972/2009), researchers have sought empirical validation of SL (Lemoine et al., 2019). So far, research has not resulted in a single definition of SL (Laub, 1999; Northouse, 2019; Parris & Peachey, 2013; van Dierendonck, 2011) though empirical studies have found it to be a sound leadership theory that has some predictive value for individuals and organizations (Laub, 1999; A. Lee et al., 2020; Parris & Peachey, 2013).

For the purposes of this paper, Eva et al.'s (2019) definition is used: SL is an approach focused on others where the individual needs and interests of the followers are placed before concerns for the leader themselves resulting in a concern for others within the organization's broader community. This definition applies to the organization itself and me as PLLL and is relevant in the context of this OIP as I seek to serve students through an improved approach to the integration of IETs. The organization sees itself as ultimately being in service to students as

well as the educators and communities that support them through their work in support of principals. One of Greenleaf's (1977/2002) fundamental questions is "What is the impact on the least privileged in society: will they benefit; or at least not be further deprived?" (p. 27). This question is directly related to equity work as a means of bringing about social change for all students to be successful.

Through our desire to serve, we are called to focus on relationships with internal and external stakeholders in such a way that we enact some of the key characteristics of servant leaders identified by DeGraaf et al. (n.d.) and van Dierendonck (2011) listed in Appendix B alongside Laub's (1999) attributes of SL organizations. In addition, the following aspects of SL are specifically related to the OIP change process:

- Stewardship – making the world a better place
- Building community – balancing individual and organizational goals with social responsibility
- Fostering individual growth – valuing, empowering, and developing people through trust and allocation of resources
- Conceptualizing – setting priorities within the context of the organization

By focussing on these aspects of SL within the organization and in relationship with IETs and principals, a straightforward solution to the PoP should emerge. By supporting this work, the governance table demonstrates its position as a servant institution (Greenleaf, 1972/2009).

A Bridging Approach: Participative Leadership

Participative leadership, which is situated opposite directive leadership on a continuum of leadership behaviours (Lonati, 2020), serves as a bridge between the association at the meso level and schools and the micro-level. Participative leadership is a way of characterizing the

relationship between a supervisor and their subordinates. Through this approach, decisions are made jointly through a consultative or collaborative process (Leana, 1987). In the case of the organization, a participative leadership approach is used in different instances with consideration for the governance table, as the equivalent of subordinates or staff, in decision-making processes. The resolution of the PoP will be modelled on this approach in that decisions about solution implementation will be made jointly with the consultative team which includes representation of the PL Team, principals, and, where possible, IETs.

Micro-Level Leadership Approaches

Solutions to the PoP outlined in this OIP change process should be the association's responsibility, and as such, must lie within its agency. However, the reality is that any action by the association to offer support for IETs to integrate schools as a means of furthering equity will require a minimal level of engagement by participating school leaders for action within their schools. For that reason, it is essential to consider the leadership approaches that are likely for those principals who choose to pursue equity work in this way.

Transformational Leadership

Transformational leadership is a realistic approach to change focused on creating connections with others to foster engagement, leading to followers' and leaders' transformation (Northouse, 2019). This is often done through the process of school improvement planning and the development of shared goals (Shields, 2010), where transformational leadership is exercised through Bass's concepts of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bass & Steidlmeier, 1999; Northouse, 2019). Solutions to the PoP should consider the characteristics of a transformational approach for principals who seek to

connect the successful integration of IETs to the school improvement process as it relates to equity.

Inclusive Leadership

The actions principals pose to create inclusive environments are closely linked to the tenets of inclusive leadership as presented by Ryan (2006). Ryan proposes that “leadership [is] a collective process that promotes inclusion” (2006, p. 2). His framework for inclusive leadership is based on the idea that everyone should be included and allowed to participate in societal processes, including education. Ryan explains that inclusive education requires the identification of sometimes invisible or systemic “patterns of exclusion” and making a commitment to action (2006, p. 11). To be responsive to the PoP, solutions will require that principals adopt an inclusive leadership approach that allows social justice to become action-oriented. By adopting an inclusive leadership approach, principals will use critical consciousness and dialogue (Freire, 1968/2018) within the context of their school improvement plans.

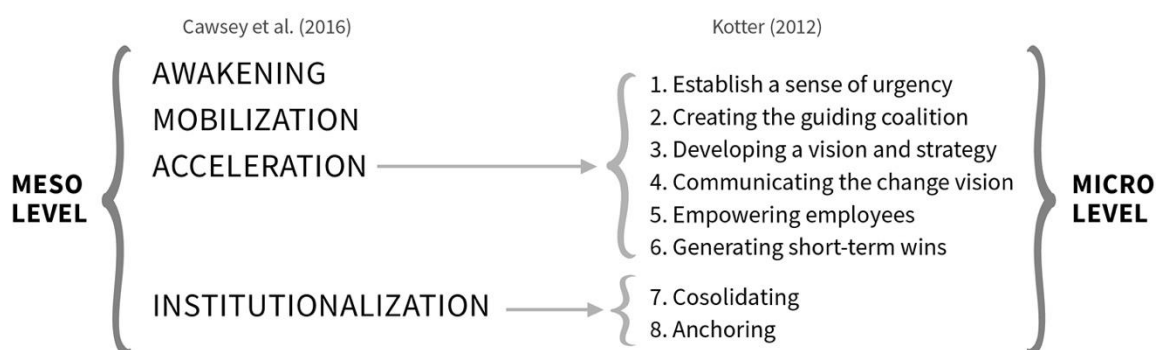
Framework for Leading the Change Process

As dynamic entities, the organization and schools are engaged in cycles of continuous improvement. Bringing about change in such dynamic contexts is supported by integrating different feedback loops, making adjustments, and celebrating successes. Schools have the capacity to adapt to both internal and external dynamic factors (Heck, 2015). Argyris and Schön’s model of double-loop learning (Evans et al., 2012) proposes that organizational change requires a shift in the attitudes of individuals and the “values, beliefs and policies” (p. 160) of the organization. A successful resolution of the PoP requires such a double shift in that supporting the integration of IETs requires a change in individual attitudes as well as in the school’s culture. This section explains how the change will be managed using Cawsey et al.’s (2016) change-path

model and Kotter's (2012) eight-stage process. The change-path model provides a framework for my work within the association and with school leaders. Kotter's process offers an accessible incremental framework for administrators as part of the acceleration process of the change-path model, as illustrated in Figure 2.

Figure 2

Integrated Change Processes



Applying the First Three Processes of Cawsey et al.'s Change-Path Model

The awakening process of Cawsey et al.'s (2016) model is already underway. Recent events in education (Boisvert, 2019; Davis, 2020; Maharaj, 2021; Miller, 2020; Nakhavoly, 2020; Paradkar, 2020; Taekema, 2020; Thompson, 2021) and society, in general, have created an overwhelming need to address issues of oppression and inequity in Ontario schools. These events and requests from its members have caused the association to pay more attention to these issues. The association has clearly articulated its "awakening" to equity-based work as a means to exercise social justice leadership. It has demonstrated its awakening with the creation of the EDIC as well as multiple offerings of PL on a variety of equity-related topics.

External and internal events coupled with the association's SL approach have propelled the organization to the mobilization stage. The association and PVPs have already been engaged

in discussions about equity issues through conversations with the PL focus group and diverse independent contractors. Ongoing discussions have resulted in a deeper understanding of equity issues in schools and a realization that IETs, many of whom are unemployed (see Appendix A), can support equity work in schools. Research on the benefits of IETs described in Chapter 1 offers evidence that it is important to support the successful integration of IETs in Ontario schools, although more work needs to be done to understand the social and cultural barriers of IETs from their own perspectives. This will contribute to a better response to one of the PoP guiding questions: what knowledge and skills do principals need to support the cultural and social integration of IETs in schools? A deeper understanding of the barriers faced by IETs and the knowledge and skills PVPs need to support their integration will allow the association to move to the next step in the change-path model (Cawsey et al., 2016), acceleration.

As the organization reaches the acceleration stage where action planning is required to implement the change, it is essential that principals be engaged in specific change actions. Two of the guiding questions of the PoP will provide support for the development of the change actions. Specifically, during the acceleration process, the organization, through the work of the PL team, will foster a shift in attitudes towards IETs from one of apprehension to one of fascination and will identify ways in which IETs knowledge and experience can be leveraged to support equity work as solutions are implemented. Addressing these guiding questions allows school administrators to support IETs in their own knowledge and skill development to be successful in an Ontario public school environment. To be successful in the acceleration process, the PL team will work through the first six steps of Kotter's (2012) eight-step model with participating principals.

Applying the First Six Stages of Kotter's Eight-Stage Process

School leaders have numerous responsibilities. Yet, they may not have knowledge of change theory. Regardless of their knowledge of change theory, participating PVPs will be asked to embark on a change process anchored in the principles of social justice leadership through a transformational leadership process as they seek to engage IETs and other school staff to support school-based equity work in an action-oriented way. As the association works through Cawsey et al.'s (2016) change-path model, it will support school leaders at each of Kotter's (2012) stages.

Establishing a Sense of Urgency

The first stage in Kotter's (2012) process, establishing a sense of urgency, seems relatively straightforward. Given the voluntary participation in the proposed change process, the organization will work with those principals who feel the greatest sense of urgency. The challenge will be for principals to create a sense of urgency within the school. The current political and societal pressures for principals to engage in equity work provide a crisis which Kotter explains is often a catalyst for change. However, Kotter cautions that strong forces may reinforce complacency to the point of maintaining the status quo. This could be an issue for principals as they work with school staff to bring about change in support of IETs. The importance of student success and well-being should help to augment the level of urgency enough such that principals can move to the next stage.

Creating the Guiding Coalition

Principals will not be alone to bring about change. They will be on a change journey with other school leaders with support from the association. The proposed actions for change should include mechanisms allowing participating principals to develop a level of trust between them as they work towards the common goal of supporting the integration of IETs to reinforce equity

work in schools. Again, the challenge will be within their school buildings. Success is more likely if principals can put together an effective team of school staff, and perhaps community members, to support their work at the school level. Individual team members should have the following characteristics: position power, expertise, credibility, and leadership (Kotter, 2012).

Developing a Vision and Strategy

The vision of change that principals develop for the integration of IETs in their schools should be connected to the goals of the school improvement plan. The connection between school improvement and the lived experience of IETs can support the development of a vision in which IETs are vital participants in supporting equity work within the school. The vision should be focussed, flexible, and easy to communicate (Kotter, 2012, p. 78).

Communicating the Change Vision

As part of a successful change journey, school leaders should develop a clear plan for communicating the vision. That means keeping the vision simple, providing examples or visual representation of the vision, repeating the vision in different contexts and through other means, leading by example, addressing any inconsistencies, and providing an opportunity for two-way conversation (Kotter, 2012, p. 92).

Empowering Employees for Broad-Based Action

The fifth action-oriented stage in Kotter's process, empowering employees, requires a series of actions so that school staff feel equipped to work towards the vision. At the organization level, the PL team will work to empower principals. At the school level, principals will need to empower IETs and other school staff. This can be accomplished by communicating a realistic vision, providing appropriate training and confronting individuals who sabotage change efforts (Kotter, 2012, p. 119).

Generating Short-Term Wins

This is the fun stage in Kotter's (2012) process. It is just as important as the other stages as regularly planned celebrations of short-term wins can "provide evidence that sacrifices are worth it, reward change agents, help fine-tune vision and strategies, undermine cynics and self-serving resisters, keep bosses on board and build momentum" (Kotter, 2012, p. 127). Thus, both the association and individual principals will need to be attentive to this stage.

Institutionalization, Consolidation and Anchoring

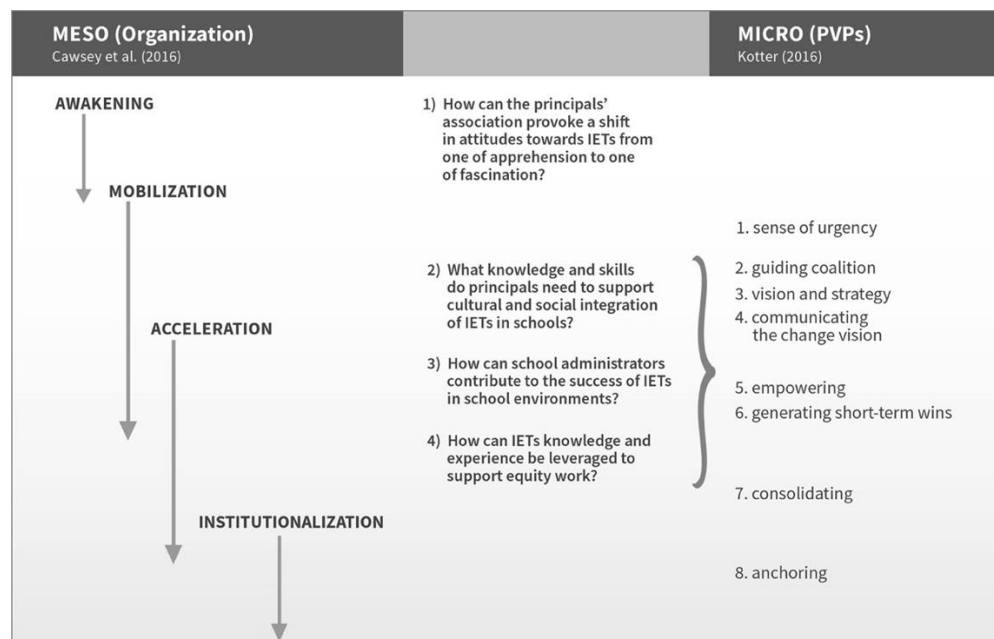
The final process of Cawsey et al.'s (2016) change-path model (institutionalization) and the last two stages of Kotter's (2012) eight-stage process (consolidation and anchoring) represent the finality of the change process. It is unlikely that the final steps occur as part of the envisioned OIP. The main reason for not seeing the change process to its end is that such a deep level of change necessitates macro-level engagement, which is outside the scope of this OIP process. Transformational and transformative change within organizations requires that leaders focus on the big picture and continuous effort and let individuals move forward with specific tasks to support the change effort (Kotter, 2012, p. 147). As leaders at the association and school levels approach these steps in the change process, they should be alert to a resurgence of complacency and resistance within their organizations.

In summary, this section has shown how the first six stages of Kotter's (2012) eight-stage process are embedded within the acceleration component of Cawsey et al.'s (2016) change-path model. Figure 3 shows how the guiding questions are layered within Kotter's and Cawsey et al.'s models. Inserting the guiding questions within the models provides an overview of how the change process and guiding questions support one another. The dual process of meso and micro

change is intended to be responsive to the organization's context and that of the schools as both work towards significant changes in how IETs are integrated into school communities.

Figure 3

Connecting the Guiding Questions to Meso and Micro Change



Note. PVPs = principals and vice-principals

Critical Organizational Analysis

Chapter 1 contributed to a deeper understanding of the context of the organization and the PoP regarding past and current policy in Ontario and the current social context regarding equity. In this section, a critical organizational analysis is presented to consolidate several elements of the OIP into a broader understanding of the work to be done to successfully integrate available IETs in schools. Their experience can be leveraged for equity work.

From Structural Functionalism and Interpretivism to Critical Orientation

Capper (2019) begins *Organizational Theory for Equity and Diversity* with a chapter on epistemologies to provide leaders with an understanding of related practices and how they can

help improve equity. Given the PoP's focus on enhancing equity practices in schools, it is appropriate to consider the critical organizational analysis through the lens of Capper's work.

As organizations that strive to use objective knowledge and orient change towards regulation (Capper, 2019, p. 38), schools and the association have historically been rooted in structural functionalism, as exemplified by the predominant use of a transformational leadership approach. This means that their goal is the efficiency of the organization rather than equity (p. 40). Evidence of this epistemology continues to exist at all levels (micro, meso, and macro), though they are more apparent at the school district (macro) level. Capper argues that marginalization in education is the result of structural functionalism as systems have tried to address student challenges by applying bandages that often result in further marginalization of students as those programs focus on students' deficits or lack of conformity to the norm rather than on their assets. To be responsive to all students and move equity work forward, the association and schools must continue to move beyond structural functionalism through the application of transformative and transformational leadership approaches within the context of critical pedagogy and social justice.

Like structural functionalism, interpretivism is concerned with changing towards greater regulation. The difference lies in that interpretivism uses subjective knowledge as a foundation for change. Interpretivism aims to understand individuals' experience of the organization (Capper, 2019, p. 53). Leadership within the interpretivist epistemology is characterized by "personal awareness, the significance of relationships, and having a purpose or mission" (Capper, 2019, p. 58). Within the confines of this epistemology, leaders see themselves as facilitators and collaborators, which is likely the case for many school principals and is undoubtedly the case for the senior leadership at the association. Within interpretivism, diversity is considered by using

terminology such as "all students" or by celebrating diversity. This type of transformation moves the schools and the association beyond structural functionalism but does not bring equity and social justice into their work as explicit objectives. To meaningfully move towards equitable and anti-oppressive schools, the change cannot be cosmetic; it needs to get at peoples' beliefs and values (Welton et al., 2018). Such a profound change can be regarded as quite radical and will undoubtedly generate conflict (Shields, 2020), which the leader will need to navigate.

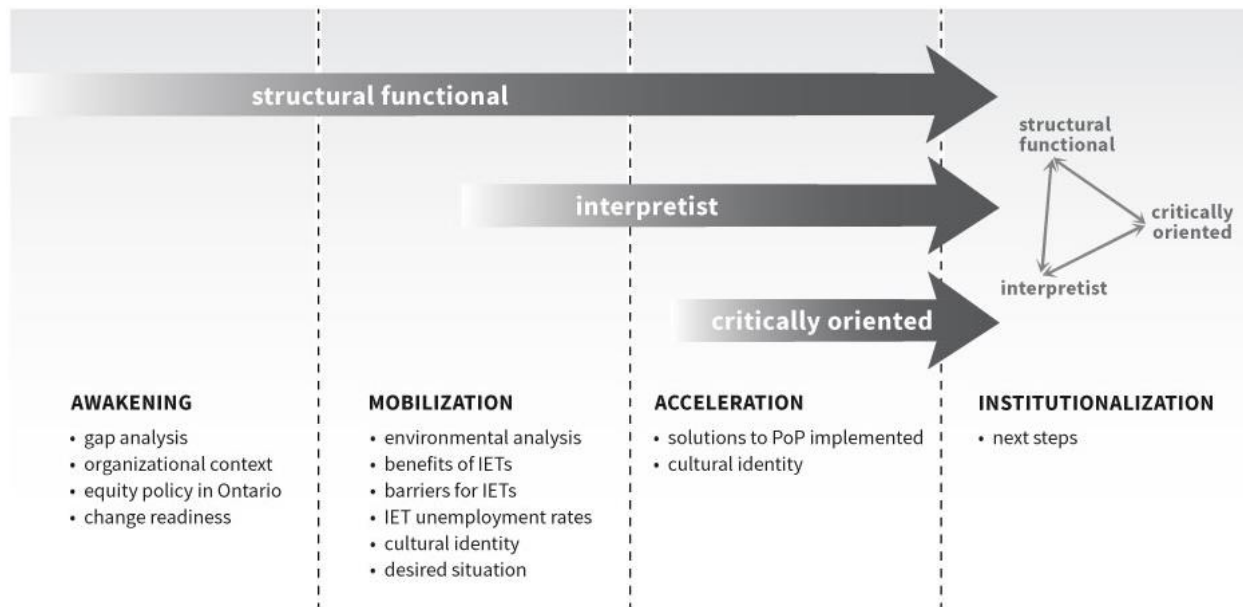
The resolution of the PoP requires that the association and schools shift from interpretivism to critical orientation. As an epistemology, critical orientation is based on subjective and objective knowledge as it moves toward radical change, focusing on "power, inequities, oppression and marginalization" (Capper, 2019, p. 68). The goals of critical orientation are social justice and equity accessed through the disruption of power. To move toward critical orientation, leaders must be willing to involve themselves within their respective organizations on a journey of learning and activism. The OIP proposes the resolution of this vital issue to improve equity in schools for IETs themselves and students. By implementing a carefully planned change process, the association and schools can move toward this goal.

To successfully lead the change process as it relates to the integration of IETs as a means to support equity work, consideration must be given to change implementation within my circle of influence which is limited to the association (meso) level and, to some extent, the school (micro) level. Change will come from moving leaders from a narrow adherence to structural functionalism and interpretivist epistemologies to a balanced approach that is increasingly based on critically oriented epistemologies (Capper, 2019). Such a shift in epistemologies is proposed through Cawsey et al.'s (2016) change-path model, the favoured model for the overall change process for the OIP. Consequently, the different components of the analysis will support

different stages as leaders' epistemologies shift. Figure 4 situates various parts of the OIP process within each of Cawsey et al.'s change model steps on a continuum from structural functionalism to a more balanced approach which includes critical orientation.

Figure 4

Shifting Epistemologies Using the Change-Path Model



Moving Through the Change-Path Model

Cawsey et al.'s (2016) change-path model is the primary change framework through which the work of the OIP is operationalized. As explained in the "Framework for leading the change process" section, Kotter's (2012) eight-stage process will be integrated into the acceleration phase. However, for the purposes of the critical analysis, only the change-path model will be referenced. Different aspects of the OIP process will be considered in the context of each of the four stages. As I move through the change process, the key components of my worldview (problem-based change, understanding, collaboration, and social/historical construction) along with several leadership approaches (social justice, transformative, and servant) will influence the work towards a resolution of the PoP.

Awakening

At this stage in the change process, clarity is sought concerning the internal and external contexts for the change. This includes the organizational context, change readiness, a gap analysis, and consideration for equity policy in Ontario. The principals' association and Ontario schools have been actively and deliberately engaged in equity work for a relatively short time. Within the association, this has meant putting in place an EDIC, creating a new senior position to support EDI, and offering PL that is supportive of the learning needs of principals engaged in equity work. The association is ready to embark on a journey that will bring about deeper change as a means of better serving its members, and ultimately better serving students in public schools. In addition, data has been gathered on the history of ministerial education policies, which provides insight into the long-standing structural functionalist epistemology within the education sector. Finally, as previously noted, it may be necessary to make assumptions about schools' readiness based on the school leader's participation in the change process.

As a consideration of what needs to change, I acknowledge my agency and its impact on the work to be done. Specifically, I support the PL of school leaders though I cannot directly influence how principals will use their learning in schools and the impact of the principals' leadership. To that end, my focus is on those elements that fall within my agency through my commitment to transformative and SL approaches for social change by addressing the social and cultural barriers faced by IETs who work in schools.

Mobilization

The second step of the change-path model is mobilization (Cawsey et al., 2016). At this step, the change leader works with others to collaboratively determine what needs to be changed and develops a change vision. Communication is an integral part of this stage as the change

leader seeks to further anchor the vision for the desired state on data obtained from a variety of stakeholders. As PLLL, I regularly engage in preliminary informal discussions with school leaders. Through those dialogues, I have begun to build relationships that support developing a deeper understanding of the issues facing IETs. In addition, research provides additional information, which is especially important regarding the barriers IETs and the benefits of equity work when IETs are appropriately integrated into schools.

The work to be completed at this stage and the next phase will move the school leaders through the interpretivist epistemology. This will be accomplished by engaging principals, IETs, and some system leaders in discussions to define with more precision the existing gaps between the current situation and the desired solution. To be effective during the mobilization step, I will have to reflect on how my own competencies can best serve the change process (Cawsey et al., 2016). For the change process to be impactful, principals must agree to be a part of the solution, and that realization will be supported by their understanding of the importance of IETs in their equity work. For that reason, consideration should be given to how to effectively share a summary of the research and discussions with stakeholders. Communication with and between stakeholders will be critical to mobilization efforts.

Acceleration

This third step in the change-path model is concerned with the specific actions to be undertaken by change agents as they endeavour to “manage the [change] plan, build momentum, and manage the transition” (Cawsey et al., 2016). Cawsey et al. note that while this may seem like a straightforward, linear process, such a perspective does not necessarily reflect reality. As the organization and the school leaders move forward in implementing the change models as a means to attaining more significant equity, they should consider the change as part of a broader

continuous cycle of improvement (Welton et al., 2018). To address the complexity of this step and embed the idea of a continuous cycle of improvement within the context of supporting equity-based change, six of Kotter's (2012) eight steps are used.

Supporting principals moving through the change process at the acceleration stage will be accomplished by developing knowledge and skills. However, this level of change is not sufficient. Achieving the desired outcome of supportive cultural and social integration of IETs in schools means moving the learning needs beyond the surface such that there is an impact on individuals' core beliefs (Welton et al., 2018). Engaging in critical inquiry that examines their own values and beliefs in regard to culture and equity will allow participants to consciously consider the impact of current practices on students (Brown, 2004) and other members of the school community.

At this step, the association and principals move toward critically oriented epistemologies while maintaining some aspects of structural functionalism and interpretivism required by existing systems. While it is likely that the shift in epistemologies will begin as a part of this OIP process, a complete shift requires time and changes to individuals and education structures that are well beyond the scope of the PoP. Moreover, as Figure 4 illustrates, the change will come from balancing different components of each epistemology. That said, as change participants engage in an epistemological shift, leaders must understand that their own cultural identities can impact their personal perspective and how they interact with staff (Lacroix, 2014; Wang, 2002). In turn, changes in personal perspective, values, and beliefs will likely influence decision-making processes as principals and IETs work together to support equity work in schools.

Institutionalization

While all change processes should aim to reach this final stage, this step will remain incomplete in the case of this OIP. At the micro and meso levels, the change related to the social and cultural integration of IETs should find resolution. However, the full integration of IETs requires work at the system (macro) level, which is beyond the scope of this OIP process. Another consideration is that equity work can never be complete as a construct of social justice leadership (Bogotch, 2002; Rivera-McCutchen, 2014; Turhan, 2010).

The critical organizational analysis brings together many of the components of the OIP process. This big picture provides a clear roadmap of the change process and the challenges that may arise as all change actors embark on a journey to gradually shift epistemologies from structural functionalism and interpretivism to critical orientation as a means to engage in equity work for the benefit of IETs and students.

Possible Solutions to Address the Problem of Practice

Assuming that the status quo is not an option, this section proposes three solutions. The intentions and required resources (time, financial, human, technological, and informational) for each proposed solution are clearly articulated. The proposed solutions are then compared. Finally, a favoured solution is selected as the most appropriate in response to the PoP, the social and cultural integration of IETs in schools as a means to support equity work.

Solution 1 - Focus Groups

The first solution, the use of focus groups, consists of bringing together individuals to engage in facilitated discussions in regard to specific questions or topics. To find solutions to the PoP, voluntary focus groups could be planned for IETs and school leaders. The same individuals could then be part of another focus group made up of both IETs and principals.

Resources

The use of focus groups requires a limited number of resources. Each participant would contribute a minimal amount of time. As PLLL, I would need to invest a more significant amount of time unless an external facilitator is hired to conduct focus group discussions. That decision would have financial implications for the organization, but would be possible within the annual PL budget. Using virtual platforms for the focus groups would require technological resources, though these are readily available through the association. Virtual focus groups would limit the informational investment for the association.

Implications and Effect

Focus groups can be effective in gathering qualitative data from individuals (Quible, 1998). While individual interviews sometimes provide similar data, focus groups are sometimes preferred because the interactions between participants provide some insights (O'Donnell, 1988). Virtual focus groups can be used for a multitude of purposes, such as obtaining information, diagnosing problems, generating new ideas (Stewart & Shamdasani, 2017). For the purposes of the OIP, joint focus groups with IETs and school leaders can provide interesting insights into the integration challenges. In this case, focus groups would allow the PL team to better understand the issues facing IETs as they integrate the teaching workforce and the concerns that principals may have regarding onboarding IETs.

Furthermore, the focus groups can be used to generate additional ideas for solutions to the PoP. As a standalone solution, focus groups can deepen the understanding of the change leader and change actors, including IETs. Focus groups can effectively support change, but additional supports are required to bring about a total transformation (Rideout et al., 2016). The impact of new knowledge as part of a broad series of PL offerings would likely be minimal on

IETs, and as such, does not provide a means by which to attain transformational change in schools or the transformative social change the association seeks for students.

Solution 2 – Professional Learning Networks

The second solution, professional learning networks (PLNs), consists of creating a series of PLNs for school leaders. PLNs are not professional learning communities (PLCs), but they do share some similarities. PLCs have shared goals, are focussed on student learning, provide opportunities for reflective dialogue, foster collaborative engagement of participants, include structured activities related to practice, establish a sense of trust within the group, and have stakeholder support (Prenger et al., 2017). PLNs share most of the principles outlined above for PLCs. However, PLNs are not focused explicitly or exclusively on student achievement and do not rely on student work as a focus of the activities. Instead, PLNs offer an opportunity for participants to share successes and seek support in finding solutions to leadership problems.

PLNs would be virtual and conducted in a blended format of synchronous and asynchronous meetings between school administrators interested in integrating IETs as a means of continuing equity work within their schools. Synchronous, themed virtual gatherings would be held regularly over a period of six to ten months. In between, participants could communicate with one another asynchronously when it is convenient for them to do so through an easy-to-use interactive tool such as WhatsApp.

Resources

The time commitment for participants in the PLNs would vary based on individuals' level of engagement in the asynchronous networking. The time commitment for the PL team would be related to the planning of the synchronous sessions to ensure that relevant information is shared and that participants maintain a focus on the successful integration of IETs. Financial

costs would be limited to those required to use virtual platforms, but since these already exist within the association, it is unlikely that there would be any additional costs. In addition, the use of free asynchronous networking tools would further reduce any financial commitments.

Implications and Effect

PLNs offer just-in-time support in a social learning context which helps to reduce the isolation that school leaders may feel (Trust et al., 2018). Through the PLNs' focus on the integration of IETs in schools to support equity work, principals would have access to colleagues with varying levels of expertise and a variety of experiences as a means of supporting professional growth (Trust et al.). In fact, Trust et al. found that 35% of participants in their study felt PLNs impacted their leadership practice. Participants also noted positive impacts on professional knowledge and skills, community (overcoming isolation), and learning dispositions (how participants learn). PLNs can also support a cultural change by creating opportunities for "inquiry, reflection, better practice and increased commitment to change" (Azorín et al., 2020, p. 112). Muir and Byrne (2020) found that their focus-group informed learning networks positively impacted nursing education. The success of PLNs is contingent on the organization's ongoing support such that collaborative inertia and exclusion (as described by Muir & Byrne) do not occur. Another challenge of the PLN is to determine if it will go deep enough as a process for the change to be transformative and transformational.

Solution 3 - Resources and Training

The third solution is the development of resources and training for principals. The resources developed by the organization would be evidence-focused and based on the understanding of effective strategies for the integration of IETs in schools as a new way of approaching equity work. They would include readiness for change assessments for school

leaders to use in their local contexts. The training component of this solution would be delivered in a workshop format with opportunities to explore some of the resources. The specifics of the workshop in terms of duration and format would be determined based on contextual information at the time of planning. For example, if the global pandemic continues to limit gatherings and cause increased work intensification issues, format options for the training would be limited.

Resources

The development of tools and accompanying training opportunities requires significant resources. Assuming a one-day face-to-face workshop, costs can be substantial for individuals, schools, and the association. The association has the capacity to host learning sessions at a minimal cost within the confines of its offices. However, costs for meals, travel and hotels would be the responsibility of participants. In addition, each participant would give up at least a day to participate, more if they need to travel a long distance. The time commitment for the PL team could be significant as they work to conduct research to serve as the foundation for the resources to be shared during the training session and to prepare the materials as well as the logistics involved in planning a face-to-face event. Moving the sessions to a virtual environment would reduce the costs and increase the association's technological requirements.

Implications and Effect

Resources will provide ongoing references for principals as they seek to implement durable change within their schools. Coupled with an opportunity for a collaborative workshop with other principals, resources can provide specific insights into theory and practice that support the integration of IETs in schools as a means of improving equity work. One of the challenges of this solution is that training sessions offered as one-offs are less effective (Darling-Hammond et al., 2017). Continuous access to resources helps those who engage on the path to change to a

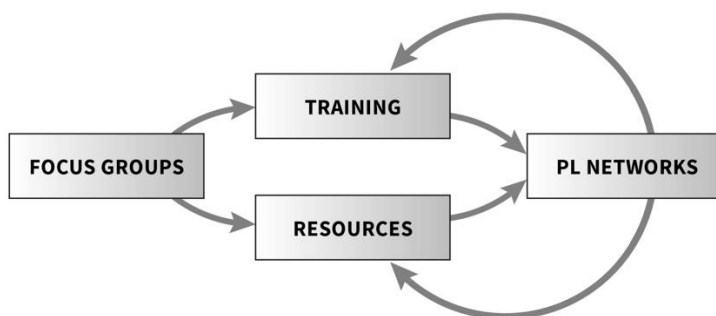
certain extent. However, there is a risk that any changes following a training session, even with resources, will be short-lived.

Favoured solution

Each proposed solution has associated strengths and limitations. To varying degrees, all the solutions can be operationalized within the context of the leadership approaches illustrated in Figure 1: social justice leadership, transformative leadership, transformational leadership, servant leadership, participative leadership, and inclusive leadership. Additionally, each proposed solution fits into the change model proposed in Figure 2. However, the degree of responsiveness to the PoP and the likelihood of a sustained change vary considerably from one solution to the other. None of these solutions brings a resolution for the PoP, which is acceptable if the sought-after change is transformative (meso level). For that reason, the favoured solution is a combination of all the solutions (see Figure 5). The favoured solution brings together the advantages of each proposed solution while offsetting some of the challenges.

Figure 5

Favoured Solution



Note. PL = professional learning

Focus groups, PLNs, resources, and training will be brought together to form the preferred solution to offer better supports to principals for the social and cultural integration of

IETs in schools, thereby contributing to more equitable learning environments. Table 1 presents the required resources for each solution, including the favoured solution, which is the costliest since it requires the most resources. The favoured, multi-faceted solution is feasible given the organization's equity focus, PL priorities, and resources.

Table 1

Required Resource Level Per Solution

Solution	Resource Type				
	Time	Financial	Human	Technological	Informational
1/Focus Groups	Low	Medium	Low	Medium	Low
2/Networking	Medium	Low	Medium	High	Medium
3/Resources & training	High	High	Medium	Low	High
4/Favoured	High	High	Medium	High	High

The favoured solution is aligned with the social justice leadership approach in that it brings the change leader and the change actors together for equity work in a new way as a means to move schools towards greater equity (McKenzie et al., 2008). It also aligns with one of the characteristics of inclusive leadership, which seeks to develop ongoing critical learning for all staff (Ryan, 2006). In addition, the favoured solution is the only one that offers the opportunity to integrate all of the criteria identified by Darling-Hammond et al. (2017) for effective PL for teachers: content focus; active learning; collaboration; use of models and modelling; coaching

and expert support; feedback and reflection; and, sustained duration. Given that principals are educators, it is assumed that these characteristics of effective PL also apply to them. Based on the implications and effect of each component and the organization's resources, the multiple component solution is the best way forward to achieve long-lasting transformational change in schools.

The critical learning generated by the focus groups is essential as a foundational step. Planning the focus groups with critical pedagogy in mind makes them an important source of information from IETs and the principals. Adding the training and the networking solutions addresses the challenge of leaving participants to decide for themselves how to use the information as they work towards more equitable schools. Available literature coupled with the data from the focus groups can be used to design some resources for principals as they seek to support the social and cultural of IETs in their schools. These resources may support principals as they develop local PL for IETs and other school staff to make their schools more equitable. Building capacity at the local level is an important component of inclusive leadership (Ryan, 2006). More direct learning for principals will be provided through the training sessions. Ongoing learning and just-in-time support will occur through the PLNs. Bringing the focus groups, resources, training, and PLNs together in a single long-term solution to address the PoP makes it more likely that meaningful change will occur.

The successful implementation of the favoured solution will happen through a combination of PDCA (plan-do-check-act), PDSA (plan-do-study-act), and action research cycles. Each component of the solution will have its own PDSA within an overarching PDCA cycle. A cyclical approach is meant to provide multiple opportunities to refine the work and focus the learning of school administrators while adapting the strategies to their respective

contexts. It is hoped that this approach will result in transformative (meso) and transformational (micro) change.

Leadership Ethics and Organizational Change

There will undoubtedly be ethical challenges stemming from interactions with internal or external stakeholders, including resistors to change through the change process. Ethics, as it relates to leadership, is with leaders' identity and actions (Northouse, 2019, p. 336), where the goal of leadership itself is to influence behaviour (Kanungo, 2009). In this OIP, all leadership approaches (servant, transformational, transformative, social justice, and inclusive) assume ethical behaviour. In fact, moral and ethical means are crucial for school administrators who seek social justice (Turhan, 2010). However, not addressing ethical issues pre-emptively or as they come up may represent a danger to the change process. If the leaders as change agents do not adhere to high ethical standards, they risk the confidence of their followers and other stakeholders (Mihelic et al., 2010). This section delves into several ethical considerations and highlights ethical challenges at different stages of the change process.

Organizational Ethics

The principal association's adherence to servant leadership contributes to a high commitment to ethics, as evidenced by staff and members being held to high levels of ethical behaviour. To support continued ethical behaviour, the association provides a variety of PL such as workshops on professional boundaries and individual guidance as needed. In addition, when faced with ethical dilemmas, the association brings the matter to its senior team for discussion and ultimate resolution in the most ethical way possible in consideration of all stakeholders. In making ethical choices and decisions, the association is, in fact, "choosing the becoming of the

whole humanity” (Dion, 2012), at least as it relates to the work of school administrators and, subsequently, students.

Individual Ethical Commitments

As leaders, each person involved in this OIP, at the association or school level, should demonstrate a commitment to ethical behaviour to ensure that change recipients feel respected and valued. Northouse (2019) describes leadership as based on concern for oneself or others. Individuals with great concern for themselves and low concern for others adhere to ethical egoism theories. In contrast, those with similar levels of interest for themselves and others fall within utilitarianism ethics theories, and finally, those with high concern for others and low concern for self-interest are considered within altruism ethical theories.

While it is not within the scope of this OIP to assess the ethics of each participating principal, as a change agent myself, I am committed to ethical behaviour that leans heavily toward altruism with some degree of utilitarianism. As a servant leader, I am “open, honest and fair with followers” and am committed to maintaining my ethical principles, even at the risk of failure (Northouse, 2019, p. 236). Through my leadership, I strive to demonstrate ethical behaviour based on the five principles outlined by Northouse: respect others, serve others, show justice, manifest honesty, and build community. This commitment is made with students, principals, association staff, and myself in mind.

Ethical Considerations and Challenges

For change to be successful at both the meso and micro levels, the change must first seek to address the interests of all stakeholders, and this can only be achieved through ethical clarity (Burnes & By, 2012). Their idea that organizations need to consider the interests of their stakeholders and the interest of society in general certainly resonates loudly for educational

organizations, such as the principals' association, whose work is concerned with educating the citizens of tomorrow. While Burnes and By address leadership and change broadly and not specifically in regard to the education sector, their work is relevant in a context where individuals are serving the interests of children and their families.

Addressing the needs of stakeholders does not in itself constitute ethical leadership. Social justice work requires that leaders continuously develop their own identities to inform their leadership (Capper, 2019, p. 218). For that leadership to be ethical, it must be reflective and provide an opportunity for the leader to exercise free will or to act with agency and *with* others (Langlois, 2011). A deeper understanding of one's own identity includes understanding the ethical values which we rely on the most when faced with ethical dilemmas. Since social change is part of the desirable outcome of the change process, consideration for Freire's (1968/2018) strengths-based problem-posing method can be a powerful catalyst for ethical change (Smith-Maddox & Solórzano, 2002). For example, as described in Chapter 1, IETs are underemployed, and they face significant barriers to integration in school communities, representing a conflict of sorts between IETs and Ontario's education system.

The PoP seeks to resolve that conflict with a viable solution such that IETs' skills and experience become an invaluable tool for principals as they work to make their schools more equitable. Through the lens of critical pedagogy and a strengths-based approach, this conflict can be resolved when individuals work together for their mutual growth. This aligns with Lewin's conception that social conflict can be resolved through a learning process where individuals can understand and alter their perceptions of the world they live in (Burnes, 2009). The essence of the ethical aspect of Lewin's view is the need for individuals to change through the exercise of free will (Burnes, 2009).

While critical pedagogy offers a possible solution, Freire's (1968/2018) work also warns against the oppressed becoming the oppressors. This caution may be relevant to the change process in this OIP as it is concerned with equity work where teachers who have often been marginalized (Duchesne et al., 2019; Schmidt, 2015) are now being called upon to support equity work. For example, it is conceivable, though perhaps not likely, that individuals belonging to marginalized groups within the school community and perhaps even society at large might put such pressure on schools to develop equitable schools that principals begin to feel oppressed by those they wish to help. Establishing proactive communication practices with stakeholders at the onset of the change process can mitigate the slight risk of this happening.

Many ethical challenges can arise through this change process, some at the meso level, others at the micro-level, and others at the intersection of both levels. Examples of these challenges include:

- foresight, or the idea that leaders should be able to anticipate foreseeable failures and act accordingly (Northouse, 2019), which is a challenge at the meso level in regard to school-based issues;
- disparities between how individuals define ethical behaviour; and,
- questions about the change as morally just for IETs at the expense of others.

Resolving Ethical Challenges

Starratt's work (1991, in Langlois, 2011) provides an interesting perspective through which to consider ethical behaviours by offering three separate, interdependent lenses: ethics of critique, ethics of justice, and ethics of care. The model of ethical leadership proposed by Starratt is particularly relevant to this OIP in that it offers some reflective questions for each lens that can support decision-making at each step of the change implementation process. For example, when

considering ethics of critique, which is a form of social responsibility (Langlois, 2011), it would be relevant to reflect on who benefits from the change process, who will define the structure of the solutions, and which learnings will be valued or undervalued? Ethics of justice are less concerned with social justice as they are with learning about morality from interactions with society (Langlois, 2011). The reflection then, in the context of this OIP process and ethics of justice, might consider the following questions: how can we engage IETs and principals in discussions about morality; how does morality differ from one culture to another; how does morality change over time; and, how is morality impacted by the context in which we live and work? Finally, consideration for the ethics of care, the concern for the development of positive human to human relations, gives pause to think about ways to include IETs and other teachers in the change process, seeking to work *with* them instead of making decisions *for* them.

In summary, ethical behaviour is at the heart of most change processes. Understanding one's own values as an ethical leader, providing for open communication throughout the change process, and demonstrating a willingness to discuss ethical dilemmas with change participants should help address any of the challenges related to ethics.

Chapter 2 Conclusion

Chapter 2 outlined the different leadership approaches to change and explained the framework for leading the change process. Together with the critical organizational analysis, these two components support implementing the favoured solution which incorporates focus groups, resources, training, and PLNs. Finally, the chapter concludes with ethical considerations, both at the organizational and individual levels. The ethical considerations are implicit in each step of the change process and should be made explicit with stakeholders as part of the change implementation plan, including the measurement and evaluation plan proposed in Chapter 3.

Chapter 3: Implementation, Evaluation, and Communication

This paper focusses on the idea that principal-supported social and cultural integration of IETs in schools can create more equitable learning environments. The final chapter of this OIP brings together research, leadership theory, and change management processes to propose a change implementation plan. The change plan is intended to execute the multiple facets of the proposed solution: focus groups, training, resources, and PLNs. By implementing the favoured solution described in the previous chapter, school leaders will work through a change process to better integrate IETs in their schools. After describing the change implementation plan, a monitoring and evaluation plan that supports the successful implementation of the solution will be described. Then, a communications strategy is elaborated as a means of garnering support for the work, recruiting participants, and sharing the impact of the change process. The final section of this chapter provides thoughts for next steps and future considerations.

Change Implementation Plan

Using the resources and agency of the PLLL, the PL department, and the organization, the change plan seeks to support principals, as they work to improve the social and cultural integration of IETs in their schools as a strategy to support equity work. PDSA cycles will be used to implement a change process that blends Cawsey et al.'s (2016) and Kotter's (2012) change frameworks. This process supports change implementation, with consideration to micro, meso, and macro-level stakeholders. It is also essential to identify the most likely limitations and, where possible, how they might be mitigated as part of the overall change process.

Given the different components of the change plan, consideration needs to be given to timelines that will ensure successful implementation of each of the PDSA cycles. The proposed timelines take into consideration the Ontario school year which runs from September to June.

The school year is a logical choice for the change implementation timeline since school leaders would be able to implement proposed strategies during the school year, while IETs are present in their schools. Additionally, this timeline is likely to simplify the planning of meetings with an understanding of general expectations of principals' month to month responsibilities. Each component of the solution will be implemented through a series of meetings or virtual consultations as needed to coincide with the availability of the majority of participants. Whenever possible, meetings will occur during the school day. References to timelines are included in each component description summarized in Appendix C. The timelines are meant to be ambitious yet reasonable to avoid some of the pitfalls of overly ambitious timelines such as failure of the change process or limited buy-in from change recipients (Longenecker et al., 2014). It is possible that implementation will not begin in the current school year given the continuing impacts of the Covid-19 pandemic on the work of school leaders. As needed, timelines will be shifted to coincide with a start of the whole process in the spring.

Creation of a Consultative Team

As educators across the province seek to improve their equity practices (in this case, the integration of IETs), they must do so alongside those who are underserved, including teachers, students, families, and community members. The profound change required for school systems to become anti-oppressive environments requires that leaders work with underserved individuals rather than make decisions for them (A. Campbell, personal communication, July 20, 2021; A. Lopez, personal communication, July 27, 2021). To be as responsive as possible to this approach, general steps for each aspect of the solution are proposed in this paper, and the specifics of each will be developed with the consultative team who have relevant lived experience. This approach is also aligned with the idea that co-construction of knowledge is

essential when working with underserved communities (Apgar et al., 2016; Parsons, 2021), such as IETs.

As a white non-immigrant leader, the first step in implementing the proposed solution will be setting up a consultative team of individuals with related life experiences is the best way to plan each step of the PDCA cycle. The consultative team will be made up of principals who have successfully supported the integration of IETs or who are themselves IETs and at least one member of the PL team. This small team of individuals with lived experience will work closely with me as PLLL to provide guidance for each of the four-step cycles and will provide input into the evaluation of the change. For example, for the focus groups, the consultative team will determine the number of participants, the format (small group or large group), and the questions to be posed. The team will be established in November or December of the implementation year (see Appendix C).

Four-Step Cycles Support Change Frameworks

A combination of Cawsey et al.'s (2016) change-path model and Kotter's (2012) eight-stage change process serves as the backdrop for the change process implementation (see Figure 2). At the meso level, Cawsey et al.'s awakening and mobilization stages are already occurring within the organization. The acceleration step, where school leaders (micro) are brought into action with association support (meso), is the focus of the change implementation plan and therefore concerned with the first six stages of Kotter's eight-stage process: establish a sense of urgency, create the guiding coalition, develop a vision and a strategy, communicate the change vision, empower employees, and generate short-term wins. To implement the desired change, the use of an overarching PDCA, PDSA cycles, and an action research cycle (Moen & Norman, 2009, 2010; Pietrzak & Paliszkiwicz, 2015; Strohschen, 2020) are proposed.

The successful cultural and social integration of IETs in Ontario schools to support equity work is the ultimate goal of this change process. As reviewed in Chapter 2, such a change requires a movement toward a critical orientation epistemology while maintaining the elements of structural functionalism and interpretivism, which allow for the smooth operation of schools (see Figure 4) regarding district policies and community expectations. The iterative nature of four-step cycles (Moen & Norman, 2009, 2010; Pietrzak & Paliszkievicz, 2015; Strohschen, 2020) supports a gradual epistemological shift and offers multiple opportunities to make adjustments. In addition, organizing the change process in four-step cycles allows for cohesion and independence of each facet of the solution.

Moen and Norman (2009, 2010) describe the PDSA cycle as a quality control process, Pietrzak and Paliszkievicz (2015) apply a PDCA cycle to strategic learning in an organization, and Strohschen (2020) considers the action research cycle as a means to support social justice. Each approach has relevance to the change implementation process. The OIP intends for principals to learn how to better support IETs' integration; therefore, it makes sense that the overarching four-step change cycle be based on Pietrzak and Paliszkievicz's use of the PDCA in a strategic learning context. The PDCA model is preferred to the PDSA model as an overarching strategy since the third step is an opportunity for PVPs to reflect on their learning before moving forward. In the envisioned change process, which connects work at the micro and meso levels, the third or check step is not an opportunity for the principal association to study its impact or adjust resources and training for a subsequent iteration. Instead, in this joint micro-meso process, it is an opportunity for principals to reflect on their next steps within their specific contexts.

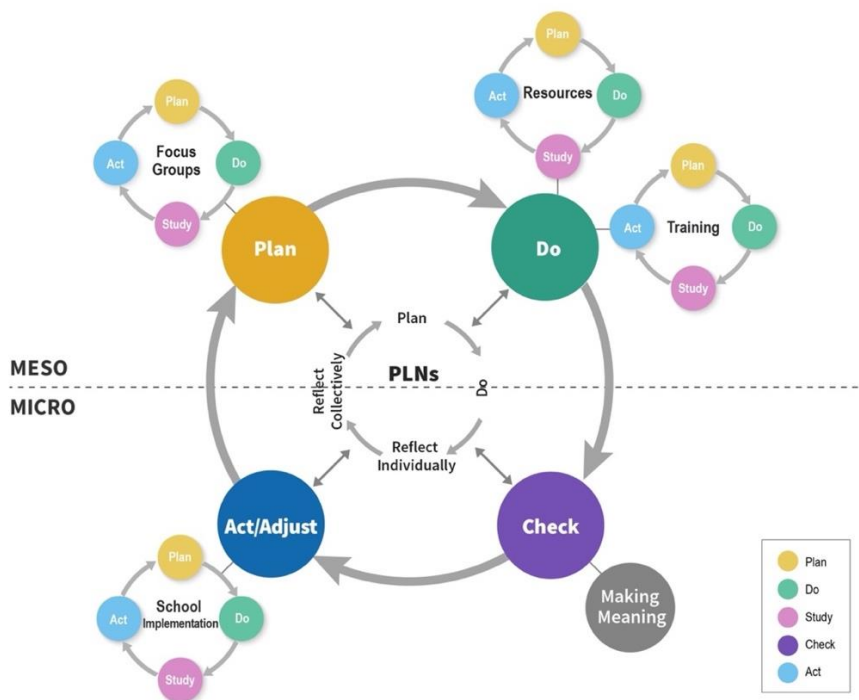
For the focus groups, resource development and training, Moen and Norman's (2009, 2010) consideration of the PDSA cycle as a tool for change management and quality

improvement is more fitting. In addition, the use of the PDSA supports the idea that the focus groups, resources, and training are all connected to one another in the broader PDCA cycle. Finally, Strohschen's (2020) model for action research fits the PLNs' goal of support for participants as they work toward improved social and cultural integration of IETs in schools.

Figure 6 illustrates how the independent PDSA cycles and the research action cycle support each facet of the solution within the context of an overarching PDCA cycle. A dashed horizontal line separates the overarching PDCA cycle such that the micro and meso layers of the work are distinct, with the plan and do steps being at the meso level and the check and act components at the micro-level. The PLNs are in the centre since they provide support throughout the process and will be shaped by change actors at both the micro and meso levels.

Figure 6

Favoured Solution Implementation Through Four-Step Cycles



Note. PLNs = professional learning networks

Focus Groups – “Plan” in the PDCA Cycle

The focus groups will be the first component of the solution to be implemented. The focus groups are intended to provide opportunities for IETs, and school leaders to learn with and from one another about the barriers IETs face and how they can support equity work. Such learning will support the change process in that it should establish a sense of urgency and create a guiding coalition (Kotter, 2012). Moen and Norman (Moen & Norman, 2009, 2010) write that at the plan stage, the change leader seeks to develop an implementation plan, while Pietrzak and Paliszkievicz (2015) state that at the plan level, the mission, vision, and strategy for change are designed. Thus, the focus groups represent both an opportunity for the consultative team to shape the change implementation plan with IETs and school leaders and an opportunity to adapt the change vision to the emergent needs of school leaders. Essentially, through the information gathered from the focus groups, the consultative team will shape the other components of the solution.

The focus groups will be implemented using an independent PDSA cycle. In planning the focus groups, consideration will be given to various elements: number of groups, composition, approach, and questions. As mentioned above, preparing for the focus groups will happen with the consultative team in January with the first focus group meeting occurring in February (see Appendix C). For the study component, the consultative team will reflect on the data gathered from IETs and school leaders during the focus groups. Consistent with the repetition of PDSA cycles for continuous improvement (Murray, 2018), if the information is deemed insufficient, the PDSA cycle may be repeated with changes to the invitees or the questions. The data gathered from IETs and school leaders will inform the type of resources and training needed as the act portion of this cycle which flows into the plan portion of the training and resources PDSA cycle.

Training and Resources – “Do” in the PDCA Cycle

At this stage, the goal is to motivate and engage school leaders (Pietrzak & Paliszkievicz, 2015) by providing them with tools and resources that will support their efforts to support the integration of IETs in Ontario schools. In addition, the separation of the resources and training into two distinct PDSA cycles (see Figure 6) allows for a more iterative approach for each component of the solution and separate implementation timelines (see Appendix C). For example, the training is likely to be a finite opportunity defined in time and only repeated occasionally with new cohorts of school leaders, while the resources may be more readily revisited over time with the same cohort. Also, as principals bring their learning to their school environments, new resources may be needed as a means of continuous support.

The details of the training will be shared through the usual association communications’ strategies including social media and the website. Any member of the association will be able to sign up to participate in the training session provided they are able to cover any associated costs, are available on the proposed training dates, and make a commitment to implementing strategies to support the integration of IETs in their schools. The initial cohort will be limited to a maximum of 15 participants. Spaces will be filled on a first come, first serve basis as per the association’s usual practice. Subsequent cohorts could have up to 25 participants.

As previously mentioned, the plan portion of the independent PDSA cycle for the training and resources will be based on information from the focus groups in regard to content and format including duration and timing. The consultative team will plan the training and map out the resources using a collaborative process featuring Technology of Participation (ToP) facilitation methods in which I am certified. Other sources of information include a literature review and, for the resources, information gathered as part of the training sessions. The planning will occur from

March until May (see Appendix C). The do portion of the PDSA cycles is a pilot of the training session itself for a limited number of principals in June and an opportunity to share initial drafts of the resources. Then, for the study component, data from the pilot and feedback on draft resources will be considered and used to refine the training session and resources in time for the final component, the actual implementation of the training session, and the resources' release. Once these steps are concluded, the responsibility for the PDCA cycle moves from the meso level to the micro level with ongoing association support in the form of PLNs throughout the subsequent school year (see Appendix C).

Making Meaning – “Check” in the PDCA Cycle

Pietrzak and Paliszkievicz's (2015) conception of the third component of the PDCA cycle, the check component, has a goal of implementation control and strategy testing. At this point in the implementation process, an independent PDSA cycle will not be used. Rather, this step is meant to be a time for reflection and data gathering that will lead to the final step in the PDCA cycle. Pietrzak and Paliszkievicz indicate that while strategies may have been valid at the onset of the change, new information and changing circumstances may require that the strategies be revisited. In the case of the OIP change implementation process, the check component of the PDCA occurs at the micro-level since school leaders will consider their learning within their respective circumstances using available data to inform how to move the work forward locally. Individual check-in opportunities will be offered, and the PLNs provide another option for support since school leaders will be able to participate in discussions with other participants as they move into the act portions of the PDCA.

School Level Implementation – “Act” in the PDCA Cycle

The final component of the PDCA cycle, act, is the principals’ opportunity to implement their learning within their own environments and begin the work of supporting the cultural and social integration of IETs who, in turn, can support equity work in the school. The PDSA cycle highlights the interdependence that exists between the micro-level stakeholders in a social justice change process (Strohschen, 2020). For that reason, it is recommended that the implementation happen through a PDSA cycle developed by the principal with IETs, other school staff, and community members. While the final step of the PDCA cycle is the school leader's responsibility, as a participant in the overarching PDCA cycle, continued support will be offered by the association and colleagues through the PLNs throughout the school year.

Supporting the PDCA Cycle - PLNs

The final component of the solution is the implementation of PLNs, which are meant to support the change implementation process. The use of PLNs to support social change and their iterative nature make them a better fit for an action research cycle (Strohschen, 2020) that follows the path of reflect-plan-act-reflect (Wood et al., 2016). Participants in the training session will identify aspects of the work where they would like support (reflect), they will discuss how to move forward (plan), they will return to their schools for further implementation (do), and they will reflect individually on the impact of their actions in their respective school environments. The reflect-plan-act-reflect cycle can be repeated for each session of the PLN. As they move through these steps, participants will rely on one another for support in understanding and implementation. It is hoped that this approach, combined with the independent PDSA cycles and the overarching PDCA cycle, will lead to the improved social and cultural integration of

IETs in Ontario schools. The PLNs will be scheduled after the training and the frequency of meetings will be determined by the participants.

Stakeholder Considerations

As part of the change process, consideration should be given to the reactions of various stakeholders at each step of implementation. The apparent stakeholders in this OIP change process are principals and IETs at the micro-level. Beyond those two groups of professionals, at the meso level, the association, through its governance table and staff, represents another stakeholder. This OIP process has not directly concerned itself with school districts (macro-level); however, since the primary stakeholders are school district employees and the association considers districts to be important partners, they are also considered stakeholders in the change implementation plan. The following paragraphs elaborate on the involvement of stakeholder groups at the micro, meso, and macro levels.

Micro-Level Stakeholders

Given that the OIP seeks to address equity through improved social and cultural integration of IETs in schools, it is conceivable that all school partners (staff, students, principals, caregivers, and community members) are stakeholders in this OIP process. It is hoped that students, staff (other than IETs), families, and community members will all benefit from the change as schools become more equitable environments in which to live and learn. Notwithstanding the importance of all micro-level stakeholders, principals and IETs are the primary micro-level stakeholders of the OIP process.

As part of the change implementation plan, IETs are called upon to participate in focus groups, the plan stage of the PDCA cycle, and, it is hoped, in the act stage when principals are implementing school-based changes to support the social and cultural integration of IETs. IETs'

active participation is critical to the success of the change process, particularly during the mobilization phase of the change process by sharing their experiences and information about what they offer to schools regarding equity work. IETs can also support principals, during the acceleration phase, from within schools as principals work with them to reduce or eliminate the barriers they face when integrating new school communities.

Meso Level Stakeholders

At the meso level, the stakeholders are the governance table, the PL team, and other staff. Of these stakeholders, the primary one is the PL team, who, under my direction, will be responsible for this change implementation process. The PL team's staff members are under my guidance as PLLL, and their mandate is to support the logistical aspects of PL delivery. As per the usual practice, a project coordinator will be assigned to this project with support from other organizational staff. As a team, we will be directly involved in the planning and delivery at each step of the change process, working with the governance table at the awakening and mobilization phases to garner support for the change process in support of the integration of IETs as an additional way of supporting equity work in schools. Given the current work underway within the organization for greater equity, it is anticipated that the governance table will react favourably to the work to be undertaken during the acceleration phase. For the acceleration phase itself, the PL team and other staff will support efforts to bring together the various components needed to successfully implement the change plan.

Macro-Level Stakeholders

The macro-level stakeholders for this OIP process are comprised of school districts and their representatives and Ministry of Education representatives. None of the macro-level stakeholders will be directly engaged in the implementation change process. However, the

approval of school districts for principal participation is necessary. For that reason, measures must be put in place to ensure open communication with district representatives. For example, school districts should be made aware of the PL opportunities, and principals should seek approval to participate as per usual board practice. An open approach where the districts' needs are considered encourages the eventual broad-based implementation of support structures for IETs, which is necessary as part of the institutionalization step. It is hoped that beyond the initial cohort of principal participants, once information is shared about the learning and implementation processes, districts will engage in a similar process. Eventually, a provincial strategy could be in place to support equity work through improved cultural and social integration of IETs.

Required Supports and Resources

Given that the solution is a multi-faceted approach, it is not surprising that it is the most taxing regarding all types of resources. However, the association's staff is organized so that these resources do not represent additional investments and do not require reallocation of financial or human resources. Within the organization, PL opportunities are offered on a cost-recovery model, and this project would be implemented in the same manner as part of regular PL programming. This model requires participants to pay for the costs associated with any training sessions. For implementing this change plan, expenses for participants would be minimal as the project coordination would be assumed within the association. IETs, principals or other experts brought in to support the work will be appropriately compensated, and those costs can be passed on to participants or absorbed within the PL department's annual budget. It should also be noted that the organization has internal staff support for logistical planning, marketing, graphic design,

technology, and onsite training facilities. I am confident there is sufficient access to resources for the change implementation plan to move forward as part of the annual PL plan.

Addressing Potential Issues

Several issues should be addressed as the PL team gets ready to implement a change plan. These include my agency and background, the willingness of IETs to support the learning process, principals' commitment to the overall change process, and the non-support of school districts to allow principals to participate. Each of the issues listed is described along with mitigation factors and strategies that can be put in place to support the successful implementation of the change plan.

Background and Identity

Understanding and communicating who we are as individuals allows us to identify our potential biases for ourselves and others (I. Toor, personal communication, June 15, 2021). Likewise, knowing someone's personal identity, especially our own, can influence one's agency and help to navigate different contexts. I embark on equity work from the perspective of a white non-immigrant leader with all the biases and privilege it entails. While I am committed to learning and using my privilege to support the development of better school environments for all students, participants in the change implementation plan, notably IETs themselves and principals, may see this as a significant barrier to my capacity to lead this type of change. To address the limitations of my background, I will seek out IETs and others who can help me connect research and practice. Additionally, the plan includes the participation of IETs in focus groups as an additional means of deepening the understanding of the barriers they face, strategies to overcome those barriers, and how they can contribute to equity work in schools. Beyond the

focus groups, I intend to maintain contact with IETs and regularly include them in discussions to further support the work of principals throughout the change implementation process.

Agency

My agency and the association's have been referenced as a limitation throughout this paper such that there is, at this point, an understanding that the impact on schools is indirect. Working within the limits of my agency is key to the success of the change implementation plan, whereas trying to move beyond my agency may result in a lack of trust from stakeholders and limit my capacity or the association's to support principals on an ongoing basis. The impact of my agency is, in part, mitigated by the separation of the change process into two sections (see Figure 6). That said, the implementation of the components of the favoured solution (focus groups, resources, training, and PLNs) are within the organization's agency as a way of supporting the actual implementation of the strategies to better integrate IETs in schools that fall outside the association's agency. By supporting and being involved in a collaborative learning process with IETs and principals such as the PLNs, the association, through my leadership, will indirectly support the work in schools.

Recruitment of IETs

It is possible that not enough IETs will want to participate in the focus groups or other aspects of the change implementation plan. To some extent, the change plan assumes that recruitment will not be an issue given the unemployment rates of IETs (see Appendix A). However, it is not prudent to rely on assumptions to address this potential issue. The issue will be addressed proactively through connections with organizations such as the ACEI, which brings together francophone IETs for collaborative engagement opportunities that foster pride in contributing to the French language education community (Alliance pour une Communauté

Éducative Inclusive [ACEI], n.d.). Another strategy to explore might be the use of social media as a recruitment tool. Suppose efforts do not yield enough IETs as participants. In that case, inquiries can be made to community-based organizations that support new Canadians to share the request for participation within their communities or as a means of understanding barriers that are faced more generally by new Canadians seeking to integrate the workforce.

Engagement of Principals

The engagement of principals, or rather the potential lack of engagement of principals, is an important issue for the change implementation plan. If there are no interested school leaders, there is no reason to do the work and no one to participate in the change process. Therefore, providing a convincing rationale for participants is critical. The advantages of having IETs in schools can be included in the marketing tools targeting principals. For example, in urban areas, highlighting the importance of IETs' support for immigrant students and their families.

It would be highly unusual for too few principals to want to engage in the work. However, a meagre number of participants may result in a review of the communications plan, the participation fee, or the timelines associated with the change implementation plan to ensure realistic goals and expectations. Beyond an initial commitment to the change process, several factors can contribute to participants developing a lack of engagement. A solid monitoring framework will alert the PL team to faltering engagement, and appropriate measures can be taken in consultation with participating school leaders and organizational staff.

District Support for Principal Support

As a general rule, principals cannot engage in PL without the support of their districts, especially if there is a requirement for time away from their daily tasks. If school districts refuse to allow principals to participate in the training process, then the impact of the change plan may

be negatively affected. A summary document outlining the benefits of the change plan for schools and, ultimately, school districts may be helpful to mitigate this potential issue. Another consideration would be to offer the training on the weekend, during the summer or in the evening though it is possible that such an arrangement would negatively impact the participation of principals who want to preserve their time away from school. Careful monitoring of registration numbers will be required. The PL team should be prepared to make adjustments as needed to accommodate school districts to the extent possible without sacrificing the integrity of the change plan.

Unforeseen issues may occur beyond the potential issues of background, agency, participation (IETs and principals) and permissions. Addressing those issues will require flexibility and creativity. Regular monitoring should help identify the problems as they arise, and the communications plan can help address those issues collaboratively with stakeholders with input from the consultative team.

Limitations of the Change Implementation Plan

The proposed change implementation plan to support the social and cultural integration of IETs in schools as an additional strategy for equity work is limited in several ways. First, the plan is based on volunteer participation. This means that participants may not represent the diversity of geographical regions in Ontario. For example, all participants could be from the Toronto region. Second, the impact of the change process is limited to PVPs in one of the four sectors (French Catholic, French public, English Catholic, English public) of publicly funded education in Ontario. Third, the change implementation plan has no direct impact at the macro level where policy changes could be made to integrate support strategies for IETs at the district level. Finally, the ongoing pandemic is a potential limitation for the change implementation plan

as it continues to increase workloads and principals' ability to participate in optional training programs. These potential limitations will be mitigated through a collaborative approach.

Change Process Monitoring and Evaluation

Monitoring and evaluation are critical components of any change process. In the context of knowledge management, monitoring provides ongoing feedback throughout a transformational process, while evaluation identifies how knowledge impacts information processing at the organizational level (Wolf, 2010). Further, detailed monitoring and evaluation plans can support the implementation of the change process (Markiewicz & Patrick, 2016). The change implementation plan to support the cultural and social integration of IETs as an additional strategy for equity work in schools has multiple layers.

The narrative in the following sections provides an overview of the monitoring and evaluation processes while the details of the monitoring and evaluation plans are found in tables within subsections. For the monitoring process, colours are used in each table to identify which step of the PDCA/PDSA cycle is being discussed: yellow for plan, green for do, blue for study/check, pink for act. The monitoring plan is organized similarly to the change implementation plan using the overarching PDCA cycle, independent PDSA cycles for the focus groups, resources and training, and an action research cycle for the PLNs. Each component of the change implementation process has its own goals as well as monitoring focus, indicators, and data sources. This approach deconstructs the process and allows for monitoring of each distinct aspect of the favoured solution. The evaluation framework considers all four elements of the preferred solution (focus groups, training, resources, and PLN) to assess the overall impact of the change process. Monitoring information and evaluation data will be combined to provide a fulsome report on the impact of the change process.

Scope of Monitoring and Evaluation – Meso and Micro Considerations

The OIP has both meso (principals' association) and micro (schools) components. However, given the association's agency within the OIP, the monitoring and evaluation framework is limited in scope to those areas where it is possible to seek feedback that will inform the change process (monitoring) and measure impact (evaluation). The PL team is able to implement the different facets of the solution and can monitor the progress of the different components through a variety of tools, including interactions with principals and IETs. However, it is beyond the scope of the organization to monitor and evaluate the work that is going on in schools themselves. That is not to say that monitoring and evaluation are not important at the micro-level: they are. For that reason, principals will be encouraged to develop their own monitoring and evaluation plans for their work with IETs in their own schools. The PL team will support principals in developing monitoring and evaluation planning tools at each step of their own PDSA cycles.

Monitoring

Monitoring throughout the implementation process measures the progression of the change process while identifying areas for realignment (Grigore et al., 2018; Markiewicz & Patrick, 2016). Having a sound monitoring plan will help avoid some critical errors in the change process: neglecting to create a team to guide the work (guiding coalition) and overlooking the importance of short-term wins (Kotter, 2012). Successful change relies on an effective monitoring plan that is developed alongside the change planning process (Markiewicz & Patrick, 2016; Solomon, 2018).

The monitoring plan template proposed by Markiewicz and Patrick (2016) includes evaluation questions, the focus of monitoring, indicators, targets, monitoring data sources, who is

responsible, and timing. The monitoring plan for this OIP borrows from that framework in that it features indicators and monitoring data sources. However, the evaluation questions have been replaced with goals aligned with the OIP guiding questions. Additionally, the “focus of monitoring” section is formulated as actions to ensure alignment between each step in the implementation of the change process and the monitoring process. The timelines for monitoring will be aligned with the implementation change components as presented in Appendix C. Specific targets will be established together with the consultative team once a start date is known for the implementation and so are not included in the tables. As PLLL, I will be responsible for all aspects of the monitoring along with an assigned PL staff member. I will report the results of the monitoring to the consultative team as a means of keeping them informed and seeking feedback to inform next steps. Monthly meetings will be scheduled for that purpose.

The proposed change implementation plan is complex, given that it involves the implementation of a multi-faceted solution. Additionally, the change implementation plan is organized to integrate work at both the micro and meso levels. Since each component is considered separately for the change implementation plan, it is appropriate that the monitoring framework be constructed using a similar design. For the purposes of clarity and more frequent monitoring opportunities, the monitoring framework is organized in alignment with both the overarching PDCA cycle and each embedded PDSA.

Focus Groups

As the first part of the solution to be implemented, the focus groups support information gathering around the gap that exists between an attitude of apprehension and one of fascination. Understanding the factors that contribute to principals' attitudes toward IETs is key to answering the first guiding question: how can the principals' association provoke a shift in attitudes towards

IETs from one of apprehension to one of fascination? Table 2 outlines the monitoring framework for the focus groups. As part of the “plan” phase of the overarching PDCA cycle, the goal of the focus groups is to gain a better understanding of current attitudes of principals and IETs as well as some underlying factors while fostering a sense of curiosity about the impact successful IETs can have on equity work in schools. At the end of this phase of the overarching PDCA cycle, the PL team will better understand the needs of principals and IETs.

Table 2

Monitoring Framework for the Focus Group

Goals	Indicators	Data Sources	Timeline
Understand principals’ current attitude toward IETs Identify factors that contribute to PVPs attitudes toward IETs Understand how IETs see themselves Identify barriers from the perspective of IETs Foster curiosity about IETs potential contributions to equity			
Identify focus groups composition Invite participants	Participants (PVPs and IETs) have a variety of experiences	Participant lists Participant profiles	January (Y1)
Foster discussion using questions developed to gain an understanding	Participants respond to all questions	Focus groups’ notes Focus groups’ recording	February (Y1)
Review responses Use responses to inform resource development	Responses are summarized in a report	Focus group report	February (Y1) March (Y1)
Share focus group data Use information to develop training plan	Participants receive report Responses support planning of learning blocks for training session	Communications to participants Learning block titles for training	March (Y1) April (Y1)

Note. PVP = principal and vice-principal. Y1 = Year 1. Colours are used to identify which step of the PDCA/PDSA cycle is being discussed: yellow for plan, green for do, blue for study/check, pink for act.

Training

As part of the second component of the solution, the training session is an opportunity to develop principals' understanding of the benefits of having IETs in schools to support equity work. Additionally, the training sessions will provide strategies for the social and cultural integration of IETs in schools with examples of how they can support equity work. Table 3 outlines the monitoring framework for the training sessions. As part of the “do” phase of the overarching PDCA cycle, the organization seeks to provide the motivation and knowledge principals need to address the social and cultural barriers IETs face.

Table 3

Monitoring Framework for the Training

Goals	Develop PVPs' understanding of the benefits of IETs' in schools Develop awareness of barriers faced by IETs Share strategies that PVPs can implement to support cultural and social integration of IETs in schools Provide examples of how IETs can support equity work in their school environment		
Actions	Indicators	Data Sources	Timeline
Consult focus group report	Training plan is complete	Training plan Literature review report	March (Y1)
Conduct literature review			March (Y1)
Develop detailed training plan			April (Y1)
Validate training plan	Receive feedback	Validation feedback	April (Y1)
Recruit facilitators	Facilitators retained	Interviews/Contracts	April (Y1)
Gather participant profiles with demographical data to inform programming	Participant profile summary is developed	Participant profile forms	April (Y1)
Review feedback	Feedback is compiled	Feedback summary	
Finalize materials	Training materials are finalized	Final training materials	
		Change readiness profile	April (Y1)
			May (Y1)

Goals	Develop PVPs' understanding of the benefits of IETs' in schools Develop awareness of barriers faced by IETs Share strategies that PVPs can implement to support cultural and social integration of IETs in schools Provide examples of how IETs can support equity work in their school environment		
Actions	Indicators	Data Sources	Timeline
Deliver training session	PVPs feel ready to begin the work of integrating IETs in their schools	Training session feedback forms	May (Y1)
Seek feedback on learning in training session	PVPs identify needed resources for the successful cultural and social integration of IETs	Pre and post-training session surveys	May (Y1)

Note. PVP = principal and vice-principal. Y1 = Year 1. Colours are used to identify which step of the PDCA/PDSA cycle is being discussed: yellow for plan, green for do, blue for study/check, pink for act.

At the end of this phase of the PDCA cycle, the change actors will have foundational knowledge to begin supporting the integration of IETs while engaging them in equity work. As part of the monitoring process, change actors' readiness to embark on this change journey within their schools will be determined, and resources required to support their work will be identified in preparation for the next phase in the PDCA cycle.

Resources

The other part of the second component of the preferred solution to be implemented, the resources, is intended to provide direct support to principals as they work to improve the social and cultural integration of IETs in schools and work with them towards making their schools more equitable. Table 4 outlines the monitoring framework for the resources. During this second part of the “do” phase of the overarching PDCA cycle, the PL and consultative teams use data gathered from the focus groups and the training session to develop resources that support the

work of principals in regard to the integration of IETs. This is a good opportunity to review some of the resources that have been shared during the training session based on the feedback provided. In addition to the data received by participants in the training sessions, the resources would benefit from a review with IETs themselves.

Table 4

Monitoring Framework for the Resources

Goals		Gather information through focus groups and training session, develop a variety of resources that support PVPs' as they work to support equity through the successful integration of IETs in their school environment		
Actions	Indicators	Data Sources	Timeline	
Consult focus group and consultative team feedback	Team of developers identified	Developer contact list	February (Y1)	
Literature review	List of resources developed	Team meeting notes	March (Y1)	
Recruit resource developers			February (Y1)	
Determine resource format			February (Y1)	
Retain developers	Initial drafts of resources d	Team meeting notes	March (Y1)	
Develop initial draft of resources		Resources	March (Y1)	
Validate resources with pilot participants	Resources integrated in training plan	Resources	May (Y1)	
Gather feedback on initial iterations	PVPs use resources to support the integration of IETs	Survey to training session participants	May (Y1)	
Share resources to all PVPs		Website data for number of downloads	June (Y1)	

Note. PVP = principal and vice-principal. Y1 = Year 1. Colours are used to identify which step of the PDCA/PDSA cycle is being discussed: yellow for plan, green for do, blue for study/check, pink for act.

Attention should also be paid to the relevance of resources in different school contexts. For example, the integration of IETs in schools may require different strategies in urban centres as opposed to rural or remote areas of the province. In essence, the change agent studies the data, consults recent literature to refine existing training resources, and develops new ones as needed.

Making Meaning – Check Component of the PDCA

This step in the change implementation plan aims to allow principals to make meaning of their learning within their respective contexts. The check component of the overarching PDCA cycle is not subject to a PDSA cycle. Nonetheless, it should be monitored using a similar framework to the other parts of the cycle. Table 5 presents the monitoring actions, indicators, and data sources for this phase of the change implementation plan. Success at this stage means that principals will be able to begin implementation in a way that is responsive to the environmental factors at play in the specific context of their community. The check phase is designed as a point of reflection in the PDCA cycle. As such, it is a very personal process that the PL team will monitor with each participant.

Table 5

Monitoring Framework for Check Phase of PDCA

Goal	Understand how to contextualize the learning in the school's specific environment		
Actions	Indicators	Data Sources	Timeline
Collect demographic data	Principals	Participant	June (Y1) and
Reflection on school context and culture	articulate the impact of their school context on the change process	reflection journals	September (Y2)
Review learning materials		Participant interviews	

Note. PVP = principal and vice-principal. Y1 = Year 1. Y2 = Year 2. Colours are used to identify which step of the PDCA/PDSA cycle is being discussed: blue for study/check.

Professional Learning Networks

The PL team will work with participating principals such that they support one another in the ongoing work of integrating IETs in schools to contribute to equity work through the PLNs.

Table 6 outlines the monitoring framework for the PLNs, the final component of the favoured solution.

Table 6

Monitoring Framework for Professional Learning Networks (PLNs)

Goals	Provide ongoing opportunities for implementation support to PVPs' as they work to support equity through the successful integration of IETs in their school environment		
Actions	Indicators	Data Sources	Timeline
Review feedback from training	Training session participants sign up for PLNs	Sign up forms	May (Y1)
Review resources		PLN design	May (Y1)
Design PLN		Validation	May (Y1)
Validate design		feedback	May (Y1)
Identify gaps in learning	PLN design plan finalized with groups, topics, and speakers	General network design plan	Ongoing June (Y1) to June (Y2)
Identify topics for discussion		Groups for participants	
Survey network members on needs			
Use literature to develop PLN discussion questions	Literature supported strategies are developed for each topic	Detailed PLN design plan	Ongoing June (Y1) to June (Y2)
Implement PLNs	PVPs actively discuss strategies	PLN notes	Ongoing June (Y1) to June (Y2)
Gather feedback and adjust content		PVPs feel they receive ongoing support	PLN recordings
		PVP participation rates	Feedback forms
		Attendance tracking lists	

Note. PVP = principal and vice-principal. Y1 = Year 1. Y2 = Year 2. PLN = Professional

learning network. Colours are used to identify which step of the PDCA/PDSA cycle is being discussed: yellow for plan, green for do, blue for study/check, pink for act.

Successful implementation of the PLNs rests on information gathered on a continuous basis from participants in the training sessions and users of the resources. In addition, the PLNs will support principals' ongoing efforts to successfully integrate IETs in schools using a PDSA cycle of their own design to implement change or another model they feel is appropriate.

Evaluation

The evaluation plan is based on summative evaluation questions to determine the effectiveness and appropriateness of the change process (Markiewicz & Patrick, 2016). The OIP process is designed to be responsive to the PoP, which asks the question "How can a professional association support principals' leadership development regarding improved integration of IETs in schools as a means of expanding equity work?" The purpose of evaluating the change implementation plan is to determine if the PoP has been addressed effectively. Ensuring that each of the guiding questions has been answered contributes to the overall evaluation of the OIP process while ensuring alignment with the PoP. In addition to using the guiding questions as part of the evaluation process, the evaluation framework makes connections with each of the five domains suggested by Markiewicz and Patrick (2016) as a means of evaluating different areas of the change process: appropriateness, effectiveness, efficiency, impact, and sustainability. The domains are adapted from the Organisation for Economic Co-operation and Development's (OECD) Development Assistance Committee (DAC). The adaptations made by Markiewicz and Patrick are meant to broaden the use of the domains.

Table 7 presents the evaluation framework. The first four rows are for the guiding questions. The other two rows contain additional questions that address the appropriateness and efficiency domains not otherwise addressed by the guiding questions. The second column indicates which of the five domains identified by Markiewicz and Patrick (2016) is addressed

with each question. The remaining columns identify, for each question, the focus of evaluation, evaluation methods, and method implementation.

Table 7

Evaluation Framework for the Change Implementation Plan

Evaluation question	Domain (Patrick and Markiewicz)	Focus of evaluation	Evaluation Methods	Method Implementation
To what extent did the principals' association provoke a shift in attitudes towards IETs from one of apprehension to one of fascination?	Impact	Reported changes in attitude regarding IETs	Pre and post-program surveys Participant interviews	Administer pre and post surveys to all participants At least five interviews
To what extent do principals understand that IETs' knowledge and experience can be leveraged to support equity?	Effectiveness	Reasons why knowledge has improved or stayed the same	Pre and post-program surveys Case studies	Administer pre- and post-surveys to all participants Two case studies
What knowledge and skills did principals develop to support the successful cultural and social integration of IETs in schools?	Effectiveness	Reasons why new skills were or were not developed or implemented	Pre and post-program surveys Case studies	Administer pre- and post-surveys to all participants Two case studies
To what extent do PVPs support the successful integration of IETs and in a way that meaningfully contributes to equity work?	Sustainability	Participants' commitment to the integration of IETs as a means to advance equity work	Participant interviews Case studies	At least four interviews Two case studies

Evaluation question	Domain (Patrick and Markiewicz)	Focus of evaluation	Evaluation Methods	Method Implementation
To what extent did the program meet the needs of participants?	Appropriateness	Motivation for participation in all four components Reasons for not participating in a component	Survey Participant interviews	Administer survey to all participants Interview each participant who only participates in two components
To what extent was the program well managed?	Efficiency	Appropriate use of resources Efficient management of the program	Survey Participant forum	Administer survey to all participants Participant forum once all components have been delivered

Note. PVP = principal and vice-principal

In addition to the information noted in Table 7, it is important that the evaluation plan include the voices of participating principals as they are the change actors within their respective school contexts. Where possible, the voices of IETs should also be considered since they are the ones the change implementation plan is trying to support as change recipients. This can be accomplished through case studies that will inform the evaluation process. Finally, while this evaluation plan is presented as summative, it could conceivably be formative in nature if a new PDCA cycle is implemented with a second cohort of participants.

The evaluation plan will be implemented after an initial PDCA cycle occurs even if the PLNs are ongoing for the initial cohort. Assuming the change plan process follows the timelines outlined in Appendix C, the evaluation will occur in the spring of year 2 which is approximately 15 months after the beginning of the change process. The consultative team along with initial cohort participants will be responsible for the evaluation plan.

In summary, the monitoring and evaluation frameworks provide critical information about whether or not principals can better support the successful social and cultural integration of IETs to create equitable schools as a result of participating in the PL. Each aspect of the monitoring and evaluation framework, detailed in the Tables 2 to 7, provides valuable feedback for the continuity of efforts to support integrating IETs in school settings and valuing their contributions to equity work.

Communications Plan

The communications plan is important for all stakeholders. For macro and meso level stakeholders, the communications strategy ensures awareness of the different aspects of the project and can help garner ongoing support for the work. For the micro-level stakeholders, particularly IETs and principals, the communications plan can create more robust, authentic buy-in in the change process (Armenakis & Harris, 2009). Additionally, communications messaging which uses positive language contributes to positive feelings such as “hope, excitement, inspiration, camaraderie and joy” (Muthusamy, 2019, p. 106), which has a transformative effect on both individuals and organizations (Muthusamy).

The key messages of the communications strategy should be aligned with the intentions at each step of the change process. The change implementation plan that seeks to implement strategies by which principals can support better social and cultural integration of IETs in Ontario schools to contribute to equity work is connected to social change. Given the similarity between the work of non-profit organizations (NPOs) to address social issues and the purpose of the change plan to bring about social change, it makes sense to refer to three of the four components (directing, platforming, mobilizing, and involving) of Bünzli and Eppler’s (2019) model for a public communication campaign to help identify the key messages.

The communications plan is detailed in Table 8 using the first three steps of Cawsey et al.'s (2016) change-path model. A post-mortem exercise is proposed as a fourth consideration of the plan. For each stage of the change process as well as the post-mortem, a communications strategy along with communications tactics are proposed. The communications strategy focuses on the communications messaging, audience and timing, while the communications tactics are how the communications strategy is deployed (Rucchin, 2021). The communications plan mirrors processes already in place within the association. The association processes are varied using a combination of brief weekly strategies and more robust monthly team meetings. The PLLL will work with the communications team to establish branding, key messages, communications campaigns, and other details of the communications tactics in Table 8.

Table 8

Communications Strategy and Tactics to Support the Change Implementation Process

Stage of Change	Communications Strategy	Communications Tactics
Awareness	Inform staff and governance table about potential of IETs to support equity work when successfully integrated in school environments Timeline: Before the project planning begins (October Y1)	Presentation at directors' meetings Presentation to governance table
Mobilization	Educate IETs and PVPs about project Seek support from IETs and PVPs for their participation Provide communication tools to secure permission to participate Timeline: At project onset (January Y1)	Information bulletin shared with all association members Social media platforms Website Information session
Acceleration	Support PVPs in the change process Identify needs of PVP participants Share progress with stakeholders Inform IETs of progress Timeline: Monthly beginning January Y1 to June Y2	Monthly emails to senior staff and governance table Updates at PLN sessions Surveys and survey emails

Stage of Change	Communications Strategy	Communications Tactics
Post-Mortem	Close project Document successes and lessons learned Timeline: June Y2	Participant interviews Surveys and survey emails Final presentation to directors and governance table Webpage for final report and resources

Note. IET = internationally educated teacher; OIP = organizational improvement plan; PLN = professional learning network; PVPs = principals and vice-principals; Y1 = year 1; Y2 = year 2.

At the awareness stage of the change process, the communication strategy emphasizes a directing approach whereby the organization develops awareness and knowledge about IETs without stakeholder input. As the change plan process moves into the mobilization stage, communications focus on platforming, which focuses on education through input from stakeholders. Through platforming, principals and IETs can provide input into the education process to create attitudes and intentions to support the change process. The final component of Bünzli and Eppler's (2019) used as part of the communication plan is mobilizing, where principals are told what to do to increase self-efficacy and motivate them to implement their learning in their respective contexts. In addition to being aligned with the change implementation plan, key messaging should be connected to a higher purpose and connected to the organization's mission (Hockenberry, 2019).

Stakeholder engagement represents both a means for providing updates about the change implementation goals and processes and opportunities for learning. For example, stakeholders might be interested in learning about IETs, the benefits of working with IETs, and possible system supports. Such learning opportunities are more appropriate to the monthly team meetings and the quarterly board of directors meetings given their format, duration, and designated participants.

It is expected that questions may arise at different points in the change implementation process. In fact, consistent with servant, participative, and inclusive leadership approaches, the PLLL will invite feedback from stakeholders, including IETs and principals, throughout the change process. Responses to any concerns will reference change process goals while remaining non-defensive and acknowledging different emotions and reactions to the work being proposed. Responses will be reflective of the constructivist worldview in that they will consider how a person's construction of the world shapes their perspective of the various elements of the change plan as well as how it will be monitored and evaluated. Wherever possible, the consultative team will provide insight and input into any responses provided to stakeholders who have raised concerns or questions.

Chapter 3 Conclusion

The final chapter of the OIP document offers a practical way forward to address the PoP based on constructivist and transformative worldviews. It is anchored in social justice, transformative, and servant leadership approaches. The association will work to bring transformative change by working with principals through a PDCA cycle that, hopefully, leads to transformational change within their respective school environments. Considered together, as parts of a whole, the implementation plan, the monitoring and evaluation plan, and the communications plan provide a clear roadmap to developing strategies that principals can use to support the social and cultural integration of IETs as a way of supporting equity work in schools.

Next Steps and Future Considerations

Moving beyond outlining a change process to support the cultural and social integration of IETs in Ontario schools is an important consideration. In considering my past three years' work and the proposed change process, I will separate my thoughts into two sections. First, I will

examine what I consider to be the next steps as they relate specifically to the change process outlined in this paper. Then, I will develop some ideas or future considerations for myself as a researcher-practitioner.

Next Steps

Once the OIP process has been planned out and accepted by the organization's governance table, it will be implemented. I anticipate the implementation can be planned for the 2021-2022 school year. For a successful implementation, the previously outlined limitations must be addressed: my background and agency, the recruitment of IETs, principals' engagement, and the district support for principals' participation. Several ways forward are available to address the limitations. For example, by creating partnerships with community agencies that support IETs and with school districts, I can secure IET participation and principal engagement. The implementation of the change process will require flexibility and collaboration with change process participants as well as organizational staff. I am very excited to embark on this journey with IETs, principals, and colleagues. Moving the process from a well-thought-out plan to a real-live change will certainly bring challenges which are opportunities to refine and improve the change process such that it can be replicated in subsequent years. From a social justice leadership perspective, successfully navigating the change process through transformational and transformative leadership approaches at the micro and meso levels will help move both the organization and school leaders toward more equitable learning environments. (social change)

From a knowledge mobilization (KMb) perspective, there are many possible applications of this work. Bennet and Bennet (2007) offer that within the social sciences, KMb is "... the effective creation, movement and tailoring of knowledge from its source (researcher or expert) to its application (practitioner, community leader, community) such that consequent actions are

effective and sustainable” (Introduction). KMb can occur at the district level if a district is interested in using the change implementation plan and its products to integrate IETs or similar work with other underserved groups. Similar to the YRDSB's approach of KMb within the district (Reid, 2015), individuals who have already used the materials could become knowledge influencers who support learning efforts within the district to co-construct knowledge with local stakeholders as a means of supporting inclusion practices. Implementing the change process across a school district would support the equity work and might also contribute to addressing the lack of qualified teachers in some regions of the province (Wilson, 2021). In addition, bringing the change implementation plan to the district level would contribute to seeing the change through to its final stages: institutionalization (Cawsey et al., 2016) and consolidation and anchoring (Kotter, 2012). Essentially, through the change process, a school district would be able to ensure that new practices for welcoming and supporting IETs are “normalized” such that they become the usual way of doing business in all its schools.

A KMb approach might also be used outside Ontario, in other Canadian provinces or internationally as a means of using the work generated by the solutions to foster inclusion in a variety of settings. For example, there is potential for the change plan process and its accompanying training and resources to be adapted for other Canadian provinces or the integration of IETs in international schools. This is especially true given changing Canadian demographics (McArthur-Gupta et al., 2019) and the need for qualified teachers in classrooms across Canada (Cranston & Reid, 2021). Adapting the change process components to different contexts will require an understanding of realities that may differ from Ontario's. However, given the flexibility built into the favoured solution and the multiple opportunities for adjustments, adaptation to different contexts is possible. Developing partnerships for implementation across

districts and beyond Ontario might allow IETs to form their own PLNs as they begin their professional journeys in new settings. Global PLN opportunities would also benefit principals in developing their leadership strategies (Trust et al., 2018).

Future Considerations

As I have worked through the education doctorate journey over the past three years, I have rediscovered the joy that comes from pushing myself in my learning. Beyond that, sharing my learning also brings another level of satisfaction as I continue to support improvements in the education sector. For me, future considerations involve continuing my learning journey while sharing my learning with others.

While my focus on supporting IETs' integration in schools has remained constant over the past three years, my research has allowed me to expand my rationale for that focus. Initially, my focus was on how IETs could help address challenges with the teaching workforce in Ontario, particularly in French-language schools. For example, there are teacher shortages in French-language schools, yet IETs are not employed in these roles (Vachon, 2020). However, I realized that the most significant impact of IETs in schools might, in fact, be to foster more equitable school environments. I believe that there are tremendous implications for this work as Canada's immigrant population is likely to continue growing (McArthur-Gupta et al., 2019), and we seek ways to have school and system leaders who are representative of the students they serve. Through ongoing learning in both formal and informal ways, I intend to continue to explore this area of work. In fact, after a break from formal learning, I would like to pursue this work through a Ph.D., post-doctoral program, or other scholar-practitioner options.

In addition to formal opportunities to pursue learning related to the social and cultural integration of IETs, there may be short-term opportunities to develop my learning and thinking

further. Multiple aspects of my work on this journey could be further developed as standalone articles or papers. For example, the applications of transformative change at the association level versus transformational change at the school level. More specifically, it would be interesting to explore how the two approaches to change can be combined in various contexts to support meaningful and lasting change for principals and, ultimately, for students, for example, in regard to principals' workload intensification. In addition, there may be opportunities available to me, as PLLL of an organization with national and international reach, to share my work with colleagues in Ontario, Canada and abroad. Finally, through my attendance at conferences and participation in global discussions, I can certainly create opportunities for discussion amongst school leaders about the importance of supporting IETs' success in schools.

In summary, there are numerous possibilities for next steps and future considerations due to my work through the doctoral journey. Taking some time to reflect on those next steps and being open to opportunities as they come up will allow me to diversify my learning strategies while I continue to support others in their knowledge building. In addition, I am committed to continuing my efforts in supporting IETs such that learning environments for students and school staff become more equitable.

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Appendix A

Unemployment rates

Year	Year 1 Ontario	Ontarians educated	New Canadian
	graduates	abroad	teachers
2013	38%	54%	79%
2014	33%	66%	76%
2015	22%	24%	62%
2016	24%	37%	61%
2017	14%	12%	49%
2018	6%	8%	35%
2019	5%	7%	40%
2020	6%	17%	43%

Appendix B

Servant Leadership Characteristics by Author

DeGraaf et al. (n.d.)	van Dierendonck (2011)	Laub (1999)	Northouse (2019)
Listening	Empowering and developing people	Value people	Conceptualizing
Empathy	Humility	Develop people	Emotional healing
Healing	Authenticity	Build community	Putting followers first
Awareness	Interpersonal acceptance	Display authenticity	Helping followers grow and succeed
Persuasion	Providing direction	Provide leadership	
Conceptualization	Stewardship	Share leadership	
Foresight			
Stewardship			
Commitment to the growth of people			
Building community			

Appendix C

Change Implementation Process Timeline

Solution component	Proposed timeline
Creation of consultative team	November/December (year 1) <ul style="list-style-type: none"> - recruitment of team members - first meeting
Engagement of focus groups	January (year 1) <ul style="list-style-type: none"> - recruitment of IETs and principals to participate - determination of format - identification of questions to be asked February (year 1) <ul style="list-style-type: none"> - first meeting of focus groups - subsequent meetings to occur if more information is required
Development of resources	March (year 1) <ul style="list-style-type: none"> - first draft of resources to be developed April (year 1) <ul style="list-style-type: none"> - validation of resources with consultative team or members of the focus groups May (year 1) <ul style="list-style-type: none"> - revisions to resources to be implemented based on feedback - sharing of resources with pilot training participants November (year 2) and February (year 2) <ul style="list-style-type: none"> - ongoing revisions to resources to be implemented based on feedback
Development and delivery of pilot training	April (year 1) <ul style="list-style-type: none"> - training plan to be developed and presented to consultative team for feedback - recruitment/retainment of facilitators for training sessions May (year 1) <ul style="list-style-type: none"> - pilot training to occur - revisions to training plan to be integrated for next iterations based on feedback from participants and facilitators August/September (year 2) <ul style="list-style-type: none"> - implementation of final iteration of training for a cohort of PVPs

Solution component	Proposed timeline
School level implementation supported by PLNs and individual check-ins	<p>June (year 1) to June (year 2)</p> <ul style="list-style-type: none"> - for the pilot participants - sessions will occur a regular schedule based on the needs of the participants until the end of the school year <p>October (year 2) to June (year 2)</p> <ul style="list-style-type: none"> - for the participants in the September cohort - sessions will occur a regular schedule based on the needs of the participants until the end of the school year - participants of both groups may be combined

Note. PVPs = principals and vice-principals

Appendix D

Monitoring Plan Timeline

Goals	Monitoring		
	Actions	Indicators	Data Sources
Understand principals' current attitude toward IETs Identify factors that contribute to PVPs attitudes toward IETs Understand how IETs see themselves Identify barriers from the perspective of IETs Foster curiosity about IETs potential contributions to equity	Identify focus groups composition	Participants have a variety of experiences, including PVPs, IETs	Participant lists Participant profiles
	Invite participants		
	Foster discussion using questions developed to gain an understanding	Participants respond to all questions	Focus group notes Focus group recording
	Review responses	Responses are summarized in a report	Focus group report
	Use responses to inform training development		
	Share focus group data	Participants receive report	Communications to participants
Use information to plan training	Responses support planning of learning blocks for training session	Learning block titles for training	

Note. PVP = principal and vice-principal. Colours are used to identify which step of the

PDCA/PDSA cycle is being discussed: yellow for plan, green for do, blue for study/check, pink for act.