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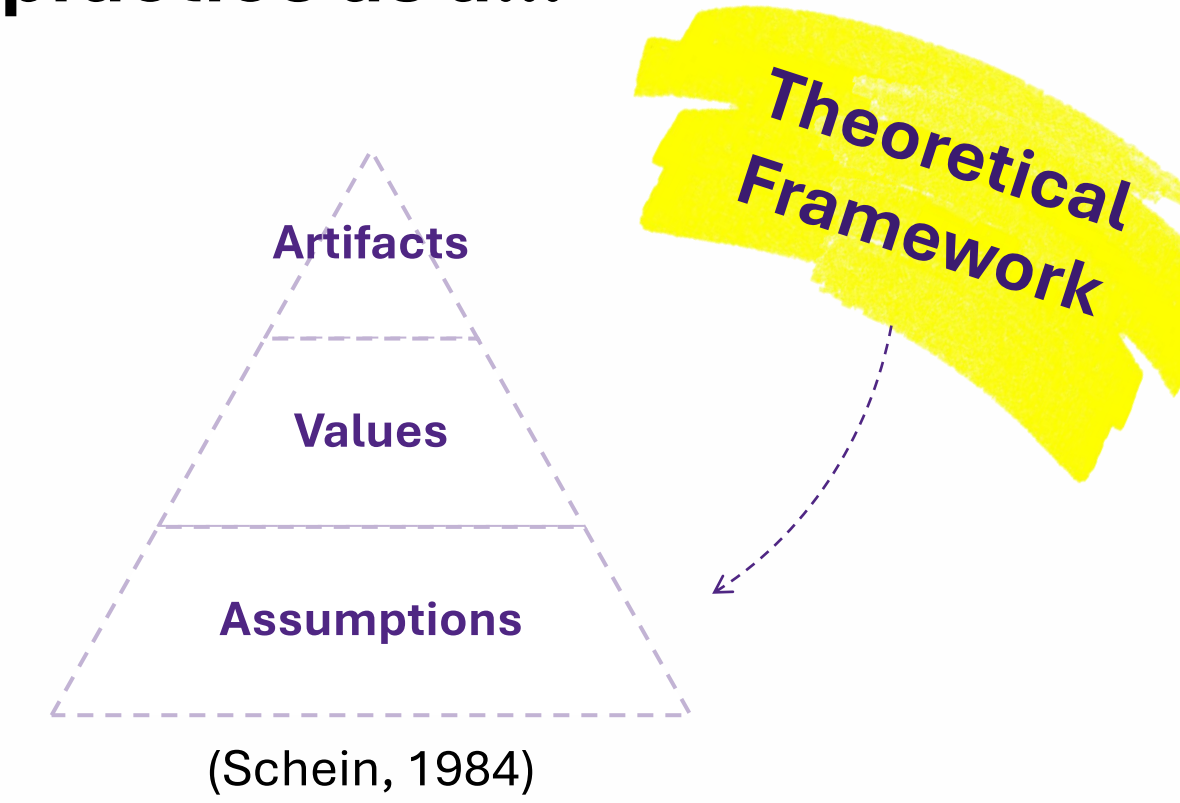
## Problem of Practice

There is a lack of a cohesive placement system in the “Student Office (SO)” at “Quebec U” to address widescale equity considerations for preservice teachers.

The theoretical and conceptual foundation of this research is grounded in the cultural paradigm of organizational theory in higher education (Manning, 2018), which frames the problem of practice as a...

## Problem of Culture in Practice

The artifacts of the current placement process reflect a bureaucratic, vocationalist culture that values procedural efficiency and assumes it does not have a role to play in preservice teachers’ holistic development.



## Broader Landscape

- Growing institutional attention to aligning work-integrated learning with evolving equity and inclusivity goals (Mogaji & Nguyen, 2022) and a growing focus on creating supportive environments for diverse students (Itano-Boase et al., 2021).
- Teacher education is evolving, emphasizing holistic approaches to teacher identity that recognize both professional and personal development (Beijaard & Meijer, 2017; Malm, 2009; Rodgers & Scott, 2008).
- Ongoing teacher shortages and other neoliberal pressures have led to fast-tracked teacher preparation (Authier, 2023), prioritizing job preparedness over comprehensive teacher development (Grimmett, 2019).

## Research Questions

- Why should equity considerations be embedded into the placement process?
- How can a cultural shift sustainably support equity-related considerations, ensuring adaptability to evolving and unforeseen challenges?
- What does it look like to have a culture that empowers and centres equity-deserving teacher candidates within the placement process, especially when proactive student interactions with host schools are constrained?



## Methodology

**Dissertation-in-Practice:** practitioner-driven, applied research approach focused on proposing reforms and organizational change planning that are contextually grounded in my positionality, leadership approach, and the inter-organization environment. Involves:

- ✓ Artifacts analysis (Schein, 1990) using adapted PESTL framework (Aguilar, 1967; Hatch, 2018)
- ✓ Organizational and network mapping informed by resource dependence theory (Pfeffer & Salancik, 1978)
- ✓ Partner analysis and problem-framing mapping (Crosby & Bryston, 2005) to assess roles, influence, and alignment
- ✓ Change readiness assessment and change framework development
- ✓ Conceptual solution design
- ✓ Implementation, communication, and evaluation planning

## Leadership Approaches

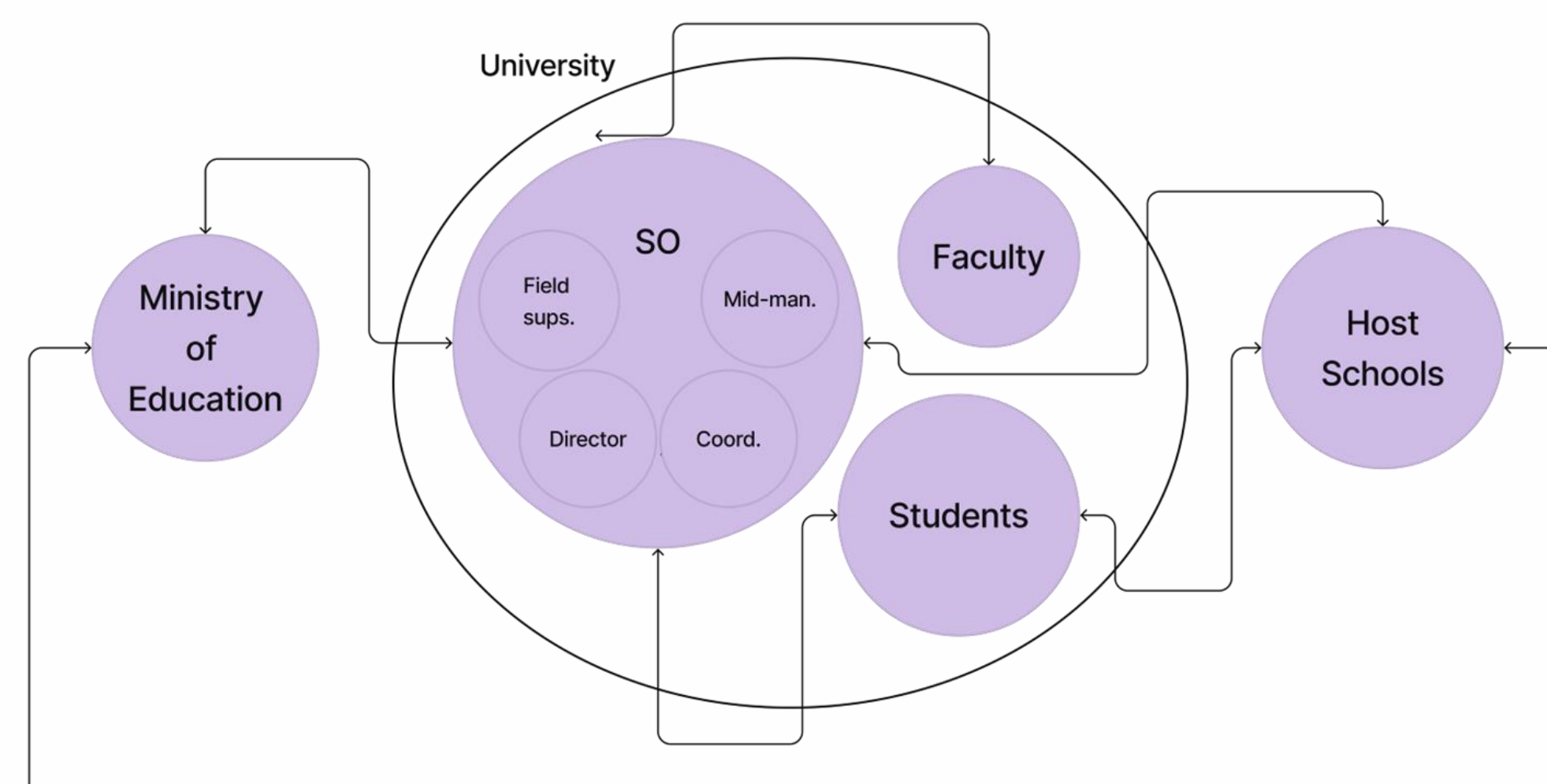
**Transformative leadership** (Shields, 2010, 2020)  
} Challenges inequities, centres justice, and reimagines educational systems.

**Distributed leadership** (Spillane, 2005)  
} Leverages contributions across actors and partners within and across organizations to share change agency and process.

**Subversive-resistant leadership** (Shahjahan, 2014)  
} Embraces strategic disruption from within neoliberal systems to advance justice-oriented goals.

## Organization-Environment Context

- Placement process involves multiple, deeply interdependent inter- and intra-organizations and parties.
- Actors operate within a network of complex resource dependencies, relying on each other for mutual benefits.



## PESTL Analysis

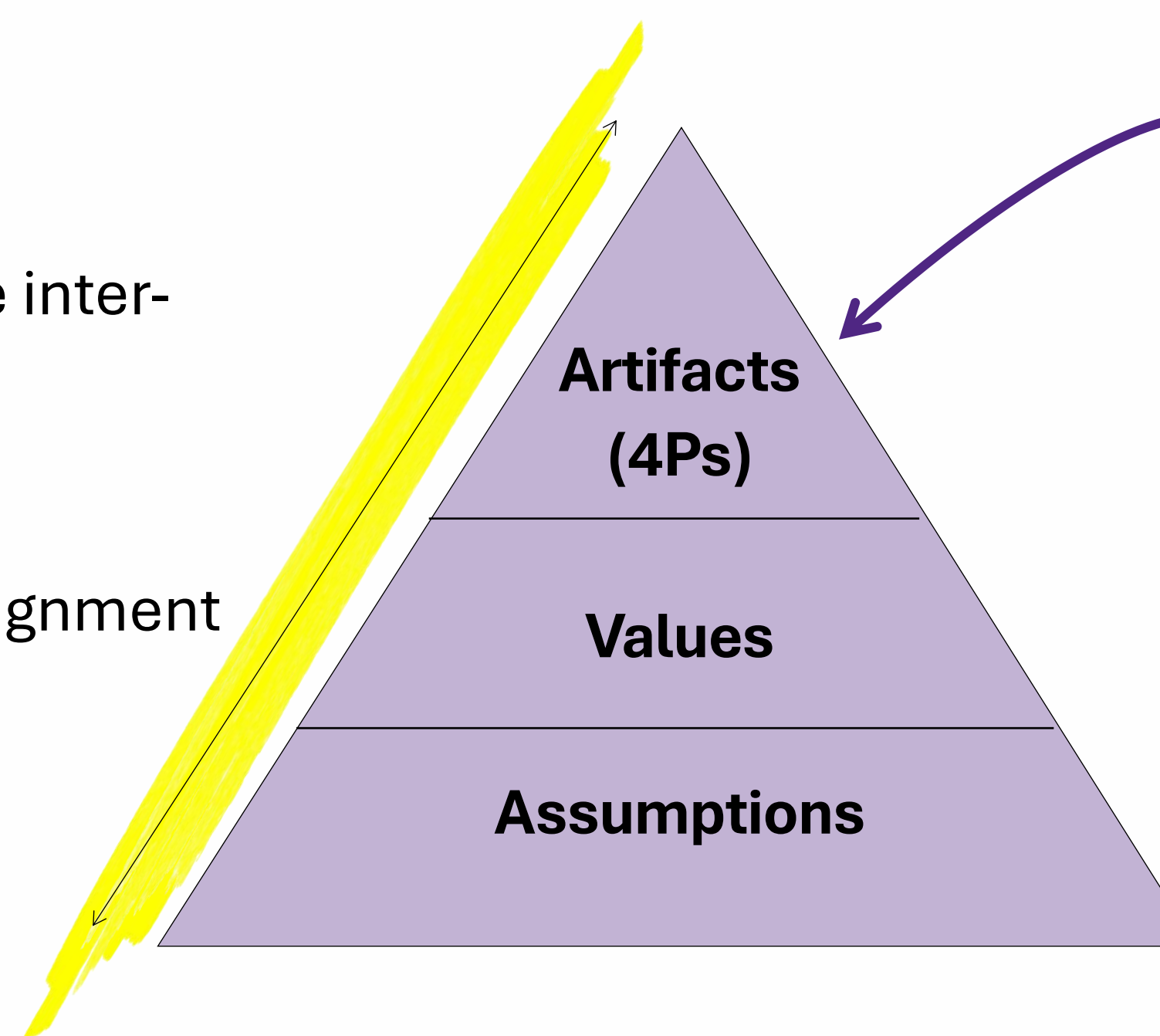
- **Political** } Placements align with provincial guidelines but lack Ministry oversight; change relies on internal leadership.
- **Economic** } Fieldwork is costliest component for students; rising student consumerism increases expectations for personalized, needs-based service (Austin & Jones, 2016; Hager et al., 2018).
- **Social** } Coordination by unionized clerical staff; job descriptions cannot specify educational or equity responsibilities, leading to potential inconsistency among staff in how student needs are understood and addressed.
- **Technological** } Limited use of “mediating technologies” (Hatch, 2018; Thompson, 1967) restrict flow and quality of communication, hindering transparent and consistent addressing of equity considerations.
- **Legal** } MOUs support accountability (Bryson et al., 2006; Chou, 1993; Eddy, 2010; Ndudzo & Zinyama, 2014) but allow schools to reject student placement requests without explanation.

## Trilateral Change Framework

Three-Stage Model of Change (Lewin, 1947)	Six Steps to Effective Change (Beer et al., 1990)	Five Signposts to Socially Just Career Guidance (Hooley et al., 2018, 2021)
<b>Unfreezing</b>	1. Mobilize commitment to change through collaborative analysis of the problem	by 1. Building critical consciousness 2. Naming oppression 3. Problematizing norms, assumptions, and power relations
<b>Changing</b>	2. Develop a shared vision of how to organize and proceed with change 3. Foster consensus for the new vision, competence to enact it, and commitment to advance it 4. Spread revitalization to all areas of the organization-environment in a non-hierarchical, non-directive manner	by 4. Building solidarity and collective action
<b>Refreezing</b>	5. Institutionalize revitalization through formal policies, systems, and structures 6. Monitor the revitalization process, adjusting in response to problems	by 5. Working at a range of levels and scales

- ✓ Concretizes my leadership approaches
- ✓ Integrates procedural, practical, and social justice-oriented models
- ✓ Subverts task alignment (Beer et al., 1990) → task re-alignment

## The 4Ps Framework Solution



- **Policy** } Guiding principles and rules that largely inform decision-making during the placement process
- **Process** } Methods used to secure placements, including the collection and integration of student information
- **Programs** } Initiatives supporting students’ and partners’ ability to navigate a more equity-oriented placement process
- **Partnerships** } Collaborative engagement and institutionalization of relevant parties in new equity-oriented policy, processes, and programs

- A multi-level, systemic, **artifactual reform solution** that contributes to a foundational cultural shift by creating a bidirectional effect across levels of culture, **shaping the overall organizational culture**.
- Designs of the reformed artifacts are grounded in **shifting assumptions and values** about the role universities and partners must play in supporting preservice teachers’ personal and professional development during fieldwork, and the need to coordinate a placement process that promotes equity and belonging in the teaching profession.
- Specific enough to give direction but open-ended enough to invite **collective decision-making**.

## Implementation

- **Multi-year, cyclical, iterative, and solidarity-based** approach: builds change through existing structures while centring student voice.
- Focus on **wellbeing** ensures participants feel equipped, resilient, and supported throughout the change process, reinforcing healthy organizational leadership (Bachman et al., 2023; Nielsen & Daniels, 2012; Weiss et al., 2018).

## Communication

- Anchored to academic cycles, communication relies on **inclusive digital platforms** to enable accessible, real-time engagement (MacKinnon et al., 2021).
- Messaging is **audience-specific** and designed to build **awareness, understanding, and commitment** depending on the group’s role and stage of engagement (Lavis et al., 2003; Palmer et al., 2016).

## Evaluation

- Emphasizes continuous monitoring of cultural and structural shifts, tracking **incremental transformations** and values alignment (Markiewicz & Patrick, 2022; Schein, 1984, 1990).
- Uses mixed methods but privileges disaggregated, equity-informed qualitative insights over aggregate data to surface **individualized patterns of progress** (Kauh et al., 2021).