

Leadership Practices in the Role-Negotiation Process Facilitate Learning

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Abstract

A qualitative study of six elementary schools in two districts in the province of Newfoundland and Labrador, Canada, identified principals' leadership practices, the role-negotiation process, and various shared learning supports that facilitate teachers' learning. When principals negotiated each teacher's learning role preferences and supported his or her leadership needs, teachers through dialogue and action transferred their learning throughout the school, students' learning outcomes improved, and organizational learning was propelled. When learning roles were not negotiated, teachers privatized their practices, inhibiting organizational learning. This study suggests that positive personal and professional relationships built on inclusion, fairness, trust, and respect critically effect shared learning. It has implications for a different kind of leadership training and professional development at the university, teachers' associations and school board levels.

Introduction

Demands for enhanced school growth, heightened awareness of social injustice and equity issues, technological advances, and intense accountability are triggering educators and researchers to seek change in the educational system (Blackmore, 2006; Hargreaves & Goodson, 2006). One initiative that is being suggested as critical to school improvement is organizational learning. Such learning, it is argued, has the potential to effectively propel schools toward enhanced student learning (Darling-Hammond & Richardson, 2009; Marks, Seashore-Louis & Printy, 2000). In order to heighten student learning, teachers must become immersed in their own learning (Clement & Vandenberghe, 2001; Senge, Cambron-McCabe, Lucas, Smith, Dutton & Kleiner, 2000). But how is this teacher learning promoted within schools? One answer to this question points to actions and conditions of school leaders.

The importance of principal involvement in any school change process is abundantly documented (Brown, 2006; Blase & Blase, 2000; Leithwood & Jantzi, 2006). However, Murphy (2001), (as cited in Brown, 2006), criticized traditional leadership preparation programs as "bankrupt" suggesting that principals need updated skills to work effectively in today's socially diverse and fast changing educational settings. Yet there are different perspectives about what these skills should be. Somech & Wenderow (2006) suggest that by using a participative approach with some teachers and a directive approach with others, principals can promote enhanced teacher performance. Others believe that principals have a moral responsibility to motivate, encourage and support the participatory learning and leadership potential of all teachers (Sheppard, Brown & Dibbon, 2009; Starratt, 2004). Devereaux (2004) contends that using this approach within a negotiated learning role process heightens individual and organizational learning.

The Problem

This study was conducted to extend our knowledge about how leaders can foster individual and organizational learning in their schools through role-negotiation and the challenges they face in doing so. The following questions guided the research:

1. What practices do leaders use in their negotiation of roles with teachers?
2. To what extent and in what ways do principal role negotiation practices differ depending on teachers' in-group and out-group membership in the school?
3. Do such differences in principals' role negotiation practices result in different forms of role taking, role making and role routinization?
4. Are these differences associated with either single-loop or double-loop learning on the part of teachers?

A Teacher Learning Framework

The conceptual framework was based on a series of constructs and relationships, illustrated in Figure 1 below. Existing research describes a path model among leadership practices, leader-member exchange theory, role negotiation, and loop learning. This study draws on a view of leadership that contests the belief that effective principals use a blanket approach to teachers that treats them all the same. This premise is replaced by the theory that to promote learning transfer to the organization, principals must use an individualized approach with each teacher, based on learning and leadership needs.

Role Negotiation

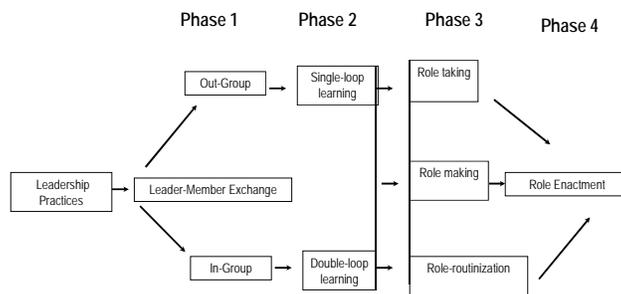
Katz & Kahn (1978) suggest that role behavior is motivated by,

learning the expectations of others...and fulfilling them- primarily for the extrinsic rewards of membership, although...there is intrinsic satisfaction in the...successful meshing of our own efforts with those of others (p. 188).

Graen (1976) extends the role theory model into the concept of a "negotiated" role adding the idea that teachers and principals may not always go along with each other's perspectives and roles can be contested. They may have different expectations, values and motivations that prevent any smooth reconciliation of expectations, so both dyadic members are vital to investigation of the leadership process (Dansereau, Cashman & Graen, 1973; Graen & Cashman, 1975; Dansereau, Graen & Haga, 1975).

Graen & Scandura (1987) present the role taking, role making and role-routinization stages depicted in Phase 3 of Figure 1 below. Devereaux (2004) extended the role negotiation process to include a fourth and final phase called role enactment. In the initial role taking stage, the principal might ask a teacher to take on a school council teachers' representative position that requires evening meetings. The teacher may accept this extra-role learning task or reject it. However, the principal has created an opportunity to ask the teacher about his or her particular interests and through this process learns the teacher's motivations and talents and what kinds of tasks to offer him or her in the future. During role making, the principal and teacher begin to define their dyadic relationship. Graen & Scandura (1987) suggest that at this stage, the principal may or may not choose to support a teacher's learning through

Figure 1: Conceptual Framework for Teachers' Learning



sharing:

- 1) Information – gathered from sources unavailable to the teacher;
- 2) Influence - the degree of and what kinds of decisions a teacher is involved in;
- 3) Tasks – for professional growth/accomplishment or failure/frustration;
- 4) Latitude - long periods without reporting or having to report often;
- 5) Support – the degree to which, or whether or not to stand behind a teacher's activities lessens performance risks;
- 6) Attention - concern for a teacher's professional development, valued most by those who desire quick professional growth and advancement.

The principal might approach a teacher with a literacy specialization and ask that individual to be lead grade-level language arts teacher and thus distribute specialized knowledge to grade level colleagues through shared curriculum development and implementation. The principal offers an attractive “task” accompanied by “support” and “attention” as described above as well as more curriculum resources that would be necessary to successfully accomplish this extra learning task.

In role-routinization the principal and teacher's behaviors become functionally interdependent. There are relational dimensions of trust, respect, loyalty, liking, intimacy, support, openness, and honesty and either of them can initiate a learning role sequence. The principal might ask a teacher to chair parents' meetings and deliver information on curriculum and school programs at various times throughout the school year. The teacher might ask the principal to designate him or her as spokesperson for all media-related school events. Such extra learning role tasks that are assigned or assumed can fill the teacher's learning and "leadership needs...to develop beyond his/her organizationally defined work role or position and reflect a desire to accept (or reject) more responsibility for areas outside one's task domain, as organizationally defined and required" (Graen, Novak & Sommerkamp, 1982, p. 111).

Role Enactment

Role enactment extends the role-making, role-taking, role-routinization process. When successful role-negotiated individualized learning has occurred, each teacher joins with the others to actually perform a variety of shared extra-role learning tasks that are beyond their contractual classroom obligations that drive organizational learning to a higher level. Thus, individual learning is shared and, through dialogue and action, becomes part of collective teachers' learning. And when viewing learning through a negotiated roles lens, principal's practices that motivate all teachers to transfer their learning to the organization would critically influence school growth and development.

Leader/Member Exchange (LMX)

Dienesch & Liden (1986) present two categories of LMX, "the in-group (characterized by high trust, interaction, support, and formal/informal rewards) and the out-group (characterized by low trust, interaction, support, and rewards)" (p. 621) and contend that almost all principals differentiate between teachers in this way. They argue that, because principals have scarce resources, they develop a close relationship with only a few key teachers to whom more is given for performing tasks beyond their basic job description. These become "in-group;" while others are "out-group." Driver (2002) suggests that teachers can be alternatively grouped by assigning the label low LMX to out-group and high LMX to in-group relationships. In this case out-group or low LMX individuals perform basic "in-role" job description learning tasks while in-group or high LMX perform innovative, "extra-role", outside their everyday learning tasks. Thus, LMX provides a window to a routinely occurring leader-member dynamic where two different forms of learning exist.

LMX theory is underpinned by the belief that there is an organizational understructure (Cashman, Dansereau, Graen & Haga, 1976) and by assuming individual tasks within the organization, learning is viewed as an organizational activity where any structural learning deficiencies are filled through individually negotiated roles (Cashman et al., 1976; Dienesch & Liden, 1986; Graen & Cashman, 1975). This study investigated LMX theory with learning as the outcome variable and attached the in-group/out-group LMX labels to each teacher's learning role.

Organizational Learning

Argyris & Schön (1978) suggest that, “when individuals learn to interact with one another...to carry out shared tasks, one can speak of the group itself as learning” (p. 321-22) and “organizations are...small societies composed of persons who occupy roles in the task system” (p. 28). They claim that organizational learning,

involves the detection and correction of error. When the error detected and corrected permits the organization to...achieve its present objectives, then that...process is single loop learning.... Double loop learning...involve[s] the modification of an organization’s underlying norms, policies and objectives.... Most organizations do quite well in single loop...but have great difficulties with double loop learning (Argyris & Schön, 1978, p. 2-3).

Driver (2002) suggests that for organizational learning balance, single-and double-loop individualized learning roles may necessarily coexist.

Sample and Research Methodology

This research attempted to “interpret phenomena in terms of the meaning people bring to them” (Denzin & Lincoln 1994, p. 2). Cross-case analyses were chosen because when studying educational innovations, evaluating programs and informing policy, this method “has proven particularly useful” (Merriam, 2001, p. 41). Open-ended questions informed by *The Leadership and Management of Schools* (Leithwood & Jantzi, 1997) and *Learning and Leadership in Organizations* (Driver, 2002) survey instruments allowed “us to enter into the other person’s perspective” (Patton, 1990, p. 196). Data collection sought “maximum variation” (Merriam, 2001) because even “a small sample of great diversity” produces “important shared patterns that cut across cases and derive their significance from having emerged out of heterogeneity” (Patton, 1990, p. 172).

Transcribed data were coded by conceptual framework research strands, and the questions that framed the study. Continuous data comparison, analysis and reanalysis, and revisiting the literature brought conclusions based on emphasis in the text and comparing/contrasting the principal and teachers’ responses. Observation, field notes, reflections, and school-related documents were used to validate and cross-check findings. All participants received pseudonyms.

Findings

Case Study #1: Inner City School

This is a K-6, 360 students and 20-teacher school with minimal staff turnover, where Constance, a new principal says “if you’re going to get a teacher that doesn’t do,”

very much to...do something...if you go that little extra mile...you would have won that teacher over, and they would have gained some confidence in...their own abilities.... If...they had completed [a task], it needs to be acknowledged... celebrated...and that would be somebody else...I would seek out...for more demanding tasks or other variety tasks.

Cyril says Constance asked him to teach enrichment math and “I had no problem doing it,” and she gives “me freedom and confidence,”

instead of...breathing down my neck.... I have enough respect and confidence in her eyes to implement whatever I want to do.

Cyril says he’s starting a new sports club and Constance’s supports are “adequate for me.” He seems to receive and appreciate the “latitude” and “tasks” Constance gives him. He appears to be challenged, motivated, involved, and can send or receive roles.

Cindy asks Constance “about programming, and other aspects of school life.” She says she feels “free to make suggestions” and Constance is “very willing to lend a hand and offer opinions. It’s wonderful to have a principal up-to-date on programs, and can...answer any pertinent questions.” As part of this group, Cindy says she has, “learned a lot of...academic and social skills” and she has been involved with the,

marking board for the grade 6 CRTs...helped other staff members learn how the marking board works, especially with regards to the analytic and holistic rubrics.

Cindy appears to receive “attention” and values Constance’s program knowledge that she shares with her. She seems to transfer her knowledge to the staff and enjoy involvement.

Cecelia says that regarding extra-role tasks Constance,

seems to have a way of approaching the people that...will comply, or maybe, she feels we’d do the job best. I’m not sure what her rationale is.

But regarding task involvement Cecilia says, “if I was left to volunteer...I wouldn’t be quite as eager. We’re all overworked ...if anyone has a chance...they might cop out.” She says that Constance makes “sure that when we do ask for something,” she

comes up with it... She must feel comfortable coming to me to ask for ... tasks to be carried out, because that’s what I see happening.... I’m willing to try whatever is suggested to me...[so] I do learn new things, whether I want to or not.”

Cecilia says that Constance is, “supportive when extra tasks are put upon us” and she, “will come into the classroom... help out with the running records...by reading to the children to free us up” and Constance is “supportive of anyone who wants to...do a little more and try new things. Cecilia initiated an animal rights club and it brings students’ “awareness of the proper treatment of ...pets.” Cecilia appears to receive Constance’s “attention” and valued “support” to complete extra-role tasks as she deals with what she describes as her in-role “heavy load of mixed problems” put in place before Constance’s arrival. It appears that Constance has opened extra-role tasks to each of these teachers and she appears to have delivered attractive personal and/or positional resources to motivate each of them. The “motivational factor” coupled with resources that are “attractive to the members and capable of being mediated directly and immediately by the superior alone” (Graen & Scandura, 1987, p. 186) seem to be in place here.

Constance appears to exhibit the leadership practices shown in Table 1 below. She says that, “the best way you can ...instill trust is to practice it yourself” but adds that, “I do have some that gripe...to me and so if they gripe to me, they’ll probably gripe about me, when I’m not there.” However, with the exception of Cecilia, who refers to a veteran/new teachers “slight distinction,” there was no reference to out-group divisions in this data set. And, Cecilia adds that even though, “I’m fairly new, I’ve fit in well,” and she didn’t “mean a division in a negative way...we’re all closely knit” and, “I have learned from everyone...you do learn from the teachers who’ve been around the longest.”

Constance says that she tries “to have an inclusive model, where all teachers are encouraged to participate” and “sometimes I have to...do some encouragement...to get them to take part.” She claims that even though she and her teachers “may not agree with one another...we can dialogue...see each other’s perspective,” and she’s in the copying room, cafeteria, and “I’m...in their space and they know that I’m available.” Her teachers all agree that Constance asks them to take on extra-role tasks and Cecilia adds that, “it’s much easier to say, “No” when you’re not approached individually.”

Constance says that because students here are reading below grade level, she approached teachers about taking on guided reading,

to try to improve their scores.... The teachers...[asked], “Why are you so involved with curriculum and instruction... Their perception might be that a principal has to be in the office to take care of the management things.... I believe...the role is to be an instructional leader. So...I teach...and it would be easier for me not to become involved with that...challenge.... We did a spelling...reading...vocabulary...comprehension test, and there was some outcry... “Why all this assessment?” and...I said...because we need to see where are the students’ strengths and needs, and then we have to look at our instruction... They’re beginning to see the value...but...I could feel the vibes.... They didn’t agree with it...so it was a challenge...being new...to continue with that, this year.

Cecilia contends that the greatest risk Constance has taken is “coming into a school that”

has been established for...many years ...and...trying to integrate new ideas into an old staff.... That could’ve not been well received.

Constance declares that she tries to ensure teachers learn that their tasks are “rewarding, beneficial, something that they can use in their practice,” and to,

grow professionally ...challenge...might be good... help them to use ... talents and gifts...they don’t even realize...they have. I hope...there will be camaraderie ...they’ll learn to nurture...get along with ...give and take with one another.

And she adds that when a teacher finishes an assignment, she acknowledges, “the teacher’s efforts and work,” and “I praise them for their achievement,”

congratulate them...share it in the faculty bulletin...at a staff meeting.... These staff...clap...cheer for...celebrate one another’s victories... I’ll see the staff here hugging...or tapping one another on the back.

Table 1: Characteristics of Each School

School	Inner City	Over-Expansion	Realignment	Out-Migration	Controversial	Multi-Stream
Context	K-6, 360 student, 20 teacher, urban	K-8, 757 student, 47 teacher, rural	K-6, 360 student, 22 teacher, rural	K-9, 300 student, 23 teacher, rural	K-6, 510 student, 34 teacher, urban	K-9, 355 student, 24 teacher, rural
Principal	Constance	Bob	Emma	Anna	Frances	Donald
Teachers	Cyril Cindy Cecelia	Bill Becky Bertha	Eileen Ethel Elizabeth	Allen Allanah Alicia	Freda Flora Fern	Darlene Desmond Della
Fosters Open Communication	Constance	Bob	Emma	Anna	Frances	Donald
Ensures Professional Growth/Development	Constance	Bob	Emma	Anna	Frances	Donald
Promotes a Learning Focus	Constance	Bob	Emma	Anna	Frances	Donald
Creates a Shared Vision	Constance	Bob	X	Anna	Frances	Donald
Supports Shared and Distributed Leadership	Constance	X	Emma	Anna	Frances	Donald
Promotes Collaboration	Constance	X	X	Anna	X	Donald
Builds Trust	Constance	Bob	X	X	X	X
Provides Individualized Support and Encouragement	Constance	X	X	Anna	X	X
Ensures Inclusion	Constance	X	X	Anna	X	X
Talks About Giving Supports	Constance	X	X	Anna	X	X
Models high Performance Expectations	Constance	X	X	Anna	X	X
Maintains Visibility	Constance	X	X	Anna	X	X
Models Involvement	Constance	X	X	Anna	X	X
Focuses on Maximizing Student Outcomes	Constance	X	X	Anna	X	X
Ensures Adequate Sharing Supports	Constance	X	X	Anna	X	X
In-Group Teachers	Cecilia Cyril Cindy	Becky Bertha Bill	Ethel Elizabeth	Allen Allanah Alicia	Freda Flora	Desmond Della
Out-Group Teachers	X	X	Eileen	X	Fern	Darlene
Double-Loop Learning	Cecilia Cyril Cindy	Bertha Bill	Ethel Elizabeth	Allen Allanah Alicia	Freda Flora	Desmond Della
Single-Loop Learning	X	Becky	Eileen	X	Fern	Darlene
Role Taking	X	X	Eileen	X	Fern	Darlene
Role Making	X	Becky Bertha	X	X	X	X
Role-Routinization	Cecilia Cyril Cindy	Bill	Ethel Elizabeth	Allen Allanah Alicia	Freda Flora	Desmond Della
In-Group/Out-Group Staff Divisions	X	Over-Expansion	Realignment	X	Controversial	Multi-Stream
Adequate Sharing Structures	Inner City	X	X	Out-Migration	X	X
Role Enactment	Double-Loop Learning	Single-Loop Learning	Single-Loop Learning	Double-Loop Learning	Single-Loop Learning	Single-Loop Learning

Key: X means not found

Cyril agrees that this staff seems “very close,” and Cindy says that here, “our main aim is to get these children through school as best we can, to the best of their abilities.” Cecelia adds Inner City “can be seen as...a special school, based on its location, and the type of clientele we have” so what they have is a school that is “very big on self-esteem” and,

there’s...after-school clubs...support for families.... It is a product of what people have experienced as a result of working here. Everyone has put their energies together to try to make it a better place.

Cyril appreciated the “latitude” and “tasks” Constance gave him, was challenged, motivated, involved, and could send or receive learning roles. Cindy received “attention,” valued Constance’s program knowledge, transferred her knowledge and enjoyed involvement. Cecelia received Constance’s ‘support’ to complete extra-role tasks as she dealt with her in-role “heavy load of mixed problems” put in place before Constance’s arrival.

The “motivational factor” coupled with principals’ resources that were “attractive” to the teachers (Graen & Scandura, 1987) were in place here. These data show in-group relationships that are delineated into high and low quantity amounts of support as necessary for high quality (in-group) LMX Interaction as required by each individual teacher to facilitate his or her individual learning that results in double-loop learning categories within negotiated roles. They suggest that periodic high quality principal/teacher exchanges that motivate, challenge, and engage, coupled with frequent high quality exchanges for those teachers who require that level of support, propel teachers’ learning. Inner City seems to be experiencing “double-loop” learning that “is related to the non-routine, the long-range outcome” (Argyris, 1983, p. 116). Constance’s introduction of the new testing procedure and her leaving the office to become directly involved in teaching and learning requires a “re-examination and change of the governing values” (Argyris, 1983, p. 116) and by doing this, she appears to have created a transformational learning organization.

Case Study #2: Out Migration School

This is a rural K-9 school with 300 students and 23 teachers. Anna, a principals’ leadership development facilitator, says the best way to get teachers to take on tasks is to,

have shared responsibility...input...[about what]our priorities are.... Plus...if you set the example yourself of being involved... people appreciate that.... I’m really fortunate...People just don’t turn you down.

She says that when a teacher comes to her and has an idea about a learning

initiative that would benefit the students...and they wanted to go with it, yes, definitely,...but some... would require more supports than others.

Allen says that, “if you’re not doing your job [Anna will] let you know that,” and she doesn’t appreciate mistakes made due to “neglect.” He says he has sufficient resources for his coaching task because, “it’s not that difficult,” and by taking it on he has learned that, “the extra-curricular stuff is very relaxing after all day in the classroom.” He says that his grassroots project “ was ...praised by the principal... Everyone who does something...that’s how they’re treated, not only by the principal, but by other staff members.” Allen says that he

has organized elementary math competitions and adds that “I would develop [a task], and if I needed any help I’d go to” Anna. Allen appears to have “support” and “attention” from Anna and his “tasks” seem suited to him.

Allanah says that, “when I first came here I was...shyer” and thought Anna,

could handle things a little bit differently when she approached someone, but...now I’m not as introverted ...as I was, and...I’m all there to help out.

Allanah feels she has enough resources to perform her extra-role tasks and because she does not have the responsibility of constant student supervision, she says that she can help Anna in times of emergency and that,

there are times...principals may be...stuck...need someone to do this for them.... I wouldn’t want to be...trying to get a delegate to work out, so, I’m fine with that.

She adds that Anna supports her in “continuing to do my special education degree,” and she feels free to contribute her ideas to make learning contributions here, adding that,

the peer-tutoring program is run by us.... I think it’s a major contribution.... If I could see a different way of doing it, I’m sure I would be free to explore.

Anna appears to give Allanah “attention” regarding finishing her degree and in return Allanah supports the principal in any way she can.

Alicia says Anna is “supportive in that any trouble I have or anything that I need she’ll try to get it,” and when Anna wants her to take on tasks, “she’ll ...explain what’s involved, and then ask if I’m willing to take it on.” Alicia adds that,

our opinions are always asked for.... We’re always given the opportunity...to tell the principal and the other staff what we think, and I’m sure if we wanted to start up something different in the school...there would be no problem with that at all.

Alicia seems to receive “attention” and support from Anna. It appears that Anna has opened extra-role task assignments to each of these teachers and she seems to effectively use her personal and positional resources to support and motivate each of them. Anna appears to exhibit most of the leadership practices shown in Table 1 above. Regarding building trust she says that, “I trust everybody in some capacity”

but...you’d be naïve to think...everybody’s supportive of you all the time, because they’re not.... It just can’t [happen].

Anna also believes that “there’s a certain group of people who’ll rise to the top” and,

they’re your natural leaders. Some others, you’ve got to go and get it from them.... So, if I want something done, I’ll go to the people who I know are the best at doing it...But have I gone to people that don’t go to the top? Yeah.

She adds that, “you just hope that people know that you’re fair and reasonable” but,

we've got a job to do for the students ...and should teachers be happy while they're here doing that? Well, sure they should be. But...it's got to be student-centered...If teachers see that your decisions are around that...they're fine with it.

Anna says that teachers here "multitask" and adds that she is not,

painting the perfectly rosy picture...but there's very few here who...don't give outside the call...but when I started here...I would go ask people to do things, and they would tell me, "no."

Regarding in-group/out-group divisions, Anna says,

I dealt with that years ago where I had more than just a couple of teachers that were ...resistors.... They will lobby for each other.

But Allen adds that, "I don't think you'll find that here," and Allanah claims that,

people here know who's going to do their share, and who you don't ask to do anything.... [But] we're really after getting a stronger relationship among staff.

Anna also explains that one year the Grade 3's here didn't do well in the CRTs but,

the primary teachers worked as a group. We did very well on them last year in Grade 3.... Then, your Grade 4 teacher receives those ...students, so then you got analyses of results that lets her know what things she's got to work on.

Anna says that the current board approach to CRT tests is, "the results are down,"

so what was going on with that particular group? And then, what kinds of things are you putting in place to address it?... [The new director] provides a lot of leadership in this area.... [Our district] has improved a lot.

It appears that trust spreads from the district level into this school, and Allen says there is a team approach to CRT preparation and it "started about three years ago" when,

our results weren't the best...so we, as a staff ...with the guidance of the principal, undertook to do a study...an analysis of our results, and to put it into our school improvement program.

As a direct result of this new collaborative approach, Allen proudly verifies that this year,

our results, not only in Grade 3 but in Grade 6, were...above the board and above the province. The Grade 9's were, as well.

Allen says that Anna "encourages all the staff here not to be afraid to take on something for the first time," and Anna says that teachers here "learn to take charge of situations,"

themselves so they're developing their own leadership skills, but there's no lack of leadership here...It's just a matter of giving them an opportunity to use those skills.... If you go to people to take a situation and to go with it, they do.

Allen's support was a "personal resource...under the control of the [principal] to offer or withhold" (Graen & Scandura, 1987, p. 184). Anna uplifted Allanah's self-esteem thereby heightening her leadership skills; and although Alicia was on probation she and Anna had a mutual agreement of reciprocal help and support. Out-Migration appears to be double-loop learning, and working with the board to make improvements in teaching and learning. Anna, by her own admission, is not a big risk-taker but seems to be changing the school's procedure for how they use CRT results by encouraging creative risk-taking, collegiality, input and collaboration in her staff.

Transformational Schools

At Inner City and Out-Migration Schools, Constance and Anna appeared to embrace individuality and diversity on their staffs and the interviewed teachers seemed to be in-group, at the role-routinization stage of negotiation and double-loop learning. Constance and Anna established unique positive relationships with each teacher, prevented disengagement and negotiated extra-role involvement by using their resources to satisfy individual interests, learning and leadership needs. Constance involved all teachers in student assessment which helped them to address and eliminate academic weaknesses with individual students in their classrooms and thus within the school. She modelled high performance expectations through curriculum, instruction, teaching and learning involvement; Anna through school development, standardized tests, and teachers' personal and professional growth plans. Both ensured inclusion, shared and distributed leadership, promoted collaboration, effectively provided individualized support and encouragement to ensure heightened teachers' learning. They focussed their shared vision on increased student learning outcomes, especially on students' achievement. These principals had also set up structured and unstructured sharing supports such as presentations, mentoring, coaching, modelling, shadowing, department heads, committees, staff meetings, in-school/after school grade level meetings, across grade level meetings, staff newsletters, school community newsletters and social gatherings for individual learning dispersion. They both appeared to have double-loop learning organizations and transformational schools.

Case Study #3: Over-Expansion School

This is a rural K-8 school with 757 students and 47 teachers in a high growth area and Bob who has spent 4 years as principal and many years as a teacher here says that here "people do choose not to become involved and that, of course, is their choice." When asked if he has the same type of relationship with all teachers on staff, Bob says,

No...I do treat some people differently. Some people are more approachable than others.... I do socialize with some people outside.

Bill says that Bob is "fair" but "my dealings with him are often limited" however,

I...can speak to him...will get his understanding, respect, his time and vice versa...[However]...we don't really talk a lot about personal things... Over the years, it kind of went in that direction, and that's the way it's continued.

Bill feels he gets enough support from Bob and says he is "more comfortable,"

with an administrator that checks in but doesn't... oversee every step...more comfortable with that distance there...so that fits into the way that I like to do things.

Bill says he feels free to contribute his ideas here, "because of the hands-off approach...I certainly don't feel suffocated, or feel like I have tight reins." And he says that Bob asks him to take on tasks "if there's no response to a request, he may personally ask whether or not I would like to partake in a particular activity." Regarding resources, Bill says Bob is, "very understanding that sometimes there's money to be spent." Bob and Bill's dyadic relationship appears to suggest that when relationships have formed with Bob and become developed, they remain constant over time (Graen & Cashman, 1975; Liden & Graen, 1980). Bill enjoys "latitude," and in return, he performs extra-role tasks when Bob needs him to. He appears to be at the role-negotiation stage and double-loop learning. But, Bill also says that he knows "from listening to teachers that there's groups, or cliques," here but he is "middle ground."

Becky says, "I feel quite comfortable with [Bob] at the top of the totem pole." But she believes she has more potential than is being realized or utilized here, stating that, "I would like to think that to some extent I am having an influence, but it's not as great of an influence as I would like to be able to have." She says that "nothing [Bob] has ever asked me to do has been so hard that I couldn't do it. I haven't needed a lot of support." It seems that Becky's tasks are not challenging her and she exhibits leadership needs that are not fulfilled. Becky seems to be role making and appears to be single-loop learning. Becky also believes that here "certain people... congregate towards one another...I flow between...groups...I'm a friend to everybody."

Bertha says that, "I'm able to speak to [Bob]...and he's able to speak to me," but "he's a busy man...people don't see him." She says that she does "not always" get the support she needs from Bob for completing extra-role tasks, for example, "if I'm doing up a web page, and I need support...putting on the html...I have...to figure out a lot of stuff on my own." When Bertha brings forward her ideas to Bob, she says, "he's ... willing to allow you to try," but she sees inequity in science resources here and wants to spend money she has generated in her expertise area. However, she says that Bob will not support this idea. Bertha appears to be at the role-making stage with Bob, is performing extra-role tasks but seems to feel that she is not yet receiving enough support from him. Yet she seems to be experiencing double-loop learning here because of her staff in-group connection. For example, in contributing her ideas at this school, Bertha says that as an untenured teacher her "fear is that [she] may be seen by administration as a go-getter, but...may be seen as a threat to other people." Bertha says that a staff division, "does exist" here, and adds that, "I have a tendency to speak with, work with people who...have new ideas... five or six teachers," and

we would be considered an out-group because...we...do things together and... things outside.... Some people...don't like that and have voiced very strong opinions.... It doesn't really bother me.... The only way...to get good solid ideas is that people... share.... And there's so many people who don't do that. I think I'm in an in-group, but other people think I'm in an out-group.

She says that being part of her particular group she has,

learned more...has more resources,...confidence, because now...I have people to talk to.... I've grown...I have so much more than that first day I...walked into...my classroom.

As shown in Table 1 above, Bob appears to not exhibit all of the leadership practices. There seems to be no division between Bob and each of the interviewed teachers, but there appears to be staff cliques. Bob seems to accept a teacher's disengagement as something he says he "can't change" and appears to not spend time *talking about supports* he can give them for taking on extra-role tasks. He may not always try to *ensure inclusion*. Even though Bob *publicly praises teachers* who contribute, he says it "sometimes backfires" and "it comes from teachers who"

haven't contributed as much as someone else, and I'll hear a comment made, "Oh, he hasn't mentioned my name yet...what am I?".... I like to recognize their... contribution and if that's slighting someone who hasn't been as involved You'll hear snide comments...so and so is only doing that to get recognized or she's not tenured or that sort of thing. That's...unfortunate, because the praise ...is meant as encouragement...to have teachers continue their involvement... but... that negative comment...is far more discouraging than the positive comment was encouraging...to the ...person who...has been involved, and...they'll say to themselves... "I don't need that kind of negative publicity."

It seems that Bob's public praise of individuals is counterproductive here, yet he continues to employ this method rather than taking a private individualized approach to giving this support. Bob appears to allow the large school population to restrict him to the routine office management tasks and seems not to *maintain visibility or model involvement* in teaching and learning. Also, Bertha says that Bob "sticks within ...procedures set down by the board." However Bob says he has risked moving,

teachers from their set grade levels.... That sometimes can cause dissension ...often teachers think... selfishly...and having a teacher comfortable in a certain position doesn't necessarily meet the needs of the children that we're teaching.

When questioned if he feels he gives all teachers the freedom to make significant learning contributions, Bob says that, "there are responsibilities that have to be carried out, and it's my responsibility to ensure that they're done, and it's not up for discussion...[and]...teachers find that difficult to accept." These data suggest that Bob appears not to *promote collaboration* and not *create shared and distributed leadership*.

Regarding whether this school is a product of what the staff knows and have learned by doing their work, Becky says that, "compared to having taught in other schools, I find that the expectations are not...as high." She adds that, "I don't think the expertise is being challenged across the board." This seems to suggest that Bob does not model *high performance expectations*. When asked if she thinks this school reflects teachers' knowledge and on-the-job experience, Bertha answers "yes, and no," and explains that, "you see the school changing teachers are coming in who are willing to,"

use new ideas...[but] that final product ...the CRT results end up being the same ...because everyone uses...this is what I've done...for the last ten years.... Parts of the product become a little bit better than the product that existed before.... Our product isn't changing...as much as it should... you get set in your ways.

She also clarifies that here "this massive turnover of staff that occurs every year" is

it's own problem.... You have new people coming in and...there might be new ideas...but those people got to settle in...with staff. The kids don't know you...are not in comfort zone, so a lot of changeover...is not good either.

Bob appears to accept disengagement as something he “can't change.” Bertha did not want to risk being ostracized as she underwent two interrelated processes, developing an LMX relationship with Bob while socializing into the organization (Dienesch & Liden, 1986), but having visible support from Bob could lessen her performance risks (Graen & Scandura, 1987). Although no interviewed teacher appeared to be out-group with Bob, Bertha said she was part of an in-group/out-group staff division and because Becky desired more influence and Bertha more support with her extra-role task that was not offered, they felt insufficiently supported by Bob and were at the role making stage.

The data suggest that this school is “single-loop” learning, whereby things are done according to board policy, and teachers' expertise appears ineffectively mined. “Because organizations are strategies for decomposing complex tasks into task/role systems, error detection normally requires collaborative inquiry” (Argyris & Schön, 1978, p. 19). At Over-Expansion there seem to be many teachers who are unwilling to carry out such collaboration, but the school is in transition and it is a goal. This error has been detected but not yet corrected, and as Argyris (1976) contends,

one factor that inhibits organizational learning is “the receptivity to corrective feedback of the decision-making unit- that is, individual, group, or organization (p. 365).

Case Study #4: Controversial School

This is a K-6 urban school with 510 and 34 teachers and there is unrest here because the board proposes reorganization. Frances, the veteran principal says that getting teachers to take on tasks is, “one of the most difficult jobs I have,” and adds that, “I have to really approach [it] with caution.... Some people are far more receptive than others. Personalities are different.” She said that ensuring teachers share their learning, “really comes back to personality...because, sometimes, someone is a really giving, caring, kind, sharing person, and they do it out of habit.” It is interesting that, as previously indicated in Case Study #2, Anna appeared to see personality differences as a natural diversity occurrence, while Frances appears to see them as a constraint to shared learning.

Freda says her relationship with Frances is, “good” and Frances sees “the value in my background.” She says that she chairs the language arts committee on “recommendation by the principal” and Frances gives her “personal support ...encouragement... faith...the belief that you can do it...moral support as opposed to something you can...touch.” She says that being part of the in-group with Frances has affected her learning because “it's different when someone has confidence in you” and “you have to be comfortable in risk-taking” and,

a lot of people aren't.... I do feel comfortable.... So, it actually helps me to grow...as a learner...and that's... reflected...in what I do in the classroom.

After only a few months here, Freda received the assistant principal's position left open by Frances' sick leave and is now enjoying this new challenge. Freda appears to have influence,

attention and to receive individualized support and encouragement from Frances. She seems to be at role-routinization and double-loop learning.

Flora feels that Frances “can be a friend,” and “I admire her...feel...she values me as a teacher.... We...go for coffee.” Flora says she has, “grown professionally and personally” here and adds that when she saw a “need for early intervention” and approached Frances, “there was indication of supports” and then she applied for and received a grant. From performing this extra-role task, Flora says she has learned how to “apply for grants for some of the projects that I’ve put on.” She says that Frances gives her “verbal praise” and task development “would...be asked of me,” and “some direction would...be given...but it would be minimal.” Flora seems to enjoy influence, latitude and individualized support and encouragement from Frances and , appears to be at role-routinization and double-loop learning.

Fern says that her relationship with Frances “could be...more of a partnership” but “when it comes to administration of a large school...it’s...hard to meet all the needs of all the staff.... It’s ... an area where I still feel we need improvements. She says that Frances does not talk to her about providing supports for taking on different tasks and adds, “I don’t know if I’ve really had a lot of that kind of interaction with her” and

that can be...frustrating. There are times when you are called upon individually ...but I haven’t had that much interaction on that level.

By completing assigned tasks Fern says she has learned that as a Kindergarten teacher, “I have many responsibilities...sometimes I feel weighed down by it,” because of a big safety issue here.” She elaborates that she has “concerns with...supervision” because

if my children are here in the classroom...I need to be here to supervise them, but I also have to...get the children off the bus. You can’t be...in two places.

She adds that in completing this task, “I have been given no resources other than,”

the fact that you need to let the office know you’re going to be out of your classroom... I don’t know if that’s perceived as being a big concern. I feel it is.

Fern also feels that Frances is “a mechanism for disseminating information” and “office management things take up time” and “there’s not adequate appreciation of what’s,”

going on in the classroom.... Principals...are not always partners in our learning and teaching situations.... We’re in separate entities.

With regard to how Frances has affected her learning, Fern says that “principals”,

need to create more empathy with teachers [because] the demands placed on us...have become phenomenal, and we’re feeling the stress of it.

She seems to be feeling inundated by her task and learning appears to be constricted by her incessant concern about her supervisory responsibility. Fern appears to be out-group with Frances, inhibited by lack of support, role taking and single-loop learning. Fern’s task is impossible to achieve independently and she was not offered the necessary support to successfully accomplish it. This caused her to disengage from Frances and she became

overwhelmed and apprehensive about her unworkable task and her accountability if something goes wrong. Within this preoccupation, extra-role school issues paled in comparison and Fern appeared to be approaching burnout.

As shown in Table 1 above, Frances seems to not exhibit all of the leadership practices. She says it is “unreasonable” to trust all teachers to support her because

given the nature of people...sometimes they're supportive...sometimes they aren't.... I can be the same way.... What is important is how or what we say, when we are not supportive.

However, it appears that Frances *does not ensure inclusion, provide individualized support and encouragement, or talk about giving supports* to Fern and she says that she reacts differently with some teachers when they finish a task because, “the reactions have to be different. You try to be fair...consistent, but the personalities are there.” Frances says that, “in terms of having them take on extra-curricular...there seems to be only a few people that often do that” and Flora adds that, “this school, it is so large, it's very difficult to get to know people directly.... This has been a long-term problem.”

Freda seems to believe that there's an in-group/out-group staff division and says that “I do have some acceptance and some, or maybe some perceived that's not.” Both Freda and Fern expressed their concern about not having enough grade level meetings here and when asked why she thinks there is division, Freda says,

the same shared doesn't go on...so it's on your own...whereas if it was a...deliberate set time you'd probably get more. So, I don't think that they're unwilling.... The opportunity is not there for them.

Frances appears *not to promote collaboration* and regarding the in-group/out-group division, Freda says that with

the ones that I feel accepted by, it makes me feel that I can [and]...have a lot to contribute.... I find here more of a possessive thing about their things, but ...when you feel in-[group] ... you're all out for the same end result.... Then it really doesn't matter whose idea it was, or who it belongs to. If it's a good idea you use it.

She adds that, “to those that I feel might be an out-[group], it has affected my learning in that I probably share less with that group” because “I feel there's less doors open there” and “I should make...an effort to open those doors, as opposed to withdrawing... so...that we're all benefiting from the same.”

Frances appears to have allowed administrative issues in this large school to hinder her from *maintaining visibility and modelling involvement* in teaching and learning. She says that, “the sharing at some grade levels is phenomenal” however “at other grade levels, it's not like that.” But, Freda seems to feel that Frances *does not promote high performance expectations* because she does not ensure sharing structures for dialogue and shared learning and she says there should be “promotion of meetings to discuss outcomes, however the administration may feel,”

the staff would not accept these extra meetings...but...things... happen...that you mightn't get everything covered.... So, unless you have those communications... amongst teachers...grade levels, you don't have that continuity and that flow.

Fern also adds that by completing committee tasks "I've learned that,"

we're going in different directions.... The principal...hasn't sat in to observe...direct us and let us know that...we need to...look at our goals and...see if our action plan is moving along.

Freda says that, "when our CRTs came back...the Grades 3s were really low" and,

I was surprised...considering the background and the clientele. I thought they would've been higher.... When I looked at the results...I noticed...some schools that I did not perceive as being better than this school...did do better.

Regarding school improvement here Freda adds that the process has begun but the plan, "needs to be revised... revisited...revamped, so that it connects more to what the results are saying." And, Flora says that, "to some degree" this school is a product of what the people who work in it know, and have learned by doing their jobs, stressing that,

I don't think just coming here, and teaching every day, and closing your door, and not discussing anything with anyone...you're going to be the best that you can be.

And Fern says that, "the combining of the experienced people ...with the new teachers coming in, have made for a much better, effective processes...in the school."

Single-loop learning appears to be controversial. The process of teachers sharing is evolving, but there have been concerns expressed by Frances, Freda and Fern. Teachers have suggested setting up structured grade level meetings, but no new processes appear to have been introduced to address this concern. The school seems to be starting to analyze and focus on improving students' low CRT results. Currently, as staff moves towards sharing processes and structures, and a student outcomes focus, the school appears to be in transition.

Transitional Schools

The principals At Over-Expansion and Controversial schools appear not to use all the leadership practices shown in Table 1. Both of these schools seemed to have staff divisions or cliques who were privatizing their teaching practices by not sharing with those teachers who they considered out-group. Although there were no interviewed teachers at Over-Expansion who, appeared to feel out-group with the principal, one teacher at Controversial School did feel out-group with her principal and this affected her relationship with her principal and dialogue became vanished. As Table 1 indicates, differences in principals' practices with in-group and out-group individuals in these schools produced different forms of role taking, role making and role-routinization that were directly associated with either single-loop or double-loop learning on the part of teachers. Teachers at role-routinization were double-loop while those at role taking were single-loop learning, and teachers at role- making could be

single-or double-loop learning depending on their relationships and shared learning with small groups. For example, Bertha's learning was propelled to double-loop because of her affiliation with a small teachers' group who collaborated and shared amongst themselves. In these cases, insufficient or underdeveloped principal practices, such as promoting collaboration with all including the principal were breeding out-group and/or staff cliques, and these divisions impacted the level of individual learning and confined organizational learning.

Table 1 also illustrates that in schools with in-group/out-group principal/teacher divisions, role negotiation was within role-routinization for in-group and role taking for out-group teachers. Freda, who referred to herself as in-group with some teachers and out-group with others but in-group with Frances, was at role-routinization. Principals' practices also differed with in-group and/or out-group school membership and this seriously impacted the level of organizational learning. In these schools with in-out groups, principals did not model involvement, model high performance expectations, maintain visibility, ensure collaboration amongst all including the principal, focus on maximizing student outcomes or ensure adequate sharing supports. However, both of these schools appear to be moving towards improvement are in transition.

Case Study #5: Realignment School

This is a rural K-6 school with 360 students and 22 teachers. It recently changed from a 3-stream to 2-stream and there has been significant staff turnover. When asked what she tries to ensure teachers learn by performing their tasks, Emma, a veteran principal here says, "I don't know if I want them to learn anything" and adds that,

I think it's what they determine they need to learn. I have not consciously thought about what they would learn by doing any of those things.

Emma says she doesn't have the same type of relationship with all teachers here because,

some are much more open...others are not.... Some I feel I can have a good conversation with, some I just don't know how to get the conversation going.

Eileen says her relationship with Emma is "good," but regarding "early intervention...I think that would be negative" and it is,

the sorest point in our relationship. We're not on the same page, with regards to that. So, that makes the relationship, at times a little bit more strained.

Eileen says, "I don't look for praise from no one," and she says that she is "somewhat" free to contribute her ideas to make significant learning contributions, but regarding,

early intervention...it's taken a lot of convincing for people to really realize that we're serious,...and this is what we need. So sometimes, it takes more determination and preservation than what we'd certainly like it to be.

Eileen says that, "I enjoy learning new things, so I don't need to be part of either group to help me enhance my learning. That's something that I do on my own," and she adds that, "I look for my own self-approval... praise. It just doesn't matter to me if I'm in or out." Yet she says,

“I don’t think we get enough support with, the children and I’m fighting to get extra help for the at-risk kids that I’ve identified...and the support is just not there, that I think is necessary.

Eileen says that she feels these students should receive extra help and learning supports from the special education teacher or she should be freed “up...so that I can work with these kids that I’ve identified,” and she has been given, “a little bit of support, through our determination, but it’s still not what these kids need.” Eileen clarifies the factors that she uses to determine an at-risk Kindergarten child advising that,

if they don’t recognize any of the letters by the end of January, then that child, I would identify as being at-risk.... If they’re not...identifying the letters by the end of Kindergarten, then it poses problems for reading later on.

Eileen says her tasks are developed by a committee and are “overseen by the principal” but there’s no mention of her being approached by Emma to take on an extra-role task. However, by volunteering for the school improvement committee, Eileen has learned the critical importance of giving her Kindergarten students a solid foundation for future learning. She now realizes the error that is occurring here and recognizes the effect this uncorrected error will have on these students’ learning and on the school’s future student achievement results. However without Emma’s support, she cannot affect the changes her new school growth and development learning illustrates as being necessary. She appears to be dismayed, but is not yet ready to give up on this concern. Eileen seems to be out-group with Emma, at role taking, inhibited by lack of support, and confined to single-loop learning.

Ethel says that she and Emma have a, “mutually supportive” relationship but “I don’t see her very often,” yet “if there’s something I need to discuss,”

I know she’s going to listen...because she’s got professional support from me, and my opinion.... She has a lot of respect for me.

Ethel says “there’s lots of opportunities for me” to contribute ideas. She says that she developed the Safe Schools Policy and regarding task assignments, Emma will ask her,

if I’d be interested in being involved.... I would be asked to think about it...and then I’d...give my opinion and make a decision about what I wanted to do.

Ethel feels that with her in-role tasks, she’s, “definitely not” given all the supports “we need in the classroom, she’s not able to...do that,” because this year “in terms of,”

a teaching task...we have three new programs...and the number of outcomes we have to cover is unbelievable. It can’t get done in the...time they’re asking us.

Ethel appears to be in-group with Emma, at role-routinization and double-loop learning.

Elizabeth says her relationship with Emma is based on a “mutual trust” and, I don’t see the relationship as being one of competition or conflict... It’s a very mild type of relationship. She’s there when I need her, and I think it works both ways.

Elizabeth says that with Emma,

I wouldn't feel at all that I was out-group...[and]...feeling that I'm part of the in-group would make me more confident...to voice my disagreement or...my support... When it comes to my own learning...I get more out of being part of what's considered to be a comfortable...an in-[group] situation.

She says she feels "very free" to contribute her ideas here and Emma "asked me specifically to do tasks within the school district," and Emma,

said that maybe I should volunteer when she got a call from the math coordinator looking for someone who might have potential.... The coordinator...helped me with the implementation of the program and...in-servicing of the teachers at the district level.

But, when asked what happened when she returned to her school, Elizabeth says that,

basically...I worked with the other teacher at the grade level. I don't see a big carry over to the whole school in terms of what I did. If anything, for these nine days that I was involved in the in-servicing, having a substitute obviously was putting more of a burden on the school. And the principal was very supportive that way and when anything arose I had the backing to deal with it.

Elizabeth says that "I have a lot of freedom to develop my own agenda," and, "I have...confidence... never feel as though I'm...being closely monitored." Elizabeth appears to receive information, influence, attractive tasks, latitude, support and attention from Emma, seems to be at role-routinization and double-loop learning.

As shown in Table 1 above, Emma appears not to use all the leadership practices. According to the data presented above, she seems *not to ensure inclusion, practice collaboration or provide individualized support and encouragement* to Eileen. And Ethel says that she is a "floater" and although she can "sit with any group of teachers and be very comfortable and be included" but adds that,

on all staffs that I've been on there have been in-groups and...out-groups.... If I had the staff list I could...make out some groups in the staff this year.

When asked if she can trust all teachers to support her, Emma says that,

I have no idea what they're saying when I'm not present. I'm sure its not all sweetness and light. So, no, I'm sure I can't trust everybody to support me even when I'm not there.... I have to do things, or say things, sometimes that people don't particularly care for. Most people would support most things, but I don't think everybody would support everything.

Emma says that she's, "not much of a risk-taker," and Ethel corroborates that stating that she, "can't think of any" risks Emma has taken. Emma says that she does not "often go to [teachers] meetings...because I think that they're professionals, and they have the autonomy to do what they want to do" and Elizabeth adds her belief that,

the principal's role in the office...[is]to handle situations, so that I don't have to handle them myself.... It's comforting...to know that there's that buffer zone that's there...that keeps me from that big bad wolf sometimes. And, yeah, you need that.

Regarding how she reacts when a teacher finishes an assignment and presents the results to her, Emma claims that, "I don't have people presenting results to me." It appears that there is not much opportunity here for Emma to talk to each teacher about supports she can exchange for extra-role tasks, and she appears *not to maintain visibility or model involvement* but remains hand-off in an effort towards what she seems to consider autonomy.

Emma says she tries to ensure teachers share what they have learned through staff meetings and committees and Elizabeth adds that, "a team approach here has always been strong," but as Sheppard (2000) contends, "the existence of committees and teams [is not] a sufficient catalyst for change" (p. 25). Yet, Eileen says she thinks this school is a product of the teachers' knowledge and on-the-job learning and this school,

wouldn't be what it is unless we had dedicated teachers, and there's always... weak links in the system and...we don't have too many...but the ones that we do, ...certainly do make an impact on the school.... And, I think the kids get what they need from us.

Ethel believes "to some extent," the school is a product of what the people who work in it know and have learned by doing their jobs, and Elizabeth adds that, "what I know now as an educator versus what I knew when I first came in the building, it's like totally different scenarios." She contends that,

if I were in a different school, my way of knowing what I know would... have changed and been influenced by different people. Principals with different philosophies would probably have made me a different teacher than what I am.

In addition to the negative affects of confining teachers to role-taking, danger can happen in role-routinization and this requires the principal to effectively balance individual and organizational learning supports. At Realignment, Emma supported Elizabeth's professional growth when this negatively impacted the school. She said she felt "very free" to contribute ideas and Emma "asked me specifically to do tasks within the school district," but when asked what happened when she returned to Realignment, Elizabeth said, "I don't see a big carry over to the whole.... If anything, for these nine days...having a substitute obviously was putting more of a burden on the school." Elizabeth said, "I have a lot of freedom to develop my own agenda," and, "I have...confidence...never feel as though I'm...being closely monitored." She received information, influence, attractive tasks, latitude, support and attention from Emma and was at role-routinization.

It appears that single-loop, routine learning is happening at Realignment, however, the data set at this school appears contradictory and to some extent makes clarity elusive. For example, Eileen seems to have learned how at-risk students' learning inequity will impact their academic success and the school's future CRT results. She insists that she's "fighting to get extra help for [them]...and the support is just not there." So Emma appears *to not model high performance expectations or focus on student outcomes* and "the detection and correction of error produces learning and the lack of either or both inhibits learning" (Argyris, 1976, p. 365). But, Eileen also says that, "I think the kids get what they need from us." Additionally

Elizabeth, who has gone to the district level to train teachers in a specific curriculum area dialogues about teamwork here, yet does not appear to “see a big carry over to the whole school in terms of what I did.” Instead, she believes that it “was putting more of a burden on the school.” So, except for her grade level teacher, there appeared to be no transition of her individualized double-loop learning to her school. Also, Ethel calls attention to in-group/out-group staff divisions here. This school appears to be maintaining the status quo.

Case Study #6: Multi-Stream School

This is a rural single-stream and multi-aged combination K-9 school with 355 students and 23 teachers. Donald says that when he assigns tasks he tries to ensure that teachers “recognize that by all working collaboratively we can make this...a...better place,” and regarding relationships with teachers he says that,

you treat everybody with the same degree of respect but your interaction with different people changes with the personality you’re dealing with.

He adds that, “we try not to set off adversarial relationships with anyone” and regarding in-group/out-group divisions, he adds that,

when you’re seen to treat people fairly, then you do a lot to diminish that. You don’t provide the right opportunity for it to fester.

Donald seems to feel that he gives all teachers freedom to contribute their ideas here but says that, “some people grasp that opportunity more than others...are more confident.”

When asked about her relationship with Donald, Darlene says that “even though I may disagree ...see things differently.... I try to work within the principal’s guidelines.” And she says that with Donald, “I can’t say I’m part of an in-group”

I can’t say ‘in’, so I would have to say, ‘out’, right. But...I don’t see that anybody else is an in-group. I think we’re all out-group, if that makes sense.

Darlene says that she tries “to make learning contributions to the school,” but adds that, “I’m a bit cautious on saying that I’m free to do it,” and she,

would be hesitant that I wouldn’t take too much on...because...somebody would have a problem with it and ... it...knocks the winds out of your sail.... I proceed very cautiously...with new initiatives...and I’m sure that I’m clear about where I’m going before I go there.

When asked who holds her back, Darlene says that, “the administration” and when asked what she has learned through task completion, she says that she has learned, “to respect ...the administrator, as the person who’s ultimately responsible.” Darlene seems to feel that being out-group with Donald has affected her learning because she says that,

we’ve had some cautions.... You can...understand that it’s an administrative decision but when it personally affects you, you...need to know why.... I...try not to let things bother me personally.... I may not agree with certain leadership styles but I have to respect that style...[but] it’s not where you’d come from as a

person.... So, it can lead to problems.... You need to work things out...rather than, "this is the way it is and let's move on".... I've moved on bitter ...and...had to say that, "This is not just worth it to me because I'm not that sort of person," and ...you can...give up on what you're doing...because you do put your heart and soul into a lot of what you do and then when you have conflict... you just feel helpless to make a difference.

Darlene clarifies that being part of the out-group with Donald,

can and has affected [her learning]but it doesn't any more. I've actually gotten to the stage where I've...had to rise above the in-group, or the out-group, and I...do what I do because I know it's best for the kids, and I get a lot of satisfaction from learning...testing and getting involved, but it can...directly affect your motivation and your interest in teaching.

She says that Donald has asked her "to serve on committees...and do different things that are within my job description." She also says that teachers here, "have to make sure that the principal is informed about...everything...we do and the way that we do it," and she receives resources for doing in-role work because as a special education teacher she has,

a flexible schedule, so he's quite supportive of changing my times around...to help fit in ...tasks that I have to do.... If I need to see a parent...it's no problem for me to call them in during the day.

Darlene appears to be out-group with Donald, role taking, and single-loop learning.

Desmond says that his relationship with Donald is "personal" and "professional," and he is "comfortable...sitting in the office...having a little joke...conversation on something that's not related to school at all." He says that with Donald he feels, "very accepted...valuable," and, "in-group...if I have a suggestion, it's respected," and he also feels "strongly supported in the different tasks" he takes on, for example,

when you're talking about policies...you need someone to give you clarification on the... issues.... Where's the school board on this?... The administration would have more insights...and...would provide us with supports in that area.

Desmond adds that when performing assigned tasks "you learn a lot because you're more involved.... It's very important for you...to be very well informed," and he says that being part of the in-group with Donald has affected his learning in that,

being as comfortable as...I am...I've learned...the ropes of administration, why they make the decisions that they do...and understanding...their perspectives.... If I was...going into administration, I feel that because I am connected with them...[it] would be a real benefit for me.

Desmond says that he took on an extra-role district level conference task on "the school leadership committee which was one that I was approached on." Desmond appears to receive information from Donald. It appears that "information...is...shared on a need-to-know basis with his...collaborators on unstructured tasks (Graen & Scandura, 1987, p. 182). Desmond appears in-group with Donald, double-loop learning and at role-routinization.

Della says that she “can go and talk to” her principal “about just about anything and it goes no farther.... We have a very good relationship” and, “I think I could be in-group.” Della gives her view that out-group division, “really puts in barriers in a staff,” but in-group to her is, “the fun group, but it’s just because of your personality.” Della says that she’s, “not really” given all the supports she needs to perform the various tasks she takes on, and she refers to her in-role, “Kinderstart program.... You don’t get any extra prep time,” but she adds that she has not asked Donald for this support. Regarding having freedom to make significant learning contributions here, Della says that, “I’m free if I wanted to.” She says that she coaches basketball and volleyball and does, “anything that needs to be done, if they’re short, then I fill in, in different areas,” and says if she needs, “extra support, then I just go to our principal.... I find he’s very supportive in anything that you want.” Della appears to be in-group with Donald, double-loop learning and at role-routinization.

As shown in Table 1 above, Donald appears not to exhibit all the leadership practices. Donald says he trusts all teachers to support him even when he’s not present,

because...we’ve established a culture of sharing...caring. I...ensure that people put children first, but...we always help, and take care of and support each other.

However, Darlene, who feels out-group with Donald, *appears not to trust* Donald because he does not inform her about decisions that she says “personally affect” her and she believes that this lack of partnership can “directly affect your motivation and your interest in teaching.” Donald also appears *not to ensure inclusion* or *provide individualized support and encouragement* to her. Darlene feels that she is “in-group” with the teachers here but adds that there is,

a small group that...stay to themselves...I think they’ve...gotten frustrated with things in the past, and it just may be easier to...do their job and leave at the end of the day, than it is to start any ripples.

Darlene says that Donald, “tends to do his own thing, and that there’s some...in-[group], some...out-[group], different cliques” and he “makes the decisions” and,

teachers have said...“What are we even meeting on this for? If you’re going to do it you’re going to do it.”.... A lot of teachers just give up.... I’ve...done that...but...you can go on then for twenty years like that, and...there’s a few people on staff here that...get...that attitude when it comes to trying to make change.... They do the best they can do...with their kids, but when it comes to the overall atmosphere and their relationship in the school, it’s a job. And...you ...want [your work] to be more than punching time on the clock.... I’ve seen a lot of that...experienced it myself so you...need to work it out for everybody.

And Desmond says that even with committee work “no matter what we’d come up with...we’d always have to present it...to the administration for approval, for revision...and then...we would revisit it...to completion.” Yet, Donald says that, “if we...have a good relationship with each other, personally and professionally, and...ensure...people are doing subjects where they need to collaborate” getting teachers to take on tasks here “has become...easy to do” because,

I've made it a point...to accommodate the personal and professional needs of teachers.... People are...willing to take on a reasonable amount of responsibility.

Darlene and Della think this school is a product of what the people who work in it know and have learned by doing their jobs. However, Desmond says, "there's a lot of sharing but maybe there is room for improvement."

Donald says that his biggest risk in running Multi-Stream was taken,

about ten years ago...we...decided...a multi-age education.... It is...now a part of what we do, no one questions the merit of it.... There are other ways to deliver education, rather than the straight, graded approach.

Yet, when questioned if there is any evidence that would be gathered from CRT results or other assessments that would show similarities or differences in students' achievement in the regular stream versus the multi-age setup, Donald says that, "it's really difficult to do a definitive assessment.... I haven't taken it on." When questioned further about this being a possibility Donald says, "oh yes, there is a way, if we wished to do it" adding that,

we could take out the criterion referenced testing and isolate it for both those ... groups.... It would be quite interesting to do because the stats would be there.

Darlene seems to not see Donald taking risks in program delivery and says that he,

just tries to walk the straight and narrow, and tries to keep things running as smoothly as possible, without too many hills and bumps along the way.

She also says that, "a lot of the focus tends to go to the junior high" here because the administrators have elementary and junior high backgrounds and with regard to the primary division CRTs,

I'm not sure they...see the demands of that on the students...teachers...and the realities of where the kids are and their ability to do the tests... I think it's not that they don't give it. They just don't see it to give.

Regarding cliques at Multi-Stream, Donald said when, "you're seen to treat people fairly...you don't provide the right opportunity for it to fester," and he would "never want anyone...to feel...not...valued as much as someone else." But Darlene said that being out-group with Donald affected her learning because although "I'm working hard...doing the best I can do...we've had some cautions," and this can "become frustrating," because when an administrative decision "personally affects you, you...need to know why." This unilateral decision-making barred Darlene's opportunity to present her relevant information and viewpoint, thus silencing her "voice" (Elicker, Levy & Hall, 2006). Darlene said, "you can...give up on what you're doing based on that" because, "you do put your heart and soul into...what you do and then when you have conflict...you just feel helpless to make a difference" and "a lot of teachers just give up." Principal/teacher interdependence seemed elusive, but Darlene maintained a positive, interdependent relationship with the teachers. However, being out-group with Donald seriously limited her opportunities for personal and professional accomplishment. Darlene explained that when teachers tried but Donald

curtailed their input, terminal apathy set in. Having experienced this herself, she said this constraint can “directly affect your motivation and your interest in teaching.”

According to Della, Donald appears *not to have high performance expectations* regarding challenging teachers to take on extra-role tasks, because she says that, “if you don’t want to volunteer...that’s your choice because this is not something that you have to do,” and it seems that Donald *does not spend time talking about supports* he could give her for taking on these tasks. Donald appears to have been a risk taker in the past however he seems to be currently experiencing single-loop individual learning within this environment. He seems to instill teachers’ collaboration yet appears not to model partnership or involvement himself. At Multi-Stream, there appears to be sharing through informal structures and Donald’s goal of collaboration seems to be happening amongst the teachers, but not between him and the teachers. The school seems to lack focus on how to affect increased student outcomes. Therefore, single-loop learning appears to be happening here. The single stream/multi-age instructional delivery has now become a routine activity and the traditional status quo is being maintained. However, this school has the interesting possibility, with this instructional set-up, to enable measurement of students’ achievement in regular streaming versus multi-aged educational delivery through a simple procedure. The learning that is occurring here appears to remain stable and to be “single-loop” and “the norms themselves-for product quality...or task performance-remain unchanged” (Argyris & Schön, 1978, p. 19).

Traditional Schools

Realignment and Multi-Stream Elementary schools appear to be retaining the status quo and single-loop learning. At Realignment, in-group teachers had many principal supports and this propelled their learning to a double-loop level. This gave them freedom to initiate roles to generate and drive their desired learning level, and to satisfy their leadership needs. However, at Realignment, it seemed that the principal, Emma’s leadership became uninvolved and laissez-faire. Then, her personal leadership and the level of organizational learning appeared to regress. When Emma was asked what she wanted teachers to learn by completing the tasks she assigned them she said, “I don’t know if I want them to learn anything” so there appeared not to be a shared vision for teaching and learning.

At Realignment, it appears that Emma over-supported one teacher’s individual learning to an extent where it taxed the school’s resources to the degree that the teacher was concerned that it could put the organization in jeopardy. Yet, there appeared to be no advantage to the collective learning and improved student outcomes in the school. Elizabeth explained this saying, “I don’t see a big carry over to the whole.... If anything, for these nine days...having a substitute obviously was putting more of a burden on the school.” Conversely, a teacher who appeared out-group with the principal here seemed to be role taking, unsupported and confined to single-loop learning. Emma seemed to not create a shared vision for teachers’ learning and Eileen said “I don’t need to be part of either group to help me enhance my learning. That’s something that I do on my own.” She added, “I don’t look for praise from no one.... It just doesn’t matter to me if I’m in or out,” but, “I’m fighting to get extra help for the at-risk kids that I’ve identified...and the support is just not there.” Eileen said her tasks were developed by a committee and “overseen by the principal” but there was no mention of her being approached to take an extra-role task. However by volunteering for the school improvement committee, Eileen realized the error that was occurring and recognized the effect this uncorrected error would have on her students’ learning and on the school’s future student achievement results. Eileen was inhibited by lack of support and confined to single-

loop learning because “the detection and correction of error produces learning and the lack of either or both inhibits learning” (Argyris, 1976, p. 365). She appeared to resort to using “self-management” as a “substitute for leadership” (Yukl, 1998, p. 167) rather than depending on Emma to motivate her. Data from this case study suggest that when sharing and distributing leadership with teachers, principals must retain and exhibit strong, involved, democratic leadership that’s supportive of increased student learning outcomes within their school. This also appears to be an area where principals must ensure individual and organizational learning balance.

At Multi-Stream, Donald exhibited a hierarchical, top-down leadership approach (Devereaux, 1995; Kouzes & Posner, 1995) and his decision-making was unilateral. Darlene explained that at Multi-Stream, Donald, “makes the decisions...and whether you’re in, or you’re out...the buck stops here.” Yet Donald said he wanted teachers here to “recognize that by all working collaboratively we can make this place a...much better place.” It appears that Donald’s espoused value of collaboration conflicted with his actions (Devereaux, 2003). Darlene, who had a Master’s degree in Educational Leadership, and apparently believed in a different approach to leadership, seemed constrained from contributing her ideas and fearful that doing so would cause clash with Donald. Darlene then began to use “self-management” as a motivator (Yukl, 1998), and she used the satisfaction she got from teaching as her stimulus. She was not provided an avenue for growth and knowledge sharing, therefore in this case, the failure of role-making [led] to a return to role-taking” (Graen & Scandura, 1987, p. 179).

Conclusions and Implications

This study strives to move closer to “complete leadership acts” (Burns, 1978) that display honesty, equality, responsibility, the honoring of commitments, liberty, fairness, and justice because,

in the billions of acts that comprise the leadership process...a pattern can be discerned...that in turn would underlie a general theory and serve as a guide to successful practice of leadership (Burns, 1978, p. 427).

In so doing, the “Learning-Infused Leadership” approach has emerged. Learning-Infused Leadership is an ethical, collaborative, change oriented process of motivating interdependent learning through individually negotiated learning roles and dispersion of knowledge and efforts. It focuses on learning and thus derives its foundation and understandings from the individual knowledge and the aggregated learning of many researchers and practitioners. Because of its learning focus, it opens awareness to possibilities for further enhancement as knowledge accrues. It merges communities of practice, identifying essential but non-exclusive guiding principals’ practices, the role-negotiation process that motivates, engages, and facilitates individual learning, and varied critical sharing structures that ensure learning transfer to the organization. It concentrates on improved learning for all school stakeholders, including principals, teachers, students and others.

This study indicates that for principals to ensure heightened individual and organizational learning their underlying leadership practices should be alike but they must also establish a unique but collaborative, collegial relationship with each teacher that takes into account individual’s interests, and the types of resources necessary for maximum learning, and leadership needs. This is supported by the Dansereau, Graen & Haga (1975) claim that “management of an organizational unit clearly involves dealing with the entire set of members”

yet “leadership can occur in the ...[principal/teacher] dyad” (p. 76). Research (Kouzes & Posner, 1995; Leithwood & Jantzi, 1997; Sheppard, 1996; Devereaux, 2004) and Others (Refer to Table 2 below) validates leadership practices found within the learning role-negotiation process in this study. As well, this research indicates that heightened organizational learning results from high quality individual leader-member exchange (LMX) that embraces diversity and provides individualized assistance that results in equitable teachers’ and students’ learning outcomes. Additional research (Devereaux, 1995, 1997; 2000; 2002; 2003; 2004; Sheppard & Devereaux 1997; Devereaux, White, Collins, Farrell & Piercey, 2007) that lends credence to Learning-Infused leadership was conducted in excess of twenty schools and spans more than a decade of merging theory with more than three decades of educational practice.

This research study unveiled dyadic relationships that facilitate or inhibit individual and organizational learning. In schools where individual learning roles were negotiated with teachers, each individual was in-group, at role-routinization, and motivated toward individual double-loop learning. The resultant relationships based on trust, high quality interaction, support and formal/informal rewards for taking on extra-role learning tasks, coupled with solid structured and unstructured knowledge and shared discourse supports, facilitated individual learning dispersion to the collective group. This created double-loop school learning organizations. Conversely, when learning roles were non-negotiated, individual principal/teacher dyadic relationships became out-group and based on doubt, low quality of interactions and no formal or informal rewards. These out-group individuals remained at or regressed to role-taking, and single loop individualized learning roles that privatized classroom practices were evidenced, and when these were combined in practice with double-loop negotiated roles, where learning is shared amongst small groups, the organizations maintained the status quo. Consequently, in our current educational world of flux and faced with challenging contemporary policy (Hoy & Miskel, 2006) and educational change issues, it is critical that we have double-loop learning individuals who through individual learning dispersion build double-loop learning organizations. This research indicates that a combination of negotiated and non-negotiated learning roles with individual teachers that inhibit learning versus negotiated learning roles with all teachers that facilitates learning was happening in schools at a disturbing ratio of 2 to 1.

As this study indicates, in-group membership is critical to inquiry, risk-taking, discourse, relationship-building, social learning and knowledge sharing. Out-group must be eradicated, and excessive LMX with one individual needs monitoring and prudent use of resources to balance and equitably share between individual and organizational learning. Lind (2001) corroborates these claims contending that feelings of injustice go deeper than perceived fairness and involve “whether the [teacher] is given an opportunity to voice concerns and needs...is treated with respect and dignity” (p. 59) and is included or excluded from the principal's in-group. It should be clarified that eradicating the out-group category of relationships does not equate to eliminating or limiting the critical individual and group inquiry and discourse (Lavié, 2006) so badly needed to bring about educational innovation and change.

Table 2: Principals' Leadership Practices that Support Teacher Learning

1.	Creating a Shared Vision	Carl, 1999; Clement & Vandenberghe, 2001; Cowan & Capers, 2000; Dyer & Carothers, 2000; Hord, 1997; Kouzes & Posner, 1995; Laine, 2000; Larson-Knight, 1998; Leithwood, 1994; Neuman & Simmons, 2000; Schauer, 2000; Sheppard & Devereaux, 1997; Tichy & DeRose, 1996; Ucelli, 1999; Van Meter & McMinn, 2001, Wallace, Engel & Mooney, 1997
2.	Building Trust	Brown, Boyle, & Boyle, 1999; Courtney, 1998; Davidson & Dell, 1996; Harrison, 2000; Kaplan, 1996; Louis & Miles, 1998; Schauer, 2000; Thomas, 2000; Tichy & DeRose, 1996
3.	Promoting a Learning Focus	Ash, 1997; Blase & Blase, 2000; Clement & Vandenberghe, 2001; Schauer, 2000; Taylor, 1999; Thomas, 2000; Van Meter & McMinn, 2001
4.	Encouraging Collaboration	Blase & Blase, 2000; Brown, Boyle, & Boyle, 1999; Dyer & Carothers, 2000; Leithwood, 1994; Schauer, 2000; Thomas, 2000; Van Meter & McMinn, 2001
5.	Supporting Shared/Distributed Leadership	Coffin, 1997; Cowan & Capers, 2000; Dyer & Carothers, 2000; Huffman & Hipp, 2000; Kouzes & Posner, 1995; Portin, 1998; Sheppard & Devereaux, 1997; Sheppard, 2000; Taylor, 1999; Van Den Berg & Slegers, 1996
6.	Advocating Open Communication	Biott & Rauch, 1997; Blase & Blase, 2000; Brown, Boyle, & Boyle, 1999; Daft & Langel, 1998; Guzman, 1996; Harrison, 2000; Huffman & Hipp, 2000; Laine, 2000; Louis & Miles, 1998; Schauer, 2000; Ucelli, 1999
7.	Ensuring Professional Growth and Development	Bell, 1996; Bennett, 1997; Biott & Rauch, 1997; Blase & Blase, 2000; Clement & Vandenberghe, 2001; Coffin, 1997; Cowan & Capers, 2000; Guzman, 1996; Hord, 1997; Horton, 1995; Huffman & Hipp, 2000; Laine, 2000; Larson-Knight, 1998; Louis & Miles, 1998; Tichy & DeRose, 1996; Van Den Berg & Slegers, 1996
8.	Providing Support and Encouragement	Belcher, 1996; Blase & Blase, 2000; Clement & Vandenberghe, 2001; Cowan & Capers, 2000; Huffman & Hipp, 2000; Kouzes & Posner, 1995; Larson-Knight, 1998; Leithwood, 2000; Sheppard & Devereaux, 1997; Taylor, 1999
9.	Focusing on Maximizing Student Learning Outcomes	Belcher, 1996; Blase & Blase, 2000; Clement & Vandenberghe, 2001; Cowan & Capers, 2000; Huffman & Hipp, 2000; Kouzes & Posner, 1995; Larson-Knight, 1998; Sheppard & Devereaux, 1997; Taylor, 1999

Thus, heightened organizational learning is the process of sharing individual learning and collectively combining efforts to enhance organizational knowledge. It is undergirded on relationships that are professional and are characterized by inclusion, fairness, mutual respect, collegiality, integrity, trust, collaboration and support based on needed resources for successful work completion, and encouraged innovation wherein both principal and each teacher work together to challenge and actively drive individual and organizational learning to higher levels. Within Learning-Infused leadership, the principal's leadership is directed at building positive relationships and organizational learning capacity throughout the entire professional organizational stakeholder learning community, including staff, students, parents and others, always remaining humbled and mindful of the fact that in order for anyone to lead, there must be those who will choose to follow. Therefore, a leader must always remain

cognizant that there are situations in which the principal leads, while in other instances, depending on knowledge, skills and interests in certain areas, others are encouraged and enabled to lead heightened individualized and organizational growth and development (Devereaux, 2004; Kouzes & Posner, 1995; Sergiovanni, 2005).

Principals must be brought to awareness of their old frame of reference in order to learn a new one (Argyris & Schön, 1978) and this study indicates that this double-loop individual principal's learning or wakefulness can come through school board initiated change, leadership training, and/or self-generated learning. Then, when this knowledge is put into practice, double-loop learning organizations result. Initially, this inquiry was geared toward learning if coexistent single- and double loop individual learning are necessary for effective organizational learning. This study suggests that non-negotiated learning roles produce single-loop learning, while negotiated learning roles ensure double-loop learning. And when single- and double-loop individual learning co-exist the result is single-loop organizational learning. Double-loop organizational learning happens when each teacher, through dialogue and action is encouraged to share his or her specialized knowledge with the collective group. Thus, heightened organizational learning is the process of sharing individual learning and combining human efforts to enhance organizational knowledge.

All teachers are invaluable change agents who deserve respect, and in this time of heightened sensitivity to inclusion and social injustices, both principals and teachers must be taught to understand the value of and embrace diversity. And through this awareness, the appropriately responsive principal "insists on both the human respect and the civil respect that are the due of his or her colleagues" (Starratt, 2004, p. 79). In this instance, the hierarchical, supervisor-subordinate power approach to leadership wherein teachers follow the principal's agenda or rules and regulations changes to a leader-follower shared leadership approach in which in different circumstances either the principal or teacher can take the leader or follower role.

In this study, principals who led double-loop learning organizations were female. Additionally, this research suggests that in some schools, teachers whose learning was constrained were female, and (Rusch, 2004) supports this research in suggesting that this issue needs to be addressed in leadership preparation programs. It is also noteworthy that in other schools it was found that teacher learning was constrained by both male and female principals and thus, we are all called upon to exercise responsible agency (Habermas, 2007) and work together to eliminate social injustices. Erdogan, Liden & Kraimer (2006) corroborate this study, stating that, "organizational justice is socially constructed" (p. 404).

This research study extends our knowledge of Leader/Member Exchange theory in relation to individual, small group, inter-group and organizational learning outcomes. By adding to our understanding of what facilitates or inhibits learning, it raises awareness of the need for all stakeholders to accept and share responsibility and accountability for learning outcomes. It promotes inquiry, reflective thinking and understandings about how we, as change agents, can lay the groundwork for truly continuous improvement by learning how to learn (Argyris, 2002). The findings implicate the need for a different kind of leadership training. Educators must be brought to awareness that learning can be constrained by a principal's relationship with each teacher and/or by the relationships teachers have with each other and this must change. Only then can researchers and practitioners make the difference to the philosophy of helping each child reach his or her full learning potential that we espouse.

Graen, Hui & Taylor (2006) support this study's finding in contending that, "leadership is a professional relationship; friendship is a personal relationship, and the two should not be confused or traded off" (p. 458). They claim that to ensure that these do not conflict, teachers need training to learn to keep them in their appropriate domains and principals need training to be brought to awareness that they must not exhibit preferential treatment with individuals. Instead, they must establish collegiality, camaraderie and shared responsibility for increased student outcomes with all educational stakeholders. This shared common moral purpose of schooling energizes each individual and all teachers toward their full individual and shared learning and teaching potential. Leadership is about realness – accepting personal and professional responsibility, and enacting inclusive, democratic equitable learning values (Devereaux, 2003) and this inquiry is an attempt to integrate both. It has implications for training leaders at university, professional development centers, school boards, and indeed throughout many different types of organizations and learning contexts.

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