Supporting the Professional Development of Emerging Leaders:
A Professional Development Framework Design

Patricia Phyall

Vancouver Island University
Abstract
The purpose of this design is to provide a professional development framework that meets the needs of emerging leaders. The framework is divided into three terms: the Pre-Contact Term, the Contact Term and the Post-Contact Term. These terms are intended to lead emerging leaders through The Phases of Inquiry as defined by Murdoch (1988). Each term is designed using the concept of Backwards Design and the work of Wiggins and McTighe (2005). Many of the learning opportunities are differentiated to meet the individual needs of the learner, incorporating Kegan’s (1982) Constructive-Developmental Theory. The appendices include blank and sample templates for each term; as well as, support documents for the Pre-Contact, Contact and Post-Contact Terms. These support documents include case studies, Critical Friends Groups protocols and materials to create an online survey to evaluate participants’ current way of knowing in Kegan’s (1982) Constructive-Development Theory. The blank templates indicate which learning opportunities are to be differentiated. The variable nature of this design enables educational institutions to use the core principles of the framework to encourage the development of emerging leaders. This will enable these leaders to work to develop learning communities which prepare students for the modern, ever-changing nature of schools and our world.

Keywords: emerging leaders, professional development, constructive-developmental theory, case studies, inquiry instructional methodology, design research methodology.
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Chapter One: The End of Something Old

As people begin their journeys as emerging educational leaders, they are often surrounded by copious amounts of advice from those around them. Lead by example; others will then choose to follow. Develop those on your team; support the professional development of others. Care about your constituents; they are the essential to the system. There are many scholars who have written about these concepts, including Kouzes and Posner (2010), as well as, Hargreaves and Fink (2006), who expound the importance of a wide variety of characteristics in effective leaders: credibility, dependability, honesty. With all this useful advice, it is difficult to discern a starting point for the development or maintenance of an effective learning community. It can be daunting to decide where or how to start, especially for emerging leaders. How can we support emerging leaders in developing the skills and attributes necessary to build and maintain effective learning communities?

Research Question

There are many design research questions surrounding current research on effective professional development and learning communities. These questions shed light on the various aspects of designing and developing effective, professional learning environments. It is significant for emerging leaders to have the opportunity to develop themselves professionally within a professional learning environment. The structure and organization of this learning environment is crucial as it also models the building and maintenance of a learning community.

Therefore the research question for the purposes of this design project is: How can professional development be organized to provide emerging leaders with environments conducive to learning?

The framework has been developed to provide a structure for learning. As the framework is designed to work with different conceptual understandings, the content is variable. The
concept of relational trust will be explored as the content for the sample professional development opportunity as I believe it is essential to the foundations of a successful learning community.

There are many scholars who have touted the importance of trust in building effective environments, not only within the educational sphere, but also in other segments of society including the business world. Many modern leadership gurus have expounded its importance, including Stephen Covey in his work *First Things First (1994)*: “Trust is the glue of life. It's the most essential ingredient in effective communication. It's the foundational principle that holds all relationships - marriages, families and organizations of every kind - together” (p. 203). If we are to build environments where professionals want to learn, we need to identify how trust is meaningful in the development of these environments. To identify how trust is significant in the building of these environments, we first need to analyze why trust is the key factor in their development.

**Purpose of the Design**

In my experience, emerging leaders are often assigned informal and formal leadership roles without an understanding of the social dynamics or institutional memory essential to being an effective leader in a specific learning environment. When entering the field of educational leadership, emerging leaders often participate in formalized, university level courses deemed necessary for their success. However, once this coursework is completed or the necessary degrees are attained, there are few opportunities for participants to follow up or develop their understandings over a length of time. The possibility of maintaining the professional relationships developed during this time is often subject to the participants’ personal accord or ability to develop friendships with the participants rather than ongoing professional relationships.
This has led to the development of this project, a professional development framework to be used in conjunction with other forms of professional development for emerging leaders. The framework is intended to be the base by which further professional development opportunities are planned and organized. The framework incorporates a variety of professional learning opportunities including the development of Critical Friends Groups and Professional Learning Communities. It is designed to incorporate a variety of theories, which I consider best practice in student and adult learning to provide for a stimulating environment by which emerging leaders will be challenged to further their understandings of a variety of concepts related to leadership in a changing world. It is also intended to promote further discussions with emerging leaders about how to develop effective learning environments where professionals want to learn and continually develop their practice, and to act as models of life-long learning in their school-based learning communities.

The subject of professional development has always been of interest to me. As an educator, every year I have participated in a variety of professional development sessions. I have rarely found that I am excited about these opportunities. In my experience, much of my professional development was not actually intended to develop my professional abilities and develop my understanding of my profession, but rather indoctrinate me about the way that I should be doing something in my classroom. They have rarely encouraged me to think about developing my practice to incorporate new understandings into my classroom practice. I have also found that many of these professional development activities are just that, an activity to fill time during allotted professional development day. Personally, a three-hour session on “hands on science” on a Friday morning is not going to have a lasting impact on my classroom practice. I might find a few activities I enjoy and use in my classroom, but this is unlikely to have a lasting impression on me as an educator. I feel that I am not alone in this, and sense what we consider
professional development needs to be reconsidered. I have chosen to design a professional development framework for emerging leaders, as that is where I currently am on my own professional learning journey. I have an intimate understanding of the needs of emerging leaders after discussions with my colleagues and my own personal reflection.

**Justification of the Design**

As society evolves and many aspects of society (such as family structure) change to meet the needs of the modern world, schools as educational institutions and centers of the community are also increasingly expected to evolve and change. This attempted balancing the educational needs of future generations with traditional expectations often falls upon the shoulders of emerging leaders. In my experience, emerging leaders are often put into new or different leadership positions with minimal institutional knowledge and limited support networks. Although emerging leaders have often completed Masters in Educational Leadership, there are concepts that need to be covered to a deeper understanding in supportive, professional learning environments. As emerging leaders, these professional learning environments are one way of seeking professional support from sources outside of our own school-based learning communities.

There is currently no mandatory emerging leaders professional development framework or coursework indicated in the Leadership Standards through the professional body of the British Columbia Principals and Vice-Principals Association (2013). There is currently an optional professional development opportunity for emerging leaders, but it is limited to a week-long summer learning opportunity at significant expense to the participants, especially if they are not registered members of the British Columbia Principal and Vice-Principals Association. Many professional development or learning programs for emerging leaders are implemented at a school level based on the policies of an overseeing body, including school boards and professional
organizations. Unfortunately, this may lead to inconsistencies in the experiences emerging leaders have with relation to professional development and development of their leadership capabilities. My design is intended to bring consistency to the professional development experiences and opportunities of emerging educational leaders in British Columbia.

**Brief Overview of the Design**

The framework and accompanying materials are designed to be part of an induction process for emerging leaders, developing effective learning environments to support professional learning. The structure is designed to allow the content to be changed, but the structure, or framework, to remain the same. The design is decontextualized in nature so it can be tailored to meet the needs of a specific group of emerging leaders in their own context. It could be used in a specific school district, either private or public, in an international school or in other learning institutions. It would be most beneficial if used as part of a larger program of professional development, which would provide further professional development for emerging leaders. It could also be condensed into one component of a full-time course such as the “Short Course” presented by the British Columbia Principal and Vice Principal Association at the University of British Columbia each summer, or the “Pedagogical Leadership in the International Baccalaureate Primary Years Programme workshop” for leaders in the International Baccalaureate Organization.

The framework has been divided into three sections: the Pre-Contact Term, the Contact Term and the Post-Contact Term. The lengths of these terms are not predetermined, but they do need to be sufficient to allow all the participants to have adequate time to participate in the learning, as well as, reflect on their practice within the context of their learning. The three components of the framework need to remain in order, but do not need to last the same length of time. For example, the Pre-Contact Term may last 6 weeks to 2 months while the Contact Term
is 3-4 days and the Post-Contact Term is 3 months. It is critical to ensure that the Pre-Contact Term and Post-Contact Term are 60-90 minutes each week and are not compressed. This framework is intended for emerging leaders who already have a significant workload, so it essential to ensure the learning is not overly time consuming in an already busy role.

The Pre-Contact and Post-Contact Terms are in an online format, and the Contact Term is a face-to-face format. As technology advances, the applications and platforms for the Pre-Contact and Post-Contact Terms may change. This change and advancement is welcome, but I strongly suggest the combination of online and face-to-face formats remain the same. One of the implicit reasons for the development of the framework in this manner is the importance of strong, social and professional relationships with peers. These relationships are especially crucial during the Post-Contact Term.

The materials to support the different terms have been included as appendices, including blank templates for each term. The sample materials provided are based on the concept of relational trust and the work of Bryk and Schneider (2002).

There are many scholars who have examined adult development and learning, but in the literature review I will be examining the work of Robert Kegan (1982), as well as, William Torbert (1994). There are a variety of critical concepts included this design, and these will be explored to support the development of effective professional development for emerging leaders. These concepts include constructive-developmental theory, case study research, relational trust, and action and design research methodologies. The next chapter will analyze the work of two key scholars in each of these themes and explain the reasoning behind choosing the work of one of these scholars to support my own design research project.
Chapter Two: A Review of the Relevant Literature

The field of education research is filled with a variety of scholars with their own respective theories and philosophies on best practice. For the purposes of this design and documentation, I will examine four major themes within current educational literature: trust in schools (the content of the design); constructive-developmental theories of adult learners (the theory behind the design); case study research (the aspect which will be used in the development of a certain aspect of the design) and action and design research methodologies (the methodologies by which the design was created). I will examine the work of two key scholars within each theme and explain how the work of one of these scholars best supports my design. For the final theme, action and design research methodologies, I will focus on why I chose design research as opposed to action research as the methodology for my thesis.

Action and Design Research Methodologies: Key Scholars – Glanz and McKenney

In education, there are many different opinions and beliefs about which type of research is most effective is various educational settings. Ethnographies, phenomenological research and case studies are all research methodologies used within the field of education. For the purpose of my thesis, I decided to use educational design research as my methodology. Design research is similar to another common research methodology in education, action research. Although both these methodologies fit within the applied research genre, subtle differences influenced my choice of methodology as I search for one that would be most effective for my purposes. For the purposes of this literature review, I will be comparing the work of McKenney (2014) in design research and Glanz (2014) in action research. I have chosen these scholars as their primary work in their field is very current (both having published work within the last 2 years), and is based on the solid foundations of other researchers in the field.
To understand the reasons for my choosing design research instead of action research as my methodology, first the similarities and differences must be explored and defined. There are many similarities between action and design research in the education context. Both are based on theory and strive to solve an issue encountered by educators (Glanz, 2014; McKenney 2014). Although these two concepts are similar, they lead to one of the subtle differences. Action research is a “grass roots” type research methodology where the educators conduct their research, an investigation based on theory, within their own classroom (if conducting research as an individual), within a grade level or other grouping (if conducting collaborative research working with other educators), or within a school including interest groups such as school-based educators, parents and other members of the community (Glanz, 2014). This methodology is defined as “… action research, a type of applied research, … conducted by practitioners to improve practices in educational settings” (Glanz, 2014, p. 16). Contrastingly, design research is not focused on educational change within singular learning communities or classrooms, but on educational change in a larger, more systemic manner (McKenney, 2014). Seeing as my design is intended as the initiator of systemic change in how we professionally develop emerging educational leaders, action research did not lend itself to my research. Design research is more malleable in its implementation and development and is therefore more suited to a systemic change (in my opinion) than action research.

The cyclical nature of design research and the importance of the participants in the development of the design are significant differences between action and design research. Design research requires the participant to be an active participant in the design (McKenney, 2014) and this participant reflection and suggestion has a direct impact on the cyclical nature of the design. Action research is slightly different in how researchers conduct their research. This means that in action research, the intervention is designed and the participants join in the
intervention lead by the researcher/practitioner. In design research, the participants play a more interactive role in the intervention, making suggestions and reflecting upon the design itself. This feedback is included in the production of the next prototype cycle as indicated in the work *Conducting Educational Design Research* by McKenney and Reeves. (2012, p. 16). As this design is being initiated by an emerging educational leader, for emerging educational leaders, the practice of actively including the participants in the development of the design seems pertinent and another reason to choose educational design research as the research methodology most fitting for my intended outcome.

**Case Study Research Methodologies: Key Scholars - Stake and Merriam**

Qualitative research, and in particular, case study has become a more credible form of educational research over the past 30 years. In contrast to its quantitative counterparts, it has developed and continues to develop into an increasingly acceptable form of research within the forum of education. Case study research is currently defined by Merriam (2014) as: “[a] case study is an in-depth description and analysis of a bounded system” (p. 40).

When initially researching case study research methodologies, there were many researchers who became evident as the most prolific within education. Merriam (1985 & 2014), Stake (1978 & 1995) and Yin (2013) have an exceptional body of work on the use of case study research methodology in education. As the work of Yin is more quantitative than qualitative in nature, I will focus on the work on Sharan Merriam and Robert Stake.

Reviewing the literature by Merriam is interesting as it spans more than 30 years and shows her development of understanding in the area of case study research. Her early work indicates that she felt there are some key components missing when reviewing the current literature in 1985: “Likewise, it is not clear from the literature how one writes a case study” (Merriam, 1985, p.213). Her understanding of the intricacy of case study research methodology
is now evident in the writing of one of her recent publications, *Qualitative Research: A Guide to Design and Implementation*, which gives an easy to follow guide to qualitative research, but also contains several chapters pertinent to case study research methodology. She also dispels the misconceptions of case study research and the over and misuse of the term case study:

“Although most educators have encountered case studies in their professional studies or their professional work, the term case study is not used precisely; it has become a catch-all category for studies that are clearly not experimental, survey or historical. And to a large extent, the term has been used interchangeably with other qualitative research terms.” (Merriam, 2014, p. 54)

I appreciated the confidence and simplicity with which she explains case study research. I found her texts very readable and not over complicated by jargon or unnecessary verbiage. The methods she discusses in her text are well supported by research and synchronous with other researchers in her field (Stake, 1995 & Yin, 2013). Merriam’s straight forward, almost scientific, explanations of the different steps of case study research is different than the more narrative style of Robert Stake.

Robert Stake’s approach to case study research is similar to that of Sharan Merriam, but has marked differences. The work of Stake is narrative in nature, focusing more on the essence of the case study including its “… naturalistic, holistic, ethnographic, phenomenological, and biographic research methods” (Stake, 1995, p. xi). Stake is specific about his intent when writing books and articles, often explaining the purpose of the text in the introduction including the intended audience and what the text will not reflect. “I do not pay as much attention to quantitative case studies that emphasize a battery of measurements of a case … Nor do I orient much to the creation of case studies for instructional purposes…” (Stake, 1995, pp. xi-xii). Since the work of Stake is so focused on the use of examples, it is not necessary to follow the chapters in the order they are presented. For example, in his work *The Art of Case Study Research* (1995),
Stake suggests the reader started the text by reading the final chapter, a sample case study including annotations by Stake as to his research process, prior to reading the preceding chapters. This leads me to believe that the primary focus more many of the publications written by Stake is to educate educators about the power of the use of case study research, rather than the practical implications as presented by Merriam.

Although the content of the work of Merriam and Stake is very similar, the way in which they present it is very different. Sharan Merriam tends to write with a straight forward, more analytical approach which I believe is best suited to literature reviews, reference guides, etc. Her ideas are well organized and easy to follow for someone who is new to the realm of case study research and may be interested in pursuing case study research methods in the future. The work of Robert Stake is written with the same level of information, but I find it more narrative in nature and include more examples and exemplars than the work of Merriam. Stake explains the case study methodology with great detail, but I find his work more difficult to follow from one point to the next. I appreciate all the examples he gives, but this can detract from the methodical part of describing a research methodology. I would suggest Robert Stake’s work for someone who is interested in case study research methodology in a general way, in understanding its benefits and challenges.

For the purposes of articulating how I will use case study research methodology in my design, I have chosen to focus on the method offered by Merriam. As a beginning researcher who has chosen design research as her principal research methodology, I felt this was best suited to my purpose because of the way in which she organizes her information and her specific descriptions of the different steps involved in the process.
Trust in Schools: Key Scholars – Bryk & Schneider and Tschannen-Moran

Bryk and Schneider’s study on trust in schools is one of the pivotal studies upon which other scholars base their work (Cranston, 2011; Robinson, 2011; Tschannen-Moran & Hoy, 1998). It has stood for several years as the seminal work in the area of trust in schools. The premise of their work can be narrowed down to four key points. Leaders of schools need to demonstrate and ensure four attributes: respect, personal regard, competence, and integrity (Bryk and Schneider, 2002). I believe one of the reasons the work of Bryk and Schneider is cited so often, is that it is one of the first significant, longitudinal studies on the theme of trust in schools. The four attributes they have identified in leaders who are successful in building educational communities based on trust is very direct and they chose to use common, everyday terms rather than explaining their research in more complex, scientific terms. Bryk and Schneider’s pivotal work, the text Trust in Schools (2002) is written more as a reflection and sharing of their research findings than as a text intended for the use of educational leaders. Unfortunately they have not chosen to present their work in a format which is easily used as a reference work. While there are charts and graphs, these are included as a presentation of the specifics of their data rather than as a summary of their findings which is intended for the ease of reader understanding. Although their text is quite complex in explaining the importance and reasons for inclusion of each term, I believe the basic premise is easily understood by most.

The work of Tschannen-Moran on trust in schools is different in the sense that she draws different aspects of education together. The model offered by Tschannen-Moran is for the development of trustworthy leadership. It blends together three different components: Five Functions of Leadership, Five Facets of Trust and Five Constituencies of Schools (Tschannen-Moran, 1998). Tschannen-Moran has developed a visual model and describes her findings in a way that is probably intended to be read by current and emerging leaders (her writing on the
development of trustworthy leadership being included in foundational texts such as The Jossey Bass Reader on Educational Leadership).

Although the work of Tschannen-Moran is written in an emerging leader friendly way, I have chosen to focus on the work of Bryk and Schneider. The work of Bryk and Schneider may be more difficult to navigate initially, but when I explored both the Bryk and Schneider and Tschannen-Moran models, I found the Bryk and Schneider model simpler to understand. The Bryk and Schneider Four Determinants of Relational Trust are very linear in nature and I believe their methodology is well suited to my own learning style and would also be more functional for other emerging leaders. There are so many goals for emerging leaders; however it is easier to remember a few basic concepts than to internalize a more complex, three dimensional model. I also strongly believe the work of Tschannen-Moran can be used as support documents once an understanding of the Bryk and Schneider model has been developed. Since the work of Tschannen-Moran is more “readable”, it is something which could be investigated with relative ease if participants are looking to further develop their understandings of the importance of relational trust in schools on an individual basis.

**Constructive Developmental Theories of Adult Learners: Key Scholars - Kegan and Torbert**

The concept of adult learners and learning is an area of educational research which has grown significantly in the past forty years. Although there are many researchers who have chosen to focus on this area of research, there are two theorists whose work I feel fits well within the context of educator professional development and training.

The work of Robert Kegan is used as the foundation for the work of others within the adult education educational research realm (Drago-Severson, 2012; Blum-DeStefano, 2012). Kegan’s theory on constructive-development (or adult cognitive development) focuses on six
different levels. Because the first two of these levels are attributed to childhood development and the final level is very rarely experienced in the adult population, I have excluded them for the purposes of this analysis. This leaves the three primary levels of adult cognitive development: instrumental, social and self-authored. These levels are clearly explained and Kegan’s work also includes descriptors or real world examples of people and their development at each level (Kegan, 1982). When I initially read the descriptors for each level of development, I was able to reflect on my own development and that of other educators especially in relation to our ideas of what we considered “good” professional development. I was able to make an immediate connection to Kegan’s work because this abridged explanation of the levels of adult cognitive development.

William Torbert’s work is similar to that of Kegan and he references Kegan when describing his stages of adult cognitive development (Torbert, 1994); but also has its own striking differences. Torbert’s theory is based on the work of several significant theories including not only Kegan, but also Loevinger (1978). The terminology he used for his stages of adult development (of which there are eight stages) is very similar in the early stages and diverges in the mid to later stages. Torbert’s theory is comprised of eight stages, similar to Kegan, his initial two stages are primarily seen during childhood and the final six stages may or may not occur developmentally (depending on the individual) in adulthood. The six stages that are pertinent to my purpose include: diplomat, technician, achiever, strategist, magician, and ironist.

I find these stages titles to be less descriptive than those of Kegan, allowing for the individual to interpret them differently. Although I appreciate the detail given in the descriptions, I question how effectively emerging educational leaders would be able to identify where they are on the continuum described by Torbert. The titles/stages offered by Torbert are similar to Kegan,
but Kegan’s terms are encompassing for the stage and Torbert chooses to divide each of the stages described by Kegan into two different stages. For example, Kegan’s instrumental stage descriptor describes both the diplomat and technician stage from Torbert. This is an example of how the work of Kegan and Torbert is similar but bears striking differences.

For the purposes of my design, I have chosen to focus on the work of Robert Kegan. It is key for the participants to have a basic understanding of adult cognitive development as part of the design and I feel the work of Robert Kegan is best suited for this purpose. Kegan is one of the seminal scholars in the field and is referenced by, referred to and compared with many scholars in the field of adult education and development (Drago-Severson, 2012; Blum-DeStefano, 2012; Torbert, 1994; McCauley, 2006, et al). His stages are described in a manner which is easy to understand and allows for limited misinterpretation. The fact that he only describes three stages for adult cognitive development in the majority of the adult population may be seen as an issue by some, but I feel most emerging educational leaders would be able to think of people they know who fit into each stage of development, even if they are unable to place themselves. In this way, Kegan’s theory is very manageable and understandable for the audience of participants for this design. This was a key factor in my decision to use his theories as the core of my design.

As the literature has demonstrated, there are many excellent options for an emerging educational leader and beginning researcher. I have already explained the content of the design (trust in schools) and reviewed the relevant literature; it is critical to explain the theoretical background upon which the design is built.

I have reflected upon my own professional learning at length and recognize that inquiry and constructivist learning is effective for me and my personal learning style. When I began examining and researching inquiry and constructivist learning, I quickly discovered the majority
of the literature in these areas focuses on the learning of children. Upon exploring adult learning and inquiry, I found constructive developmental theory and the work of Robert Kegan. In the following chapter, I will explore adult learning within the context of educator professional development and the constructive developmental theory of Robert Kegan.
Chapter Three: The Theoretical Underpinnings

There are many psychological or philosophical theories which could have been used as the basis for this set of workshops. Continuous professional development of educators is one facet of education upon which most in the field can agree, but there is a great range of ideas and opinions about how this is best facilitated. There is significant research on adult development and how this influences the effectiveness of various styles of professional learning.

Current educational research supports constructivist theories including the use of inquiry-based teaching with children. In my experience, I also respond well to constructivist methods in my professional learning. Because of these factors, a neo-Piagetian theory, which is defined as “[M]ost directly built on Piaget’s work, extending the work into adulthood and beyond its cognitive focus” (McCauley, p.635), is in my opinion, the best option for this set of workshops. For these reasons, the philosophical and psychological basis of this workshop is based on the constructive-developmental theory of Robert Kegan. There are other theorists, but I believe the neo-Piagetian work of Kegan is most appropriate to the intended setting.

One of the significant learning opportunities in the final phases of the workshop will be an introduction to using a case study approach with adult learners. Although there are many definitions of case study methodology, including those from scholars such as Yin (2003) and Stake (1994), I will use the definition as described by Merriam (1998).

… [T]he qualitative case study can be defined in terms of the process of actually carrying out the investigation, the unit of analysis (the bounded system, the case), or the end product. As the product of an investigation, a case study is an intensive, holistic description and analysis of a single entity, phenomenon, or social unit. Case studies are particularistic, descriptive, and heuristic and not to be confused with casework, case method, case history, or case record (Merriam, 1998, p. 34).

The case studies, or vignettes in this instance, will be real life situations I have encountered during my time as an educator. They will be used to prompt discussions about one of the four
determinants of relational trust. Case study was chosen for this purpose because of the opportunity it brings to emerging leaders to discuss “real-life” situations they may face with a group that lead to a variety of perspectives being shared and considered.

As educators, we are schooled in the ways in which students learn best, but as we encourage students to become life long learners, we imply that learning spans a lifetime. Adults continually work to make sense of their experiences (Breidenstein, 2012, p. 5). But as with children’s learning, adult learning is also developmental and constructed through experience (Drago-Severson, 2004). Researchers have presented a variety of constructive-developmental theories, but I will focus on the work on Robert Kegan. Kegan was first to suggest the term in reference to “a stream of work in psychology that focuses on the development of meaning and meaning-making processes across the lifespan” (McCauley, p. 635). Kegan’s theory is “constructive” in the manner to which it refers to a person’s constructions and/or interpretations of an experience or how a person makes meaning of an experience. It is “developmental” in the manner that it is about how those constructions and interpretations of a specific experience grow more complex over time. (McCauley, p. 635). Simply, as adults continue to mature and develop, the ways in which they make meaning of their experiences also continue to mature and develop.

Kegan includes five Ways of Knowing in Constructive-Developmental Theory. The first describes meaning making in children, and has been omitted as this set of workshops is designed for adults. The Fifth Way of Knowing is primarily theoretical in nature and is rarely seen prior to mid-life (Kegan, 1994) so it has also been omitted. I will discuss the three Ways of Knowing in the middle of the continuum as they apply to the majority of the adult population (Drago-Severson, 2004).

The vast majority of adult learners will associate with one of the following Ways of Knowing as defined by Kegan (1982): Instrumental, Socializing, and Self-authoring Knowers.
Instrumental Knowers have concrete learning needs and are dependent on others for their learning. They tend to be drawn to concrete answers and specific practices (Breidenstein, 2012, p. 5). Or as Drago-Severson describes it: “Orient towards following rules and feel supported when others provide specific advice and explicit procedures so they can accomplish their goals” (2008, p. 61). An educator in this phase may feel that professional development is most pragmatic when they can learn a new skill that is immediately transferable into their classroom.

Socializing Knowers are interested in the perspectives of others and are independent learners. They take the ideas of others into account and thrive when working with others in a collaborative manner. Socializing learners have the capacity to think abstractly about their practice and have substantial capacity for reflection (Breidenstein, p. 6). Although there are many benefits to working with Socializing learners, there are also some drawbacks. They are prone to sacrificing their own interest for the benefit of the group and at times the perspectives of others in the group can become too important in their own development. Socializing learners can also struggle to have an identity apart from the group and may have difficulty challenging their team in fear of upsetting group dynamics. (Breidenstein, p. 6)

Self-authoring Knowers are independent individuals who think not only about their practice, but also about who they are as learners and educators. These individuals also generate their internal value system, taking responsibility for and ownership of their own internal authority (Drago-Severson, 2008, p. 61).

Developing an understanding of Constructive-Developmental Theory is crucial for the facilitators of the workshops so they can meet the individual learning needs of each participant. It is also crucial for the participants to be introduced to this theory as it is an important stepping-stone to helping teachers learn in the schools for which they are responsible. Research has also
shown that Constructive-Developmental Theory is also significant to the development of relational trust in structured learning environments.

Roth conducted a study in 1996 which suggests there is a connection between Constructive-Developmental Theory and relational trust. When studying twenty teachers in one elementary school, she found:

[T]eachers operating from the Dependent order (Instrumental knowers) appreciate a principal who can organize a structure and maintain it. They expect principals to have the answer and become frustrated when asked to reflect on school issues. Teachers transitioning from the Dependent (Instrumental knowers) to Independent (Socializing or Self-Authoring knowers) order need the principal to be a listener who creates a safe environment in which teachers can express themselves. They will gladly take on roles such as team leader or committee chair as long as those roles do not alienate them from people they are close to. Teachers operating from the Independent (Socializing or Self-Authoring knowers) order may not appear to need the advice or assistance of the principal or colleagues. However, in times of doubt or distress, they will come forward and ask for help and support.

(McCauley, p.641)

The understanding that an administer has of where his/her colleagues positions on the constructive-developmental continuum is one way to developing trust in their learning communities. Understanding where each educator is on the continuum links closely to the development of personal regard for each as an individual and their needs as a learner. The better an emerging leader understands their colleagues, the greater the likelihood they will apply and develop strategies and methods congruent with an individual’s learning journey. It also demonstrates respect, integrity and competence if an administrator takes an educator’s way of knowing into consideration when supporting educator development. Working in collaborative groupings during the workshop will enable participants to discuss case studies from a variety of perspectives, including those perspectives from learners at different places in Kegan’s Constructive-Developmental Theory (Instrumental, Socializing and Self-authoring Knowers). Participants will be given various opportunities to apply their understanding of Constructive-
Developmental Theory, through a case study approach, to analyze different responses to issues which may arise in relation to trust in learning environments.

As school districts and private educational institutions encourage educators and administrators to be models of life long learning, there are many different professional development offerings. In my experience, not all these offerings are as successful as intended. For example, they may not meet the developmental needs of individual educators at different phases in their professional learning journeys. This is supported by Neito’s findings, “Because of state licensing requirements, all teachers must engage in professional development both before they enter the profession and periodically afterward. In spite of such requirements, too often teachers find that their professional development is both inadequate and irrelevant” (2009, p.9).

It is important to differentiate between different types of professional education. Distinguishing between training programs, which focus on conveying new skills (such as how to use a new reading program), and development programs, which focus on questions and stretching existing ways of making sense of oneself and one’s work, is key to understanding how and why some professional learning experiences are more effective than others. This professional development opportunity is designed for emerging leaders, and not as a training seminar in developing trust in learning communities. This approach is supported by the work of Palus and Drath (1995) who use Kegan’s framework to describe how a typical, week-long professional development program could sustain long term development.

[Palus and Drath] argue that well-designed development programs provide individuals with significant experiential lessons that cause a temporary disequilibrium in their meaning-making system. The individual’s attempt to deal with such disequilibrium opens a window, however briefly, into new ways of making sense of their experiences. This glimpse of new possibilities creates the potential for development after (sometimes long after) the program is completed. (McCauley, p. 642)
This reinforces the importance of development as opposed to learning a new skill set as the focus for emerging leaders.

The learning experiences for participants are designed with the experiential nature of learning taken into consideration. A variety of case studies will be used as a key learning experience during the professional development opportunity to reinforce the experiential nature of learning. These real world situations (as they will all be developed from my own experiences) are an excellent opportunity for participants to engage with their peers in discussion. In addition it is also an opportunity for emerging leaders to distinguish where they are in Kegan’s Constructive-Development Theory to derive what they need to get the most out of the case study experience. Once these leaders understand where they are in the theory, they will be able to plan their own learning journey. This will enable all learners to take initiative in planning their own learning journeys as well as the development journey of their colleagues and schools in general.

As shared by McCauley: “…It is important to note that [Constructive] Developmental Theory is evolving toward a more holistic, integrative perspective that views individual development as one facet of a developing system” (p.650). Supporting emerging leaders in their development as professionals and leaders through well-planned, adult developmental theory supported professional learning experiences, is one way to equip leaders with the reflection and self-authoring attributes necessary to lead learning environments through times of change to ensure they are dynamic and sustained positive learning environments for all.

In the next chapter, I will share my design, explain the methodology by which it was developed and give suggestion of how it could be modified for different purposes. There are blank templates as well as sample templates modified for the concept of relational trust in schools professional development opportunities. All the necessary support documents will be included as appendices.
Chapter Four: The Framework

Introduction

The focus of this design research project is to develop a professional development framework to empower emerging leaders to develop an action plan to support them in their efforts to grow effective learning communities with relational trust as the foundation. One way of supporting emerging leaders in this pursuit is to give them professional development opportunities which encourage continual growth, ongoing relationships and professional reflection. This professional development framework is specifically designed for emerging leaders to create a plan of action on how they will develop the core concept in their context with ongoing support from their peers. The framework has also been designed using current educational research on inquiry, curriculum design and leadership in mind. As professional development is a process and not a product, to concretize an experiential process is a challenge. Therefore the framework is intended to provide an example of good practice for emerging leaders to design and develop their own professional and personal development opportunities for their constituents, as well as to encourage adult learning in their own learning communities.

Structure

This professional development framework is divided into three distinct sessions: the Pre-Contact Term, the Contact Term and the Post-Contact Term.

The Pre-Contact Term is presented primarily online via a combination of applications. The Pre-Contact Term is intended for learners to access their prior knowledge and understandings (related to the content of the professional development) and begin the development of a professional learning community (PLC) with other emerging leaders who will be participating in similar professional development experiences (related to the social nature of collaborative learning environments). Ideally it would also assess where they are in their
personal professional development journey (related to where they are in relation to Kegan’s work on Constructive-Developmental Theory).

For the Contact Term, a workshop was chosen as the delivery method. It can be adapted to a variety of contexts, depending on the need of the public school district, private school or international school. It is also an opportunity for participants to further develop their professional learning communities by participating in a variety of activities that will not only develop their understanding of the core concept and the importance it bears to the development of effective learning communities. It also assists them in determining which members of their professional learning community may also be part of their Critical Friends Group for the Post-Contact Term. The workshop format will also allow for participation in an intensive period of learning which is important when inquiring into each of the core and related concepts (concepts), integrity, respect, competence and personal regard, in a time sensitive manner. To draw out the focus on the concepts would not enable participants to develop their understandings and make connections in the same manner as a more condensed period of study. The ideal timing for the Contact Term would be a one-week period where all participants are able to make connections between the different concepts considered, as well as create their professional action plans while these understandings are fresh in their mind. It is not recommended these sessions be broken up over a term or semester, as this would limit the participants’ ability to make connections within the material as well as limit their own developing understanding of the core concept and its importance.

The Post-Contact Term is similar to that of the Pre-Contact Term as it is primarily an online medium. The Post-Contact Term will include opportunities for participants to share their learning from their constituents with their learning communities, reflect on their action plan and its progress, as well as, bring issues to their Critical Friends Groups for discussion and
consultation with the group. The Post-Contact Term will be maintained for a specific period of time but will be open to groups taking the lead on their Critical Friends Groups as an opportunity for sustained professional growth.

**Facilitators**

The professional development framework is also designed to be facilitated by a senior administrator preferably someone in the position of developing, maintaining and assessing the professional development of the system in which the participants are involved. Positions such as Director of Teaching and Learning in an international school or Principal of Professional Learning at a school district level would be well suited to coordinate the program. The facilitators need to be familiar with research in the area of adult cognitive development; an understanding of Kegan’s work would be beneficial as it has a significant impact on the design and differentiation of the learning. An additional area of understanding which could impact their effectiveness as a facilitator would include the concepts chosen (the content of the professional development opportunity). Experience with Kath Murdoch’s *Phases of Inquiry* (1997), Wiggins and McTighe’s *Backwards By Design* (2005) and Dempster’s *Framework for Leading Learning* (2012) would also be beneficial as these frameworks are pivotal to the design, flow and nature of the inquiry.

One of the key concepts for facilitators to understand is that the term “facilitator” is used deliberately in this setting, as opposed to another term which is often used interchangeably: leader. Participation in this professional development opportunity is one of the fundamental elements of design research (McKenney, 2012). Because the input of the participant is so influential in the development of the experience, there is only a certain amount of forward planning that can be done by the facilitator. In this way, facilitators will need to be able to adapt the learning to meet the needs of the learners and facilitate the exploration of the underlying
concepts (Kegan’s Constructive-Developmental Theory) as well as the over-riding concepts (in the sample provided: relational trust and the four determinants of relational trust).

**Inquiry Methodology**

The foundational theory supporting the structure of the design is constructive-developmental theory which is a neo-Piagetian theory. I consider Constructive-Developmental Theory the adult version of another theory of learning based on the work of Piaget: constructivism. Constructivist theory is based on the importance of experience in learning, therefore this professional development opportunity is designed to use inquiry and experience as the primary basis for learning. To guide this inquiry, the workshop will loosely follow the work of Kath Murdoch and the Phases of Inquiry as depicted in Figure C1. There are many reasons for the choice of Murdoch’s work on the cyclical nature of inquiry learning including the fact that she was one of the pioneers in translating constructivism into a form where it is easily understood by educators. Her text *Classroom Connections* was published in 1988 and still stands as one of the seminal texts for educators interested in using inquiry methodology in their practice. National and international schools around the world use her Inquiry Cycle and Phases of Inquiry. I, personally, have used her Inquiry Cycle for more than 10 years and find it well received by students and educators in the different learning communities within which I have worked.

The cyclical nature of Kath Murdoch’s Phases of Inquiry also fits well with the other framework which has been used in the design of this professional development framework, the work of Wiggins and McTighe on *Backwards By Design* (2005). A deeper explanation of the work of Wiggins and McTighe and how it relates to the professional development opportunity will follow in the Contact Term.

The introductory session, also known as the Pre-Contact Term, will act as a “Tuning in to Students’/Learners’ Thinking” opportunity. Participants will be encouraged to activate their prior
knowledge, experiences, conceptions and misconceptions in their understanding of the concepts in general, as well as inquire into where they are in their learning journey in relation to Kegan’s work on Constructive-Developmental Theory. The Contact Term sessions will encompass the “Finding Out”, “Sorting Out”, “Going Further”, “Synthesizing and Reflecting” and “Acting and Applying” Phases of Inquiry. The final sessions will provide an opportunity for participants to develop an action plan and reflect on how they will be “Acting and Applying” as emerging leaders. This will be followed by the Post-Contact Term in which they will be given an opportunity to reflect on and discuss their own action plan in relation to their current or future leadership setting within a Critical Friends Group setting.

Phases of learning

**Phase One – The Pre-Contact Term.** This phase of the learning refers to the period prior to the concentrated face-to-face professional development session. Although it is not as formalized (with a more participant driven timeline) in its structure, it sets the groundwork for the more formalized sessions of the future.

The primary functions of this term are to have the learners access their prior knowledge and understandings of the concepts. It also gives participants an opportunity to reflect on where they are on their professional development journey in relation to Kegan’s Constructive-Developmental Theory and Ways of Knowing.

The delivery method for this term is an online delivery system such as Basecamp (http://basecamp.com), Moodle (http://moodle.com) or Edmodo (http://www.edmodo.com). This is adaptable as the ability to collaborate online evolves and changes. There may be a platform developed in the future which is more suitable than the previously mentioned platforms. The actual platform is not as relevant as the fact that it must have the ability to be used at length as it will be maintained during the entire professional development opportunity. It will be the first
place learners have the opportunity to learn and share together during the Pre-Contact Term, but it will also need to be used during the Contact and Post-Contact Terms as well. It needs to be adaptable so it can meet the needs of the learners throughout their learning journeys.

For the purposes of this design project, I have included a template titled “Pre-Contact Term Template” in Appendix A. It is intended to outline the concepts of the Pre-Contact Term as well as prompts for discussion, and a case study experience for learners prior to the Contact Term. As it is important for facilitators to develop a sense of where each individual learner lies in Kegan’s Constructive-Developmental Theory, I have also included prompts to be developed into an online survey using a platform such as Googleforms (https://docs.google.com/forms/) or Surveymonkey (https://www.surveymonkey.com/). The platform can be changed as long as it enables participants to reply to their question/points in an online format. These prompts are recorded in Table B1. There are 3 documents, one in Appendix A and two in Appendix B, which are key to the success of the Pre-Contact Term. The blank version of the Pre-Contact Term template in Appendix B, the sample Pre-Contact Term template based on the core concept of relational trust, and the table with Kegan’s Survey (prompts to determine where each participant is in relation to Kegan’s Ways of Knowing and Constructive-Developmental Theory) both of which are found in Appendix B.

The Pre-Contact Term is critical in activating prior knowledge in order for participants to deepen their current understandings or dispel previously held misconceptions. There will be opportunities for participants to share their previous experiences with the concepts, identify their current conceptions and misconceptions, and deepen their understanding of the core terminology.

It is essential the facilitators begin to develop the Contact Term planner after the Pre-Contact Term has begun, and ideally after the Pre-Contact Term is approximately 80% completed. This engagement time with the facilitators and participants will give sufficient
opportunities to access the participants’ prior knowledge, access where participants are in Kegan’s Constructive-Developmental Theory and differentiate accordingly. This differentiation should be documented on the planner to ensure the educational needs of each learner are being met.

**Phases Two Through Six – The Contact Term.** The next several phases (Finding Out, Sorting Out, Synthesizing and Reflecting, Acting and Applying) are all considered part of the Contact Term. They are intended to be developed by the facilitator using the concept of backwards design as offered by Wiggins and McTighe in their text, *Understanding by Design.* The premise of their work is that when developing effective units of learning, facilitators first need to consider how learners will demonstrate their understanding of the core concept or the learning outcomes desired. When the goal of the learning has been determined, facilitators then design learning opportunities which actively engage students in learning.

The Contact Term is the component of the framework which educators will recognize as being a more traditional method of professional development delivery. This component of the framework is intended to give participants an opportunity to further develop their understanding of the concepts through a variety of learning experiences. The social component of this phase is crucial, especially for the participants who may be in the Socializing Phase of Kegan’s Constructive-Developmental Theory. The Contact Term is comprised of the final five phases of Murdoch’s Phases of Inquiry; Finding Out, Sorting Out, Going Further, Synthesizing and Reflecting, and Acting and Applying. The Finding Out and Sorting Out phases use the same component of the planner and are the initial phase in the learning. Although there is some opportunity for the phases to be manipulated and rearranged, it is important the Finding Out and Sorting Out phases are the initial phase and the Synthesizing and Reflecting phase is immediately prior to the Acting and Applying phase during the Contact Term.
**Finding Out & Sorting Out.** The Finding Out and Sorting Out component of the Contact Term template is intended to encourage participants to further develop their understanding of the concepts. After the participants activate and tune into their prior knowledge during the Pre-Contact Term, they are given additional learning experiences during the Finding Out and Sorting Out phase to further develop these understandings. The primary focus of these phases is to introduce the participants to a variety of resources related to the concepts. The use of these resources and how they are used to develop the understanding of the group is at the discretion of the facilitators. The interaction of the participants with these resources is to be differentiated to meet their individual learning needs. This differentiation is to done according to the Constructive-Developmental Theory of Robert Kegan, and this is indicated on the planning document. For example, if the group is represented by only the Instrumental and Self-authoring Ways of Knowing, the facilitator will construct the learning experience to accommodate these needs only.

Case studies also play a significant role in this phase as it is an opportunity for the participants to apply their developing understandings to real life experiences. These case study sessions also serve as a formative assessment opportunity for facilitators, as the conversations, explanations and rationalizations for their opinions may act as indicators of where the participants lie within Kegan’s Constructive-Developmental Theory. Although facilitators may change the order of the case studies within the Contact Term, it is important that the case studies in the Finding Out and Sorting Out phase are easily recognizable as being linked to the concepts of the professional development opportunity. The use of case studies also provides continuity between the phases. Participants are introduced to case studies during the Pre-Contact Term, continue to learn through the case studies in the Finding Out/Sorting Out and Going Further
phases, and this leads to authoring their own case study during the Synthesizing and Reflection phase.

**Going Further.** The Going Further phase gives participants an opportunity to take their current understandings developed during the Finding Out and Sorting Out phase and extend it to deepen their understanding. This phase provides opportunities for social interaction and discussion to deepen the participants’ understanding of the concepts. The Going Further phase also provides opportunity for the personalization of understanding through reflection and personal inquiry sessions. This personalization is significant for all participants as it gives them an opportunity to examine their current practice and learning communities and begin to identify goals they may have for the future. This forward thinking is key for the development of the action plan during the Acting and Applying phase of the learning. The opportunity for both socialized and personalized learning in the Going Further phase prepares participants for the authoring of their own case study in relation to the concepts developed during the Synthesizing and Reflecting phase.

**Synthesizing and Reflecting.** If the professional development framework is used as intended, at this point in their professional learning, participants will have significant experience with the concepts, as well as, a deep understanding as to how these concepts are significant in their own professional practice. The Synthesizing and Reflecting phase is designed for participants to bring together their different group and individual learning experiences in a cohesive manner and to prepare them for the development of the personal action plans during the Acting and Applying phase of inquiry.

The Synthesizing and Reflecting phase focuses on the use and creation of case studies as one method of developing understanding of complex concepts in professional learning. This final case study needs to be one which demonstrates the complexity of the core concepts and the
importance of having a clear understanding of this concept in professional settings. The complexity of this case study is also significant as it is an exemplar of perspective in complex situations which may be encountered by leaders in educational settings. This also prepares these emerging leaders for the complexity they will encounter in their own learning communities. This complexity will also assist participants in developing and authoring their own case studies during this phase. The authoring of a case study is significant in this phase as it engages the participants in higher level thinking skills which are often necessary in our evolving and increasingly complex learning communities.

The Synthesizing and Reflecting phase also provides significant time for the reflection necessary to author a case study, but also in preparation for the development of their personal, professional action plans during the next phase of learning.

*Acting and Applying.* The intention of this final phase of the Contact Term is to empower emerging leaders in preparation to return to their learning communities. This is accomplished through the learners developing a personalized, professional action plan designed with their own learning communities as the setting. These action plans are intended to foster positive change and to develop the concepts with a depth of understanding in each emerging leaders’ learning community. Although the participants work together to develop some general attributes which are common to all the action plans (i.e. communicating the learning communities goals to the parents and greater community), the majority of the action plans are developed by the participants to meet the needs of their communities. For this reason, the action plans may or may not resemble each other in presentation or content. The one attribute which they all share, is the development of the core concept within their learning communities.

As the development of the action plan component of this phase is the driving learning experience, this phase is very personal in nature and includes very few large group sharing
experiences. The collaborative and cooperative learning experiences are in small, intimate settings to encourage participants to search deep into their personal and professional practice to develop an action plan which not only develops the core concept within their community, but is also tuned into who they are as emerging leaders. These small groups are the basis for the development of the Critical Friends Groups which are essential to the Post-Contact Term of the professional learning framework.

As participants return to their learning communities to embark on the Post-Contact Term, they do so knowing they have the support of their Critical Friends Groups developed during the final component of the Contact Term. These Critical Friends Groups are pivotal to the Post-Contact Term as they lay the foundation for the assessment of the individual action plans as well as keeping the participants accountable for the successful implementation of their action plans.

**Phase seven – the Post-Contact Term.** The Post-Contact Term is one of the components of this professional development which I believe makes it an example of exemplary professional learning. In my experience, educators often participate in professional development which is very focused on the Contact Term itself and may have minimal lead up and follow up activities. I have experienced professional development which has “introduce yourself to the other people in your group” activities prior to the workshop. I have rarely participated in any professional development which has post workshop activities with the exception of some kind of questionnaire about how I felt about the workshop (was it meaningful, rate your facilitator, etc). I have often felt that I am left hanging with the new understandings I have gained, expected to bring what I have learned into my practice without any significant support from facilitators or other participants.

For these reasons Critical Friends Groups (CFGs), based on the work of Margaret MacLean and the School Reform Initiative Organization, will be introduced at the end of the
Contact Term in preparation for the next and final phase. Participants will have the opportunity to create their own Critical Friends Group and review the protocols prior to exiting the Contact Term. This will also give facilitators an opportunity to ensure all participants are associated with a Critical Friends Group and aware of the protocols prior to the online nature of the Post-Contact Term.

The Post-Contact Term is crucial to this professional development opportunity. I strongly believe the support of peers is essential to emerging leaders developing their own sense of leadership and building the foundations of productive learning communities. This trust among “friends” who are leading in similar situations supports an emerging leader in developing strong relationships with their constituents.

As participants will leave the Contact Term with an action plan, the development of Critical Friends Groups will provide a support network for each emerging leader. I have used the work of MacLean (2009, 2010) as the inspiration for the sample protocols developed for the Critical Friends Groups in the Post-Contact Term. The sample protocols attached provide a basis, but there are opportunities for facilitators to develop further protocols to provide participants with greater variety if deemed necessary. The School Reform Initiative Organization also provides several examples of protocols, but not all the examples may be suitable to the specific nature of these Critical Friends Groups.

As time is a limited commodity for emerging leaders, the protocols will enable the participants to stay on task and ensure they are focused on the task at hand, the refinement of and reflection on their action plan. This will also ensure participants are accountable for executing their action plans developed during the Contact Term. Many of these plans may need revision and these Critical Friends Groups times provide an opportunity to discuss revisions,
substitutions, etc with a group of people who have similar experiences, knowledge and understandings.

I have also included a Post-Contact Term planner for the use of the educational body at their discretion. The period of time that encompasses the Post-Contact Term is up to the discretion of the education body (school district, international school, post-secondary institution, etc). If the premise is that the participants are in a state of perpetual professional development, the Post-Contact term could be used to lead into the next Pre-Contact Term, hence making the professional development cyclical in nature. This suggested cyclical nature of professional development would enable emerging leaders to participate in peer-based professional development which is meaningful and directly impacts their positions of leadership. It also provides the support of peers (other participants) and mentors (facilitators), which may be lacking for emerging leaders in more physically remote or socially isolated situations.

The details for the framework and the relational trust content provided as the sample are included in the appendices.
Chapter Five: The Beginning of Something New

In education there are many points upon which educators disagree, but one of the few I believe most educators would agree, is the fact that all students need to have the opportunity to learn material relevant to their lives and in a manner which is developmentally appropriate. I believe this should also continue into adulthood. Educators should have the opportunity to learn material relevant to where they are on their personal and professional learning journeys. This professional learning needs to tap into where they are developmentally but also needs to be applicable to their current position within their learning community. I have chosen to focus on the needs of emerging educational leaders because this is the area I see as the greatest need. In my experience, I have found there are many professional development opportunities for teachers, but the opportunities for leaders are significantly less.

I offer a professional development framework which is cyclical in nature, offers opportunities for extensive peer socialization as well as for the development of a supportive, social network. It is a different approach to professional learning, focusing on the development of relationships and conceptual understandings over a length of time. It also places the onus on the participants to develop a significant portion of the content rather than focusing on an expert who shares their knowledge on a specific topic. I strongly believe this participation in the development of the professional learning opportunity will provide a learning environment where emerging leaders want to learn. Following the suggested framework, the content of the learning (core and related concepts) may be different but the structure remains the same. The content of the learning may also vary depending on the participants. An example of a professional development opportunity based on trust, I believe, would be a different experience for a group of emerging leaders from a remote First Nations community than for a group of emerging leaders from independent schools in an urban setting. All participants would be participating in an
exploration of the same core and related concepts using the same framework, but the learning would meet the needs of the individual in their specific learning communities, based on their prior experiences and personal level of cognitive development.

This professional development framework is designed to be experiential in nature, which sets an example for emerging leaders of engaging professional development, and could be adapted to meet the needs of their own learning community. It also develops their understanding of the concepts, an example being relational trust and how it can be developed in a school-based learning environment. The Pre-Contact Term encourages participants to active their prior knowledge and begin the development of their professional learning community. The Contact Term is also designed to be flexible in nature to accommodate the different development levels, learning environments and contexts of its participants. The Post-Contact Term placing the onus on the participants to continue their own learning through the development of Critical Friends Groups and supporting each other in the continued development and implementation of their action plans.

Although there are components that are flexible in nature, the organization of the framework must remain static: Pre-Contact, Contact and Post-Contact terms. Once the concepts (in the example provided, relational trust and the four determinants of relational trust) have been determined, these must also remain static for the duration of the professional development opportunity to ensure participants have sufficient experience and time for the in-depth exploration and inquiry necessary. When the participants have successfully implemented their action plans and indicate they are ready for the next core concept, the next cycle of the framework may begin.

The challenge comes in a system where principals are more likely to be termed educational administrators and less likely to be termed leaders of learning. The upper echelons of
educational organizations (at all levels) often tout the importance of principals and school administrators being lifelong learners, but there is a marked absence of professional development opportunities for all levels of leadership. This is especially true for emerging leaders and those embarking on their leadership journeys. Not only is there a lack of opportunities, but it also lacks support in essential documentation for emerging leaders, such as the British Columbia Principals and Vice Principals Association Standards. There are no specific references to lifelong learning or ongoing professional development in the 2013 version of the Leadership Standards for Principals and Vice Principals in British Columbia (BCPVPVA, 2013). There are some standards which could be interpreted to refer to ongoing professional development, but this lies with the reader to interpret the document in such a way to invite this. This is in stark contrast to the ongoing professional development offered to early career teachers such as the “Series for Elementary Early Career Teachers” offered by the British Columbia Teachers Federation. If we are acknowledging that teachers as educators are lifelong learners and are in need of continuous, effective professional development, why have different standards for the emerging leaders and leaders of learning?

The framework I have developed provides emerging leaders with a structure for learning necessary to continually enhancing their understanding of concepts pivotal to building successful learning communities. The framework is built on a sound foundation of adult development theory (Kegan, 1982; Drago-Severson, 2004) and proven educational research (Dempster, 2012; Murdoch, 1988 & 1997; Wiggins & McTighe, 2005). Its design is based on current research methodologies which incorporate the learner to ensure they are engaged in their own professional development. Due to its cyclical nature, the framework could be easily adapted to provide continuous, engaging professional development to meet the needs of a variety of educational institutions.
My research question was: how can professional development be organized to provide emerging leaders with environments conducive to learning? The framework has been designed so the Pre-Contact and Post-Contact Terms are not arduous for emerging leaders who are doing their best to survive considering their current workloads in their leadership situations. The Contact Term is designed for active participation, giving emerging leaders an opportunity to meld their growing understanding of the key principles of leadership with the practical skills needed to transform their understanding from the theoretical realm into reality. The framework in its entirety is designed to assist emerging leaders to not only survive: but thrive. Developing leaders within professional learning communities that support and nurture their emergent leadership skills.

It is time to begin: begin to make emerging leaders development and conceptual understandings a priority, begin to ensure these leaders have appropriate support networks with their peers who can relate to their current learning journeys, begin to adequately prepare emerging leaders to lead learning in ever evolving learning communities and environments, begin preparing our children for the future.
References


Appendices A & B
Documents to Support the Framework

The documents included in Appendix A are blank templates for each term of the professional development framework.

**Figure A1: Blank Pre-Contact Term Template.** The template is designed to assist facilitators in the development of the key learning opportunities for emerging leaders during the first term of the professional development framework. The concepts are to be recorded as a constant reminder of the targeted conceptual development. It is specifically designed to have no beginning or end point as facilitators may choose to begin with introductions or they may choose to leave this activity until the final section prior to the Contact Term. It is pivotal that facilitators’ lead participants through all the learning opportunities to ensure they are adequately prepared for the Contact Term.

The four primary learning opportunities include introductions, conceptions and misconceptions, developing common understandings and a case study. Introductions is an opportunity to develop the learning community, a deeper, more personal understanding of the participants and facilitators. Conceptions and Misconceptions is designed to access participants’ prior knowledge and understanding of the core and related concepts. Developing Common Understandings develops the participants’ group understanding of the terminology (core and related concepts) and leads to an opportunity to deepen their personal understandings during the Contact Term. The Case Study is designed to offer participants a real situation related to the core concept. It is an opportunity for participants and facilitators to discuss and engage in problem solving and share discussions in relation to the core concept. It is also an excellent opportunity for facilitators to better understand which way of knowing (Kegan’s Constructive-Developmental Theory) participants are currently exhibiting. The discussion boards and Kegan’s
survey are in the middle of the template to indicate that they are applicable to all the learning opportunities. The discussion boards are the location for the participants to record their ideas, thoughts, opinions, etc. in relation to the learning opportunities. The discussion boards serve as a central location for all discussions to enable all participants to read other responses and record their own. Kegan’s Survey is in the middle as it can be used when the facilitators when deem it appropriate and most informative.

**Figure A2: Blank Contact Term Planner.** The template is designed to assist facilitators in the development of the key learning opportunities for emerging leaders during the second term of the professional development framework. The template has sections which indicate where the learning experiences may be differentiated to meet the learners’ cognitive developmental needs. These sections are titled with Kegan’s Ways of Knowing in relation to his Constructive Developmental Theory to indicate that these experiences need to be catered to the ways of knowing to maximize participant learning.

The template contains four distinct sections: Finding Out/Sorting Out, Going Further, Synthesizing and Reflecting, and Acting and Applying. These parts of the template build upon each other and the experiences in the previous sections. Although these components build upon each other, they may be used on multiple occasions to maximize participants’ learning. For example, if time permits, a facilitator may decide to have two Finding Out/Sorting Out sessions, two Going Further sessions, and one of the Synthesizing and Reflecting, and Acting and Applying sessions. They may also decide to extend the Synthesizing and Reflecting or Acting and Applying sessions to two sessions and leave the Finding Out and Sorting Out sessions to one session. It is most appropriate that the sessions are in the designated order (Finding Out/Sorting Out, Going Further, Synthesizing and Reflecting then Acting and Applying) as the learning experiences build upon each other.
**Figure A3: Blank Post-Contact Term Template.** This planning document is intended to guide participants who have already completed the Pre-Contact and Contact Terms. Prior to the end of the Contact term, the participants are divided into Critical Friend Groups. It is through these groups that they continue their learning journeys. Each Critical Friend Group will be given a copy of the blank Post-Contact Term template for use in their follow-up meetings. This planning document is designed to ensure there is clarity and continuity for the participants and that they are prepared for their Critical Friends Group meetings, ensuring their time is used appropriately. The planning document is meant to be filled in as much as possible prior to the meeting so participants are able to prepare the necessary materials. After each meeting, the participant who facilitates the meeting will forward the completed planning document to the original facilitator (same person who facilitates the Pre-Contact and Contact Terms). This record may be posted on a discussion board, or emailed to the group, depending on the needs of the participants and educational body supporting the professional development framework.

**Figures B1, B2 & B3: Sample Cycle of the Framework – Relational Trust**

This sample cycle of the framework is built around the core concept of relational trust and the related concepts of integrity, respect, competence and personal regard.

**Table B1: Prompts for Learners: Where Do I Sit in Kegan’s Theory?** This set of statements is intended to be used as part of the Pre-Contact Term. It is referred to as the “Kegan Survey” on the Pre-Contact Term planner. It is a set of statements adapted from the work of Drago-Severson (2004) and based on the work of Kegan (1982). It is intended to be entered into an online survey platform and formatted for the participants to choose one of the following options which best suits where they are on their professional learning journeys. The survey needs to be set up so that participants must select one phrase and are not given a “not applicable” or “all of the above” option. When designing the survey, it is crucial to randomize the statements to
ensure the points from one phase are not always at the top of each selection (i.e. instrumental phase points as the first point in each survey question/statement, socializing phase points as the second point, etc).

When all participants have completed the survey, the facilitators will tabulate the results to diagnose what they believe is each participant’s way of knowing in Kegan’s Constructive-Developmental Theory. Participants are considered in a phase if they are displaying at least 60% of the indicators in that phase. In the instance that someone displays indicators in all phases equally, they will be considered in the socializing phase or way of knowing for the Contact Term. Facilitators will also take the participation and responses of participants during the online forums into consideration when diagnosing participants’ current way of knowing.

The information gathered from the survey will then enable the facilitators to develop the preliminary outline of the Contact Term planner, differentiating for the needs of each group of learners and their current way of knowing.

Table B2: A Case Study in Relational Trust and Positional Authority. Case studies play a limited role during the Pre-Contact Term, but one of the learning opportunities will examine a case study as it will give facilitators a glimpse of participants understanding of relational trust. A sample case study is included and the participants’ responses should be used in conjunction with Kegan’s survey to determine each participant’s current way of knowing.

Table B3: A Case Study in Relational Trust and Respect. Case studies play a significant role during the Contact Term. The first case study is used to exemplify the importance of respect in building relational trust. This case study is used during the Finding Out/Sorting Out phase as it acts as a foundation for the case studies used later in the framework. It is possible to replace this case study, but it is essential the case study is specifically and directly related to the core and related concepts. Case studies are also an opportunity for facilitators to determine where each
participant in their personal and professional growth in relation to Kegan’s Constructive-Developmental Theory.

**Table B4: A Case Study in Trust and Integrity.** This case study may be used during the Going Further phase, but could also be transferred to the Finding Out/Sorting Out phase if the facilitator decides to lengthen the Finding Out/Sorting Out phase. It is essential that the participants have the opportunity to participate in the experience prior to the Synthesizing and Reflecting phase so they have experienced different case studies prior to authoring their own as one component of the Synthesizing and Reflecting phase.

**Table B5: A Case Study in Trust and Competence.** This case study is the final case study participants interact with prior to authoring their own case study. This is essential as this case study is related to the professional standards of the local educational leadership standards of practice (this is variable based on the location and educational body supporting the professional development framework).

**Table B6: Two Sample Post-Contact Term Protocols.** This table provides three examples of protocols which could be used by Critical Friends Groups during their meetings in the Post-Contact Term. These are samples which have been adapted to meet the needs of emerging leaders who are participating in the professional development framework. There are many books and websites which provide a variety of sample protocols which could also be used by participants, but these samples would need to be reviewed by a facilitator to ensure they meet the needs of the group. Once the participants have experience facilitating their own Critical Friend Groups and are confident in their own abilities to adapt protocols to meet the needs of their group, they may begin to use different sample protocols. These samples have been selected to give a wide variety of possible protocols which would be applicable to emerging leaders participating in Critical Friends Groups.
Appendix A
Blank Templates

Pre-Contact Term Template

Core Concept: 
Related Concepts: 

Introductions: 
Conceptions & Misconceptions: 

Discussion Board Comments 
Kegan’s Survey 

Case Study: 
Developing Common Understandings: 

Figure A1: Blank Pre-Contact Term template. This template is to be used by the facilitator (s) prior to the Pre-Contact Term to plan for participant learning. SOURCE: Phyall, 2015.
Contact Term Template - Finding Out/Sorting Out

Core concept: 

Related Concept: 

Understanding:

Materials: 

Key Resources: 

Interaction with the Resource

Instrumental: Socializing: Self-Authoring:
Figure A2: Blank Contact Term template. This template is to be used by the facilitator(s) prior to and during the Contact Term to plan for participant learning. SOURCE: Phyall, 2015.
Contact Term Template - Going Further

Core concept: 

Related Concept:

Understanding:

Guiding Questions:

Personal Inquiry Sharing:

Interaction with the Resource

Instrumental: Socializing: Self-Authoring:
Sharing Opportunity:

Case Study:

Reflection Opportunity:

Personal Inquiry:
# Contact Term Template - Synthesizing & Reflecting

<table>
<thead>
<tr>
<th>Core Concept:</th>
<th>Related Concepts:</th>
</tr>
</thead>
</table>

## Understanding:

## Case Studies:

## Review & Sharing:

## Authoring Case Study:

## Discussion & Sharing:

## Reflection:
### Contact Term Template - Acting and Applying

<table>
<thead>
<tr>
<th>Core Concept:</th>
<th>Related Concepts:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding:</td>
<td></td>
</tr>
<tr>
<td>Preparation for Action Plan Development:</td>
<td></td>
</tr>
<tr>
<td>Individual Action Plans:</td>
<td></td>
</tr>
<tr>
<td>Peer Review/Development of CFGs:</td>
<td>Revisions:</td>
</tr>
<tr>
<td>Reflection:</td>
<td></td>
</tr>
</tbody>
</table>
Post-Contact Term Template

<table>
<thead>
<tr>
<th>Core Concept:</th>
<th>Related Concepts:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Meeting Format:** (circle one)
- Online
- Face-to-face

<table>
<thead>
<tr>
<th>Roles:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitator:</td>
</tr>
<tr>
<td>Timekeeper:</td>
</tr>
<tr>
<td>Other:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chosen Protocol:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Materials:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Details of Protocol:**

**Next Meeting:**

**Future Roles:**
- Facilitator:
- Timekeeper:
- Alternate:

*Figure A3*: Blank Post-Contact Term template. This template is to be used by the participants during the Post-Contact Term to guide their Critical Friends meetings. SOURCE: Phyall, 2015.
Appendix B
Sample Cycle of the Framework – Relational Trust

Pre-Contact Term Sample – Trust (relational)

Core Concept:  Relational Trust

Related Concepts: personal regard, competence, respect, personal integrity

Introductions: Getting to Know You, Getting to Know Me
• Facilitator to model, general stats, etc.
• Participants have 2-3 days to post, general data
• Facilitator posts questions, participants have 3-4 days to respond
  o What is your motivation for participating in this PD opportunity?
  o Share a PD experience you feel greatly impacted your practice as an educator.

Parking Lot
• Facilitator creates discussion board for participants to “park” their burning questions they would like answered during the PD.

Case Study: Relational Trust & Positional Authority
• Post Case Study (attached) on the bulletin board.
• Give participants 3-4 for days to read the case study and post their initial responses.
• Monitor these responses looking for indicators of Kegan’s Ways of Knowing.
• Facilitators to post questions to responses from participants and invite all participants to respond to the questions related to others’ posts.
• Extension: Ask participants think of situation which could be a case study related to their experiences and relational trust.

Discussion Board Comments

Kegan’s Survey

Conceptions & Misconceptions:
• Facilitators to post statements related to relational trust (add additional if necessary)
  o Leaders should cultivate environments of trust.
  o It is the leader’s responsibility to back up their staff members.
  o People in positions of authority should be trusted by their constituents.
  o You don’t have to trust others for them to trust you.
• Participants respond by saying how they feel about the statements and whether they believe them to be true or false and how they would modify them to become true statements. They may also respond to the answers of their peers. All responses are posted below the initial statements on the discussion board.

Developing Common Understandings: Virtual Pairs & Squares
Possible Terms: relational trust, personal regard, professional competence, respect of authority, respect of honor, personal respect, or other term deemed appropriate.
• Facilitator to divide group into pairs: each pair is to define and give an example of their given term/phrase (to be posted on the discussion board).
• Participants given an opportunity to comment on the other groups definitions and answer questions relating to their own definition.
• Participants edit their definitions based on responses and post in “glossary” section of the bulletin board.

Figure B1: Blank Pre-Contact Term template. This template is to be used by the facilitator(s) prior to the Pre-Contact Term to plan for participant learning. SOURCE: Phyall, 2015.
Contact Term Template - Finding Out/Sorting Out

<table>
<thead>
<tr>
<th>Core concept:</th>
<th>Related Concept:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relational Trust</td>
<td>personal regard, competence, respect, personal integrity</td>
</tr>
</tbody>
</table>

**Understanding:**
By the end of this session, the learners will have further developed their understanding of relational trust and the four determinants of relational trust as defined by Bryk and Schneider.

**Materials:**
- Sufficient copies of the ASCD article for all participants.
- A copy of the Trust in Schools text by Bryk and Schneider
- Butcher/newsprint paper
- Markers
- Post it notes

**Key Resources:**
ASCD Article on Trust in Schools by Bryk & Schneider. To be retrieved from http://www.ascd.org/publications/educational-leadership/mar03/vol60/num06/Trust-in-Schools-A-Core-Resource-for-School-Reform.aspx

**Interaction with the Resource**

<table>
<thead>
<tr>
<th>Instrumental</th>
<th>Socializing</th>
<th>Self-Authoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>To isolate definitions for the following terms based on what is shared in the article</td>
<td>Break group up into partnerships</td>
<td>Read and reflect on the Bryk and Schneider article.</td>
</tr>
<tr>
<td>o Trust</td>
<td>1 partner to record ideas.</td>
<td>Record your reflection in some manner on paper.</td>
</tr>
<tr>
<td>o Integrity</td>
<td>Partners to read articles and reach consensus about what they feel are the most important takeaways from the article.</td>
<td>Each person within the group has an opportunity to share their ideas and thoughts on the article.</td>
</tr>
<tr>
<td>o Competence</td>
<td>Narrow down these ideas to 3 points to share with the larger group.</td>
<td>In partners or small groups, share and discuss instances in your experiences which may influence how you relate to the article and the concept of relational trust.</td>
</tr>
<tr>
<td>o Respect</td>
<td>Partnerships rejoin the bigger group to share their 3 points each.</td>
<td>Decide as a group how you would like to share your learning with the other groups.</td>
</tr>
<tr>
<td>o Personal regard</td>
<td>Large group to discuss similarities and differences between the points.</td>
<td></td>
</tr>
<tr>
<td>Discuss how Bryk &amp; Schneider’s definitions are or are not different than those of the group.</td>
<td>Large group discusses and reaches consensus on 3 most important ideas to share with cohort. (1 person to record final ideas to be shared).</td>
<td></td>
</tr>
<tr>
<td>Identify different ways in which schools are changing. How does trust impact on this?</td>
<td>*Record your ideas and opinions on paper and record any comments on these thoughts on post it notes near the original thought.</td>
<td></td>
</tr>
</tbody>
</table>
**Sharing Opportunity:**
- The 3 different groups (instrumental, socializing and self-authoring) share their groups learning from the article.
- As a group, look for similarities and differences in the learning. (Facilitators to ensure value is placed on the different learnings.)
- As a group determine which of the related concepts should be explored in greater depth (lead up to next Finding Out/Sorting Out session).

**Case Study:**
- Facilitators decide which case study from the ones provided is best suited to the participants current level of understanding. Facilitators may also use a case study from another source if they feel it is a better fit to the group inquiry.
- Facilitators divide the group into groups of 4, and ensure all members of the group have a copy of the case study (excluding the discussion questions).
- Give small groups opportunity to discuss the case study, their initial perceptions of the situation and any questions they may have for the facilitators.
- Post the discussion questions one at a time for the participants to discuss in their small groups and share with the larger groups if desired.
- Continue until the group has discussed all the questions and had an opportunity to respond.

**Reflection Opportunity:**
- Facilitators rotate to answer any questions that participants may have. Ask prompting questions to encourage depth of reflection.
- Participants can share in form of their choice (written – blogging/journaling, graphically – mind maps/drawing, etc), record their reflection and add it to their collection.
- Participants are given an opportunity to share if they choose to do so.

**Personal Inquiry:**
- Participants are given time to explore their own individual inquiries relating to relational trust.
- Participants must be aware of the sharing component and that they must share their findings with the group upon their return.
- Participants to discuss their inquiries with one other participant and share an abstract (2-3 sentences about what they want to investigate) with the facilitators.
  - If participants have difficulty writing an abstract, an inquiry question could also be used.
- Participants can use provided resources but also seek their own to complete their inquiries.

*Figure B2*: Sample Contact Term planner. This sample planner is prepared for a professional development opportunity relating to the concept of relational trust. SOURCE: Phyall, 2015.
Contact Term Template - Going Further

Core concept: Relational Trust
Related Concept: personal regard, competence, respect, personal integrity

Understanding:

***This section cannot be filled in until the participants have reviewed the core and related concepts during the Finding Out/Sorting Out component. Facilitators are unable to determine the next step in learning and what participants need greater exposure to until they have adequately inquired into the Finding Out/Sorting Out component.***

Guiding Questions:

***This section cannot be filled in until the participants have reviewed the core and related concepts during the Finding Out/Sorting Out component. Facilitators are unable to determine the next step in learning and what participants need greater exposure to until they have adequately inquired into the Finding Out/Sorting Out component.***

Personal Inquiry Sharing:

- Participants share their favourite (or most surprising) moments from their personal inquiry.
- Facilitators to record key words from the sharing to be used as prompts for further inquiry during upcoming personal inquiry sessions.

Interaction with the Resource

Instrumental: Socializing: Self-Authoring:

***This section cannot be filled in until the participants have reviewed the core and related concepts during the Finding Out/Sorting Out component. Facilitators are unable to determine the next step in learning and what participants need greater exposure to until they have adequately inquired into the Finding Out/Sorting Out component.***
Sharing Opportunity:

---This section cannot be filled in until the participants have reviewed the core and related concepts during the Finding Out/Sorting Out component. Facilitators are unable to determine the next step in learning and what participants need greater exposure to until they have adequately inquired into the Finding Out/Sorting Out component.---

Case Study:

- Facilitators decide which case study from the ones provided is best suited to the participants current level of understanding. Facilitators may also use a case study from another source if they feel it is a better fit to the group inquiry.
- Facilitators divide the group into groups of 4, and ensure all members of the group have a copy of the case study (excluding the discussion questions).
- Give small groups opportunity to discuss the case study, their initial perceptions of the situation and any questions they may have for the facilitators.
- Post the discussion questions one at a time for the participants to discuss in their small groups and share with the larger groups if desired.
- Continue until the group has discussed all the questions and had an opportunity to respond.

Reflection Opportunity:

- Participants will have an opportunity to reading their previous reflections and determine where their understanding is changing and developing.
- Participants can share in form of their choice, record their reflection and add it to their collection.
- Participants are given an opportunity to share if they choose to do so. *Participant led.

Personal Inquiry:

- Participants are given time to explore their own individual inquiries relating to relational trust.
- Participants must be aware of the sharing component and that they must share their findings with the group upon their return.
- Participants to discuss their inquiries with one other participant and share an abstract (2-3 sentences about what they want to investigate) with the facilitators.
  - If participants have difficulty writing an abstract, an inquiry question could also be used.
- Participants can use provided resources but also seek their own to complete their inquiries.
Contact Term Template - Synthesizing & Reflecting

**Core Concept:**
Relational Trust

**Related Concepts:**
personal regard, competence, respect, personal integrity

**Understanding:**
By the end of this session, the learners will have further developed their understanding of how the use of case studies and "real life" situations can express a point when working with a group of people and their individual perspectives. Participants will have authored their own case studies.

**Case Studies:**
- Facilitators decide which case study from the ones provided is best suited to the participants current level of understanding. Facilitators may also use a case study from another source if they feel it is a better fit to the group inquiry.
- Facilitators divide the group into groups of 4, and ensure all members of the group have a copy of the case study (excluding the discussion questions).
- Give small groups opportunity to discuss the case study, their initial perceptions of the situation and any questions they may have for the facilitators.
- Post the discussion questions one at a time for the participants to discuss in their small groups and share with the larger groups if desired.
- Continue until the group has discussed all the questions and had an opportunity to respond.

**Review & Sharing:**
- Participants to look at the different components of the case study and look for the requisite parts of the case study. *Facilitator led.
- Facilitators lead a discussion about the benefits and drawbacks of using case studies as a look at "real life" examples when working with groups of constituents. *Facilitator led.
- Participants pair up and discuss ideas they have for case studies based on their experience or theoretical concept of relational trust.

**Authoring Case Study:**
- Participants given the opportunity to write their own case study related to relational trust. May work in partnerships or as individuals. Partners to produce 2 case studies, 1 case study to focus on the idea of each person.
- Facilitators rotate through the groups answering questions and asking prompting questions to deepen thought and reflection.

**Discussion & Sharing:**
- Each group/individual given an opportunity to share within a small group (3-5 participants). *Participant led.
- Small group decides on one case study to share with the larger group. *Participant led.
- Larger group decides on one case study to go through as a group. *Participant led.

**Reflection:**
- Participants will have an opportunity to re-reading their previous reflections and determine where their understanding is changing and developing.
- Participants can share in form of their choice, record their reflection and add it to their collection.
- Participants are given an opportunity to share if they choose to do so. *Participant led.
Contact Term Template - Acting and Applying

Core Concept:
Relational Trust

Related Concepts:
personal regard, competence, respect, personal integrity

Understanding:
By the end of this session, the learners will have further developed their understanding of the constituents involved in learning communities and developing action plans to benefit all members of the community.

Preparation for Action Plan Development:
- Discuss what makes an effective action plan. *Facilitator led.
  - Review SMART goals.
  - Introduce Dempster’s Leadership of Learning Framework.
- Participants to decide the components they believe all action plans should contain. *Participant led.
- Participants to decide if they need any other additional information before they begin their individual action plans. *Participant led.

Individual Action Plans:
- Individuals to develop action plans. May consider working in a small group to start and then individually, or go through the entire practice individually.
- Individuals to design their own templates incorporating all the components the group decided on and complete it.
- Facilitators to assist participants with materials and clarification when necessary or called upon.

Peer Review/Development of CFGs:
- Participants divide themselves into groups 5-6, ensuring all participants are in a group.
- Participants use the time to review their action plan within the group, pairs/small groups/large group, format determined by participants.
- Facilitators record members of each group, these to become CFGs.

Revisions:
- Participants review their action plans based on the peer review feedback from their group.
- Participants have an opportunity to return to their CFG and ask for further feedback after revisions are made.
- Participants have an opportunity to review their action plans with facilitators if they choose.

Sharing:
- Participants share their action plans with a small group, using the pairs and squares grouping.
- If individual participants would like to share with the entire group, this should be an option (but may depend on the size of the group)
- Participants only to give feedback if presenters ask for it.

Reflection:
- Participants will have time to share their reflections in which ever form they feel most comfortable (writing (journal or blog posts), drama presentation, etc).
- Participants also participate in a survey/evaluation of the contact term to enable facilitators to further develop the workshop design.
Post-Contact Term Sample - Trust (relational)

Core Concept:
Relational Trust

Related Concepts:
personal regard, competence, respect, personal integrity

Meeting Format: (circle one)
Online  
Face-to-face

Date: Thursday, January 28, 2016
Time: 4:00-5:00 pm
Participants: Margaret, Lauren, Sarah, Sean, Mark, Maninder, Poppy
Duration: max 1 hour

Roles:
Facilitator: Margaret
Timekeeper: Lauren
Other: Materials coordinator: Sarah

Chosen Protocol: Silent Movie (MacLean, 2009)
Materials: paper roll and markers (possible alternatives include chalkboard and chalk or whiteboard and whiteboard markers).

Details of Protocol:
1. The facilitator writes the question to be discussed on a piece of paper from the paper roll. "What am I currently doing in my own practice to develop relational trust in my current learning community?"
2. All participants are given time to reflect on the question prior to sharing their own thoughts. The facilitator distributes materials (chalk, markers, etc).
3. People write or draw as they feel moved. People may also respond to the comments, questions and illustrations of their peers. The timekeeper needs to communicate the following times with the participants: 30 minutes remaining, 15 minutes remaining, 5 minutes remaining.
4. When the time has elapsed, the meeting is adjourned. Participants remain to read their peers' comments. The facilitator is responsible for maintaining the silent "picture" and ensuring it is in a location where participants may view it if they wish. (digital photo on our group discussion board)

Next Meeting:
Thursday, February 11, 2016
4:00 pm

Future Roles:
Facilitator: Maninder
Timekeeper: Poppy
Alternate: Mark

Figure B3: Sample Post-Contact Term planner. This sample planner is prepared for a professional development opportunity relating to the concept of relational trust. SOURCE: Phyall, 2015.
<table>
<thead>
<tr>
<th>Way of Knowing</th>
<th>Instrumental</th>
<th>Socializing</th>
<th>Self-Authoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perspective on working together</td>
<td>• When working in a group, I feel it is most important that everyone do their job and do it correctly.</td>
<td>• When working in a group, I feel it is most important that we develop a common, shared goal that everyone is in agreement with.</td>
<td>• When working in a group, I feel groups are complex networks of people with differing values, opinions, experiences and perspectives that join together for a common purpose.</td>
</tr>
<tr>
<td>Decision Making Skills</td>
<td>• Decisions have right or wrong aspect with no in-between or gray areas.</td>
<td>• Decisions need group consensus or agreement.</td>
<td>• Decisions have many possible paths. Making decisions is an exploration of many options.</td>
</tr>
<tr>
<td></td>
<td>• There is a right way and a wrong way to do things.</td>
<td>• Everyone has his or her own opinion, but it is essential that everyone arrive at a group decision.</td>
<td>• There is not necessarily one “best decision”, but many possible decisions, each one with pros and cons.</td>
</tr>
<tr>
<td>Interpersonal skills</td>
<td>• It is important for me to persuade others to agree to the right thing to do and the right way to do it.</td>
<td>• It is important for me to build agreement with others.</td>
<td>• It is important for me to ensure everyone’s voice is heard, regardless of his or her opinions, celebrate differences and make room for all perspectives.</td>
</tr>
<tr>
<td></td>
<td>• The right way is dictated by the rules.</td>
<td>• It is essential to minimize conflict, disagreement, and differences.</td>
<td>• The goal is to work toward fair and reasonable compromise.</td>
</tr>
<tr>
<td>Conflict resolution and negotiation</td>
<td>• I tend to focus on concrete identification and definition of conflicts. It is important to me to identify who is right and who is wrong.</td>
<td>• I tend to focus is on acknowledging the existence of and identifying the nature of conflicts and attending to others’ feelings about it.</td>
<td>• I tend to focus is on articulating the nature and twists of the conflict and the surrounding issues.</td>
</tr>
<tr>
<td></td>
<td>• I am conscious of who is following and not following the rules, and whether or not my</td>
<td>• I consciously watch for commonalities and places of agreement that can be built on to</td>
<td>• I consciously watch for clear expression and acknowledgement of whole spectrum of</td>
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<td><strong>Communication</strong></td>
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<td>• I feel getting the job done is the most important task; I take theories, philosophies and other people’s feelings into account only when necessary.</td>
<td>• I make sure everyone understands and agrees with each other.</td>
<td>• I strive to explain and understand differences, similarities, and complexities of everyone’s perspective.</td>
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<td>• I feel most comfortable stating rules, opinion, concrete goals and facts when communicating with a</td>
<td>• I feel most comfortable sharing my feelings, ideas and philosophies in an attempt to express my own view within a</td>
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<td>own needs and goals are being met.</td>
<td>decrease sense of differences and hurt feelings.</td>
<td>issues and disagreement within the conflict.</td>
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<td>• It is important to me that I meet my own needs and things are fair.</td>
<td>• Loyalty and inclusion of everyone are important to me. It is important to me that the group comes to a mutual understanding and resolution that everyone feels good about.</td>
<td>• It is important to me to identify the potentially useful nature of conflict and the ways that conflict can clarify an issue and lead to better communication and relationship. I is also important to me that a resolution takes into account the diversity of opinions and perspectives and feelings of everyone involved and that will also move the interests of the group forward.</td>
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<td>• I find it a challenge to understand and recognize more abstract definitions and realities of conflict. I struggle to find many ways a conflict that go beyond rules to take into account others’ feeling and needs as something important in and of themselves.</td>
<td>• I find it a challenge to be able to tolerate and accept conflict within a relationship without feeling that it threatens the relationship. I struggle to see conflict as a necessary and helpful aspect of relationships and not necessarily something to avoid or get rid of.</td>
<td>• I find it a challenge to see the process itself as the main thing. I struggle to let go of my own investment in my own particular standards for how the process should work.</td>
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<td>group.</td>
<td>feel a sense of responsibility for others.</td>
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*Table B1:* Prompts for Learners: Where do I sit in Kegan’s theory? This survey is using to assess where the participants lie on the continuum in relation to Kegan’s constructive developmental theory.

SOURCE: Adapted from the work of Drago-Severson, 2012.

| **The Players** | Steve (head of secondary/assistant director in a K-12 school)  
|                 | Nick (middle school math and science teacher)  
|                 | Megan (elementary school generalist) |

| **The Location** | Beijing, China (Steve)  
|                  | Hamburg, Germany (Nick)  
|                  | Glasgow, Scotland (Megan) |

| **The Background** | Nick is a middle school math and science teacher who recently gave his notice at a highly regarded international school in Hamburg, Germany. He resigned from his post because he is newly engaged to his fiancé Megan. Megan is a fully qualified elementary school teacher who is born and raised in Scotland. She has most recently been working in a local Scottish school teaching Gr. 5. Megan has also resigned from her position in Scotland after becoming engaged to Nick. They have been maintaining a long distance relationship for 2 years and have decided to seek new positions in an international school for the upcoming school year. Nick has 3 more years teaching experience than Megan, as well as, 6 years of international school experience. Megan has been teaching full time for less than 5 years and has no international experience. Both are optimistic they will be able to find positions at the same school overseas, so they can get married and begin a family together. |

| **The Situation** | Nick and Megan begin their job search, applying to several international schools. Nick begins to receive several offers as a single, but turns them down as he is looking for a school which will also provide a position for Megan. Nick is honest during the interview process and explains to each school that he and his fiancé are looking for positions in the same school. When he receives the initial offers, he asks whether there is a position for Megan as well. The schools inform him that there is not, but that she could accompany him as a dependent after they are married. Nick respectfully informs the schools that he is only looking for a position as part of a teaching couple and that if there is not position for Megan, it does not work for their family.  

As recruiting season is coming to an end, Nick and Megan apply for jobs advertised at a small school in Beijing, China. They are short-listed and have an interview with the secondary school principal, Steve. Steve
seems understanding of Megan and Nick’s situation and even shares that his wife works in the elementary school as well. Steve informs the couple that he is able to hire for both the secondary and elementary schools as he also holds the position of assistant superintendent. Steve also informs the couple that there is certainly a job for Nick and most like a job for Megan, but that he needs to check enrollment in the next few days to confirm.

The following week, Steve contacts the couple to inform them that they have been successful in their interview and that he would like to offer Nick a position in the middle school and Megan a position in the elementary school. Steve suggests that they begin the paperwork for Nick and Megan so that there is adequate time to process their visas, etc.

A few days later Nick receives his contact via courier. Megan does not receive hers the same day, so they wait a few days in case there was a delay by the courier company. When Megan has not received her contact a few days later, Nick and Megan contact the school to inquire about Megan’s contract. When they speak to the recruitment officer at the school, she informs Megan and Nick that there is no contract for Megan. Because her English is limited and difficult to understand, they then speak to Steve again to clarify. Steve insists that there is a contract for Megan and that there has been a clerical error and that it would be couriered to them shortly. He answers all the couple’s questions and ensures them that everything will be fine. Steve also encourages Nick to sign his contract and return it to them as soon as possible to begin the other paperwork. Steve suggests that it would be better if one of them had their paperwork finished first so they both weren’t rushing at the end. Even that if Nick finished his paperwork first, he could organize the shipping, flights, etc., while Megan completed her paperwork. The couple reflected on his suggestion and it makes sense to them. Nick filled in his contract and returned it to the school in Beijing before Megan’s contract arrived.

3 days before their scheduled flights, Megan had still not received her contract from the school in Beijing. Nick and Megan had been unable to get in touch with Steve has he had returned home for his summer vacation. Anytime they contacted the school, the staff simply said that Nick’s contract was “done” and Megan’s contract was “not done”. Reluctantly Nick boarded the flight to Beijing, leaving Megan behind in Scotland.

When Nick arrived at the airport, he was picked up by one of the school driver’s and driven to his new apartment. The following day he began his orientation at his new school, he attempted to pull Steve aside to
speak to him about the “Megan situation”, but was constantly brushed off because Steve was busy with new families and the new teacher orientation. Finally after 3 days of staff orientation, Steve called Nick into his office for a meeting. After some general discussion of the orientation sessions and how effective Nick thought them to be, Nick asked about the situation with Megan’s contract and when she would be arriving. Steve reluctantly informed Nick that Megan would not be arriving because they were not offering her a contract. Steve also informed Nick that Megan would not be able to join him as a dependent because the school was not willing to finance and arrange the necessary visas and additional immigration documents for her. Nick was stunned and asked if there had ever been the possibility of a position at the school for Megan. Steve bluntly informed him that the school community needed someone like Nick to head its middle school science department because of his experience and reputation in the international school community, and that they had no intention of offering Megan an elementary contract at this point in time because of her lack of international school experience.

Nick immediately excused himself and went home. He called Megan and explained the conversation he had had with Steve earlier in the day. After a lengthy discussion, the couple decided that it would be best if Nick resigned the following day and returned to Scotland. Megan decided to seek out another position in a local Scottish school, but was hesitant as the school year had already begun and there were only a few part-time positions remaining.

The following day Nick took his resignation letter to Steve and had another meeting with Steve in his office. Nick calmly explained to Steve that he was resigning from his position and would be returning to Scotland as soon as the arrangements could be made. Nick also explained that he was upset that he had been lied to and deceived by Steve and the school about the positions being offered to his family. Steve forcefully informed Nick that if he chose to resign, he would have to pay a financial penalty of 10% of his gross earning for the length of Nick’s contract (which was approx. $10,000 USD) or the school would sue him for that amount and the amount to recruit someone to replace him, that the school would revoke his visa and inform the immigration office that Nick was in the country illegally and tarnish his name in the international school circle by telling other school superintendents about how Nick had broken his contract only a few days into the school year. Stunned, Nick walks out of Steve’s office with no reply carrying his resignation letter in his hand.

When Nick returns home that day, he speaks to Megan again and explains the conversation he had with Steve. After a lengthy, emotional
conversation which lasts well into the night, the couple decides that Nick should stay in China because Nick’s safety, financial stability and reputation could be irreparably damaged if he resigns.

**Discussion Questions**

- How did the relationship between Nick and Steve transform throughout this case study? What factors influenced their relationship in the beginning? In the end?
- Are relational trust and positional authority linked? If so, in what ways? If not, why not?
- Do you think this relationship (Nick and Steve) could be repaired? Why or why not?
- How would this situation affect Nick’s concept of relational trust when developing relationships at the school? Or in the future?
- Did Steve do the right thing? Is it okay to compromise one relationship if it benefits the masses? Why or why not?

*Table B2: Who’s The Boss?: A Case Study in Relational Trust and Positional Authority.*

**SOURCE:** Phyall, 2015.

| The Players | Elizabeth, senior district educational leader in a large, urban school district.  
Faisal, principal of the largest secondary school in an urban school district.  
Candace, applicant for the position of vice-principal working with Faisal; currently head of the English department.  
Maninder, applicant for the position of vice-principal working with Faisal; currently vice-principal at a local middle school which feeds into the larger secondary school where Faisal is principal. |
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<td>The Location</td>
<td>School board office, large meeting room and office complex at the largest secondary school in a large, urban school district.</td>
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| The Background | Elizabeth has been working within the same school district since she graduated from university in the 1970’s. She worked her way up through the system and was a secondary school principal for several years before she began working at the school board office. She is currently the head of the hiring committee (this is one component of her role) and interviews several people throughout the year to fill administrative vacancies in the school district. She has known Faisal for several years and was on the committee who hired him for both his previous vice-principalship and his current principaship.  
Faisal has had several different positions in the school districts within the large urban setting. He has known Elizabeth since she interviewed him for his vice-principalship a few years before. Faisal has been working with Elizabeth over the past few weeks to hire a new vice-principal for the quickly expanding secondary school of which he is |
Candace and Maninder carpool to the school board office on Friday afternoon. Both are to be interviewed for the position of vice-principal in a large, urban secondary school. They are supportive of each other and are genuinely happy to be short-listed for the position. Candace is to be interviewed first; Maninder will be interviewed second. They are planning to go out for a drink after their interviews together to celebrate their accomplishments.

Elizabeth and Faisal are joined on the interview panel by another secondary principal at another school in the district. Elizabeth plans to lead the session and has asked the other principals to ask specific questions related to pastoral care and organizational skills. Elizabeth is tired at this point as she has been interviewing candidates for an elementary school principalship all morning and these are the last 2 interviews for the secondary vice-principalship.

Candace enters the conference room to begin her interview for the vice-principalship and is promptly greeted by Faisal and Maria (the elementary school principal). Shortly after Candace sat down, Elizabeth introduced herself and the other members of the interview panel.

“Candace is it?” asked Elizabeth.

“Yes, it is nice to meet you. Thank you for taking the time to meet with me today,” replied Candace.

Candace proceeded to answer all the questions posed by the panel during the interview and felt confident at the end. She thanked the panel for the opportunity to speak to them and excited feeling that everything went well.

After a few moments, Faisal comes out to ask Maninder to come in for her interview. Again Faisal and Maria rise to greet and shake hands with the candidate while Elizabeth is shuffling and organizing papers on the table. After a few moments, Faisal, Maria and Maninder sit down to begin the interview. In this moment, Elizabeth looks up from her papers and looks down again with a questioning look.

She again looks up and says, “Good afternoon Maaaanmnn… Maaaanmnn… Mander”.

Maninder replies, “It’s Maninder”.

Elizabeth again says, “Yes, Mander.”

Maninder replies, “It’s Man-in-der. It is a difficult name, I know.”

Throughout this exchange, Maria and Faisal both have their heads down and are shuffling through their papers as though they are looking for something.

Finally Elizabeth says, “Well, why don’t we just call you Mandy for
now? That will enable us to get going with this interview. This is our last interview of the day and I am sure everyone would like to get home shortly.”

After a long pause, Maninder replied, “I guess that would be okay.”

Several minutes later, Maninder exited the meeting room. Candace sensed that Maninder was slightly despondent and asked her what the matter was. Maninder replied that she didn’t feel that she wanted the vice-principalship anymore.

Candace and Maninder decided they would still go out for dinner and drinks, and had a lovely time taking about their days together.

Discussion Questions

- What is your initial reaction to this case study?
  - What do you think influences your initial response to this case study?
- How does this case study relate to relational trust and respect?
- All the participants could be considered to be at fault in this situation. Take the position of one participant; explain why they are at fault and how you would change their response to the situation.

Table B3: Mandy is it?: A Case Study in Trust and Respect. SOURCE: Phyall, 2015.

| The Players | Margaret, elementary school principal |
|            | Olla, Father of Folake                |
|            | Folake, female Grade 5 student        |
|            | Jackie, Mother of Justin             |
|            | Justin, male Grade 5 student         |

| The Location | Margaret is the principal of the medium sized (approximately 300 students) elementary school in a small city (population approx. 120,000 people). There are 16 elementary, 6 middle, and 4 secondary schools in the local school district. |

| The Background | Margaret has been the principal at the elementary school for the past six years. She has recently been working with the school community to develop a stronger afterschool sports program to achieve their school-wide development goal of supporting students to become more active in their daily lives. She has personally been pushing for more involvement from the fathers in the community, and that they be more actively supporting the sports program by volunteering to coach, etc. as the majority of the current volunteers are mothers. Olla is the father of two girls in the school, but has recently volunteered to coach the boys’ soccer team this season. He has reorganized his work schedule to enable him to be at the school on Tuesday and Thursday afternoons for practices and games. He is a first generation immigrant from Ghana and is very keen for his daughters to participate in all aspects of school life if possible. Olla is quiet within the |
community, but usually attends school events when his work schedule allows.

Jackie is a boisterous supporter of all school activities and is the president of the Parent Advisory Council (PAC). She spends a great deal of time at the school and feels very comfortable interacting with the teachers and other members of the staff. Her youngest son, Justin, is in the same class as Olla’s eldest daughter, Folake.

Folake & Justin are in the same Grade 5 class. They were also in the same class when they were in Kindergarten and Grade 2. Although they are in the same class, they are not part of the same social circle and there have been some instances of teasing and name calling between them. Folake usually bears the brunt of Justin’s negative attention, but has recently begun to speak to adults when she is not able to solve the situation by herself. There have been a few instances where the classroom teacher has been involved in mediating between the students, and one occasion where the classroom teacher referred Justin to the principal for a discussion about bullying. Margaret spoke to Jackie about Justin’s negative attention and behaviours in the classroom the week before in hopes of Jackie’s family having a word with Justin at home.

The Situation

It is mid-October and the fall soccer season is underway. Olla’s soccer team is doing well and the boys are responding well to his coaching style. Because the team is doing well and Olla is popular with the boys, additional boys from Grades 4/5 have asked if they can join the team. Since the school was barely able to join the inter-school league this year due to low numbers, Olla is happy to have more participants join the team. Unfortunately there are more boys who would like to join the team than there are available positions. Of the 8 boys who would like to join the team (Justin in one of these boys), there are only 4 positions available this year. In an effort to make things fair, Olla arranges to come in on a Monday afternoon to run tryouts for the boys. Of the boys who originally signed up, only 4 boys attended the tryouts so Olla told them that they would be added to the school’s soccer team.

The following Tuesday at soccer practice, the original team, the 4 additional boys and Justin all showed up for practice. Olla explained to Justin that the boys who had attended the tryouts the previous day would be added to the team and encouraged Justin to practice at home and with his friends. Justin told Olla that he forgot to come yesterday but still wanted to play on the team. Olla explained to Justin that the team was now complete and encouraged him to tryout again for the team the following year. Justin was visibly upset and ran from the field. Olla continued with the team practice, and resolved to follow up with Margaret later in the week.

Justin went straight from the field to the office crying and asked to
speak to Margaret. It took Margaret several minutes to calm him down to the point where she could inquire into what had upset Justin so much. Justin informed Margaret that Olla had kicked him off the soccer team for no reason and that Olla had told Justin that he was irresponsible for not coming to practice. Margaret asked Justin a series of questions to find out as many details as possible. Once Justin had calmed down, Margaret sent him home with reassurances that she would look into the situation and talk to him again in the morning.

Once Margaret was sure Justin was on his way home, she walked out to the soccer field to speak to Olla about the situation. Olla explained the situation and how only 4 boys had shown up for the additional tryouts and how Justin had not made an appearance because he forgot. Olla also explained how he had told the other boys on Monday that they had made the team and how Justin had shown up unexpectedly at the practice on Tuesday. He also explained that Justin had never been on the team and that he had given him suggestions about how to improve and try again the following season. Olla was concerned that he had done something which may cause trouble, but Margaret assured him he had done nothing wrong and she was appreciative of him volunteering his time with the boys. She also promised to Olla she would “deal with the situation” the following day.

The following morning Jackie arrived in the staffroom before school with muffins for all the teachers. After dropping off the treats, she headed to Margaret’s office to discuss an “urgent” matter. Jackie immediately told Margaret how upset she was that Margaret had suggested to Justin that he had exaggerated the situation with Olla and the soccer team. Margaret shared the conversations she had had with Justin and Olla the previous day. Jackie insisted that Olla had not clearly communicated the Monday tryouts to the boys because Justin had not understood his “broken English and thick accent”. Jackie pointed out that Olla and Margaret should have sent home a written note to the parents so they were aware of the situation. Margaret apologized for the school not sending home this type of correspondence, and suggested to Jackie that they all learn from the situation and for Jackie to encourage Justin to tryout for soccer again the following season.

After a long pause, Jackie stated that she knew the real reason why Olla had not included Justin in the soccer team. She suggested that Justin had been excluded because of the history between Justin and Olla’s daughter, Folake. Jackie accused Olla of punishing Justin for the teasing in the classroom by excluding him from the soccer team. Although initially stunned by the suggestion, Margaret replied that she did not feel this was the case. Jackie reminded Margaret of all the work and time she had put into the school over the past decade and about how her family had always been active in the school and thoroughly supported their 4 children. Jackie asked that Margaret give her the
benefit of the doubt based on all she had done for the school and the positive communication Jackie had always tried to maintain.

**Discussion Questions**
- Is it possible for Margaret to dissolve the situation and maintain relational trust? Why or why not?
- What could Margaret have done to prevent this situation?
- What can Margaret do to maintain her integrity in this situation?
- What do you believe is the most likely outcome of this situation?

Table B4: That’s not fair!: A Case Study in Trust and Integrity. SOURCE: Phyall, 2015.

| The Players | Mark, elementary principal  
|            | Lucy, librarian  
|            | Corrie, classroom teacher (upper elementary)  
|            | Susan, classroom teacher (upper elementary) |
| The Location | A small community in Northern British Columbia. |

**The Background**
Lucy, Corrie and Susan have been working together at the only elementary school in a small, close-knit community in Northern British Columbia for the past eight years. As they were hired the same year, they developed a close friendship over the years and socialize extensively with each other outside the school environment. They are also active in the community and often socialize with parents and other community members on evening and weekends. Although they frequently socialize outside of the workday, they seldom socialize during the day due to their busy schedules.

Mark is a new educational leader who has recently relocated to this community to take up the position of elementary school principal. Mark was a successful physical education teacher in a larger, urban center prior to beginning his administrative portion of his career.

**The Situation**
A new school year is underway and students have been flooding the school. Although the numbers in the lower elementary are strong, there numbers in upper elementary have diminished.

Mark is an emerging leader and new to the community. He is often seen walking around the school before, during and after school carrying his travel mug, drinking coffee, peeking into classrooms and chatting with those he encounters (staff, parents, students). The lower elementary teachers have been questioning Mark’s effectiveness as a leader as the lower elementary is currently overpopulated for the current number of staff allocated to the lower elementary and there is seemingly no end in sight.

Many of the lower elementary class numbers are over the limits as dictated by the teachers’ union. The lower elementary teachers are feeling the stress of the excessive amount of students and have arranged
to have a meeting with Mark to determine some solutions to the overpopulation, understaffing issue in the lower elementary.

After a brief phone call to the school board office, Mark is informed that his school is appropriately staffed based on the current enrollment and that the allocation of teachers to the lower and upper primary divisions is his responsibility. After spending an evening looking at the enrollments in the different divisions, Mark had determined that the best solution to the current difference in enrollment between the lower and upper primary divisions would be to create school-wide combined classes and reallocate one of the upper elementary teachers to a combined Kindergarten/Grade One class. Mark considered reallocating Lucy, the librarian, to the lower elementary division to take on the Kindergarten and Grade One class, but decided to leave her in the library as she is very actively involved with community involvement in the library and the Parent Advisory Committee. After considering all the possibilities, Mark decided Corrie or Susan (both currently upper elementary teachers) would be the best to teach the K/1 class.

Mark sat down with both Corrie and Susan individually to discuss the possibility of them moving to the K/1 class. Both Corrie and Susan expressed concern as they would have to “start over” and they had already established their programs in their current positions. Mark expressed the urgency of the matter openly, explaining the stress on the lower elementary classes. Neither Corrie nor Susan seemed phased by the stress on the other classes, and suggested that Mark reassign Lucy to the Kindergarten/Grade One class instead of Corrie or Susan. Mark asked both ladies to think about his suggestion over the weekend as they would speak again on Monday.

Over the course of the weekend, Corrie and Susan had dinner with Lucy on Friday evening, and this upcoming reassignment was the main topic of conversation. Lucy expressed to Corrie and Susan that she had volunteered to be reassigned, but the Mark had suggested she remain in the library to continue her work within the community. This conversation infuriated both Corrie and Susan, but neither expressed this outrage to Lucy as she was a dear friend to them.

Over the course of the weekend, both Corrie and Susan expressed their disappointment with Mark’s decision in the community during casual conversation.

On Monday morning Mark was visited by two different parents of Kindergarten/Grade 1 parents who were concerned that their child would possibly be in the new K/1 split with a teacher who is uninterested in teaching that grade level. As the conversations continued, it became apparent to Mark that the parents had privy to some of the confidential information he shared with Corrie and Susan during their previous meeting.

**Discussion Questions**

- If you were Mark, how would you deal with the situation
attempting to maintain relational trust within the staff? The community at large?
• Describe the steps Mark could have taken to prevent this situation.
• Do you believe the relational trust is intact in this learning community? Why or why not?
• How does this case study relate to the four determinants?
• How does it relate to competence as a leader of learning?


Silent Picture; adapted from the protocol Chalk Talk by Margaret MacLean (MacLean, 2010).

Meeting type: Face to face or online (this would impact the materials used and may also have affect the duration of the meeting).

Time: Varies according to need; could be from 15 minutes to one hour.

Materials: paper roll and markers (possible alternatives include chalkboard and chalk or whiteboard and whiteboard markers). This could be adapted to an online application such as GoogleDrive, thinkbinder or a similar type of application.

Roles: Timekeeper, ensures participants are kept aware of the time remaining, and facilitator, instigates the discussion using a prompting question.

Process:
1. (Optional) Facilitator may explain the process of the Silent Picture protocol. Silent Picture is a silent activity but they may add to the group image as they like. Participants may draw images, write words, statement or questions to help develop the group understanding of the concept being discussed.
2. The facilitator writes the question to be discussed. How this is done will depend upon the meeting type [face-to-face or online] and the materials to be used.
   a. Sample questions may include:
      i. Now what?
      ii. What achievements have you experienced over the past (insert time frame here)?
      iii. What challenges have you experienced over the past (insert time frame here)?
3. All participants are given time to reflect on the question prior to sharing their own thoughts. If the meeting is face-to-face, the facilitator will distribute the necessary materials (chalk, markers, etc) for participation.
4. People write or draw as they feel moved. People may also respond to the comments, questions and illustrations of their peers. The facilitator and timekeeper should also participate as it invites participants to interact more actively and models appropriate interactions. The timekeeper needs to
communicate the following times with the participants: 30 minutes remaining, 15 minutes remaining, 5 minutes remaining.

5. When the time has elapsed, the meeting is adjourned. Participants may remain to read their peers’ comments, but this is optional. The facilitator is responsible for maintaining the silent “picture” and ensuring it is in a location where participants may view it if they wish.

A Winner; adapted from the protocol Success Analysis by Margaret MacLean (MacLean, 2009)

Meeting type: Face to face or online (this would impact the materials used and may also have affect the duration of the meeting); maximum group size 4 (if more than 4 participants, break into groups of 3-4, identifying a facilitator for each group).

Time: Varies according to need; 45-60 minutes per participant. This protocol could be used over a series of meetings or as breakout sessions during a full day professional development opportunity.

Materials: Each participant needs to come prepared with an example of success in relation to the leadership practice (could link to a past or present action plan, if applicable).

Roles: Timekeeper, ensures participants are kept aware of their sharing time, and facilitator, ensures all participants have an opportunity to share and ask questions; leads the debrief of the protocol using the prompting questions where applicable.

Process:

1. Writes a statement (1-2 sentences) describing your understanding of the term “best practice”. Each participant is given an opportunity to share their understanding within the group. (5 minutes)
2. Reflect on and record a short description of the one “best practice” within the last year. Facilitator to prompt the group to answer the following question: “What made this experience different from other experiences?”. (10 minutes)
3. Divide into groups of 3-4; the first person shares his or her “best practice” and why it was so successful. (10 minutes)
4. The other participants ask clarifying questions about the details of the “best practice”. (5 minutes)
5. The group does an analysis of what they heard about the presenter’s success and offers insight into how this practice is different than other practices. Questioning and the presenter’s participation in the conversation are encouraged. (10-15 minutes)
6. The presenter responds to the group’s analysis of what made this experience so successful. (5 minutes)
7. Optional: Go through steps 2-6 with another presenter from the group. The protocol could be repeated for all group members if time allows and focus on one presenter per session. This is up to the discretion of the group given the time allotment.
8. Debrief the protocol as a whole group. Sample prompting questions: What worked well? How would we adjust the protocol for further success in the future? How can we use this within our learning
Table B6: Sample Protocols for use with Critical Friends Groups. SOURCE: Adapted from the work of MacLean, 2009 & 2010.
Appendix C

Figures to Support the Development of the Framework

*Figure C1:* Phases of Inquiry. The phases of inquiry are general descriptors of the different phases learners may enter during the inquiry process. It is organized in this manner because learners do not always inquire and learn in a cyclical or spiral nature where they go through phases in linear fashion. The phases of inquiry are one of the key concepts for the basis of the framework. The Pre-Contact Term is loosely based on the turning in to students’ thinking phase and the remainder of the phases and included in the Contact Term.