JOURNAL OF THE WORLD FEDERATION OF ASSOCIATIONS FOR TEACHER EDUCATION

Proceedings of the Research Conference

Developing Educators for Leadership in Schools

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EDITOR'S COLUMN

This issue of the WFATE Journal is the Proceedings from the International Research Conference just held in Calgary, sponsored by Kappa Delta Pi, World Federation of Associations for Teacher Education, Canadian Association for Teacher Education, and Mt. Royal University. It is a joy to have so many papers to publish. All of the presentations were very well received and most of our presenters submitted their papers for the Proceedings. Because of the quality and number, the journal is published in two sections. This is the second volume (Issue 2b). The papers are wonderfully challenging and informative

Developing Educators for Leadership in Schools

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THE "GREENING OF EDUCATION: DEVELOPING "GREEN SCHOOL" EDUCATIONAL LEADERS

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ABSTRACT

There are so many questions that arise when the term "green" is used in referring to education. These include "What is meant by the term? Does this refer to color, attitude, perspective, or a movement? Is the basic premise – Recycle, Reuse, and Reduce?"

THE "GREENING OF EDUCATION: DEVELOPING "GREEN SCHOOL" EDUCATIONAL LEADERS

ORGANIZATIONS RELATED TO "GREEN SCHOOLS"

There are numerous organizations such as the Green School National Network, Center for Green Schools, Canadian Green Building Council, and Canada Coalition for Green Schools, and the U.S. Department of Education Green Ribbon Schools" related to "Green Schools." These organizations cover such topics as "What is the definition of a "Green School?"" "What are the characteristics of a Green School?" "What are the benefits of having a Green School?" How can a school become a "Green School"?" and "Who are the leaders of the "Green Schools?"

The Green School National Network states that a "Green School enhances student health, learning while conserving natural resources and empowering students to develop sustainable behaviors enabling the students to become the steward of the future" (greenschoolsnational, 2019).

CHARACTERISTICS OF A "GREEN SCHOOL"

There is no set definition of a "Green School" but all the organizations agree that the characteristics of a "Green School" include a school that provides many benefits for students, teachers, parents, and the community. These benefits include protecting the health of the students through reducing harmful emissions from the building materials, decreasing the CO_2 emissions and water usage, improving daily attendance, and increasing teacher retention. Other characteristics, according to the Center for Green Schools include an increase in student equity, saving energy, creating unique educational experiences within the science, mathematics and curricula, and creating "green' jobs (2019).

THE PILLARS FOR "GREEN SCHOOLS"

According to the Boston Green School Organization a Green School has three main concepts: 1. Reduces environmental impacts and costs; 2. Improves occupants' health and performance; and 3. Increases environmental and sustainability literacy (naturespath, 2019). These three concepts are referred to in the literature as the Three Pillars and are the basis for the recognition of "Green Ribbon Schools" by the U.S. Department of Education which awards the organizations (schools, districts, and institutions of higher education) to those applicants which meet the criteria. The "Green Ribbon Schools Awards" are given to "inspire schools, districts, and institutions of higher education to strive for 21st century excellence by highlighting promising school sustainability practices and resources that all can employ and to improve student engagement, academic achievement, graduation rates, and workforce preparedness" (2.ed.gov, 2019). The "Green Ribbon School Award" recognizes the schools, districts, and institutions of higher education that do the following three things: 1. "Reduce environmental impact and costs; 2. Improve the health and wellness of schools, students, and staff; and 3. Provide effective environmental and sustainability education" (2.ed.gov, 2019).

The Canada Green Building Council (CaGBC) stated that "every child deserves to learn and thrive in a safe healthy environment that inspires them to care more about that planet that they will inherit" and joined the Global Coalition for Green Schools as a founding member in 2013 and together they are the Canada Coalition. This group supports the transforming of schools throughout Canada and offers several initiatives to encourage schools to become "Green." These initiatives include: 1. "Green Apple Day of Service every September; 2. The Greenest School in Canada Competition; 3. The Global Twinning initiative which matches two same-grade level classrooms from different countries to communicate regarding sustainability concepts and curriculum; 4 Greenest School on Earth Award; 5. Global Coalition for Green Schools Annual Summit – this began in October 2013 and continues each October" (cagbc, 2019).

THE MISSION

According to the Green School National Network the mission for Green Schools is to "advance the national green and healthy schools movement by connecting like-minded and passionate education, non-profit corporations, and public sector individual and organizations (greenschoolsnational, 2019). To help schools become "Green" there are several steps involved all which require a long-term commitment and core-practices including the following: 1. Curriculum that advances environmental literacy and sustainability; 2. Stewardship and Service Learning; 3. Sustainable Facility Design and Management with zero waste or decreased waste confluence; 4. Health and Well Being; 5. Strong Partnerships and Networks (greenschoolsnational, 2019).

The National Association of Elementary School Principals suggested five ways to "Green Your School." These include: 1. "Recycle-Really; 2. Audit your food; 3. Start a garden; 4. Form a car, bike or walk pool; and 5. Make your curriculum Green" (2019).

LOCATION OF GREEN SCHOOLS

Where are "Green Schools" located? "Green Schools" are found in almost all countries around the world. Bali, Hong Kong, Uaaso Nytro in Kenya, Uco-Schools in Europe as part of the UNESCO Program, Canada, Ireland, Spain, and the United States are just a few of the countries which have and are developing "Green Schools" as the "Green School" Movement sweeps over the world. These schools need strong leaders, ones who are motivated and committed to the movement.

LEADERS AND LEADERSHIP

It is important to distinguish between good management and good leadership for the school. According to Kotter (2001) "Management is about coping with complexity and Leadership is about coping with change." Good management is definitely needed to have a successful school whether it is a traditional school, a school transitioning into a "Green School" or a "Green School," and good management is even better when there are good leaders and good leadership styles being utilized in the school.

Leaders can be instructional or operational in their style according to Marzona (2001). The instructional leadership model uses the framework and focus for the everyday life for the school and the operational model involves the "business" aspect of the school with safety and the budget being major concerns. Not only are the everyday activities and overall business operations fo the school important concerns for the educational leader/leaders of the school but there are numerous skills and characteristics desirable for good leadership. According to Paul Glatzofer (2019) an effective leader has "ability to lead and influence others, can relate and interact with peers, subordinates and superiors, has the ability to analyze information and make decisions, then to execute and deliver on those decisions. And the effective leader has the ability to adapt to changes and be innovative."

Leaders and good leadership can have different meaning to different people. The author interviews several people from a variety of backgrounds regarding what characteristics and skills are needed for a person to be a good leader. The following characteristics and/or skills were presented by those interviewed: 1. Has a dynamic personality but controls his/her ego; 2. Has "common sense"; 3. Is a good listener; 4. Is honest; 5. Has integrity; 6. Follows through with plans; 7. Has the ability to delegate; 8. Shares the "glory" of a successful project; 9. Accepts the responsibility for success and failure; 10. Is a visionary and inspires others; 11. Is a good organizer; 12. Has the ability to recognize and recruit talented people; 13. Has skills in conflict resolution.

GREEN SCHOOL LEADERS

The leadership characteristics and skills for "Green School" leaders should include those of general leaders as stated in the list given for leaders in the previous paragraph. "Green School" leaders need to have the characteristics of honesty, integrity, and flexibility. Great "Green School" leaders should be able to explain their vision for the "Greening" of the school to the board members, faculty, staff, students, parents, and the community and include all of these people in the planning and execution of the vision. This may include building a "Green School", changing a traditional school to a "Green School", or maintaining and expanding an existing "Green School".

CONCLUSIONS

The "Green School" movement is sweeping the world at different rates of speed. Some countries have advanced the movement and are building new schools using the "Green School" mission, while other are working at a slower pace. In order for the "Green School" to be successful in reducing energy and water needs and decrease wastes and "carbon footprints" produced by everyday living great visionary brave educational leaders are needed. When the educational leaders of "Green School" faculty, staff, students, parents, and community leaders work together to reach the common, selected goals which they set to reduce wastes, preserve the natural resources, and sustain the earth then it can be state that the "Green School" and the "Green School" leaders have succeeded.

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CONTENT LITERACY STRATEGIES FOR INCLUSIVE EDUCATION

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ABSTRACT

Although test preparation is not the primary goal of educators, high stakes or standardized End-of-Course reading comprehension assessments are very real obstacles for at-risk students. Content literacy transforms the cycle of oppression and empowers students by improving academic reading comprehension skills, (McKenna & Robinson, 1991). When teachers increase content literacy practices, students feel more confident about their literacy abilities and increase academic engagement, which is especially important among diverse students and English language learners. Pre-, during-, and post-reading strategies build schema, encourage inquiry, and hold theoretical and practical implications in the classroom.

CONTENT LITERACY STRATEGIES FOR INCLUSIVE EDUCATION

As a former classroom teacher, I co-taught inclusion classes with English language learners, students identified for special education programs, and others who were simply not successful at school. These learners had a spirit of inquiry (Dewey, 1990) but struggled with academics, especially standardized testing. They interacted with texts of their own choosing, especially digital texts such as social media, but resisted assigned texts designed to build subject-area knowledge, (Shanahan, Fisher, & Frey, 2002). My instructional goals were to advance literacy skills across the content areas, (McKenna & Robinson, 1991) increase collaborative social construction of knowledge and values, (Vygotsky, 1978) and to support students as they persevered through difficult academic texts (Shanahan, Fisher, & Frey, 2002; Turner & Danridge, 2014). In order to meet my instructional goals, I needed to understand why my students were struggling with literacy.

Reading comprehension versus reading skills

In my first several years of teaching, I taught middle school English/language arts collaboratively alongside a "push-in" special educator. Only about 15 percent of our students had identified learning needs yet very few were successfully meeting grade level standards. Even students with excellent decoding skills struggled to comprehend text.

To address the problem, my school required the use of an "active student response" protocol where teachers posed closed-ended questions about the assigned material and required choral facts-based responses from the students. Despite its heavy reliance on lower-order thinking skills, the program was deemed supportive of learning based on increased student response time and active student engagement, (Arreaga-Mayer, 1990; Ysseldyke, Thurlow, Christenson, & McVicar, 1988). However, my students continued to struggle with independent reading comprehension.

In order to find possible solutions, I studied reading, literacy, and language acquisition at the graduate level. Armed with new skills and certifications, I moved to an elementary school and began working with English language learners.

In my new district, reading intervention groups were required for all students at the K-5 levels. Students who scored similarly to one another on a literacy placement test were assigned to homogenous groups to work on "developmentally appropriate" reading skills. I led a group of English language learners who scored about two years below grade level on the placement assessment. According to the program, this score indicated they lacked specific target skills and the standardized solution called for a focus on phonics and alphabetic principle. Because these students were literate in their native languages and already possessed these basic literacy skills, they in fact needed English vocabulary and phonological awareness transfer skills in addition to increased schema and cultural background knowledge. Certainly, phonics, phonemic awareness, and phonological awareness were necessary literacy skills for the students to have, but they were not, by themselves, sufficient.

For students such as mine, identified as "at-risk," the instructional focus in U.S. public schools is often on low-level, targeted, or drill-based interventions such as these. Struggling students, it is believed, need to learn basic literacy skills, such as fact-recall or phonics, in order to pass standardized reading comprehension assessments. It might seem logical that reading instruction programs centered on diagnosing and addressing particular weaknesses, such as those I encountered in my early years of teaching, would support students in reading comprehension. However, it has long been established that reading comprehension assessments only measure reading comprehension. They do not measure other reading or vocabulary skill abilities, (Davis, 1944; and Spearritt, 1972, as cited by Shanahan, 2014).

My students, and others like them, are all too often consigned to learning reading through targeted intervention that does not work rather than benefitting from sociocultural learning and higher order thinking skills (Cummins, 2001; Faulkner & Cook, 2006; Freire 2008/1970).

The literacy programs selected by my school districts were arguably well intended, based on grade level academic standards, and designed to increase reading comprehension skills. However, reading programs that focus on traditional methods of teaching literacy miss opportunities for increased higher order thinking skills. Rather than being compliant to programs that do not know our students, teacher leaders need to find diverse solutions that work for our diverse students. In order to prepare students to do well on standardized assessments and, more importantly, to become lifelong learners, we need to focus our attention on helping students to become "sophisticated and powerful readers," (Shanahan, 2014, p. 187).

Content literacy instruction

Content literacy instruction addresses reading comprehension disparities by moving beyond basic literacy skills and helping students acquire schema, improve metacognition, and develop vocabulary. Students learn to read, write, speak, and listen in discipline-appropriate ways across the content areas (Fisher & Frey, 2018; Frey, Fisher, & Hattie, 2017). Students' academic interest is stimulated through effective instructional strategies, which has direct implications on student learning, (McDonald Connor, Day, Ingebrand, McLean, Spencer, Giuliana, & Morrison, 2014).

In a content literacy rich classroom, teachers encourage reflection and critical thinking by intentionally selecting developmentally appropriate activities that foster reading comprehension. When teachers emphasize hands-on practices such as pre-reading, during-reading, post-reading, and content vocabulary strategies, students build academic skills and feel more confident about their literacy abilities, which increases academic engagement and classroom participation, (Northey, Govind, Bucic, Chylinski, Dolan, & van Esch, 2018).

In using these strategies in the classroom, I have found that not only does reading comprehension increase, but a shared purpose of deep learning builds interpersonal classroom relationships and a sense of belonging in the classroom community, (Fenty & Brydon, 2017; Wright & Gotwals, 2017). Teachers can intentionally create a supportive learning environment through the implementation of literacy strategies (Bean, O'Brien, & Fang, 2012; Nieto, 2004) and students are empowered when the classroom is established as a community of learning.

Below are a few pre-, during-, and post-reading strategies I have successfully implemented in my own classrooms. These strategies alone will not solve all student reading comprehension difficulties but when used judiciously, can help students successfully connect with texts across the curriculum.

Selected content literacy strategies

Previewing a text: Previewing text is a pre-reading strategy that provides opportunities for educators to model academic thinking skills, builds students' background knowledge, and enhances disciplinary literacy skills. Previewing text sends a message of commitment to the students and to the learning (Manzo, Manzo, & Thomas, 2009).

When previewing text with students, the teacher points out content-specific text features such as titles, headings and subheadings, important vocabulary words, and main ideas. Previewing the text lets the students know what to expect from the text while still necessitating that students complete the reading in order to participate in class, (Shanahan, et. al, 2002).

An important part of previewing text is to introduce the content-specific rhetorical strategies that support subject-area reading comprehension. For example, a poem may use sensory imagery to set the mood while a science book may use a process analysis or a classification pattern of organization. A history text may use cause and effect together with chronological order while a novel may employ flashbacks to build suspense. Each content field has customs that students need to learn to navigate in order to be effective readers.

Teachers who preview texts use the content and organizational structure of the reading to help students make sense of the content and build metacognitive skills. Over time, students develop an understanding of the conventions that subject area authors use to convey information, which gives them access to increasingly complex texts. (Fisher & Frey, 2017; Shanahan, et. al, 2002). In my own practice after I began regularly previewing text, my students reported they felt more confident they could meet my learning expectations and they felt affirmed that the learning they were doing was important.

Talk, read, talk, write: Talk, read, talk, write (TRTW) is a during-reading strategy that encourages the use of four content area communication skills: reading, writing, speaking, and listening (Motley, 2013). When using this strategy, students activate prior knowledge, learn new content, become academically proficient in oral language use, and apply their new knowledge through academic writing. Students are encouraged to speak "like a scientist" when interacting with a science text, write "like a mathematician" when working with mathematical materials, and read "like a historian" when reading history, (Mawyer & Johnson, 2017).

The TRTW strategy is straightforward to apply. Students begin by sharing known facts, understandings, and questions about the topic at hand with a partner. This step builds schema and encourages sociocultural engagement with the material. The students then read the target text, independently learn more information, and interact with content vocabulary. Next, they hold a second partner discussion with the intention of clarifying ideas from the readings, critically

evaluating the knowledge they brought to the reading, and sharing any new understandings, (Gilmore, 2017). Finally, they write about what they have learned through the process and share new conceptualizations that have emerged.

With regard to particularly dense academic text, it is my preference to have students read the target passage a second time, or *talk, read, talk, read, talk, write.* The act of rereading builds fluency and comprehension, (Therrien, Gormley, & Kubin, 2006). The constructivist TRTW strategy focuses students' attention on main idea, details, and citing evidence and provides opportunities to co-construct knowledge.

Highlight, stop light: Close reading strategies require that students set a purpose for reading and use annotation to make marginal notes as they apply metacognitive skills and demonstrate reading comprehension. These steps focus student attention on important details and encourage students to dialogue with the text, (Selbin, 2016).

In this variation of close reading, the teacher provides three highlighters—to signify the colors of a stop light—and a copy of the text to each student. The student uses the highlighters to indicate whether they fully understand a word or passage (green), partially understand (yellow), or do not understand (red or pink). When completed, the highlighted text gives a wealth of information to the teacher and to the students who can discern problems at a glance and decide if the text is at an appropriate reading level, check for overall understanding, assess vocabulary knowledge, and address areas of concern.

When I first began utilizing this strategy in an elementary classroom, I worried students would feel vulnerable about sharing their reading struggles and that discomfort might lead to non-participation. After all, even though the work was individual the colored highlights were easy to interpret by others. This, fortunately, did not prove to be an issue. With a growth mindset, several students shared their responses, which led the way for other students to feel comfortable with greater personal disclosure. The students then self-assessed which sections of the reading were especially challenging and used the information to help one another. What started out as an independent reading comprehension assessment became a sociocultural learning opportunity.

This strategy was again successful when I used it during a high school poetry unit. The older students enjoyed successfully puzzling out the challenging words and phrases of poems and again supported one another in the process.

Save the last word for me: Save the last word for me is a post-reading strategy that works especially well to build students' recognition of multiple perspectives, (School Reform Initiative, 2010). Students delve deeply into the ideas in the text and share interpretations and musings in a small group setting. I have successfully used this strategy with upper elementary through graduate students and have found this strategy works with almost any type of text, from deceptively simple poetry to very complex articles, fiction or non-fiction.

Teachers begin by dividing the class into groups of about four people. Then each student takes a few minutes to select a sentence or two from the target text that holds particular personal

meaning or that clearly illuminates a main idea. They mark their selection and then prepare to share.

The first person reads aloud the sentences they chose, making no further comment or explanation. Then every other person in the circle takes a turn to talk about that quote. They may agree or disagree with the quote, share a related anecdote, or say what the quote made them think or feel. This is not a conversation but an opportunity for each person to respond in turn to the first person's text selection. Finally, the first person or the original "owner" of the quote gets the "last word" about the sentences they read. The first person can summarize the quote, integrate what others have said, or explain what the quote meant to them, all in about two or three minutes.

When the first person is finished speaking, the first round is complete and it is time for the second group member to have a turn. The second person reads their selection and the process repeats. Each group member follows the protocol, until everyone has had the opportunity to have the last word. If two group members choose the same sentence, the second person has the option to change to a different sentence. With four group members and four quotes, this process takes about 30 minutes to complete.

It has been my experience that this strategy inspires a profound complexity of thinking about the ideas in the text; both reading comprehension and classroom community benefit. This strategy is a student favorite; it slows down the reading and inspires thoughtful interactions among students. Once the strategy is complete, students' text-based writing responses are powerful.

Vocabulary strategies

There is significant research that shows a relationship between vocabulary size and reading comprehension skills; however, teachers in all content areas spend insufficient time working to improve students' vocabulary (David, 2010). The onus for teaching new vocabulary often falls primarily on English language arts educators though its importance to overall academic success calls for vocabulary instruction across grade levels and subject areas.

When teaching vocabulary it is helpful to distinguish among general vocabulary, which is used in daily speech; academic vocabulary, which is used across content areas; and domain-specific vocabulary, necessary to understand concepts in specific subject areas, (Baumann & Graves, 2010). When students understand *how* words are useful, they approach vocabulary learning systematically.

Students need to be able to use vocabulary words across the four language skills of reading, writing, speaking, and listening. In traditional vocabulary instruction, teachers provide lists of vocabulary words for students to study through looking up definitions and/or listening to teacher lectures. With this type of instruction, students mostly rely on the receptive language skills of listening and reading. However, understanding vocabulary words is different from using vocabulary words. By increasing the expressive language skills of writing and speaking, students demonstrate increased vocabulary knowledge and take ownership of new words.

Students also increase ownership of new vocabulary words by themselves identifying words that they believe to be particularly useful and teaching them to one another.

Other interactive vocabulary strategies, listed below, can encourage students' expressive and receptive involvement with vocabulary and increase vocabulary comprehension.

Explicit word analysis skills: Students can accelerate word learning with the "word detectives" strategy. English language arts teachers provide instruction to student "detectives" on morphology, including the structure of words and parts of words such as stems, prefixes, affixes, and suffixes. Student detectives then use what they have learned about how the parts of words work to figure out complex word meanings of general, academic, and domain-specific vocabulary on their own or in small groups, (Gaskin, 2004). This work requires much repetition and practice but the systematic approach to vocabulary gives students active tools for future use.

Team teachers can extend the word detective work by each selecting academic or domain-specific vocabulary words that focus on specific word rules. For example, if the suffix for the week is "-tion," then content area teachers would identify and teach subject words that follow the rule: the mathematics teacher might teach *multiplication*, for example.

For a fun twist, the team might select related "mystery" words such as *donation* or *dictation* that address the weekly morphology lesson but that are not vocabulary words for the unit. Teachers and interested administrators or staff members would agree to use the mystery words in casual conversations with the students during the week. It would be the job of the students to identify the mystery words by the end of the week based on their knowledge of the rule and the fact that multiple teachers used the words in context.

Word relationships: Another way to increase word interaction is through word relationship strategies. Students might use graphic organizers or vocabulary index cards to categorize vocabulary words in creative ways, and then explain their choices to one another. For example, one student might organize color words based on the order of colors in a rainbow, another could categorize by "warm" vs. "cool" colors, a third student might separate primary from secondary colors, and so on. Depending on the list of words, the categories can be very thoughtful and original.

The picture of the day/: This visual vocabulary strategy is effective for general, academic, or domain-specific vocabulary words. The teacher posts a picture related to the current topic so the students can brainstorm descriptive adjectives, related verbs, character attributes, or another category of words that make sense. Students should be encouraged to use the resulting words in classroom discussions. The words, displayed for reference, should increase in sophistication over time.

Summary

Content literacy strategies provide opportunities for the construction of knowledge by the teacher and the students, (Cummins, 2001). Students go beyond lower-order thinking skills such as the memorization of content, and interact with ideas in authentic ways. Although I have found each

one of these strategies to be successful in my own classrooms, no strategy is a panacea for excellent student learning outcomes in all situations. We as educators have the responsibility to demonstrate passion for our subjects and for learning, inspire students by example, and most importantly, to build relationships based on respect and high expectations.

Students are at the heart of all we do. The focus of this conference, *Developing Educators for Leadership in Schools*, compels us to interrogate our teaching beliefs and, if they are not working for our students, to change the way we teach. Our job is to develop critical readers and thinkers through meeting students' cognitive and affective needs, which is not possible through the implementation of standardized curriculum programs. Teacher leaders must continually find the gaps in their own students' learning and seek creative next steps to cultivate student leaders. Given these tools, all of our students can grow and succeed.

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PERCEPTIONS OF GLOBALIZATION: A CASE STUDY OF PRESERVICE TEACHERS FROM THE CARIBBEAN

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ABSTRACT

This phenomenological, case study explores pre-service teachers' understanding of globalization, using the theoretical underpinning of Mansilla and Gardner's (2007) typology for understanding globalization. Through purposeful sampling, 13 Year 2 pre-service teachers (12 females and one male) in a Bachelor of Education Programme at the University of Trinidad and Tobago proffered their perspectives on globalization. The authors gleaned data from a questionnaire, a focus group session, and nine semi-structured interviews. They analysed the data using the qualitative paradigm against the backdrop of Mansilla and Gardner's (2007) typology and micro-interlocutory analysis of focus groups. The results of the data analysis indicate the following themes of participating pre-service teachers' perceptions of globalization: technological advancement has compelled the Caribbean Region to become part of the rapidly forming global village. Globalization's amorphous, all-pervasive nature, though threatening and intimidating, has created a thrust for First World status. This thrust, however, in the perception of the participants in this study, has generated both positives and negative situations for the Caribbean Region. The average Caribbean person perceives globalization as technological advancement (positively) and cultural erosion (negatively). The findings that the Caribbean Region has advanced economically and socio-politically through globalization must also be framed in the historical context of Caribbean development.

Keywords: globalization, pre-service teachers, Caribbean, human ecological approach.

PERCEPTIONS OF GLOBALIZATION: A CASE STUDY OF PRESERVICE TEACHERS FROM THE CARIBBEAN

INTRODUCTION

In the last two decades, there has been no other concept in social, political, and economic theory as publicly and passionately debated as globalization. From popular media to political campaign slogans, globalization is a highly contested concept in both the public arena and in academic disciplines. Proponents of globalization argue that the movement of people, money, and information across national and cultural boundaries allows people instantaneous access to markets, cultural practices, and products as never before witnessed and this access clearly has the potential for enriching people's lives (Bhagwati, 2004; Friedman, 2006). Critics tend to draw attention to the links between globalization and social realities such as widespread hunger and poverty, the massive displacement of small farmers, sweatshop working conditions, the breakdown of community, the rise of ethnic and religious fundamentalism, increased social conflict, rising global inequality, and an array of severe ecological crises (Stiglitz, 2003).

Teacher education scholars suggest that while theoretical and empirical research on globalization has generated a vast and growing literature in social sciences, the research and scholarship in teacher education on globalization has unfortunately lagged behind. In response to the pressing need to produce a citizenry that is culturally literate and globally competent, many scholars in teacher education suggest that making sense of the discourse of globalization is critically important for future teachers as they set out to enact policies, programs and practices that are relevant to current world conditions and address global crises and social justice (Apple, 2015; Darling-Hammond, 2010; Gaudelli & Heilman, 2009; Gibson, 2010; Hytten & Bettez, 2008; Sleeter, 2003; Spring, 2009; Zong, 2009, 2015).

The purpose of this study is to explore the perception of globalization of pre-service social studies teachers who are charged (more than those of any other discipline) with the responsibility of preparing global citizens. The central research question guiding the study is: What are pre-service teachers' perceptions of the impact of globalization in the Caribbean Region? The sub-research questions are:
- In pre-service teachers' perceptions, how has globalization impacted on the Caribbean Region?
-In pre-service teachers' perceptions, what is the Caribbean Region's response to this impact?
-What do pre-service teachers perceive to be the Caribbean Region's contribution to the globalization process?

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

In recent years, there has been increasing calls for explicit and sustained inclusion of globalization in K-12 schools as well as in colleges and universities in concert with the tidal waves of public debate and popular protest about the meaning and effects of globalization. For instance, Sleeter (2003) examines various ways of thinking and teaching about globalization and presents several competing narratives of globalization using six metaphors: "global village," "military domination," "networks of interdependence," "McWorld," "spaceship earth," and

"neo-colonialism." She further noted that Metaphors that are less critical— "global village," "military domination," and "networks of interdependence"—are given far more attention in school curricula than are those that challenge the effects of globalization. She calls for a critical approach to examine the impact of globalization on education: "Increasingly, schools are losing a vision of education for the public good and shifting toward education for private consumption and the needs of transnational corporations. This means that, increasingly, schooling is helping to serve global imperialism" (p. 9).

Hytten and Bettez (2008) also suggest that educators should go "beyond a value-neutral look at globalization but one that centralizes issues of justice and caring" (p. 175). They describe and reflect upon how their teacher education work, grounded in Noddings' (2005) dimensions of global citizenship, to prepare citizens advocating for social and economic justice, protection of the Earth, cultural pluralism, making well-informed choices, and world peace. To foster this kind of citizenship among pre-service teachers, they explicitly teach about globalization with a focus on its multiple dimensions, its connection to the local, and its danger to democracy and "… to challenge …our students' sense of themselves as good people in a basically fair and meritocratic world, not people who in many ways benefit from inequitable social relations, even if they are not individually responsible for them" (p. 176).

Zong (2015) examines different approaches to integrating the concept of globalization into teacher education curricula and describes how local communities can be used as resources by teacher educators to help students demystify globalization and develop rich historical understandings of global and local connections. She argues that the available scholarly literature about globalization is dominated by disciplines outside of education, such as sociological, economic, geographical, and anthropological fields. Within the education research community, discussions of globalization are often limited to the areas of comparative education, foundations of education, or curriculum studies. Notably missing are articles from a teacher education perspective. Zong (2015) notes that in the three prominent teacher education books published during the last decade, *Preparing Teachers for A Changing World* (Darling-Hammond & Bransford, 2005), *Handbook of Research on Teacher Education: Enduring Questions in Changing Contexts* (Cochran-Smith, Feiman-Nemser, McIntyre, & Demers, 2008), and *Studying Teacher Education: Report of the AERA Panel on Research and Teacher Education* (Cochran-Smith & Zeichner, 2005), there was no mention of global education or globalization as a topic of discussion. The word *globalization* was not even mentioned in the index of any of these three books.

Similarly, Gibson (2010) reviewed four leading peer-reviewed journals in multicultural education and found only seven articles mentioning globalization. She notes that there is extremely limited engagement with globalization in teacher education and when globalization is discussed, it is often as a taken-for-granted backdrop whose meaning and context is neither critiqued nor thoroughly discussed.

Drawing upon their work with 12 teachers from a range of disciplines to develop and teach units on globalization, Veronica Boix Mansilla and Howard Gardner (2007) developed an interdisciplinary framework to help teachers develop strategies to teach about globalization. This framework highlights four areas that are central to understanding of complexities and

contingencies of globalization: (a) *Economic integration*, emphasizing the opportunities and costs for economies, societies, cultures, and individuals associated with the flux of capital and production around the globe; (b) *Environmental stewardship,* raising awareness of the state of global environment (including global health) and what we can and should do to ensure its long-term sustainability and well-being; (c) *Cultural encounters*, examining the forces of homogenization, hybridity, and localization that shape how nations, cultures, and small groups exchange ideas, people, and cultural products; and (d) *Governance and citizenship,* comprehending emerging tensions between national and supranational forms of government, as well as the extent to which individuals enjoy global rights and responsibilities as a function of their humanity (Mansilla & Gardner, 2007, p. 52). They further argue that the primary purpose of teaching globalization is to nurture student global consciousness.

We have found Mansilla and Gardner (2007)'s interdisciplinary framework to the understanding of complexities and contingencies of globalization especially helpful in creating a balanced approach to guiding our own work with teacher education students in learning about globalization and in analyzing pre-service teachers' perceptions about the nature, merits, and outcomes of globalization.

METHODOLOGY

Context and Participants

This research project employs a case study design to examine pre-service teachers' perspectives on globalization. The research study was conducted in the University of Trinidad and Tobago (UTT), a major research university situated in the Caribbean Region, which consists of the Greater Antilles, the Lesser Antilles and the isolated island groups of the North American continental shelf and those of the South American shelf. The research participants, 13 pre-service teachers (12 females and one male) were purposely selected from the university's teacher education program. All participants recently completed a course titled, "Caribbean Structure and Social Processes 11", which focused on various aspects of globalization such as: definitions/conceptualizations of globalization; the evolution and nature of globalization (technological, social, cultural, economic and political) - focusing particularly on issues of development, crime, poverty and migration; the growing magnitude and deepening impact of transcontinental flows and social interaction across "borderless" countries; the implications for the socio-cultural and political economy of the Caribbean and the Caribbean response to globalization. This problem-based course fostered students' global competencies (such as communication and collaboration) through critical thinking; group and individual work; research; interviews; role-play and debates; enabling them to develop an understanding of the intricate interrelations between global and local structures and processes.
The 13 participants are pre-service teachers at Year 2 of a four-year Bachelor of Education Program, specializing in Social Studies. They are of mixed ethnicity and locality background (from across the Caribbean; and from urban and rural areas). Their ages range from 18 to 25.

Data Collection

Prior to the start of the study, all of the participants had given their consent (Denzin & Lincoln, 2000; Lincoln & Guba, 1985) and the authors assured them of anonymity, safety and the opportunity to withdraw from the study, if they so desired (Fraenkel & Wallen, 1996). The first author collected the data, in the natural setting of one of the university's classroom, over a three week- period. In order to maintain anonymity throughout the research study, we represented the participants in the questionnaire by 001-013; in the focus group by pseudo names and in the semi-structured interviews, alphabetically, A-I.

In the first aspect of the data collection process, purposeful sampling enabled the first author to conduct, in situ, a 15 item self-administered questionnaire to the 13 pre-service teachers. The questionnaire targeted data on demographics; conceptualizations of globalization; their perception of the Course, *Caribbean Structure and Social Processes 11*; issues of development and underdevelopment; the impact of and the perceived implications of globalization for the average Caribbean person and the Caribbean response to globalization.

In the second aspect of this process, the first author conducted a semi-structured focus-group interview with all of the participants in a classroom setting. According to Krueger and Casey, "Focus group research is defined as a method of collecting data, in a safe environment, from more than one individual at a time, regarding a specified area of interrogation" (as cited in Onwuegbuzie, Leech & Collins, 2010, p. 711). In maintaining the rigor of data collection, the first author followed the specifics of micro-interlocutor data collection to identify the order and strengths of the contributions to the discussion (Onwuegbuzie, Leech & Collins, 2010). Micro-interlocutor analysis presents a more rigorous method to collect, analyze and interpret focus group data. The first author drew a sketch map of the group's proxemics, which helped in determining the strengths of the themes.

Collaboratively, we followed Krueger and Casey's directives for focus groups (in Onwuegbuzie, Leech & Collins, 2010). The 13 participants used Caribbean-flavored pseudo-names: Peewah, Mr. Mango, Toolum, Nut Cake, Sugar Cake, Fudge, Salt Prunes, Violet, Cocoa, Vanilla, Red Plum, Red Cherry, and Coconut. In accordance with Morgan's (1997) and Vaughn, Schumm and Sinagub's (1996) directives, a technician recorded on videotape the session, which lasted approximately an hour. We later transcribed the data.

Thirdly, the first author, as a facilitator, interviewed nine (9) pre-service teachers on-site at the university's campus. In these semi-structured interviews, she used probing questions to gain deeper insights into each of the volunteered participant's perceptions of globalization in light of the proffered responses gleaned from the questionnaire and from the focus group session.

Data Analysis

The data analysis entailed the use of a priori themes (Mansilla & Gardner, 2007) to identify preservice teachers' emerging understanding of globalization. We did two levels of data analysis. In the first level of analysis, we applied the themes (economic integration; environmental stewardship; cultural encounter and governance and citizenship) to analyze the responses to the

questionnaire and to the semi-structured interviews. We did constant comparison checks of all data to maximize mutual exclusivity and exhaustiveness of the emerging data, in accordance with the themes. (Glasser & Strauss, 1967; Lincoln & Guba, 1985; Stemler, 2001). We used interpretative phenomenology, as this offers the hermeneutical interpretations of people's views of events (Hoepfl, 1997); or their *verstehen.*

In the second level of analysis, we applied micro-interlocutory analysis (proxemics, chronemics, kinetics and paralinguistic) to inform the strength of the themes and to determine the extent to which each was either rejected or accepted by the participants. (Onwuegbuzie, Leech & Collins, 2010). We rigorously interrogated the three sets of data to verify the fit and to identify new and emerging themes (Stemler, 2001). Indubitably, the triangulation of multiple data sources enhanced the reliability, validity and the authenticity of the findings. Creswell, (2008) advocated for triangulation as "... the process of corroborating evidence from different individuals … types of data… or methods of data collection …" (p. 266). Phenomenological interpretations and hermeneutic understandings allowed us to glean the following results.

RESULTS

We found that Mansilla and Gardner's (2007) typology was instructive in framing the data into coherent constructs, thus creating a modem for understanding globalization across intellectual boundaries. The detailed presentation of findings is structured around the research questions.

Question1: In pre-service teachers' perceptions, how has globalization impacted on the Caribbean Region?

To these pre-service teachers, globalization has impacted both negatively and positively on the Caribbean Region. Positively, it has broken down barriers and formed a borderless world. It has improved the standard of living; advanced technology; refined global perspectives and enhanced economies. Negatively, globalization is intimidating, broad and overwhelming. It has deepened the feeling of inferiority complex; controlled political, social and economic dimensions of life; fostered asymmetric relations through neo-liberal policies and nurtured acculturation and homogenization at the expense of Caribbean culture. Globalization has relatively little impact on the ideals of humanity, as the common Caribbean man sees globalization as materialistic, technological advancement as opposed to the development of ideologies. In the words of these pre-service teachers:

There is advancement through collaboration; interaction and integration of countries internationally … they share and cooperatively function as a whole unit (006; 010) … [however] … the average Caribbean citizen has a vague idea of globalization … as advancement in technology (001; 003; 007; 013); … trade in goods and services … not ideologies … (002; 007).

Economic Integration

When one examines the levels of economic integration, one understands how the forces of globalization work.

Caribbean countries are structurally, institutionally and socio-economically dependent on the More Developed Countries (MDCs)." (Mr. Mango)…. Bilateral and multilateral trade agreements connect the MDCs with the LDCs … (E; I; Peewah; Vanilla); … so that the LDCs can obtain economic assistance; advancement in technology and communication; free flow of goods and services … (Fudge; Peewah); … Internet banking and shopping … ;(Red Plum; Red Cherry); … and access to educational scholarships worldwide (Mr. Mango; Toolum).

The above extracts reveal their understanding of the global forces at work through their perceived advancement of the Caribbean societies. Instructively, their understandings extend to the development of Caribbean consciousness; the strategies that Caribbean governments employed to resist excessive infiltration and the dilemma in development.

One participant explained:

Globalization has created Caribbean consciousness of external competition and has forced unification among Caribbean nations …CARICOM; Caribbean Single Market and Economy (CSME) and the Caribbean Free Trade Association (CARIFTA) are measures to resist being overpowered and to reinforce that we [Caribbean] are stronger together than apart. (Vanilla).

These pre-service teachers identified the paradox in development by revealing their fears of the lack of decision-making power on the world stage; of the drawbacks of privatization and the threat to the dependency culture. The following are indicative of these perceptions.

We fear that the Regional governments do not have not sufficient say in decision-making on the world stage (Coconut; C; G); … that economic liaisons are similar to slavery … it is recolonization; [in which] you are not allowed to think for yourself (005). The MDCs have exploited and continue to exploit the smaller countries (Peewah; Vanilla; Red Plum; H).

I am afraid that privatization would put more money in the hands of the MDCs ... profits will be sent abroad …. They [multinationals] would hire persons from the LDCs for low wages. Health and education would become privately owned and the poor person would suffer (I_8).

Thus instead of eradicating poverty, poverty levels would increase (002; 012; C); … increasing dependency on governments. (C).

Over time, the Caribbean people have conditioned themselves to welfare programs. Dependency is therefore chronic and the few who become self-sufficient escape to foreign lands.

Listen to their voices:

In the Caribbean, privatization is problematic as we have 'a thing' for the government. The average Caribbean person will resist the privatization as the neo-liberal policies suggest…. We have a strong sense of dependency … since after emancipation … a lot of generations get accustomed to the government providing things for them. When we have a high level of unemployment, people would sit and wait for the government to do something. They don't think of doing something for themselves or working together to get things done (F).

Dependency hampers self-sustainability. Although many people are employed, they are still poor. (D). The poor who develop themselves go off to the MDCs. There is mass migration from the Caribbean Region. The people return when they are ready to retire. (D; I) ... So it really doesn't make a difference (I). As such, there is a sense of frustration and hopelessness among Caribbean people. (Mr. Mango; Peewah). We lose our skilled and intellectual people. People say that as soon as they finish school, "I am going away. The Caribbean has nothing for me." That's brain-drain. (D).

They justified their fears by citing the perceived harsh sanctions of the International Monetary Fund (IMF); the trade restrictions on Haiti; the insularity and vulnerability of the Caribbean islands and the historic exploitation of the resource. Further, they perceive that the quest to be First World has caused dissension among Caribbean governments, whom they claim must carry some responsibility for the ills of globalization.

In periods of the economic downturn in the Caribbean Region, the governments are placed at the mercy of the IMF to implement structural adjustment programs. (Vanilla; Sugar Cake). This dependency potentially erodes democracy. (Mr. Mango). Trade sanctions caused persistent poverty in Haiti … (C; F; H) … globalization has contributed to money laundering, transnational drug trafficking, and white collar crimes. Our borders are porous and people move through easily. The Caribbean is a transit for drugs … we register poor ratings on the Integrity Index of Transparency International. That's unfair. (001; 009). The governments must take some of the blame. There are inbred competitions and envy among them. (B; C; G; 006; 010).

Environmental Stewardship

Research work and environmental studies enabled these pre-service teachers to understand the impact of global warming and climatic changes in the Caribbean. Revelations of international concerns for endangered species; environmental sustainability and the call of Health for All (HFA) enhanced such understandings.

The environment is everybody's responsibility. What is done locally affects everyone globally and vice versa. (E). Health is important. We learned that the Regional governments have achieved many of the health goals of the Millennium Development Goals (MDGs) and are gearing towards fulfilling Vision 2030. (002; 004; E; H).

Unfortunately, mass tourism has caused destruction in internationally protected areas such as the Buccoo Reef and the Bon Accord Lagoon (Toolum); … of our flora and fauna … and damage to our ocean life … (C; G; H). Despite the laws and policies that we have to sustain our tourism and culture; to protect our flora and fauna (E; F); to promote our natural resources, such as, oil, bauxite, coral reefs, Pitch Lake, there is destruction (003; 007) …. The Caribbean Region is becoming more dependent on world tourism (Violet; 004; 009); on technology and information (Peewah; Fudge; Sugar Cake) and foreign industries that pollute our environment … that's problematic. (D; F; H).

Vociferously, they concur that within the Region, environmental issues become "political" debates. One Tobagonian gave her views on the withdrawal of the proposed Sandals Resort for Tobago.

Sandals in Tobago is good. It will make people 'wake up and smell the coffee'; change their attitude on hospitality and other services. Sandals will create employment and give training and skills. People are grumbling without giving reasons. If we want to reach First World status, we must first fix ourselves before we can tell visitors, "Come in. You're welcome" (Nut Cake).

Cultural Encounters

Indubitably, the Caribbean Region was fashioned through acculturation and hybridization, which in their perception:

Positively created a unique Region in the world, but negatively institutionalized cultural rape - from slavery … to present-day. (G; I; Salt Prunes; Vanilla).… Citizens continue to mimic foreign culture and "jump on the bandwagon" of global trends. Nothing is good unless it is foreign. (Fudge; Nut Cake; F; I). All concurred that such actions erode the very culture that Caribbean ancestors fought hard to attain.

While many of these pre-service teachers accredited globalization for bringing world issues and cultures to the fore of Regional discussions; they perceived the "one world culture" as more threatening than facilitative; eroding traditional morals and values and transmitting negative images of Caribbean culture. To them, cultural clashes, tensions, and resentment occur because of perceived impositions of a foreign culture.

Information from the Course [Caribbean Structure and Social Processes 11] has up our level of thinking on global issues. We are more open to issues of LBGTQ (Mr. Mango; Red Cherry; Salt Prunes) …. We are cautious. The developed countries think we are too judgmental (011; 004; 006; F; I; Fudge). They want to normalize our taboos; force us to tolerate alternative lifestyles; to focus on laws rather on family values. (Fudge; Salt Prunes; Vanilla). The result is a xenophobic mindset among the Caribbean people (013; Mr. Mango); … the creation of inter-generational tensions and changes in family relationships. (012; Vanilla; Peewah).

Governance and Citizenship

In a similar vein, they examined the asymmetrical relationships between the MDCs and the Region, in terms of World governance and supranational unions, such as the European Union and International Conventions. Where, when, why, how and for whom governance originates were all factors that they brought to the fore in order to understand the ubiquitous nature of globalization. These pre-service teachers believe that a world view of governance brings out the best and the worst between the MDCs' and Regional governments. At best, they perceive that the liaisons and conventions positively promote democratic ideals and good governance. At worst, inherent mandates and restrictions result in tensions and isolation of small states; affect the enjoyment of individual rights and responsibilities and curtail meaningful self- governance.

In their words:

We [Caribbean people] resisted political intrusions …. We included Haiti in CARICOM (A; C; Salt Prunes; Fudge) … we have links with Cuba … Cuba has a high standard of health care (Nut Cake; Violet; Vanilla). Whenever our governments make efforts to balance our people's needs against external dictates; they [MDCs] object. (Mr. Mango; Fudge). We have a right to our identity and to all other Human Rights. (C; E; F).

In spite of these discrepancies, these preservice teachers see themselves as part of the Region's drive to educate its people in global rights and responsibilities. However, they feel relatively frustrated and hopeless against the forces of supranational governments.

The Caribbean landscape is being transformed with the rise of educational institutions, as governments fulfill the Education for All (EFA) mandate. Education has pushed people forward. (C). In a matter of a short period of time, education has just blossomed; it literally exploded and people are getting on board in their numbers. (Mr. Mango; I). Unfortunately, people as soon as they finish school say, "I am going away. The Caribbean has nothing for me." That's brain-drain." (D).

We feel a sense of frustration and hopelessness. (005; H). We teach world citizenry, but we do not feel like world citizens. (A; C; E). Multinational corporations have replaced mercantilism. We fear that EURO governments will try to colonize us again. We do not feel welcome or have sufficient power or say in decision-making on the world stage. To beat globalization. … we must grasp it and get involved and use it to our advantage. I believe that we are getting to that point. While we are doing that we must put the infrastructure in place to curb the negative effects of globalization that we do not want. (Mr. Mango).

Question 2: In pre-service teachers' perceptions, what is the Caribbean Region's response to this impact?

Economic Integration

In these pre-service teachers' perception, Caribbean governments have adopted "survival mode" strategies, in order to be a part of the common world economy. To survive, Caribbean governments must continue to enter into trade agreements, both bilateral and multilateral.

The Region is battling with its dependencies …trying to avoid IMF's impositions and sanctions (002, 005, B; G). The Caribbean governments have made bilateral and multilateral agreements with the core and semi-peripheral countries in the world economy… as they seize opportunities for economic growth. (Mr. Mango; Peewah; Toolum).

We struggle for Regional identity (Salt Prunes). We search for and find our common grounds for unification to present ourselves to the world. Federation failed … with Dr. Eric Williams and Sir Grantley Adams. They found it difficult to find common grounds to come together …(B) … but there are still a lot of issues; political and individual. (001; D; Toolum). We have eliminated trade barriers in CARIFTA and CARICOM Single Market and Economy (CSME) for free

movement of goods and services within the Region. (Vanilla). We have incorporated technology at every level. Barbados and Trinidad and Tobago are high on the Human Development Index (HDI). (Toolum). We are coming together, creating unity among the Caribbean people (A; C; 002; Fudge) … to buffer the effects of the outer world (C; Fudge). Our governments are using the neo-liberal philosophy for empowerment and cooperation, to have a stronger voice with which to bargain and to stand up for themselves (D). The aim is for global interdependence, but there is in-fighting and together with the huge downturn in the Caribbean economy it is difficult to reach Vision 2030. (A; Vanilla).

Environmental Stewardship

The Caribbean governments are trying to 'up their game' and heightened awareness for environmental stewardship. There is a focus on laws and public awareness campaigns. (E; F; 005; 006; Toolum). They are incorporating various forms of technology, including mass media with a stronger emphasis on information for tourists… (Nut Cake) … for cultural promotion (001; G) and on the sustainability of our natural resources, our turtles, coral reefs … oil, bauxite and … all our resources (003; 007; Red Cherry, Vanilla). Our citizens are encouraged to eat local and to "tighten their belts" .... what we do now will affect future generations. (002; 004; E; H; Mr. Mango).

Cultural Encounter

Perhaps, the only area of the response to the impact of globalization that was as contentious as the economic integration was that of the cultural encounter. Their perceived response was the Caribbean people's attempt to win the ongoing cultural war. "We are fighting to maintain our morals and values (F) ... our family connectedness (E) … our "Caribbeaness" … an appreciation of our own (B).

For them, education has become the best weapon in their arsenal. As educators, they believe that they have the responsibility to teach the Caribbean people to appreciate themselves.

They claim: "Our focus on education … to regain our historical focus … our roots …to reduce the tensions … (I) … to stop the mimicry … (H; Sugar Cake; Toolum) … and to promote cultural consciousness in attempts to maintain our Caribbean culture." (Fudge; Mr. Mango; Sugar Cake).

One participant lamented, "When the movie, Black Panther came out, people were in their African wear … but they do not go to Tobago Festival or wear African wear on Emancipation Day. We need to have an appreciation of our own …" (Nut Cake). While others observed, "Cultural encounters have allowed us [Caribbean people] to become global thinkers. (B; I; Mr. Mango). We uphold Human Rights and other International Conventions." (004; F; Fudge; Sugar Cake).

They further explained the Caribbean's response to the cultural impact.

We are able to maintain some of their founding cultural and moral values on the world stage. (009). Caribbean peoples are resilient and innovative. If our laws or taboos are affected by globalization, we tend to take things and make them our own after a while. So we input a Caribbean flavor in everything. (Fudge). We are becoming more Caribbean focused and at the same time, our classrooms are making cultural global linkages (B; F; 004; Vanilla).

Governance and Citizenship

These pre-service teachers applaud their governments' response to the achievement of 'true independence;' of their struggle for Regional identity and First World status by 2030, 'on their terms'. (011; 012; Fudge; Nut Cake).

They perceived the benefits but issued a call for greater exposure and involvement.

In our Course, [Caribbean Structure and Social Processes 11] there was a strong emphasis to prepare us to be global citizens …. to live up to what it is to be a Caribbean citizen and a citizen of the world. (Toolum; Fudge; 006; 009) … There is a move from the teacher-centered education to student-centeredness (C). We started one Caribbean curriculum …examinable at Caribbean Examination Council (CSEC and CAPE) based on our similar historical background (D). However, we need more exposure … in our classes, we examined other classrooms … in Africa and other parts of the world to see how they operate …. We need to do more … in overall re-training and re-thinking of the new generation (A; B; F; G) …. Achievement is possible if we grab globalization by the handle (I).… We must get everybody involved … (C; Nut Cake; Coconut) … sensitize the common man to globalization … (C; D; F; Sugar Cake).

Whereas they concur that there are positive responses, they attribute the perceived slow rate of response to the divide between what is written [in Vision 2030] and the implementation process. They suggest that ideological differences, the value of the human resource and the culture of dependency need to be constantly re-evaluated in light of the Caribbean people's biases and limitations.

The details of the measures that they [Caribbean governments] should take to reach there [Vision 2030] in an efficient manner, they are not doing that. (A) …. People want what is best, but they don't know how to integrate it. Jamaica wants the best cricket team. Trinidad and Tobago wants the best cricket team. They don't know how to integrate to get the best Caribbean cricket team (E). The Caribbean countries agree and help each other only after a disaster … (D; F) … Our response to problems is structural rather than humanistic and ideological (Mr. Mango).
We have crime plans and poverty alleviation programs (002; 008; F).… but the mass media portrayal of crime has a negative effect on the Region …. (F; Red Plum). We want wealth … clothes … food… (C); but there continues to be a heavy dependency on the foreign governments. (Nut Cake; Peewah; Toolum; Sugar Cake).

Closely related, in their perception, is the 'nature of the global impact' and the 'character of Caribbean people'. They justify their perceptions by noting that both Caribbean governments and their people know what they want, but their relaxed nature work against them. The world calls it

"backwardness." (Fudge; Nut Cake; Peewah; Sugar Cake; Toolum). Globalization thus categorizes governance and citizenship on the basis of democracy and productivity.

Question 3: What do pre-service teachers perceive to be the Caribbean Region's contribution to the globalization process?

Economic Integration

Irrefutably, they perceive, "The Caribbean Region's greatest contributions to globalization is a skilled labor force (001; 004; 007; 008); … educated people and natural resources" (Nut Cake; Mr. Mango; 006; 009).

Environmental Stewardship

Notably, there was a consensus that the Caribbean holds up to the world a people with a desire to get rid of their dependencies, by educating the future generations about world environmental concerns. Significantly, the Caribbean Region offers the world the opportunities to explore indigenous groups; its unique flora and fauna; the rich marine life and beautiful beaches. As signatories to several international and regional Conventions, the Region strives for the sustainability of its resources, including human development.

Cultural Encounter

The worst aspect of Caribbean history is its greatest contribution to the world. (Toolum). Slavery and indentureship brought the world to the Caribbean. The Caribbean is a prototype for 'the good life.' It offers the world a model of living together and of enjoying each other's culture. (A; D; E; Mr. Mango). All emphatically concur that the historical perspective is the key to understanding and appreciating the depth and value of the Caribbean's contribution to the global village.

This human ecological approach is further exemplified by the flow of intellectuals and skilled people to the Developed countries. Tourism, music and the Garvian ideology on the Pan-American experience add to the Caribbean Region's contributions.

They boast:

We have fostered resilience - coming out of colonial societies and building a Community as we have, out of so much turmoil and hardship (009). Importantly, we demonstrate co-existence; it was forced upon us; now the peoples of the Caribbean Region offer to the world the recipe for living together in a multicultural, multi-ethnic, small environment; showing both diversity and appreciation for various cultures. (003; 006; 009; Sugar Cake; Salt Prunes) …. We have a lot of different accents …. We have accepted people from all around the world … from Africa, India, Syria, China. (F). That's globalization. (Red Plum; Vanilla).
Icons, such as Marcus Garvey … coming out of Caribbean soil and the impact he had on the world …. They follow his philosophies. (Toolum). We created the steelpan... (Red Plum). … Everywhere you go there is always someone putting us on the map, … (B)…. Miss Universe

(Wendy Fitzwilliam); in sports (Usain Blot and Keshorn Walcott) … Bob Marley … Reggae and Dance Hall … Carnival and Crop over … (D; Toolum).

Our cuisine: our unique goods and services … (012) …We have given a recipe for "the good life." … a formula for balancing work with pleasure. (006) …How to respect all cultural norms and values …. We celebrate various festivals … enjoy a good lime and we party a lot.…We care about family life. These values are not influenced by globalization. These values create globalization. (Mr. Mango; Toolum).

We have contributed the best locations for vacation and naturalistic expeditions. (007) … … innovative peoples … who are becoming globally conscious about tourism … our visitors and the sustainability of our resources (001). The mixing of cultures filters across the globe. It is a two-way influence. We are influenced by them [MDCs], and you hear them talking about 'doubles'; about being able to experience things from the Caribbean. (Mr. Mango; Fudge) We let them [MDCs] know about "wine" and "wining;" … about our different languages…(Toolum)… Our music is hype, but we are not just portraying the vibes … our words portray our values. (Violet)…. We are a driven people … not just sand, sea and fun. (004; Sugar Cake; Vanilla).

Governance and Citizenship

Globalization has fashioned a relationship, mainly positive, between the MDCs and Caribbean governments. The prevalence of democratic governance and patterns of social development in the Region attest to this. The Caribbean Region has contributed a welcoming tapestry for, "The world players to interact with the relative ease of dependence and interdependence." (Sugar Cake; Vanilla). Regional governments have catered to the needs of diverse groups of people, showing the world, "Their ability to live and work with peoples of diverse ethnicities; in essence, lessons in cultural sensitivities at the workplace (004; 011); … which augur well for 'lessons in globalization.' (Mr. Mango; Toolum)

Summary

In summary, the results of data analysis indicate the following themes of participating preservice teachers' perceptions of globalization is a threatening, intimidating and all-pervasive concept that impacts the Caribbean both positively and negatively. The average Caribbean person perceives globalization as technological advancement (positively) and cultural erosion (negatively). While the perceptions acknowledge the positive and negative impacts of globalization; their understandings generate more fears than comforts. Positively, they understand globalization as the expansion of technology; interrelationships and increased interconnectivity that would result in a global village. Unfortunately, their understandings are over-shadowed by fears – grounded in the history of slavery and indentureship; of colonization; domination; oppression and exploitation. Globalization has created a positive awareness in the Caribbean of an internal Caribbean consciousness; of the need to present a unified front to foreign competitors and First world countries. Education is perceived as the key to Caribbean development and sustainability; to create a positive image of the Caribbean; to advocate for its culture and its diversity and to

ensure human resource development as measured on the HDI. In spite of these advances, globalization has threatened and eroded family values; morals and culture; has painted a negative image of the Caribbean as a place of "sand, sea, and relaxation"; a retirement location; of a "backward people"; a Third world and a Region of high crime rates.

Findings

The concept. globalization is intimidating and creates a feeling of inferiority. It is broad and overwhelming. Globalization is the interrelation of the world through the economy, politics, social communication and technological avenues; based on neo-liberalism and cultural fusion. It is the breaking down of barriers, causing the world to be one open space; frontierless lands. Globalization has impacted insignificantly on the "common man" because of a lack of public education on globalization. To the "common man," globalization means the advancement of technology in terms of material things- goods and services; not ideological fusion. In the throes of globalization, the Caribbean people are not prepared to surrender their cultural identities, they are aware that global influences cause them to do adapt and adopt various cultures, assimilating elements from some and rejecting others. In the Caribbean, culture is translated into ethnicity and the peoples vigorously seek to retain a great deal of their ethnic identity and heritage.

Historical influence. In spite of Mansilla and Gardner's (2007) comprehensive typology for understanding globalization; it is the historical impact of their development that offered a powerful perspective on their understanding of globalization. For these pre-service teachers, thoughts of globalization cause a resurgence of vicarious and residual experiences of inferiority, dominance, and oppression; the fallout from colonialism. The historical traumas of slavery and indentureship breed fears of the return to exploitation; political control and ideological dominance. In addition, the participants perceive that the process of globalization has caused the erosion of traditional morals and values; changes in family life and self- governance; nullifying the struggles of their ancestors. Ironically, it is this historical integration of peoples, cultures, and way of life that the Caribbean Region offers as its most potent contribution to the process of globalization.

Positively, the participants noted:

Globalization has improved our education system throughout. Astute educational governance has resulted in the effective implementation of Education for All - increase in the number of persons accessing tertiary degrees; secondary education; primary and early childhood education. Education is seen as the panacea for all ills and societal advancement to First World status. At our institutions, we teach our students about regional and international issues; to accept their identity; to value diversity in the classroom; in essence to be global citizens. We teach so that when they go out in the world and the world would know that they are from the Caribbean. The Caribbean Region's unified curricula of Caribbean Secondary Education Certificate (CSEC) and the Caribbean Advanced Proficiency Examination *(*CAPE*)* are based on a similar historical background within the Region. Our emphasis is on pre-service teacher preparation with a focus for teachers to prepare their students to be global citizens; innovative thinkers; to live up to what it is to be a Caribbean citizen and a citizen of the world. Thus we are becoming more Caribbean and the world focused. Our classrooms are making global linkages. Our teacher training uses

Educational technology to view and critically analyze activities in classrooms around the world, as far as Africa, in order to compare and contrast how other societies operate.

There are fears, however. Fears that the minimization of government's role, through the implementation of neo-liberal policies that crime such as white collar crime, money laundering, and human trafficking would escalate. Privatization would put more money in the hands of the MDCs. They would hire persons from the less developed countries, for low wages. They would have the upper hand. Institutions, such as health and education would become privately owned and the poor person would suffer.

There is also the fear that the MDC would try to re-colonize the Caribbean people, whose ancestors fought hard for their independence.
There is mass migration and "brain drain" from the Caribbean. Citizens return when they are ready to retire.

Teaching about globalization. The initial response of pre-service teachers is to avoid the teaching of globalization because of its amorphous nature and as such the difficulty that they experience to conceptualize it. However, when faced with the curriculum mandate of high-stakes examinations, (such as the Caribbean Secondary Education Certificate [CSEC] and the Caribbean Advanced Proficiency Examination [CAPE]) these teachers resort to textbook information and the internet to address human rights and regional integration. Global issues, such as homosexuality and teenage pregnancy are controversial and value-laden and not encouraged for classroom discussions/debates. These teachers approach globalization with ambivalence, using collaborative and group strategies and yet strongly emphasizing individualism and competition. Learning outcomes are more pronounced in the 'well-to-do' than the socially disadvantaged students.

DISCUSSION

To these pre-service teachers: globalization generates "open-mindedness", which does not extend to the Caribbean people. Globalization creates a feeling of inferiority; fashions education as a two-edged sword and creates a chasm between the MDCs and the Caribbean Region. Its neo-liberal policies chart a global economy through politics, social communication, and technological avenues. Globalization has impacted insignificantly on the "common man" because of a lack of public education on globalization. To the "common man," globalization means the advancement of technology, as Çayak et al. (2018) concurred; as material things-goods and services; not ideological fusion. This definition also aligns with Schiller's (2013) to the extent that globalization is difficult to define and with Yiğit, et al.'s (2010) whose participants saw globalization as the unification of the world, specifically through economic and political dimensions.

Significantly, globalization has brought global awareness of social issues; fuelled a passion for education; expanded education at all levels, inclusive of teacher education. Importantly, its effects on the teaching-learning process prepare students and teachers to be global citizens. Canli et al. (2018) support this finding on the positive effect on teacher education. The educational drive in the Caribbean, however, is stymied by 'bloodletting' or 'brain drain'; a finding in line with Carrington's (2002) pronouncement.

The findings also strongly support Çayak et al.'s (2018) findings that grouped the teachers' reasons for the analogies in four categories: globalization as a unifying of differences concept; globalization as a communication and interaction enhancer concept; globalization as a damaging concept and globalization as an indefinite concept.

These pre-service teachers felt that they were prepared, through exposure to the course, "Caribbean Structure and Social Processes 11", to teach content on globalization. A view that Miller's (2014) and Kahraman et al.'s (2017) findings support. However, they expressed a need for further development as Auziņa's (2018) findings on teacher competencies revealed. Teachers become empowered to teach globalization from exposure to global curriculum content and related pedagogy. The findings of a previous study done by this first author, *Pre- Service Teachers' Perceptions of Competence with Teaching Socially Sensitive Issues,* using a different cohort of students at CEP, support the view that pre-service teachers lack the competencies to teach socially sensitive issues. Further that political and religious ideological clashes and the absence of public fora on such issues, caused pre-service teachers to resort to consulting their peers, the textbooks and the Internet, as they seek resolutions. (Sealy, 2006, 2009).

Increased productivity on the part of specific groups in the Caribbean does not lead to an improved standard of living; citing the poor and Haiti as examples. The relatively few poor persons who improve, migrate. Yiğit, et al. (2010) concurred that globalization negatively impacts on countries by widening the economic gap between developed and developing countries. Another drawback of globalization is the threats that it poses to the disintegration of moral values and traditions (Canli et al. 2018; Çayak et al. 2018).

In keeping with the views of the pre-service teachers at CEP, globalization is an all-pervasive concept as Yiğit, Kosterelioğlu, and Kosterelioğlu (2010) testified. It is complex in nature and difficult to define, as Schiller (2013); Canli and Demirtas (2018) claim. It makes new demands on pre-service teachers; a finding similar to Auziņa (2018) and Canli and Demirtas (2018). Moreover, it threatens the heart of society – its national culture and value system (views shared by Canli & Demirtas, 2018).

While acknowledging that every dimension is affected by globalization (as Yiğit, Kosterelioğlu & Kosterelioğlu, 2010 indicated) there are many positive effects to globalization – socio-political; economic and technological expertise that developing countries need. The perceived fear of Caribbean pre-service teachers is the resurgence of the "historical jumbie" – the historical evil force that would roll back the gains of emancipation and republicanism. For them, then, the solution resides in education in globalization that would capture and utilize the positives and provide pro-active solutions to the challenges of globalization.

Significantly one can draw from Zong's (2015) detailed guidelines for implementing globalization at tertiary level institutions through authentic learning; the use of resource materials and student-engagement. It is noteworthy that the Caribbean curricula from preschool to tertiary level embrace this global understanding by nature of the Caribbean Region's historical development. Whereas Mansilla and Gardner's (2007) framework offered a systematic way to understand and analyze globalization. The pre-service teachers' understandings revealed that

Caribbean countries need to place greater emphasis on environmental stewardship. Significantly, this current Caribbean research introduces a new dimension to Mansilla and Gardner's (2007) framework; that is, a focus on the historical dimension of globalization; emphasizing its "natural process" (Agbara in Schiller, 2013) and offering a human ecological approach to understanding globalization. This is another contribution of the Caribbean Region to the global society.

CONCLUSIONS AND RECOMMENDATION

There have been increasing calls for exploring the nature, merits, and outcomes of globalization as they apply to the Global South and traditionally marginal communities as these countries are significantly affected by policies, programs, and activities associated with neoliberal globalization (Gamage, 2015; Guenther, 2015). Caribbean societies must find ways to discuss, at fora at various levels, the historical impacts of colonialism- of slavery and indentureship, so that the Region and its peoples can move forward and embrace globalization. Failure to so do will result in the Caribbean Region residing in a time warp of paralyzing pain and fears.

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SOCIAL-EMOTIONAL SKILLS AND LEADERSHIP QUALITIES: WHAT CHILDREN LOOK FOR IN LEADERS

Jena Sharma, Anita Sun, Espartaco Gonzalez, and Vanessa Lesperance

ABSTRACT

This paper will look at findings from calmversation curriculum, a non-profit learning foundation that specializes in social-emotional learning for K-12. In one activity from the Wishes and Wisdom program, the students were asked: What qualities do you look for in leaders? Considering the limited number of research and articles from a students' perspective on the qualities they find are important for leaders, this paper gives children a voice and also informs teachers and other leaders on what traits students think are important in the people they look up to. Background information on the curriculum will be given in addition to a literature review to provide more context. Findings from the class activity will be discussed in addition to reviewing the implications for educators.

Keywords: student voices, student perspectives, Generation Z, leadership, education, educational leadership, social-emotional learning, learner-centred

SOCIAL-EMOTIONAL SKILLS AND LEADERSHIP QUALITIES: WHAT CHILDREN LOOK FOR IN LEADERS

INTRODUCTION

Social-emotional skills are essential for leadership. That is why calmversation, a non-profit learning foundation, provides a learner-focused approach that engages students in meaningful dialogue with each other and their educators, while removing barriers to communication, learning, and creative problem solving. We are dedicated to supporting each child's experience of learning through a positive and compassionate lens via social-emotional skills. Jena Sharma is the founder of calmversation (n.d.), and with over 15 years of educator experience in the Vancouver BC school system, she noticed that curriculum was focused on a wide range of ideas and concepts, except the student themselves. This inspired her to create curriculum that put students front and centre of their learning, create dialogue for children to share how they feel, and allow them to express their ideas.

We know that children are impacted by choices leaders make: to what degree are we aware of the impact our decisions make unless we explicitly ask? In this paper, we share results from a class activity that asked students what qualities they think are important for leaders because it is educators who will be leading them, and in order to know what children need, we need to ask.

Despite there being a plethora of literature on educational leadership, curriculum design and content, and social-emotional learning, there is little focus from student perspectives on what they want or need from their leaders. Much educational content is based from an adult point of view, and student voices are missing. In this paper, we share results from a class activity in which students were asked what traits they think are important for leaders. Asking the children for their input is in line with the era of 360 surveys and collective or shared leadership styles (Bolden, 2011; Gauthier, 2013; Kouzes & Posner, 2017). In workplaces, such robust evaluations empower and encourage employees to give feedback to their boss, fill out engagement surveys that ask them to rate their satisfaction with their leader, workplace, or organizations that completely dismantle traditional hierarchical top-down approaches to leadership. Yet there is a curious lack of literature that involves student voices and student point-of-views on assessing or giving feedback about their teachers, their school, or what they need from their leaders in general. Therefore, from our perspective, it would be ideal to see students be given the same platform and opportunities to share their perspectives in order to gain a better understanding on how things can be improved from their point of view.

Furthermore, emotional intelligence (E.I.) is a strong predictor of leader success (Bradberry & Greaves, 2009; Goleman, Boyatzis, & McKee, 2013; Yukl, 2013); therefore, social-emotional learning and leadership development go hand-in-hand. Looking at the literature, it is evident that social-emotional skills are crucial, not only for students to learn, but also for the teachers who support them as well.

To properly understand the importance of teacher-student relationships and what Generation Z wants from their leaders we examined recent literature regarding social-emotional learning. We then reviewed calmversation curriculum from a pilot project called Wishes and Wisdoms that

asked fourth and fifth grade students what qualities they believe are important to leadership, and the findings from the children's responses and the implications for educators are discussed.

LITERATURE REVIEW

To understand social-emotional learning as well as classroom leadership in-depth, the literature review looks at the history and development of social-emotional learning, its implementation and outcomes, contemporary issues, and how this paper can address them.

Social-Emotional Learning

The idea and concept of social-emotional learning (SEL) have come a long way. In 1983, Waters and Sroufe described people with high social-emotional skills as those who can understand, adapt to, and capitalize on their environment in all aspects. Meanwhile, scientists illustrated E.I., or emotional leadership correlated to improved mental health, work performance, and leadership skills (Goleman, 1998; Cavazotte, Moreno, & Hickmann, 2012; MacCann, Joseph, Newman, & Roberts, 2014). These studies have sparked researchers, educators, and community partners exploring approaches to raising competent leaders, starting with education (Astatke, 2019; Bierman et al., 2010; Bowles et al., 2017). Elias et al. (1997) were the first to define SEL for educators and that SEL is a process of learning and fostering social skills and emotional well-being. This definition has been used and refined in the last few decades, with more SEL programs designed and implemented to educate and raise emotionally aware humans (Durlak, Dymnicki, Taylor, Weissberg, & Schellinger, 2011).

The focus of SEL programs has changed over the years. Amongst all the SEL-focused programs in schools, communities, and other institutions, a majority of the programs in the early days focused on behavioural and cognitive problem correction, rather than developing a child into a whole person (DePaoli, Atwell, & Bridgeland, 2017). In recent years, research has supported that children's SEL competence can strengthen academic performance (Durlak et al., 2011; Mahoney, Durlak, & Weissberg, 2018); therefore, more educators, parents, and organizations started implementing curriculum for students' social and emotional development (DePaoli et al., 2017).

As SEL programs bloomed in different schools and organizations, researchers and educators started exploring ways to achieve successful implementation and optimal program outcomes (Bierman et al., 2010; Bowles et al., 2017; Durlak et al., 2011; Elbertson, Brackett, & Weissberg, 2010; Low, Smolkowski, & Cook, 2016; Taylor, Oberle, Durlak, & Weissberg, 2017). The exploration goes in multiple directions that include learning environment, program facilitators, and the interactive dynamic amongst educator and student (DePaoli et al., 2017; Wanless & Domitrovich, 2015). Each component is crucial to the delivery of SEL programs, and we will review the latest studies on these specific aspects.

Adult Support and Environment on Children's Well-Being

Regarding learning environment, schools and classroom leaders play a paramount role in children's SEL outcome (Collie, Shapka, & Perry, 2012; Elias & Haynes, 2008; Hamre & Pianta,

2005; McLaughlin & Clarke, 2010; Oberle, Schonert-Reichl, Guhn, Zumbo, & Hertzman, 2014). There are many settings where children can develop their social skills and emotional well-being, and supportive relationships with adults are vital in children's SEL (Elias & Haynes, 2008; McLaughlin & Clarke, 2010). Among the three primary contexts of adult support - school, home, community - school support is the most critical factor to children's healthy emotional well-being (Oberle et al., 2014), followed by home, and lastly community environment. Oberle et al. (2014) examined the unparalleled significance of schools and teachers' leadership abilities in children's emotional development. Therefore, calmversation is greatly invested in cultivating the relationships between educators and students.

Student-Teacher Relationship and Its Impact on Students

Much research conducted in classroom settings have shown a positive impact of healthy student-teacher relationships on student outcome, primarily on the social and emotional benefits from such relationships (Bernstein-Yamashiro & Noam, 2013; Coelli & Green, 2012; Mahoney et al., 2018; Sparks, 2019). According to Gehlbach, Brinkworth, and Harris (2012), student-teacher relationships are crucial to students' achievement and motivation. For example, students need to feel a high level of trust in their teachers in order to benefit from their support. Outcomes from effective SEL programs are: higher levels of motivation, academic achievement, self-efficacy, and effort. Obtaining these outcomes will help students enjoy learning and achieve self-efficacy in the long term (Gehlbach et al., 2012). Furthermore, seeking student's perspective on the characteristics that make strong leaders is mutually beneficial, as it helps to strengthen the student-teacher relationship by validating the student's point-of-view and providing instrumental feedback to educators.

Additionally, positive student-teacher relationships increase student engagement and retention rates (Roorda, Koomen, Spilt, & Oort, 2011). High student engagement is achieved through teachers offering verbal support that promotes enthusiasm and enjoyment of learning (Jennings & Greenberg, 2009). Previous literature supported that students' engagement plays a more critical role in the implementation of SEL programs than teachers' adherence to the program (Low et al., 2016). That is because when students are engaged in the program teachers can make changes in the curriculum design according to classroom feedback. This kind of close relationship also allows teachers to tailor class content to students' abilities and preferences, helping students foster cooperation and benefiting from custom curriculum (Jennings & Greenberg, 2009).

Research has shown that teaching children SEL from an early age can have the greatest benefit as they grow towards becoming competent leaders (Dina, 2013; Rina, 2019). The internalization of leadership and entrepreneurship competence starts with primary education (Rina, 2019). With early planning and implementation of student leadership development and early fostering of a positive teacher-student relationship, students' cognitive skills, competency, and commitment to school will show a positive result (Dina, 2013; Roorda et al., 2011).

In contrast, negative student-teacher relationships have a disproportionately negative effect on students' lives, as they would lose trust in authority and become more reluctant to learn (Jennings & Greenberg, 2009). While the positive effects of a good relationship taper off with

age, the adverse effects of a poor student-teacher relationship are only exacerbated by age (Gehlbach et al., 2012).

Overall, a positive student-teacher relationship is especially vital in the early years of education, for students' motivation and key achievements will later teach them to enjoy learning and to develop self-efficacy (Gehlbach et al., 2012; Roorda et al., 2011). It is imperative to start young because the benefits of positive relationships diminish over time, and bad relationships only have increasingly adverse effects as students age (Gehlbach et al., 2012).

The Importance of Teachers' SEL Skills

The dynamic student-teacher relationship demonstrates how critical teachers' SEL skills are for teachers' success and for building a strong relationship with students. When teachers have higher EI, they are more effective at teaching SEL curriculum (Alam & Ahmad, 2018; Naderi Anari, 2012; Valente, Monteiro, & Lourenço, 2018). There is a positive association between teachers' EI, their job satisfaction, and their organizational commitment (Jacobs, Kemp, & Mitchell, 2008; Naderi Anari, 2012). Highly social-emotional competent teachers contribute to creating a positive classroom climate, which is more conducive to learning and promotes students' positive developmental outcomes (Jennings & Greenberg, 2009; Pishghadam & Sahebjam, 2019; Yin, Lee, Zhang, & Jin, 2013). Furthermore, teachers' perceptions of school climate and SEL influence their stress level, teaching efficacy, and job satisfaction (Collie et al., 2012). Therefore, to optimize students' learning outcomes from SEL programs, teachers should be competent with SEL skills and ideally enjoy their work (Corcoran & Tormey, 2012; Hen & Sharabi-Nov, 2014). The importance of SEL training for pre-service teachers in college has been studied by Schonert-Reichl, Kitil, and Hanson-Peterson (2017), who found that the majority of education colleges have addressed the importance of teachers' SEL, and yet, students' SEL is given little attention in teacher preparation programs. The discrepancy between promoting teachers' SEL and nurturing students' SEL might lead to difficulties in effectively applying knowledge to lead students.

Generation Z and Contemporary Issues

Compared to previous generations, current students have demonstrated distinctive characteristics regarding their learning, social, and leadership preferences. Most recent research on youth is based on Generation Z, born between 1995 and 2010 (Grace, 2017; Iorgulescu, 2016). According to Chillakuri and Mahanandia (2018) and Grace (2017), Generation Z likes to work and learn independently; but at the same time, they enjoy collaboration and belonging to a supportive community. Paradoxically, contemporary research has shown increasing autonomy and stronger need for connections in this generation (Iorgulescu, 2016). Not surprisingly, these findings correlate to what we discovered based on analyzing student responses in what qualities they look for in leaders. These findings are particularly important for educators to note as this understanding will help teachers be successful in teaching this generation.

Taking a closer look at the research methods most studies have used in the past, existing literature largely used correlational studies with data from observations, surveys, school grades, and more (Durlak et al., 2011; Low et al., 2016). However, there is little data directly collected

from a unique perspective: students (Mag, 2019). Researchers seldom interviewed students on their opinions of their learning experience due to ethical complications and large scale of studies. Therefore, we are excited to report on findings from our social-emotional curriculum, in which students were asked what they think is important in leadership.

In conclusion, social-emotional learning (SEL) aligns with society's need for competent leaders and the current generation's need for learning. Among home, school, and neighbourhood environments, adult support in school settings is the most important to children's emotional well-being and, hence, SEL development. Students' engagement in the SEL curriculum, teachers' SEL competence, and teacher-student relationships are significant factors of SEL implementation success in schools. To date, there has been little literature focusing on the students' perspective of their learning experience at school. Aligned with Generation Z's learning autonomy and preferences, this paper analyzes and discusses what qualities children look for in school leaders based on results from a grade four/five class assignment.

SOCIAL-EMOTIONAL AND LEADERSHIP CURRICULUM IN PRACTICE

Lorraine Booth is an educator who was one of the first educators to pilot the calmversation program. As a result, the curriculum was used on her grade four/five class, which helped to prepare the students to answer the question on the qualities they believe are important in leaders. In the fall of 2016, she led her class through the five themes of the calmversation curriculum. These themes consist of ideas and inspiration, communication, emotions, learning, and problem solving. During the emotions theme, children are encouraged to speak up and express their ideas; this part of the curriculum creates space for children to be heard. Overall, these five themes increased the students' social-emotional understanding and primed them to explore important leadership traits the following year.

Lessons in Leadership

In the fall of 2017, Ms. Booth's class was selected to be project leads for the spin-off program entitled Wishes and Wisdoms. A wish is a desire for something to be better or different. Wisdom is the result of knowledge or insight gained through positive or negative experiences. During Wishes and Wisdoms, students are given space to discuss wishes and inspiration, and they share individual wisdoms as they make discoveries together. This theme gives students the opportunity to express and explore things that matter most to them. The objective is to learn how to work together in a way that everyone feels valued, respected, and understood. Part of the curriculum asks children why it is important for leaders to understand emotions, and secondly, what qualities are important for leaders to have?

In the weeks leading up to asking students about important leadership qualities and in order to prepare them, Ms. Booth identified the leadership qualities she noticed in her students and had discussions with her class about these traits so they had an understanding of some examples of leadership qualities. Ms. Booth promoted the idea that anyone can be a leader. Further, the class watched Prince Ea's (2015) *Dear Future Generations: Sorry* YouTube video in order to understand that leaders start with having a vision and using their voice to inspire others. Also, the video was used to help students understand that change starts with a single person.

Participants were from the same grade four/five class and were between the ages of nine and 10 years old. All 23 students in the class participated, with the exception of one student who opted out due to personal reasons. The class was selected based on convenience due to Ms. Booth being a former colleague of Jena Sharma.

The Leadership Activity

During the 60-minute class, Ms. Booth started by having the children do a reflection exercise to think about people they admire and the qualities they possess. Then, students made self-selected groups of two to three children for a total of 10 groups. They were instructed to brainstorm, as a group, qualities that they believe are the most important for leaders to possess. The writing prompt given to them stated, "I think these qualities are important for leadership..." One student in each group wrote down the group's responses on an activity sheet. After the groups wrote down their responses, the entire class took time in the Space for Thought Lounge−a collective time-out for reflection, where a calming video, such as a sandy shoreline, is played for a minute. In order to allow the students time to process the activity, a follow-up debrief happened the following week, in which the class shared their experiences and thoughts on the activity.

FINDINGS FROM THE LEADERSHIP ACTIVITY

After reviewing all 68 of the qualities students identified, we noticed that the majority of what the students look for in leaders falls within the realm of social-emotional skills. In order to identify qualities that the students identified as important for leadership, our team used in-vivo coding by colour coding key words/phrases that stood out to us. Three team members did this independently so we would not be influenced by someone else's coding. We then used grouping to combine emerging concepts and words that appeared in the data. Lastly, we themed the values and traits that emerged from the grouping, based on our interpretation of the data.

Of the qualities identified, 81% would fall under "soft skills" such as fairness, kindness, compromise, and collaboration. Conversely, 19% of answers that fell outside of social-emotional traits included smart, risk-taker, fun, and funny. Interesting outliers were "cares about the environment" and "risk-taker." Although these responses were not representative of the data gathered, they are worth mentioning to show these are attributes that some children think about, and if a wider sample was used, it would be interesting to see how often these responses would be recorded. It is also representative of our times, with much talk about climate change, Carbon Taxes in Canada, and environmental studies in schools starting as early as elementary. Further, environmental leadership is a fairly new leadership paradigm and is an area that future leaders may become increasingly devoted to.

The findings from the class activity identified that the top four qualities children look for in leaders are (in order of magnitude):

1. Helpful/collaborative
2. Kind and caring
3. Smart and idea generation

4. Fairness and equitable

Interestingly, helpful/collaborative was unanimous across all 10 groups, showing how paramount it is for leaders to exhibit this trait according to school-aged children. This was also reflected in the literature regarding what Generation Z wants out of their workplaces, which is the chance to work independently within a team. Ultimately, this means for teachers, and leaders at large, that younger generations do not want or need continual guidance or instruction. Instead, they want to be able to figure things out on their own, but know help is available when or if they need it.

Kind and caring comprised the second highest response from the 22 students. These qualities fall under the same umbrella as compassion and empathy. This is in alignment with the notion that Generation Z prefers leaders who are approachable, friendly, and show a genuine interest in them. Long gone are the days of autocratic leadership; younger generations value connection and relationship with the people they look up to. This also aligns with the literature, indicating that strong student-teacher relationships are a determinant for student success and being kind and caring is likely a characteristic that amplifies these relationships.

The third highest response children found important in leaders is for them to be smart and come up with good ideas, which parallels with what adults also want in leaders (Goleman et al., 2013; Yukl, 2013). Interestingly, this was the only trait that fell outside of the realm of social-emotional skills. Although intelligence is an important quality for leaders to possess, based on the student responses, social-emotional skills largely trump non-social-emotional skills.

Lastly, fairness and equitable was the fourth highest trait mentioned amongst the 10 groups. This is especially important to note for this age group, as the response could be in direct correlation to their age. However, it is worth noting for grade 4 and 5 educators, as creating an equal playing field, or a perceived equal playing field, is important based on the results from this class.

Overall, of the top four qualities that children identified as important for a leader to embody, three were related to social-emotional skills, while only one out of the four could be attributed to non-social-emotional skills.

There were a few limitations to our findings, largely because this was originally designed as classroom curriculum and not a research study. However, member checking was not done; therefore, we did not check with the students to ensure that our coding of the data was aligned with students' original input. It would have been ideal to follow-up with the students, but considering the lapse of time, it was not viable. Going forward, if this design is to be used as a formal research method, we encourage researchers to review the findings with student participants to ensure to honour their voices and their thoughts.

Another limitation to this exercise was the fact that the students went through the calmversation curriculum, which may have influenced their responses to the question. However, we feel this was necessary to ensure students understood what leadership is and what is within a leader's domain. Regardless, this may have created bias in their answers.

RECOMMENDATIONS

Considering the limited amount of studies from a student's perspective on what children want or look for in leaders, it would be encouraging to see student voices in future research, since much of the literature is about educational leadership from adult viewpoints.

Further, the findings from the activity were based on a single classroom, so it would be recommended to sample more youth to see if the findings are consistent across various regions and grades, particularly between children who have been exposed to the calmversation curriculum versus those who have not. It would also be of interest to understand *why* children look for certain qualities in leaders and what it means to them, as this was not captured in this exercise.

IMPLICATIONS FOR EDUCATORS

Social-emotional curriculum is transformative in children's lives, but it is also a predictor of educator success and job satisfaction according to the literature. Based on the outcome from students' responses on qualities they believe are important for leaders, social-emotional skills are also something they crave from the people they look up to. By being helpful and collaborative, kind and caring, and fair, not only will teachers embody social-emotional skills that children are asking for, but it will also strengthen the educator's leadership aptitude as well. Hearing what students want and then being able to deliver on it is a win-win for students and leaders. Further, students from the Generation Z cohort do not want or need explicit instruction or constant supervision. Instead, they want to be given guidance and then left on their own to complete it, but knowing help is available if they need it is key in walking the fine line between too much and too little support. Incorporating leadership activities with social-emotional curriculum is encouraged, as the two are highly compatible. Further, it provides opportunities for educators to have discussions with their classes about what students want or need in leaders therefore, providing valuable feedback for teachers and allowing schools to meet the needs of their students, while simultaneously preparing them to be able to give constructive and meaningful feedback when they enter the workforce.

CONCLUSION

Overall, social-emotional skills are critical for leaders to be successful inside and outside of the classroom. These skills are not only important for students to learn throughout K-12, but it is also important for adult leaders and educators to cultivate, as this is critical in order to support, lead, and guide younger generations throughout their school years and onwards into their professional lives. In addition, the literature was clear that educators play an undeniably critical role in the development of children's social-emotional skills. In summary, social-emotional skills are inseparable from good leaders, and since educators are the leaders of their classrooms, it begs the question: Why we are not asking what children need from their leaders in order to feel supported and have the ability to thrive? There is no doubt that children want their leaders to rise to the occasion and that leaders want to live up to and exceed those expectations. As leaders, when we start to utilize social-emotional skills and listen to the Wishes and Wisdoms of the children, not only will the students benefit, but educators, schools, families and communities will thrive.

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RESEARCH, SMALL GROUPS, AND PRACTITIONERS: THE APPLICATION OF THEORY TO TASK SOLUTIONS BY GROUPS

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ABSTRACT

We review several research traditions from social psychology based primarily in sociology and psychology for key principles of group organization and behavior which affect how groups move from the beginning of task activity to the completion of the task. Our review is selective in that we focus on ideas from several research programs, but do not attempt to be exhaustive in our coverage of the range of research in the study of groups. We consider the type of task confronting the group, the general social order within which the group exists, how leaders are identified in groups, the types of information conveyed in verbal contributions, paths groups follow to reach a solution to their task, and conclude with some recommendations for practitioners on employing the knowledge we review.

RESEARCH, SMALL GROUPS, AND PRACTITIONERS: THE APPLICATION OF THEORY TO TASK SOLUTIONS BY GROUPS

We explore applications of the basic science research on interaction in task groups in classroom and ad hoc work groups. We presume these groups are of relatively short duration and often have one task to complete. The groups may be reconstituted with a different set of members in the same situation or maintain the same membership over several iterations of task activity.

Such groups often function in a situation with a legitimated social structure. These structures are composed of positions or roles, acts which are considered appropriate, and norms of interaction such as turn taking and expressions of deference. Legitimacy is the belief that a normative system should govern one's actions (Walker and Zelditch 1986, p. 622) or that a social structure is considered valid and appropriate. Legitimation is the process by which such beliefs are established by group interaction, imposed by an authority figure, or seen as a proper order by group members. We do not focus on the processes by which legitimated orders are constructed, but do take advantage of some concepts from the study of this process in our discussion. (cf. Zelditch, 2001 and Walker and Zelditch 1986).

Legitimated orders often are defined by cultural (norms) which assign relative rank orders to individuals who are members of particular groups in society. In many Western European societies this norm advantages males and disadvantages females or advantages members of majority ethnic groups and disadvantages members of minority groups. These labels are referred to in social psychology as *diffuse status characteristics*. Expectations associated with these ranking systems often are reflected in who talks the most in groups and whose ideas are most often accepted as good attempts at solving the group task (Berger, et al. 2014).

Task groups often develop cohesive interaction patterns which "hold" the group together. Our interest in this process and its outcomes is limited. (cf. Lawler, et al. 2009). We presume groups are well integrated in the sense that they develop a common focus on solving the problem confronting them and "stick together" until the task is completed.

Similarly, we do not explore the exercise of power in group interactions. (cf. Willer 1999 and Molm 1997). We presume that groups we examine are composed of individuals with equal power, but potential patterns of inequality based on skills, abilities, or social characteristics such as race or gender. These patterns of inequality are reflected in who talks, the value assigned to their contributions, and whose ideas are adopted by the group as they work on the task.

We are interested in how groups move through sequence of behavior to arrive at a task solution. As we develop our review, we will arrive at the path to task solution followed by groups. We identify how this activity is influenced by the type of the task the group is attempting to solve, the type of leadership evident in the group, and types of verbal and nonverbal behavior exhibited by members of the group. We provide selective references to research in sociological social psychology to highlight these contributions to our understanding of the path to task solution. In the course of our discussion, we also illustrate how practitioners may intervene to alter the social

structure of the group. This process is depicted in Figure 1, with each type of behavior delineated around a central core.

Figure 1. A Conceptual Model of Behavior in Task Groups
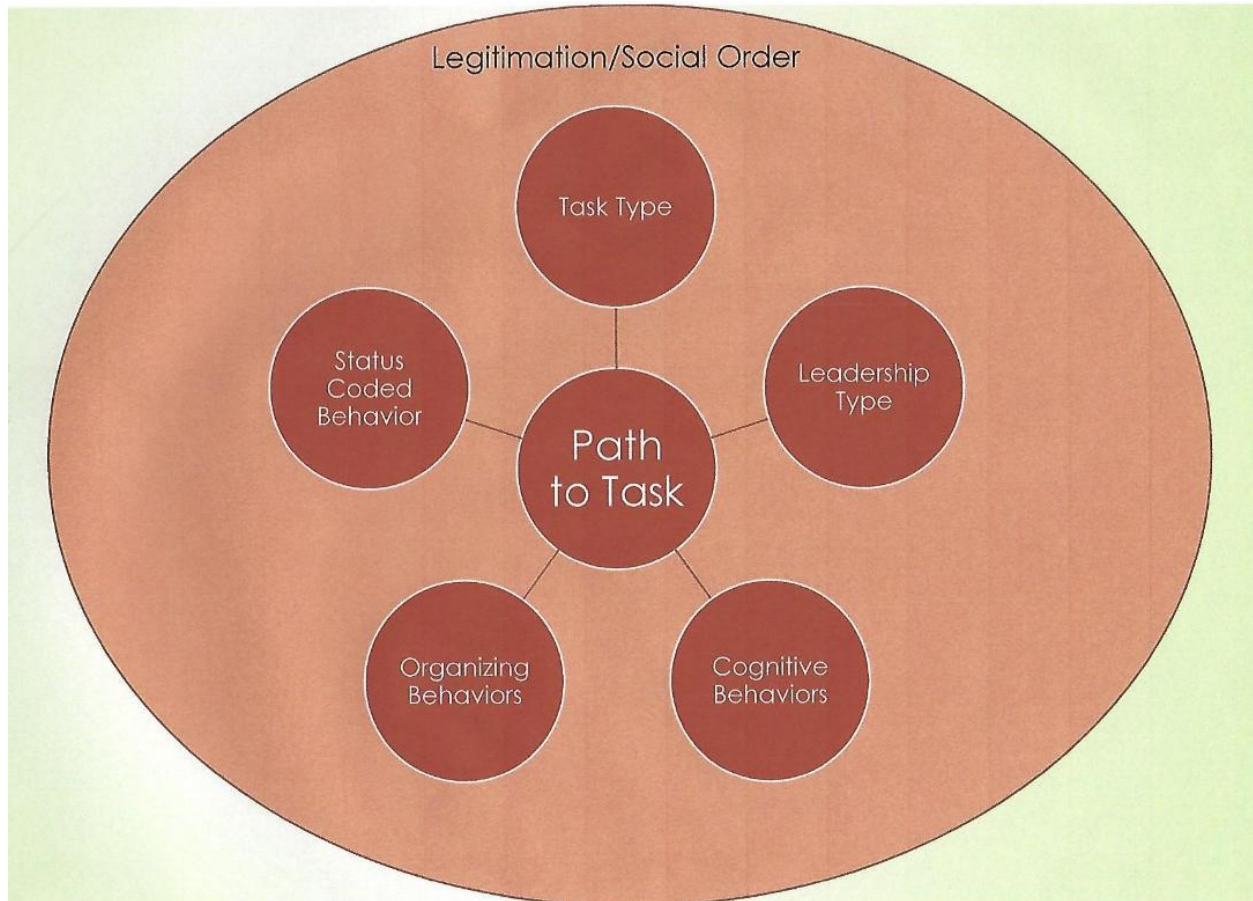
TASK TYPE

The type of task undertaken by the group affects how the group is likely to pattern its social interaction as it solves the task. An early attempt to classify how group tasks affect social activity in the group was undertaken by McGrath (1984). We have adapted his twelve category system by collapsing the attributes to four categories. The initial presentation of the ideas relied on a circular image of the task environment. The northwest quadrant of the circle includes tasks which require group members to generate ideas and/or plans of action. It is typically approximated in brain storming exercises in which a group is asked to propose one or several new ideas about an issue or problem. The northeast quadrant of the circle is one in which the group is asked to find the correct answer to the issue or discussion. In discussion groups, this is often realized by asking the group to solve a survival task such as Lost on the Moon. The Southeast quadrant of the circle is one in which the group is asked to negotiate conflicting viewpoints. An example of this sort of task is similar to a labor negotiation in which one part of the group may trade off some of its preferences with another part of the group so that both are able to claim some success. Finally, the Southwest quadrant of the circle requires members of the

group to carry out a physical task such as finding ways to construct a product. Such a task might involve solving a puzzle or putting together a small radio.

Each of these task types creates an environment in a group with unique interaction characteristics. Our experience suggests that each task type creates particular demands on the group (Shelly and Shelly 2016). For instance, the generation of ideas in a group often involves the group in trying to identify what an acceptable outcome is likely to include. Members of groups in these situations invest energy in organizing decision rules, assuring others are included in the discussion, and considerable time in non-task activity. Finding correct answers for a task like the survival tasks, group members know there is a right answer but do not know what it is, results in the group generating lists of potential correct answers and focusing entirely on this list. Interaction includes little discussion of decision criteria. Groups who negotiate conflicting views of task solutions often focus on tradeoffs and have little interest in organizing the group, and may not have a clear understanding of how to collectively solve the problem at hand. Finally, groups carrying out conflict resolution activity may "get stuck" on satisfying one position or another in the group and not focus on a common outcome.

TYPES OF VERBALIZATION

Verbalization by members of the group as they attempt task solutions may be coded in a number of ways. We have not attempted to characterize nonverbal activity such as posture, movement such as leaning in or drawing back, or facial expressions. Nor have we addressed paraverbal behavior such as stressors or the use of grunts or groans to express agreement or disagreement with verbalizations of others. Three types of verbal activity may be coded from audio or video records of group interaction.

Status coding of interaction in groups seeks to identify the persons who are most active in the discussion, are credited by others in the group with making good suggestions in attempting to solve the task, and are most likely to be influential in reaching the final solution to the task. This coding scheme has been employed in a number of studies of face to face interaction. Individuals may ask questions or provide nonverbal cues to others by looking at them. Responses to these opportunities to talk that address the task are characterized as task related performance if they address the problem the group is working on. Performances are then evaluated in positive or negative ways by members of the group. Counts of each type of activity are assembled for each member of the group and result in what is known as the observable power and prestige order of the group (McLeer, et al. 2011).

Members of the group who speak most frequently offer the most contributions to solving the task, are most often asked questions, and most often receive positive responses to their contributions. They are also most likely to be influential. Individuals lower the rank order of speaking often ask more questions, evaluate the contributions of others more frequently, and are less influential in arriving at a common solution to the task before the group.

Other coding schemes have been developed to characterize verbal activity not directly related to the group task. One such coding scheme attempts to capture how groups self-organize to create a legitimate social structure governing the attempts to solve the task.

This coding approach focuses on three types of verbal activity. The first is the attempt to organize or establish the "how to proceed" rules in the group. The focus of this verbal activity is the operation of the group. Group members may decide on how to reach a decision, agree about how turn taking is handled in the group, and develop rules regarding civility in the group. The second is asking for clarification of points made by others during the conversation. A classic verbal example is asking "What do you mean?" Finally, group members may offer verbal content that is completely off track for the group task. We have observed groups in which discussions turn to last week ends date, plans for upcoming parties, jokes, and observations about the behavior of the person responsible for assigning the group activity. These last verbalizations are generally out of ear shot for the organizer of the group.

We have borrowed from the work of Jean Piaget (Piaget and Inhelder 1975) and his followers (Arlin 1975) to develop a coding scheme that attempts to characterize the sophistication of verbal contributions to interaction. Interaction in groups we have studied contains three levels of discourse. The simplest is content closely matching the concrete operations stage of development, with persons listing items to be used in a survival task, or asking simple questions such as "Which goes next?" This pattern of contribution is common in groups working on survival tasks with adult participants. Speech that could be characterized as have formal operations properties often refers to simple principles of organization or the application of scientific principles such as "The moon has no atmosphere, so we need oxygen to breathe." Heuristic content is rare in most groups we have studied. It includes evidence of complex reasoning and the application of moral or ethical principles. Speech reflecting hypothetical ideas, allegorical thought processes, or the use of metaphors is coded as heuristic content (Shelly and Shelly 2009).

LEADERSHIP TYPES

The development of leadership in task groups can take on several forms. Some of these are deliberate efforts to impose a social structure on the group by assigning roles while others are emergent as the group discussion proceeds. Frequently, leadership roles reinforce rank orders of interaction and legitimate the social organization of the group.

Leaders may be assigned by the person responsible for organizing the group. This could be a teacher in a classroom setting or supervisor in a work situation. These assignments may be deliberate efforts by the person organizing the group by naming the individual as the leader, or accidentally by addressing only this person while describing the group task or by handing necessary materials to the person.

Groups may hold "elections" as a means of identifying leaders. These may involve formal nominations and voting. Something as simple as nodding of heads to affirm an individual is to be responsible for organizing the group and keeping it focused on the task.

An informal process of allowing the flow of conversation to result in leadership assignment may occur in some groups. This process often results in one person in the role of group leader simply because their volume of talk and quality of ideas impress the other group members.

Occasionally, an individual will aggressively reach for and take materials needed for the group task from the table if the group is seated around the table, deliberately sit at the head of the table,

or engage the organizer in conversation to assert a claim to the leader role. In our experience, such aggressive behavior is relatively rare. It may be controlled by careful placement of materials or conscious management of the physical environment in which the group works.

Some groups remain "leaderless" throughout the course of their work to complete the task they are addressing. Groups that develop this pattern of organizing their activity often have equality of verbal activity in the group and share nonverbal task roles. This collaborative style has been observed in groups in which members are relatively equal on diffuse status attributes and in which individuals have similar ideas about how to solve the problem confronting the group.

PATH TO TASK

We conceptualize a path to task as the sequence of interaction establishing a social order in a task group, the manifestation of social structure as members interact with one another, and the decisions and implementation of a task solution. This process may take on one of five patterns depending on how conversational flow and decision making about roles and contributions unfold. Figure 2 depicts these processes in a tabular format. We distinguish the implementation of leadership type, a formation stage of group activity, a stage in which the group attempts to solve the problem, a decision stage in the group tests it solution, and the culmination of group activity. Groups may successfully complete the task, stall at one stage and not complete the task, or find themselves in complete and abject failure.

Path A is an example of a situation in which the leader is assigned their role by an external authority figure. For example, this may occur in a classroom situation in which the teacher, explicitly or implicitly, assigns one student the role of leading the group. This leader then determines how the group will proceed as it works on the task and may assign other group members to other roles. The leader may direct an assessment of progress to task completion as the group approaches the end of its activity. We think the group's chances of successful completion are likely to include the choices of the leader due to the authority structure imposed on the group.

Figure 2: How Groups Follow a Path to Task Completion

Path to Task

Category	Path A	Path B	Path C	Path D	Path E
Leadership Type	Assigned*	Assigned by Group	Emerging: Aggressive	Emerging: Engaging	Collaborative
Process Stage 1: Formation	Leader directs clarification of task	Leader guides group in clarification of task	Leader directs group in clarification of task	Leader assists group in clarification of task	Group collaborates in clarification of task
Process Stage 2: Task	Leader determines steps to follow and assigns roles	Leader works with group to determine steps to follow, assists in role assignments	Leader determines, with group, steps to follow and assigns roles	Leader works with group to determine steps to follow, assists in selecting role assignments	Group determines steps to follow and each member selects role
Process Stage 3: Test	Leader directs a review of proposed outcome	Leader works with group to review proposed outcome	Leader directs a review of the proposed outcome	Leader works with group to review proposed outcome	Analysis of proposed outcome completed by group
Culmination	Completion Stall Failure	Completion Stall Failure	Completion Stall Failure	Completion Stall Failure	Completion Stall Failure

\\\ * Intentional or accidental

Path B is distinct from Path A in the means of selecting a leader and this can have profound effects on how the group engages with solving the task. In Path B the leader is selected by group members in a direct process that leads to a shared sense of responsibility for the task. Group members engage in cooperative activity to solve the task. In a key sense the group and leader cooperate on reviewing the proposed solution to the task. The relative chances of solving the task, stalling because of conflict in the group, or failing to find a solution differ from those in Path A. We think the chance for completion of the group task is higher in this path than in Path A.

Path C is similar to Path A in that the leader role is imposed on the group, this time by the aggressive behavior of one individual in the group. Leader behaviors in these groups is similar to that of the leader in Path A. She/he determines what role assignment and subsequently directs the discussion about a task solution. Groups who follow Path C are likely to select an outcome similar to the preferences of the leader. In this sense, Path A and Path C are similar to one another in their effect on the exercise of influence and choice of solution. The group may reach completion of the task, but the members may not be pleased with the outcome.

Path D is similar to Path B in that members of the group select the leader of the group, but in a less direct way. A leader in Path D emerges over the course of the discussion by offering more ideas which are often seen as of better quality. In a sense the leader is demonstrating specific abilities and skills at solving the problem posed for the group. This demonstration of task specific capability results in endorsement of this person as the leader of the group. Groups that develop this pattern of organization often develop cooperation in the assignment of roles.

Interaction in these groups also results in cooperative review of the proposed solution to the task, with group members sharing in the collective review of the solution.

Path E occurs when members of the group engage in interaction in which members are relatively equal in any of the measures of interaction. Such groups often collaborate in clarifying the task and attempting to reach a solution. The group members determine steps to follow and each member selects a role to play in the activity of the group. Group members collaborate in analysis of the proposed outcome and assent to the proposed solution. Such groups may be more likely to reach completion of the task acceptable to all members of the group. Most research in laboratory setting does not report on such groups as the focus is on the decision made or the amount of talk, or its types, generated by each member of the group.

GUIDELINES FROM RESEARCH

We have identified seven general principles in the use of groups as contributing to success when employing groups in pedagogical situations. Some of these principles may be employed together to accomplish a variety of goals. As we review the principles, we address some of these multiple applications and the effect they have on group activity.

Social Order in Groups

A key issue for any teacher or researcher to understand is how the larger social situation in which the group activity takes place may affect interaction in the group. First, the larger social order is a key element in how groups function. This social order is composed of cultural norms about who gets to talk when, norms about expressing agreement and disagreement, and norms about how decisions are adopted by the group. For instance, some groups adopt a who gets to talk norm that is explicitly turn taking, while others may call on group members to generate opportunity to talk. Norms about agreement and disagreement may involve overt "I agree/I disagree" statements or simply ignoring the contributions one disagrees with. Norms about how decisions are made may involve agreements to vote on courses of action, or a "consensus" model in which an idea or course of action is adopted if no one objects. The researcher/teacher can affect these norms by emphasizing a set of rules such as "everyone gets to talk" or "there is no such thing as a bad question."

In addition to normative rules of interaction, elements of the larger social environment may affect the social order in the group. For instance, attributes such as gender and race/ethnicity of participants may affect interaction in groups if they are heterogeneous in composition. These differences may interact with the task if it is seen as a gender typed task or if members of a particular ethnic group are thought to be an advantage with respect to the task. Defining roles such as a recorder, "leader," or reporter may affect who talks, how much they talk, and the final decisions make about the take.

Task Type

Tasks may have several different attributes. For instance, survival tasks are commonly employed in open interaction discussion groups in sociological studies of group activity. These tasks have desirable properties: they often elicit a variety of opinions, they have correct answers for each context in which the survivor is placed and are often unknown to participants in group

discussions. They also have the effect of channeling discussion around finding the correct answer and often do not elicit verbal behavior focused on organization of the group or principles for rank ordering the items available for the survivor(s).

Open ended tasks without obvious demands to find a correct answer have other properties which foster richer interaction. Often, classroom assignments can be structured so they require exploration of several possible solutions. For instance, a moral dilemma has been used in some investigations with some success. Tasks of this sort ask group members to arrive at a collective decision which involves application of moral reasoning. Individuals are engaged in the task, recognize an answer is possible, and it is more likely to elicit complex interaction content. This task asks group members to decide whether or not to engage in risky behavior in the face of uncertainty about the level of risk involved. Threats included in the scenario range up to annihilation of the group of decision makers.

Selection of a task for the group to work on clearly has implications for how the organizes itself, structures the interaction during task related activity, and decides on a course of action to certify a conclusion.

Leadership Selection

Selection of a leader is critical to the processes observed as a group solves a task. Leaders are most successful when their position is seen as legitimate by members of the group. There are a number of ways by which groups may find someone in the leader role. Perceptions of this individual as a legitimate and proper incumbent rely on one of two processes. The first is that the convener (researcher/teacher) of the group designates an individual as the leader. This may occur either explicitly with statements such as "NAME will act as leader of the group today" or implicitly by handing materials to an individual or asking them to take a seat at the head of the table.

The second is a process of endorsement when the group chooses a leader through a selection process in which members participate. Alternatively, an aggressive member of the group may usurp the process by taking materials or sitting in the seat at the head of the table. So long as the group tolerates this latter course of action, it often is seen as a legitimate identification of who should lead the group. Occasionally, a group will collaborate on a course of action with no leader identified.

The role of the researcher/teacher in identifying leaders, and the legitimating process this implies, is key to how the group addresses the task assigned to it. Legitimate leader roles and status implied by them can be changed either by deliberately assigning more roles to group members (Cohen and Lohan 1997) or intervening by manipulating expectations for behavior of group members (Dippong 2015).

AS GROUPS WORK: SUMMARY AND DISCUSSION

As groups are established to engage in a task, the researcher/teacher must recognize and be aware of the social order within which the group is established. This order is frequently regarded by group members as the "right," proper, and expected way to proceed. Some social orders are established as very open and democratic while others are established as authoritarian and rigidly

constrained. Each of these social orders is composed of rules of interaction in the group, roles group members play, and definitions of what is acceptable and unacceptable behavior. The social order is a key factor in how the group organizes itself and proceeds on its task.

The type of task a group is asked to address is a key feature of the path taken to completion. Open ended or ambiguous tasks often elicit verbal content that is richer in the sense that members search for principles to guide their decision making. Such tasks may encourage development of diverse solutions. Tasks that have known, such as survival tasks, or expected correct solutions, such as mathematics problems, frequently lead to discussion content that is a list of possible answers. Members quickly home in on what seems to be a plausible solution with little attention to the principles guiding their decision making.

Selection of leaders in groups is a key factor in how groups work. The researcher/teacher has a key role in this process. Relatively minor attention to one person may be sufficient to "assign" a role to this person. Control of verbal, paraverbal, and nonverbal behavior may affect how group leaders are identified in the eyes of group members. Something as simple as looking at one person in the group for "too long" may have an effect on this selection process. Changing a tone of voice is also a subtle message about who should occupy which roles in the group. The simple take away here is "be aware of your role and behavior as you establish the group task."

The flow of conversation as groups work on their task is a key issue to consider in at least two senses. First, the content of the interaction is affected by the task type. The cognitive content of suggestions and answers may be more diverse in ambiguous tasks than in structured tasks. The researcher/teacher may wish to direct a search for solutions under some circumstances to encourage come types of content as opposed to others. Identification of who is asking questions, offering ideas about solutions, and evaluating the contributions of others is often a key issue for work groups. As groups attend to the process of how they solve the problems presented by the task it is useful to identify organizing behavior and noise. These forms of activity are useful at stages of the path to a task solution at some times and not at others.

Observation of activity as interaction takes place in task groups and intervening when the group loses direction is one key to success. For instance, the content of verbal activity is an important factor in understanding how the group is progressing. The different types of verbal behavior may vary in frequency depending on the type of task the group is addressing. The researcher/teacher may need to intervene to ensure the group addresses its task.

Finally, the length of time a group takes to move through the stages of the path to task solution I highly variable. Some groups spend little time organizing and most of their time solving the task. Others will devote considerable time to organizing themselves and little time on the task. The variation in such activity can be a source of concern for the researcher/teacher. It is important to understand this issue and be prepared to tolerate it so long as the group maintains its task focus.

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MODERN CONCEPTS OF TRULY EFFECTIVE PROFESSIONAL DEVELOPMENT

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ABSTRACT

Professional development is much more than an after school all-teacher and staff meeting.
Teacher professional development (TPD) exists traditionally as in-service training (e.g., systematic, ongoing training once one becomes fully established as a teacher) following pre-service training (e.g., completion of a degree and certificate program). In-service programming often includes faculty meetings, workshops, conference events, focus groups, committee membership, and particular project development. Some schools also count continuing education and certification as professional development.

Keywords: education, concepts, practical, professional development, in-service, training

MODERN CONCEPTS OF TRULY EFFECTIVE PROFESSIONAL DEVELOPMENT

Teacher professional development (TPD) exists traditionally as in-service training (e.g., systematic, ongoing training once one becomes fully established as a teacher) following pre-service training (e.g., completion of a degree and certificate program). In-service programming often includes faculty meetings, workshops, conference events, focus groups, committee membership, and exclusive project development. Some schools also count continuing education and certification as professional development. With ongoing studies (e.g., Gulamhussein, 2013) in education—not to mention according to personal experience and observation for those of us who are seasoned teachers—we have learned that these traditional models often lack rigor and only tangentially result in clear and compelling benefits for students.

Recent reports (e.g., Burns, 2014) provide several new models of TPD that are more scientifically based, teacher-centered (v. administrator- or trainer-centered) and translate to a higher quality of instruction in the classroom. We must remember that with any effective TPD programming, the events, processes, and target concepts must be iterative and continuous. Explains McDonough (1997), "Professional development is [...] an ongoing process and an integral characteristic of a fully professional teacher" (p. 318). The keyword here is ongoing; unfortunately, traditional TPD programming often offers isolated bits of training to teachers—such as a session about differentiated instruction—followed by the next training which might be a session about intrinsic versus extrinsic motivation. In other words, the content is not connected or related. As a result, teachers receive a one-time exposure to an idea without any sense of follow-up. Gulamhussein (2013) reports that it takes an average of twenty separate instances of practice for a teacher to learn a new skill (p. 10). Perhaps most eloquently articulated by Thompson and Goe (2009):

"Many teachers have a great deal of the required knowledge and skills to understand and implement assessment for learning strategies once they are exposed to [pedagogical] ideas, but they need sustained opportunities to consciously develop, practice, reflect upon, and refine this skill set so that it works within the context of their classrooms. "(p. 1)

It brings us to the concept of continuous professional development (CPD) (Lee, 2011) which is, as the title implies, continuous in the sense that TPD is serial with each piece of input connections and building from the previous inputs. CPD is also iterative in topics, concepts, and processes consistently revisited over long timelines. It allows teachers to be exposed to an input, and then have several additional opportunities to process, reflect upon, and practice that input.

Burns (2014) offers five new models of teacher-centered professional development:

1. Observation and Assessment: A senior teacher or training specialist schedules a series of classroom visits with the teacher trainee. The trainer observes and records both qualitative data (e.g., the general mood of the classroom) and quantitative data (e.g., time spent on various parts of a lesson). The trainer meets with the trainee outside of the classroom environment and discusses in detail what was observed items that were successful, and items that may be improved. It is in contrast to a formal observation by, say, an administrator; this method is strictly informal and not used as a performance assessment tool.

2. Open Classrooms: Similar to informal observations, this model allows teachers—regardless of experience level—to observe and even participate in other teachers' classrooms regularly. It provides an organic and non-judgmental for peers to not only discuss their methods but to see and participate in those methods and events in authentic environments with students.

3. Lesson Study: This approach focuses on the systemic workshopping of a lesson plan or study unit. Teachers co-develop curricula, implement the curricula, collect data (as with classroom observations described above) and then analyze that data in order to improve the curricula continually. The key here is that the processes must be systematic, collaborative, and data-driven.

4. Study Groups: Faculty are allowed to form their small groups and intensively discuss, analyze, troubleshoot, and otherwise brainstorm one topic of interest. For example, one group member may bring in a student work artifact to be used as the centerpiece of discussion. Via carefully facilitated collaboration (e.g., by a senior teacher), these study groups allow teachers to combine their thinking in order to address a specific intricate item.

5. Looking at Student Work: Similar to study groups, this approach examines student work to identify evidence of learning, which then looks back upon instructional design, materials used, and the teacher's methodology. This approach is distinguished from study groups in that the primary goal is to better understand the connections between processes of lesson planning, lesson delivery, and final assessment of student achievement.

Other models are becoming more popular as well. Self-directed TPD includes activities such as journaling, self-evaluation, innovation, conducting research, and reflecting upon one's work, such as analyzing the effectiveness of lesson planning, instruction, and assessment. Grierson (2010) is an excellent example of how teachers may methodically engage in self-study professional reflection.

Lastly, teacher learning communities (TLCs) are another way to engage in systematic, clearly structured TPD. TLCs go above and beyond casual teacher-to-teacher interactions. Instead, they focus on a theme, issue, or process that unfolds over a long time scale. Furthermore, TLCs are not confined to any particular meeting space or time (e.g., such as a scheduled after-school faculty meeting). TLCs may integrate several approaches mentioned above depending on the context and local needs, and they may have no definitive timeline structure.

Professional development may have a reputation for being ineffective or inefficient. Many schools must follow policies about how much and how often PD is provided.

It is one thing to engage in TPD, but how can we be sure that it is effective? First, we must determine what it is that we wish to accomplish with TPD.

According to Cooper (n.d.), the design of the various sessions in professional development is the most important factor influencing its success. The training must be practical and helpful to the teacher. It must be delivered in a way that engages teachers and provides them with what they need to improve classroom instruction. The time of day when it is held, the persons—whether teacher or administrator—who plan and lead it and the location of the training is not as important as the actual training itself.

The keyword here is design. During the TPD design process, we must address several questions:

1. What is the reason for TPD? Is it to meet the requirements of a policy, or is it an authentic need?

2. Is it culturally responsive for the recipients?

3. Are the necessary resources available? If not, will TPD be effective?

4. Will the method of delivering TPD have any potentially adverse outcomes? If so, how can those outcomes be proactively mitigated?

5. How will TPD be documented?

6. Following (or during) TPD, how will development be measured qualitatively or quantitatively? What data, evidence, and artifacts will be necessary?

7. Finally, how will the results of TPD be utilized to improve future TPD endeavors continuously?

Implementation of a new skill is much different—and more challenging—than learning about a new skill. Gulamhussein (2013) described five principles of active professional development:

1. The duration of professional development must be significant and ongoing to allow time for teachers to learn a new strategy and grapple with the implementation problem.

2. There must be support for a teacher during the implementation stage that addresses the specific challenges of changing classroom practice.

3. Teachers' initial exposure to a concept should not be passive, but rather should engage teachers through varied approaches so they can participate actively in making sense of a new practice.

4. Modeling is highly effective in helping teachers understand a new practice.

5. The content presented to teachers should not be generic, but instead specific to the discipline (for middle school and high school teachers) or grade-level (for elementary school teachers).

In summary, emerging approaches to TPD are well established in reports, organizational studies, and scholarly literature. We have several opportunities to leverage TPD to further support SLLs by integrating SLL issues into TPD processes. Lastly, by carefully planning, designing and anticipating TPD events, activities, and approaches, we are better equipped to effectively and efficiently use a variety of resources that will ultimately translate to more competent teachers and higher achieving students.

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CHINESE TEACHER CANDIDATES' UNDERSTANDINGS OF THE COMPLEXITY OF LEADERSHIP IN EARLY CHILDHOOD SETTINGS: CULTURAL & EDUCATIONAL IMPACT

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ABSTRACT

Over the past few decades, the overall increased public awareness about the significance of early years experiences and the advancements in research have warranted change in the field of early childhood. Similar to many countries world-wide, the Ministry of Education in China is emphasizing the importance of early childhood education (ECE) by developing policies and curricula to support the growth of this area of the education system. This study sought to investigate sixty-five Chinese preservice teachers' opinions and perceptions about early childhood leadership and the shifting and complex roles of ECE leaders in an early childhood 2-week summer course taught by two American instructors in a Chinese public university. Data gathered consisted of a pre-post survey, class assignments, class discussions, informal conversations and field notes. Findings indicate that while the ECE preservice teachers were excited and hopeful about blending new ECE approaches with traditional ones and apply the characteristics, skills and knowledge about leadership and administration, the cultural and educational experiences had a strong impact on the participants' opinions. Participants were eager to use what they learned in this course, and in their overall educational program, and apply their experiences to their future work in childcare centers. They were also looking forward to teaching opportunities in their practicum. Further research on how such teaching experiences would impact the preservice teachers' understandings of the complexity of leadership in early childhood settings are encouraged as follow-up studies.

CHINESE TEACHER CANDIDATES' UNDERSTANDINGS OF THE COMPLEXITY OF LEADERSHIP IN EARLY CHILDHOOD SETTINGS: CULTURAL AND EDUCATIONAL IMPACT

Over the past few decades, the overall increased public awareness about the significance of early years experiences and the advancements in research have warranted change in the field of early childhood. Similar to many countries world-wide, the Ministry of Education in China is emphasizing the importance of early childhood education (ECE) by developing policies and curricula to support the growth of this area of the education system.

LITERATURE REVIEW

Due to the reform movement and the social and economic advancements in China, continuity and change are coexisting throughout the country, in urban and rural educational settings although inequalities and access to resources and quality are more and more prominent among urban and rural, rich and poor (Pine, 2012; Ryan, 2019; Tobin, Hsueh, & Karasawa, 2009; Vickers & Zeng, 2017). New policies establish requirements for early childhood centers in such areas as teacher qualifications, curriculum models, and quality services. Tobin, Hsueh and Karasawa (2009) state that:

> *At the core of the paradigm shift in Chinese early childhood education is a change in understanding of childhood, learning and pedagogy. The key terms used to justify this new approach are "respecting children," "active learning," "individualizing instruction," "play-based teaching and learning," and, as a cover term, "humanistic education"* (p.42).

Specifically, educational leaders are required to meet high expectations of efficiency and quality, yet, a lack of clear understanding of responsibilities and organizational practices seem to make it difficult to meet these expectations. Specifics about the above areas of education are meant to inform newly defined leadership positions. Due to the shortage of ECE teachers and the changing structure of early childhood centers, the Ministry of Education allocated substantial funds and guidelines for teacher training. There is a plan at the national level for teacher certification and standardized pay and benefits to teachers and staff. This is all to be in place by 2020. In addition to increasing the qualifications of teachers, there are changes to traditional curricula and pedagogical practices which likely means changing the existing educational system more deeply to be effective (Yang & Li, 2019). Careful considerations are being taken as traditions cannot be immediately discarded but must be used to inform innovative practices. Yang and Li (2019) further argue that traditional and new approaches and models must be blended in school curricula. Moreover, centers are urged to learn child-centered approaches and models such as Montessori, but also to keep the traditional Chinese culture at the forefront. Lastly, government documents address specific goals of center quality such as lowering student/teacher ratios, however, actual ratios are currently far from ideal. Research about professional practice is increasing and the public policy agendas are influencing the expectations of those working in early childhood education (Hewes, Lirette & Makovichuk, 2018). Most notably, as the expectations of the leaders of early childhood centers are changing, it is necessary

to "rethink how early childhood leadership is researched and reconceptualized" (Heikka, Waniganayake, & Hujala, 2012, p. 38). Little research has been undertaken into new forms of leadership in early years settings as of yet.

While traditional views of leadership in Chinese early childhood centers are influenced by a political and societal culture of authority and hierarchy, thereby placing the organizational structure of a center and the governor/principal's role at the top of the hierarchy, new policies have teacher candidates questioning the legitimacy of a top-down approach to early child care (Ho, Wang, He, 2019; Lui, 2015). Definitions of leadership in Chinese early childhood centers are necessarily shifting away from *being the person in charge of the organization*. Often, the literature depicts 'leadership' in ECE as one and the same with 'management' (Aubrey, Godfrey, & Harris, 2012). This was often the case of the person in charge. However, as roles within centers are redefined because of the new policies, a small but growing body of research is challenging and disrupting the universal descriptions of leadership in ECE (Rodd, 2013; Waniganayake, et al., 2017). Waniganayake and Semann (2011) stated that leadership is "a journey of joint inquiry, exploration and reflection that can involve everyone who believes in making a difference for children" (p. 24). This idea supports a more collaborative and distributed notion of ECE leadership (Kangas, Venninen & Ojala, 2016; Timperley, 2005). Distributed leadership involves respectful interactions that lead to shared power guided by a collective vision. The approach to leadership aligns with changes in philosophies of teaching and learning such as a move from teacher-centered learning to child-centered learning and using standard curricula to designing the learning experience around each student's interest and developmental levels.

PURPOSE, CONTEXT AND PARTICIPANTS

Our purpose is to share the findings of a qualitative research study in which the researchers documented Chinese preservice teachers' opinions and perceptions about early childhood leadership and the complex roles as ECE leaders in Chinese settings. With the many shifts suggested by new educational policies, this study sought to highlight teacher candidates' viewpoints about the new changes and how these changes might be implemented based on current center situations. Arguably, the future of ECE leadership needs to change before specific decisions are made about implementation. However, with the shortage of teachers in early childhood, the field is looking to new teachers to take charge of reform practices. Leaders are typically considered *knowledgeable others* (Moss, 2013), yet, looking to newly graduated educators offers possible barriers along with progressive opportunities. More possibly, leaders will have roles that shift along with the shifts in approaches and methods. Issues of timing and experience and shifting approaches that are undergirded by deeply entrenched educational traditions prompted this exploration of early childhood leadership.

The participants in this study were attending a public university in the suburbs of a big city in China and were enrolled in an undergraduate early childhood program in the College of Education. We each taught two different sections (with 30 and 35 students in each section) of a 2-week summer course in Early Childhood Leadership and Administration with a total of 65 students (10 males and 55 females). We taught 5 and a half hours daily for 8 days total. This was one of the final courses in the program. We taught this course in English and we shared the same

syllabus, materials, and expectations. Prior to taking this course, the students took other courses in their program, such as: *Art, Science, Health, Language ed., Ballet/Dance, Psychology, Classroom Management, Nursing, Teaching Methods, Preschool Hygiene, and Inclusive Education*. They also were required to do practicum for 2 weeks of observations therefore, most students had limited teaching experience but were familiar with ECE instructional models such as Montessori.

The required course explored topics such as professional ethics, leadership roles, curriculum models, quality environments, supervision and staff development, effective partnerships with families and program evaluation role. It is worth mentioning that beyond the novelty of the themes discussed, teacher candidates were also challenged to learn about different models and leadership through the assignments, class discussions and final presentations, models that were not commonly used in Chinese college-level settings.

DATA SOURCES AND ANALYSIS

Our gathered data consisted of inquiry data, such as a pre-post survey regarding the preservice teachers' perceptions of ECE leadership at the beginning and at the end of the course, and regular in-class informal conversations about such perceptions. As artifact data, we collected class assignments, and for observational data, our own field notes. In order to increase the validity of the study, we used data triangulation, peer-researcher debriefing, we collected data accurately, and kept an audit trail. Analysis involved first noting response frequencies to the pre/post surveys. Those particular categories of response each then were qualitatively analyzed using open and axial coding (Charmaz, 2006), utilizing NVIVO data analysis software to track response frequencies and highlight emergent themes within and across those categories' data. Second, class assignments were analyzed and then field notes. Using the constant comparative method allowed comparisons of the different pieces of data in this study to refine categories, develop core themes across data and gain deeper meaning (Teddlie & Tashakori, 2009). The instruments in this investigation provided a variety of data for evaluation.

RESULTS

Our overall findings indicated that the Chinese cultural and educational norms and the lack of practicum teaching experiences in early childhood centers influenced the ECE preservice teachers' opinions and perceptions out early childhood leadership and the complex roles as ECE leaders in Chinese settings. The ECE preservice teachers were also excited and hopeful to blend new ECE models with traditional ones and apply the characteristics, skills and knowledge about leadership and administration that they learned in our course in their upcoming field/practicum experiences. In addition, the participants also reflected on the strengths of the current ECE centers in China but pointed out several areas in need of improvement related to teacher-student ratio, physical space/classroom set-up and instructional strategies, developmentally appropriate practices and family and community involvement. As China seems to prioritize early childhood education, it is increasingly important not only to explore how leadership is evolving but also to consider how growth and change might benefit the whole society.

As teacher candidates move into the changing roles of early childhood leadership, they revealed areas of critical importance to them. Three recurrent themes emerged from the data analysis: (1) skills, characteristics and knowledge of good leaders; (2) strengths of current centers; and (3) perceived areas of improvement.

(1) Skills, characteristics and knowledge of good leaders.

The most frequently mentioned characteristic of a good leader was **patience**. In the time of change and when dealing with many different stakeholders, participants believed it is important to have patience as a leader. They explained that patience in communication with students, parents, and other stakeholders was critical, and it involves "care," and "good organizational and listening skills."

Second mentioned was that leaders should be **careful.** Details indicated that the importance of young child's education and building relationships between colleagues and parents necessitated that leaders must be careful in their communication, planning, and action. Participants explained that "careful attention" implied to attention collaborative practices and quality environments (such as "careful attention to children's education", building relationships between teachers-parents-colleagues, working with teachers on curriculum models, and evaluation). Also mentioned, was that leaders should be careful when creating the vision and mission of the center. Some felt that all stakeholders should be involved in the creation of the vision and mission. They stated that "word choice should reflect the language of the community" and "philosophies should demonstrate care for the community and respond to community needs specifically."

Many participants also noted that **management skills** were also necessary for good leaders and that all administrators and teachers should have strong management skills in ECE centers in China. Some stated that in order to lead, especially when leaders are problem solving, they should be "organized" and "decisive in making rules." In our class conversations and activities, participants stated that the ability to manage students, classrooms, parents, staff, budgets and laws along with effective communication skills are very important characteristics for good leaders. Some also added that, through strong management skills, a leader "must command obedience" and have "forceful control," "be bold," and "scrupulous." Several participants affirmed through our classroom discussions that these are characteristics that work for current leaders and seem to be effective. However, most students were in agreement that future leaders need to exercise more patience and "consideration", "kindness and calmness". Among other relevant management skills depicted from our data, were abilities such as: "ability to plan and carry out activities," "make contributions," "ability to change," "get people to agree with you," "have staff accept you" and "control and formation of habits."

Perhaps unexpectedly, in the midst of a changing early childhood system and away from the traditional Chinese teacher-centered models, the preservice teachers believed that the best qualities of effective leaders are "patience" and "careful attention to young minds and the stakeholders that could ensure those minds can develop independently".

(2) Strengths of current early childhood (ECE) centers.

The second recurrent theme evolved around the strengths of current ECE centers, specifically, around *academic focus, safety*, and *unique traditional practic*e. One significant strength and the one most mentioned by participants was about "the academic focus." Participants commented about the importance of children's "whole development" in preschools. Of specific importance was "keeping cultural traditions of high academic expectations" while also "using a child's interest to guide instruction." Participants also offered some reasoning for their choice such as: "ECE curriculum is closely connected to primary school," early childhood is an "easy transition to primary school for kids," "early childhood schools are good preparation for primary school," and "kids develop professional skills" in ECE settings.

Another strength mentioned was **"safety"** as centers are and should be "safe from hazards" or violence ("there are no guns allowed"). Participants' comments revealed an overriding need to protect young children as they explored their environments. Many participants wrote about how students should be allowed to explore and learn based on personal interests. It is the job of the educators in the center to keep children safe as they learn. Scholarly research findings indicate that childhood centers represent how society protects young children and supports families to help children to learn (Coleman, Sharp, & Handscomb, 2016). The findings in this study support the importance of safety considerations and the connection to the community.

Some participants considered that honoring "unique customs and traditions" was a very strong aspect of the Chinese ECE system. Chinese traditions are deeply engrained and respected in the early childhood culture. For example, some participants considered students being "obedient and disciplined" as a vital part of early childcare. However, they also suggested a blend of this type of structure with freedom to explore their interests and environments in student-led approaches. Many participants stated that traditional Chinese approaches to early learning "should guide the insertion of new approaches and values."

(3) Perceived areas of improvement in current (ECE) centers.

Overall, the participants pointed out several areas in need of improvement within ECE settings, related to teacher-student ratio, physical space/classroom set-up and instructional strategies, developmentally appropriate practices and family and community involvement.
The number one problem mentioned by participants was the fact that there were "too many students in each class" and that "teacher salaries were too low." Participants referenced the need for centers to have more indoor/outdoor space for children to explore. Lastly, participants agreed that administrators, teachers, and students needed more freedom and ability to make choices throughout the day in such statements as, "[M]ore independent exploration for students that focused on child-centered instruction would be ideal" or "Our system needs to give children more freedom to explore things by themselves and do not kill their imagination." Choice in assessment ("more types of assessments, not only quizzes"), they claimed, would allow teachers to know students on different levels. Though the Ministry of Education has pledged more funding for early childcare facilities, these preservice teachers stated that based on their experiences in centers, teachers needed more resources, not only materials, but also in relevant training and professional development. Predominantly, they believed in inclusive education,

however, they did not think that the current Chinese infrastructures were set up to support inclusive education without substantially more resources, and educational knowledge.

Making developmentally appropriate practice a continuous professional development topic was perceived as a necessary step towards improving the current ECE centers. Additionally, family involvement and engagement, including learning more about specific strategies related to these topics, were also mentioned as top priority for center practices.

DISCUSSION AND FUTURE RESEARCH

The overall results showed that the Chinese preservice teachers' responses to our different prompts within surveys, assignments or in class discussions about early childhood leadership and the complex roles as ECE leaders in Chinese settings were shaped by their culture, traditions, educational norms, prior knowledge and experiences as contributing to their newly forming views.

The Chinese preservice teachers' lack of practicum **teaching** experiences in early childhood centers also influenced their opinions and perceptions and overall responses regarding the course topics discussed. However, the ECE preservice teachers were also excited and hopeful to try new ECE models and apply the acquired skills and knowledge about leadership and administration learned in our course in their upcoming field experiences. Similar to findings in the literature, participants in this study also identified leadership and management skills as almost identical notions (Grace, 1995; Rodd, 2013). Most participants in this study believed the best way to begin shifting leadership roles is by blending traditional practices with new practices. However, this blending of *management skills* AND *collaborative leadership skills or* the blending of a *teacher-led academic instruction* AND a *child-centered interest-based approach* could create barriers to reimagining early childhood leadership roles or could provide new innovative ideas for practice. For example, teacher candidates seemed to want the change that is reflected in the new policies but also wanted to preserve Chinese traditions. For example, they want to have leaders that are forceful and get the job done but are also caring and patient. They want centers that teach to student interests, but that are also academically rigorous that helps prepare children for kindergarten. Therefore, in their view, ECE leadership roles should be designed with a blended perspective (authoritarian, but also authoritative and caring). Effective reform would be developed to blend instructional models, curricula, and leadership characteristics. Consideration must be taken for each local context also. Further studies might explore this notion to find the most effective balance of blending practices or to investigate a more direct shift to new practices.

This study brings a meaningful look into the Chinese preservice teachers' understandings of the complexity of early childhood leadership and also provides teacher educators around the world with a better view of teacher education in Chinese colleges, specifically in early childhood courses. Comparative studies might allow practitioners and researchers to build a foundation for effective programming while developing new policies. With increased intercultural contact across knowledge systems, collaboration would also be beneficial.

Follow-up studies regarding the Chinese teacher candidates' knowledge and skills for leadership would be useful to determine if there has been a change in the teacher candidates' attitudes and opinions towards leadership, administration and teaching after their field/practicum experiences.

We were excited to learn that an early childhood center was being built while during our summer teaching of this course and hopeful that such a development on campus would bring more opportunities for teaching, service and research for all preservice teachers and faculty in education courses in China and beyond. Also, future research could include as participants preservice teachers who had the opportunity to study abroad or "were part of joint programmes with international universities" (Ryan, 2019, p. 194) and see how such global and intercultural experiences would have continued to shape their perspectives, opinions, knowledge and understandings of how to become effective leaders and competent teachers in a global society.

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CONTEXT, CATALYSTS AND CONVERSATIONS: STRENGTHENING SCHOOL LEADERS' CAPACITY TO INITIATE, FACILITATE AND NAVIGATE CHANGE

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ABSTRACT

This research evaluated the design, implementation and impact of four professional learning networks comprised of rural educators wanting to develop their ability to initiate, facilitate and navigate change. Frameworks guiding the learning sessions included a design frame, leadership development model, and learning strategies designed by the researcher (2014; 2018); Smith's (2011) conceptual framework for school change, Kincheloe and Berry's(2004) complexity theory and literature on change leadership, resistance and conflict. This action research program evaluation (Stringer, 2014), used multiple four-step action research cycles (adapted from Lewin, 1946) to direct, document and analyze the professional learning sessions. Data sources, analyzed throughout the process, included the researcher-created action research cycles, all workshop facilitation materials and participants' feedback. The identified learning frameworks powerfully supported collaborative inquiry throughout the sessions. Participants increased their knowledge, skills and confidence as change agents. Co-constructed and facilitated learning communities that incorporate valued learning processes can increase members' capacity to facilitate change and navigate conflict in educational contexts. As change is essential for educational improvement, such opportunities are essential for school leaders.

CONTEXT, CATALYSTS AND CONVERSATIONS: STRENGTHENING SCHOOL LEADERS' CAPACITY TO INITIATE, FACILITATE AND NAVIGATE CHANGE

The purpose of this research was to evaluate the design, implementation and impact of professional learning networks facilitated by the researcher to help educational leaders navigate change in rural educational contexts. This article describes the contexts of the learning networks, synthesizes the literature that informed their design, explains the research methods, presents the research findings, and offers conclusions, applications and implications for future research. Leading change in educational contexts is a challenging endeavour. These networks describe a successful approach, to strengthening the capacity of rural school leaders to initiate, facilitate and navigate change.

Research Context

Network Title and Intent

The title of each network was "Context, catalysts and conversations: Embracing change and conflict". The intent was to bring together teacher leaders and school leaders interested in developing their ability to initiate, facilitate and navigate change in educational contexts. The Manitoba Rural Learning Consortium (mRLC) is a non-profit organization that coordinates professional learning for rural school divisions in southern Manitoba. The networks described in this paper were part of mRLC's Instructional Leadership stream for three years, from 2015 to 2018.

Network Design and Structure

Each network included from 10 to 22 rural educators responsible for a change initiative. Table 1 summarizes the geographical region of the province, duration and composition of each of the networks. As researcher I facilitated three to four days of professional learning with each network, developing a design frame (Lipton & Wellman, 2011), adapting my leadership development model and learning strategies (Smith, 2014, 2018) to the new context, and incorporating a conceptual framework for school change developed by Lew Smith (2011).

Table 1
Professional Learning Networks by Region, Year, Format, Duration and Membership

Geographical Region of Province	Year	Face to Face Full Day Sessions	E-sessions	Total Days Contact Time	Members
SW/SC	2015-2016	3	0.5	3.5	15
SC/SE	2015-2016	3	0.5	3.5	15
SW/SC/SE	2016-2017	4	-	4	22
SW/SC	2017-2018	3	-	3	10
TOTALS	**3 years**	**13**	**1**	**14**	**62**

Guiding Frameworks

Leadership development model. The network design reflects a leadership development model (LDM) that had proven effective in developing teacher leaders for social justice in previous

research (Figure 1). The LDM had three phases: Phase One - Program Design, Recruitment and Intent; Phase Two - Enactment, Cohort Features and Content; and Phase Three - Frameworks for Action. Each phase had three components: Teacher Leadership Skills, Leadership Knowledge and Social Justice Community. In adapting the LDM for this study, I maintained the three phases, replaced the word cohort with network to align with mRLC terms, and renamed the three components more broadly as Leadership Skills, Leadership Knowledge and Co-constructed Community.

The collaborative aspect of the networks was deliberate and significant to their learning (Heron, 1996). Consistency in attendance and diverse group composition were important to the design and growth in the network. The term co-constructed community (Smith, 2014), indicated that network members would have input into how the network functioned, what content would be explored and which learning processes would be used. The resulting programs for learning in each session were adjusted based on input from participants and their responses to previous learning activities.

Learning strategies. Phase Two of the LDM, Enactment, Cohort Features and Content, in a more detailed format, articulated learning processes found to be effective in developing the leadership capacity of novice leaders (Smith, 2014). The six critical reflection processes identified in the LDM were journaling, action research, learning-focused conversations, dialogue, self-assessment and peer feedback. The first four of the learning strategies were useful throughout all the networks. Self-assessment and peer feedback were foundational to the networks, though they played a smaller role than in the earlier research.

Journaling. Reflective writing time ensures personal reflection prior to engaging in dialogue. This preparation time reduces individual stress and enhances the quality of the subsequent interactions. Providing reflective questions or frameworks also guides individuals to build connections between personal experiences and network content.

Dialogue. Social constructivism helps us understand the significance of dialogue in deepening understandings and resolving incidents of disequilibrium (Shields & Edwards, 2005). Collaborative groups provide countless opportunities for social interaction to occur, however the impact of such interactions can be variable. In discussing collaborative groups, Lipton and Wellman emphasize the importance of facilitation: "Skillful leaders establish a frame for specific discourse patterns and purposes" (2011, p. 11). The dialogic interactions facilitated within network sessions had intentional design to accomplish specific purposes and build particular skills.

Action research. As facilitator and researcher in year one of the networks, I studied my own practice using action research (Anderson, Herr & Nihlen, 2007; Stringer, 2014). I incorporated a four-step inquiry cycle (Look, Think, Act and Reflect), modeled on Lewin's work (1946). Network members conducted action research in their own contexts using the same template and their action research (AR) cycles were the focus of their learning-focused conversations (LFCs).
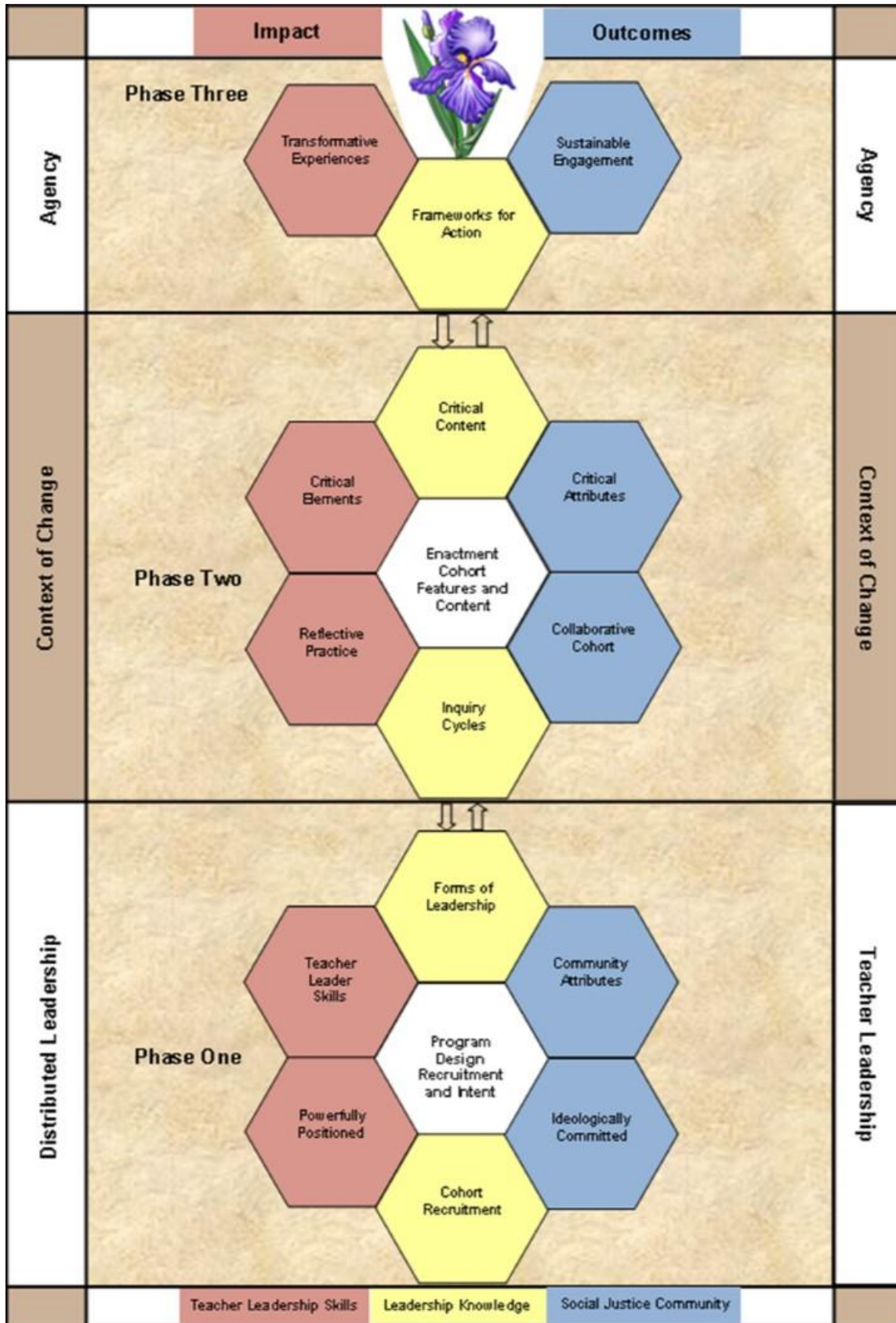
Figure 1. Leadership development model from Smith's 2014 teacher leadership research.

Learning-focused conversations (LFC). The purpose of a learning-focused conversation is to help a person reflect critically on their experiences and identify their next steps (Lipton & Wellman, 2015). Within the context of the networks, members learned how to conduct LFCs and then engaged in LFCs each session, helping a partner to reflect on their action research initiative and having a colleague facilitate their own reflective thinking. Network members benefitted from the engagement of their critical friend as an active listener, a thoughtful paraphraser, and one who posed invitational questions to stimulate further reflection.

Design frame. I developed a design frame (Lipton & Wellman, 2011), to articulate to potential participants the focus and design of the envisioned networks. The purpose of the network was to help teacher leaders and early service school leaders to "initiate, facilitate and navigate change". It positioned me as "co-investigator and process designer", offering "time and space for reflection" in an environment that would be "strength-based, practical, inquiry-based, dialogic, collaborative, collegial, facilitated, sustained and strategic" (Design Frame). I proposed that by participating in the network, members would increase their understanding of change theory and the change process, deepen their understanding of resisters and resistance, and acquire strategies for handling conflict.

Theoretical framework. The mRLC network design, like its 2014 predecessor, was informed by complexity theory (Kincheloe & Berry, 2004), which acknowledges the intricate web of competing priorities and personalities in complex systems. Each network participant was an informal or formal leader within a busy school and school division environment where change was a constant reality and the individual had little control over the larger organization. Complexity theory also applied to the nature of doing research with groups:

Complexity theory characterizes the nature of research with groups as complex, influenced by individuals who are themselves socially situated. It takes into account the multiple roles, identities and contexts in which humans operate, The researcher … must respond to the complexities of each situation, and learn 'to negotiate emerging situations, complex processes, multiple contexts, and accelerating social change' (Kincheloe & Berry, 2004, p. 7). (Smith, 2014, p. 122).

This quote was included on the Design Frame for participants, making it clear, that as researcher, I understood the network to be a gathering of individuals each focused on creating change in dynamic and ever-changing systems. The conceptual framework selected for the network also acknowledged the pressures present for all groups engaged in school-based change.

Conceptual framework. Lew Smith's conceptual framework, published in *School that Change: Evidence-based Improvement and Effective Change Leadership* (2011), consolidated findings from case studies conducted in schools that had won the National (U.S.) School Change Awards over an eight-year period. Smith's framework had five components. Component One, titled School context, included four overlapping aspects of context: climate, message, culture and environment. Component Two, titled School Capacities, included five interconnected essential capacities: capacity to plan, capacity to teach, capacity to assess, capacity to work in teams and capacity to learn. Component Three, titled School Conversations, included four types of conversations that accelerate change: conversations about vision, conversations about teaching and learning, conversations about and with students, and conversations about progress. Component Four, titled Catalytic Variables of School Change, included three variables: internal

dissonance, external pressure and leadership. Smith's conceptual framework effectively synthesized the individual case studies of school change found in the book. The Smith framework inspired the network title "Contexts, catalysts and conversations", and provided a structure for network members to reflect on their individual journeys facilitating change.

The description of the networks and the selected guiding frameworks informs readers of the structure, intent, and learning processes central to the network experience. In addition to the afore mentioned frameworks, the network session content was informed by the scholarly literature written by change theorists, about conflict and resistance, and advocating reflective practice in change leadership.

Literature Review

Change Theorists

Many recent publications have focussed on different aspects of leadership for change. The theorists discussed here became inspirations for network session content. Lambert (2003), and Lambert, Zimmerman and Gardner (2016) explored the notion of building leadership capacity amongst all staff, advocating for broad skillful participation in acts of leadership and school cultures with high skill and high participation in leadership. Donaldson (2006) built on the practical issues involved in distributing leadership by providing a useful comparison of which leadership tasks might be best tackled by the principal and which by a teacher leader, examining issues of access, relationships and power.

Wagner et al. (2006) recommended a three-phase change process: prepare, envision and enact. This approach emphasized generating curiosity and interest by releasing data to stakeholders, engaging in idea-generating dialogue with stakeholder communities, and moving to action once there was broad understanding of the intended change process. Fullan (2008) recommended a similar three-step process for facilitating change: initiate, implement, and either institutionalize or abandon. The notion of abandoning change initiatives that are not serving their intended purpose was one of Fullan's unique contributions. Along a similar vein, Fullan (2008) cautioned change agents to avoid intense commitment to any one solution, to listen to the voices of resisters and to be alert that too much engagement in the planning process can lead to a failure to act. When selecting a focus for change, Fullan suggested four characteristics be considered: there must be a need for the change, the change initiative must be clear to all involved, the change should involve complexity, and should pass the tests of both quality and practicality.

Kelley and Shaw (2009) recommended adopting a dialogic approach to change. Their three part change process included socio-cognitive leadership processes; dimensions of leadership for learning (advancing student learning, building teacher capacity, aligning resources and engaging the community); and levers of change at the individual, organizational and community levels. They envisioned change as "a social process involving shared problem solving in a community of learners" (p. xiii).

Preskill and Brookfield (2009) considered the notion of change within a community from a different perspective. They identified nine strategies they had found to be effective for social justice leaders involved in facilitating change. Three of the recommended strategies, were learning to be open to the contributions of others, learning how to analyze experience and learning to sustain hope in the face of struggle. Jansen (2009) learned from his experience

integrating a university campus in post-Apartheid South Africa, to acknowledge change as an emotional process, to name and confront problems, and to create environments that accommodate risk. Smith (2011) echoed Jansen's description of change as emotional, adding that change is also frequently unpredictable, non-linear, disruptive and stressful. For teachers participating in an earlier Canadian study, change was not an isolated activity, and it "could not be addressed in isolation from other aspects of their work in schools" (Hargreaves et al., cited in Smith, 2011, p. 27). For educational leaders, facilitating change occurs in contexts that are themselves in flux.

The literature reviewed described recommended practices for who to involve in the change process, leadership strategies to facilitate the change and the potential impacts on participants. This information was of critical importance and relevance to novice change agents seeking to initiate and facilitate change in their local contexts.

Managing Conflict and Resistance

It is inevitable that change agents will encounter resistance and conflict when trying to change the status quo. Learning to navigate such challenges is essential content when developing leaders of change. People resist change for a multitude of reasons, categorized into three types: *logical and rational, psychological and emotional,* and *sociological resistance* ("Types of Resistance to Change", n.d.). *Logical and rational resistance* describes those who worry about practical aspects of the intended change, such as how long it may take to learn new approaches and to adjust one's practice, the cost or feasibility of the change or the potential that things might get worse rather than better in the process. *Psychological resistance* stems from emotional responses such as fear of the unknown, a low tolerance for change, a dislike of the change agents, and a need for the security of the status quo. *Sociological resistance* occurs when perceived change confronts existing group values, coalitions, interests and friendships.

Theoharis (2009) studied school principals as social justice leaders. Participating school leaders reported encountering resistance at the local and district levels due to: the time required to fully understand the change, "comfort with the status quo", contradictory beliefs, nostalgia, a shortage of resources, regulations, and personnel at various levels who were unsupportive or not committed to the change. Starr's (2011) collected responses from over 100 Australian principals, included similar encounters with resistance when facilitating change. The purposes, trends, types and patterns in the resistance that Starr identified, resonated with the previous study (Theoharis, 2007). Theoharis reported that facilitating change had a huge personal toll on principals, causing emotional and physical consequences and culminating in a persistent sense of defeat and discouragement. Fortunately, Theoharis also identified strategies social justice leaders could use to sustain their personal health and agency as leaders.

Teacher leaders encounter similar types of stress when serving as change agents. Saavedra (1996) described the features of teacher study groups, which can provide support to teacher leaders, including dialogue, identity, ownership, dissonance, conflict, mediational events, action, self-assessment and reflective practice. DeLima (2001) encouraged teachers to lean in to conflict by listening to the resisters and embracing the notion of "conflict as a catalyst" within teacher communities. Reilly (2015) tackled the same issue for leaders, identifying communication strategies leaders could use to "move resistant teachers from grudging compliance to true commitment" (p. 42). Loucks-Horsley, Stiles, Mundry, Love and Hewson (2010) explored the

notion of how to overcome resistance and move teachers forward in their understanding and pedagogy. The first Making Change simulation and the professional development simulation subsequently developed (Stiles, Mundry & Bershad, 2016) offer participants a vicarious experience of what it is like to facilitate change. In the PD simulation, teams act as the professional development committee for a fictitious school and work collaboratively to facilitate a change process that strengthens science instruction in their school.

Bohn (2014) identified four types of resistant teachers: those *resistant to administration*, those who *lack confidence*, those who *resist change* and those who are *apathetic*. Her goal in responding to each type was to turn "resistant teachers into resilient teachers". Ackerman Anderson and Ackerman (2010) recommended similar approaches to resistance. They encouraged leaders to accept that resistance will always be present in change efforts, that it is a good and natural response, that handling it well will improve results, and advise leaders to "nurture it, use it, and benefit from it" (p. 2). Exploring the causes of resistance can be very effective in strengthening an initiative and moving it forward with greater support.

Reflecting on Personal Change Leadership

Within Canada, the province of Alberta has been active in recent years articulating expectations for school leaders. The Alberta Teachers' Association (ATA) (2013) published a consensus document focused on principal professional growth and change leadership. These indicators are useful to facilitate self-assessment, identify learning targets, and provide guidance for those facilitating change. The content inspiration for the change section in the ATA publication (pp. 13-17) was Reeves' 2009 book *Leading Change in Your School: How to Conquer Myths, Build Commitment, and Get Results*. Reeves used a gardening metaphor, recommending that leaders "pull the weeds" before taking on new initiatives. He also provided school leaders with accessible and practical self-assessment strategies and guidelines for facilitating change.

The literature on change, conflict, resistance and change leadership offers theory, strategies and structures for moving forward with change initiatives. As indicated by a number of theorists (e.g. Fullan, 2008; Jansen, 2009; Smith, 2011) resistance and conflict are inevitable aspects of change that leaders should anticipate. Learning skills to identify types of resisters and navigate resistance and conflict are essential for leaders of change. This literature provided the theoretical foundation for the networks and informed the content of network sessions. What distinguished these networks from other professional learning initiatives was the consistent use of research strategies to evaluate network sessions.

Research Methods

Research Methodology

This research applied an action research approach to program evaluation (Stringer, 2014). Multiple four step action research cycles (adapted from Lewin, 1946) were used to direct, document and analyze the professional learning sessions. One action research cycle was prepared for each network session, with four sections: Look, Think, Act and Reflect. The Look section contained the research question and desired outcomes for each session. The Think section listed the strategies planned for each session and echoed the session agenda. The Act section listed the data sources that would be used to document and analyze the session. The Reflect section summarized the data analysis that provided direction for the subsequent cycle.

Research Data Sources

The identified data sources align with the documents recommended for that purpose in previous research (Smith, 2014, p. 391). Data sources for this study included the design frame and the facilitator's action research cycles (previously described), session materials and artefacts, participant feedback and researcher reflections, and logic models that compared the different networks. Like the facilitator's action research cycles, the Agendas and Facilitation Guides were prepared in advance of each network session; the Agendas communicated the plan for each session to participants, and the Facilitation Guide contained a detailed script, process and timeline for facilitating each of the day's activities. Workshop materials were prepared in advance of each session and the artefacts collected afterwards included collaborative products such as responses recorded on charts. I solicited participant feedback at the end of each network session by providing a four-quadrant template asking what content had resonated with them, the topics in which they had increased interest, activities that had helped them learn, and any suggestions they had for future sessions. I reviewed each of the completed templates, to identify common themes, and then shared them with network members in the subsequent session. Researcher reflections took the form of field notes and written reflections during, after and while preparing for sessions. I utilized logic models (James, Milenkiewicz & Bucknam, 2008) to make comparisons between the different networks, after the networks were completed.

Research Data Analysis

Apart from the logic models, data analysis was ongoing, cyclical, and reflexive, as recommended for action research. Analysis was continuous between sessions rather than conducted at the completion of a network. Analysis was cyclical in that the processes, data sources and analysis techniques were consistent for each session. Constant comparison (Strauss & Corbin, 1990) was the strategy used to compare emerging findings in light of previous results. The data analysis was reflexive in that participants had access and opportunity to respond to the results of the data analysis at subsequent sessions. This transparency of process kept network members involved and aware of the analysis cycles and how the findings linked to each day's agenda.

Research Findings

Insights from the Agendas, Facilitation Guides and Power Points

The agendas, facilitation guides and power points used throughout the four networks followed a similar structure. Overall patterns in each type of artefact became clearer when they were examined retroactively using the design frame. The Agendas shared the plan for each session; over time, the agenda items became broader, identifying stages in a framework as headings (such as 'reconnecting') rather than specific activities. Partner conversations about their change initiatives became increasingly important as the sessions advanced and consequently more time was allocated for dialogue, including learning-focused conversations, small group dialogue and large group sharing and problem-solving (such as fish bowl or town hall type activities). Protocols used to facilitate discussion or reflection, such as share your successes, challenges and questions with your action research; reveal the intentions for planned activities. In the second year, the network theme developed a bit further, using initiate, facilitate, navigate and celebrate change, as a four-step framework for the sessions. In general, the 2016-2017 network included

new processes, better synthesis activities, more analytical activities and collaborative inquiry was more visible. At the end of the three first year networks, there was emphasis on their personal growth as a change agent; in the 2017-2018 second year network, the focus was more on describing the growth and impact of their change initiative at the school level. Responding to requests for more sharing of action research change projects, more whole group discussions were included as well, as the group was smaller.

Insights from the Action Research Cycles

The action research (AR) cycles provided a template for planning each network session and documented the synthesized feedback afterwards. Each one incorporated the four-step inquiry cycle (Look, Think, Act and Reflect), modeled on Lewin's work (1946) as described earlier. AR cycles guided the initial two learning networks, in 2015-2016. The focus question for the AR cycles remained consistent throughout the sessions: "How can I facilitate the mRLC network session to establish a shared knowledge base, initiate action for change and develop shared ownership?" The agendas occupied quadrant two and the data sources were in quadrant three of the AR cycles. In the third quadrant, the headings: interview, observation and artefact, distinguished between the types of data sources consulted for each session. The fourth sessions for the two 2015-2016 networks were different, as each group identified specific activities they wished to include on their last day together, consequently they listed different data sources. The final quadrant of the AR cycles synthesized the participant feedback from each session, in which members provided feedback in four areas.

Insights from Participant Feedback

The four quadrants of the participant feedback sheet are confirmed understandings, ideas to explore further, activities that helped learning, and suggestions. Thematic analysis of the participant feedback responses occurred after each session during the first three networks. I have presented the synthesized findings from this analysis, by quadrant and in order of frequency.

Confirmed understandings. Table 2 shows the themes identified in the confirmed understandings section of the participant feedback sheets. When asked to reflect on their confirmed understandings, network members consolidated their understanding that change is uncomfortable, emotional and complex and that successful change requires a purposeful vision and many skilled leaders. Many remembered learning that facilitating change necessitates strong relationships and intense collaboration with others, and that change is an incremental and time-consuming process. Conflict and resistance were understood to be inevitable aspects of change. In addition, members noted learning that change leaders can incorporate specific learning processes, including action research, reflection, dialogue, learning networks, feedback and data. Engaging in these processes as a learner, enhanced members' insight into their benefits as learning strategies, and potential utility in change processes.

Table 2

Participant Feedback Themes in Understanding Section of First Year Network Responses

Understanding Themes	# Per Network	Totals
Change is uncomfortable, emotional and complex	(6, 9, 20)	**35**
Change requires a purposeful vision and many skilled leaders	(13, 13, 6)	**32**
Conflict and resistance are inevitable in the change process	(6, 2, 16)	**24**
Change can be facilitated by using specific learning processes	(8, 12, 4)	**24**
Effective change requires strong collaboration and relationships	(6, 13, 4)	**23**
Nature of change (general comments)*	(3, 3, 17)	**23**
Change is incremental and a time-consuming process	(4, 11, 6)	**21**
TOTALS	**-**	**182**

*starts with 2016-2017 Session One.

Increased interest. Table 3 shows topics in which members increased their interest after a day's session. These responses were understandably very individual, aligned with their personal and professional development interests. The most frequent responses concerned developing the skills to lead change and to monitor its personal impacts. Visions of change reflected a desire to review case studies, have guest speakers, or hear from peoples' personal experiences with fostering successful change in diverse school contexts. Overcoming resistance became a larger theme in the 2016-2017 and 2017-2018 networks, as we focused more on those topics. Finally, members were interested in the use of processes to facilitate change.

Table 3

Participant Feedback Themes in More Interested Section

More Interested In Themes	# Per Network	Totals
Leading change requires skills and impacts emotions	(11, 14, 19)	**44**
Visions of change	(9, 12, 18)	**39**
Overcoming resistance	(7, 16, 8)	**31**
Leading change requires process	(8, 3, 5)	**16**
Totals		**130**

Learning activities that helped participants' learn. In the third quadrant of the Participant Feedback, members identified activities that helped them learn. Table 4 summarizes how frequently network members reported that specific learning activities supported their learning. The first cluster of highest impact learning activities that participants reported included dialogue in partners, small or large groups, followed by the PD Simulation (Stiles, Mundry & Bershad, 2016) and use of action research. The Making Change and PD simulations were valued because they were instructive, informative, interesting, collegial, visual and strategic tools (Participant Reflections). The two 2015-2016 networks, found action research helped them maintain their focus, kept them accountable, allowed them to be responsive to their context and facilitated persistence and patience. Some members found AR helpful because it was challenging and

ensured they were both reflective and intentional (Field notes). Interestingly, the PD Simulation was a single session activity while the others were routines. The second cluster of high impact activities, including Playback Theatre, Carousel Interviews, Carousel Charts and Crucial Conversations, were also single session activities; while readings by and about change theorists, learning-focused conversations and reflective journaling were valued in multiple sessions.

Table 4

Participant Feedback Themes in Activities Section

Activities Themes	# Per Network	Totals
Cluster 1		
Dialogue in partners, small or large group	(19, 12, 14)	**45**
Making Change Simulation	(9, 8, 8)	**25**
Action Research including planning for change and town hall	(9, 7, 8)	**24**
Cluster 2		
Playback Theatre	(4, 6, 2)	**12**
Carousel Interviews	(3, 6, 3)	**12**
Readings	(4, 2, 4)	**10**
Learning-Focused Conversations (LFCs)	(_, 6, 3)	**9**
Reflective Journaling	(_, 6, 3)	**9**
Theorists including Smith conceptual framework	(5, 1, 2)	**8**
Carousel Charts	(5, _, 3)	**8**
Crucial Conversations	(3, 3, 1)	**7**
TOTAL	**-**	**169**

Frequency of high impact learning activities. Tables 5 and 6 present the learning activities used in the networks in two categories: those learning activities used in every session and those used in every network. These tables clarify the frequency of the learning activities identified in Table 4 above. Interestingly, some of the activities that generated high member responses only occurred once per network, whereas other highly ranked activities were routines.

Table 5
Learning Activity Frequency Analysis: Every Session Activities

Every Session Activities	2015-16 SW-SC	2015-16 SE-SC	2016-2017	2017-2018
Action Research	x	x	x	x
Learning-Focused Conversations	x	x	x	x
Dialogue	x	x	x	x
Participant Reflections	x	x	x	x
Natural Partners	x	x	x	x
Closing Circle	x	x	x	x
Sharing previous AR cycle	x	x	-	-
Participant Feedback Synthesis	x	x	x	x
Planning for Change	x	x	x	x

Table 6
Learning Activity Frequency Analysis: Every Network Activities

Every Network Activities	2015-16 SW-SC	2015-16 SE-SC	2016-2017	2017-2018
Case Study	x	x	x	
Change Theorists	x	x	x	
Donaldson Reading and Activity	x	x	x	
PD or Making Change Simulation	x	x	x	x
Carousel Charts	x	x	x	x
Carousel Interviews	x	x	x	x
Playback Theatre	x	x	x	
Crucial or Critical Conversations	x	x	x	
Synectics	x	x	x	
Crazy Dancing Guy Video	x	x	x	

Network members' suggestions for subsequent sessions. Finally, Table 7 summarises the types of suggestions offered by network members on their participant feedback forms. Most of the suggestions concerned ideas for processes we could use or of new content they hoped to explore. Facilitation comments were fewer in number and logistical comments focused on the planning and scheduling of sessions and their location.

Table 7
Participant Feedback Themes in Suggestions Section

Suggestions Themes	Per Network	Total
Learning Processes	(11, 13, 13)	**37**
Content Information	(11, 9, 15)	**35**
Facilitation	(7, 10, 2)	**19**
Logistics of Sessions or Timing	(1, 2, 6)	**8**
TOTAL	**-**	**99**

The four-quadrant participant feedback sheet generated thoughtful and informative responses, which helped direct the future path of each of the networks. The other data sources: the agendas, facilitation guides and power points, and the facilitator's action research cycles broadened the perspectives taken into consideration when determining the significance of the findings. At the core of the inquiry is whether the guiding frameworks used to establish the networks, and previously articulated, proved effective in attaining the objectives stated in the design frame.

Discussion

The discussion of the findings reflects four different aspects of the study. First, how effective was the conceptual framework (Smith, 2011) in guiding the network content? Second, how closely were the design frame goals honoured in the enactment of the networks? Third, how was the chosen Leadership Development Model adapted to reflect the learning from these networks?

Fourth, what evidence is there that members of the networks were positively impacted by their experience and likely to foster change in their contexts?

Conceptual Framework Relevance

When asked to reflect on the different elements of Smith's conceptual framework, the 2016-2017 network members were able to provide personal examples of each element of the framework that had been useful in moving their change initiative forward. Members of the 2017-2018 second year network were able to identify specific examples of how each element of Smith's framework was present in their work, even though they did not consciously plan to include them. These second year network members identified that an open atmosphere, risk-taking and small schools helped people to be open to change in their contexts. They were able to build capacity in others through fostering shared leadership and strength-based approaches. Conversations that accelerated change focused on student learning and the change process itself. Catalysts for change included meeting student and staff needs and passionate staff members. Novice leaders came to see themselves as change agents; they could identify their personal strengths and increased their ability to be patient, persistent and empathetic.

A significant area of growth was in how network members responded to resisters and resistance. Second year network members felt they were listening more to resisters and seeking out the reasons for resistance, acknowledging that resistance can be helpful and was not personal, and not allowing resistance to stop the forward momentum. Members felt they had also learned to see conflict as an inevitable part of the change process and to not always intervene or take it personally. When asked to describe the impact of their action research change projects, members reported a more positive atmosphere, more reflective staff, increased clarity about the change, increased confidence and benefits spilling over to areas beyond the scope of the change project. Smith's (2011) conceptual framework clearly resonated with participants' and reflected their experiences facilitating change.

Design Frame Alignment

The Design Frame provided a unique structure for the professional learning networks. The promises made to potential members resonated with the feedback received during the networks. The participants matched the intended demographic. Careful facilitation was evident in the facilitation guides, agendas and power points. I participated as a co-investigator and process designer. Members reported that they had sufficient time and space to reflect, and that they felt a high level of trust had been established among participants. Reflective practice, change theory and critical constructivism informed the networks. The networks functioned in ways that were consistent with the intended functions: they built on each other's strengths, addressed pragmatic concerns and all explorations began with questioning. Much of the learning came through dialogue and multiple tasks were collaborative, collegial and facilitated. By spreading sessions out across one school year, the networks were sustainable and the action research allowed members to be strategic as they worked towards change. The learning goals articulated in the design frame: to gain insight into the change process, to understand why people resist change and to develop agency as a leader of change, reflected participants' feedback. The identified learning strategies, including action research, self and peer assessment, learning-focused conversations, partner dialogue and appreciative inquiry, were present in each network.

The second year network promised that we would build on experience, sharpen strategies for responding to resistance and conflict and continue to enhance their ability to initiate, facilitate and navigate change in educational contexts. Network participants indicated through their feedback that these promises were satisfied.

Revised Leadership Development Model

The three-phase LD model adopted from previous research (Smith, 2014) proved helpful in structuring the networks. The specific components of the model were modular in design so they could be adapted for different contexts. The adaptations I have made in the three phases of the model are visible in Figures 2, 3, and 4. Figure 2 describes the program design, recruitment and intent for the mRLC networks. Figure 3 redefines the features and content of the network sessions as enacted between 2015 and 2018. Figure 4 articulates the impact, outcomes and agency resulting from involvement in the network.

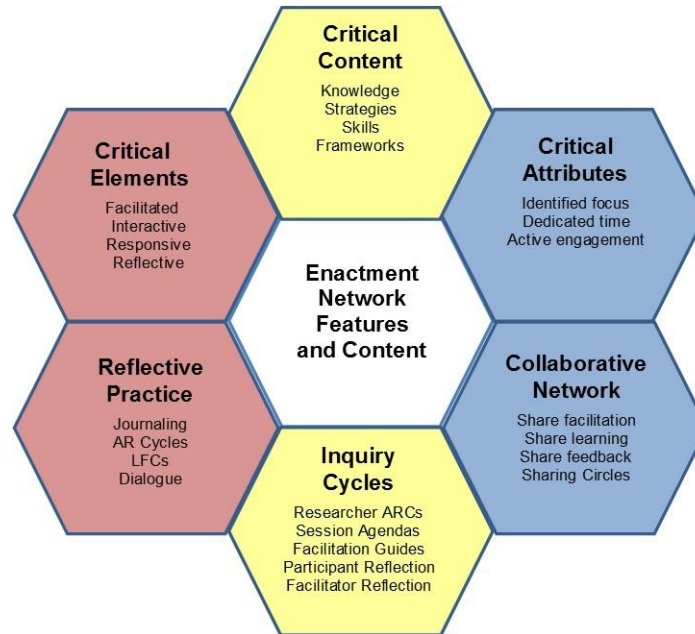*Figure 2.* Leadership development model, phase one, adapted after mRLC research.

Figure 3. Leadership development model, phase two, adapted after mRLC research.
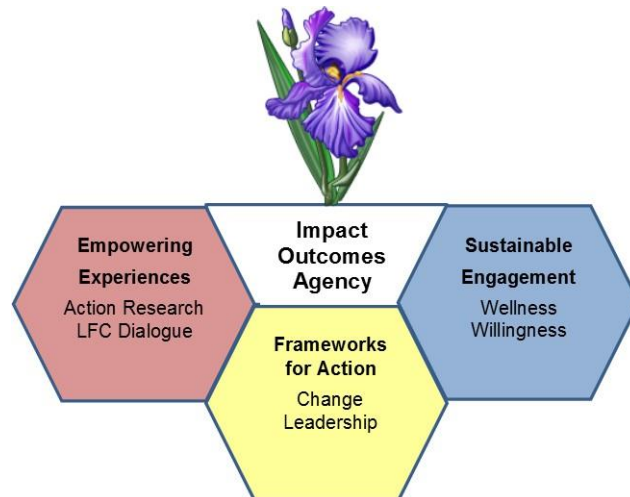

Figure 4. Leadership development model, phase three, adapted after mRLC research.

Indications of Emerging Change

At the end of the 2015-2016 networks, members wrote responses to three sentence starters, and then threw their responses around the room, like snowballs, allowing colleagues to pick them up and read aloud the anonymous responses. Table 8 presents the prompts and their responses, which substantiate the positive impact of the network on members' leadership capacity and feelings of agency.

Table 8
Themes in Snowball Responses at End of the Three Year One Networks

I have improved in my ability to…	2015-2016 SE-SC	2015-2016 SW-SC	2016-2017	Total
Plan	3	3	3	9
Respond to Conflict	1	5	5	8
Communicate with Others	3	3	1	7
Understand Change	0	2	5	7
Reflect	3	3	0	6
Handle Resistance	0	0	4	4
Conduct Conversations	0	4	0	4

One thing I want to remember from this network is …	2015-2016 SE-SC	2015-2016 SW-SC	2016-2017	Total
Value of the network	6	8	6	20
Nature of Change	1	2	10	13
Action Research	1	3	1	5

I will use my experience to …	2015-2016 SE-SC	2015-2016 SW-SC	2016-2017	Total
Provide leadership	4	4	12	20
Create Change	2	8	1	11
Empower others	2	0	3	5
Keep Learning	1	4	0	5

In other network conversations, participants in the networks reported that the atmosphere in their schools was more positive. They indicated they were more reflective and conscious of their actions and felt their change initiative was clearer than before the action research. Many reported that their change initiative had surpassed their personal goals and had resulted in more teaming amongst staff members and higher levels of confidence.

Conclusion and Application

Co-constructed and facilitated learning communities that incorporate valued learning processes can increase members' capacity to facilitate change and navigate conflict in educational contexts. As change is essential for educational improvement, such opportunities are essential for school leaders.

The leadership development model was adaptable for this particular context and provided an effective structure for the networks. The network design frame, which outlined the intended relationships, expectations, content and outcomes for members and the facilitator, guided all the networks. Smith's (2011) conceptual framework resonated closely with members' experiences facilitating change in educational contexts. Members linked the identified learning processes to

their learning and planned to include them in their own change initiatives. The theoretical framework of complexity theory (Kincheloe & Berry, 2004) was helpful in making sense of the complicated educational contexts in which network members were fostering change. The literature reviewed on change theorists, responding to conflict and resistance and creating sustainable change, supported network members in understanding and navigating their change initiatives. The action research methodology and identified data sources provided a structure, which prompted continuous data analysis and reflection. Finally, adopting a collaborative inquiry approach ensured that all network members including the researcher aimed to remain open to new and emerging ideas.

Facilitating these four networks was a challenging and stimulating experience. Looking back on what we accomplished together makes me feel that the decisions taken in the planning and enactment of the networks helped us attain our stated goals. Collectively, we learned to initiate change with carefully thought out rationales and specific, but flexible, plans. We learned to facilitate change through studying case studies of other successful initiatives and through the simulation game where we experienced change vicariously. We learned to navigate through resistance, embrace conflict and lean in to, rather than away from, resisters. Finally, we learned how important it is to celebrate success, to reflect on our accomplishments and to create visions for the future.

This research is important because the one constant in educational contexts is change. The findings are relevant for facilitators of professional learning, change agents, teacher leaders, school leaders, district leaders and researchers. Learning to be a leader of change processes is a highly transferable skill from one context to another. Similarly, developing a leadership development network offers many transferable practices to others engaging in leadership development for the same or different purposes, and to those looking at professional learning design and structures. Thirdly, this study provides a pragmatic example of how action research can guide one's professional practice, to keep it responsive, fresh and goal-oriented. I encourage others to adapt the leadership development model for different purposes and share your discoveries with others within your immediate personal context and the broader educational research community.

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CULTURALLY RESPONSIVE EARLY LITERACY WITH OUR AFRICAN AMERICAN MALES

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ABSTRACT

This study examines the archival data of African American male second graders for the effects of culturally relevant and responsive practices during balanced literacy instruction in a departmentalized classroom setting. Statistics reveal that there is a proposed reading achievement gap between Black and White students, as well as between male and female students throughout upper elementary and secondary education; however previous studies have found that adopting culturally relevant and responsive practices during literacy instruction have increased motivation, student interest, and student engagement for African American males during transitional and secondary literacy instruction in environments where departmentalized classrooms more commonly occur. This particular study explores how the integration of cultural relevance and responsiveness into early literacy impacts the reading assessments of African American males that receive early literacy instruction in a non-traditional setting throughout an academic year. A pre-test/post-test design is used, along with repeated measures, to assess African American male students' performance on the Developmental Reading Assessment (DRA) during the beginning, middle, and end of the year. The data reveals that collectively, the participants' reading achievement increased, with those below district expectation growing within a range of six months to twelve months, and those at or above district expectation growing within a range of twelve to eighteen months. This implies that integrating culturally relevant and responsive practices that are introduced into early literacy in a departmentalized classroom can lead to closing reported achievement gaps for African American males during the foundational stages of literacy instruction.

CULTURALLY RESPONSIVE EARLY LITERACY WITH OUR AFRICAN AMERICAN MALES

The ability to effectively teach reading involves the ability to recognize how students acquire reading skills in relationship to culture. Culture refers to the traditions, customs, beliefs, language, dress, cuisine, music, and social habits of a group or society of people (Vacca, Vacca, Cove, Burkey, Lenhart, & McKeon, 2018). Culture in relationship to ethnicity, race, and gender factors are often unaccounted for during instruction, but utilized to account for differences in reading achievement. Since 1992, the National Center for Education Statistics has reported black students scoring less on reading assessments than their white counterparts in fourth, eighth, and twelfth grades. Males are also reported as scoring less than females (NCES, 2017). This gap is widened for students who identify as black AND male. Combating these disparaging statistics during early literacy addresses this achievement gap from its onset.

Theoretically, culturally relevant pedagogy helps students become: (1) academically successful, (2) culturally competent, and (3) socio-politically critical. A culturally relevant teacher consciously creates social interactions to help them meet this criteria (Ladson-Billings, 1995). Additionally, culturally responsiveness has also been framed to present academic content in a more relatable format to diverse groups of students. Cultural responsive instruction—teaching that allows students to succeed academically by building on background knowledge and experiences gained in the home and community (Au, 2009). To combat these differences in achievement across demographics, Gay (2010) recommends incorporating culturally responsive measures, specifically creating a classroom environment in which reading materials include a variety of different ethnic authors genres, cultures, and heritages that incorporate comprehension activities that require students to interpret culturally encoded messages. There is a wealth of studies that reveal how being culturally responsive in the daily learning environment impacts daily performance, however there needs to be a closer look at how reconstructing the cultural atmosphere impacts academic outcomes on standardized assessment data that has just begun to account for non-educational factors in its scoring. Although cultural responsiveness promotes bridging the gap between background and existing teaching materials, such as basal reading programs, classic tradebooks, and traditional thematic units, cultural relevance encourages critical thinking of the literature and a challenge to the status quo to foster social justice and reform based on the readers' interpretation from their societal standing in life. Both approaches are important in the campaign for closing achievement gaps for our black male demographic, and the coexistence of both in a research-based literacy framework increases opportunities for our readers to build a relationship with the literary content.

Providing moments for black male readers in elementary and middle school to connect with text from their point of view motivates and engages them in an active role in reading and comprehension (Husband, 2012; Tatum, 2006; Thomas, 2019; Wlodkowski & Ginsberg, 1995). The opening to connect is especially limited in the traditional elementary classroom due to the allotment of time designated for teaching literacy and its exploration. The traditional self-contained classroom, which is framed with an inclusive schedule of academic subjects taught within a 45 to 55-minute block, leaves minimal time for student-centered activities and the exploration of subject content that is necessary for analysis and critical thinking. Since 1959, with the inception of the departmentalized classroom, teachers have begun to explore the benefits

of having additional time to engage in a combination of teacher-centered instruction and student-centered activities. Departmentalized classrooms, also known as block classrooms, allot 85 to 120 minutes of instruction for a specific subject. Originally created to assist students with a transition from fourth to sixth grade (Lamme, 1976), this scheduling structure has expanded to include students on the secondary level. The concept of departmentalization during early literacy has yet to exist as a commonplace occurrence, however it is detrimental in the campaign to implement culturally relevant and responsive practices, as well as close reported achievement gaps during the foundational years of literacy instruction.

Method

A quasi experimental method was used to conduct an ex post facto study of data. Archival data was examined for the reading achievement of the Black male second grade students on the Developmental Reading Assessment (DRA) to investigate the effects of culturally relevant/responsive literacy practices in a departmentalized learning environment. A pre-test/post-test design was also used, along with a repeated measures design, to compare student comprehension levels from the first administration of the test to the last administration of the test to determine progress.

Participants for this study were students that identified as Black, male, and were enrolled into two of the four departmentalized homerooms. The experimental group consisted of students from the departmentalized classroom that was designated for those performing below level, along with their partner classroom that was meeting district expectations. Of the forty-one students enrolled in this departmentalized rotation, 39% of them were Black and male.

Culturally Responsive/Relevant Departmentalized Literacy Instruction
The dimensions, or layers, of this particular departmentalized classroom is aligned with the components of effective teaching: (1) planning, (2) implementation, and (3) assessment (Burden, 2016). Instructional practices that fostered Ladson-Billings (1995) culturally relevant framework of fostering academic success, cultural competence, and socio-political critical thinking were integrated with Burden's (2016) components of effective teaching to impact the reading achievement of these students throughout the school year.

Culturally Responsive/Relevant Planning for Academic Success
A core reading program adopted by the school district served as the foundation for planning instruction, and served as a scope and sequence for collaborative planning amongst both departmentalized and self-contained classrooms. This basal reading kit consisted of: student textbooks, tradebooks, vocabulary cards, and reproducible activity sheets for grammar, phonics, comprehension and weekly assessment. Donald Bear's text, *Words Their Way* (2012), was used to develop word recognition, phonemic awareness, and spelling strategies. Departmentalized literacy classrooms were designed to be print-rich environments. The walls consisted of word walls, alphabet lines, literacy workstations, grammar charts, genre listings, and anchor charts that were reflective of previously taught lessons and strategies. The reading classrooms were void of any graphic organizers, charts, and strategies that promoted mathematics and science concepts. In a departmentalized setting, two teachers were partnered to divide teaching responsibilities, with one teaching a 135-minute Language Arts block to his/her homeroom before lunch, and

then teaching a 135-minute Language Arts block to the partner's homeroom. Math and Science instruction occurred concurrently for the other homeroom of students while Language Arts instruction was occurring for one group of students.

Because lesson plans were universally written in a format that consisted primarily of a daily list of activities from the core reading program that aligned with the school district's scope and sequence, the departmentalized reading teacher planned instructional activities that would develop two of the culturally relevant criteria—cultural competence and socio-political critical thinking, with the desire of using those skills to meet the third criteria, academic success according to district expectations.

The teacher structured the classroom to acknowledge cultural identity by collaborating with students to build an anchor chart of student reading preferences; building a classroom library that reflected their culture and interests; enlisting students for classroom responsibilities based on their strengths and personalities, and not their academic performance; entrusting the Black boys that infrequently visited the classroom library with its maintenance; limiting basal reading instruction to 30 minutes; allotting large blocks of time for partner and independent reading /discussion of basal texts AND student selected texts, and allotting 60 minutes for small group instruction using culturally relevant/responsive texts.

Instructing for Cultural Competence and Socio-Political Critical Thinking
The balanced literacy block was a total of 135 minutes and consisted of the National Reading Panel's (2000) recommended essential components of reading instruction, which include phonemic awareness, phonics, vocabulary development, fluency, and comprehension. Interactive mini-lessons were based on Fountas and Pinell's (2011) Guided Reading model to develop these literacy skills, and included morning/daily message, shared reading, read aloud, small group instruction, independent reading, and collaborative comprehension projects.

Cultural competence and critical thinking began at the start of the literacy block during a morning/daily message that the teacher created each day on a chart for the students. Each message consisted of relatable content, with developmentally appropriate vocabulary and high-frequency words. However, it was intentionally composed of a previously learned spelling pattern that was misspelled and an incorrect grammatical error that students were expected to identify after a collaborative proofread with a peer.

To continue to build students' cultural competence and foster socio-political thinking of each reading selection, students were encouraged to engage in think alouds and text connections to bridge the gap between students and the text, as well as to establish an analysis from varying points of view. The text was also used to model a strategy for practicing a literacy skill that was designated in the district scope and sequence. The focus strategy was reflective of a second grade state objective. Students also collaborated with a partner to build a graphic organizer on construction paper to reinforce the literacy skill and organize their thinking, while discussing and outlining their feedback to a critical thinking question that was posed during the read aloud or shared reading. This particular critical thinking question often required them to reflect on the content of the text from their view of the world.

Students would practice this same comprehension strategy while reading a culturally relevant/responsive book of their choice with a partner and again independently. Additional activities that were completed in a workstation included: a reader's response of the student-selected reading, an independent or collaborative word sorting activity that was reflective of the spelling list for the week, reading in the culturally reflective classroom library, and an interactive or independent writing activity. These activities were typically completed concurrently with a small group reading rotation.

During collaborative and independent workstation activities, the teacher pulled three small groups daily and engaged in twenty-minute lessons using the leveled readers provided by the campus and reflected student backgrounds and interests. Students were grouped homogeneously according to reading benchmark results, and lessons were targeting the acquisition of reading skills according to the students' developmental stages.

The writing topic during Writer's Workshop was an extension of the culturally and socio-politically charged question that was outlined and organized during the read aloud discussion or a collaborative assignment during the week. The scope and sequence for writing lessons were pre-determined by the district's Language Arts department.

Assessing Reading Achievement
Students were individually administered the Developmental Reading Assessment, First Edition (DRA), published by Pearson (Beaver, 1997), to determine their instructional reading level. Each student was administered a beginning of the year benchmark in September, a middle of the year benchmark in January, and an end of year benchmark in May. DRA K-3 kits contained books that were leveled with numbers that ranged from 1 to 44. One book that was identified as emergent was labeled with the letter A. Books increased in difficulty as the levels increased. It was a criterion-referenced assessment, and the data can be used to (a) assess reading engagement, oral reading fluency, and comprehension, (b), identify reading strengths and weaknesses, and (c) determine students' reading levels, (d) inform reading instruction, (e) monitor progress in reading, and (f) aid in planning reading interventions (McCarthy & Christ, 2010). Each book was accompanied with a test form that provided a teacher script and areas for recording student answers and scores. The teacher read directly from the assessment script to prompt student feedback in four areas: (1) book preview, (2) oral retelling, (3) oral comprehension, (4) connection to schema, and (5) oral reading fluency rate. A student was benchmarked at a particular level if their comprehension was within a total of sixteen to twenty, and if their oral reading score ranged from 89% to 94%. Students that scored above twenty in comprehension and above 94% orally continued to test in books that increased in difficulty until they reached an instructional range.

The district considered instructional levels 18-28 to be the appropriate level for second grade. Students that read below level 18 were considered to be performing below expectations, and any student reading above level 28 were considered to be performing above expectations. Students could be tested until they reached level 44, but were not benchmarked above that level because it was the highest level in the K-3 kit.

Results

The purpose of this study was to examine the reading achievement of Black male second graders that received culturally relevant/responsive balanced literacy instruction in a departmentalized learning environment. Repeated measures was used to examine the comprehension levels that were reported during the beginning, middle, and end of the year. Of the forty-one students enrolled in this group, sixteen Black male second grade students were the pilot group of this study.
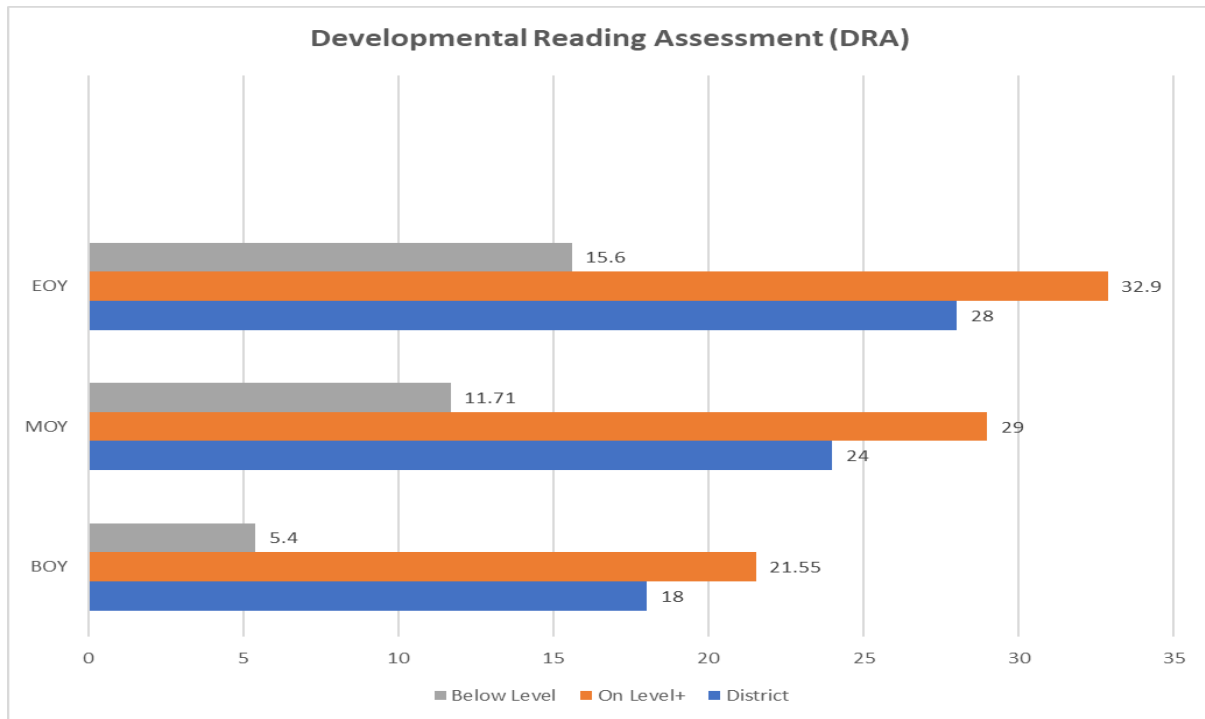
Departmentalized comprehension levels (m = 15.79) at the beginning of the year indicate that the average Developmental Reading Assessment (DRA) score was within the DRA range of 14-16. The average Departmentalized comprehension levels (m= 20.93) at the middle of the year indicate that the average DRA score was within the range of 20-24. At the end of the year, the average comprehension level (m= 28.00) indicates that the DRA scores were within the range of 24-30.

The comprehension level (m= 15.79) increased an average of 5.17 points from the beginning to the middle of the year. The comprehension level increased to an average of 7.07 points from the middle to the end of the year. There was an average comprehension level increase of 12.24 points (m= 6.12) from the first to the last administration of the DRA.

Thirty-nine percent (n=16) of the students identified as Black and male. Of the comprehension levels at the beginning of the year, 69% of participants (n = 11) scored an average reading level (m = 21.55), which is above the district expectation at the beginning of the year of DRA range 18-20. The remaining 31% of the participants (n = 5) scored an average reading level (m = 5.4), which is below the district expectation at the beginning of the year. This indicates that the

average for students below expectation is equivalent to a DRA range of 4-6. Of the comprehension levels at the middle of the year, 59% (n = 9) scored an average (m = 29.00), which is above the district expectation of DRA level 24. This indicates that students at or above expectation are within DRA range 28-30. The remaining 41% (n = 7) scored an average reading level of (m = 11.71). This indicates that the average for students below expectation is equivalent to a DRA range of 10-12. Of the comprehension levels at the end of the year, 61% (n = 11) scored an average reading level (m = 32.90), which is above the district expectation of DRA range of levels 28 -30. The remaining 31% (n = 5) scored an average reading level of (m = 15.6), which is below the district expectation. This indicates that the average for students below expectation is equivalent to a DRA range of 14-16. The increase of comprehension for students performing at or above expectation is 11.35 points (m = 5.675) from the first to the last assessment. The increase of comprehension for students performing below expectation is 10.2 points (m = 5.1) from the first to the last assessment.

Discussion

There has been limited research regarding the impact of departmentalized literacy instruction prior to third grade. Although there have been documented studies and literature regarding the impact of specific instructional practices that target culturally relevant and culturally responsive literacy within the last decade (Chenowith, 2014; Kesler, 2011; May, 2011; Sarker & Shearer; 2013; Toppel, 2015; Wyatt, 2014), as well as the impact of specific culturally relevant and responsive literacy practices that target Black or African American males (Meier, 2015; Tatum, 2006; Wood & Jocius, 2013), there has been minimal focus on its effects on Black or African American males in a departmentalized classroom structure prior to a grade level with state-mandated testing.

This particular study examined data for the effects of culturally relevant/responsive practices in an early literacy classroom that adopted a departmentalized structure. The data reveals that collectively, the Black males that received a delivery of instruction that blended culturally relevant pedagogical theory with components of effective instruction experienced growth that ranged from six months to eighteen months over the course of an academic year. Students that performed at or above district expectations grew in reading within a range of twelve months to eighteen months, while those that performed below district expectations grew within a range of six months to twelve months. Overall, the participants grew 12.24 points over the course of the academic year, which was slightly above the district expectation of 12 points.

Because this was archival data, the study was limited to measuring the effectiveness of cultural-related literacy practices with comprehension levels on a scripted assessment instead of through alternative measures. Because the primary researcher was an active participant, the sample size was limited to one departmentalized second grade rotation that could be assessed for cultural influence. Larger sample sizes that utilized similar practices are needed to strengthen the outcomes.

Future studies are needed to further explore additional factors that are unaddressed in this particular study. As more Black/African American male reading development is examined, more exploration of how each specific culturally relevant/responsive literacy practices in a

departmentalized classroom during early literacy impacts students' social and emotional development, attitudes towards reading, as well as their long term reading achievement. Additionally, an exploration of teachers' attitudes and feedback regarding their perception of the impact of cultural literacy during the foundational reading stages is needed to areas of strengths and weaknesses in the approach, as well as specific literacy activities that yield favorable and unfavorable results within each classroom organizational structure.

Conclusion

The campaign for strengthening Black and African American male reading development is a focus that has stemmed from over two decades of data that reports a nationwide disparity in reading achievement. In the primary grades of kindergarten to second grade, reading serves as a measure for academic ability, therefore teachers are encouraged to devote a large portion of their instructional day to developing reading skills. The goal of designing a literacy framework that includes well-developed, small group instruction coupled with effective, whole-group literacy teaching (Fisher & Frey, 2007) has caused educators to focus on the most effective ways to deliver balanced literacy instruction. Both balanced literacy and cultural relevance and responsiveness has been well-documented as approaches that have independently yielded favorable results with varying subgroups and in varying learning classrooms, however African American males continue to be reported as underachievers that require additional support. Although departmentalized schedules are commonly implemented in upper elementary and secondary, introducing this non-traditional configuration allows Black and African American males an opportunity to receive this support. According to Queen & Gaskey (1997), schools that use block schedules notice an increase in student motivation that is directed toward exploration and discovery in their classes. Integrating two evidence-based approaches in a lower elementary classroom with a non-traditional structure creates an environment that introduces foundational literacy skills in a setting that invites their identity into the content sooner rather than later to cultivate critical readers and forward thinkers amid the construction of foundational literacy.

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RESEARCH NOTE: STAKEHOLDERS' KNOWLEDGE IMPACTING THE ACADEMIC0 AND SOCIAL-EMOTIONAL NEEDS OF TWICE-EXCEPTIONAL STUDENTS IN KENTUCKY

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ABSTRACT

Decades worth of studies have documented the role of teacher training in identifying children with exceptional needs. Yet, none have investigated the differences between teacher training, teacher knowledge, and teacher roles in relation to the identification of twice-exceptional (2E) children. There is a need to understand the factors that affect teachers' knowledge and abilities to identify 2E students, specifically during the early formative years [primary and middle grades] when identification commonly occurs. Supported by the Multiple Intelligences (MI) theory, Autonomous Learner Model (ALM), and Integrated Curriculum Model (ICM), the purpose of this quantitative study was to determine if teacher education and training programs in Kentucky adequately prepare educators about twice-exceptionality. An electronic survey method was used to collect data from 478 K-8 educators across Kentucky. Questions were based on three diagnostic labels – gifted (G/T), special education (SED), and 2E – to enable comparisons between teachers': (1) understanding of eligibility definitions; (2) familiarity with state guidelines and level of experience working with each group of students; and (3) confidence levels when identifying 2E students. Data analysis utilized independent one-way ANOVAs to determine the equality of means and variance; and frequency, means, and correlation tests provided descriptive and inferential statistics. Findings indicated that teachers who received advanced training had greater knowledge and understanding of 2E students, reported higher levels of confidence, and a greater willingness to allow for more factors to be considered when identifying and referring 2E students for dual services. The study exposed a lack of knowledge about 2E in Kentucky; however, the results show that it may be possible to correctly identify and refer more 2E students if more specific training were provided. A recommendation included stakeholders, policy makers, and educational leaders pushing for teachers to receive more in-depth training in order to properly identify [2e] students. The benefits may not only be felt within schools, but also by the 2E and society-at-large.