LEADERSHIP ROLE IN DEVELOPING LEARNING COMMUNITY IN SCHOOLS

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Abstract

Developing learning community in a school is today's need for continual and sustainable development in education that has a far- reaching influencing strategy to bring desirable level of students' achievements. The purpose of this article is to analyze leadership role in developing learning community in schools based on a critical review of a research paper entitled*Shifting the role: school-district superintendents' experiences as they build a learning community* conducted by John Dickson, District School Board of Niagara, and Coral Mitchell, Brock Universityin 2014. Thisarticleexamines criticallyon research questions of the research paperfrom the perspectives of three leadership theories: transformational leadership, transactional leadership and moral/ethical leadership.The qualitative research design used in the research study provides insights, comprehensive knowledge, richness, depth and complexity of learning community despite the low degree of transferability. The researchers have discussed well in the paper that almost addressesthe research issues from the perspectives of experiential or theoretical frameworkalthough it has a little focus on the interpersonal and contents of two respective research frameworks.It would be possible, if the researchers had used the multiple methods of evidence collection like interview, to identify the casual factors that might have been obstructing to extend the activities of learning communities to higher level like interpersonal level, or to draw themes aboutthe contents. Further, it is recommended that the transformational leadership along with the distributive pattern of power sharing that makes vision clear, motivate people, empowers, nurtures and stimulates the team members to bring desirable changes or beyond it is essential leadership in developing learning community.

Key Words: Learning Community, Capacity Building, Transformational Leadership, theoretical and experiential frameworks.

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Background of the Study

Developing learning community in a school is today's need for continual and sustainable development in education. School is a learning centre where academics, educationists, psychologists or philosophers have studied and revealed several findings that how the knowledge and skills can be transferred in easier way. School leaders: principals, superintends or teachers have crucial role to make school as learning organization. Today's need is to transform school from traditional approach to modern approach.In traditional structures and operations, school functions are basically oriented to the managerial and bureaucratic domains and they are in hierarchical tradition (Greene, 2002). In modern days, school leaders' roles have increased vastly. They need to shifts of focus from an emphasis on administrative tasks to an emphasis on development and improvement of instruction as well as student achievements (Huber, 2010). Hence, developing a school as a learning community can be a far- reaching influencing strategy to bring desirable level of students' achievements.

As cited in Mitchell &Sackney (2009), Peter Senge (1990) initially introduced concept of learning organization that provided the based for professional learning communities that also provided a ground as alternative approach to overcome the deep and structured learning dysfunctions. According to Senge (1990), five disciplines: mental model, shared vision, personal mastery, team learning, and system thinking involve in learning organization through which any organization can make pathway of continuous improvement and long-term growth. Later, the five constructs aforementioned were combined into three categories: personal discipline, interpersonal discipline and organizational discipline. Personal mastery and mental model are combined in personal discipline, team learning and shared vision in interpersonal discipline and systems thinking in organizational discipline.

Further, Mitchell &Sackney (2009) states that the learning organization depends on two major strategies: organizational learning and reflective practice. They have stated that the learning organization is defined as the two fold phenomena: individualized process of learning and organizational outcomes that basically serves in two areas: impact of organizational culture, structures, functions, goals or strategies on the practice and cognitive process of people, and people promotes their organizational work through the collective discourse and activity. The

second learning strategy is described as the process of professional learning to be performed in practice in which people are informed by data transformed through their experience. In regard with the success of building a learning community, Mindich& Lieberman (2012) have used various parameters of the improvement of professional learning community such as building collegial professional practice, getting everyone involved, strong relationships helped the process, distributed leadership, the value of participant autonomy, safe space, balance between leadership and teacher autonomy. From the stated parameters, a researcher can measure the learning organization form various perspectives. Dickson and Mitchell (2014) revealed that the first finding was the process was as an entry point of learning community. The second finding was as alignment of superintendents' problems of practice with school principals, teachers and ultimately with the students' learning needs. The creation of environment for the professional learning was the third finding. And, the last finding was the deep understanding of learning that shifts the education culture to one-to-one relation between teaching and learning.

The purpose of this article is to analyze leadership role in developing learning community in schools based on critical review of a research entitled*Shifting the role: school-district superintendents' experiences as they build a learning community* conducted by John Dickson, District School Board of Niagara, and Coral Mitchell, Brock Universityin 2014. The reviewed article has intended to explore the superintendents' conception on their role while building their own learning community in school context. It also intended to explore the ways the superintendents used to build the capacity in personal, interpersonal and organizational domains through the help of process, contents, contexts and conditions.

In this article, the study, first, focuses on how superintendents' experience is useful for making a learning community and the discussion on the theoretical and methodological issues of the research. Secondly, the study concentrates on the relevancy, strengths and weaknesses of the article from the perspective of three leadership theories: transformational leadership, transactional leadership and moral/ethical leadership. Finally, it deals with the framework of the study and ends withthe discussion on overall process of the study.

Superintendent Experience toward Learning Community

Developing learning community in a school is a complex process in which superintendents, principals, teachers and students involve.The research conducted by Dickson & Mitchell (2014) have identified and reveled out important findings that are fruitful for understanding learning community. The primary domain of learning community is personal domain in which people develops their personal capacity through personal learning process. Personal capacity concerns with seeking out new ideas, new understanding, reconstructing personal knowledge, skills and abilities by viewing inspirational knowledge gaps (Mitchell &Sackney, 2009).As mentioned in the article, less focus was given on interpersonal domain which is core of learning community. The research article is silence that why the learning community was unable to be functional beyond the personal domain. They are interpersonal and organizational domain. There might have been the ignorance of leadership effectiveness. It is insinghted from the study that lacking the effective coordination among team members might have been causal factor to develop at desirable level. How a lealer needs to maintain the personal, interpersonal or organizational relationship among the team members is not well discussed.In this concern, a full range leadership might be effective leadership to promote the learning community from personal to interpersonal and than to organizational level.

Inductive analysis from the superintendents' experience enlightened the importance of the use of framing process of learning community. Having access to the process guides the learning community that is described as an entry point. Although Kath et al. (2009) and Mitchel and Sackney's (2009) models were felt better to understand content and process, an issue is raised in the article that relying on a framework could trap members' deep understanding and reflective practice in learning community. They experienced that the model can be starting point but it should not be made as the end point. The article gives the lessons to build the capability in natural process. The learners need to get opportunity to promote their learning and understanding creatively. Superintendents experienced that participant's autonomy was evaluated as an important factor to set their condition for learning community as they experienced the ineffectiveness of traditional top-down professional learning as the process disempowered the principals and teachers, and the control process would obstruct to change their practice. Autonomy isessential to share their experience and to understand ideas from different angles. In another similar study, two successful school principals, administrators, and leadership teams, in

this regard, have reflected flexibility and patience to configure the framing process of learning community and teachers were energized by freedom but much freedom had made some teachers feel lost (Mindich& Lieberman, 2012).

Another realization of superintends was alignment of problems of practice that supports the statement stated by Mitchel and Sackney's (2009) that "Our world is not a world of distinct parts and separate events but is, instead, a world of connections, interrelationships, interdependencies, systems, and mutual influences." In similar way, superintendents, principals, teachers and students' needs or goals are interconnected and in which students are placed at the centre of learning community. The professional learning is effective where superintendent learning is connected with principal and teacher learning, and ultimately with students' outcomes by shifting away the power role over professional learning.

The study elucidated that the learning community is the creation of supportive conditions. In organizational learning system, people need to create safer condition for their inquiry and learning process. As stated in Mindich& Lieberman (2012), when the school creates the collegial, friendly and safer environment, and then group members can share their ideas with valuing their points. In such environment, people involving in learning group can play the role of critical friends who provides fresh insights in which directing/managerial of leader role is necessary to transform into leading role. But, in the study, imbalance powerhad influenced in their meetings. They recommend the distributed leadership and shared power to cater learning environment. Mindich& Lieberman (2012), further, have found the practice of distributed leadership in two school cases. In the schools, leaders had confidence and supportive role, and also were comfortable to hand over their responsibility. Such evidences ensure the consistence of findings that increases the degree of transferability. In distributed leadership, the focus is given on the triangular relationship among leader, followers and situation (Sherer, 2008). In the paper, the leadership activities are well discussed but they are not confined into the distributed leadership approach. Because, the leadership doesn't concern with only the power distribution. How a leader exhibits his/her behaviour among the team members is the matter of noteworthy. According to the author, the activities discussed mostly underlie the transformational leadership.

The supportive environment is experienced as an essential condition for learning community. The conditions extend the participation in the learning communities for the authentic professional learning. A content analysis of journal articles related to authentic learning conducted by Rule (2006)drew four themes about authentic learning asfollows:

i.   Authentic learning involves problems rooted in the real world
ii.   It is promoted through inquiry and thinking skills
iii.   It occurs through discourse among a community of learners
iv.   It also empowers the learners.

The essential matter experienced by superintendents was about conceptual understanding and philosophical beliefs for learning community which was much more crucial for maximizing capacity of teachers who could maximize the capacity of students with the belief - 'one teaching needs to be associated with one learning'. For establishing learning community, well-established and grounded philosophy and leadership behavior are to be adopted with the learners' commitment through iterative, reflective, constructive, collaborative and critical process.

Theoretical and Methodological Issues

The research carried out by Dickson & Mitchell (2014) is based on Mitchell &Sackney's (2009) theoretical framework that comprise personal, interpersonal and organizational capacity, and Katz et al.'s (2009) experiential framework is composed of process, content, context, and conditions. The theoretical framework on vertical axis and experiential framework on horizontal axis are placed for data analysis. The researchers have matched each dimension of experiential framework with each domain of theoretical framework. From this article, the issues raises that whether the constructs used in the research are enough to describe the constructs of learning community or whether the use of structured model is appropriate to understand the subjective realities in the research.

Researchers or practitioners have established certain parameters or identified some characteristics based on which the researcher could measure the learning community. The concern is that how practitioner especially teacher knowledge, publicly available knowledge or new knowledge created together (Jackson &Temperley, 2006) could be brought during the cross-

tab analysis. The paper lacks the specific description of characteristics, parameters or dimensions of learning organization or community which is essential to guide the people to build an entire learning community. Traditionally, Senge's (1990) five dimensions aforementioned;Jackson &Temperley's (2006) lists of key features of learning networks: purpose and focus, inquiry, relationships, leadership, collaboration, accountability, capacity-building and support; Kruze, Louis &Bryk,'s (1994) phases of building community: reflective dialogue, de-privatization of teaching practice, collective focus on student learning, collaboration among members, shared norms and values (cited in Jackson &Temperley, 2006);Lang's (2013) seven dimensions of professional learning: continuous learning , inquiry and dialogue, collaboration and team learning, systems to capture and share learning, empowering people, connecting the organization and strategic leadership for learning; Vescio, Ross & Adams's (2006) five essential characteristics of professional learning: shared values and norms, a clear and consistent, and de-privatizing practice, and many others are available.Despite a number of lists of characteristics of learning community, there is no uniform collection that raises the questions that what the primary or essential characteristics of learning organization are. In this regard, the paper is unclear or not specific on the dimensions that were focused throughout the process of building learning community. It is not enough that individual, interpersonal or organizational capacity sufficesto address the issues of the study. The research is focused on process rather than content as the "very little data were evident in the content cells." is the evident. This reflects that the members may not have enough idea about the contents of learning community that what matters are worthiness for developing the LC. The contents of LC may vary by the levels of superintendents, principals, teachers or the others, and the matter to be experienced by the superintendents may differ from others.

The researchers have followed qualitative research design, action research as strategy, participant-observation and focus group meeting as method of data collection, purposeful sampling as technique of data collection, collaborative model or lesson plan as the tools of data collection and interim andconstant comparison as the method of data analysis. In initial phase, deductive and in all other phases, inductive approaches are used to draw out patterns or themes and to generate interpretive results. The qualitative research design is accepted in such type of study which provides insights, comprehension knowledge, richness, depth and complexity of

learning community. Despite the strengths of the design, the part of transferability is limited in the study. In the case of research strategy, action research such as district-wide action research (Ferrance, 2000) was used. In deductive part of the research paper, two well structured theoretical and experiential methods are used that have provided the guidelines to the entire action research. But, in inductive part, a weak data collection and discussion are made that did not sufficiently contribute to meet the desirable levels of deductive framework like contents, interpersonal or organizational level.

Non-experimental research designs such as pure descriptive and correlational descriptive researches are also useful for this type of study. Johnson (2011) states the regression and control groups to investigate the contribution or actual effects of variables. Boeije(2002) states that constant comparative method is generally used in grounded theory taking with *theoreticalsampling*that draws themes based on theoretical ideas. For wider use, the findings can be verified empirically. If the study is limited to action research, it may have limited applicability and then limit to generalize in other contexts. The data representation is another issue of the study in which participant observer method and focus group meeting were used. It would be possible, if the researchers had used the multiple methods of evidence collection like interview, to identify the casual factors that might have been obstructed to extend the activities of learning communities to higher level like interpersonal level, or to draw the themes of contents .

Leadership Role in Developing Learning Community
Leadership plays important role to build learning communities. Multiple levels of leadership such as superintendent leadership, principal leadership, teacher leadership or leadership of other related organization or committees contribute to professional learning community (Mindich& Lieberman, 2012). But, what type of leadership is effective and best fits in developing learning community is the matter of controversy.

Many journal articles have pleaded of distributed leadership such as Mindich& Lieberman(2012), Dickson & Mitchell (2014) and many others. Further, state that leaders need to understand the situation and try to support teachers. Three leadership theories: transformational, transactional and ethical/moral leadership theories are taken into account tothis article. Transformational leadership concerns with idealized influence, inspirational motivation,

intellectual stimulation and individual consideration that are essential factors for learning community and fits the people who are at the highest level of Maslow's hierarchy of needs whereas transactional leadership concerns with the exchange process between performance and reward which is necessary for those people who are at the first three levels of the needs (Lang, 2013). And, ethical leadership concerns with the work of an individual and society perceives as appropriate (Northouse, 2013). According to him, an approach of ethical leadership –ethical egoism concerns with the transactional leadership and another approach-altruism with the transformational leadership. In this way, three types of leadership theory can be assumed to be applicable in establishing and developing learning community in a school.

Transformational Leadership

Transformational leadership propounded by Burn (1978) and developed by Bass (1985), and others such as Avolio, Leithwood refers to the leader moving the follower beyond immediate self-interests. According to Judge & Piccolo (2004), Bass and Riggio (2006) stated four dimensions of transformational leadership that are idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Further, it is discussed about these four dimensions that *idealized influence* is defined as a role model displayed by leaders where follower trust/respect their leaders. The second component is *inspirational motivation* in which leader provides meaning and challenge to the followers' work. The leader articulates a vision in such a way that followers are inspired and motivated to attend the goal. The third component is *intellectual stimulation* in which a leader provides opportunity to follower to utilize or use their creativity. In this leadership, it is expected that team work can yield the outcome synergistically. The fourth component is *individualized consideration,* the leader understand the followers' need where the followers get high care by leaders. As the leader act as coach or mentor, the followers individually involve in their work sincerely at right way.

Transactional Leadership

In transactional leadership, leader exchange the reward with the performance of followers. Here, the word 'reward' is used that represents both presence and absence of something in return to followers' performance level. Bass (1985) proposed two components of transactional leadership: *contingent reward* and *management by exception*. In *contingent reward*, the flowers exchange

their effort for specified reward where leaders try to get followers' agreement on the performance standard for the followers' payoff (Northouse, 2013). Further, it is contended that with the leadership style influenced by *management by exception*involves corrective actions, negative feedback and negative reinforcement to desirable performance. In essence, transactional leader believes on bargaining between leader and followers. The leader sets performance standard that the followers have to meet them to get rewards. During the course of action, the followers either get corrective actions to meet the standard or work without support and they are treated as per their performance.

In new leadership concepts, as manifold demands on school leadership, the term 'transactional leadership' is applied for steady state whereas 'transformational leadership' is successful in school development processes (Huber, 2010). Further, states that the leadership is necessary to be contextual globally, nationally, locally or individually that can enhance the development of learning community through cooperation and collaboration.

Ethical Leadership

Ethics concerns with the values or morals that people finds acceptable and itguides people action about what is right or what is wrong, and good or bad in a situation (Northouse, 2013). As stated by him, a leader needs to have ideas to treat people with dignity and respect as human beings, and must have a sense of just, respect, service, honest and building community. According to Northouse (2013), ethical theories involve two domains. First is leader's conduct that concerns with the consequences of leader's action (Teleological theory) and the duty or rules governing the leader's actions (deontological theory). The second character is leader's character based on virtue-based ethical theory that is rooted in an individual's heart and disposition. The virtues and moral abilities can be acquired and are important for being and becoming a good worthy human being (Northouse, 2013) which is essential to lead the modern work force.

Northouse (2013) states that three approaches are found in teleological theory. The first approach is ethical egoism that involves high degree of self-interest and relatively low degree of other's interest. The second approach is utilitarianism that involves medium level of both self-interest and other's interest. And, the third approach is altruism that consists of low degree of self-interest and high degree of other's interest.Kanungo (2001) says, "Transformational leaders have

an organic worldview and moral altruistic motives grounded in a deontological perspective. Transactional leaders, on the other hand, have an atomistic worldview and mutual altruistic motives grounded in a teleological perspective". The deontological theory concern with an action whether it is itself is ethical. Some inherent actions are good such as telling the truth, keeping promises, being faire and respecting others etc. Northouse (2013) states that the ethical egoism is associated with transactional leadership, and altruismis with transformational leadership.Ethical leadership in collaboration with transformational and transactional leadership can be the best approach to lead people toward the learning community.

Framework of the Research Study form Leadership Perspectives

This research was conducted to study the role of superintendents in developing learning communities and focused on the domains how superintendents built learning community at personal, interpersonal and organizational level and how the process, content, context and conditions supplemented to build learning community.

In the process of building learning community, unlikely traditional approach of superintendent leadership, the school leaders need to change themselves towards the organizational transformation where collaboration takes the place of isolation. In traditional professional development, leaders design policy, implement plans and train teachers outside the school premises, and the teacher practices those knowledge and skills learned in the training in their classroom activities that ignores its pragmatic philosophy. Along with the emergence of new paradigm shift in leadership, transformational leadership which is supplementary and important aspect of transactional leadership the organizations enhances the learning organization or learning communities in school contexts. Learning organization is transformational change and emerged in radical humanism paradigm. Ethical leadership promotes knowledge and truth avoiding errors that are essential to collaborative activities. It promotes the mutual respects and fairness that prospers the development of learning environment.

As aforementioned, transformational leader increase the people awareness of importance and value of task, to be familiar with the models used in the study, transforms individual goals to interpersonal and then to organizational goals that are related to higher order needs. The process

of transformational leadership is compatible to the process of organizational learning. One of the dimensions of transformational leadership is intellectual stimulation in which leaders provides opportunity to build their capacity (Judge and Piccolo, 2004). It is stated in the paper that the research strategy allow participants to explore and evolve their thinking, insights and learning that is related to intellectual stimulation. The teachers with different demographic characteristics may not be at same level of hierarchical needs. So, a single type of leader behavior doesn't work for all. Transformational and transactional both types of leadership are necessary to adopt in building learning community because all group members will not be at the level of self-esteem or self-actualization to exert the performance up to or beyond the expectation. They need to fulfill their physiological needs or other needs of security or recognition; some of them may not willing to work even they are competent so that they need different type of treatment other than transformational leadership. The intent of the study was not related to investigate the superintendents, principal or teachers behavior and was also not the concerns with the leader s' ethical or moral behaviors. But, ignoring leadership styles, learning community is not possible to build in the entire organization as the leadership has crucial role form the unit of an organization to inside or outside the organization.

The belief of qualitative research is subjective and multiple realities that were expected to find out from three 3-hour focus group meeting in the research. Whether three focus group meetings are enough to explore the inquiry and gain knowledge about building process, the researchers fails to justify with evidences and the same issue can be raised in the size of purposeful sampling. Leadership and professional learning both are journey rather than destination and they evolve in continuous cyclic process: thinking- action and reflection. A prolonged observation, thick description and deep understanding can provide the information about culture and process of learning community grounded in the study. Because, the researcher's intention was to study the development of CL in natural process. However, the study revealed out important findings regarding the participative role of superintendents and capacity building process which provides the insights about learning community.

From the view point of deductive approach, it is justified that the research framework more structured. But, it has been given little space to get unique and original information that underlies

inductive approach. They have two models for conducting and recording their experience: a collaborative-inquiry model and a lesson plan, and have used two models that confined them within the models. The processes show the practice of transactional practice and a little of transformational leadership.

Meaning making process is the unique characteristic of qualitative research in which researcher can't stay aside the process rather directly involves as in transformative process. But, what were the positions of researchers? How did they bracket themselves? How their experience or reflection contributed to develop themes of professional learning? The background and experience of the researchers influence the research findings. In the study, researchers were as the participants in the field study but they did not mention about their position in the interpretation of results. It would be more informative and beneficial, and reader friendly if these issues were addressed in the framework.

Leadership and Theoretical Framework in Study

The superintendents experienced the learning capacity by two approaches: deductive and inductive. In deductive approach, the data related to school principal network learning community were categorized according to pre-existing concepts or principles and inductive approach, in second phase, was used to find the pattern and themes. In the study, building capacity is centralized around personal learning process and less practice was found at other interpersonal or organizational levels. Participants: principals and superintendents were engaged to build capacity in personal domain rather than interpersonal and organizational. The findings of the research shows that the learning experience was not found aligning with interpersonal and organizational level which is necessary to develop through the entire organization.

To build learning capacity, all three domains: personal, interpersonal or organizational with regard to process, content, context or conditions are crucial. Firstly, shared visions with collaborative effort, role model leadership with idealized influencing role, and motivational role to encourage people are pertinent to be involved. Manshadi, Ebrahimi&Abdi (2014) state that transformational leaders encourage the collaborative work through the openness, open dialogue and trust, and openrelationships and develop the culture of cooperation and dialogue among the team members . According to them, transformational leader try to change environment for

making learning organization thatfocus more on the group decisions and individual competencies. As stated in the paper, it is evident that superintendents and principals need to practicetransformational or ethical leadership.Further, stated, "Teachers who have autonomy are more likely to adapt their practice on student outcomes". It is stated, "one engages in the process of discovery, reflection analysis, evaluation and synthesis of existing and new knowledge" to develop personal capacity. In second phase, individuals involve in group process where they share ideas, experiences or reflectionsand shape their learning for next phase of practice and learning. For developing individual or team learning, a system or structure is essential that promotes organizational capacity. For the advancement of learning community, power sharing and friendly environment are essential factors where members can express their feeling, share ideas or actively participated in group discussion and interaction that ultimately contribute to foster personal understanding, team learning and entire organizational learning.

Leadership and Experiential Framework in the Study

The researcher has analyzed the results based on four key elements of experiential framework: process, content, contexts and conditions. The superintendents/principals have primary role to make learning community functional based on the framework. They need to be more transformative, transactional and ethical, and well-experienced to implement the programs. Leadership has impactful role to provide opportunity to develop learning communities and need to participate directly in the activities. Autonomy or self-direction in all respects of development of learning community needs to be guided by a framework that focuses to capacity building and also provides basic information about the process and contents of learning community. However, a high structured framework is not appropriate to foster team learning process.

The research identified an important problem that how to relate leaders' problem with student learning. In my experience as a principal and teacher, the teachers who lack enough knowledge of student problem, principal who doesn't know about teachers' and students' problem, and superintendents who lacks experiences about the principals, teachers and students' problem cannot adapt the knowledge and skills to promote learning organizations. Further, hierarchical structure and unrealistic expectation to get profile of a number of students were identified as the problems to develop learning community. Superintendents, principals and teachers need to identify each other's problems and then, the problems are to be aligned to get

common solution through interaction and group discussion. The actions through this process can be more applicable and viable.

Regarding the superintendents' concept of capacity building process, the initial state was to have the knowledge how to use the model of learning capacity and the models used were found as a guiding the inquiry questions . Later, the models became the model to identify, structure, and reflection on their goals and outcomes. From leadership perspectives, following a certain format is a way of transactional practice (top-down approach) that discourages the creativity of people and it is against the intellectual stimulation as it demands the performance standards with mechanicalactivity.In contrast, as stated by Rickett (2000), *appreciative inquiry to build capacity*proposes four- stage process: appreciating the best of what is; exploring ideals of what might be; agreeing on what should be, and innovating what can be and the capacity building process proceeds through reflection, planning, and action. The participants' version "… gradual release of responsibility and moving from modeled to shared to independent…", to some extent, justifies that capacity building have followed the appreciative inquiry.

In regard with the content of the study, as there exists strong relationship between school improvement and educator's capacity building activities, both transformational and transactional leadership including ethical behavior might be effective for treating both types of people defined in X and Y theory of leadership. In this study, the focus is given to the role of superintendents rather than principals and teachers. The participants experienced that the superintendents' problems of practice is necessary to be associated with principals' problem of practice and principals' problems with the teachers' problems of practice was necessary. It can be facilitated through idealized influence and individual consideration. To get achievement beyond or up to the expectation, each individual is necessary to be involved in the learning community with aligning self-interest to organizational interest. Unfortunately, teachers and students who are main actors of learning organization areintentionallynot involved in the LC. Their experience or outcomes that might be major contents were a little discussed. In developing learning community or in information collection, teachers and students need to participate as they have factual information and lived experience. Such inputs (information or experiences) might be crucial matter for the development of superintendents' learning community. To create such situation, the

superintendents' role is to be more transformativeand collaborative. Then, such conditions inspire theschool principal and teachers to put extra effortthatmakes the contentsand process clear and applicable.

What is its philosophical stance that provides the foundation for learning community? Deep understanding of learning community as context is necessary to be experienced by the superintendents, principals and teachers. The philosophical back ground of learning community is crucial to match with each individual understanding as well as with the technical aspects of learning community. In this respect, superintendent role is to equip the school leader with good understanding about both technical and philosophical aspects of learning community that energizes and then, the leader can play role model to bring changes in the organization.The end of the learning organization is to optimize the student outcomes through professional development of teachers, principals, superintendents and other stakeholders in the schools. It is a continuous and sustainable process on the journey of a learning organization.

Critical reflection is an important component in the process of learning community that provides valuable inputs. In the study, it was observed that role of critical friends was not observable due to hierarchical power relationship between superintendents and principals, and also realized that was necessary to change the role from traditional managers to lead learners. Directing role of leaders was necessary to change into leading role. The supportive condition is necessary to identify their learning goals, to develop professional experiences based on real life and to develop their capacity. As stated in transformational leadership, shared vision, inspiring and communicating, valuing people, challenging and stimulating, trusting each other and enabling people are the process of this leadership that creates the supportive condition for learning environment. Thinking, doing and reflection are three major processes of transformational leadership. In transactional leadership, people needs to meet the performance standard to get reward. Both leadership styles on ethical foundation are the conditions for capacity building.As experienced and observed by the superintendents, sharing and modeling their learning was helpful to create the safer condition for inquiry process.

Overall Process of the Study form Leadership Perspectives

The purpose of the research was to find out the capacity building process of superintendents in professional learning community. This study contributes to reduce the gap between the roles of superintendents, and school principals and teachers that ultimately enhances the student learning outcomes.

In the study of learning community, both types of research designs: quantitative or qualitative researches have been practiced in the previous studies. As quantitative research strictly follow structured format and focus on the measuring relationship between variables that is grounded on transactional leadership foundation. The qualitative research is more flexible in design and provides the space to individual information. So, it is well grounded in transformational leadership base that emphasizes on inspirational motivation, intellectual stimulation and individual consideration. Looking at phenomena, only through the lens of qualitative or quantitative can be injustice to the study. Quantitative research for investigating relationship between variables such as process, contents, personal or interpersonal domains could give more generalizable results and the qualitative research for the unique cases would provide deep understanding. Both methods merged together called 'mixed methods research' which has been emerging as popular method would be suitable for the research.

From leadership perspectives, leadership which has multidirectional influence relationship (Northouse, 2013) is to be distributed and power shared (Dickson & Mitchell, 2014). Transactional leaders use traditional way of treating followers: reward and punishment. In contrast, transformational leadership inspires the followers for achieving the goals. By practicing both types of leaderships can enable an individual or an organization to build the learning community. As perceived by superintendents, transformational leadership that facilitates to distribute and share power in practice is recommended to adopt in schools. But, transactional leadership is also important to make all organizational members involve in the learning community along with the effectiverole of transformational leadership.

In the process of building learning community, the process of transformational leadership begins from awareness that affects their actions and proceeds through the process of building learning

community stated in the article. Transformational leadership not only inspires the followers also inspires to become leaders. The circumstances justify that the leadership is inspirable part of developing learning community.

The competition and cooperation can be dynamic approach to develop leadership and learning community between individuals, teams or organization. In the process of building learning capacity, collaboration of leaders and community members is essential. Leaders must have inspiring and sharing vision in individual and interpersonal level of an organization. As stated in transformational leadership process, genuine concern and respects for others can promote, and strengthen the learning community. Developing culture of collaboration rather than command and control one of the core elements of both transformational leadership and building learning community that is necessarily to be emphasized.

Transformation leadership emphasizes on authentic leadership that is for the good of an organization and needs to exert long term moral and ethical influence (Kanungo, 2001). Similarly, states to be univocal about ethical standards in transactional leadership. In transactional leadership ethics, it does not require "consensus on ends" rather require "consent to means" and serves to individual interests (Kanungo, 2001).

The article did not seem clear about the nature of learning capacity that whether it was single-loop or double-loop learning as stated by (Haley &Sidy, 2006). According to them, single-loop learning emphasizes on identifying errors and taking corrective actions and it improves the current activities without altering the organizational norms. In double-loop learning, additional steps are taken to learning process by means and methods that can raise questions upon organizational norms. In single-loop learning, transactional leadership can be assumed to be more effective and in double-loop learning, transformational leadership is appropriate. From theses perspectives, the article is not clear although it was double-loop learning by the nature of study.

In the article, four process: process, contents, contexts and conditions in developing learning capacity are discussed. The four themes: (a) using a process as an entry point, (b) aligning

various problems of practice, (c) providing supportive conditions, and (d) having a deep understanding of learning-community principles are enough to meet the objectives of the study from process perspectives despite the ambiguity in the process of building level wise learning capacity.

Conclusion

Learning community can be long lasting solution for regular improvement in school achievement that ultimately revolves around the student achievement. This is possible through the collaboration of ideas and experiences of teachers, principal, superintendents and other stakeholders. Learning community that focuses on teacher professional development begins from an individual teacher to interpersonal and then organizational level. The process, contents, context and condition arethe key elements for building learning community. Knowledge in both theoretical and experiential frameworks is essential to study how learning community works that provides information about the strengths and weakness about progress in learning community. Sharing ideas and experiences between and among school teachers, principals and superintendents plays vital role that enables to align their problems and arrive at a conclusion. In this deed, the commitment of all stakeholders is necessary for developing an organization as a learning organization.

The schoolleaders have pertinent role to involve all the members in developing process although the leadership process is a complex process.Traditional leadership based on bureaucratic model that practices top-down approach is not appropriate for developing learning community as such leadership obstruct to transfer and share knowledge, skills, ideas and experiences among all members. Due to the diverse characteristics of school members, a single leadership style does not fit all the situations. As the transformational leadership emphasizes on intrinsic motivation and follower development that fits the needs of today's people in an organization (Northouse, 2013), the leaders needs to adopt charismatic leadership with strong role model. Transformational leadership model comprise three leadership styles: transformational, transactional and laissez-Faire.Transformational leadership along with the distributive pattern that makes vision clear, motivate people, empowers, nurtures and stimulatesthe team members to bring desirable changes or beyond itis essential in developing learning community in the schools. They provide a general

way of thinking about leadership and relate their behavior to the needs of people. All the people in an organization are not at the same level of competency or commitment and also have different level of needs. Transformational leadership is not enough to fulfill all kinds of people needs and transactional leadership is also necessary in the continuum of transformational leadership model. Transactional leadership believes in exchange process between reward and performance. Treating people with dignityrespect or just based on altruistic ethics makes the transformational and transactional leadership more effective, and only effective leader can develop a functional learning community.

Superintendent or principal alone cannot be able to transform a school into a learning community. First, they must have deep understanding about learning community with its domains and key elements, and they need to align school members to act through transformative leadership role. A regular and dynamic effort of school leaders can develop learning team that changes a school into a learning organization.

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