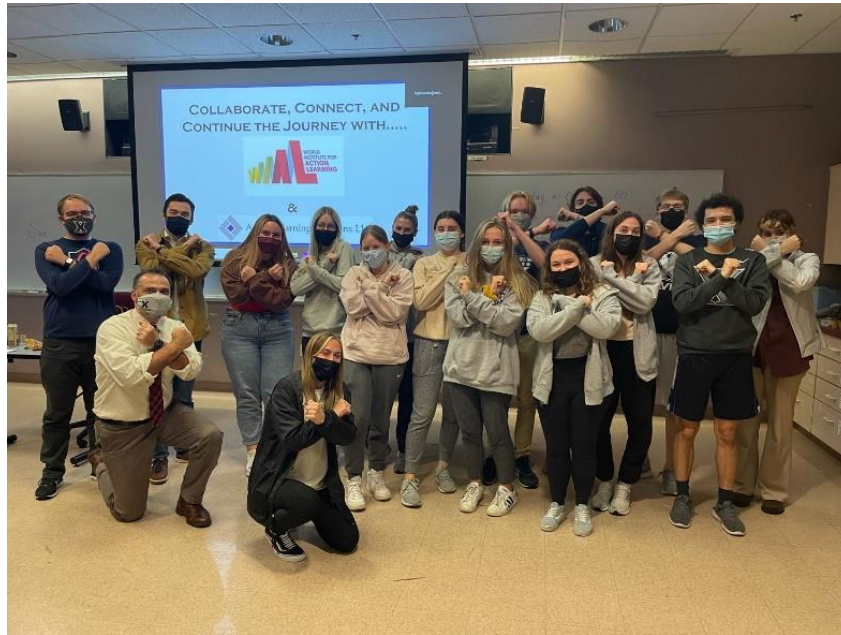


K-12 ADMINISTRATOR DEVELOPMENT WITH ACTION LEARNING



I see opportunity to implement Action Learning in K-12 education at the student level, teacher level, and administrative level. This brief article will cite recent research implications that K-12 administration may benefit from Action Learning (AL).

With a history in education since 2000, I see an enormous opportunity to implement Action Learning (AL) within K-12 education and Higher Education. In fact, my doctoral dissertation focused on educational leadership through the lens of AL. The guiding research question asked, What, if any, impact on a building level administrator's leadership practices result after their participation in an Action Learning program?

Implications of this research point toward including AL as a component for developing leadership skills of building level administrators in K-12 education (Filipkowski, 2020). Specifically, findings of the Related Samples Wilcoxon Signed Rank test indicate a significant, positive difference from pre survey to post survey for Perceived School-Leader Support for Collaboration. This could be done with inhouse programs, as was conducted in the study, or it raises the notion of including AL as a component of administrative certification programs.

As a supervisor of student teachers for Xavier University, my instincts have led me to believe that AL can be a great learning tool for students at many levels. Indeed, I have seen firsthand the potential for successful AL programs composed for students at the high school, undergraduate, and doctoral level. In one example, I am currently working

with a group of high school seniors on a problem that carries implications for the entire school. The problem revolves around the struggling implementation of a positive behavior rewards system. While this program is ongoing, it has yielded some positive feedback already. One faculty member comments, "A lot of high school graduates get to college and don't know how to communicate with others in groups. When they were in high school, they just kind of go through the motions (don't really challenge many processes). Action Learning gives them a space where they can learn to communicate with one another, tackle important issues, and feel valued for that effort."

A second example is one in which I've coached multiple groups of undergraduate students over two months in the multi-problem AL framework (MPAL). In the spirit of [#WIALgivesback](#), I represented WIAL when invited by Dr. Hollie Stegeman Johnson to showcase the power of action learning with her students in Educational Foundations at Xavier University in Cincinnati, Ohio. Students were able to collaborate, connect, and contribute to each other's journey of growth as pre-service educators. In addition to an overview of AL, topics covered over a series of presentations for two months included: the power of asking questions, professional learning circles, prudence of AL for educator development, systematic approach to leadership development, and social capital. All students were able to experience multiple AL sessions. In a follow up survey, the following data was collected (n=13).

- 92% (12 of 13) believed the action learning sessions helped build better connections with their peers
- 100% (13 of 13) believed AL would be a good resource for support as professional educators (61%, 8 of 13 reported 'very good' or 'excellent')

As this brief program was deemed successful last semester, an invitation has been extended to return.

While the problems chosen last semester were all real and relevant, they were mostly personal problems. A natural extension of this work will be to see how AL fairs this coming semester when included as the structure for problem-solving specific to their teaching practices. With students immersed in theory, AL can provide a bridge from programmed knowledge to the clinical experiences in the classroom. Additionally, students may earn social capital as they work through problems with their peers.

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Filipkowski, C. G. (2020). K-12 administrator development with action learning (Order No. 29028077). Available from ProQuest Dissertations & Theses Global. (2627515214).