SERVING MULTIPLE GODS: A NARRATIVE INQUIRY OF THE CULTURE OF DISTRIBUTED INSTRUCTIONAL LEADERSHIP IN AN IB MYP SCHOOL

A Dissertation
by
RACHAEL CLAIRE MOYER

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Abstract

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The purpose of this study was to explore heroes' journeys through distributed instructional leadership experiences to highlight a reliance on pedagogical intelligence. The study's conceptual framework incorporated Clandinin and Connelly's (2006) commonplaces of narrative inquiry that consider temporality, sociality, and place to answer this primary research question: how do pedagogical leaders in a North Carolinian public middle school with an IB Middle Years Programme construct and describe the culture of distributed instructional leadership through the lens of the hero's journey? The objective of this study was to analyze instructional leadership stories in order to understand leaders' pedagogical intelligence in an IB public school context. This qualitative study incorporated the methodology of narrative inquiry through open-ended interviews of three participants from one school setting. Using Joseph Campbell's (2004) phases of the hero's journey, the researcher restoried instructional leadership experiences that follow the archetypal paths of three group-oriented heroes: the traditional hero,

the catalyst hero, and the sacrificial hero. This study found that the teacher leader, the IB coordinator, and the principal all experienced the push-pull of IB programming requirements as well as additional state, district, and school level priorities. This push-pull of the power structure within the public IB school setting created conflict for each of the heroes who essentially have been forced to serve different metaphorical gods. As a result of this conflict, each of the participant-heroes experienced growth and gained pedagogical intelligence so that each can transfer knowledge and skills to future distributed instructional leadership experiences.

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I would like to sincerely thank each who supported me during this journey into and back from the Special World. My committee chair and mentor, Dr. Alicia Muhammad's constructive criticism was invaluable throughout the planning phases, the data collection, and the writing of the final research texts. Dr. Matthew Thomas-Reid's conceptual suggestions enhanced my writing as a researcher, and his connection to Dr. Muhammad made everything possible. Dr. Boen Nutting's constant words of affirmation and support helped me to push through even when the challenge seemed too large to overcome. This research is the culminating effort of many years of study, writing, and re-writing, and my life has been enriched by each person—both student and professor—whom I have encountered on this journey. As a result of my time with each of you, I am a narrative researcher.

Dedication

This paper in its full completion is dedicated to my colleagues and my family who served as mentors on this hero's quest for a terminal degree. My co-workers, including staff from four different schools, engaged in meaningful and supportive discourse with me throughout my journey. From their wisdom and stories of their experiences, I have gleaned much. Chad, Davey, Tommy, and Fen all collectively showed their support during the darkest days and those that were filled with light. This hero could not have completed the journey without their consistent love, laughter, encouragement, and ultimate understanding, and because of them, I am able to return to my own ordinary world with new understanding and illumination.

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Chapter 1: Introduction

A seasoned teacher walks into Mr. Skinner's office for her first post-observation conference of the year. Mr. Skinner starts the meeting with a brief explanation of his process: "So... I'm going to share my findings with you, but please know that everything is currently in draft form, and we will go through each of these standards together. Think of this as little more than a conversation about teaching and learning in your classroom." With a furrowed brow, the teacher nods, and the meeting begins. They discuss several strengths of the lesson, and when they get to the standard that addresses student teamwork and collaboration, the teacher's body language and tone shifts. With an exasperated sigh, she raises her hands to hold her temples and explains that she used to have all sorts of collaborative activities and opportunities for group projects but that she simply cannot teach like that now because of COVID. Sullen, she admits, "I know that I'm not at my best this year, and I just feel...ineffective." Mr. Skinner responds, "You are not ineffective, and I completely understand. School is just hard now, and maybe we can rethink how we do things. Let's talk about some of those activities that you would typically use with your students in your current unit of study and see if we can think of how we can rework them for our new learning environment." The conversation ensues, and both come to agreements about how to move forward. Mr. Skinner ends the meeting by saying, "Thank you so much for considering the possibilities in our new teaching environment. As we move forward in this school year, we will all grow and develop our understanding of different learning environments and technology skills. My hope for all of us is that we become better at our craft as a result of our new normal" The teacher leaves the conference with a clear understanding of not only her

strengths but also her opportunities for improvement as a result of a conversation with a school leader who capitalizes on his pedagogical intelligence.

Pedagogical intelligence (PI) is a relatively new concept in the canon of instructional leadership literature. Typically referenced in teacher preparation studies, PI was introduced in leadership research by Calnin and Richards (2017) who wanted to identify leadership attributes that were applicable in the context of an International Baccalaureate (IB) education program:

> IB leaders develop a school culture that fosters and values professional learning. They recognise that they need to build individual and institutional knowledge and understanding so that schools continue to grow as places where knowledge and meaning is discovered and constructed (p. 29).

Mr. Skinner, the hero of this vignette, and the teacher work together to solve a problem with teaching and learning that has resulted from the effects of a COVID teaching environment. The principal understands that he must build capacity for rethinking what teaching and learning can look like in this new environment one teacher at a time in order to build both individual and institutional knowledge. Both educators ensure that students can engage in a space where they have opportunities to discover and construct knowledge and meaning.

Background

Pedagogical intelligence first entered the educational research conversation to describe teacher knowledge. According to Rubin (1989), PI is "...the ability to facilitate significant learning, with maximal efficiency, under the conditions which prevail. It consists of a particular

amalgam of aptitudes, stemming from other forms of intelligence" (p. 32). Rubin's assertion about PI stemmed from classroom settings where teachers used their capacity for confronting a problem by determining its nature, creating a solution plan, and then seeing this solution through to fruition. For teachers, PI required an understanding of the classroom social environment and the ability to recognize specific scenarios to resolve in classroom settings (Rubin, 1989).

PI for school leaders implies a similar set of skills yet in a broader sense. Within the IB school context, Calnin and Richards (2017) introduced PI as the understanding that schools continue to grow as places where knowledge and meaning are both discovered and constructed. Due to programming requirements that span elementary and secondary schools around the world, the instructional leadership model in an IB context requires a distribution of ownership throughout the school so that teachers, coordinators, and principals collectively share the load of pedagogical leadership. For this reason, many educators in a school must have PI—not just teachers and not only principals. In the example stated at the opening of this chapter, Mr. Skinner and the teacher both embody PI characteristics and use them to enact Rubin's (1989) definition by facilitating learning, with excellent efficiency, under the current set of conditions. With the introduction of PI, Calnin and Richards (2017) also proposed the inclusion of six additional intelligences or IB programs' interdependent capabilities. They claimed that leaders gain these capabilities through various experiences in multiple contexts and then develop and refine these intelligences as they solve problems within the context of IB schools, described later in this section (Calnin & Richards, 2017). They also recognized the difficulty of creating a leadership development framework that relies on current culture and context research. To further complicate this difficulty, it is essential to note that the IB culture and context are vast, with

more than 5,000 authorized IB schools in 156 countries (International Baccalaureate Organization, n.d.a). Therefore, there is no one definitive culture and context of an IB school.

In a later publication, Calnin et al. (2018) explained that their review of the IB Programme Standards and Practices (International Baccalaurette Organization, 2020b) and other seminal IB publications provided the fodder for their seven capabilities. They identified seven themes in these seminal IB publications: "developing and operationalizing strategy; optimising relationships and community building; cultural engagement and learning; innovation, effecting change, and creative problem solving; critical reflection and evaluation; enabling effective teaching and learning; and judgment and decision making under pressure" (p. 105). Even though their work makes claims about each of these capabilities that work collectively to produce leaders in IB schools who are effective, this study focused exclusively on how instructional leaders enable effective teaching and learning in their schools. Through their 2018 analysis of IB literature and educational leadership research, Calnin et al. raised this question: "to what extent are these capabilities applicable for leaders not only in IB World Schools but in public schools' widely?" (p. 112). While this question and its answer are both important, they do not consider the context and culture in the US.

Because IB programs offer a rigorous, inquiry-based, concepts-driven pedagogical framework that develops students' knowledge as well as attitudes, values, and skills, many schools and school districts appreciate the IB's positive reputation around the world (Ledger, 2017). Consequently, this list of schools is continuously growing as IB programs are considered by many to provide quantifiable academic preparation for university, life as a global citizen, and lifelong learning in general (Bunnell, 2008).

The IB supports schools in three different regions: Africa, Europe, and the Middle East; Asia-Pacific; and the Americas. Schools in Africa, Europe, and the Middle East; as well as the Asia-Pacific regions, are primarily private, international schools, but there is a growing number of public schools in The Americas, predominately in Ecuador, Canada, and the United States. In fact, a personal communication with a development manager who supports schools with new programs indicated that there are currently 375 candidate schools who are working through the authorization process in the US and 11 in North Carolina (J. Bradley, personal communication, May 3, 2021). These schools offer a unique framework and course of study in the public-school setting. For this reason, it is critical that researchers consider this unique context when conducting research focused on IB philosophy and programming.

Many parents hold IB programs in high regard because of the rich curriculum that develops students' cultural fluency (MacKenzie, 2010). According to Cech (2008), "[IB's] programs offer just what American students need in today's more globally competitive environment seems to be catching on" (p. 20). Anecdotally, many educators, parents, and students view an IB education as the gold standard for education worldwide, specifically in US public schools. In 1997, there were 88 US schools that offered at least one program. In 2007, there were 819, and a current search on IB's website at the end of this study indicated that there are 1,914 US schools with IB programs where 1,701 are public schools (International Baccalaureate Organization, 2021). Most IB schools in the US, specifically NC, are public—not private. North Carolina currently boasts 69 schools with IB programs where 64 are public (International Baccalaureate Organization, 2021). Most of the research on IB schools from the

last twenty years reflects student outcomes, including well-being and success levels. However, this study focuses on the leaders that create spaces for student outcomes.

As a result of this increased awareness of IB programming globally, researchers have begun to discuss the positive impacts of IB programs on the teachers who create these spaces for students in IB programs. Studies show that IB teachers generally support and enact the pedagogical principles of IB programs (Palmer, 2016; Twigg, 2010; Wright et al., 2016). Researchers have documented how teachers modify their practice to become more student-centered after implementing IB programs (Lochmiller et al., 2016; Stillisano et al., 2011; Twigg, 2010). In studies of curriculum design, researchers found that IB teachers value interdisciplinary teaching and holistic learning (Savage & Drake, 2016; Stillisano et al., 2011; Twigg, 2010) and that teachers in IB programs changed their attitudes and practices that surround interdisciplinary teaching in Primary Years Programme (PYP) and Middle Years Programme (MYP) schools (Lochmiller et al., 2016; Stillisano et al., 2011). Studies have examined the impact of IB programs on teachers' assessment practices (Halicioğlu, 2008; Mayer, 2010; Stillisano et al., 2011) and potential challenges of assessment (Hallinger et al., 2010; Lee et al., 2012a; MacKenzie, 2010; Mayer, 2010; Visser, 2010). Finally, researchers found that IB teachers and coordinators in MYP and PYP schools collaborate to plan curriculum, instructional strategies, and assessment (Lee et al., 2012a; Lochmiller et al., 2016; Visser, 2010). Admittedly, these findings add to the cadre of teaching and learning research in IB schools, yet these findings do not discuss the role of instructional leadership practices. Scholarly research should examine the culture of instructional leadership in this unique school context.

While many of these topics are crucial to educators in IB schools, their focus is not on the culture of distributed instructional leadership (DIL). DIL is a compulsory component of the pedagogical leadership structure in any IB school that must identify a program coordinator and head of school. IB schools must also incorporate collaborative systems that support curriculum and assessment development and create and maintain policies that focus on special needs, academic integrity, language learning, admissions, and assessment. These required collaborative components of IB programming and philosophy cannot rest solely on the shoulders of a few, and all who serve the school should take at least some ownership. Due to these IB requirements' collaborative nature, it seems evident that educators in IB schools must have and use PI—not just the coordinator and head of school. Yet, research does not support this claim. All who serve teachers and students should adhere to Rubin's (1989) recognition that those with PI "facilitate significant learning, with maximal efficiency, under the conditions which prevail," must employ the use of PI (Rubin, 1989).

In the last few years, researchers have begun to inquire about leadership practices, specifically in an IB setting, but this research is minimal. At the time of this study, the current research considers leadership practices in multiple program models (from elementary to high school) within an IB context. Most of the scholarship, however, reflects leaders from the private or independent school experience.

Problem Statement

Consideration of the leadership intelligences, the culture and context of IB schools, and the IB's Standards and Practices (2020b) collectively teased out a significant gap in the educational leadership literature. Even though one might suggest that a pedagogical style of

leadership may have a more noticeable impact on pupil outcomes than other leadership styles (Robinson et al., 2009), researchers have yet to tap into the culture of distributed instructional leadership in US public IB school setting, let alone recognize the presence and impact of pedagogical intelligence in that setting.

There is a wealth of research concerning instructional leadership and distributed instructional leadership but not necessarily in an IB context. Interested researchers have focused on IB philosophy in leadership, characteristics of leadership and school culture in IB schools, and distributed leadership in IB schools. Still, all of these studies transpired in isolation, and none took place in US public schools. Moreover, within the literature in an IB context, most educational leadership research focuses on the leadership experiences of those who serve private IB schools, specifically in Europe and Asia. Consequently, practitioners' voices in public US schools are missing, and the research community needs this perspective since so many IB schools in the US are public schools. This study led to understanding an unacknowledged perspective of distributed instructional leadership culture in an IB context.

This study focused on distributed instructional leadership and pedagogical intelligence within IB schools' US public context to initiate an understanding of this unique perspective. IB philosophy assumes the notion that educators socially construct both meaning and knowledge—that knowledge is not transmitted from principal to teacher and from teacher to student (Calnin et al., 2018). According to the Programme Standards and Practices (International Baccalaurette Organization, 2020b) members of the pedagogical leadership, including the coordinator, the principal, and any other formal and informal instructional leaders, must work together

collaboratively to ensure and uphold the requirements of IB philosophy and programming.

A unique culture exists within this collaborative structure, but educational leadership experts have not demonstrated an understanding of the culture of distributed instructional leadership across teams in public IB schools explicitly located in the United States. This lack of literature presents the problem of limited research with an empirical focus on pedagogical intelligence in IB schools. The purpose of this study is to fill this gap in current scholarly research around DIL in the IB public MYP school.

Purpose of the Study

The purpose of this research study was to understand the culture of distributed instructional leadership through a chronicle of the narratives of practitioners in one US public IB middle school to share these unheard voices in leadership literature. An interpretivist approach to narrative inquiry opened the opportunity to identify and interpret the subjective meanings that already exist in the social space (Goldkuhl, 2012) of IB MYP schools. This study acknowledged this unique IB educator experience and reconstructed the experience without distortion to reach new understanding. Clandinin and Rosiek (2007) explained, “Narrative inquirers study an individual’s experience in the world and, through the study, seek ways of enriching and transforming that experience for themselves and others” (p. 42). Narrative inquiry, which includes creating qualitative open-ended interview questions designed to evoke stories of experiences guided this research plan. Narrative analysis unveiled both knowledge and meaning of these practitioners’ experiences and highlighted pedagogical intelligence. To fill this literature gap that encompasses teaching and learning in the public IB context, these stories will create a heightened awareness of pedagogical intelligence that school leaders employ to facilitate student

and professional learning with excellent efficiency in everyday situations (Rubin, 1989). These stories reveal the thoughts and feelings of school leaders or heroes who ultimately feel the push and pull of multiple forces or gods that create both institutional conflict and foster personal and professional growth, action, and/or sacrifice.

Research Question

The purpose of this study was to explore the MYP IB school leaders' heroes' journeys through distributive instructional leadership experiences to highlight their reliance on pedagogical intelligence. The study applied a constructionist framework and a narrative methodology to answer this research question: how do pedagogical leaders in a North Carolinian public middle school with an IB Middle Years Programme construct and describe the culture of distributed instructional leadership through the lens of the hero's journey? Because narrative inquiry attended to participants' social experiences retold over time (Clandinin, 2016), this inquiry provided new knowledge and understanding of this unique pedagogical leadership experience.

This essential question guided the research design and analysis to understand what pedagogical intelligence looked like and sounded like in a real-world context. The final research texts and participants' vignettes located in Chapter 4 provide images of DIL experiences. In the search for understanding with this question, a new, an additional and more in-depth question emerged: how does distributed instructional leadership rely on and develop pedagogical intelligence? Finally, through the narrative analysis process, a more in-depth question became apparent: how can illuminating the everyday experiences of instructional leaders be understood

through the convention of the literary archetypal, group-oriented hero? All three questions frame the research puzzle that can be solved through narrative inquiry research (Clandinin, 2016).

Nature of the Study

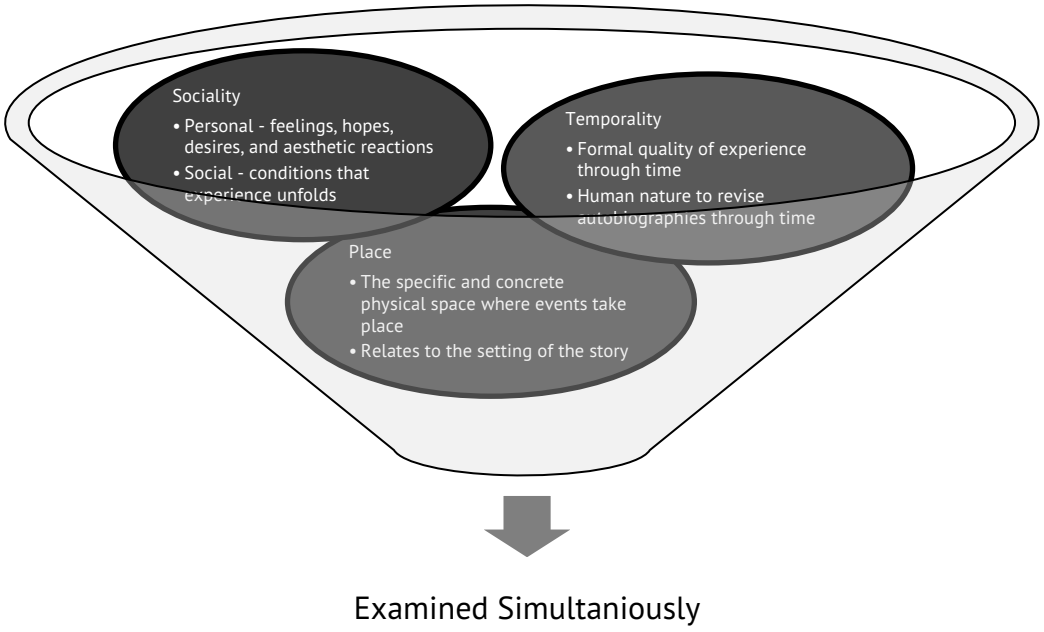
This research aimed to incorporate Clandinin and Connelly's (2006) commonplaces of narrative inquiry that include temporality, sociality, and place as a framework to create a three-dimensional understanding of both DIL and PI. This new perspective considers DIL's role and the incorporation of PI to understand the teaching and learning culture in IB MYP schools. As a result, this study introduced everyday stories of experiences about DIL and an awareness of PI to add to the cadre of research surrounding the culture of teaching and learning in schools. Moreover, it adds three voices of educators in the public sector of the United States. This research highlights DIL culture that is specific to an IB MYP public school that provides a space for professional learning and subsequent pedagogical intelligence for formal and informal leaders.

The commonplaces of narrative inquiry serve as the conceptual framework for this study that simultaneously explores temporality, sociality, and place of human experience (Clandinin & Huber, 2010). As shown in Figure 1, temporality refers to the past, present, and future of people and places under study; sociality refers to the personal and social conditions of the study; and place refers to the physical and concrete place of the study. Attending to all three commonplaces opened opportunity for understanding the culture of DIL within a complex relational inquiry exchange. As a result of using this framework to guide the study, the reader gains a what Connelly & Clandinin (2006) referred to as a "portal" to enter each participant's world so that their experience can be "interpreted and made personally meaningful" (p. 375).

Inspired by constructionism, narrative methodology, and the hero's journey, this study presents a new perspective in the body of educational leadership literature that is not readily available to researchers and practitioners. Through constructionism, this research highlights the culture of DIL in an MYP school culture to reveal something about the human condition (Crotty, 2015). Through the inherently relational narrative inquiry and methodology, this investigation

Figure 1

Three Commonplaces of Narrative Inquiry



Note. The three commonplaces of narrative inquiry that serves as the conceptual framework for this study. Each contributes to the three-dimensional analysis of participants' stories (Clandinin & Huber, 2010).

describes how school leaders make sense of their experience to understand that experience even better (Clandinin & Rosiek, 2007). As a result of this highly relational experience that inspired reflection, the co-constructors or co-researchers extensively understood culture of DIL and PI

experiences as they confront complex problems (Vogler, 2020). In this study, each participant uses and gains PI as they assume the role of the hero in their own journey through DIL in an IB MYP school. Because schools provide space for social experiences that create culture, this constructionist approach to understanding how instructional leaders view these experiences will add to the existing literature. Finally, introduced in 1949 originally by Joseph Campbell (2004), the hero's journey reflects the ancient patterns of myths that all protagonists encounter in literature, film, dreams, and everyday life.

Definition of Terms

Antagonist is the most prominent character who opposes the protagonist or hero in a story (Baldick, 2009, p. 16).

Archetype is a recognizable character type throughout different times and places in myth, literature, folklore, dreams that provides insight to the universal human experience (Baldick, 2009).

Conflict is a struggle between two characters that drives the plot of any story.

Constructionism is a view that all knowledge and all meaningful reality relies on human interaction in a social context (Crotty, 2015)

Exposition is the opening part of a story that introduces the time and place of the story as well as the characters and their situation (Baldick, 2009).

Diction is the purposeful choice of words in a literary work (Baldick, 2009).

Direct characterization occurs when a narrator attributes a character's qualities in commentary or description (Baldick, 2009).

Distributed instructional leadership includes "intentional efforts at all levels of an educational system to guide, direct, or support teachers as they seek to increase their repertoire of skills, gain professional knowledge, and ultimately improve their students' success" (Knapp et al., 2010, p.5).

Distributed leadership is leadership that encompasses several key players in a school setting who collaborate to design an enriched curriculum, vertical and horizontal articulation, coaching, and teacher development (Hallinger et al., 2010).

Epiphany is a borrowed term from Christian theology that the British author James Joyce first used to describe a revelation in the everyday world (Baldick, 2009).

Field text is synonymous for data used in narrative research. Field texts might include both objects and recorded transcriptions. Field texts become interim texts through the process of narrative analysis, and then finally become final research texts for publication (Clandinin, 2016).

Heuristic intelligence is the ability make quick decisions while considering the possible future effects. Leaders with this type of intelligence "make logical leaps of the mind to form an inference of what is the best explanation and solution" (Calnin & Richards, 2017, p. 29)

In medias res is a Latin phrase meaning 'in the middle of things' applied to the common technique of storytelling where the narrator or storyteller begins the story at some point in the middle of the experience (Baldick, 2009).

Indirect characterization occurs when a narrator invites readers or an audience to infer characters' qualities from speech, action, or appearance (Baldick, 2009).

Instructional leadership is leadership that focuses on not only philosophies of instruction but also methodologies. For this study, Knapp et al.'s (2010) definition of instructional

leadership directed this research: “intentional efforts at all levels of an educational system to guide, direct, or support teachers as they seek to increase their repertoire of skills, gain professional knowledge, and ultimately improve their students’ success” (p.5).

Mentor is a character who provides advice, gives gifts, or teaches a hero; closely related to the image of the parent (Vogler, 2020).

Monomyth is a story structure where the hero experiences three phases through experience: a departure from the ordinary world, and initiation that tests the hero, and a return to the ordinary world with new knowledge (Campbell, 2004).

Motif is an incident, idea, image that exists in many different types of literary works, myths, or folktales (Baldick, 2009, p. 233).

Narrative analysis is a type of analysis that uses stories as its primary source of data in order to examine the structure, content, and context of the dialogue (Wells, 2011).

Narrative inquiry is a method of questioning that leads participants to retell experiences through a focus on the question ‘and then what happened?’ (Riessman, 1993).

Narratology is a branch of literary study that focuses on the telling of stories and a story’s form (Baldick, 2009).

Pedagogical intelligence is the understanding that schools continue to grow as places where knowledge and meaning are both discovered and constructed (Calnin & Richards, 2017). According to Rubin (1989), pedagogical intelligence is “...the ability to facilitate significant learning, with maximal efficiency, under the conditions which prevail. It consists of a particular amalgam of aptitudes, stemming from other forms of intelligence” (p. 32).

Plot a specific pattern of events and experiences in a narrative or dramatic work is arranged to emphasize cause and effect relationships to elicit interest in the reader or audience (Baldick, 2009).

Protagonist is the primary character in a story who may also be opposed by an antagonist (Baldick, 2009, p. 294). This character is the hero of the story or the participant in this study.

Reflective intelligence is the ability to manipulate thinking skills and multiple perspectives while engaging in different experiences (Calnin & Richards, 2017).

Relational intelligence is the ability to understand and support stakeholders to reach their optimum while working together to achieve a goal or set of goals (Calnin & Richards, 2017).

Setting refers to the time and place of any story.

Strategic intelligence is the ability to be a forward thinker while considering emerging trends and aligning human capital existing resources with shared vision and mission (Calnin & Richards, 2017).

Theme represents abstract idea that emerges as a recurring concept in a number of stories (Baldick, 2009, p. 358).

Vignette is a composition or self-contained, descriptive prose sketch or short story (Baldick, 2009, p. 379).

Assumptions

According to the IB Programme Standards and Practices (International Baccalaurette Organization, 2020b), “Leadership roles usually overlap, and individuals or teams may share pedagogical and school leadership duties” (p. 22). The participants in this study are all part of the pedagogical leadership in IB MYP schools who participate in the distribution of leadership. IB

requires that leadership members participate in appropriate and timely professional learning to inform their practice (International Baccalaurette Organization, 2020). Participants of this study had all attended official IB training that incorporates leadership components specific to IB philosophy and programing. Because of their roles in DIL, either formal roles or informal roles, their understanding of IB philosophy and programming, it is fair to assume that they all have a bank of pedagogical knowledge that they can pull from to facilitate learning efficiently under whatever conditions prevail. All co-researchers started their careers as teachers, and they all have worked in the school for more than two years. Additionally, all had worked in multiple schools prior to this study.

Because of their bank of experiences as leaders in their schools, one can assume that they have answered interview questions based on their own experiences and that they are being both truthful and accurate in telling their stories. Thus, each participant was highly qualified to discuss DIL culture in IB schools.

Scope

The study's scope is limited to a convenience sampling of three participants who all work in one school in North Carolina: one MYP coordinator, one principal or head of school, and one teacher-leader who served two different magnet IB schools in the same district. At the time of this study, the researcher was an employee in the district. Participants worked in one school in the southern end of a large county with a variety of school contexts. Within the district, there are three secondary schools that are authorized to provide an IB education to students, yet there are only two IB middle schools. The chosen middle school served as the setting for this study because its IB program included a whole-school inclusive model. The high school's IB program

is a more exclusive model that is not available to all students; therefore, one of the two middle schools provided more appropriate participants who exemplify both DIL and PI.

Narrative studies require no set number of participants, but most have somewhere between one and five participants. Wells (2011) noted that the number of participants is dependent upon the study's purpose and the depth of analysis, yet Creswell and Gutterman (2019) mentioned that more than two participants might detract from the depth of the findings and the analysis. Because of the number of participants and the location of the participants, one cannot achieve generalizability. As a result, this study's findings cannot be applied to other pedagogical leaders in different areas, even though they may be IB schools.

Limitations

This research's limitations result from the scope that focused exclusively on the culture of distributed leadership in one IB middle schools in one public school district in the southern part of the US. The descriptions and analysis of DIL and PI that resulted from this study represent these three participants' experiences alone. This narrative analysis retells their DIL experiences that can provide an understanding of PI within these contexts, which is very different from the private school context or the context in schools with different school cultures or schools with different leadership structures. Even though IB makes DIL compulsory, IB does not consistently enforce that mantra. Conceptually, it is significant to note that narrative can create a sense of uncertainty since it requires an interpretation and analysis of responses (Clandinin & Rosiek, 2007). Although these descriptions give a depth of knowledge, they do not offer a breadth of experiences.

It seems improbable that narrative will dominate research methodologies in the academy in the same way that positivism has since the beginning of the 20th century (Pinnegar & Daynes, 2007). For this reason, recognition of possible limitations of narrative inquiry and analysis is critical in this process, and it is not surprising that the post-positivists are quick to find fault. For example, they accuse narrative researchers of being self-indulgent, confused about the objects they are describing, and considering opinion more important than knowledge (Clandinin & Rosiek, 2007). However, narrative inquirers consistently recognize the uncertain and variable nature of knowledge. They accept and value how narrative inquiry allows for tentativeness and alternative views to exist as part of the research experience (Pinnegar & Daynes, 2007).

Significance of the Study

This narrative inquiry examined the unique structure of a distributed instructional leadership in a public IB MYP school to understand how educators employ pedagogical intelligence during interactions with other educators in their schools. This study used Fraser's (2004) method of questioning and a combination of Labov's (1997) structural method of analysis, Clandinin's (D. J. Clandinin, personal communication, January 21, 2021) narrative thread, and Campbell's (2004) monomyth to showcase pedagogical intelligence stories to provide an understanding of this unique experience. This study's findings can support other scholars and practitioners interested in leadership in an IB context. Moreover, this study provides a new perspective on leadership literature that incorporates an understanding of group-oriented heroes that rely on PI in IB public schools rather than a more heroic, individualist view of the school leader. The new perspective also includes the typically unheard US public school perspective in IB scholarly literature, which can be more applicable to practitioners in a growing

community of IB educators in the US public context. This research set out ultimately to understand the culture of distributed instructional leadership in the context of public US schools.

Summary

This dissertation is organized into five chapters. Chapter 1 and Chapter 2 include a review of literature in instructional leadership, distributed leadership, leadership specifically in IB schools, and narrative research in educational leadership studies. Chapter 3 arranges the structure for this study's methodology, including data collection and data analysis with narrative methods. Chapter 4 presents the results and the findings in this study, and Chapter 5 provides the researchers with conclusions and final thoughts about the research process and implications for future research.

The purpose of this study was to inquire into the experiences of pedagogical leaders in schools with IB Middle Years Programmes to fill a gap in the literature that does not include stories of distributed instructional leadership in US public schools. This study's findings contribute to this gap with descriptions of the culture of distributed instructional leadership that reflects teachers' and administrators' perspectives. This study has both academic and pragmatic implications that contribute to the literature surrounding instructional leadership and pedagogical intelligence.

Chapter 2: Review of the Literature

This chapter begins with what scholars convey about school leadership and pedagogy, including instructional leadership and distributed instructional leadership. From this understanding of the role of pedagogy in leadership practices, this review attends to the contemporary literature focusing on leadership philosophy and practices within IB schools around the world. The focus then shifts away from the IB context toward the capacity of pedagogical intelligence to affect formal and informal leaders' instructional decisions. The last section of the chapter explains the conceptual framework that incorporates narrative inquiry through a constructionist, literary perspective to illuminate the culture of distributed instructional leadership analyzed Chapters 3, 4, and 5. These topics provide historical background, outline recent changes that impact distributed instructional leadership (DIL) and pedagogical intelligence (PI), and identify gaps in the literature that this research aims to answer.

While this study's intent was not to refute any former scholarly claims about instructional leadership, it does include more breadth with formal and informal leadership positions that contribute to developing actions that support instructional goals. As a result, this study set out to explain how principals and other instructional leaders work together to create a culture of learning within the school—not identify characteristics of effectiveness. This is significant because this study incorporated a narrative approach to understanding how and why multiple instructional leaders in one public IB middle school have created a shared space for student growth and more specifically, staff PI. This study's reflective process that included narrative inquiry and analysis, was a catalyst for conversations with formal and informal instructional

leaders about instructional practices and challenges. This study highlights how a distributed model of instructional leadership creates a culture of collaboration and capacity for PI.

Framing the research puzzle of this study required an exploration of the current trends related to (DIL) and (PI). It is important to point out that these topics do not currently exist in IB research literature. Initially, advanced university library searches for studies involving school leadership in an IB context included the following keyword searches: International Baccalaureate or IB, leadership, instructional leadership, and principal. To understand pedagogical leadership and the culture of DIL in the context of this study, an analysis of the current literature concerning PI, DIL, and IB leadership was crucial. These initial searches rendered results from ERIC, Educational Source, and Educational Administration Abstracts. A university library search through all databases rendered additional results from EBSCO, Education Week, and JSTOR. Searching for studies of DIL incorporated a wealth of more recent literature from the last 20 years. There were attempts to find such studies in the in a United States context with US, public school, Middle Years Programme, MYP, and middle school as well. The inclusion of these particular key words rendered few results, highlighting the gap in existing literature surrounding an IB public school context.

The next phase of sifting through the literature included searching for pedagogical intelligence which rendered the results included in this chapter. Finding information about PI specifically required an expanded search of the last 60 years. Limited research is available on the pedagogical intelligence of the school leader, and there is also a dearth of literature distributed instructional leadership outside the principalship. The literature that supports this section is the result of an advanced library search of the keywords pedagogical intelligence and instructional

intelligence in all data bases. This literature review addresses the gap in the knowledge with pedagogical intelligence and school leadership.

The final phase of research preparation included searches that combined literary concepts and constructionism with narrative inquiry to support the conceptual framework and methodology of this study. With keyworks such as narrative inquiry, narrative analysis, and constructionism, the processing and analysis of the scholarly research that follows created process for understanding this unique phenomenon within the culture of public schools that make up 89% of the IB schools in the United States (International Baccalaureate Organization, 2021). The reference section includes those resources deemed appropriate that are included in parenthetical citations as well as those resources that did not glean citations but provided fodder for this existing study. A constructionist approach to narrative inquiry and analysis is addressed here via a conceptual framework that recognizes three commonplaces: temporality, sociality, and place.

School Leadership and Pedagogy

School leadership entails a multi-faceted approach to solving problems to ensure continuous school improvement, and this review emphasizes a more pedagogical perspective of school leadership that considers the importance of teaching and learning and collaboration. The concept of Instructional Leadership (IL) started in North America and spread to England and elsewhere as learning-centered leadership, pedagogic leadership, curriculum leadership, and leadership for learning (Bush & Glover, 2014). This centering focus represents more of a leadership value system rather than a specific model of educational leadership. As a leadership framework, IL includes three dimensions that frame the ten functions of the instructional leader

(Hallinger & Wang, 2015). Leaders (a) define the school's mission, (b) manage the instructional program, and (c) develop a positive learning climate to be an effective instructional leader. Leaders subscribing to this model ground their actions in clearly communicated personal, professional values (Bush & Glover, 2014; Day et al., 2001). The research articulates these dimensions that ensure teachers' and leaders' practices continue to support the school's mission, which should be, visibly learning-centered. Even though the research literature set in IB schools does not explicitly articulate this need, school leaders in this context co-create the school's mission and vision to share that they most value around teaching and learning.

Instructional Leadership

Experts agree that both principals and teachers play vital roles and influence in the success of students in public schools (Leithwood et al., 2008; Robinson et al., 2009; Robinson, 2010). The US Department of Education recognized, "...[t]he key to student success is providing an effective teacher in every classroom and an effective principal in every school" (US Department of Education, 2010, p. 3). Even though a considerable body of research affirms that school leadership has a substantial effect on student learning, second only to classroom teaching (Day et al., 2001; Leithwood et al., 2004; Louis et al., 2010; Qian & Walker, 2011; Robinson et al., 2009), many leadership experts disagree on the most beneficial leadership models. The recognition that effective school leadership begins with creating a schoolwide vision for commitment to high standards and student success is documented (Mendels, 2012). An instructional leadership focus that centers leaders' attention on teacher-behaviors to affect student growth (Leithwood et al., 1999) creates a culture of distributed instructional leadership and builds capacity for pedagogical intelligence.

Instructional leadership or leadership for learning is the conceptual evolution of twenty-five years of research that requires all school personnel, even the principal, to maintain a focus on learning as an experience that includes the use of social, emotional, and cognitive processes, where everyone is learning (Dempster et al., 2017). This study included this learning culture, where leading and learning in a public school IB context is highlighted with several vital players who collectively contribute to this learning focus. Instructional leadership or leadership for learning focuses primarily on the direction and purpose of leaders' influence targeted at student learning—not focused on the influence process (Bush & Glover, 2014). This is where instructional leadership and leadership for learning differ from other leadership models that focus on how to lead rather than provide a why for leadership. Therefore, instructional leadership as an approach may be the primary action located within different models of leadership.

Robinson et al. (2009) claimed that influential instructional leaders use a depth of leadership content knowledge to solve complex school-based problems. Leaders must incorporate strategies to achieve goals in action planning as part of the school improvement process. An instructional leader should know and understand instructional practices, including strategies, methods, and curriculum to achieve goals. The research literature reveals that principals with greater understandings of pedagogical knowledge were more adept and prepared in the discourse surrounding teaching and learning (Lochmiller & Acker-Hocevar, 2016; Steele et al., 2015). Another more specific strategy that pulls from instructional leaders' bank of pedagogical knowledge is the consistent modeling of teachers' instructional methods. Westerberg (2013) noted that school leaders who modeled high-quality instruction for their teachers during faculty meetings and smaller group-oriented sessions were considered more

influential (Westerberg, 2013). This principal-ability opened principals' opportunities to move beyond the surface features of teaching to explore underlying pedagogical philosophy and practices with their staffs to enhance school improvement outcomes. While this contemporary view of the principal's role and/or formal leadership structure in a school that leads instruction is important, it does not explicitly include teacher leaders' or other mid-level leaders' perspectives as represented in this study.

The Principalship. The literature discusses how the leader of an organization must be clear about policies and procedures to ensure a common language in working toward common goals (Tucker & Stronge, 2005). Educational leadership literature often considers a heroic view of the principalship that emphasizes one's capability to transform and improve a school (Harris, 2003). For this reason, much of the literature that concerns IL considers the role of the principal exclusively. A principal determines clear, measurable, time-based school goals that focus on student learning and teacher effectiveness that must then be communicated to various stakeholders to foster support throughout the school community (Hallinger & Wang, 2015).

Researchers from the University of Washington found through observation data that effective principals focused on the quality of instruction by defining and promoting high expectations (Honig et al., 2010) and providing clear and detailed examples of what their vision looks like and what it sounds like—including language and terminology—to create a shared understanding of instructional and assessment concepts (Westerberg, 2013). When leaders communicate both clear expectations and high standards, all stakeholders in schools understand what they are doing and where they are going to formulate a collective why. These studies determined what makes a principal and other formal school leaders effective.

A school leader plays a critical role in developing and shaping the school vision for setting goals and expectations (Knapp et al., 2010). The principal, an assumed instructional leader, creates policies and practices to provide norms for influencing teacher and student attitudes to develop a consistent culture of improvement and high standards (Hallinger & Wang, 2015). Research indicates that principals and other formal leaders should articulate the how and why of effective instruction in the schools they lead. The literature does not suggest that the principal should be the sole, heroic leader that initiate these conversations about such policies and expectations.

The IL literature discusses the role of the principal as an instructional manager in the school. Waterson et al. (2017) found that effective principals develop operational strategies, and Waters et al. (2003) uncovered that effective principals include specific procedures and routines in these operational strategies that can easily be associated with instructional practices. Effective instructional leaders should be able to manage their schools and the course of study and instructional practices (Hallinger & Wang, 2015; LaPointe et al., 2007; Sebastian & Allensworth, 2012) and also provide teachers with opportunities for professional learning (Hallinger & Wang, 2015; Sebastian & Allensworth, 2012). These principalship actions combined ensure rich teachers' engagement with teaching and learning while stimulating, controlling, and supervising teaching and learning throughout the school (Hallinger & Wang, 2015). While the literature suggests that principals should manage teaching and learning in their schools, these studies have not addressed how leaders incorporate pedagogical intelligence to initiate conversations with other leaders to ensure collective professional growth.

Effect on Teachers and Instructional Practices. When considering school leadership, it is crucial to recognize that a principal's instructional focus can create a ripple effect with teachers throughout the school. Through observation and intentional discourse about teacher-observations, accomplished principals know and understand effective vs. ineffective processes and procedures for their schools because they make close observations and then mindfully discuss these observations and understandings with teachers with descriptive feedback (Blase & Blase, 1999; Mendels, 2012). Essentially, effective leaders use the power of observation to generate discourse about teacher practices to ensure quality teaching and learning. Voelkel and Chrispeels (2017) found that teachers were motivated to do well and energized by the opportunity to implement new approaches to teaching and learning. They found that when teachers worked with principals who demonstrated efficacy in pedagogy and provided instructional leadership through the use of new approaches to teaching and learning motivation increased (Voelkel & Chrispeels, 2017). This dimension of pedagogical intelligence implies that instructional leaders should have meaningful conversations with staff about teaching and learning to continue the process of school improvement and student learning.

The Role of Feedback. The literature suggests that principal-feedback to teachers is critical in the process of school improvement and student learning. Westerberg (2013) reported that effective principals model effective feedback—that they model teacher feedback to inspire teachers to provide the same quality feedback to their students. A suggested approach to realize this principal-practice is through high visibility of the principal throughout the school. Additionally, focusing on the use of informal and formal observations about learning and professional growth while processing observed information through the direct and immediate

feedback (Honig et al., 2010) . These recommendations are supported by Grissom et al. (2013), who found that principal engagement in specific practices, such as, quality feedback and the instructional coaching of their teachers was associated with increased student test scores. Effective principals who spontaneously make short, frequent evaluative visits to classrooms and then quickly follow-up with concise feedback are increasingly more effective (Mendels, 2012). For instruction to improve, school leaders must know what good teaching is and be willing to have conversations about it with teachers. These leaders access prior pedagogical knowledge to support improvement and learning within the school.

Researchers have linked feedback to the development of teacher-reflection. Principal observation encouraged teachers to reflect on their teaching and make subsequent changes (Blase & Blase, 2000). Blase and Blase (2000) found that teachers' work requires them to reframe their teaching experiences in new ways, develop problem-solving skills, generate alternatives, build hypotheses, and assess actions as a result of principal observation. Blase and Blase (2004) found that dialogue includes encouraging feedback with specific questions about instruction during formal conferences enhances teacher reflection on teaching and expected student outcomes. These are reflective practices within the IB framework for teaching and learning. These studies suggest that an instructional approach to leadership can positively affect teachers, but they do not incorporate the concept of pedagogical intelligence and its role in leadership practices.

The Role of Trust. School leaders should appreciate the role of trust in considering teaching and learning. Westerberg (2013) asserted that "every principal must remain intimately familiar with the technical core of teaching by reading professional literature, attending conferences, and working with a professional learning network" (p. 6). When principals show

that they are comfortable talking about teaching and learning, they grow trust among teachers, students, and families. A more contemporary expert of school leadership practices, Hattie (2015) emphasized the pivotal role of leaders in creating a school climate and culture that focuses on student achievement. He argued that leaders must possess the expertise to develop trust within the school community, create opportunities for staff and students, provide the necessary resources to understand teachers' impact on student learning, and lead these discussions with teachers while considering their impact on team and students as an instructional leader in the school (Hattie, 2015). Developing trust is a crucial step in school leadership in any school, but specifically in IB schools where DIL is compulsory, yet the literature does not address this trust in an IB context.

The IB School Context. In a published paper on professional inquiry, the IB explained, "When school leaders work with colleagues and other stakeholders to understand, identify, and respond to challenges and opportunities within collegial school environments based on trust and mutual respect, sustained change and improvement will result" (International Baccalaurete Organization, 2018, p. 2). As a matter of definition and practice, instructional leaders must be experts in PI—not necessarily experts in teaching but experts in the knowledge and skills essential to be good instructional or pedagogical leaders. It is essential to remember that a shared vision of where the school needs to go, clear line management structures, and strong leadership development programs, and creating a culture that breeds trust and collaboration are all essential all in reflecting on supports structures for both IL and DIL (Bush & Glover, 2014).

According to the International Baccalaureate Organization (2019) teachers and leaders in IB schools construct knowledge and meaning rather than transmit information from those who

know and those who do not know. IB schools are learning centers where students, teachers, and school leaders continue to learn and attain growth from their social interactions. The IB Learner Profile (International Baccalaureate Organization, 2019) and the IB's advocacy of inquiry-based learning, professional learning and collaborative working practices support this ideal approach to quality, international education. As a result of this social construction of knowledge, PI across a distribution of leaders can support staff and students.

The current IB Programme Standards and Practices (International Baccalaurette Organization, 2020b) are explicit in recognizing pedagogical leadership's importance. They state clearly throughout the that school leaders should demonstrate pedagogical leadership aligned with the program philosophy. For the IB, pedagogical leadership follows the notion that schools are communities of learners, and leaders are responsible for "leading or guiding the study of the teaching and learning process" (Coughlin & Baird, 2013, p. 1). In terms of IB's leadership development program, pedagogical intelligence involves a leader's capacity to understand and interpret the appropriate curriculum and the IB's teaching and learning approaches. This PI relies on the intellectual ability engaged in understanding how to develop a supportive community of learners. Not surprisingly, teachers are empowered to make choices regarding the development, implementation, and evaluation of the educational program when they join such a community of learners (Hattie, 2015). The IB's philosophy on leadership mirrors its pedagogical principles that guide the program's standards and practices.

Schools exist to provide a space for teaching and learning, and school leaders must see themselves as pedagogical facilitators with PI rather than supervisors of curriculum and instruction—these principals work in tandem with teachers to facilitate teaching and learning in

their schools. Principals can help improve teachers' classroom instruction and students' academic performance when they engage in instructional leadership with teachers (Blase & Blase, 1999; LaPointe et al., 2007; Leithwood et al., 2004; Wahlstrom et al., 2010; Waters et al., 2003). This instructional focus of school leaders enables their schools to the next level of performance (Glickman et al., 2001). The 20th century solidified the need for principals to engage in conversations centered on teaching and learning. Robinson et al. (Robinson et al., 2009) suggested that a pedagogical leadership style, which holds teaching and learning at the core, is the most impactful on student outcomes. Supporting this claim, contemporary studies of principals with strong instructional understanding and knowledge showed who increased academic performance over those who employed different leadership styles (Bush & Glover, 2014; Murphy et al., 2016). Researchers and practitioners must understand what PI looks like in everyday situations—the way educators use PI and how they develop PI in others.

Instructional leadership fosters powerful learning experiences for individuals in leadership roles (MacBeath, 2019). Educational researchers became fascinated with instructional leadership's value as a focus for principals and other school leaders after Edmonds' (1979) landmark study that found that an instructional emphasis added to students' overall success in poor urban schools and leadership, expectations, and atmosphere. Based on what scholars say about IL and DIL, it is valid to consider the role in PI for formal school leaders even though scholars have not generated research that explicitly supports this claim.

Challenges of the Principal Focus. Even instructional leadership has its critics (Bush, 2013; Bush & Glover, 2014; Goldring et al., 2015; Hallinger, 2003). One view of IL is that it is primarily concerned with teaching rather than learning (Bush, 2013). Studies typically focus on

what the teacher does rather than student outcomes or the school's effect on teaching and learning. Hallinger (2003) found that IL has too much focus on the principal as the center of expertise, power, and authority, and Bush and Glover (2014) found that IL underplays the role of deputy principals, assistant principals, middle managers, leadership teams, and classroom teachers. Hallinger and Heck (2009) responded that the 21st-century view of instructional leadership may be best reincarnated as leadership for learning. MacBeath and Dempster (2008) identify two principles that directly address the weaknesses of instructional leadership. First, is that leadership for learning explicitly addresses shared or distributed leadership, contradicting the principal-centric approach of instructional leadership. Second, leadership for learning focuses on learning, in contrast to the teaching-centered dimension of instructional leadership.

Efforts to centralize a focus on principal instructional leadership have been somewhat unsuccessful. Principals seem to allocate only a small portion of their time each day to activities focused on teaching and learning (Goldring et al., 2015; Hellsten et al., 2013). Several studies outline some of these issues that may pull principals' attention away from instructional leadership. Camburn et al. (2010) explained that principals simply lacked adequate time to engage in activities to promote teaching and learning in their schools. Murphy et al. (2016) found that paperwork, bureaucracy, and unexpected issues often thwarted attempts to engage in activities or systems that support teaching and learning.

Both principals and teachers play a role in silencing principals' voices the teaching and learning conversation. Some principals admitted that they lacked the required pedagogical knowledge required to effectively demonstrate instructional leadership with their teachers (Goldring et al., 2015). Other principals felt that teaching and learning was teachers' work—not

principals' work (Goldring et al., 2015). Another study found that teachers often were not comfortable relinquishing their control over all instructional methods (Murphy et al., 2016). When principals reach these barriers, they often choose to limit engagement with instructional practices or leadership due to fear of adverse effects. These previous studies indicated the need for research that focuses on a more shared view of instructional leadership, and they do not target the capacity for PI.

A Distributed Model. Distributed Instructional Leadership (DIL), calls for a redistribution of power (Harris, 2004). Knapp et al.'s (2010) definition of instructional leadership directed this research: "intentional efforts at all levels of an educational system to guide, direct, or support teachers as they seek to increase their repertoire of skills, gain professional knowledge, and ultimately improve their students' success" (p.5). This definition implies that instructional leadership is inherently distributed leadership, and this view of DIL supports on IB construction of pedagogical leadership.

Instructional Leadership requires a focus on improving teaching and learning throughout the school with a purposeful distribution of leadership and influence (Knapp et al., 2010). This view of instructional leadership values a shared vision for school improvement, focusing on teaching and learning.

Distributed leadership (DL) is not a new concept in educational leadership literature. It has been a fairly hot topic for the last several decades, and, until the 90s, when transformational leadership peaked in researchers' interests, it fell a bit into a decline. Increasingly, the literature supports the benefits of a shared approach to school improvement efforts that focus on teaching

and learning (Bolam et al., 2005; Bryk et al., 1999). The relevance of DL increased because of those studies that focused on professional learning communities and collaborative planning.

Leithwood et al. (2004) found that a multi-leader approach is more effective than a solo approach in schools with the highest student achievement levels. Distributed leadership that concentrates on engaging expertise where it exists rather than seeking expertise only through ordinary positional authority is one of the most influential ideas to emerge in the field of educational leadership in the past decade (Harris, 2010). Crawford's (2012) work recognized a need for more collaborative leadership models due to a few well-documented failures of leadership in English schools. The IB model of instructional leadership inherently supports a more distributed model where formal and informal leaders share such roles.

Transformational leadership initiatives affected the focus of studies at the turn of the century. Spillane et al. (2001) recognized a lack of educational researchers' consensus on distributed leadership practices as the transformational leadership movement led scholarly efforts. Marks and Printy's (2003) shared instructional leadership empirically and suggested that strong transformational principal leadership is required to support teachers' commitment. They found that principals can be barriers to developing teacher-leadership. This common thread in literature indicates that transformational principalship is necessary to invite teachers into shared leadership experiences. The shared leadership experience provides growth in professional involvement, general commitment, and a willingness to become innovative.

The school principal could not be the sole provider of instructional support in the school since they have responsibilities beyond teaching and learning. A barrier to effective instructional leadership is trying to carry the burden alone, which can become even more significant if

challenges go beyond the job's basic demands (Hallinger, 2005). Lambert (2002) reported, "The days of the lone instructional leader are over. We no longer believe that one administrator can serve as the instructional leader for the entire school without the substantial participation of other educators" (p. 37). Principals should share this responsibility with a host of additional leaders throughout the school to improve teaching and learning (Diamond & Spillane, 2016; Spillane & Diamond, 2015). The literature supports the IB's view of pedagogical leadership as a shared force to improve teaching and learning throughout a school.

As a descriptive phrase, distributed leadership defines the leadership style that a principal may use. Also a normative phrase, upon mentioning distributed leadership, school leaders can standardize a leadership style that sparks school improvement (Robinson, 2010). This more normative approach is shared in the literature where the goal of distributed instructional leadership, including leadership practices, must include a clear connection between instructional leadership and actual instruction that is aligned with the core work of the school (Neumerski, 2013). Both informal and formal instructional leaders must also be purposeful in their approach to increasing overall school effectiveness as they work toward school improvement (Klar, 2012).

There are three types of distributed leadership: collaborated, collective, and coordinated (Spillane, 2012). Instructional leaders utilize collaborated distribution when two or more people work together on a task simultaneously and place on a particular activity such as a department or a grade level meeting. Instructional leaders consider collective distribution when two or more people work separately but interdependent, such as in-classroom observation. Finally, instructional leaders coordinate distribution when folks are engaged in independent tasks co-performed in a particular sequence, such as a unit plan or assessment development. Informal and

formal instructional leaders utilize all three types of distributed leadership in the IB MYP framework which requires collaborative planning, pacing, and assessment practices.

It is essential to consider how distributed instructional leadership can come to fruition in schools. Soon after the onset of the shared leadership movement, Sergiovanni (1998) contended that leaders in schools should develop human capital by "helping schools become caring, focused and inquiring communities within which teachers work together as members of a community of practice" (p. 37). He identified a need for leaders to build capacity in the school by considering students' academic and social capital and teachers' professional and intellectual capital, while at the same time recognizing that all abilities affect student learning significantly. Knapp et al. (2010) found that learning-focused leadership practices that utilize the attention and talents of various staff at multiple levels promote student learning improvement. Their 2010 assertion supported Sergiovanni's (1998) initial claim, then Knapp et al. (2010) brought it full circle with their comments about instructional leadership: "The capacity of the educational system to enhance the practices that produce student learning depends on leadership that focus on learning improvement for both students and professional staff and that mobilizes effort to that end" (p. 27). Distributed leadership and instructional leadership are in effect linked (Bush & Glover, 2014). Distributed leadership includes shared leadership that incorporates teachers' knowledge building, teachers' leadership development, and finally, teachers' voice (Frost, 2008). This shared vision for instructional leadership is beneficial because it helps to increase the capacity for PI throughout a school's leadership team and, thus, throughout the school.

Collaborating for Learning. While there is a breadth of research on instructional leadership and distributed leadership, much of the literature centers on the principal (Halinger,

2005). Despite emerging literature that identifies the potential for teacher leaders and instructional coaches to improve teaching (Biancarosa et al., 2010; Gigante & Firestone, 2008; Knapp et al., 2010; Matsumura et al., 2010), the literature does not explicitly refer to them as instructional leaders. The literature is compartmentalized into what principals do, what teachers do, and what instructional coaches do to lead instruction (Neumerski, 2013). The current literature does not discuss the unique culture of schools where different types of school leaders collectively work toward common goals.

Considering the role of the teacher in distributed instructional leadership, Hattie (2015) argued that school leaders should build teacher instructional skills through "collaborative expertise" (p. 23). Implying that improving teaching and learning is inherently a collective effort with more than one actor. A study by the US Department of Education (2010) found that public school teachers believe that inter-colleague collaboration is an essential component of increasing student-achievement and that teachers learn from other effective teachers. Teachers can work with other teachers to create study units, lesson plans, and assessments that evaluate student learning levels, and disaggregate data from these assessments.

A recommendation recurrent in the literature is that school leaders should create time in a teacher's day to assist with peer coaching, which would help teacher leaders to help other teachers' deepen their knowledge about instruction (Gigante & Firestone, 2008). This construct is supported by a study that found that effective principals should provide teachers with opportunities to work with others—not in isolation from one another—to help and guide each other to improve everyone's instructional (Louis et al., 2010). Principals should foster a culture of collaboration among teachers and other staff members and work collaboratively with them.

Since communication and collaboration create a more effective, productive educational workplace, school leaders should be willing and able to share their experiences with teachers, who should be viewed as colleagues and partners as they work toward a common goal (Blase & Blase, 2000). Sharratt and Fullan (2012) expanded the theme of collective capacity and argued that leaders' principle strategy should be to build collaborative cultures. They argued that instructional leaders are not required to be masters of pedagogy but must possess a genuine drive to learn alongside teachers as they collectively develop mastery in pedagogy and deep learning. This type of culture of professional learning expands opportunities for PI in school leaders and throughout the school.

Although researchers have given practitioners some tools to become more effective with DIL, it is still vital for these practitioners to consider what makes this concept difficult in practice. Bedrock convictions, explicit focus on improving the method and quality of leadership, a learning focus, talent search and development, and a systemic perspective are just a few of these instructional leadership concepts to consider (Knapp et al. 2010). Overcoming potential challenges in learning-focused leadership requires school leaders to remember the foundational notion that learning improvement is possible when people work together to solve complex problems that arise from teaching and learning. These studies highlight the importance of DIL, yet they do not consider the role of PI in leadership practices.

Cultivating Leadership in Others. Continuous collaboration translates into demonstrable performance for staff and students (Knapp et al., 2010). Explicitly focusing on leadership quality, instructional leaders in IB schools are a consistently aspect of the learning improvement process one that includes self-reflection. IB leaders adopt a learning stance that assumes that

everyone is continually learning and developing professional growth due to their experiences in the school; that they should encourage new, promising leaders to develop their professional practice in ways that support teaching and learning. There has been a rapidly emerging focus on fostering leadership throughout the school due to the continuous school improvement movement and the need for building capacity among staff (Hallinger & Heck, 2009). The research community has begun to consider how this shared leadership integrates practices that capitalize on teaching and learning theory and methods to reach school-wide goals and develop teacher leaders (Carraway & Young, 2015; Klar, 2013; Neumerski, 2013).

Effective school principals have capabilities that may facilitate leadership capacity building within their schools according to Huggins et al. (2017). They found that these principals possessed a commitment to developing leadership capacity, understood leadership development as a process that required them to have patience with others who wish to obtain leadership responsibilities, and viewed fostering leadership capacity in others as part of their job. When principal fostered leadership capacity in others, they gleaned global benefits to the school from bringing together a cadre of leaders with divergent and complementary skills. Understanding that every professional is a learner who contributes to the school improvement process creates a culture of shared leadership and PI within schools.

One way to cultivate leadership in others is by providing opportunities to practice leadership, utilizing an inclusive leadership approach. Inclusive leadership focuses not only on the product of leadership but also on a procedure where all stakeholders are involved in and influence processes—the moral argument—and that these processes likewise promote inclusive practices—the practical argument (Ryan, 2005). The literature reports that school leaders believe

that effective principals actively cultivate leadership in others. A study by the Universities of Minnesota and Toronto indicated that teachers achieved higher evaluations when they worked with principals who encouraged and developed leadership among their faculty (Barrett & Breyer, 2014).

Principals can foster leadership in their teaching staff by providing them with power and control either through formal or informal structures (Ryan, 2005). These conversations redistribute the power that surrounds instructional practices, analyzing data, school operations, and even a school's role in district initiatives. What is most important to recognize is that research suggests that principals who are more open to sharing leadership essentially create a better space for student learning (Barrett & Breyer, 2014). This notion implies a need for PI capacity for instructional leaders throughout the school.

IB School Leadership

The IB provides an international education that supports young people's understanding of a complex environment by fostering the attitudes and skills necessary to improve our world. This program offers a framework for teaching and learning and instructional leadership with its Standards and Practices (2020b) and its professional development offerings for heads of school (principals), program coordinators, and classroom teachers. The primary focus of the IB's internationally renowned framework is on learning. As a result, teachers and leaders in successful IB schools should display strong pedagogical knowledge and distributed instructional leadership practices beyond the management cycle and one principal's leadership.

The IB's vision for their leadership development program is to build capacity for school leaders who must be adaptive, engaged both locally and globally, and then inspire in each a

commitment to creating a better world through education through leadership grounded in professional inquiry (Calnin et al., 2018). An IB school is a community of learners where multiple leaders should develop and demonstrate pedagogical intelligence to ensure its effective functioning. These school leaders must understand and apply skills associated with the relationship between knowledge and learning (Male & Palaiologou, 2012). The IB framework for leading, teaching, and learning ensures that the setting of an MYP school fosters such skills.

Even though the IB community of educators' values leadership, there is little scholarly leadership research that addresses IB schools' particular environments from different parts of the world and different national, cultural, and linguistic backgrounds (Calnin et al., 2018). However, one of the few studies by Gurr (2014) examined several national models of effective leadership—IB and non-IB—and examined leadership qualities across fifteen case studies. This meta-analysis found that both culture and context can affect leadership characteristics and practices at varying degrees.

Still, some commonalities seem to transcend culture and context. Within these fifteen case studies, school leaders did not feel compelled to use specific instructional or transformational leadership methods but instead use a core set of practices that focused on developing people, setting a particular direction, leading change, and improving teaching and learning. This finding supports earlier research by Day et al. (2001) that recognized that no one end-all-be-all approach to leadership can work in all settings because knowledge of context and the response to that context are vital in successful leadership scenarios. This finding implies that the results of this study should not be applied to all IB MYP schools since local contexts are unique and authentic. Understanding the general culture and context of school leadership in an

IB school is imperative and this indicates the need for continued research in specific, unique contexts that include public IB schools.

Effect on Educators. As a result of increased awareness of IB programming worldwide, researchers have begun to discuss the impacts of IB programs on the adults who create these spaces for students in IB programs. Studies show that IB teachers generally support and enact IB programs' pedagogical principles (Palmer, 2016; Twigg, 2010; Wright et al., 2016). Researchers have documented how teachers modify their practice to become more student-centered after implementing IB programs (Lochmiller et al., 2016; Stillisano et al., 2011; Twigg, 2010). In studies of curriculum design, researchers found that IB teachers value interdisciplinary teaching and holistic learning (Savage & Drake, 2016; Stillisano et al., 2011; Twigg, 2010) and that teachers in IB programs changed their attitudes and practices that surround interdisciplinary teaching in Primary Years Programme (PYP) and MYP schools (Lochmiller et al., 2016; Stillisano et al., 2011). Studies have examined the impact of IB programs on teachers' assessment practices (Halicioğlu, 2008; Mayer, 2010; Stillisano et al., 2011) and potential challenges of assessment (Hallinger et al., 2010; Lee et al., 2012a; MacKenzie, 2010; Mayer, 2010; Visser, 2010). Finally, researchers found that IB teachers and coordinators in MYP and PYP schools collaborate to plan curriculum, instructional strategies, and assessment (Lee et al., 2012a; Lochmiller et al., 2016; Visser, 2010).

While many of these topics are crucial to educators in IB schools, their focus is not on the culture of distributed instructional leadership. In the last few years, researchers have begun to inquire about leadership practices, specifically in an IB setting, but this research is minimal. This current research considers leadership practices in multiple program models and schools that are

either public or private. Like the other scholarly ventures, these studies do not reflect the US public school context. Most of the scholarship reflects leaders from the private or independent school experience.

Leadership, Philosophy, and Pedagogy. Researchers have explored the relationship among leadership, philosophy, and pedagogy in IB schools. Valle et al. (2017) reported Spanish schools' perceptions about student, teacher, and leadership experiences with the MYP. Heads of school and IB coordinators suggested that the MYP pedagogy contributed to school transformation and supported a more comprehensive range of pedagogical practices and embedded interdisciplinary learning. Steffen and Villaverde (2017) argued that leadership is critical to developing and supporting teachers' attempts to integrate new programs into their teaching. There is, however, a misalignment between educators' and leaders' perspectives. Successful program implementation is as a result less attainable. Gardner-McTaggart (2019) conducted a phenomenological study of IB directors in European IB schools with a Diploma Programme (DP) and at least one other program to assess the extent that leadership practices incorporate the IB Learner Profile Traits. They determined that the senior leader sets the tone for implementing the IB philosophy and programming in the school. Also, stakeholders needed to understand how these senior leaders interpret IB philosophy and communicate the values associated with the IB Learner Profile traits and moral leadership (Gardner-McTaggart, 2019). Pedagogical leaders' voices in the public US school setting are silent. The literature gap is evidenced by the lack of breadth of these studies.

Leadership and School Culture. An area of interest for researchers concerned with leadership in an IB context is school culture. Gardner-McTaggart (2018) found that female

directors seemed to be more successfully balanced in western European IB schools than men. Service to others was the central tenet of leadership. Tichnor-Wagner (2019a) found that setting the direction, developing people, redesigning the organization, and situating worldwide require ten globally-minded leadership practices are important to thrive in a diverse, interconnected world. These practices included facilitating and enacting a shared mission and vision that incorporates global competence, supporting students through curriculum and instruction incorporates (a) global learning, (b) providing job-embedded professional development for global integration, (c) developing self as global leaders, (d) distributing leadership among staff, (e) reaching out to community stakeholders, (f) realigning resources, (g) confronting inequities, (h) appreciating diversity, and (i) connecting globally (Tichnor-Wagner, 2019a).

Within the IB leadership literature, some researchers have shown an interest in the culture of schools. Day et al. (2016) explored the links between school leadership and the implementation of the Primary Years Programme (PYP) in six different European countries. They found that PYP principals and coordinators demonstrated a firm and passionate commitment to IB values and that PYP leaders generally reflected the following learner profile's qualities: balanced, knowledgeable, thinker, caring, balanced, open-minded, inquirer, principled, communicator, and reflective (International Baccalaureate Organization, 2019). Principals were viewed as caretakers of the school culture and had the role of fostering a vision for the school and a strategy for reaching the goals of the PYP. Hammond and Shah (2018) examined the dissonance between conservative or the national approach and the liberal, more international approach, which leads to leadership challenges in IB schools in Saudi Arabia. A recent dissertation found the need for principal training for intercultural understanding in urban US

schools (Moughania, 2018). Once again, these explorations do not include the voices of pedagogical leaders in the public US setting.

Pedagogical Leadership Structure. With the rising interest in shared leadership, distributed leadership, and leadership for learning, researchers are starting to examine IB schools and the pedagogical leadership structures therein. Hallinger et al. (2010) looked at how continuum schools in Asia create a school setting with multiple leaders collaborating to design an enriched curriculum and for vertical and horizontal articulation, coaching, and teacher development. Hallinger and Lee (2012) also explored how instructional leadership distributes throughout IB schools that offer multiple programs in the Asia-Pacific region. They analyzed patterns in instructional leadership and how it is distributed; the findings reported that the following practices enhancing program transition when intentionally employed: (a) instructional leaders developed subject vertical and horizontal articulation documents, (b) teachers had opportunities to teach in more than one program, (c) MYP and DP coordinators collaborated on projects, and (d) teachers collaborated with other teachers in more than one program (Hallinger & Lee, 2012). This research suggested that a "web of interactions among multiple agents, forged by distributed leadership practices, addressed the curricular, programmatic loopholes that are embedded in multi-program IB schools" (Hallinger & Lee, 2012, p. 492). These studies, focused on IL, suggest that schools with multiple IB programs or continuum schools could benefit substantially from distributed leadership practices.

Lee et al. (2012b) conducted research in East Asia schools to understand instructional leadership in five k-12 IB schools. With out of the four available IB programs in East Asia, their findings showed that each school achieved success in implementing all three programs. The

researchers determined that these particular schools required a higher degree of staff independence, and the that principals' and headmasters' instructional leadership did not attribute to the school's success. Their success was, in fact, a result of distributed leadership across multiple responsibility lines and among those who had both formal and informal leadership roles in the school. Lee et al. (2012b) identified three distributed instructional leadership practices that fostered interaction among teachers, teacher leaders, and administrators: articulation strategies, cross-program activities, and staffing practices. They also noted that those leaders with formal leadership roles performed their roles as facilitators of instructional leadership rather than instruction supervisors (Lee et al. 2012b). While this study provides some understanding of the culture of distributed instructional leadership, it leaves out the experience of instructional leaders in US public IB schools.

Nikolaevich and Hennadiivna (2019) highlighted the open communication and teaching focus in their study of several models of shared pedagogical leadership in PYP schools in Britain. The varying distribution of leadership represented in the study included teachers and principals who served the PYP as well as the IB coordinators, and the heads of school (Nikolaevich & Hennadiivna, 2019). This research setting is outside the US IB public school experience, illustrating this gap in the literature surrounding distributed leadership practices in IB public schools in the US.

Current research related to the IB community does not consider the perspectives of US public school educators focused on shared leadership within an instructional context. None of the IB research mentions the role and importance of pedagogical intelligence for its leaders. This

lack of focus on DIL and PI illuminates the gap in the IB public school educational leadership research.

Pedagogical Intelligence

The research community has known about different types of intelligence for years thanks to Gardner's (1983) introduction of multiple intelligence to academia in 1976. With the idea that there are multiple forms of intelligence, scholars started to assign intelligence types to teaching and learning almost immediately. Sternberg (1985) introduced individual characteristics such as intellectual curiosity, creativity, intuitiveness, a capacity to size-up situations objectively, and the ability to apply knowledge to problems associated with intelligence in 1982. As a result of these initial classifications for intelligence and the subsequent conversations surrounding different types of intelligence, educational circles have referenced Gardner's logical, linguistic, interpersonal, and intrapersonal intelligence and Sternberg's characteristics of intelligence in scholarly research as they relate to teaching and learning.

Shulman (1987) initiated the conversation with educational scholars regarding four different types of instructional knowledge. These include knowledge of the subject, method, organizational techniques, and communicative devices that collectively lead to effective pedagogy. Shulman's (1987) ideas about intelligence and pedagogy led to the birth of pedagogical intelligence as a concept. By the 90s, the educational leadership research community had a legitimate definition to use when considering teacher intelligence. Rubin (1989) coined pedagogical intelligence as "...the ability to facilitate significant learning, with maximal efficiency, under the conditions which prevail. It consists of a particular amalgam of aptitudes,

stemming from other forms of intelligence, which can be cultivated and enlarged" (p. 32). This definition serves as the foundation for PI and its relationship to DIL.

Rubin (1989) focused on several proficiencies of teacher pedagogical intelligence. The four essential proficiencies he defined included technical competence, instructional judgment, decoding classroom situations, and cognitive transfer. Technical competence included maintaining order, organizing activities, and promoting higher order thinking in classrooms. Instructional judgment consisted of recognizing the benefits of mixed grouping, the need for incentives in cooperative learning structures, the advantages of direct instruction with students, and the purpose of advanced organizers. Rubin (1989) came to understand that when teachers decode classroom situations, they must perceive situational clues, deduce causes and effects, and make possible predictions of the consequences of the pedagogical decision to analyze the problems accurately. Finally, teachers with pedagogical intelligence use perceptions from their previous experiences to tackle new issues effectively with cognitive transfer. Designed with teachers in mind, these proficiencies Rubin (1989) articulated would also serve instructional leaders well. Leaders must maintain order and organize activities for staff, create opportunities for staff collaboration, make pedagogical decisions, and solve new problems using a transfer of skills. Rubin (1989) laid the foundation for those who would come after and discuss pedagogical intelligence related to school leadership.

If a pedagogical leadership style has a more significant impact on student outcomes than other leadership styles (Bush & Glover, 2014; Murphy et al., 2016; Robinson et al., 2009; Sergiovanni, 1998), then all who serve as instructional leaders in school should grow and develop PI. It seems clear that if PI is necessary for teachers who must be able to facilitate

learning efficiently under the present conditions, PI is also essential for principals and others who serve as the school's instructional leaders. Those who must be able to facilitate learning efficiently under the present conditions set by district or stat standards. For schools to become communities of learners that understand and apply teaching and learning skills, all instructional leaders must develop and demonstrate pedagogical knowledge (Male & Palaiologou, 2012). Calnin et al. (2018) were the first to refer to PI when referring to school leaders, and they explained that the word 'intelligence' had been an intentional choice:

> The contemporary school leader's work is increasingly complex and uncertain; change is ubiquitous and new challenges present themselves, reducing old certitudes and relevance of experience. The work of leaders can be viewed as requiring a series of intellectual capacities that enable the successful navigation of environmental complexity. Intelligence enables us to learn in response to this complexity and uncertainty. (p.105)

This philosophy shows that leadership is developing, dynamic, and learnable since educators must adapt to changes in students and other stakeholders' needs. These intelligences transcend the knowledge and skills to grow leadership capacity appropriate for individual IB schools' culture and context (Calnin et al., 2018) When school leaders use PI to make decisions, they inherently include others in these conversations, which distributes the leadership among staff and fosters leadership capacity. Rubin (1989) presented pedagogical intelligence to illustrate that educators have these intelligences, at least to some degree.

The capacity to confront a problem, ascertain its nature, deduce a pathway to its solution, and ultimately accomplish the setting's resolution embody operational intelligence. This

operational intelligence relates to PI in that school leaders, just as teachers in classrooms, can transfer knowledge from the situation or one problem to another to make the right decisions and be effective at what they do. This view was supported by Robinson (2010), who conducted a large-scale study that identified three essential capabilities of influential school leaders: integrating in-depth pedagogical knowledge, analyzing and solving complex problems, and building relational trust. One could argue that all of these characteristics work together to produce pedagogical intelligence, which relates to a shared model of instructional leadership in the IB context. Still, previous studies do not address this claim.

Conceptual Framework

This section provides background on conceptual framework of this study. The framework centered in Clandinin and Connelly's (2006) commonplaces of narrative inquiry. This framework is the foundation for social engagement with participants, the co-creation of the field texts, the analysis of the field texts, and the final discussion. Presented in the findings, a constructionist theoretical perspective and motif of archetypal hero's journey support this framework that opened opportunity for this study to report on the culture of DIL in one public IB middle school in North Carolina. Engaging temporality, sociality, and space with the participant-heroes uncovered a deep understanding of leaders' PI through the restorying of their experiences of DIL. The following sections articulate the components of conceptual framework: commonplaces of narrative inquiry, the constructionist view, and the hero's journey motif.

The Commonplaces of Narrative Inquiry

Commonplaces of narrative inquiry have an ongoing Deweyan (Dewey, 1997) perspective of experience. This includes interaction, continuity, and situation, each collectively understood to open engagement in human experience. Clandinin and Connelly (2000) made this Deweyan concept relevant to narratologists when they noted that narrative requires "collaboration between researcher and participants, over time, in a place or series of places, and in social interaction with milieus" (p. 20). Clandinin and Connelly (2006) coined these as the "commonplaces" of narrative inquiry as foundational to the narratologists' research.

The commonplaces of narrative inquiry create a three-dimensional space for experience: temporality, sociality, and place (Clandinin & Rosiek, 2007). This study attended to a temporality through continuity of time, considering the remembered past, the experiences of the present, and the possibilities of the future. Narrative research opens opportunity for understanding a phenomenon through experiences that represent the past, present, and future of all things, people, places, and events under study since they are in temporal transition (Connelly & Clandinin, 2006). Sociality of human experience within this study recognized the role of social interaction and included the inquirer and participants' reactions, intentions, assumptions, and dispositions. Attending to personal and social experience is described by Clandinin and Huber (2010) as, "the conditions under which people experiences and events are unfolding," simultaneously, directs attention to the inquiry relationship between researchers' and participants' lives (p. 2). Events take place in specific locations. The place in the study included reflections and information regarding time, context, physical setting, different points of view that the co-researcher brought to the study.

Attending to participants' experience through this conceptual context revealed the "complexity of the relational composition" (Clandinin & Huber, 2010, p. 3) of participants' DIL experiences. The lens of the commonplaces in this inquiry is what differentiates narrative inquiry, a literary form of qualitative study, from other qualitative methodologies. Connelly and Clandinin (1990) introduced narrative to educational researchers. Riessman (1993) brought the narrative process to the human sciences field. Cortazzi (1993) suggested that an increased emphasis on these three ideas may have influenced the narrative trend in educational research: teacher reflection; teacher voice; and teacher-knowledge, including how they think, make decisions, develop professionally, and what they know. Narrative inquiry was chosen for this study that focused on distributed instructional leadership and included collective voice, knowledge, and reflection, for these reasons.

Current Narrative Educational Leadership Literature. Contemporary educational leadership researchers utilize narrative methodology in the literature that spans general contexts not within an IB setting. Cowie and Crawford (2008) explored the extent to which principal preparation programs in Scotland related principals' expectations on the job. The researchers were able to contribute to the research on principal preparation and new school principals' work through a narrative analysis of novice elementary school principals' professional experience. Slater et al. (2008) wanted to understand one school principal's challenges in Mexico and used the narrative structure to tell this principal's story. Slater (2011) constructed a literature review supporting the idea that school principals influence teachers who inevitably affect student achievement. He articulated a need to use a narrative approach to study these leaders in their

historical and school contexts to address principals' lives in their future educational administration research voices.

In other, more recent leadership studies, researchers were able to co-construct leadership identity and motivations through the narrative research process. Crow et al. (2017) used a narrative methodology to argue that school leadership identities exist in a specific time and place and that there are social hierarchies of power and control affecting the construction of these leadership identities. Engagement of readers, researchers, and participants in research adds to the complexity of the power dynamic and the storytelling process. The researcher and participants collaboratively work together in a give and take of power in the storytelling process.

The participant maintains power through what is shared and unshared. The researcher maintains power and interprets what participants share. Weiner and Holder (2019) used narrative inquiry to address and focus on principals' motivations for becoming school leaders. They determined how recruitment, identification, and development of leadership talent might be changed for high needs schools.

According to Clandinin (2016), narrative inquiry is both a methodology and a phenomenon that seeks to understand a research puzzle. The three commonplaces of narrative inquiry serve as the conceptual framework of this study. They were used to understand the culture of distributed instructional leadership and the phenomenon of pedagogical intelligence in the public IB school. As a social phenomenon, constructionist narratives are socially oriented and interested in social exchange (Andrews et al., 2008). This study incorporated a constructionist approach to narrative inquiry by paying attention to the tellers and inquirers' positioning, as they considered their personal, social, cultural, and political world that collided

and interacted through social experience (Davies & Harre, 1990; Esin et al., 2013). The the hero's journey, including its ideas about archetypes, metaphors, and character development informed the additional analysis of participants' stories.

Constructionist Perspective of Narrative Inquiry

A narrative ontological approach begins with human experiences (Clandinin & Rosiek, 2007). Narrative epistemological approach begins with examining the temporality, sociality and place of these experiences. A constructionist theoretical perspective supports narrative thinking because social constructionism reflects the world where people, as social creatures who create understanding through a unique reality that is framed within social exchange (Gergen, 1985). The epistemology of constructionism suggests a need to interpret these stories and reveal the human experience within their realities. This study emphasized how social beings created personal understandings of distributed instructional leadership through their unique realities and perspectives as a result of their social exchanges in their schools. The social exchange of pedagogical intelligence illustrated their stories created an understanding of these unique events of distributed instructional leadership in IB MYP schools.

Gergen (2015) explained that constructionist ideas "emerge from a process of dialogue" (p. 13); all players worked together with the narratologist in conversation collaboratively to co-interpret this lived experience. Constructionism requires an interchange that includes language and social conventions where the focus is on the collaborative generation and transition of meaning (Crotty, 2015). A constructionist approach to narrative is appropriate, as it recognizes that participants generate meaning through the social experience and exchange between the participant and researcher (Esin et al., 2013). The interview process provided opportunities for

the researcher and participants to co-construct specific and contextual insight, not generalizable meaning. These collaborations and the subsequent interpretation of distributed leadership culture through their stories provided new knowledge and understanding in the specific IB public school that is the focus of this study.

A constructionist view of the world is context-related and meaning created in ongoing moments in order to provide interpretive insights for the research process (Cunliffe, 2008). Crotty (2015) used this constructionist concept to explain the role of social context in understanding:

> Constructionism is the view that all knowledge, and therefore all meaningful reality as such, is contingent upon human practices, being constructed in and out of the interaction between human beings and their world and developed and transmitted within an essentially social context. (p. 42)

Social situations also produce constructed knowledge and meaning through dialogue. An individual's sense of their social world emerges continually as they interact with others because they continue to relate to others whether in person, virtually, or through non-visual means (Cunliffe, 2008). The participants in this study engaged in conversations or experiences that became part of their realities. Each character exited the experience changed resulting from new information attained, new knowledge gleaned, and new meaning made.

Gergen (2015) noted that the social constructionist researcher's ultimate purpose is to encourage new and more promising ways of living and interacting to promote communication, espousing intercultural understanding and respect. Weinberg (2014) proclaimed, "The practical point, then, of doing constructionist studies very often has been to promote a better way of

thinking—and more importantly, living—with respect to the worlds we inhabit" (p. 25). Through a constructionist's lens, Cunliffe (2002) shared that learning is a dialogical process exploring different ways of interpreting and sharing situations and issues to create possibilities for change. The IB mission drives all leadership and instructional decision-making in IB schools toward greater understanding, to including pedagogical decisions and communications. Instructional leaders in K-12 schools become who they are as a result of their collaborative experiences This is at the heart of constructionist thought.

The Hero's Journey

The literary perspective proved an appropriate lens for this study. Searching for instructional leaders' stories of everyday experiences of PI fits nicely within a story telling context. The ancient Greeks used poetic drama to share the stories of their time. Aristotle's (2010) claim that this dramatic poetry imitated life still holds true today. Booker (2004) recognized the genius of great storytellers when he said,

> [I]t is the extent to which the stories told by even the greatest of them are not their own. Their skill lies in the power with which they manage to find new outward clothing in which to dress up a theme which is already latent, not only in their own minds but tin those of their audience. (p. 543)

This study uncovered existing stories of DIL and PI with the storyteller's ability to imitate action through the research field texts and subsequent final texts included in Chapter 4.

In the literary world, analysis of texts can happen at many levels. Literary concepts and conventions help to decipher an author's intent. According to Aristotle's (2010) story framework of plot, characters, and theme are the important elements of a story because they give the world a window or according Clandinin and Connelly (2006) a "portal" to understand the human experience. Stories were used in this study to gain an in-depth understanding of the pedagogical leader experience in an IB MYP public school using the plot, characterization, and theme analysis in participants' stories.

Stories, whether those from fiction, myth, dreams, and reality, have some common structural elements that speak to the hero's journey (Campbell, 2004; Vogler, 2020). The use of narrative inquiry provided fodder for a more literary approach to capturing participants' stories of short, descriptive biographical content.

All stories start with an exposition that serves as the introduction of the story. This narrative element provides the events' time and place, the characters included in the story, and the story's context (Baldick, 2009). The exposition also recognizes that something came before the start of the story. Stories often begin *in medias res*, a Latin phrase for into the middle of things (Baldick, 2009). *In medias res* is a common storytelling technique that also applies to narrative inquiry research. Research commonly begins amid experience of participants. Serving as the most important narrative component, plot refers to the sequence of events in the story that creates a beginning, middle, and end. In the archetypal monomyth, the hero experiences three phases on a journey through experience: a departure, an initiation, and then finally a return having gained new knowledge or understanding (Campbell 2004). A struggle between opposing forces or conflict drives the plot of any story. This emphasizes the cause-and-effect relationship

to elicit the audience's interest (Baldick, 2009). The exposition and plot of participants' stories provided the structure for analyzing co-created field texts (Clandinin & Connelly, 2000) to increase an understanding of the DIL experience.

All stories have characters. Even though there are many types of characters in literature, the characters in this study were most often archetypal characters that include heroes, mentors, or threshold guardians. Each participant was the "chief character" in the story (Baldick, 2009, p. 294), the hero or protagonist. Representing growth, action, and sacrifice, the hero of any story might be a loner who prefers to work alone; group-oriented, preferring to work with others; or a catalyst hero who strives to bring out heroic traits in others (Vogler, 2020). Each of the heroes in the study represented the group-oriented hero. They each worked collaboratively to share the instructional leadership burden. Characters who serve as mentors in these stories provided gifts or guidance to the participant-hero. In both literature and reality, mentors can be either a physical person or the hero's conscience.

The threshold guardian might also be a person, an idea, or event (Vogler, 2020). For example, threshold guardians serve as obstacles for the hero. They are never insurmountable and are typically easy to overcome. The primary function of the threshold guardian is to test and train the hero and foster growth. Participants in this study shared their heroic tales, tales that included both mentors and threshold guardians from their instructional leadership experiences.

Finally, all stories embody a theme or "salient abstract idea that emerges from a literary work's treatment of its subject-matter" (Baldick, 2009, p. 358). The theme of any narrative provides a window into the human condition. Several components of a story might contribute to its theme: these include characters, plot, conflict, and even diction, or deliberate word choice. Through each

of these components, readers may identify a motif in a story to identify an experience, idea, image, or character-type (Baldick, 2009). When considering narrative research, and this study specifically, finding and uncovering literary themes provided knowledge and new meaning or understanding of the pedagogical intelligence phenomenon and distributed leadership practices

Summary

Scholars and instructional leaders in the field might reap the benefits from understanding the culture of instructional leadership and pedagogical intelligence in public IB schools. The literature demonstrates how school leaders having pedagogical intelligence have the skills and mindset to build upon past experiences concerning teaching and learning to facilitate conversations among staff using a transfer of knowledge process. Leaders' past experiences, it has been shown, help them to make better choices or decisions in future problem-solving scenarios.

While researchers who have been influenced or inspired by Clandinin and Connelly's work are familiar with these commonplaces of narrative inquiry, consideration of these commonplaces does not typically serve as the researcher's conceptual framework. Even though narrative, including its commonplaces, has guided educational research, the commonplaces have not served as a conceptual framework to understand the culture of DIL in schools, specifically IB public MYP schools. As a result of this conceptual frameworks, narrative thinking initiated and fostered this social exchange and the co-creation of stories.

Using a constructionist approach to narrative inquiry and analysis, this study set out to answer how pedagogical leaders in an IB school with a Middle Years Programme in North Carolina construct and describe the culture of distributed instructional leadership in their school.

This chapter explains the gap in the leadership literature as it relates to the public IB school in the Unite Sates. This study contributes new knowledge in the field of educational leadership as it recognizes pedagogical intelligence outside the traditional classroom experience of the teacher and cuts across the school building as shared experience for its members.

Chapter 3: Methodology

This narrative inquiry explored distributed leadership culture among one MYP school's pedagogical leadership. When considering the innate power of stories to increase understanding among and between people, Coles (1990) explained that only through people's stories can people be fully understood. This study recognized the power of storytelling, the act of listening to those stories, and then the interpretation of those stories to tease out understanding of human experiences that described a culture of shared leadership. A social constructionist perspective guided the interpretation and retelling of distributed instructional leadership stories to provide the depth for understanding pedagogical intelligence.

The first section of this chapter includes a brief discussion of qualitative methodology and narrative inquiry. The latter portion of the chapter contains a discussion of the research design, including selecting the participants, the data collection, analysis of such data, and finally, the trustworthiness, validity, reliability, and potential ethical concerns.

Research Question

Framing a research puzzle is part of narrative inquiry, which considers a phenomenon or wonder (Clandinin, 2016). This view of inquiry is contrary to many research studies that require precise research questions expecting specific answers to follow. This primary research question inspired the narrative inquiry for this study: how do pedagogical leaders in a North Carolinian public middle school with an IB Middle Years Programme construct and describe the culture of distributed instructional leadership through the lens of the hero's journey? In searing for each participant-hero's narrative thread, a more in-depth question emerged: how does distributed instructional leadership rely on and develop pedagogical intelligence? A subsequent research

question emerged through the narrative analysis of the data: how can illuminating the everyday experiences of instructional leaders be understood through the convention of the literary archetypal, group-oriented hero?

Methodology Selected

In educational leadership research, many choose quantitative methods that seek to find patterns, make predictions, and create generalizations about educational systems. However, this study set out to interpret and understand a phenomenon that exists in one IB middle school. The culture of this school fosters capacity for PI through its intentional distribution of instructional leadership. Qualitative research aims to interpret meanings that others have about the world to understand a phenomenon (Creswell, 2013). The methods associated with qualitative research were more suitable for this study due to its interest in interpretation and human action (Pinnegar & Daynes, 2007) as it explored individuals' experiences. By providing rich, meaningful data banks or field texts, this qualitative study led to an understanding of a phenomenon within pedagogical leadership.

Qualitative methodology is appropriate for educational studies that recognize the complex conditions in a school's social context (Somekh et al., 2011). Middle school settings provide complex conditions that involve many moving parts—students, teachers, parents, mid-level administrators, heads of schools, and unique local contexts that include the outside community. These moving parts collectively create a unique culture that nurtures formal and informal instructional leaders' pedagogical intelligence. This study utilized a qualitative methodology of narrative inquiry to share distributed instructional leadership stories and pedagogical intelligence culture in one school. A qualitative, interpretive approach was the most

suitable choice because this study aimed to investigate the experiences and perceptions of school practitioners who participate in leadership practices.

When considering qualitative methods for research, narrative inquiry stands out as a unique methodology because of its approach to individuals' experiences, its need to tell individuals' stories, its units of analysis with few participants, and its discipline background in the humanities (Creswell, 2013). Narrative inquiry methods unearth themes within specific contexts because of their focus on the ontology of experience. An inquirer-participant collaboration generated the collection of individuals' stories that seek to explain how DIL culture fosters PI in school leaders (Creswell & Guetterman, 2019). Incorporating the methods associated with narrative inquiry into a constructionist framework led to an understanding of a unique phenomenon that instructional leaders in public IB schools experience.

Narrative Inquiry Methodology

This relatively new methodology came about due to a declining positivist paradigm and the post-positivist movement. Researchers who promote a research process's educative nature are likely to embrace participatory methods that offer less emphasis on establishing objective data (Somekh et al., 2011). This recognition often enables practitioners' learning from newly generated research knowledge. For this study, a participatory narrative inquiry provided a unique opportunity for practitioners to share stories of their craft and how they increase professional learning capital among staff.

This qualitative data included plot, characters, and conflict that work together to produce an interpretable theme. This study's 'turn' toward narrative inquiry moves toward a research perspective that focuses on interpretation and the understanding of meaning (Pinnegar & Daynes,

2007) through the relational process where participants became more than sources of information, highlighting the importance of social construction of knowledge (Esin et al., 2013). This understanding of participant positions reflected a constructionist approach to research and design.

The ultimate goal of narrative inquiry is to ascertain participants' levels of emotions surrounding an experience to gain new knowledge or understanding (Clandinin, 2016). This study allowed participants to share their thoughts and feelings about instructional leadership experience and provided data in story form that made sense of experiences so that others might also understand them (Creswell, 2013). The following sections of this chapter justify using narrative inquiry by exploring this methodology's unique characteristics and highlighting what it looked like in practice throughout the study.

Three-Dimensional Inquiry

A unique research process, narrative inquiry served as an excellent methodology since it provided the methods to view a pedagogical phenomenon that IB leaders experienced. According to Clandinin and Connelly (2000), narrative inquiry does this through "collaboration between researcher and participants, over time, in a place or a series of places, and in social interaction with milieus" (p. 20). This collaborative venture, or research puzzle, included the consideration of three commonplaces that explored the shifting, ever-changing personal and social nature of distributed instructional leadership.

Temporality, place, and sociality all contributed to this three-dimensional space (Clandinin, 2016), where inquirers and participants worked together to reach an understanding of pedagogical intelligence. The temporality commonplace attended to the importance of

participants' and the inquirers present, past, and future experiences as instructional leaders. The place commonplace considered the specific, physical boundaries of settings and sequence of settings for inquiry and events (Connelly & Clandinin, 2006). The sociality commonplace attended to the relational nature of narrative inquiry that must consider personal and social conditions to create a clear story to share. This study incorporated each of these dimensions throughout the study's design and analysis which led to co-construction of stories that began in virtual environments and ended in this final research text.

Even though narrative is already highly relational, the personal and social conditions for this study presented an even more relational experience. Participants and the inquirer have worked together for the past two years on several collaborative ventures that included monthly professional learning communities for IB coordinators, all of IB leadership in the district, and co-leading professional development. Temporality, sociality and place combine in the narrative process to enhance a thorough understanding of such a pedagogical phenomenon.

Those who are interested in the narrative inquiry have a shared commitment to the study of experience and these dimensions that mark the landscape of narrative inquiry (Clandinin & Rosiek, 2007). In thinking about the temporality commonplace, this study considered Dewey's (1997) theory of experience that explained how human experience is affected by the past and that it also affects the future, that people are always interacting with experience through social conditions, and that place or location is significant to the human experience. Narrative inquirers enter the research process amid a series of events (Clandinin, 2016), or in *medias res,* meaning in the middle of things (Baldick, 2009)*,* a literary technique typically noted in epics or really long narratives. Readers of epics must recognize that characters had experiences before the beginning

of the story and a chain reaction of events. Similar to the readers of epics, narrative inquirers start the research process *in medias res* or amid things—in the midst of inquirers' and participants' personal and professional experiences.

This consideration attends to Dewey's assertion about people and the social nature of their experiences, which provides the foundation for narrative studies that describes the human experience as it unfolds through time. Each participant's experiences do not merely appear connected through time; rather, they are continuous (Clandinin & Rosiek, 2007), and each interacts within and between each other on a regular basis. This study assumed a Deweyan perspective that acknowledged instructional leaders' social interaction within schools. This study's findings did not create the narratives, for they already existed in participants' social, cultural, and institutional experiences (Clandinin & Rosiek, 2007). This study provided the opportunity to interpret and retell these narratives so that others could understand them.

In this three-dimensional inquiry, place draws attention to the specific physical place where the inquiry or events occur and recognizes that all events happen someplace (Clandinin & Rosiek, 2007). This study included one magnet school that served a predetermined county region in a public school district. Unlike many US public IB schools that incorporate a 'school-within-a-school' model for Middle Years Programmes, both places offered whole-school models of the MYP education for students at the time of this study. For this reason, all staff had to incorporate IB philosophy and programming and ensure that IB standards and practices are in place. Each participant has worked in their respective schools for more than one year, and they also have experience outside of the Place for this study.

Participants engaged in construction of narrative through zoom interviews, subsequent conversations about the interviews that included face-to-face interaction and informal conversations about findings, interpretation, and the final research text. This place also considered the participants' context for their stories. This study incorporated a narrative design that was first biographical without considering whole life stories or stories that take place over a long time period. Instead, this study captured experiences or vignettes of biographies from the context of the IB public school instructional leader experience. These vignettes focused on personal accounts of instructional leadership or even multiple pedagogical intelligence episodes that these formal and informal leaders provided.

The sociality commonplace recognized this study's social nature, where humans worked together to create meaning and understanding of the culture of distributed leadership. Narrative inquiry is best suited to acknowledge the complexity of human encounters and integrate human subjectivity in the research since it allows researchers and participants to re-examine social situations (Gill & Goodson, 2011). Pinnegar and Daynes (2007) noted this complexity as a strength of narrative methodology that recognizes perspective multiplicity renders a wider variety of human experience.

This study gave multiple leaders a voice to share their leadership stories so that others can understand. Finally, narrative inquiry is a research tool to increase scholars' and practitioners' knowledge. This study collected stories of personal and social experiences that include feelings, hopes, desires, moral dispositions, and aesthetic reactions (Clandinin & Connelly, 2000) to open opportunities for understanding the culture of distributed instructional leadership in IB schools. It is essential to note the sociality commonplace because it directly

affects any narrative study's ethical concerns due to the relationship forged through the inquiry. This chapter addresses such concerns later in the last section.

Approaches to Narrative Inquiry

Researchers have two choices within qualitative studies that can guide them—an interpretive or a pragmatic approach (Goldkuhl, 2012). Researchers who want to understand how people enact their realities within a social context, including their participation in social processes to make meaning, choose an interpretive path. Those who wish to create knowledge that is appreciated and useful in action for change or improvement choose a pragmatic path. This study took an interpretive stance, as the goal was not to meddle with distributed instructional leadership culture. The goal was to understand the different leadership roles in IB MYP schools that foster instruction and professional learning and interpret the stories of participants' experiences in these roles—not bring about change and improvement. However, an interpretive approach can be an instrument for a pragmatist study (Goldkuhl, 2012), which implies that change and improvement can happen due to interpretation and understanding. This idea becomes much clearer in Chapter 5.

Methodological Process

Many narrative methodologists are "unwilling to provide a structure" for specific, prescribed narrative writing strategies, but most suggest that flexibility throughout this process is key (Clandinin & Connelly, 2000). Some prefer a more holistic approach that considers stories as a whole rather than one that deconstructs the components of the story through reductionism, and narrative researchers are continuing to develop the processes and procedures associated with

their design. All, however, agree that the procedures create everyday forms of familiar data (Creswell, 2013), and all contain three main components: focusing on individuals at specific points in time, providing a rationale for narrative inquiry, and creating a report that includes vivid details of human experience through stories told chronologically (Creswell & Guetterman, 2019).

This chapter's remaining sections will outline this study's process that incorporates Creswell and Guetterman's (2019) steps for conducting narrative research. Precisely outlining the steps in this process, Creswell's suggestions are the most straightforward steps to ensure study re-creation. The process for this study incorporated each of the following steps:

1. Identify the phenomenon to explore
2. Purposely select everyone(s) from whom understanding can be gleaned.
3. Collect stories from individuals that reflect personal and social experiences.
4. Restory or retell the individuals' stories.
5. Write the story about the participants' personal and social experiences
6. Validate the report's accuracy.
7. Collaborate with the participants in all research phases.

Each of these steps is discussed in detail in the Data Collection section.

The Researcher

As the researcher of this study, I have worked in public education for 24 years, and I hold a Bachelor of Science in Secondary Education, English Language Arts in addition to a Master of Education in Special Education, Academically and Intellectually Gifted. At the time of this

study, I was an assistant principal in a public middle school in a large county in North Carolina. Ensuring that I have the skills and vocabulary necessary to carry out the designed study, I have served as part of a distributed instructional leadership team in a public IB school based in North Carolina since 2007. At the time of this study, I had a direct relationship with each of the participants, but none represented a conflict of interest.

As a subcontractor who collaborates within the IB Educator Network (IBEN), I am also a school visit team leader for IB authorization and evaluation visits, and I lead workshops in IB leadership with the following titles: professional learning communities, teaching for effective learning, and well-being and student leadership. Through my experience with the IB, I have collaborated with other practitioners and scholars to ensure IB philosophy and programming availability within the Americas. I have a vested interest in the quality of an IB education and the quality of IB professional learning experiences for staff and students in IB World Schools, and I prefer to support other practitioners in the leading of teaching and learning practices and theory.

According to Clandinin (Clandinin, 2016), “All narrative inquiries begin with an autobiographical inquiry into who the researcher is in relation to the phenomenon under study” (p. 191). This study is no different since the research initiated through this inquiry is a result of my own experiences with instructional leadership in IB schools. Additionally, according to Vogler (2020), archetypes come from not only the hero's personality but also the writer’s personality. Thus, I began this specific inquiry process *in medias res,* or in the middle of my own story. My acknowledgment shaped the research puzzle because this is where I began to justify inquiry personally, practically, and socially for this study.

During my professional career, I have developed my skills as an instructional leader as I have moved from teaching into leadership roles at various levels. I entered a liminal space in the last ten years of my instructional leadership experience where I was not a teacher but also not an administrator. In this part of my personal and professional experience, I began to engage in conversations centered on improving teaching and learning on a larger scale, and I discovered the construct of PI. Living within this liminal space that included tension and conflict resulting from my power position concerning others is where the research puzzle emerged.

Due to my practical experience in IB schools and expertise as a professional development provider, I had a motive for reaching a greater understanding of the pedagogical intelligence phenomenon. As a doctoral candidate in educational leadership and narrative methodology, my experience qualified me to conduct leadership research in public secondary schools within the IB context. For this study, I developed the data collection protocol questions, submitted the IRB application, and then conducted the subsequent interviews, analyzed the data, and wrote the final research text.

Study Participants

According to Creswell's (2013) steps in the narrative process, it was essential to select participants purposefully. The initial thought for this study was to incorporate five different participants from two schools in one district; however, after considering the depth and complexity of narrative inquiry and analysis, the decision to limit the study to three participants was clear. Creswell and Guetterman (2019) explained that narrative research that includes more than two participants could lower the quality of the study, and Clandinin (personal communication, January 21, 2021) both confirmed that assertion and recognized the decision for

the switch to three and the nature of the study. Two participants would not effectively represent the distribution of instructional leadership as well as three since each of the three participants served the school community in a unique role at varying levels of leadership and power structures. At the time of this study, each participant was a faculty member and instructional leader in an MYP magnet middle school that pulls students from their home schools.

The three participants for this study—one teacher leader, one coordinator, and one principal—were the right choices for this study because of their variety of experiences with DIL and their ability to tell stories about DIL and the culture of PI. Once the principal agreed to be a part of the survey, he recommended a teacher-leader from their faculties who was a part of their schools' instructional leadership. It is important to note that the inquirer has collaborated with each of the participants over several years in district-initiated professional development and inter-school collaborative planning ventures. The inquirer and participants' lives came together for this purpose even though they all worked together on collaborative efforts between their respective schools before the study, during the study, and will continue to do so after the study as well.

Data Collection

Returning to Creswell's (2013) steps for conducting narrative research, the next step involved collecting participants' stories. The process of narrative inquiry required gathering events and happenings as data and then using an analytic procedure to produce a linguistic expression of meaningful stories (Polkinghorne, 2002). In qualitative research, there is no one structure that experts all support. Still, open-ended interviews assembled this study's data where broad questioning encouraged participants to express their experiences and viewpoints with ease

(Creswell, 2013). Since more traditional approaches to qualitative analysis often interrupt respondents' lengthy stories and fracture responses using bits and pieces of what participants say (Riessman, 1993), this study used fewer broad, open-ended questions to allow for depth in responses. Connelly and Clandinin (2000) generated the term “field texts” to represent such data. This new and improved representation of data signifies the composed texts in narrative inquiry that are experiential and intersubjective rather than the post-positivists’ objective data. These co-constructed field texts ensured quality in the narrative process where experiences were fodder for making meaning in final research texts. This collection of field texts reflects the collective social experience of the inquirer and the participant (Clandinin, 2016). The next step for this study—not mentioned in Creswell and Guetterman’s (2019) process—was to create interview questions and complete the IRB application.

Going back to the construct of in *medias res*, there is no surprise that people have their experiences before sharing them with others. For this reason, it is essential to note that there are five levels of representation of experience in the narrative research process: (1) attending, (2) telling, (3) transcribing, (4) analyzing, and (5) reading experience (Riessman, 1993). This study allowed participants to attend to their own experiences through the reflective process similar to the autobiographical inquiry at the beginning of this research process.

At this first level, participants had control of what they remembered or recognized as necessary. In the next step of this process, participants began to share their experience to “stitch” the story together by describing the setting, characters, and plot in a way that interpreted the events (Riessman, 1993). In the transcribing level of representation, participants provided captured recordings of their conversations and gave some of the control to the listener, who was

then charged with interpretive practices. At the fourth level, the listener, or inquirer, began to create what some referred to as a metastory (Behar, 2003; Koro-Ljungberg, 2001; Lather, 2001). The restorying of the experience is a new creation, an interpretation of the participant's experience in what Clandinin (2013) refers to as the final research text. The final level of representation then will give any reader of this study's final research text control. It is then that the reader will make sense of the participants' experiences and interpret those experiences to create a new understanding or meaning for themselves because of this process.

Preparing for the Interview

Before the data or field text collection could begin, the Institutional Review Board at Appalachian State University approved this narrative inquiry and distributed instructional leadership culture analysis. Next, participants received emails that included both the request for an interview (See Appendix A) and the informed consent forms (See Appendix B). Once each participant provided a written agreement to partake in the study and district cabinet leaders granted their written approval of the study's setting within its schools, participants selected interview dates and times.

This study's interview protocol (See Appendix C) used Jovchelovitch and Bauer's (2000) five essential phases to ensure a less imposed, more accurate depiction of each participant's perspective. The five phases, outlined in greater detail in the next section of this chapter, guided participants' conversations about instructional leadership and pedagogical intelligence during the interview. These phases started with preparation and then led to the initiation, main narration, questioning, and concluding talk.

The most important phase of this narrative inquiry was the main narration phase that looked for how participants described their experiences within the culture of distributed leadership, including insights to PI. Each of these steps of the narrative interview process contained a set of rules to ensure that the participants' narratives are not influenced too heavily by outside forces.

The next step included a four-step process to strengthen the quality of questions that could reveal a story. This refinement tool helped in the creation of quality questions that would lead to stories. This four-step process to develop and strengthen questions included (1) ensuring that the interview questions align with research questions, (2) constructing an inquiry-based conversation, (3) receiving feedback on interview protocols, and then (4) piloting the interview (Castillo-Montoya, 2016). There were three different pilot interviews with three different refinements before the interview protocol became finalized. Each of the pilot interviewees had similar interests as the official participants in the study, and each had been an MYP coordinator at some point in her professional career. Not surprisingly, each pilot interview rendered better responses than the previous interview, thanks to this refinement process. Refining the interview protocol provided a final, fourth version to use with participants.

Official participants all chose to take part in the interview process remotely through Zoom, the chosen interactive meeting platform for the school system at the time. The pandemic that started in March 2020 created a paradigm shift in how researchers conducted qualitative research due to many states' social distancing requirements. Not surprisingly, researchers began to consider Zoom interviews as an overall positive experience and then identified four strengths of using the platform: ease of use and convenience, interface that allows for personal discussion,

accessibility, and timesaving since there are no travel requirements to participate in the research (Gray et al., 2020).

Zoom provided real-time audio and video conferencing and recording sessions that provided convenience to all parties. At the beginning of the pandemic, many K-12 schools and universities began to use the platform since Zoom offered free accounts for educators and schools. Qualitative researchers recognize that remote online interviewing via video conferencing delivers a solution to the social distancing dilemma brought about by the pandemic (Lobe et al., 2020). This environment allowed participants to choose locations and times that suited them. For this study, some decided to interview from home and some from work.

Conducting the Interviews

The next steps for the study included the collected stories from individuals that reflect personal and social experiences. This study incorporated two different in-depth interviewing sessions immersed in participants' social experiences (Esterberg, 2002). The first session included a specific set of questions designed to inspire a story about instructional leadership culture. The second session used two different questions to provide more data that surrounded pedagogical intelligence. Both interview sets used language of pedagogical leadership knowledge in an IB setting without the inclusion of overly academic language. These deliberate decisions provided a catalyst for participants' responses. These narrative interviews explicitly provided Clandinin's (2016) place that stimulated and encouraged participants to tell stories about instructional leadership experiences.

These narrative interviews were informal, conversational encounters that incorporated Jovchelovitch and Bauer's (2000) five essential phases to ensure a less imposed, more accurate

depiction of participants' views of the culture of distributed leadership in their schools. In the first phase, preparation, the inquirer explored the field and prepared the questions (Jovchelovitch & Bauer, 2000). This step was crucial because the questions had to be purposeful and included language that reflects the unique culture of an IB school, thus, context for each of the interviews. The preparation phase included a collection of key concepts and ideas that necessarily had to be reflected in the interview data.

Next, the process moved into initiation, where the researcher formulated the initial topic and introduced it to the participant (Jovchelovitch & Bauer, 2000). These questions included simple demographic questions about participants' years of experience and types of professional roles and introduced the concept of instructional leadership. This type of inquiry was crucial in the process of narrative design because it opened the opportunity to build rapport building before asking questions most connected to the study's purpose (Rubin & Rubin, 2011). Going back to Riessman's (1993) representations of experience and Clandinin's (2016) temporality in the narrative process, this initiation phase gave participants the time to be mindful of their instructional leadership and attend to their experiences in *medias res*.

The main narration phase rested on the participants who told their tales without interruptions or speaking. According to (Kvale, 2008), useful interview questions in narrative methodology incite active listening and occasionally pose follow-up questions that invite the participants to provide depth in the story. The main narration phase for this study included two broad-open ended questions. The first question asked participants to describe the culture of distributed leadership in their schools, and the second required participants to explain how they contribute to that culture. Both questions granted moments for active listening and non-verbal

encouragement that continued the storytelling and provided fodder for interpretation and retelling. Going back to Riessman's (1993) representations of experience in the narrative process, this main narrative phase gave participants the ability to tell about their instructional leadership experiences. These open-ended interview questions allowed for participant control since they steered the conversation's direction during the interview. The questions aimed to produce interpretable narrative accounts of instructional leadership experiences to reveal interpretive categories that could be used in conjunction with languages to provide clues about meaning (Riessman, 1993).

The questioning phase involved the question "What happened then?" and includes three essential rules (Jovchelovitch & Bauer, 2000). The first rule eliminated any why-questions so that the researcher will ask only questions concerning events and the events' timing in the story. Once the participants finished and provided a conclusion to the story, other questions were permissible. These questions included prompts such as, "Is there anything else that you would like to tell me?" or "Is that all?" (Jovchelovitch & Bauer, 2007). During this questioning phase, the questions did not inquire about attitudes, opinions, or causes since these types of questions may have invited justifications and rationalizations—not the point of this study. Additionally, any rewording of participants' phrases included no more than the participants' words to ensure that the participant maintains ownership of the story as it was told. Finally, this phase did not include any questioning techniques that might create a climate of cross-examination.

The narrative's final phase includes the concluding talk. Even though Jovchelovitch and Bauer (2007) recommended turning off the recording device at this stage, the pilot interviewees' responses proved beneficial, so the recording continued. These last moments together focused on

any follow-up questions concerning characters or settings in the stories, but the primary focus was on the following question: ‘‘How was it for you to be talking to me in this way?’’ to begin the process of ending the interview (Josselson, 2007). During this point in the interview, it was important to notice any signs of hesitation or discomfort on the participant’s side to process or clarify how the participant may have felt distressed during the interview. The interview’s final statement gave participants the chance to ask any questions, and Riesman’s telling phase was completed.

Data Analysis

The next phases of Creswell and Guetterman’s (2019) process include restorying or retelling individuals’ stories and writing the story about the participants’ personal and social experiences. Within the narrative analysis process for this study, it was imperative to consider how to manage and organize data, describe the story of experiences, classify or identify the epiphany of stories, interpret the larger meaning, and represent themes and unique narrative features (Creswell, 2013). According to Riessman’s (1993) representations of experience in the narrative process, this study’s next step was to transcribe the participant’s experiences. These transcriptions created the raw data that Connelly and Clandinin (2016) called field texts that are co-constructed to allow ways to see how participants in inquirers make meaning. Transcriptions require accurately recording every word that both the researcher and the participants use (Poland, 1995; Wells, 2011), and the Zoom platform proved a valuable resource for this task. Even though Zoom was able to record and transcribe each of the interviews and then store them on the computer, the transcription process included more than recording and creating text. After these automated transcriptions, it was essential to remove participants’ and schools’ names to ensure

confidentiality, and then came the process of identifying Clandinin's (2021) narrative thread, or plot of the stories.

There is no one method to conduct analysis that produces a narrative form (Esin et al., 2013; Kvale, 2008; Riessman, 1993), but this study incorporated Riessman's (1993) advice and started with the structure of the narrative to find how participant's stories were organized and why they told their tales in a way that only they could do. Analyzing transcripts requires inquirers to turn field texts into interim research texts (Clandinin, 2013) to attend to field texts within the three-dimensional space of narrative inquiry. The goal was to start with the meanings encoded in the form of talk and then expand outward by identifying underlying propositions that make sense of the talk. Creating interim texts included both coding and restructuring the transcripts in two rounds.

For this study, transcript coding happened in three different rounds, where the first round included a search for overarching themes and concepts. This first read of the field text generated annotations that identified concepts or motifs within participants' stories. These motifs were emotions or ideas that participants shared (Baldick, 2009), and they opened opportunities for both comparisons and contrasts among and between the participants. Additionally, this first read of the field texts afforded the inquirer the opportunity to clarify any confusion in the automated transcription.

The second round of coding incorporated an approach inspired by Labov's (1997) structural approach to narrative analysis, a cannon in narrative research literature (Georgakopoulou, 2006; Nicolopoulou, 1997; Wells, 2011). Labov's approach to narrative analysis deconstructs participants stories into segments that resemble a narrative plotline found

in literature with 6 phases: (1) an abstract is the summary of the substance of the narrative, (2) orientation includes time, place, situation, participants, (3) complication action serves as the sequence of events, (4) evaluation provides the significance and meaning of the action and attitude of the narrator, (5) resolution includes what finally happened, and (6) coda provides a return to the present perspective.

With this framework, the following codes identified the common structural elements of stories within the transcripts: A for abstract, O for orientation, Comp for the complication, E for evaluation, R for resolution, and C for the coda. Unnecessary parts of the text (asides, interactions between the listener and the teller) were eliminated so that the analysis could focus on the core narrative. This round of analysis identified the story vignettes but did not directly lead to depth of understanding of participants' experiences since the analysis simply deconstructed the field text.

Labov (1997) and Riessmen (1993) both suggested approaching inquiry that focuses on a more linguistic focus, but Gergen (2004) cautioned against this technique since it may actually "undermine the aims of the research" (p.272). After a discussion with Clandinin (2021) about finding the narrative thread—a more holistic approach—this study landed on a more literary perspective of narrative analysis to finalize the conversion from field texts to interim texts. This search for the narrative thread through each hero's journey in DIL directed attention toward thinking about the experience to gain a greater understanding of meaning (Clandinin & Huber, 2002).

The inquiry at this point turned toward a more archetypal approach to analysis that is prevalent in narratology or the literary study of stories. Joseph Campbell's (2004) monomyth

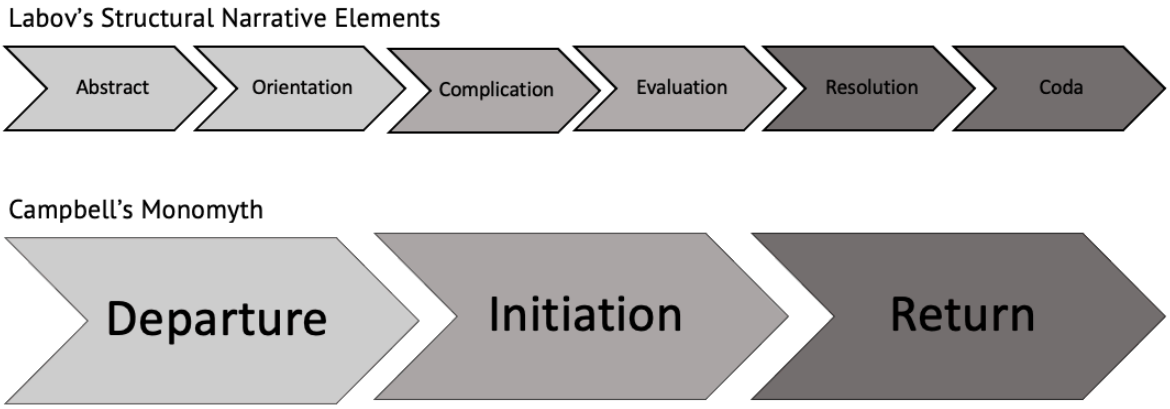
guided the interpretation of participants' stories to understand the culture DIL and PI. The monomyth is an archetypal story form that exists in dreams, myth, and fiction. Campbell with some help from Jungian psychology explained that each of these reflects reality or everyday experiences. This last step of analysis was appropriate for this study because it centers the focus on the participants' or the heroes' character-development, which results ultimately from experience. Within this journey, heroes experience three essential phases: departure, initiation, and return (Campbell, 2004). The departure started the story where the participants agreed to engage in the leadership experience, the initiation was during the middle of the story where participants encountered obstacles to overcome, and the return was the new knowledge or meaning that the participants gained from the experience. There are several steps within each of these phases that heroes in longer stories or journeys might face, but participants' stories for this study were vignettes rather than biographical life stories.

For this study the most important phases were the initiation and return phases since the participants described experiences that showcased their instructional leadership practices and then their thoughts and feelings because of those practices. Campbell's (2004) phases of the monomyth guided the analysis of each of these stories to showcase how participants contributed to the culture of shared leadership and developed their own PI as a result. The final step of analysis included in-depth annotations of the narrative thread that incorporated Campbell's (2004) phases of the monomyth. Participants were the heroes of their own stories, and each phase of the story gave the participant an opportunity to learn, to grow, and find new meaning. Campbell's return fits in nicely with Labov's evaluation (Figure 2), where participants

reached an epiphany, a significant moment in a lived experience that can serve as a turning point in understanding the self and relationships with others (Kien, 2013). The narrative thread, a co-constructed, phenomenon brought participants to an epiphany where they made sense of themselves and their own practice.

Figure 2

Comparison of Structural Analyses



Note. Figure 2 shows how Campbell's monomyth correlates with Labov's structural approach that serves as a cannon in narrative methodology.

The last two phases of narrative analysis occurred once all interviews were over. The coded field texts became interim texts or coded data that could then be reorganized to make interpretations. This subsuming revealed links between the stories of individual participants in the final research text (Chapters 4 and 5 of this paper) to complete the evolution of data.

Trustworthiness, Validity, and Reliability

Any research should ensure its data accuracy, but the intent of narrative is not to be a meticulous record of everything (Riessman, 1993). However, through the transcribing of participants' experience (Riessman, 1993) and the restorying of experience (Creswell &

Guetterman, 2019), there is an obvious gap between the reality of lived experience and the interpreted retelling of it. Thus, it was essential to establish the presented findings' authenticity and trustworthiness through participants' words. To ensure credibility, participants reviewed the final research texts and reflected on their authenticity one last time. Additionally, this convenience sampling of three different participants from the same school culture and context participated in this study which triangulated the data and subsequent understanding of DIL and PI in on public US IB school. While trustworthiness, validity, and reliability are paramount, narrative is not overly concerned with truth—only the story must be trustworthy since the goal is to recreate a subjective reality (Josselson, 2007). Throughout the study, the participants' voices were present, including the co-constructed stories, of the study, even though the final research text (this paper) is an interpretation of those stories.

Ethical Concerns

This study provided the standard informed consent form (See Appendix B) that included full disclosure of the study's nature and the purpose and data storage method in a password-protected cloud-based format to ensure participants' confidentiality. The explicit contract explained the process of recording and storing data that did not include identifying features, such as names of people or schools, in all field notes or research journals. The form also explained to participants that they were free to withdraw from any interview or the research project at any time. Throughout this study, the implausibility of absolutely distancing all parties from what they have individually come to know and understand enforced a need to act with integrity and demonstrate trustworthiness (Pinnegar & Daynes, 2007).

With any research, there is a possibility of risk; therefore, eliminating all identifying information, replacing this information with pseudonyms, and storing all electronic data on a password-protected, encrypted computer was necessary. All physical paper data was secure in a locked filing cabinet in a locked office, and all identifying information was kept separate from the research data. These measures minimized the risk of a breach of confidentiality and data security places (Jovchelovitch & Bauer, 2000).

Even though the standard procedures are all that the university required, it is essential to note that narrative inquiry, which is highly relational, must consider the ethical dilemmas that go beyond the standard considerations of research scenarios (Clandinin, 2016). For example, story ownership and authenticity are significant considerations. The questioning method and the act of sharing stories create a space where a relationship is forged, and this led to an ethical research stance that could not be ignored (Creswell & Guetterman, 2019). This reality of narrative research presented the most significant ethical consideration for this study. Participants were involved with each other prior to the start of the study, during the study, and after the study. Additionally, all involved in this study lived in the field, composed and co-composed at different stages of these texts, and helped create this three-dimensional space that is the narrative inquiry process.

In considering the narrative process, Jovchelovitch and Bauer's (2000) initiation phase and Riessman's (1993) attending to the experience provided an opportunity to develop trust during the interview process. These representations of experiences ensured the quality of interaction so that a relationship emerged where participants decided what they wanted to reveal and what to conceal (Lieblich, 2006). The participants trusted the process and revealed their

personal stories during this study because of these relationships developed through narrative work (Mills & Birks, 2014).

As a result, the inquiry process considered whether these relationships affected field texts, interim texts, or final research texts during this journey by understanding DIL and PI's culture. As a result of this highly relational process, no one walked away from this study unchanged (Clandinin, 2016), and each left the inquiry process with new knowledge, new understandings, and new reflections. Narrative inquirers always have an inquiry relationship with participants' lives (Clandinin & Rosiek, 2007; Pinnegar & Daynes, 2007). Resulting from their experiences together, both parties learn and change (Pinnegar & Daynes, 2007). These intertwined relationships create a scenario where each cannot remove themselves from the experience of continuing to make meaning.

Summary

It is most important to note that the most defining feature of narrative inquiry is that it is the study of experience as it is lived (Clandinin & Rosiek, 2007). This study's research texts incorporated the three-dimensional space that considered temporality, place, and sociality while embedding epiphany and themes into the rhetorical structure (Clandinin, 2016). Coding brought stories to life using both frameworks by looking for both story structure and interpreting the significance of participants' prior experiences to share with others (Riessman, 2008). The constructionist approach to analysis in this study focused on the linguistic details of the co-construction of a story and the broader social construction of that story within interpersonal, social, and cultural relations in the school (Esin et al., 2013). Moreover, this study included all of the markings of narrative research: a focus on co-created stories of experiences, collection of

data inspired by conversations, identification of common themes and epiphanies, and an interpretation of meaning (Creswell, 2013) about the culture of distributed instructional leadership.

This chapter discussed narrative inquiry as the methodological process for this study that answered a research question concerning distributed instructional leadership culture in an IB MYP school. Inclusion of interpretive narrative inquiry overview and a discussion of the participants and the researcher provided necessary components of this study's process. The last sections of this chapter included a summary of the process for data collection and analysis to explain how the study ensured trustworthiness, validity, reliability, and ethical practices.

Chapter 4. Findings

The purpose of this study was to explore individual stories of Adam, the principal; Claire, the coordinator; and NaNa, the teacher leader that focus on pedagogical intelligence practices. To meet this need, the narrative inquiry process and a social constructionist perspective guided conversations that created field texts from interview transcripts and notes. After conducting an analysis of these field texts, the creation of this final research text collectively enhanced the overall understanding of the culture of distributed instructional leadership in one MYP middle school. The primary research question of this study is how do pedagogical leaders in a North Carolinian public middle school with an IB Middle Years Programme construct and describe the culture of distributed instructional leadership through the lens of the hero's journey? After collecting participants' stories, an additional, more in-depth question emerged: how does distributed instructional leadership rely on and develop pedagogical intelligence? Finally, the analysis of the participant-narratives generated a need for further understanding the instructional leaders' everyday experiences through the convention of archetypal group-oriented heroes. These questions worked together in tandem to frame the research puzzle that this inquiry aimed to understand (Clandinin, 2016).

This study set out to investigate and interpret the culture of distributed instructional leadership in an MYP school through stories. According to Connelly and Clandinin (2006) these stories are the "portal through which a person enters the world and by which their experience of the world is interpreted and made personally meaningful" (p. 375). Additionally, they claimed that narrative inquiry is the study of storied experience to think about that experience. By analyzing the field texts and considering the development of pedagogical intelligence and literary

concepts, the interpretation, the participants' experiences, and a greater understanding of this unique culture is possible. This chapter includes the inquirer's interpretation of meaning in this final research text (Clandinin, 2016). This interpretation provides rich narratives describing for the reader the culture of distributed leadership and pedagogical intelligence.

It is important to note here that the inquirer had a professional relationship with each of these heroes before the beginning of this study. As a result, she found it necessary to provide some additional information to each section that includes either character development or stories to enhance clarity since the participants made assumptions about what the inquirer already knew of certain people and past events. According to Clandinin (2021), narrative studies are not a study of the self or the other but the space in between the inquirer and the participant. Therefore, the characterization and the stories include the hero's and the inquirers' voices.

The chapter is divided into two essential sections intended to describe and interpret the phenomena related to distributed instructional leadership in IB MYP schools in a US public school context. The first section incorporates description of the participants, providing the necessary and direct characterization for each participant. In this section the narrator describes the participants' backgrounds and thoughts about both distributed instructional leadership and pedagogical intelligence. This section of the chapter also includes retelling of their personal and professional tales, including the necessary indirect characterization for each of the heroes. Finally in this section, action and dialogue between the heroes and other characters in their journeys through instructional leadership. The second part of this chapter solves the research puzzle with the hero analyses that supports the creation of meaning about the culture of distributed instructional leadership and pedagogical intelligence.

Archetypal Heroes and their Journeys

In consideration of the most in-depth questions about the narrative and pedagogical intelligence, this study used narrative analysis to deconstruct each of the hero-participants' co-constructed stories into primary three-act sections, as identified by Campbell (2004), the departure, initiation, and return. These comprise the phases of the monomyth. The initiation phase of the story frames the bulk of what each co-researcher shared during these instructional leadership conversations. For this reason, the initiation with its introduction of tests, allies, and enemies that train the hero is truly the most crucial part of the story. This is part of the narrative where the hero-participant gathers, incorporates, and understands skills to renew energy (Vogler, 2020).

During the initiation phase, each hero leaves the ordinary world to solve a new problem or go on a new adventure where they have opportunities to be actively committed to the cause and experience personal growth. In fact, there are several marks of a hero, but each of these heroes' experiences action, growth, and/or sacrifice. These instructional leaders perform decisive actions that require risk or responsibility, give up something of value on behalf of the group, and overcome obstacles and achieve goals while gaining new knowledge or wisdom (Vogler, 2020). During consideration and analysis of these field texts field texts, it was necessary to answer the narrower, more in-depth research questions first. Essentially, the answers to the last two research questions provided the fodder for the primary research question about distributed instructional leadership culture. For this reason, the next section of this chapter includes both an introduction to each of the heroes and then, what follows are three vignettes consisting of their everyday

experiences, the illumination of an understanding of these archetypal heroes, and the journeys they take through distributed instructional leadership experiences.

Introducing the Heroes - Character Development

Each of the participants in this study is a member of a leadership team in one IB middle school. This section of the chapter provides the necessary characterization for each participant-hero to invite interpretation and creation of meaning. The word hero and its etymology come

Figure 3

Meet the Heroes

Pseudonym	**Adam**	**Claire**	**NaNa**
Position	Principal	Coordinator	Teacher
Experience in current role	2 years	11 years	11 years
IB Program Experience	PYP MYP	MYP	PYP MYP
Professional Experience	Middle grades science Elementary and middle grades administration	Middle grades visual art District content coach	Elementary reading Middle grades and high school social studies Media specialist
Experience as a professional education	15 years	15 years	19 years

Note. Figure 3 provides descriptive details that identify each of the heroes portrayed in the stories of DIL from this study.

from the Greek and means, literally, protector (Online Etymology Dictionary, n.d.). Campbell's *The Hero with a Thousand Faces* (2004) explains the path that all heroes take in their journeys.

> A hero ventures forth from the world of common day into a region of supernatural wonder: fabulous forces are there encountered and a decisive victory is won: the hero comes back from the mysterious adventure with the power to bestow boons on his fellow man. (p. 30)

Throughout the character development, each participant became a multidimensional person, having motivations and rationales for certain behaviors that provide both direct and indirect characterization for the inquirer and ultimately the reader. The co-researchers are the heroes of their own tales, and they experience three essential stages of any journey: a separation or departure from the ordinary world, the trials and victories of initiation, and a return and reintegration into society in the ordinary world (Campbell, 2004; Vogler, 2020). According to myth, lore, and fiction, any story's hero can be a loner who prefers to work alone or group-oriented, choosing to work with others (Vogler, 2020). Adam, Claire, and NaNa (Figure 3) all lean toward group-orientation in their conversations about their distributed instructional leadership experiences, making them essentially local heroes who then commit their "boons" back to the good of the group (Campbell, 2004).

Principal Development - Adam. Adam, a 15-year veteran educator, was the principal of a magnet school in south-central NC at the time of this study. He began his career as a seventh-grade science teacher, moved into administration first at the secondary level. He then moved to

elementary, where he remained for several years. Even though he was a trained middle school educator, he has spent most of his time in elementary school leadership. At the start of this study, Adam had completed two years in the current principalship and began his third as the head of an IB school. Before his IB principalship, he was serving in the role of assistant principal when the school stakeholders started the process of considering candidacy as an IB Primary Years Programme.

Even though Adam knew this study's topic, with a smile, he seemed somewhat surprised when the conversation landed on instructional leadership. He answered at first with, "I think it's … leading educators through ... teaching and learning." Then, he spouted a fairly textbook response that included focusing on strategies that have optimal results for students. After some think-time, he began to consider what instructional leadership means to him, at his school, in his specific local context. This includes non-administrative instructional leaders for elementary, middle, and high schools. Surprisingly, Adam explains that these leaders, who are there to support teachers, detract from his own opportunities for instructional leadership in his school: "I think that … what our district has tried to do ... actually hurt us because we've added these instructional positions like facilitators or coaches or coordinators." It was clear that he was admitting that there are so many people at the district level who "prioritize instruction" that the teaching and learning focus is not as important to the principal because there are others who have the time and resources for such a focus.

Then, he thought for a moment longer and surmised, "Teaching and learning are at the core of what we should be doing and focusing on." With the notion of conflict, he admitted that he, "kind of fall[s] out" for those who are the "instructional leaders when ... in reality, I think the

principal needs to be the instructional leader for the school." This acknowledgement of stepping aside so that others who may be more skilled in instructional leadership can commit to action and make decisions stands in opposition to the IB philosophy of distributed instructional leadership. Wrapping up his definition of instructional leadership, he rationalized that he would often find himself "kind of deferring" to his instructional facilitator or deferring to Claire, (the IB coordinator at his current school and a participant of this study). This meant that he would not "be as sharp as [he] should be in instructional leadership." Adam not only recognizes, but also explicitly states, that he is not the instructional expert in the school.

As Adam described Claire, it was obvious that he held her in high regard because of her knowledge and understanding of IB philosophy and programming and the teaching and learning process. In fact, he admitted that Claire knows more about the MYP than he does, and he would simply "defer" to her because she is the expert. He also explained that he would defer to his instructional facilitator when he was the principal of the elementary school because he "had never been an elementary teacher before." Since the bulk of his experience was in middle school, he recognized that he has "more value" in his current position as a middle school principal. He admitted that working with support staff in these instructional positions essentially creates conflict for him because "those positions are helpful. But then at the same time, if you're not doing [the instructional work] and you're deferring [the instructional conversations] you're never growing." It was obvious that he was coming to this conclusion as he was thinking through his own experiences simultaneously. The conversation revealed that he would rather not defer to others when working through instructional situations and that this deferring creates a challenge. As the principal of the school, he believes that he should be the instructional leader among staff

rather than deferring to others, which is merely an instructional "band aid." The interview revealed that Adam would like to make instructional leadership changes in his school.

When questioned about the skills of an effective instructional leader, Adam mentioned the importance in relationships. He noted that teachers' responses are less than favorable when they have a leader who does not "build relationships" or "communicate" with them. Next, he shared his overarching ideals of general leadership:

> I don't care if it's instruction ... or any other. If you're leading a business or whatever it might be, I think that, that [emphasis added] to me is at the heart of everything. ...You need to be well-educated and understand kind of theory and … best practices and ... what the actual strategies are. Always try to do ... things that have been researched and proven to work.

It was clear that Adam believed that the principal should be aware of trends in teaching and learning and then mentioned the importance of being "data-driven .... [s]o that you can inspect what you expect." Adam's recognition of his lack IB methodological knowledge and his understanding of effective leadership introduces the internal conflict that will become evident in his story that will come later in this chapter.

Adam articulated that he did not view himself to be an instructional leader until he started in administration as an assistant principal, and he mentioned that he only "spent four years in the classroom." He recognized that his teaching experience was minimal, as he was "barely out of the [beginning teacher] program." As a five-year educator, he had an instructional leader's title as an assistant principal but did not explicitly lead instruction or teaching and learning until the principalship. He recognized that when he was an AP, he "wasn't charged with too many of the

leadership accountability type roles of it." In fact, "Out of 15 years of education, 11 of them have been an administrative role" and he confidently recognized that his lack of classroom experience will "continue to be my kind of my deficit as a leader ... and I think ... teachers, probably pick up on that. ... I'm sure like year 20 or 25, that this will only compound and get more difficult as I move along." From this conversation, it was clear that Adam feels his limited teaching time affects teachers views of his ability to make instructional decisions. He understands the potential for external conflict if teachers' question the rationale for the choices that he may make.

When the conversation turned toward a shared journey in instructional leadership, he considered his entire leadership team. Adam mentioned that he had Claire and several teachers who serve as instructional leaders in the middle school, including NaNa, his "star media teacher" who is also a participant in this study. He shared that he is "the kind of the enforcement behind" the instructional decisions that they collectively make but also admits that enforcement is "probably a poor way to say it." He believes that teachers will not take what he says seriously that it "doesn't mean anything coming from [him]" since he is not the expert. Instructional advice must first come from those who know more or know better (i.e., Claire or NaNa). Therefore, he relies "on [his] team to provide ideas and recommendations, but then also ultimately the accountability rests on [his] shoulders." This conversation shows how Adam's role as the motivator of instructional leadership ensured accountability by ensuring follow through. He also admitted that one does not need an administrative title to be an instructional leader in the school. This serves as a natural segue to the school's next two leaders: Claire, the IB coordinator and NaNa, the media specialist.

IB Coordinator Development - Claire. Claire, another 15-year veteran in public education, began her career as an art teacher who has taught high school photography and middle school visual arts. At the time of this study, Claire had worked in the district for 11 years. Her last five years of service has focused mainly on instructional leadership as part of the school improvement team (SIT) and as an MYP coordinator in two different schools. For part of this time, she served the district as a content coach for middle and high school fine arts where she focused on instructional practices both in and out of IB schools. At the time of this study, Claire had worked with IB students and teachers in an IB school for 11 years.

In a discussion about instructional leadership, Claire explained that it refers to "leading others in a way that furthers the collective mission and goal of your school or district." She continued, "I think there's a lot that goes into ... what leaders actually do. Some of it … school based, some of it comes from the district, of course, and IB." She acknowledged that leaders in IB schools must "lead things [emphasis added] due to also what IB asked us to do." IB expectations stem from not only "objectives and initiatives, but also developing the people you're working with as leaders." Claire stressed the importance of both a "relational part and also developing people—not just an end goal." Essentially, leaders in IB schools are tasked with "trying to equip teachers as leaders too."

When the inquiry directed the conversation toward instructional leadership skills, Claire claimed the importance of "approachability, being trustworthy, [and] being a good communicator." Jokingly critical of herself, she noted, "I feel like I'm just thinking of the IB Learner Profile (LP) traits, but really it's a lot of those." The IB outlines ten LP traits that educators should foster in their students: communicator, balanced, knowledgeable, caring,

principled, inquirer, open-minded, risk taker, reflective, and thinkers. Claire continued her thought with “I mean, you have to be knowledgeable, but if you're knowledgeable without those other things—nobody cares what you know; you know if people can't relate to you and they don't think that you care about them.” She took a long pause to think some more. “I think being flexible—especially this year—but really, any time.” This reference to the state of education as a result of COVID restrictions is no surprise. She quickly turned to her role in representing the nature of an initiative or system and how it appears to people.

> Being able to be the face of a thing, even if you are not in support of it, but being able to stand in front of people and present it like, like it's your idea is important. I think we've all had to do that at some point, multiple times.

It was clear that Claire has reached a level of acceptance that school leadership involves making complex decisions and potentially supporting something that may not be the best idea. Finally, she landed on the importance of being able to work with adults because “not everyone always excels at that at the beginning.”

When she began to explain her role as an instructional leader in the school, Claire explained that it depended on the “group dynamic,” which inevitably included Adam, the principal. She explained how her role as an instructional leader is to be “whatever the team and your supervisor requires you to be for that situation.” She admitted that this could change “from day to day.” Because she has worked for several different principals, she mentioned that “each one sort of had their own idea of what they wanted you to do or not do.” Then she noted the importance of

> Looking at the strengths of everyone on the leadership team and how you fit into that and being flexible ... day to day what that looks like one day you might do a task and the next day someone else might jump in and do a different part of that or also help you with it.

It essentially "goes back to really the strengths of other people." Claire then turned toward the media specialist NaNa, the school's Service as Action (SA) coordinator, even before Claire became the school's IB coordinator role. She explained that this is one example of "playing to the strengths of what everyone else does." The media specialist in her other IB school does not work with the SA component of the MYP, so she noted the importance of "being flexible to how those roles are defined, I guess, and how the tasks are divided." Claire's perception of how individual members of leadership at the school under study carry the load for specific tasks introduce the conflict that will become evident in her story that will come later.

The inquiry then led to Claire's reflection on when she first thought of herself as an instructional leader among her peers.

> Probably about like two years before I became a coordinator, I was finding that most of my time was being spent on things like mentoring other teachers, ... being school improvement team chair, ... multi [referring to arts, physical education, and design] grade level chair, ... leading things at the district level for my colleagues, so it kind of became like that was taking up more and more of my time.

Her journey to instructional leadership clearly followed a natural progression to an official school leadership title.

> Until I was like, why don't I just do this. Why don't I just do this ... so It wasn't really like an aha sort of moment. It just was a natural progression of what I was tapped on or asked to do at the school and district level as a classroom teacher.

Claire understood that her peers and folks with whom she interacted at the district level already perceived her as an instructional leader. As a result, Claire clearly believed that serving a full-time leadership role felt natural since she had been leading her peers through teaching and learning for quite some time.

Teacher Leader Development - NaNa. NaNa, the school's media specialist, is a teacher leader with 19 years of experience in elementary, middle, and high school. Additionally, she has taught English language arts, Math, social studies, MYP Design, Advanced Placement (AP) Psychology, and Academically and Intellectually Gifted (AIG) reading at the elementary level. At the time of this study, she has served the district for 13 years, for the last 11 as part of the school leadership team. She has worked in two different IB schools—one public and one private—and taught one year out of state.

NaNa's description of instructional support includes her role specifically as a support person in the school.

> How can I support ... every teacher in my building? I mean ... I've never taught art. I've never taught science, nor should I, but I still try to find ... some way that I can help that teacher do their job more efficiently, and there, in turn, I affect the learning of students through that.

Then she gave her leadership mantra. “The leadership is ... how can I give those teachers the tools that they need to do their job better.”

In NaNa’s description of the necessary skills for instructional leadership, she noted, “trust is probably the biggest one.” She then shared an experience from her move from the classroom to the media center.

> I think … my role as an instructional leader probably got more defined, ... and when I spoke to [the principal at the time] about it, our media specialist left, and I called her and I said I want that job.

NaNa shared that after the principal approved the move, “[she] told me one of the reasons that she put me in it was because I had been a teacher. I had good rapport with the rest of the staff—they trusted me.”

As a result of the move and trust that surrounded the move, NaNa felt that she could collaborate with the teachers when she “found this cool new tool.” She explained what collaboration could look like.

> I could come teach with you or, you know, can we co-teach on a lesson. They knew me, and they trusted me to do that. They trust me to give ... them feedback where it's not in a threatening manner. They know I'm not doing observations on them or anything like that, so they don't feel threatened by me ... or suggestions that I make to them.

As a result, “Most of [the teachers in the school] are very comfortable with me being in their classrooms with them. And I think that trust piece is so important.” Next, she gave an example

of ineffective instructional leadership from when she was a teacher. Someone would tell her things she should change, but she “didn't trust what they were telling [her] ... and thus, they're not effective as a leader for [her], … So, I think that's probably the biggest piece is that trust.” It was clear that NaNa valued trust as a leadership characteristic.

When thinking about an instructional leadership experience, NaNa referenced a normal year—one without COVID restrictions. She started the moment with the first week of school. “I'm co-teaching because I do lead the service-learning too, so I'm the kickoff for service-learning.” SA is a compulsory component of the MYP for students who must act on service and then reflect on the experience. However, she noted that the current year is, of course, different. “This year I haven't been in at all other than going to be technical support because I took on the role of ... virtual liaison for all of our virtual students.” COVID has created a learning environment that included hybrid options with both synchronous, face-to-face learning and asynchronous learning, or virtual synchronous and asynchronous learning. As a result, many schools had identified virtual liaisons. NaNa explained, "...and so I'm the first point of contact for all of our virtual families, and we have almost 200 so that's been a full-time job right now ... which I hate.” She changed her mind when she thought more about it.

> I mean no. I don't hate that job. I hate that I haven't been able to be in the classroom with them, but on a normal year I am in the classroom … constantly. … Our school is very small. So, the media center was kind of … everybody wanted to come in there, and so when they would come in, I'd get to co-teach and stuff with them.

With great pride she noted, “So I had ... classes in there almost every day.” However, she acknowledged, “Right now it's technical support. I mean, that's, that's pretty much all I'm offering right now because it's a necessity, [but] in normal times, I'm a co-teacher.” NaNa seemed somewhat dissatisfied with her description of her role as it had been affected by COVID-19.

Finally, the inquiry led NaNa to share how she recognized that she was a leader. She told how she took a job at her first IB school several years ago. It was a private school and, “they had a learning center where they would pull students who were having issues, and I became a part of the leadership team there.” She noted,

> It was challenging and ... but I, when the principal and heads of school were coming to me and asking for advice, that's when I went, ‘oh my gosh, I'm like the mom here something, you know. … How did I get here?”

Then she came to an understanding. “And that that really changed, changed my outlook on all of that I ended up doing ... started working on a curriculum guide that would go from second grade to 12th grade and working with teachers on that.” Later, she recognized that “teachers started coming and asking for advice.” She mentioned, “That was a big shift for me where I said, you know what I think? And that that was a big change.” Soon after her realization that she was a leader, she joined the leadership team at that school.

Telling the Heroes’ Tales

The heroes controlled the action described in the following sections of this chapter where each participant-hero set the scene for their tales with some background information before the

conflict started to affect the plot. Restorying the narratives included a recognition of Aristotle's ancient claim that all stories must include a beginning, middle, and end (Aristotle, 2010). In the archetypal monomyth, the hero experiences three phases on a journey through experience: a departure, an initiation, and then finally a return with new knowledge or understanding (Campbell, 2004). These combine to create the plot of the narrative. “The stages of this progression, the natural states of life and growth, make up the Hero’s Journey” (Vogler, 2020, p. 44).

The stories included in this final research text consist of vignettes rather than life stories or life narratives; therefore, the ordinary world’s departure is not a huge step or leap of faith in the telling of these instructional leadership journeys. However, each story does include an exposition at the beginning. This narrative element provides the events’ time and place, the characters included in the story, and the story’s context (Baldick, 2009). The exposition also highlights that something came before the start of the story, for stories often begin *in medias res*, a Latin phrase for into the middle of things (Baldick, 2009).

Attending to the constructionist lens and the commonplaces of this study’s conceptual framework—temporality, sociality, and place—opens Connelly & Clandinin’s (2006) “portal” into each of the hero’s worlds that includes distributed instructional leadership and pedagogical intelligence. Each hero takes the reader on a journey through past, present, and potential future social experiences because of a co-construction of the distributed instructional leadership narrative. As a result, these final research texts enable an examination of the Clandinin and Huber’s (2010) “complexity of the relational composition” (p. 439) of the hero’s lived experiences to understand and imagine their possibilities for the future

The following stories invite readers to invest a part of their own identities in the hero-participants through their retold experiences (Vogler, 2020). Each story begins with a struggle between opposing forces or conflict that drives the plot that requires the hero to accept and depart on the journey, experience an initiation, and then return to the present with new knowledge. The following vignettes provide the hero's experiences, and the following section provides the space for thinking about their experiences. These retold stories show how these heroes experience growth, action, and/or sacrifice through emphasizing a cause-and-effect relationship to elicit readers' interests.

Adam's tale about the intricacies of the IB MYP master schedule shows how this principal represents the traditional hero who takes action and makes decisions because he is the head of school. Claire's tale about barriers to creating unit planners shows how this coordinator represents the catalyst hero who takes a risk and affects change in others. Finally, NaNa's tale about creating a new service-learning program shows how this teacher leader represents the sacrificial hero who puts others' needs before her own. The vignettes below illustrate how each of these participants are the archetypal, group-oriented heroes of their own journeys.

Master Scheduling Vignette - Adam. As the principal of the school, Adam recognized that having someone like Claire (the IB coordinator) takes an "immense responsibility" because she is "our expert in that IB piece." He reiterated that it was both a blessing and a curse "because [he] oftentimes just defer[s] to her, rather than … seeking out those things" for himself. His dissatisfaction with his typical response in deferring to Claire rather than taking the lead on pedagogical issues was clear. He blatantly recognized that his school's culture did not accurately represent a distributed leadership model. In fact, he stated that

relying on Claire for the IB leadership pedagogical piece was not “truly at the heart of what real distributed leadership should probably be.”

To Adam, the culture of distributed instructional leadership of his school created a space where he must try “to find places where … there's overlaps ... and then [put] your best people in the best position to answer those [questions].” With that, he slid into a description of his leadership team that includes Claire (the IB coordinator), a counselor, the assistant principal, and then NaNa (the school librarian). Proud as a peacock, he specifically mentioned NaNa with both excitement and approval in his consideration of instructional leadership. “Do you know NaNa? She's our media teacher and she's ... been in IB for a long, long time, and … she has a teacher perspective on it as well, too.” It was obvious in that space and time that Adam respected NaNa and her contributions to the group. He felt that his collection of instructional leaders provided him with a “good mix of different people that have different skill sets and different perspectives.” He recognizes the strengths of those on his team and then gives them the autonomy to do what they need to do when they need to do it.

He considered his distribution of instructional leaders and their approach to teachers in the current state of education that resulted from COVID-19 restrictions. In retelling part of the conversation from the most recent leadership meeting, he shared some random comments from the floor. “The teachers are overwhelmed. The kids are confused. The parents are confused.” Very quickly, he began to spiral: “And some ... are getting ugly with emails about ... being overworked and not understanding this, ... and Canvas doesn't match PowerSchool [the schools learning management system], and my kid’s got a low grade … But, blah, blah, blah.” He collected himself and surmised that all educators were just trying to figure out how to conduct

school in this new environment. He reflected, “[when] I think distributed leadership, [I think] we all have a skill set and we're all kind of ... trying to come from our different angles ... trying to be on one mission.” Adam recognized that his unique way of distributing leadership can be a benefit in a complex environment since each member of his leadership team can effectively be tasked with different components to solve complex problems.

When asked about a moment that mattered in his instructional leadership journey, Adam turned the conversation toward scheduling, which is “such an animal in IB.” His steadfast claim about student schedules’ inner workings introduced his memory of his school’s effect on change: “And I remember after our first year, our data [had] always been pretty poor in sixth grade math, particularly. Seventh and eighth grade knock[ed] it out of the park, and sixth grade was always poor.” Adam wanted to share that this issue with sixth grade math scores was not a lack of proficiency, which was “always there [added emphasis] every year.” He added, “I think most of our kids will pass the EOG [End-of-Grade test] on the first day of school.” Then he added, “I look towards the growth data. And that's where we've been lacking and sixth grade math.” These simple facts then required an exploration for the cause of the problem, which according to him, resulted from an A-day-B-day schedule where students would take four classes on A days and another four on B days and then alternate. His emphatic opinion was that the master schedule created the problem for sixth graders who “just need more instructional minutes” to show real growth on assessments. Adam’s assessment of the problem was clear, and he was confident of the solution.

Adam understood that the school leaders needed to improve math scores and believed that they needed to change how they scheduled math to help students and teachers reach a new

goal, but he also recognized that he needed to include other members of the school's leadership in the decision that would ultimately affect the teaching staff as a whole. He described one course of action for solving the problem.

> We spent a ton of time in our school improvement team trying to find a solution on how to distribute out the school day to make sure that we have more instructional minutes of math and still honor the IB requirements.

In attempting to justify this redistribution of time, he also recognized a challenge with the student schedule since an IB MYP education makes eight subject groups compulsory for all students. Seemingly annoyed, he explained,

> You got to have a fine art, you got to have ... a world language. ... DPI [the NC Department of Instruction] says [students] have to be in PE for this many minutes. And so, so you're trying to blend all that together, and you got math teachers saying, 'I need to see my kids more. There's no way I can get through this curriculum.'

With all of these possible roadblocks, he shared how the leadership team set out to solve the problem. As a result of these conversations with the team, Adam realized that he had to devise a master schedule since he was the principal "leading the movement."

Adam's plan created a scenario where students could take a year's worth of math every other day and then they would take an "extension course" during either first or second semester. Adam explained that the students who had that extension course in the first semester, "which meant they had double math [emphasis added], in the first semester were certainly outperforming the other cohort of kids that hadn't had that math extension." Essentially, he was able to create a

timetable that afforded more time for math while adhering to the course requirements of the MYP as well.

Adam shared that their changes did affect the data which "was looking very promising on the middle of the year assessment that we did." Then his tone dampened a bit as he confessed, "We were very encouraged with the End-of-Grade test, so it was disheartening that [it] didn't quite happen, but we felt really, felt really good."

The effects of COVID-19 in North Carolina halted all face-to-face instruction and compulsory state assessments for all grade levels at the end of the school year. This essentially thwarted the plan to increase sixth grade student growth in math because of virtual learning that started in March 2020, but Adam remained optimistic. He shared that teachers and school leaders were trying the same plan for the 2020-2021 school year, "But of course ... there's another dynamic to it. … It's not going to be … the same, looking at the data, who knows what the data will mean this year." It was clear that Adam did not want to be overconfident. Nobody could foretell the future, and teaching and learning had drastically changed because of having both virtual and face-to-face students in classes to account for social distancing requirements. Finally, he breathed with reflection,

> We're emotionally involved in that decision ... I think ... because we are ... a choice program, but ... we attract some really talented teachers. They want to be in this environment, and they want to serve our students and they tend to be, you know, big thinkers themselves and extremely passionate about their content.

Near the end of the conversation about this moment that mattered, his reflection turned toward the potential conflict that could ensue because of giving more time to math classes than

the other classes. He recognized that the school could probably see “a bigger shift” in growth scores if they provided even more time to math instruction but understood why their decision to restructure students’ schedules increase time for a flex block that could include math enrichment for half of the sixth-graders in the fall semester and the second have during the spring semester was the best for all of the stakeholders. Adam explained why this decision could impact the culture of his school:

> Our teachers here really hold on to the idea that all subjects in an IB school are core subjects ... that ... your Spanish classes [are] as [emphasis added] important as your math class. Your world history class is as important as your English class, and so if we were to value ... I've always been told your master schedule speaks to what you value, and if you ... if we would have done that [added emphasis], that would have, I think ... rocked the boat a little bit more than the decisions we made.

Adam seemed to have accepted the final decision that was for the collective benefit rather than the potential for significant increase in math scores and his subsequent success as the principal.

After his reflection, he began to consider a more recent scenario from a district IB leadership meeting that fostered a discussion centered on whether leaders in IB schools must serve multiple gods while considering both district and IB expectations. In reflecting on the culture of distributed leadership in his school, he shared how the distribution of leadership ensures a “model to kind of serve all of those gods.” In considering the culture of distributed instructional leadership, he realized in that moment that, “They may not be different gods that it's

maybe different names for the same thing and that you know the purpose and the mission and your vision should be aligned." These events stood out to him as a memory that describes an instructional leadership experience. With acceptance, Adam reflected, "You know, a lot of … pulls in different areas and so trying to kind of massage that so that everyone seems to me to kind of come at a compromise." The distribution of leadership ensured that Adam thoroughly understood how their decision would affect multiple stakeholders so that he could enact a decision that was best for the group.

Unit Planner Vignette - Claire. In a conversation about the culture of instructional leadership in her school, Claire comfortably reported, "It's very collaborative. ... We are asked for opinions and to think through things ... about what's been forgotten, overlooked, or how is this going to catch [emphasis added] a teacher." She talked about how they look for and consider all of that as a team. "We bring them up. ... It's well received, and [Adam is] open minded to hearing about how we think through things. And also, what if we offer alternate solutions." With a sense of pride, she noted, "[t]hat goes pretty well." Then she turned the conversation to the concept of open-mindedness saying that "I think, again, playing to different people's strengths, like I mentioned before, there's different tasks that fall to different people and different scenarios." She explained that she worked with a knowledgeable team where "[e]veryone is very knowledgeable and open-minded to sharing information and ideas." She admitted that her role is very different in two different schools. She states, "This falls under my umbrella, but at this [other] school, this person does it." She admitted that it "probably really doesn't answer your question about culture, but ... I guess it does in a roundabout way." When

Claire turned toward culture again, she mentioned that Adam's school "feels very positive, very warm ... open and collaborative to get things done."

When the conversation turned toward a moment that mattered to Claire in her instructional leadership journey, she mentioned, "The little snapshots that come to mind are when … teachers felt seen or heard or valued or that their opinions mattered about something." Searching through the snapshots, she remembered a story of a teacher who most often would strive for perfection in all things teaching and learning, but she struggled with writing unit planners. Within an IB MYP framework, teachers create specific IB unit planners that incorporate statements of inquiry into backward design to ensure that teachers are supporting students through assessment of both content and skills. Claire explained that this teacher was "like a lot of educators … very results oriented ... follow the rules, [a] check the box sort of person and had previously … felt discouraged about the unit planning process." It is important to note here that as the IB coordinator in the school, unit planners (as well as other components of IB programming and philosophy) are essentially her responsibility.

Claire explained how this teacher had received "negative feedback" on previous units "before [Claire] took this [IB coordinator] role from another individual and [this teacher] felt like she could just never get it right." Her almost accusatory tone indicated that Claire may not have was not fond of the fact that another school leader had been so hard on a teacher and her development as an IB educator. Claire went on to state,

> [A]nd so there were mental roadblocks there [for her] … as far as even … wanting to move forward, first of all, and then secondly, feeling like, I think … she didn't even know what to do because everything was wrong.

Then with amusement, Claire reflected that “I think that was actually a direct quote.” Next, Claire shared some sample observations the teacher claims about her own IB unit planning, “'Everything I do is wrong. So, I don't even want to do this.'” Claire explained that this teacher is not a complainer or a nay-sayer, “but just really felt ... not sure what to do.” Claire explained that this particular teacher experienced difficulty with these unit planners as a result of some previous experiences with other instructional leaders, and it was clear that she was aware of a need for a different approach. Even though she was the IB Coordinator who must ensure program fidelity, she knew that she needed to make the teacher feel better about the process rather than focusing solely on the product to ensure that the teacher could transfer this skill to future unit planning ventures as well as other IB MYP requirements.

Claire then began to describe her approach to solving the problem with the teacher which was “to affirm what was there so far and to remind [this teacher] that [Claire’s] goal as a support person [is] to support [the teacher] implementing the program. And to give her ideas and suggestions.” Claire returned to the present, back to the inquiry in that place and time, and emphatically claimed, “The end goal is not to have a perfect unit plan … written down on paper. … That is not … the ultimate goal of what we're trying to do here.” Then she flashed back to the memory with this this teacher,

> So, I'm so in that moment ... like we were able to redefine our goal, provide some positive affirmation and also some next steps. And then she was able to [pauses], and I didn't help her with this next step part, but I think just mentally … she had permission to kind of let go of some of that stuff. And she could then think forward about her next steps.

With a sense of quiet pride, Claire noted that it was then that the teacher was able to move beyond the roadblock to develop a plan to move forward. She understood that this was not her fight, that she did not need to force unit planning and other programming requirements during that moment in time. She also understood that the teacher needed an opportunity to work through this unit planner for herself under her own conditions. It was interesting that Claire then pensively admitted, “And instructionally, I did give some advice about the unit planning process. But also, again, being that support, offering suggestions, identify[ing] what's working, and also acknowledging what she was doing.” Claire’s nurturing actions and deeds helped the teacher to move beyond the obstacles that the teacher faced in completing this MYP programming requirement.

In the conversation, Claire then remembered back to an earlier professional development experience where she heard the instructors talk about the importance of meeting people where they are.

> You ... meet teachers, where they are and go for the … what do you have, and also consider this. And so I feel like that's in this instance, you know, I didn't know that. That's what I was doing. But as I'm talking about it. That's sort of what I did—met her where she was and then try to move forward with her in the work together.

In returning to the conversation about this moment that mattered, she shared her final thoughts on what works with instructional leadership. “So, I think that's an important approach that works with adults as learners, rather than an authoritative, top-down [approach].” Claire understood that her approach to working with a teacher to build her confidence was more impactful than an

approach that highlights, “Here's all the things you got to do. And here's what you've done wrong.” Her focus was on the teacher’s success in designing lessons and units of study—not her own personal or professional growth.

Service-Learning Vignette - NaNa. When asked to define the culture of distributed instructional leadership, NaNa explained that all her MYP experience has been in very small schools. She shared, “We have through the years had part-time assistant principals. And we have had an instructional facilitator, but that's also not been full time the entire 11 years ... so it was the culture was one of necessity.” She took a long pause to think.

> The team that I came into when I first started, I would call them kind of like the superstars. … These were teachers who had been picked to come over to the school and they were pretty much the highflyers in their schools. They wanted to be there. They wanted to work hard, and so there's always been this attitude of ... we're in this together, and ... everybody just jump in and do what you can.”

Then, with a hint of exasperation, she turned to an example that describes the culture with “I mean this year has been really challenging because it's hard to get teachers on board with that right now because their lives are just miserable.” This misery is due to the restrictions that have resulted from the onset of COVID-19. As a librarian, she has a specific role in this new teaching environment.

> This year [I have] just tried to make [a teacher’s] job as easy as I can, and I think that's been my motivation all along. I know what it feels like to be a teacher, ... so I have that perspective on it and I know what it feels ... I've been a teacher and in MYP, and I know what that feels like. It's different than being in a regular

> classroom, … so I think that is our culture … in a nutshell, that … we try to make our teachers' lives easier.

This description of her experience led to her story about a moment that mattered.

> One memorable moment … this was when I was still teaching, and I wanted to change how we approach[ed] service-learning. And so I was on the team at that time, and we made service-learning [as] a goal for our school.

Impassioned, she then explained her leadership actions in this situation.

> And so I went out and started researching the community project. And what that looked like, how we could implement that. I had a … goal team working with me on that. [I] thought we were good, and I started mapping it out—what it would look like … for teachers [and] students.

The community project is an optional component for the MYP that schools typically implement when the program stops in level three or grade eight rather than continuing through the first two years of high school where students complete a Personal Project at the end of the program. NaNa then with a shift in tone shared a complication: "And right before we were going to present [the IB community project] to … the leadership team, a group of teachers kind of bucked all of it and said, 'you know, we don't want to do this.'" She admitted that teachers, "were going to have to essentially score" all of the students' work, but before this new plan with "our service-learning, the kids just filled out a form and our social studies teachers actually helped to track it and kind of be that point person, but the guidance counselor did all of it." She recognized that teachers' frustrations came from the change in responsibility. "And this was going to put some ... work on the teachers' plates, ... so that was the initial push back."

NaNa described how the school counselor had participated in official IB projects training that included the how and why for conducting the personal project, community project, and service-learning training through IB. “He was very much on board with all of it,” but then she admitted,

> I don't know. I don't remember all of it. I remember being in a separate team meeting. This was big ... [the principal] asking ... where are we with this process and it’s the day before … when the teachers [came] to me and said, ‘we don't want to do this.’ And I said, well, ‘we're not ready for this.’”

NaNa recalled a conversation between the principal and her about the amount of time that she worked on the plan. NaNa admitted, “I didn't tell her that [a] group of teachers had come to me and said that. … I took it on myself.” NaNa said that she mentioned the need to work on the project some more before the kickoff because she “didn't want to lose the trust of those teachers.” NaNa explained that she was eventually truthful to her principal about the rationale for putting off the project and then shared her rationale. “We're in this together. I didn't want [the teachers] under the bus with that.”

With surprising comfort and ease, she explained her disappointment in the postponement of this new initiative, “That was a big moment for me. There were some tears there because they put so much work into it, and we ended up having to … shelve it for another year.” She shared her feelings about how she “had to swallow [her] pride” and continue to work on it throughout the following year again and then presented it to the whole group, and this next time “they were all on board. So I'm not sure what changed there. But that was a big moment for me as a leader to realize that, especially with the teachers, I had to have them on board with this,” and now “we've

had some magical moments with it." She shared that during the school's Day-of-Service that first year, she "had tears walking around the building and seeing what all of our students were doing on that day." With a sense of humbling pride, she noted, "that was probably one of my biggest growing experiences as a leader."

After sharing her experience, she confided that she would do it differently if she were given that opportunity, "I would have presented it to those teachers differently. I would have done it probably earlier in the year. … It was May and in teachers' minds, May is horrible" since teachers are preparing for testing. She said, "I get their frustration. I can see where they were coming from. This was going to be more work on them. ... I think presenting it at a different time would have been more effective." Finally, NaNa said,

> I feel great about it now. Okay. At the time, I did not. And, but ... actually, it was a blessing. It did give us time to hash out more what it would look like and what it could be, ... kind of get our ducks in a row with all of it. [Teachers and leadership] gave me another year to work on it and ... and to figure out how I could make it easier on everybody. And I was very, very proud of the end product.

NaNa was still pleased with the overall result of all these conversations with the teacher and school leaders. "We're still doing that this year. Our kids are going to pick a topic. They have to investigate that topic. They have to do research." As a media specialist, NaNa recognized that this "is cool now because I get to lead the research. I get to teach ... and then [students] have to plan what type of services they want to do, and [students] have to implement it." She explained that the school decided to what extent teachers would be involved in the process.

> [Teachers] ended up changing it to where [she] grade[s] their projects ... all 500 kids. If I had asked them to do that this year. I think we would have had mutiny, so it was easier for me just to take it. I ended up doing that at the end of last year, too, and I just was that point person, and I just took it.

She ended the sharing of this experience, with a comment about the importance of being a leader. "You have to recognize that ... there are things that we have to do, but ... there are areas where I can help make that easier."

Journey Analysis - The Research Puzzle

After carefully considering the field texts' evolution into these final research texts (included in earlier sections of this chapter), it was clear that the narrower, more in-depth questions had to be answered first. Thus, the analysis in the following sections starts with the narrowest of all three questions that are concerned with everyday experiences, illuminating understanding of archetypal heroes and the journeys they take. The analyses consider how distributed instructional leadership develops pedagogical intelligence, and then, finally, the overarching research question about the culture of distributed instructional leadership is last. This section contains two parts. One that reveals the archetypal nature of each of the hero-participants and their pedagogical intelligence and one that focuses on the culture of distributed instructional leadership.

The following analyses include a discussion of Rubin's (1989) concept of pedagogical intelligence that he applied to the classroom teacher experience. Each of the participant-heroes have the capacity to promote "significant learning, with maximal efficiency, under the conditions which prevail" and use a combination of "aptitudes, stemming from other forms of intelligence"

(p. 32). Their pedagogical intelligence creates a space for them to navigate through the initiation phase in order to return to their ordinary worlds with new knowledge and transferable skills.

The Traditional Hero - Adam

In going back to Rubin's (1989) ideas about teacher pedagogical intelligence, this inquiry found that Adam had the capacity to confront a problem, ascertain its nature, deduce a pathway to its solution, and ultimately accomplish the setting's resolution embody operational intelligence. However, for Adam it was more important to make the decision based on the school's core values than produce an action that could significantly improve growth in sixth-grade math. Essentially, that decision would not support the vision and values of the school. His pedagogical intelligence allowed for a compromise because of his own reluctance to stand by a decision that might drastically affect change. However, this compromise can still lead to increased growth, but his reluctance to commit to a significant change in the schedule may prolong that growth.

Adams' experience with reworking a master schedule is a tale that is ongoing, for he has yet to experience the joy of victory from this experience. His departure was a lengthy scenario where his school improvement team, which included both Claire and NaNa, and a few other educators had talked about possible strategies to improve low math growth according to the results of annual compulsory state examinations. As a high-performing school principal, he wanted to improve sixth-grade students' growth in math. From the inquiry, it seemed that the push and pull of conflict created by having to serve "two gods" may have kept him in the initiation phase for quite some time. For example, he explained how his team "spent a ton of time in our school improvement team trying to find a solution on how to distribute out the school

day to make sure that we have more instructional minutes of math and still honor the IB requirements." His need to avoid external conflict with teachers created his internal conflict in making a quick decision. Therefore, his instructional leadership relied on his distribution of leadership to others who know more about IB requirements, specifically Claire. Adam knew that he must be careful if he planned to sacrifice students' time in one content for more time in another.

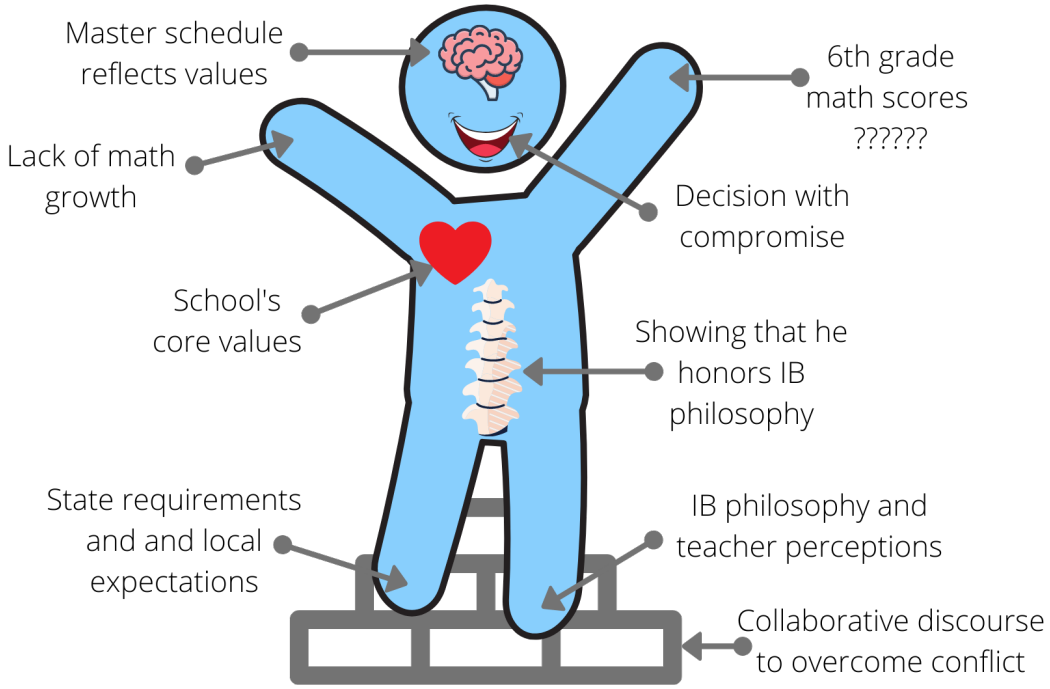
However, Adam did finally commit to action and decide to affect change in the school even if it was minimal, and they implemented a new plan in the school year before this study took place. In the end, they agreed to create a master schedule where math students could have an extra "extension" course that included double the math content either first semester or second. Because it seemed to work according to the internal baseline data and diagnostics that students have taken each year, he felt as though their plan was working, and he admitted, "as the principal leading that movement there to come up with a master schedule that I think really worked for us last year." His supreme ordeal of his journey has yet to lead to a boon for the other members of the team, but he was hopeful that it would in coming years. As the second semester began last year, and COVID halted instruction as they knew it, he has not exactly resolved all the conflicts that catalyzed a change in the master schedule. Adam is still living in the conflict to resolve the issue and solve the complex problem.

Adam's return to the ordinary world (or the following school year) included his new epiphany about the master schedule. He understood that a school's "master schedule speaks to what you value." At the time of this study, this epiphany served as a guide for the school's plan to continue to increase student-growth on the sixth-grade math assessment. The school continues

with the same plan from the previous year. In conversation with Adam, his explanations focusing on the instructional side of leadership were somewhat different from the teacher leader's and the coordinator's responses. He acknowledged that he "defers" to Claire for both her expertise in pedagogy and all things IB. While affirming this position, he did take decisive action to affect change in the school, and he has learned from his experience with distributed instructional leadership. Adam's admission that the school could see a "bigger shift" if they included even more time for math instruction in combination with his recognition that his teachers valued the

Figure 4

Principal Body Biography



Note. Figure 4 provides character analysis that includes the participants' epiphany at the brain, problem in the left hand, reward in the right hand, what is most dear at the heart, motivation at the spine, the balance between opposing forces with both feet where the lower, more grounded foot is deemed most important, and the decision at the mount. The foundation for the decision represents the collaborative discourse between the hero and other characters.

idea that “all subjects in an IB school are core subjects” showed that he relied on his pedagogical intelligence. Adam’s story creates a portrait that reflects his use of PI to navigate through the balance of opposing forces. This portrait identifies what motivates him while making decisions and honoring what he values most (Figure 4).

Just as teachers in classrooms transfer knowledge from one situation to another in decision-making, instructional leaders do at the school level as well. Moreover, Adam’s story outlines how he incorporated Robinson’s (2010) three essential capabilities of influential school leaders: integrating in-depth pedagogical knowledge, analyzing and solving complex problems, and building relational trust. His approach to leadership in this scenario proved him to be a traditional willing, active hero who commits to action and is self-motivated (Vogler, 2020). However, Adam has yet to slay his metaphorical dragon since he believes that he is still on this journey through that requires solving this complex sixth-grade math problem. The leadership team collectively decided to support students’ success by embedding some extra time in the schedule for math support with Adam as the lead. Even though he had some doubts about the timetable and the master schedule, he was effective and will most likely continue to be victorious.

The Catalyst Hero - Claire

In going back to Rubin's (1989) ideas about pedagogical intelligence, Claire outlined how she had the capacity to confront a problem, ascertain its nature, deduce a pathway to its solution, and ultimately accomplish the setting’s resolution embody operational intelligence. Just like Adam, in this instance she was able to transfer knowledge from a past situation to make the right

decisions and be effective as an instructional support person. More importantly, she was able to be a risk taker and bend the IB requirements to ensure the overall well-being of the teacher.

Of all the heroes in this study, Claire is probably the most service, group-oriented hero. In fact, at one point she recognized that the moments that were important to her were moments "when ... teachers felt seen or heard or valued or that their opinions mattered about something." As a group-oriented hero, she immediately considered the teacher position rather than her own throughout the inquiry. She considered how the moment mattered to others rather than her. This is how she lives in her ordinary world on a regular basis. She did meet up with one teacher who struggled particularly with the unit planning process, and her goal was to guide the teacher through the teacher's supreme ordeal to victory. Thus, she brought about change for another hero who was on her own journey as a new IB MYP teacher.

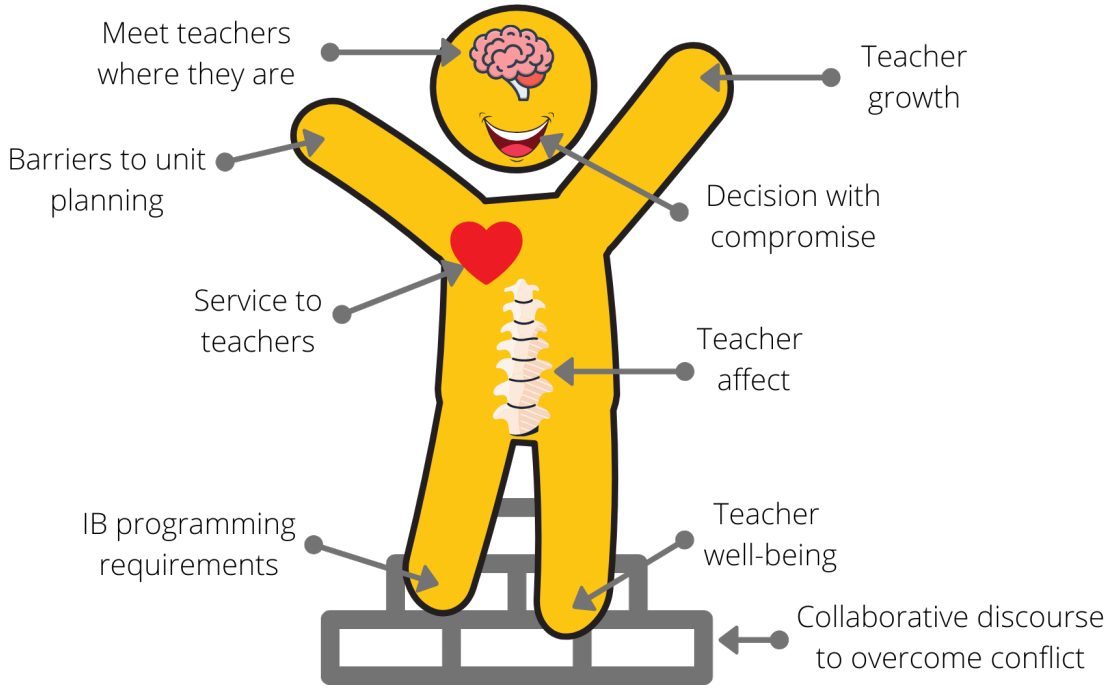
Claire's departure into the initiation phase included conversations with the teacher that affirmed what the teacher had already completed in the unit planner. Moreover, Claire reminded the teacher that her goal was to be a "support person" for program implementation and that she was there to help her think through the process—not design a perfect unit plan. She essentially helped the teacher to "redefine" the goal so that the teacher could move forward to be victorious.

Claire did encounter a supreme ordeal or a decisive action that was difficult. Claire was responsible for determining how to help the teacher complete unit planners, and she chose to highlight what the teacher had already done well to help her see how she could build from it. Claire recognized that the unit planning process that included discourse about teaching and learning was more important than the product. She took a risk, and she simply guided a colleague through her own internal conflict so that she could feel good about being an MYP teacher.

Additionally, she recognized that she was serving multiple gods: the IB god of unit planning and the role of teacher affect and well-being. Even though Claire had professional responsibility that rested with IB requirements, she believed that teacher-affect and well-being was more important. Claire's empathy and subsequent actions created the catalyst for the teacher's change in thinking about the unit planning process. As a result, Claire did reach a victory and the teacher a subsequent boon. Essentially, they both made it to the other side.

Figure 5

Coordinator Body Biography



Note. Figure 5 provides character analysis that includes the participants' epiphany at the brain, problem in the left hand, reward in the right hand, what is most dear at the heart, motivation at the spine, the balance between opposing forces with both feet where the lower, more grounded foot is deemed most important, and the decision at the mount. The foundation for the decision represents the collaborative discourse between the hero and other characters.

The interesting part about this is that Claire depended on her pedagogical intelligence to reach this victory. She served the teacher so that the teacher could slay her own metaphorical dragon as Claire assumed the role of the mentor to the teacher who was the hero of her own journey. Additionally, she, too, incorporated Robinson's (2010) three essential capabilities of influential school leaders. integrating in-depth pedagogical knowledge, analyzing and solving complex problems, and building relational trust. She shared information about unit planning in a non-threatening way, ultimately helped the teacher to move forward in the process, and therefore continued to build relational trust. Claire's story creates a portrait that reflects her use of PI to navigate through the balance of opposing forces. This portrait identifies what motivates her while making decisions and honoring what she values most (Figure 5).

The process of telling this story eventually led Claire to an epiphany about pedagogical intelligence when she remembered an instructional experience from her past. She noted that she should "meet teachers where they are." Through this conversation and the inquiry process, Claire recognized that she was doing just that. She was transferring what she learned in a previous experience to her unit planning scenario, and this was her epiphany. From the conversation she recognized that she was able to bring about change and growth for that teacher by meeting her where she was so that the teacher could experience growth. Thus, Claire is a catalyst hero who has gained new knowledge about her own leadership and how it affects others.

The Sacrificial Hero - NaNa

While considering Rubin's (1989) understanding of pedagogical intelligence, the inquiry proved that NaNa had the capacity to confront a problem, ascertain its nature, deduce a pathway to its solution, and ultimately accomplish the setting's resolution. As a result, she will continue to

transfer this skill from one situation or one problem to another. Additionally, NaNa experience shows how she embodied Robinson's (2010), three essential capabilities of influential school leaders, integrating in-depth pedagogical knowledge, analyzing and solving complex problems, and building relational trust.

NaNa's experience with reworking the MYP service component at her school outlined her departure from the norm when she "started researching the community project" which was a huge undertaking. Even though she and the rest of her team worked on this collectively, she committed to the journey by moving forward in an exploration that could change school processes and student outcomes. Inevitably, there would be some risk involved, but she was willing to take that on in order to initiate school improvement.

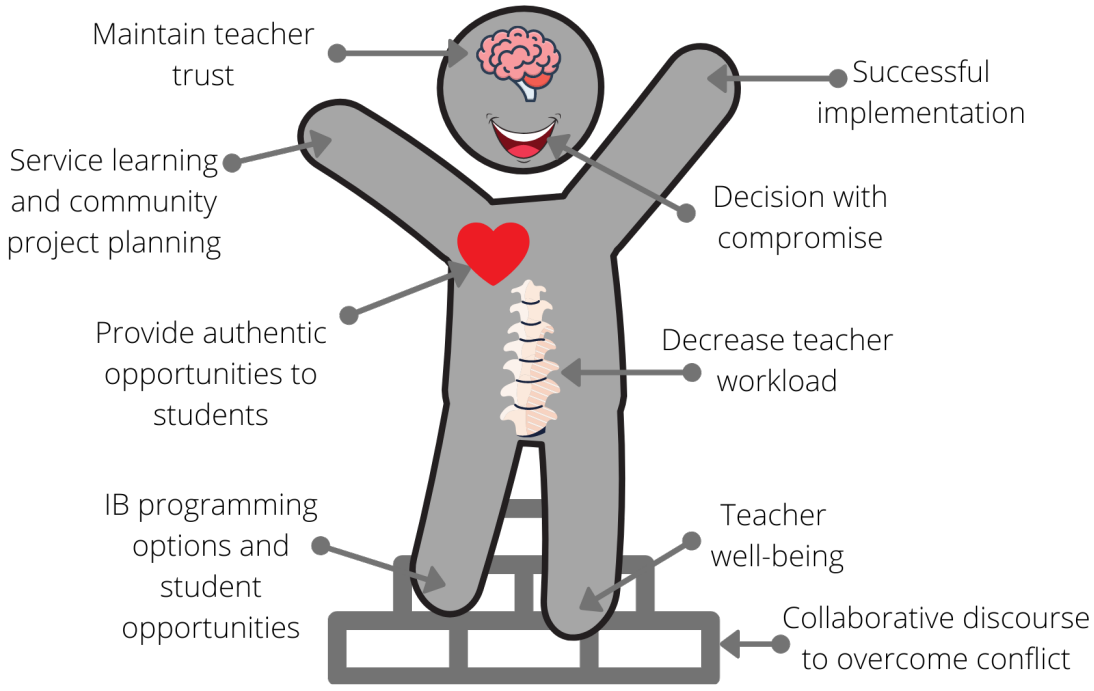
As she entered the initiation phase of her journey, she realized the potential for pushback and ultimately a failed attempt. The risk was too great, and she decided to pull back—that the time was not right. As a result, she had to sacrifice the new plan, including all of her and her team's work on the new service-learning initiative. She admitted that she deliberately concealed the eternal conflict with the group who approached her in opposition to this new initiative. Then, she claimed with pride, "I took that on myself," on behalf of the staff as whole who were not in complete support of this new way of doing things. She sacrificed her work and herself on behalf of the other teachers. Then she revealed her great epiphany. She didn't want to "lose the trust of those teachers" and "didn't want them under the bus with that."

Throughout her experience with her team and the contrary group of teachers, she finally recognized that this experience was one of her "biggest growing experiences as a leader." NaNa learned what does not work in leadership, which can be as valuable as learning what does work.

Recognizing that this was a growing experience highlighted NaNa's recognition of her own development of pedagogical intelligence when she noted that she would do it differently if she were given the opportunity. For example, she would have presented the material differently and at a different time. NaNa realized that she was also serving multiple gods that included IB requirements, the difficulties of the spring semester with state testing requirements, and the politics of a school.

Figure 6

Teacher Body Biography



Note. Figure 6 provides character analysis that includes the participants' epiphany at the brain, problem in the left hand, reward in the right hand, what is most dear at the heart, motivation at the spine, the balance between opposing forces with both feet where the lower, more grounded foot is deemed most important, and the decision at the mount. The foundation for the decision represents the collaborative discourse between the hero and other characters.

This recognition serves as her return with the elixir. As a result of her experiences in this journey, she learned that timing is very important in leading for change. NaNa now understands how poor timing can lead to teacher-frustration. She has developed her pedagogical intelligence. She also understands that she might not always slay that metaphorical dragon the first time and that she has more than one opportunity to be victorious. NaNa learned from her mistakes to earn the reward in the end. NaNa's story creates a portrait that reflects her use of PI to navigate through the balance of opposing forces. This portrait identifies what motivates her while making decisions and honoring what she values most (Figure 6.)

Her epiphany did lead her into the return phase where she could take new knowledge that she gained from her service-learning experience into the next school year. She recognized that the timing for the new initiative was not right and that staff needed more time to troubleshoot the challenges and refine the process, make it better, and then subsequently make it more palpable to the faculty. As a result, NaNa started to describe her new adventure where she has opportunities to work with students on this new task, why this is better in our new COVID environment, and how she attained growth. She incorporated what she knew about service-learning in the MYP to create new processes and procedures and then made decisions based on what was best for staff. Her decision to support teachers and take the brunt of the blame makes her a sacrificial hero who was willing to set her own needs aside on behalf of colleagues and their best interests (Vogler, 2020). Even though NaNa had to "swallow" her pride, she did finally achieve victory where teachers have now had "magical moments" with the new service-learning plan.

The Culture of Distributed Instructional Leadership

It is important to note that all three participants in this study have shared their stories of instructional leadership in one school. Not surprisingly, each hero-participant noted the collaborative nature of instructional leadership in the school. However, the culture of distributed instructional leadership is much more complex than that due to the push-pull of program requirements outlined by IB for all MYP schools, district or state initiatives and mandates, teachers' affect and preferences. For this study, each participant-hero discussed specific programming requirements that are not always easy to see through to fruition in schools that must "serve different gods," as Adam put it. Typically, the introduction of this trope implies the existence of conflict between opposing forces or powers, and each of the hero's' everyday experiences exist within this push-pull service to controlling forces that are unique to IB MYP schools that also adhere to other government and local requirements of the public school context. The following syllogism explains the metaphorical gods' roles in each journey: serving different gods creates conflict; conflict drives the plot of any narrative; therefore, serving different gods drives the plot of each of our hero's stories.

Adam and the Three Gods. For example, from the end of the inquiry with Adam, it was clear that the instructional leadership came to a decision about how to increase math growth based on the school's culture and context. They did not want to decrease student time with content in other subjects because math was more important since all subject groups are equally important in an MYP framework. Even though Adam would have liked to have supported a decision to increase math instructional hours significantly, he ultimately went with a group consensus that considered the value of the MYP framework and the mission or vision for the

school to make the decision. This is a clear indication that the school considered their why in making this decision. Even though Adam mentioned that he did not think that the culture of his school accurately represents distributed leadership, it was clear that the power did not solely rest with him.

Adam wanted to compromise with the other educators in the school, which is a direct reflection of the culture of distributed leadership in his school. He has learned to consider what is best for all stakeholders so that they can collectively serve multiple gods, including state and local testing requirements, requirements of the IB, and teacher preferences according to the overall culture and values of the school. These gods collectively created Adam's push-pull conflict in solving this complex problem, and he effectively served all three gods by considering his group-orientation among his instructional leadership team to produce an action that could potentially help to improve sixth-grade math scores without sacrificing what the school values and the IB programming requirements.

Claire and the Two Gods. Claire shared that the culture of instructional leadership is "very collaborative" since all teachers provide opinions and think through things to find something missing, overlooked. It is interesting to note that she brought up the concept of open-mindedness in considering the culture of distributed instructional leadership at the school because she noted that Adam plays to different people's strengths so that "different tasks ... fall to different people and different scenarios." She also specifically noted, "Everyone is very knowledgeable and open-minded to sharing information and ideas." When Claire turned toward culture again, she mentioned that Adam's school "feels very positive, very warm ... open and

collaborative to get things done." This collaboration came to light in her story that she told about unit plans.

Claire truly saw her role as a collaborator and supporter and not an enforcer of all things unit planning, and this is not always the case in an IB school. In fact, since Claire met the teacher where she was, she did not need the principal, Adam, to step in and be the enforcer either. It is important to note that she supported a teacher through the process of creating unit planners, an IB component that would not be required in a regular, traditional middle school. Therefore, similar to Adam's plight with the master schedule, Claire's problem to solve incorporated an IB requirement, thus, serving one of the many 'gods' that influenced her journey. Claire experienced conflict that resulted in the push-pull of compulsory components of the IB and what was best for one individual teacher. Her group-orientation enabled her focus on what was best for another, putting the teacher's needs before her own to solve the complex problems.

NaNa and the Two Gods. NaNa's understanding of the culture of distributed instructional leadership was a result of her MYP experience in small schools, but she admitted that her school had many different players who participated in this distributed instructional leadership at the school level, an assortment of assistant principals and an instructional facilitator. However, she revealed that the team that she came in with at the school was essentially made up of the best of the best. As a result, "They wanted to be there. They wanted to work hard, and so there's always been this attitude of ... We're in this together. And ... everybody just jump in and do what you can." Adam actually referenced teachers in a similar way. "They want to be in this environment, and they want to serve our students and they tend to be … big thinkers themselves and extremely passionate about their content." This was the culture of the

school. NaNa also mentioned teaching in a COVID environment and how it has affected the role of instructional leaders who want to make teachers' work easier and more manageable.

Her description of the culture of distributed instructional leadership reflects her story that reveals her sacrificial nature in considering yet another IB MYP requirement. She had to decide about serving more than one god and considered the inappropriate timing of this new venture. In serving IB programming growth with a new initiative and the trust of her colleges, NaNa experienced the push-pull of conflict and as a result, she essentially did what is best for teachers simply to make their lives easier. However, she also recognized that she did not have to sacrifice the initiative completely, so she worked with others through the planning phase again to incorporate this new project that has already made an impact on students and the community.

Summary

This chapter described how the culture of distributed leadership, which is group-oriented to solve complex problems that surround programming requirements as they may conflict with state and local requirements, in one IB MYP school ensured that IB philosophy and programming remain at the forefront of the school's focus. As a result, school leaders served multiple gods and maintained the criteria set forth by the IB. Through a distributed model where many on staff have a voice, these educators made decisions based on what was best for the group as a whole—not exclusively for individuals.

In considering Clandinin and Connelly's (2006) three commonplaces of narrative inquiry, these analyses incorporated metaphors in the final research texts to highlight how each of the instructional leaders displayed their commitment to action, growth, or sacrifice to grow and develop their pedagogical intelligence through the hero's journey process. The heroes moved

through the past, present, and future as they shared their experiences and interactions with others that became possible through being present in this co-constructed interview place. The heroes each left the ordinary world to enter the initiation phase in their special world that presented the complex problem and then finally returned to the ordinary world. As a result, each participant-here gained new knowledge and understanding about distributed instructional leadership.

During their journey's these hero-instructional leaders relied on and grew their own pedagogical intelligence, the ability to solve complex problems with great efficiency under the current conditions, which highlighted the heroes' return with elixir (new knowledge) that can be shared with others. This pedagogical intelligence then can eventually enhance the school improvement process for all stakeholders.

The final chapter of this study includes an interpretation of the findings in context with the current literature that centers on DIL and fills in the gaps mentioned in Chapter 1. Additionally, this chapter includes an in-depth discussion of temporality, sociality, and place as they relate to narrative inquiry and the hero's journey. Finally, the following chapter addresses the limitations and the implications of this study and finally makes recommendations for future research.

Chapter 5: Discussion

The purpose of this study was to explore heroes' journeys through distributed instructional leadership (DIL) experiences that highlight a reliance on pedagogical intelligence (PI). The objective of this study was to analyze instructional leadership stories to understand leaders' pedagogical intelligence in an IB public school context. This study inquires into the experiences of pedagogical leaders in schools with Middle Years Programmes; filling a gap in the literature that does not include stories of distributed instructional leadership in US IB public schools. Contributing to the cannon of school leadership, this study offers new insight and descriptions of the culture of distributed instructional leadership reflecting IB public school teachers' and administrators' perspectives. The findings of this study explain how the IB public school teacher leader, the IB public school coordinator, and the IB public school principal all experienced the push-pull of IB programming requirements as well as additional state, district, and school level priorities. This push-pull of the power structure within the public IB school setting creates conflict for each of the heroes who essentially have been forced to serve multiple metaphorical gods. As a result of these conflicts and the subsequent conversations of this study, one can discern that school heroes experience growth, increasing their pedagogical intelligence so that each might transfer knowledge and skills to future distributed instructional leadership experiences. This study has both academic and pragmatic implications that contribute to the literature surrounding instructional leadership and pedagogical intelligence in the IB public school context.

This chapter includes a discussion of the findings as they relate to the three-dimensional conceptual framework of this study of temporality, sociality, and place. This discussion leads to

a section on the common motifs and themes present in the school heroes' stories and offers suggestions about the human condition as it relates to DIL. From these discussions, it is clear that narrative inquiry is an effective way to expose multiple intelligences across professional communities of learners. Finally, this chapter includes the study's limitations and recommendations regarding alternative research methods and designs for future research.

Conceptual Framework

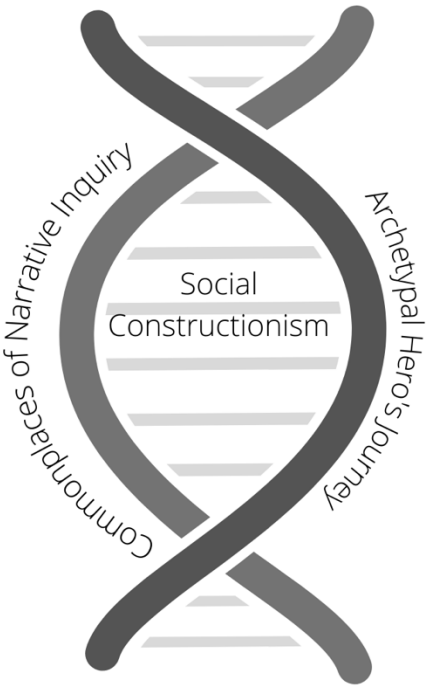
Engaging in narrative inquiry attends to commonplaces that exist in lived experience. School heroes' experiences in DIL and PI ground this narrative study where a three-dimensional space provides a way to attend to Kim's (2015) "aesthetic reaction woven across time, place, and events" (p. 274). This weaving metaphor to describe the three commonplaces of inquiry untangles the narrative thread through each heroes' experiences without dissecting or deconstructing the story. According to Clandinin and Rosiek (2007), these commonplaces are the "touchstones that allow narrative inquirers to understand their research as occupying a distinct place on the methodological landscape" (p. 70). On the search for the narrative thread, braided with the time, place, and social experiences of three heroes, narrative processes open a window for researcher and reader understanding these unique IB public school leadership experiences that are not represented in other educational leadership literature.

The commonplaces of narrative inquiry are natural parts of the storytelling process. School heroes travel through their experiences that involve time, place, and sociality through discourse with the inquirer. Creating a bond between the narrative thread and the hero's journey story structure, social constructionism provides opportunities for school heroes and inquirers to learn from participation in discourse (Figure 7). Initiating social engagement with school heroes

and their experiences that incorporate multiple intelligences, narrative inquiry processes and social constructionism prove beneficial in understanding leadership culture. School heroes use language to build relationships, resulting in human interaction and subsequent knowledge and multiple truths. Thus, social interaction provides the fodder for school heroes to mingle with both time and place as they share journeys through leadership experiences. This constructionist bond generates mutual understanding of the culture of DIL and the role of PI and other intelligences simultaneously. School leaders might consider this conceptual framework to solve problems initiated by the push-pull of conflicting conditions in their school.

Figure 7

The Conceptual Framework in Action



Note. Figure 7 describes the relationship among the commonplaces of narrative inquiry, the archetypal hero's journey, and how social constructionism bonds them.

Within new understandings of the culture of DIL and the role of PI in the MYP public school context, it is clear that stories can include common motifs and subsequent themes that support scholar's suggestions about leadership practices that incorporate multiple leadership intelligences (Calnin et al., 2018; Calnin & Richards, 2017). These themes can produce revelations about the human condition. Though this study focused on the role of PI in the IB public school context, consideration of these motifs and themes show that school heroes utilize additional intelligences, as well. Attending to the conceptual framework that includes constructionism, the hero's journey, and the commonplaces of narrative inquiry might expose common motifs in stories and the roles of relational, reflective, and heuristic intelligences as well as others. Relationships spark conversation that generates new knowledge about the culture of DIL and the role of multiple leadership intelligences—not simply PI. This condition that encompasses similar multiple intelligences for school leaders in one school illuminates this unique context that also exists elsewhere.

Temporality and Reflective Intelligence

School heroes venture throughout the past, present, and future in the stories with ease. Shifting from the present to the past and future as they share their experiences, they refer to natural occurrences temporally. It is human nature to compose and revise autobiographies as people move along through time (Clandinin & Huber, 2010). School leaders consider the remembered past, present experiences, and possibility of future events in this context for stakeholders in schools. This consideration adds to the cadre of literature that centers on understanding the distributed instructional leader experience through their character development as they contemplate their leadership experiences in a public IB MYP school.

The first motif presented in the final research text includes reflection. Calnin and Richards (2017) stated that reflective intelligence includes a particular set of leadership practices:

> IB leaders are able to use and manipulate their own mental skills and thinking strategies when engaging with the different experiences they face. The emphasis placed by IB programmes on critical thinking, multiple perspectives and constructivist views of knowledge creation requires leaders to be comfortable in creating an organisational culture that places critical reflection at its core. (p. 29)

School heroes access a stream of consciousness, moving back and forth across a timeline of events reflecting the past, present, and future. This movement through time gives all the opportunity to reflect on a cathartic moment in consideration of their roles and their experiences as group-oriented instructional leaders. Descriptions provide new insight on the culture of leadership that includes the use of reflective intelligence in conjunction with PI.

Consideration of the past, present, and future while telling and listening to stories might provide principals, assistant principals, instructional coaches, department chairs, and grade level chairs with a window to visualize the culture of DIL and its impact on formal and informal leaders who have developed not only PI but also reflective intelligence. School heroes' abilities to be fluid in their description of experiences provide stories' details and illuminate new understanding of the role of reflective intelligence. Importantly, movements through time reveal opportunities for school heroes to showcase the power of reflection in instructional leadership.

Considering Past Experiences. Telling stories of instructional leadership experiences requires school heroes to consider events from the past. For example, Adam entered a memory

concerning a potential change in the school's master schedule: "And I remember after our first year, our data [had] always been pretty poor in sixth grade math, particularly." Later in the story, he reentered this memory as he further explained the frustration in generating a viable solution to the problem. Claire shifted to the past by spooling through "[t]he little snapshots that come to mind" as she considered several stories of DIL. Finally, even though NaNa's role at the time of this study was to serve the media center, she considered one from her previous experience as a teacher and she explained that she "wanted to change how [they] approach[ed] service-learning" as they made service-learning a new goal for the school.

School heroes might also move to the past to provide additional context to their stories. For example, Adam jumped to another setting to help clarify his explanation of experience when he mentioned the multiple gods concept, and this provided the fodder for much of the analysis of not only his story but Claire's and NaNa's stories as well. Additionally, near the end of Claire's story of DIL, she remembered and shared an earlier professional development experience where she heard the instructors talk about the importance of meeting people where they are and recognized that as what she does in practice. She "met [the teacher] where she was and then [tried] to move forward with her in the work together."

From these examples, it is clear that experiences from the past shape school heroes' stories as they remember them and share specific events, thoughts, and feelings throughout the narrative inquiry. Retelling of events from the past requires both critical thinking and problem-solving skills as school leaders attend to experience and engage in the narrative inquiry process. Retelling past events leads inherently to self-reflection and recognition of growth. For this reason, School heroes might consider using a narrative inquiry process to initiate self-reflection

across distributed teams that encompass varying roles to understanding of the culture of DIL in a school's context.

Considering Present Experience. Discussing present situations, school heroes consider what their stories mean to them on a personal level. They collaborate with inquirers to co-construct stories, gain understanding, and reach professional epiphanies. In the middle of Adam's story about improving growth in math scores, he made a shift to the present tense as he shared his understanding about the way a "master schedule speaks to what you value." In another example, Claire recognized, in a moment of reflection on practice, that resulted in this conversation and storytelling that she was "meet[ing] teachers where they are." Finally, NaNa realized that the failed attempt at changing how the faculty approached service-learning served her well in the following school year. Telling stories, school heroes shift time to the present to share current beliefs that provides rationales for past actions. Heroes demonstrate how reflection is a naturally occurring process that most is most likely recurring within the culture of distributed instructional leadership in schools. Only Adam, however, addressed reflection explicitly at the end of his interview:

> I should do more reflection, be a better idea learner and be reflective but I think sometimes, you know, reflecting on what has happened in the past. Maybe I haven't done so much and perhaps that would, could enhance my decisions moving forward.

It is clear that the narrative inquiry process can be beneficial for school heroes. For example, Adam recognized that being a reflective thinker and practitioner supports his professional

development and leadership growth.

Claire and NaNa implicitly shared their anecdotal thoughts on reflection in their interviews. They both shared their thoughts on this process after their interviews and after reading through the storied draft of the research text. True to her character, Claire mentioned that the story made her seem to be an effective leader. NaNa explained that she enjoyed the process and felt honored to be a part of it. Both participants shared that their role in this study helped them to conceptualize the integral nature of their roles as instructional leaders in their respective schools. School leader reflections can offer scholars and practitioners new insight on potential benefits of narrative inquiry and professional reflection as they solve problems initiated by the push-pull conflicting requirements in school contexts.

Considering Future Experience. School heroes also consider the possibility for the future that results from narrative inquiry. Adam was hopeful about the spring 2021 math scores despite the restrictive teaching conditions that result from COVID. NaNa was positive that her service-learning ideas will become a long-term benefit as the school continues to move forward with its IB programming needs in coming years as well. Through the storytelling process, both Adam and NaNa reflect on their past experiences and then consider the possible opportunities for the future. Offering descriptions through narrative inquiry, school heroes generate new understandings from the reflective process to consider a better future.

Sociality and Relational Intelligence

This second commonplace of narrative inquiry includes school heroes' interactions—their hopes, reactions, feelings, and dispositions—throughout storied events of social situations

(Creswell & Guetterman, 2019). Sociality attends to both the personal and social conditions by considering the hero's dispositions in relation to others (Clandinin & Huber, 2010). Each of the following sections outlines how school heroes' interactions with others in social situations reveal something more than their incorporation of pedagogical and reflective intelligences in DIL. Attending to sociality leads to co-constructed narratives and creates space for school heroes to share their stories of multiple intelligences in leadership experiences. Language and dialogue generate new knowledge that showcases the indispensable role of building relationships for principals, coordinators, and teacher leaders.

The second motif in each of the participants' stories includes relational intelligence. School heroes state the essential role of relationships in their descriptions of their instructional leadership practices. Calinin and Richards (2017) provided examples of relational intelligence by explaining IB leaders' actions:

> IB leaders exert influence [in their relationships with] individuals, groups and systems to achieve a goal or set of goals. They understand stakeholders and support them to achieve their optimum. IB leaders support others to work together to achieve better outcomes for students. (p. 29)

School heroes provide evidence of their feelings and dispositions concerning the role of building relational capacity in schools to achieve outcomes. Narrative inquiry exposes instructional leaders' use of relational intelligence to address the push-pull of conflicting requirements in schools. Considering personal and social conditions while telling and listening to stories might provide principals, assistant principals, instructional coaches, department chairs, and grade level chairs with a window to visualize the culture of DIL

and its impact on formal and informal leaders who have developed not only PI but also relational intelligence.

The Principal Hero. Engaging in storytelling, principal heroes can recognize the role of relational intelligence through their leadership experiences. Adam mentioned the role of relationships early in the inquiry when he noted that teachers' responses to leadership decisions are less than favorable when they have a leader who does not "build relationships" or "communicate" with them. When Adam talked about what teachers value about the importance of all subjects in an IB public school, as core subjects, he explained, "I've always been told your master schedule speaks to what you value", and he knew that his values and the values of the school stakeholders' had to match.

Principals can use narrative inquiry processes to activate relational intelligence that leads to understanding other stakeholder-perspectives, including professional values. Attending to sociality supports this generalization about the principal role and offers new insight about the combination of both PI and relational intelligence to make instructional decisions in the IB public school context. As evidenced in the final research text, principals can incorporate both PI and reflective intelligence simultaneously.

The Coordinator Hero. Engaging in storytelling, coordinator heroes can recognize the role of relational intelligence through their leadership experiences. As the school hero with the strongest group orientation, Claire's description of instructional leadership is not surprisingly focused on relational intelligence. Her definition included, "leading others in a way that furthers the collective mission and goal of your school or district." Her description of skills includes the importance of "approachability, being trustworthy, [and] being a good communicator." She even

surmised, “I mean, you have to be knowledgeable, but if you're knowledgeable without those other things—nobody cares what you know; you know if people can't relate to you and they don't think that you care about them.” For Claire, relational intelligence that considers stakeholders perspectives ensures that the group can work together toward a common goal. Claire’s DIL story of solving the unit lesson planning problem with the teacher outlined specifically how Claire was a “support person” who was tasked with giving the teacher “ideas and suggestions” to reach her optimum performance.

The coordinator hero is unique in that IB MYP coordinators are essentially part school counselor, part assistant principal, and part instructional coach simultaneously. As a result, they serve to support students, teachers, and parents with their leadership and their advocacy. For this reason, the coordinator hero assumes a relational focus to support teachers, students, and parents. Attending to sociality, narrative inquiry exposes the inherent nature of this role and offers new insight concerning the culture of distributed leadership and the need for building relationships.

The Teacher Hero. Engaging in storytelling, teacher heroes can recognize the role of relational intelligence through their leadership experiences. NaNa’s description of the necessary skills for instructional leadership explicitly include trust as the “biggest” or most important one. Trust is dependent upon social interaction and relationship development. She attributes her ability to collaborate with teachers to the trust that she cultivated and which they share with each other. She uses her relational intelligence when considering the importance of approaching “service-learning [as] a goal for [their] school” and she realized that they needed to stop the initiative once she recognized that all the stakeholders were not in favor of moving forward. NaNa stated, “We're in this together. I didn't want [the teachers] under the bus with that.”

Attending to sociality offers greater understanding of the role of multiple intelligences to researchers, principals, and other school leaders. The teacher hero's perspective in leadership stories provides new insight to the culture of instructional leadership that combines PI with relational intelligence. Teacher heroes can use relational intelligence to ensure that their decisions maintain support of their stakeholders through the conflict that stems from the push-pull of requirements in a school context.

Place and Strategic - Heuristic Intelligence

The third commonplace of narrative inquiry attends to the time, context, and situation within the physical setting (Creswell & Guetterman, 2019). School heroes shift to past experiences to contextualize effective settings for their stories, including not only time and place but also the role of certain characters and the rationale for telling the tales. Through telling temporal and relational journeys, the physical settings incorporate both the place of the story and the place of the telling of the story.

The following sections consider the impact these places have on the stories of DIL. The gathering of hero stories took place in their schools, and the interviews all took place through Zoom video conferencing. Similar to the previous two commonplaces, place also reveals the role of leadership intelligence outside of PI. Consideration of the time, context, and situation within the physical setting while telling and listening to stories might provide principals, assistant principals, instructional coaches, department chairs, and grade level chairs with a window to visualize the culture of DIL and its impact on formal and informal leaders who have developed not only PI but also strategic and heuristic intelligence. Attending to place, the co-construction of narratives generates new knowledge and understanding of the culture of DIL.

Strategic Intelligence. Strategy, the third motif present in the heroes' stories shows how school heroes use strategic intelligence to make effective decisions as instructional leaders. According to Calnin and Richards (2017),

> IB leaders are forward thinking, see the bigger picture, recognize emerging trends and translate strategy into action while aligning people and organisations behind a set of shared values and vision. (p. 28)

School heroes can encounter internal conflict because of the need to become a risk-taker. This conflict sparks the need for strategic leadership. Adam is reluctant to dismiss the school values that indicate all subject areas are equally important. It was his strategic intelligence that motivated him to make change without turning his back on the IB god of curricular priorities. NaNa's sacrifice born from internal conflict also limited her risk. She knew that she could not push the new service-learning program in that space, that conditions for success were not optimal. Thus, she turned her back on the IB god of whole school service-learning integration that stems from curricular content.

Claire however, encountered conflict and chose to turn her back on the IB god of unit planning requirements when she recognized that teacher-affect and their subsequent growth was more important than IB program requirements. This is particularly significant because of all the instructional leaders distributed in this school, as the IB coordinator, she is the most knowledgeable. She has been specifically trained for this role and completely understands all facets of programming requirements. Claire was able to take the biggest risk and completely turned her back on the IB god of unit planning requirements. This is even more interesting because of her nature to serve others in her

group-oriented catalyst role. Claire utilizes her strategic intelligence to support the teacher that results from her pedagogical intelligence. This gives her the tools to encourage professional growth in others. She does not serve the IB, she serves those whom she works along-side.

Attending to place, narrative inquiry illuminates how school heroes make decisions about which metaphorical god to favor, which can be a risky endeavor. The physical settings for stories that introduce conflict resulting from a push-pull of opposing forces creates the perfect scenario to expose the need for strategy in school heroship. As a result, scholars, principals, and other formal and informal leaders can gain new understanding of the culture of DIL and the role of PI in conjunction with strategic intelligence.

Heuristic Intelligence. What is important to note here is that each of the hero-participants referred to COVID-19 and its effect on teaching and learning in the school. This was not explicitly asked at any time in the interview. The fourth motif present in the heroes' stories included the concept of using experience to learn. Heuristic intelligence is another multiple intelligence that embodies this concept. School heroes discover or learn something about and for themselves. Calnin and Richards (2017) provided examples of actions that exemplify this type of intelligence:

> IB leaders develop their own mental shortcuts or make logical leaps of the mind to form an inference of what is the best explanation and solution. They have the capacity to self-reflect and are adaptable to new settings. Underpinning heuristic intelligence is the need to make quick decisions and rapid judgements with the big

> picture in mind. Sometimes, leaders work intuitively from experience, tailoring their leadership strategies to their particular context. (p. 29)

Although unexpected at the beginning of this study, the effects of continuing school during the COVID-19 pandemic prove to play a role. During the time of these interviews, school had newly started, and the rules of classroom engagement had significantly changed from previous years. Students were coming to school only two days a week for synchronous work and completing three days of asynchronous work on their own at home. Teachers were zooming with students who opted to stay home and complete all assignments from home—both synchronous and asynchronous. Therefore, each of the participants mentioned the effects of this scenario at some point in their stories.

Adam shared that they were hopeful that their new master schedule plan would prove beneficial, but that "it was disheartening that [it] didn't quite happen" when the school closed in March 2020 and all state tests were cancelled. He went on to share that teachers and school leaders were trying the same plan for the 2020-2021 school year. Then they also recognized the difference the 2020-2021 school year and that the data might not be as meaningful as imagined. Claire's comment regarding the effects of holding school in a COVID environment was not as detailed, but still very meaningful. She mentioned, "I think being flexible—especially this year—but really, any time." Her acknowledgement about the present operational situation supports her actions throughout her story. Her journey exemplifies this flexibility. NaNa's reference to the present and COVID was much more personal, however. NaNa referenced a normal year—one without COVID restrictions—during the first week of the current school year. She reflected how she was working with other teachers as a co-teacher to introduce service-

learning: “This year I haven't been in at all other than going to be technical support because I took on the role of ... virtual liaison for all of our virtual students.” She noted that she had been serving students and families in that role and “[t]hat's been a full-time job right now ... which I hate.” Shifting from the present to the past created this temporal juxtaposition between the present dystopian school setting into the past utopian school setting.

School heroes’ actions resulting from their heuristic intelligence prove depth of understanding in current place even when the temporal location is uniquely different from that of past experiences. From these examples of place, it is clear that school heroes make connections between the present place while recognizing that school operations have changed. School heroes construct “logical leaps of the mind” (Calnin & Richards, 2017) making inferences about what and how the setting affects their stories. Also, simultaneously recognizing these past events might still affect the future. School heroes refer to teaching and learning during a disruption in the school environment that illustrates their “capacity to self-reflect and [become] adaptable in new settings” (Calnin & Richards, 2017). One may assume that they have the capacity “to make quick decisions and rapid judgements with the big picture in mind” (Calnin & Richards, 2017). A disruptive school context requires school heroes to use what they know and continually apply it to a new situation. Attending to place exposes school heroes’ recognitions of the need to learn from new experiences and use heuristic intelligence. Resulting from narrative inquiry, their descriptions can offer scholars and school leaders new insights on the culture of leadership within a school context.

Implications

All three participants were identified as group-oriented heroes. These heroes either inherently (Claire and NaNa) or intentionally (Adam) focused on their role as one member of a group in their decision-making processes. The study findings concerning distributed instructional leadership and the development of pedagogical intelligence might offer researchers and practitioners opportunity to reconsider the local context, as well as, the needs of its stakeholders as it relates to instructional decisions and other school-based decisions that impact school processes, operations, and relationships. Each hero-participant explained the culture of distributed instructional leadership that highlighted how Spillane (2012) discussed collaborative leadership that centers two or more people working on a task and collective leadership which finds two or more people working together interdependently.

This high-functioning school values collaboration and fosters collaborative experiences for staff and students—this is their local context. Narrative inquiry, co-construction of stories, and subsequent new understandings provides fodder for implications that include consideration of multiple gods, leadership intelligences as a system, using stories to improve leadership development, and conditions for IB and Non-IB schools. The instructional leaders of the school activate their pedagogical intelligence to share the workload implementing instructional practices that promote personal and professional growth.

Consideration of Multiple Gods

How to consider the idea of multiple gods and what a role in the culture of instructional leadership in schools—both non IB and IB—is a key aspect of this IB educational leadership

study. Understanding the push-pull of forces driving the decision-making processes in schools might lead to greater understanding of this phenomenon. The concept of multiple gods is about comprehending how leaders face internal and external conflicts in their journeys through pedagogical experiences. Examining how programming requirements intersect with state or local requirements to create obstacles for instructional leaders might lead to understanding the culture of DIL and PI in other schools. Leaders might potentially consider how to work smarter—not harder—to accomplish goals, restructure teaching and learning, and collaborate within distributed teams that possess high levels of PI. Recognizing and understanding potential conflict for instructional leaders in the IB MYP public school context might support others who share similar contexts to inspire how they might face all of their own multiple gods.

Leadership Intelligences as a System

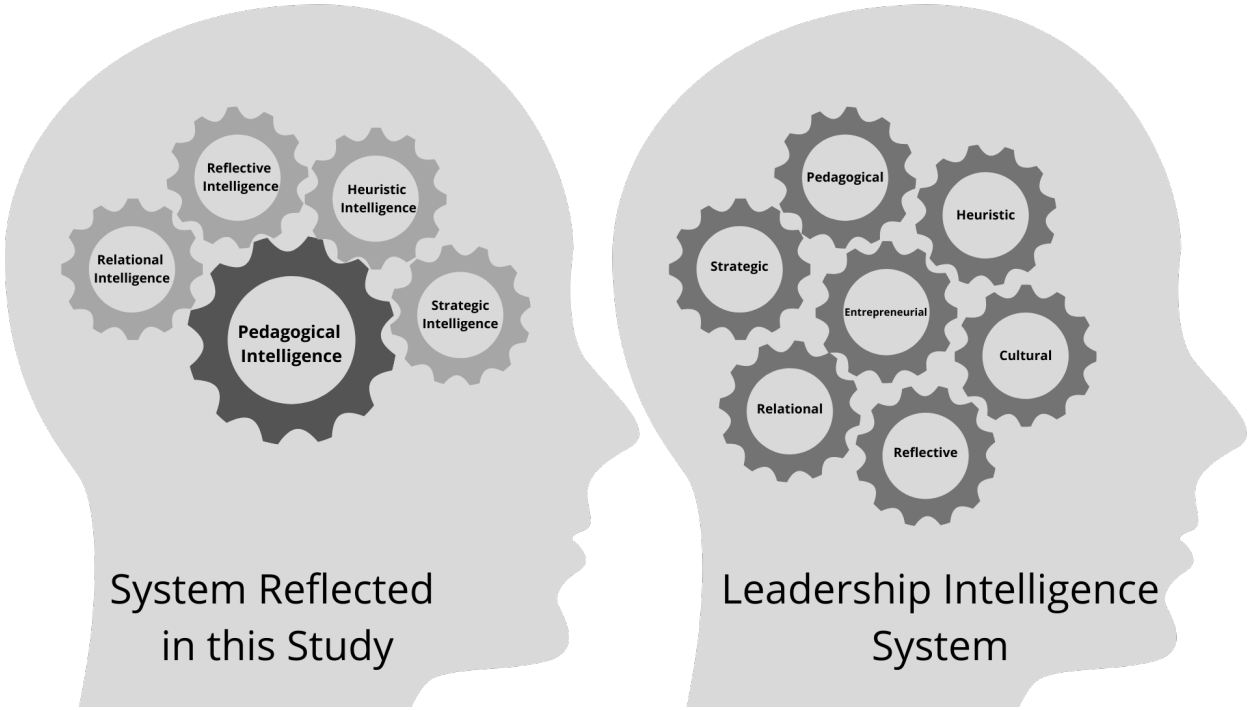
Calnin and Richards (2017) offer explicit descriptions of leadership intelligences. Intelligences do not exist in isolated moments in time, they do work simultaneously in real-life situations. The purpose of this study was to consider specifically the role of Pedagogical Intelligence in the culture of DIL; however, this study uncovers the complexities of leadership intelligences as they work in the leader's overall experience. The study reveals that relational intelligence, reflective intelligence, and heuristic intelligence are present as complementary competencies in the leader(s) that possess pedagogical intelligence (Figure 8).

Considering leadership systems that incorporate all the capacities of the IB school leader (Calnin & Richards, 2017), a machine cog might serve as an illustrative metaphor for one set of intelligences. In this study, PI serves as the most prominent intelligence or the largest cog, while the other three work with PI simultaneously. Effective school leaders in IB schools present all

seven intelligences in their work (Figure 8). Hero leaders share explicit details of PI through their stories of distributed instructional leadership experiences that matter to them on a personal level. Secondary intelligences—relational, strategic, heuristic, and reflective—are more implicit as school heroes work with teams (Figure 8). One can assume that leaders face different situations that rely on specific combination of leadership capacities to solve problems and maintain effective schools.

Figure 8

The Leadership Intelligences as a System

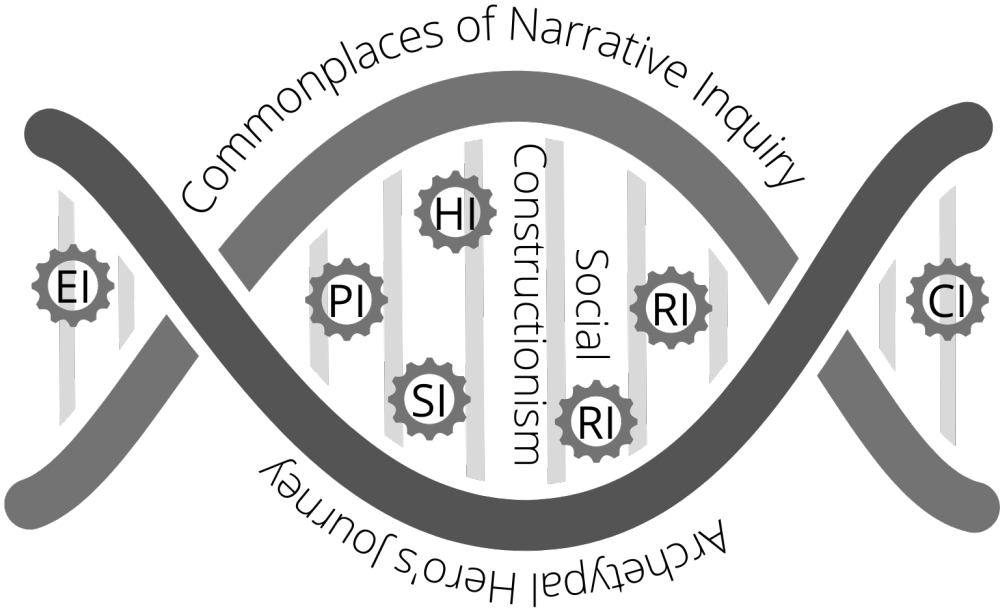


Note: The figure on the left represents the culture of distributed instructional leadership and the role of PI as it relates to other intelligences and leadership capacity. The figure on the left represents all the leadership intelligences that work together as a system.

Through social discourse that capitalizes building relationships, the use of language, knowledge that springs from human interaction, and multiple truths that recognize more than one perspective, this study creates the perfect space for school heroes to recognize the role of multiple leadership intelligences (Figure 9). Social discourse is an avenue to understand experiences of real people, as social creatures who co-create understandings of their unique realities of multiple intelligences framed within social exchange.

Figure 9

The Leadership Intelligences and Collaborative Discourse



Note: Figure 9 explains the relationship between the commonplaces of NI, the archetypal hero's journey for instructional leaders, and the role of social discourse in generating experiences for school leaders to gain multiple intelligences.

The commonplaces of NI and the archetypal hero's journey can provide the framework for co-researchers to engage in heuristic, strategic, reflective, relational, and PI in the public IB

school context. Co-creating the story's collaborative discourse in narrative inquiry unveils not only the role PI but also the roles of heuristic, strategic, reflective, and relational intelligence. Even though entrepreneurial and cultural intelligences were not explored through the scope of this study, they still exist as part of the system and might be exposed as motifs in other school heroes' stories.

Using Stories to Improve Leadership Development

Inquirer-participant collaboration generates the collection of individuals' stories that seek to explain how DIL culture fosters PI in school leaders. For this reason, the research community and instructional leaders in schools might consider collecting stories to build pedagogical, relational, reflective, strategic, and heuristic capacity in communities of practice. Collecting participants' feelings, hopes, desires, moral dispositions, and aesthetic reactions provides the research community with stories that emerge from the co-researchers' treatment of DIL and PI. The elements of each story—characters, plot, conflict, and diction—contribute to a story's theme. The narrative thread, a co-constructed, phenomenon helps to encourage epiphanies that can guide others in the instructional leadership journey. The following epiphanies serve as themes that can serve as lessons or advice for other leaders in IB public schools:

- Principal hero--School leaders should recognize that the master schedule reflects what you value.
- Coordinator hero--School leaders should meet teachers where they are.
- Teacher hero--School leaders must maintain teacher trust.

These stories provide a window into the human condition that focuses in DIL in an IB public school context. The research community and practitioners can learn from the participants' experiences and their epiphanies. Narrative inquiry and analysis offer new insight into school leaders' descriptions of the culture of DIL in schools. Consideration of their epiphanies might provide guidance for others in instructional leadership roles. This window indicates that collaborative discourse focusing on solving conflicts that arise in IB public schools provides opportunities for school leaders to develop multiple leadership intelligences. This implication supports the constructionist view that human social experiences produce both knowledge and understanding. School leaders in both IB and non-IB schools might consider the explicit and mindful engagement of collaborative discourse to solve conflicts that arise in their own school settings to develop and nurture distributed leadership practices and PI as well as other leadership intelligences.

Considerations for IB and Non-IB Schools

Even though this study focuses on the DIL and PI in an IB MYP context, the findings of this study might also be relevant for other non-IB schools. As a result of the school choice movement, many districts have added new programs to entice students and families to stay in their local, public schools. These easily marketable programs often come with unique programming requirements that can also create a push-pull of conflict for school leaders. For this reason, it might be helpful for leaders in non-IB schools to consider a more distributed approach to instructional leadership and engage in collaborative discourse to solve problems and conflicts that arise resulting from the push-pull of multiple gods. This collaborative discourse might serve to develop and nurture PI and other intelligences in non-IB schools as well.

Limitations

The interpretive approach for achieving the goals of this study enables the pursuit of understanding instructional leadership in an IB public school context. Sweeping generalizations or assumptions about leadership in all IB schools is not the goal of this study. The scope focusing on the culture of distributed leadership exclusively in one IB middle school from one public school district in the southern part of the US illustrates a second limitation. This study intentionally limits the breadth of experiences to the three participants. Assumptions cannot be made about other DIL experiences in other IB MYP schools. The length of participants' stories represents a third limitation of this study that included vignettes representing slices of life rather than complete life stories of leadership, generally. With these limitations, the DIL and PI experience represents only the participants' experiences discussed, and acknowledging the limitations of this study may lead to future studies that address such gaps.

Recommendations

Educational leadership scholars, policy makers, and others concerned about school leadership competencies might want to consider different approaches in future research. Adding a variety of methodological approaches to the educational leadership literature might provide opportunities for K-12 practitioners to consider best practices for other local school contexts. Scholars and practitioners might gain greater understanding from using a broader approach to understanding this phenomenon in multiple schools with more participants. Quantitative approaches to DIL and PI research might identify new patterns and uncover new assumptions about school leaders in and out of the IB school setting. The observation, large scale surveys, and data analyses might be used to explain and identify potential leader effectiveness around PI and

DIL in this unique IB public school context. A more quantitative approach to DIL and PI might benefit how decisions are made in North Carolina public schools and US public schools around programming, leading schools with rapidly changing demographics, and how DIL and PI competencies influence student outcomes.

Possibly generating new research questions lending themselves to a more critical approach toward understanding DIL and PI might help scholars and practitioners transform educational practices for multiple communities. Educational leadership scholars and researcher might incorporate feminist theory, critical race theory, queer theory, etc. to consider the IB public school context and continue contribute to the cannon of DIL and PI in IB and non IB public schools. A critical stance may highlight how marginalized groups in this shifting public school context are affected and open the opportunity for creating better educational settings and leadership practices for all school communities and contexts.

Researchers might attempt replication using a narrative approach in new settings. One option for replication would include school contexts that represent additional IB programming options. For example, researchers interested in the Primary Years Programme (PYP) context that serves elementary school communities and the Diploma Programme (DP) and the Career-related Programme (CP) contexts that serve students in the last two years of high school could consider these research questions as they seek to understand the culture of DIL and the role of PI in other programs. Because the IB values DIL in all programs—not just the MYP—this approach could illuminate their unique settings with students of all ages and teachers with different content specialties. Researchers could also replicate this study in non IB public schools to identify similarities and differences in the culture of DIL and PI. A final consideration would be to

replicate this study in other international IB schools with all programs to identify similarities and differences in the culture of DIL and the role of multiple intelligences in schools with other programs. Replication can lead to depth of understanding in this unique context through considering multiple school contexts where leaders must continually serve multiple gods.

Considerations around educational research incorporating the physical and emotional effects of an environmental disruption on educational leadership in the public IB school might have a timeliness in the temporal consideration of the commonplaces of narrative research. The participant conversations regarding the effect of COVID-19 restrictions in school lead to additional questions for consideration as educational leadership during a pandemic looks very different. Though this was not a focus of the study, it was clear that the pandemic had a significant impact on the participant-heroes and their school context and leadership work. Implying that the stories that Adam, Claire, and NaNa shared were significant in the context of leading through a pandemic, it was impossible for each of them to discuss the culture of DIL in their school without mentioning the temporal space, place, and time of the pandemic in North Carolina. This collaborative discourse might have included very different stories that attended to a more recent place if the process had begun later in the school year.

Conclusion

Finding answers regarding pedagogical leaders in a North Carolinian public middle school with an IB Middle Years Programme was the driver for this study. Describing the culture of distributed instructional leadership in this context was the purpose of the study. The use of narrative inquiry and analysis processes generated additional, more in-depth research questions. The research questions of the study were as follows:

- How does distributed instructional leadership rely on and develop pedagogical intelligence?
- How can the everyday experiences of instructional leaders illuminate understanding of archetypal group-oriented heroes?
- How can illuminating the everyday experiences of instructional leaders be understood through the convention of the literary archetypal, group-oriented hero?

The beginning stages of this research did expect to find answers to the primary research question that was seeking to understand the culture of DIL and PI, and this did happen. The second and third more in depth questions helped to conceptualize how to attend to both PI and the hero's journey simultaneously. However, the beginning stages of this research did not anticipate the discussion of multiple gods and the additional leadership intelligences.

Using phases of the hero's journey, a restoried presentation of instructional leadership experiences following the archetypal paths of three group-oriented heroes is presented: the traditional hero, the catalyst hero, and the sacrificial hero. As the archetypal hero-participants represented in this study were defined, an epiphany revealed: school leaders are the heroes of their own leadership journeys; they all recognized themselves in the narrative process providing momentum in their individual leadership journeys within the school and toward the future of their practice.

Leaders who explore participation in the research process should include more narrative research in the cadre of academic leadership to understand experiences from leaders' unique perspectives in their unique schools. This study shows how highly relational experiences that capitalize on reflective, relational, and heuristic intelligence drive the decision-making processes

for school leaders in one MYP middle school. As a result, practitioners and scholars might consider their own contexts and the culture of distributed instructional leadership as well as the reflective process of narrative inquiry that can highlight educator intelligences in their own leaders.

Roberts (2008) explained, “We all have a story to tell, and while we can question and wrestle what life throws at us, we cannot halt the flow of experience” (p. 252). The participants told their stories with ease as they flowed through the characters, events, and themes of each of their experiences. They each gained new information about themselves as learners and leaders with pedagogical, reflective, relational, and heuristic intelligence; moreover, each of their stories lead to the prospect of a better future for their school community. Booker (2004) explained his view of the most important aspect of the story: “To say that stories have a happy or unhappy ending may seem such a commonplace that one almost hesitates to utter it. But it has to be said, simply because it is the most important thing to be observed about stories.” (p. 18). Each of the stories came to an end, and so must this final research text. Remembering the opening story of this text with Mr. Skinner and the dissatisfied teacher as well as Adam’s, Claire’s, and NaNa’s provide a window for other scholars and practitioners to recognize and appreciate that teaching and learning is a dynamic, complex process, but the happy ending is attainable.

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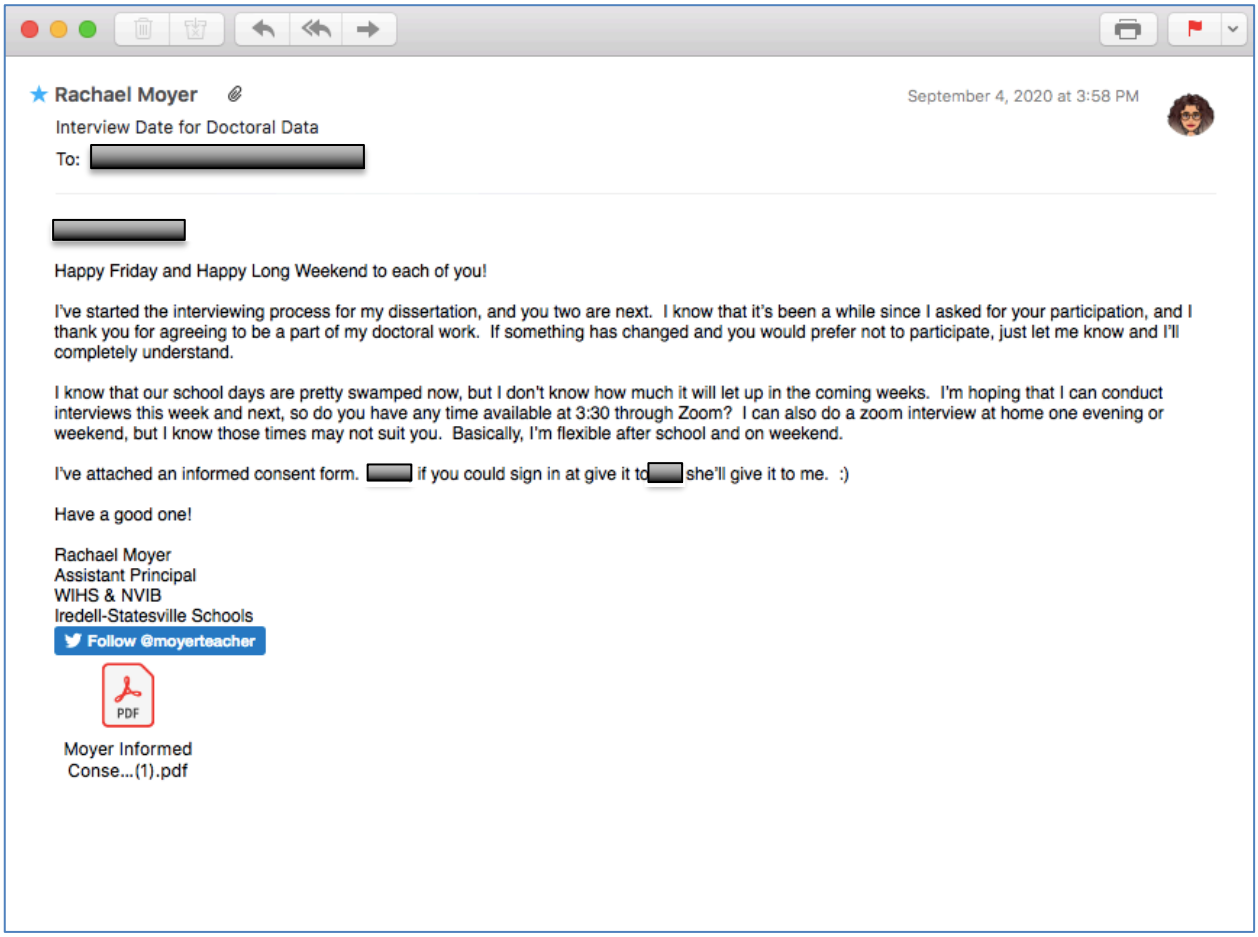
Appendix A

Request for Interview



★ Rachael Moyer

September 4, 2020 at 3:58 PM

Interview Date for Doctoral Data

To: [redacted]

[redacted]

Happy Friday and Happy Long Weekend to each of you!

I've started the interviewing process for my dissertation, and you two are next. I know that it's been a while since I asked for your participation, and I thank you for agreeing to be a part of my doctoral work. If something has changed and you would prefer not to participate, just let me know and I'll completely understand.

I know that our school days are pretty swamped now, but I don't know how much it will let up in the coming weeks. I'm hoping that I can conduct interviews this week and next, so do you have any time available at 3:30 through Zoom? I can also do a zoom interview at home one evening or weekend, but I know those times may not suit you. Basically, I'm flexible after school and on weekend.

I've attached an informed consent form. [redacted] if you could sign in at give it to [redacted] she'll give it to me. :)

Have a good one!

Rachael Moyer
Assistant Principal
WIHS & NVIB
Iredell-Statesville Schools
Follow @moyerteacher

PDF

Moyer Informed Conse...(1).pdf

Appendix B

Informed Consent

Informed Consent for Research Participation
IRB #: 20-0233

Study title	Instructional Leadership the IB Way: How do pedagogical leaders in IB schools with Middle Years Programmes across one district in North Carolina construct and describe the culture of distributed instructional leadership in their schools?
Researcher	Rachael Moyer, Principal Investigator
Faculty Advisor	Dr. Alicia Muhammad, Faculty Advisor

I am inviting you to participate in a research study. Participation is completely voluntary. If you agree to participate now, you can always change your mind later.

What is the purpose of this study?
The goal of this paper is to understand pedagogical leadership in the context of an IB school that must adhere to district and state mandates and the program requirements outlined by IB. This research project will tell the story of pedagogical leaders of two IB schools in North Carolina. The IB community does not currently have a bank of literature to inform practitioners about instructional leadership in US public MYP schools, and these participants' stories will offer great insight into a growing community of stakeholders. A narrative approach to this phenomenon will add to the literature about leadership in IB schools, and the findings of this study will help educational researchers and IB educators consider the culture of distributed instructional leadership in their own schools. This study will answer the following research question: How do pedagogical leaders in IB schools with Middle Years Programmes across one district in North Carolina construct and describe the culture of distributed instructional leadership in their schools?

What will I do?
If you choose to participate, I will ask you questions about your role as a member of an instructional leadership team of an IB MYP middle school. The interview will take from 60-90 minutes and have four different parts: an introduction, a core question, follow up questions, and a concluding talk. My goal is to complete the interview process in one sitting, but I may ask you for a follow-up interview if I have remaining questions. The interviews will take place in the following locations: the offices of the principals, the teachers' classrooms, and the researcher's office. These locations will ensure privacy and comfort for the sharing of participants' stories.

Risks

Possible risks	How I'm minimizing these risks
Breach of confidentiality (your data being seen by someone who shouldn't have access to it)	• All identifying information will be removed and replaced with a pseudonym. • All electronic data will be stored on a password-protected, encrypted computer. • All physical paper data will be stored in a locked filing cabinet in a locked office. • All identifying information will be kept separate from your research data.

Other Study Information

Possible benefits	Participation should give you an opportunity to reflect on your own leadership experiences.
Estimated number of participants	5
How long will it take?	1.5 hours with a possibility of 1.5 additional hours only if necessary
Costs	None
Compensation	None
Future research	De-identified (all identifying information removed) data may be shared with other researchers. You won't be told specific details about these future research studies.
Recordings	The interview will be recorded. The recordings will be used for creating a transcription of the interview. The recording is necessary for conducting this research study.

Confidentiality and Data Security

Where will data be stored?	On a password-protected computer or in a locked filing cabinet in a locked office.

How long will it be kept?	3-5 years

Who can see my data?	**Why?**	**Type of data**
The researchers	To conduct the study and analyze the data	A signed copy of this form, recordings, transcriptions, and handwritten notes.
The IRB (Institutional Review Board) at AppState	To ensure compliance with ethical research protocols.	A signed copy of this form, recordings, transcriptions, and handwritten notes.
Anyone (public)	If I share our findings in publications or presentations	• De-identified (no names, birthdate, address, etc.) • Use of pseudonyms to protect participant identity.

Contact information:

For questions about the research	Rachael Moyer	828-729-4245 Rachael_moyer@iss.k12.nc.us
For complaints or problems	Alicia Muhammad	muhammada@appstate.edu
	IRB (Institutional Review Board; provides ethics oversight) at AppState	(828) 262-8557 OR https://researchprotections.appstate.edu/contact/report-concern

Signature

If you have had all your questions answered and would like to participate in this study, sign on the lines below. Remember, your participation is completely voluntary, and you're free to withdraw from the study at any time.

Name of Participant (print) _____

_____

Signature of Participant Date

Appendix C

Interview Protocol

Interview Protocol
Instructional Leadership the IB Way
Rachael C. Moyer

These questions are based on Jovchelovitch and Bauer's (2007) essential phases of the narrative interview process.

Initiation

- Demographic questions:
  - How many years of experience have you had in education?
  - If you are not currently a teacher, what did you teach (subject/grade)?
  - How long have you worked for your current district?
  - How many years of experience do you have as part of a leadership team?
  - Have you had professional education experience outside of NC? Outside the US? If so, what was it?
  - Have you had experience outside of middle school? If so, what was it?
  - How many years of experience have you had in IB schools?
  - What is your preferred pseudonym?
- Introductory questions:
  - How do you define instructional leadership?
  - What skills are necessary for effective instructional leaders?
  - How would you describe your role as one member of an instructional leadership team in your school?
  - At what point in your career did you recognize that you are an instructional leader?
- Statement: As I move into the next question, consider your role as an instructional leader in the school and as an instructional leader in an IB school.

Main Narration

- Core Questions:
  - Questions for specific roles in the school:
    - Principal—As a head of an IB MYP school, how do you describe the culture of distributed leadership in an IB MYP school?
      - How do you contribute to this culture?
    - Coordinator—As the coordinator of two IB MYP schools, how do you describe the culture of distributed leadership in both IB MYP schools? How might they be similar and different?

        - How do you contribute to this culture? How might your actions be similar or different in two separate schools?
    - Teacher—As a classroom teacher in an IB MYP school, how do you describe the culture of distributed leadership in an IB MYP school?
        - How do you contribute to this culture?
  - As you consider your description of the culture of instructional leadership and how you contribute to the culture, what is a moment that mattered in your instructional leadership journey as an IB educator?
    - Depending on the response, ask about a challenge, success, or failure (whichever is not noted in the story).

Questioning Phase

- And then what happened? (Can be asked multiple times if needed)

Concluding talk

- Possible follow up questions (if needed):
  - Who was involved?
  - What happened or seems to be happening?
  - What was/is your role?
  - What decisions did you make? Why?
  - What was the outcome? Was it successful?
  - Was there some part of what you did that you would do differently next time? Which part? Why?
  - How might you have been prepared to tackle it? Was any of your preparation program useful? If so, how and in what way?
- Closing Questions
  - How was it for you to be talking to me in this way? (This could prove beneficial to the researcher if she notices any signs of hesitation or discomfort on the side of the participant. At this point, she can be ready to process or clarify any ways in which the participant may have felt distressed as a result of the interviewing process.)
  - Do you have any questions for me?
- Final Statement: Thank you for sharing your story with me. I sincerely appreciate your time.

Vita

Rachael Claire Moyer was born in Parkersburg, WV to Joseph and Charlotte David. She graduated from Parkersburg High School in West Virginia in June 1991. The following autumn, she entered West Virginia University to study Secondary Education with a teaching certification in grades 5-12 English Language Arts, and in May 1996 she was awarded the Bachelor of Science degree with honors. In the winter of 2004, she began her graduate studies in special education with a concentration in Academically and Intellectually Gifted at the University of North Carolina at Charlotte. The M.Ed. was awarded in May 2007. In May 2014, Ms. Moyer commenced work toward her Ed.D. in Educational Leadership at Appalachian State University. She became a National Board Certified Teacher in 2003 and then renewed her status in 2013.

Ms. Moyer is an administrator at a comprehensive high school and a serves the International Baccalaureate Educator Network with her workshop leader, consultancy, and school visitor roles. She resides in Hickory, NC with her husband and sons.