

Title: Principal's Role in Developing a Learning Community:  
Portraiture of Two African Centered School Principals

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This qualitative study examined the leadership style of two building principals who have successfully implemented an African-centered education model and how their leadership styles influenced the development of learning communities and sustain Afrocentric restructuring.

The author's personal experience as an administrator of an African-centered school adds authentic resonance in the creation of each portrait. Reviewing the literature on leadership, learning communities and African-centered education suggest that value and beliefs are strong indicators of effective leadership (Fullan 2001, Sergiovanni 2000).

Personal reflections yield portraits of success as each principal focused on the formation of their leadership role in developing a learning community. As the portraits unfolded the following five common themes emerged:

(a)Administrative management strategies, (b) Curriculum reform,(c) Staff development, (d) Parenting and community involvement, and (e) Student engagement and outcomes

The two principals shared their life experiences, professionally and personally constructing meaning for themselves and for the researcher that bridged life experiences and school leadership. Their strong commitment to unifying teachers, students, parents and community had implications for developing and nurturing learning communities, supervision, facilitating the development of culturally sensitive learning environments and student achievement.