

INDEX

Note: Page numbers followed by “*n*” indicate notes.

- Administrators, 86
- Authentic collaboration, 149
- “Best practice”
 - collaboration plan, 33
- Blended PLN (*see also* Professional learning networks (PLNs))
 - findings, 120–130
 - literature review, 110–114
 - rural educators improving professional capital in, 108, 114
- Boundary definition, 177
- Boundedness, 171–172, 175–177, 182–184
- Brokerage, 179
- Brokering networks, 180
- Catalytic affiliation, 51
- Change, 50
- Closed networks, 179–180
- Co-regulated practice and learning
 - conceptualizing teachers’, 77, 80
 - district-level PLN related to teachers’ engagement, 100–102
 - implications, 102–103
 - Laura’s engagement in cycles, 91–95, 97
- Co-regulation, 78–79, 181–182
 - collaborative inquiry, 79–82
 - conditions supportive of, 87–88
 - nested cycles at three grain sizes, 90
- Coaching, 61, 147–149, 159
- Collaboration, 20, 22, 154–155
 - time, 59–60
- Collaborative inquiry, 3, 79–82

- Collaborative PD, 109
- Collaborative
 professionalism, 20,
 22–27, 149
 exemplars, 38–40
 four Bs, 25–26
 multi-level networks
 for transformative
 change, 27–33
 networking to bring
 transformative
 education to rural
 communities, 33–38
- Collaborative relationships
 across schools, 83
- Collective agency, 56, 66
- Collective reflective
 processes, 58
- Colombia, 19, 21
 Escuela Nueva model,
 21–22, 38
 networking to bring
 transformative
 education to rural
 communities, 33–38
- Community ties,
 strengthening,
 127–129
- Connectedness, 171–172,
 178–180, 182–184
 continuum, 180
- Contrived collegiality, 23
- Crystalline networks, 112
- Data sources, 87
- Decisional capital,
 114–115
 findings, 125–127
- Deep collaboration,
 154–155
- Digital technologies, 172
- Dinner Series, 61
- Distributed agency within
 PLNs, 84–85
- District-wide PLN, 29, 32
- Drawing boundaries, 177
- Education(al)
 in Canada, 82
 change, 2, 3, 174
 inequities, 18
 transformation, 6
- Equity, 4
- Equity-oriented PLNs, 4–7
- Escuela Nueva* model, 8,
 21–22, 33–37
- Essential for Some Good
for All* project, 28
- Events-based approach,
 176–177
- Evidence-based approach,
 6
- Exemplars of collaborative
 professionalism,
 38–40
- Fall and Spring literacy
 assessments, 87, 89
- Fellowship Days, 146
- Fine-tuned analysis of
 PLNs, 88–90
- First Nation, Métis, and
 Inuit (FNMI), 20, 27
- Five-strand approach
 to leadership
 development, 61–62

- Focus, 153–154
- Group learning, 159–161
- Hub-and-spoke systems, 112
- Human capital, 114
findings, 123–125
- In-person gatherings, 117
- Individual education plan (IEP), 118
- Individual learning, 159–161
- Induction programs, 143, 145
- Innovation, 50
- Inquiring Districts
Network, 53, 69*n*1
assessing learning and creating place for student voice, 54–58
building reflexive capacity, 66–67
creating shared stories of success, 59–63
discussion, 63–66
learned lessons, 67–69
nested and overlapping networks of inquiry, 54
- Inquiry, 67
inquiry-based approach, 6
inquiry-based networks, 4
inquiry-oriented educational change networks, 75
- International educational research, 143
- Isolation, 116
- Job-alike groups, 117–120
- Keewatin Patricia District School Board (KPDSB), 27–29
collaborative professionalism in, 32
elements leading to transformative outcomes, 32–33
in Ontario, Canada, 38
- Leadership, 157–159
rural teacher, 129–130
- Leading from the Middle* project, 28
- Leading the Learning*, 61
- Learning, 173–174
assessment, 54–58
loops, 150
- Learning Alliance, 61
- Learning through reading (LTR), 85, 88
- Library materials, 86
- LTRQ, 86–87, 89, 96
- Mentor-coach (MC), 143, 146
- Mentor-coach professional learning network (MC PLN), 143
context, 144–145
intent, design, and structure, 150–161

- strengths and stretches, 152–161
 - WQSB TIP, 145–150
- Mentoring, 61, 147–149
- Mentoring and coaching fellowship (MCF), 146
- Micro-centers, 8–9, 35–36
- Multi-level networks for transformative change, 27–33
- Mutuality, 171–172, 180–184
- Network (*see also*
 - Inquiring Districts Network;
 - Professional learning networks (PLNs)), 178–179
 - closure, 178
 - thinking and methods, 175
- Network of Inquiry and Indigenous Education (NOIE), 51, 53, 55, 66, 69*n*1, 69*n*2
- Networking
 - to bring transformative education to rural communities, 33–38
 - and sharing, 61
- “New School”, 21
- Nodal systems, 112
- Northwest Comprehensive Center (NWCC), 115
- Northwest Rural Innovation and Student Engagement Network (NW RISE network), 7, 111–112, 115–117, 176
- Online PLNs, 113
- Ontario, Canada, 19
 - FNMI, 20
 - Indigenous populations in, 40
 - KPDSB in, 38
 - multi-level networks for transformative change, 27–33
 - professional collaboration, 23–24
- Ontario Ministry of Education, 22
- Organization for Economic Cooperation and Development (OECD), 109
- Out-of-class cycles, 98–99
- Performance-based assessment (PBA), 85, 87, 96
- Positional approach, 176
- Practice change, 9–10
- Professional capital, 65, 114–115
 - findings, 121–127
- Professional collaboration, 23–24

- Professional development (PD), 2–5, 10, 108
 - ineffectiveness of traditional PD strategies, 111
- Professional learning (PL), 146
- Professional learning communities (PLCs), 21, 108–109
- Professional learning networks (PLNs), 2–3, 19, 50, 63, 74–75, 82–83, 108–109, 112–114, 149–150, 172–173
 - co-regulation, 78–79
 - collaborative relationships across schools, 83
 - conditions supportive of self-and co-regulation, 87–88
 - contrived collegiality, 23
 - distributed agency within, 84–85
 - equity-oriented PLNs, 4–7
 - fine-tuned analysis, 88–90
 - promise of, 75–77
 - rural PLNs, 7–9
 - structures and conditions supporting teacher learning and practice change, 9–10
 - supports created within, 85–86
- Professionalism, 127
- Reading informational text, 84
- Reciprocal ties, 180–181
- Reciprocity (*see* Mutuality)
- Reflection, 64
 - reflection-in-action, 127
- Reflective professional inquiry, 155–157
- Reflective Record, 146
- Reflexive capacity, 66–67
- Relational approach, 175–176
- Relational space in PLN research, 173–175
 - boundedness, 175–177
 - connectedness, 178–180
 - mutuality, 180–182
 - network thinking and methods, 175
- Research, 74
- Rural communities, 110
- Rural education, 110–112
 - findings, 127–130
 - rural teacher leadership, 129–130
 - strengthening community ties, 127–129
- Rural PLNs, 7–9
- Rural schools, 110
- Rural teachers, 108
 - leadership, 129–130

- Safe spaces, 65–66
- Scant funding, 110
- Schools, 18, 20
 - improvement, 114
 - leaders, 3
 - rural, 110
- Self-regulated practice and learning
 - conceptualizing teachers', 77, 80
 - district-level PLN related to teachers' engagement, 100–102
 - implications, 102–103
 - Laura's engagement in cycles, 91–95, 97
- Self-regulation
 - collaborative inquiry, 79–82
 - conditions supportive of, 87–88
 - models, 78
 - nested cycles, 90
- Self-reinforcing learning loops, 159
- Set focus, plan for change, undertake change, recharge and sustain (SPUR), 118
- Shared stories of success, 59–63
- Sharing, 8, 22, 29, 51, 61, 63–64, 180
- Social capital, 115
 - findings, 121–123
- Social network
 - research, 179
 - theory, 171–172, 175
- Spiral of Inquiry, 6, 8, 52–53, 56, 59–60, 66, 68
- Structural holes, 179–180
- Structured learning
 - conversations, 155–156
- Student voice, place creation for, 54–58
- Teacher induction
 - programs (TIP), 143
 - TIP mentor and coaching network, 180
 - TIP mentor-coaches PLN, 179
- Teachers, 3, 86
 - advocacy group, 30
 - evaluation, 146
 - learning, 9–10
 - professional learning and practice, 82
- Teaching, 174
- Teaching fellows (TF), 145–146
- Toolkit Series, 61
- Transformative change, multi-level networks for, 27–33
- Transformative education to rural communities, 33–38

- Transformative
 - Educational Leadership Program (TELP), 61
 - “Transitional North” classrooms, 29
- UNESCO study, 37
- Western Québec School Board (WQSB), 144–145, 177
 - TIP, 145–150
- Within-class cycles, 99–100
- Within-schools, 32
- World Bank study, 36–37