

## Creating Fearless Learning Climates in Education: A Conceptual Review of Inclusive Leadership and Psychological Safety

### Eğitimde Korkusuz Öğrenme İklimleri: Kapsayıcı Liderlik ve Psikolojik Güvenliğe Kavramsal Bir Bakış

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#### ABSTRACT

Educational organizations are increasingly expected to function as learning organizations capable of continuous adaptation, collaboration, and innovation. However, hierarchical structures, fear of failure, and limited participation often constrain learning processes in educational settings. Drawing on international literature across education, organizational studies, and psychology, this study presents an integrative review of research examining the relationships among inclusive leadership, psychological safety, and learning organizations. The review synthesizes evidence demonstrating that inclusive leadership behaviors—such as openness, accessibility, and active encouragement of participation—play a critical role in fostering psychologically safe environments in which individuals feel confident to voice ideas, report errors, and engage in learning behaviors. Psychological safety, in turn, emerges as a central mechanism enabling organizational learning by supporting dialogue, experimentation, knowledge sharing, and reflective practice. Building on this synthesis, the study proposes a conceptual framework illustrating how inclusive leadership contributes to the development of fearless learning organizations in educational contexts. The article concludes by discussing implications for educational leaders and outlining directions for future empirical research in schools and higher education institutions.

**Keywords:** Inclusive leadership; psychological safety; learning organization; organizational learning; educational organizations; fearless learning climates

#### ÖZ

Eğitim örgütlerinin sürekli uyum, iş birliği ve yenilik üretebilen öğrenen örgütler olarak işlemesi giderek daha fazla beklenmektedir. Bununla birlikte, hiyerarşik yapılar, hata yapma korkusu ve karar süreçlerine sınırlı katılım; okul ve yükseköğretim bağlamlarında öğrenme davranışlarını ve açık iletişimi kısıtlayabilmektedir. Bu çalışma, kapsayıcı liderlik, psikolojik güvenlik ve öğrenen örgüt literatürünü eğitim odaklı bir bakışla bütünleştirmektedir. Uluslararası alan yazının sentezi, kapsayıcı liderlik davranışlarının (açıklık, erişilebilirlik, ulaşılabilirlik ve katılımı teşvik etme) bireylerin fikirlerini dile getirmesini, hataları raporlamasını ve öğrenme davranışlarına katılmasını kolaylaştıran psikolojik olarak güvenli ortamların oluşumunda kritik rol oynadığını göstermektedir. Psikolojik güvenlik ise diyalog, deneme-yanılma, bilgi paylaşımı ve yansıtıcı uygulama gibi süreçleri destekleyerek örgütsel öğrenmeyi mümkün kılan temel bir mekanizma olarak öne çıkmaktadır. Bu sentez temelinde çalışma, eğitim bağlamında kapsayıcı liderliğin psikolojik güvenlik aracılığıyla “korkusuz öğrenen örgütlerin” gelişimine

nasıl katkı sunduğunu açıklayan bir kavramsal çerçeve önermekte; okul ve yükseköğretim liderleri için çıkarımlar ile gelecekteki ampirik araştırmalara yönelik öneriler sunmaktadır.

**Anahtar Kelimeler:** Kapsayıcı liderlik; psikolojik güvenlik; öğrenen örgüt; örgütsel öğrenme; eğitim örgütleri; korkusuz öğrenme iklimi

## INTRODUCTION

Educational organizations are increasingly expected to function as learning organizations capable of continuous adaptation, innovation, and collective problem solving. Schools and higher education institutions operate in environments characterized by rapid change, uncertainty, and growing demands for accountability, inclusion, and quality improvement. In such contexts, organizational learning is not merely a desirable feature but a fundamental requirement for institutional sustainability and educational effectiveness (Garvin, 1993; Marsick & Watkins, 2003). The capacity of educational institutions to learn collectively—to question existing practices, generate new knowledge, and translate learning into improved action—has become central to their ability to respond to complex educational, social, and technological challenges.

Despite this expectation, learning processes in educational organizations are frequently constrained by structural and cultural barriers. Hierarchical governance structures, strong professional boundaries, performance pressures, and fear of failure often limit open communication and shared inquiry. Research has shown that when educators and academic staff perceive interpersonal risk—such as fear of negative evaluation, blame, or marginalization—they are less likely to share ideas, question existing practices, or engage in reflective learning behaviors (Edmondson, 1999, 2018). These conditions undermine the very foundations of learning organizations, which rely on dialogue, inquiry, experimentation, and shared meaning-making. In such environments, silence may become a rational response, even when improvement and innovation are urgently needed.

In recent years, psychological safety has emerged as a central construct for understanding how organizations create environments in which individuals feel safe to speak up, take risks, and learn collectively. Psychological safety refers to a shared belief that the work environment is safe for interpersonal risk-taking, enabling individuals to express themselves without fear of embarrassment, rejection, or punishment (Edmondson, 1999). A growing body of research across sectors demonstrates that psychological safety supports learning behaviors, innovation, error reporting, and performance at individual, team, and organizational levels (Edmondson & Lei, 2014; Frazier et al., 2017). In psychologically safe environments, individuals are more willing to admit mistakes, ask questions, and engage in critical reflection—behaviors that are essential for organizational learning.

For educational organizations, psychological safety holds particular significance. Teaching and academic work involve ongoing evaluation, visibility, and professional accountability, conditions that can heighten sensitivity to interpersonal risk (Edmondson, 1999, 2018). In such contexts, low levels of psychological safety may discourage teachers and academics from questioning established practices, experimenting with new approaches, or engaging fully in collaborative learning processes (Edmondson, 1999; Frazier et al., 2017). Conversely, psychologically safe climates support voice, reflection, and learning-oriented risk-taking, enabling educators to approach uncertainty and error as integral to professional learning rather than as threats to competence or identity (Edmondson, 2018; Kahn, 1990).

Parallel to this development, inclusive leadership has gained prominence as a leadership approach that emphasizes openness, accessibility, respect for diversity, and active encouragement of participation. Inclusive leaders deliberately invite and value diverse perspectives, recognize individual contributions, and create conditions in which all members feel respected and included

(Nembhard & Edmondson, 2006; Randel et al., 2018). Rather than relying on authority or control, inclusive leadership is characterized by relational practices that reduce power distance and legitimize voice.

Empirical studies consistently indicate that inclusive leadership is positively associated with psychological safety, voice behavior, creativity, and engagement (Carmeli et al., 2010; Javed et al., 2019). Leaders who demonstrate openness, availability, and genuine interest in others' contributions signal that speaking up is both safe and valued. Through these behaviors, inclusive leadership shapes the social and emotional conditions under which learning can occur. In educational settings, where professional expertise is widely distributed and learning is inherently collaborative, such leadership practices are particularly consequential.

Although the relationships among inclusive leadership, psychological safety, and learning-related outcomes have been examined in various organizational contexts, the literature remains fragmented. Studies are often conducted in business, healthcare, or industrial settings, and findings relevant to education are dispersed across disciplines. Moreover, while psychological safety is frequently identified as a mediating or enabling mechanism, much of the existing research treats it as a statistical variable rather than as a process through which leadership practices translate into collective learning. As a result, there is limited integrative work that conceptually explains how inclusive leadership contributes to the development of learning organizations in educational contexts.

This gap is particularly salient for educational leadership research. Educational institutions differ from many other organizations in terms of professional autonomy, disciplinary cultures, and the centrality of learning as both a means and an end. Leadership in education is exercised not only through formal authority but also through influence, trust, and professional credibility. As such, understanding how leadership behaviors shape psychological safety and, in turn, organizational learning requires a context-sensitive and theoretically coherent approach.

### **1.1. Purpose and Contribution of the Study**

Responding to this need, the present study offers a conceptual review of international literature on inclusive leadership, psychological safety, and learning organizations, with a specific focus on education. Adopting an integrative review approach, the study synthesizes theoretical and empirical research across disciplines to clarify the relationships among these constructs and to explain psychological safety as a central mechanism linking leadership practices to organizational learning. Accordingly, the central research question guiding this conceptual study is: *How can inclusive leadership and psychological safety be theoretically integrated to explain the emergence of learning organizations in education?*

This study makes three distinct conceptual contributions to educational leadership research. First, it brings together fragmented strands of literature to provide a coherent conceptual account of how inclusive leadership and psychological safety interact in educational organizations. Second, it reframes psychological safety not merely as an outcome or mediator, but as a foundational condition for the emergence of learning organizations. Third, it proposes a conceptual framework for creating fearless learning climates in education, offering guidance for educational leaders and a foundation for future empirical research.

## **METHOD**

### **2.1. Research Design**

This study adopts a conceptual integrative review design. Integrative reviews enable the synthesis of theoretical and empirical literature across diverse disciplines in order to generate new conceptual insights, frameworks, or perspectives on complex phenomena (Torraco, 2005). Unlike systematic reviews or meta-analyses, integrative reviews do not aim to exhaustively aggregate findings or calculate effect sizes; rather, they seek to advance theory by clarifying constructs, relationships, and underlying mechanisms. As a conceptual integrative review, this study does not involve empirical data collection or participant sampling; instead, its unit of analysis consists of peer-reviewed scholarly publications relevant to the focal constructs.

Given the study's aim to develop a conceptual framework explaining how inclusive leadership and psychological safety contribute to learning organizations in education, an integrative review was deemed the most appropriate methodological approach. This design allows for theoretical integration and conceptual clarification tailored to the distinctive characteristics of educational organizations.

### **2.2. Scope of the Literature Review**

The review focuses on peer-reviewed international literature addressing one or more of the following core constructs:

- Inclusive leadership
- Psychological safety
- Learning organizations and organizational learning

While the primary emphasis is on educational organizations, including schools and higher education institutions, studies conducted in other organizational contexts (e.g., business, healthcare, public organizations) were also included when they offered strong conceptual relevance or transferable insights for education. This approach is consistent with prior integrative and conceptual reviews that draw on cross-sectoral evidence to inform educational leadership theory (Edmondson & Lei, 2014; Torraco, 2005).

Priority was given to studies that (a) provided clear conceptual definitions, (b) examined relational or process-oriented mechanisms, and (c) addressed learning, voice, or leadership practices relevant to educational settings. The literature considered in this review was identified through searches in major academic databases, including Web of Science, Scopus, and Google Scholar, using combinations of keywords such as “inclusive leadership,” “psychological safety,” “learning organization,” and “organizational learning” in relation to education.

### **2.3. Analytical Strategy**

The literature was analyzed using a thematic and conceptual synthesis approach. First, key theoretical foundations of inclusive leadership, psychological safety, and learning organizations were examined to identify converging and complementary perspectives. Second, empirical findings were reviewed to identify recurring patterns linking leadership behaviors to psychological safety and learning-related outcomes. Third, these insights were integrated to develop a coherent conceptual explanation of how leadership practices shape learning climates in educational organizations.

Importantly, psychological safety is not treated in this study as a statistical mediator or outcome variable. Instead, it is conceptualized as a dynamic enabling mechanism that operates through social and relational processes. This process-oriented perspective allows for a deeper

understanding of how inclusive leadership contributes to the emergence of learning organizations beyond variable-based explanations.

The analytical process was iterative rather than linear. Concepts were compared across studies to identify recurring explanatory patterns, convergent arguments, and conceptual tensions. Through constant comparison and abstraction, relationships among inclusive leadership, psychological safety, and learning processes were refined and organized into an integrative framework. This interpretive synthesis prioritizes theoretical coherence and explanatory depth over quantitative aggregation.

#### **2.4. Trustworthiness and Conceptual Rigor**

To enhance conceptual rigor, the synthesis was guided by consistency across definitions, theoretical coherence, and alignment with established frameworks in leadership and organizational learning research. Rather than aggregating findings mechanically, the review emphasizes interpretive integration and theoretical transparency, which are central criteria for quality in conceptual and integrative review research (Torraco, 2005).

### **FINDINGS**

#### **3.1. Inclusive Leadership in Educational Organizations**

Inclusive leadership has emerged as a leadership approach that responds to the increasing diversity, complexity, and interdependence of contemporary organizations. At its core, inclusive leadership emphasizes behaviors that signal openness, accessibility, and appreciation of diverse perspectives, enabling individuals to feel valued and respected within the organization (Nembhard & Edmondson, 2006; Randel et al., 2018). Rather than centering authority or positional power, inclusive leadership focuses on relational practices that legitimize participation and reduce interpersonal risk.

In educational organizations, inclusive leadership holds particular relevance. Schools and higher education institutions are professional settings in which expertise is distributed across multiple actors, and effective learning often depends on collaboration among educators, academic staff, and administrators. In such contexts, decision-making and improvement processes frequently require dialogue across disciplinary, hierarchical, and professional boundaries (Hollander, 2009; Randel et al., 2018). Inclusive leadership is especially relevant in these settings because it supports participation, values diverse perspectives, and helps create conditions in which individuals feel able to contribute their knowledge, experiences, and concerns without fear of negative consequences (Nembhard & Edmondson, 2006; Carmeli et al., 2010).

##### **3.1.1. Defining Inclusive Leadership in Education**

Inclusive leadership is commonly defined as leader behaviors and practices that actively encourage and value the contributions of all members, particularly those who may otherwise be marginalized or excluded (Nembhard & Edmondson, 2006). Inclusive leaders demonstrate openness to input, accessibility in interactions, and availability for dialogue, signaling that participation is both safe and expected (Carmeli et al., 2010). These behaviors challenge traditional hierarchical leadership models by emphasizing shared influence and collective sense-making.

Within education, inclusive leadership extends beyond demographic inclusion to encompass professional voice and pedagogical diversity. Inclusive educational leaders recognize that teachers, academics, and staff bring distinct perspectives shaped by disciplinary backgrounds, teaching experiences, and interactions with learners. Research on inclusive leadership emphasizes that valuing diverse perspectives and legitimizing voice are central mechanisms through which

inclusive leaders foster participation and learning within organizations (Nembhard & Edmondson, 2006; Randel et al., 2018). By acknowledging and valuing this diversity, inclusive leaders create environments in which multiple viewpoints can coexist and contribute to organizational learning.

### ***3.1.2. Inclusive Leadership as a Relational Practice***

A defining feature of inclusive leadership is its relational orientation. Inclusive leaders engage in behaviors that cultivate trust, respect, and mutual recognition, thereby shaping the social climate of the organization (Hollander, 2009). Such behaviors include attentive listening, responsiveness to concerns, transparent communication, and willingness to acknowledge uncertainty. These practices are particularly important in educational organizations, where professional autonomy and identity are central to educators' work.

Research indicates that when leaders are perceived as open and accessible, employees are more likely to express ideas, seek feedback, and challenge existing assumptions (Carmeli et al., 2010). In education, this may translate into greater willingness among teachers and academics to discuss instructional challenges, reflect on assessment practices, or propose pedagogical innovations. Inclusive leadership thus supports the relational conditions necessary for professional learning and development.

### ***3.1.3. Inclusive Leadership and Voice in Educational Settings***

Voice behavior—the discretionary communication of ideas, concerns, or suggestions—is a critical mechanism through which learning occurs in organizations. Inclusive leadership has been consistently linked to increased voice behavior, as leaders who invite participation and respond constructively to input reduce the perceived risks associated with speaking up (Randel et al., 2018; Javed et al., 2019). In educational settings, voice is essential for identifying problems, improving teaching practices, and responding to student needs.

Educational organizations often struggle with silencing mechanisms rooted in hierarchy, evaluation, and accountability pressures. Teachers and academics may hesitate to question policies or instructional norms if they fear negative judgments or professional repercussions. Inclusive leaders counteract these dynamics by explicitly legitimizing voice and framing dissent as a resource for improvement rather than as a threat to authority.

### ***3.1.4. Inclusive Leadership and Psychological Safety***

A substantial body of research demonstrates that inclusive leadership is closely associated with psychological safety. Leaders who exhibit openness, availability, and respect create environments in which individuals feel safe to take interpersonal risks (Nembhard & Edmondson, 2006; Carmeli et al., 2010). Psychological safety, in turn, enables learning behaviors such as asking questions, admitting mistakes, and experimenting with new approaches.

In educational organizations, the link between inclusive leadership and psychological safety is particularly significant. Teaching and academic work involve ongoing evaluation by peers, administrators, and students, making the social environment a powerful influence on professional behavior (Edmondson, 1999, 2018). Research on inclusive leadership suggests that leaders who demonstrate openness, accessibility, and constructive responses to mistakes help create environments in which individuals feel safe to take interpersonal risks and engage in learning behaviors (Nembhard & Edmondson, 2006; Carmeli et al., 2010). When leaders respond to errors with curiosity rather than blame and frame uncertainty as an opportunity for learning, they contribute to climates in which educators feel empowered to engage in reflective practice and professional learning.

### ***3.1.5. Implications for Learning-Oriented Educational Leadership***

By fostering psychological safety and legitimizing voice, inclusive leadership lays the groundwork for learning-oriented organizational cultures (Nembhard & Edmondson, 2006; Randel et al., 2018). Inclusive educational leaders do not merely manage processes or enforce compliance; they actively shape the relational and social conditions under which learning becomes possible. Through relational practices such as openness, accessibility, and constructive engagement with input, inclusive leaders support dialogue, collective inquiry, and shared responsibility for improvement (Carmeli et al., 2010; Hollander, 2009).

Importantly, inclusive leadership should not be understood as a set of isolated behaviors but as a sustained orientation toward leadership practice. In educational organizations, where learning is both the mission and the means, such leadership practices contribute to the development of environments in which individuals and institutions can engage in learning without fear (Edmondson, 2018).

## **3.2. Psychological Safety as a Learning Enabler in Educational Organizations**

Psychological safety has become a central concept for understanding how learning occurs within organizations, particularly in contexts characterized by uncertainty, complexity, and professional interdependence. Originally introduced by Kahn (1990) and later developed by Edmondson (1999), psychological safety refers to individuals' perceptions that they can express themselves, take interpersonal risks, and engage fully in their work roles without fear of negative consequences to their self-image, status, or career. In psychologically safe environments, individuals feel confident that speaking up, asking questions, or admitting mistakes will not result in embarrassment, exclusion, or punishment.

In educational organizations, psychological safety is especially critical. Teaching and academic work are inherently relational and publicly visible, often involving continuous evaluation by students, colleagues, and administrators (Edmondson, 1999, 2018). Under such conditions, educators may be particularly sensitive to interpersonal risk, especially in environments characterized by strong accountability pressures and performance metrics. Research suggests that when psychological safety is low, individuals are less likely to experiment, voice concerns, or participate actively in collaborative learning processes, thereby limiting opportunities for organizational learning and improvement (Edmondson & Lei, 2014; Frazier et al., 2017).

### ***3.2.1. Psychological Safety and Learning Behaviors***

A substantial body of research demonstrates that psychological safety is closely linked to learning behaviors at individual, team, and organizational levels. Learning behaviors—including asking questions, seeking feedback, sharing information, reflecting on practice, and learning from errors—often involve interpersonal risk. Psychological safety reduces this risk by creating a climate in which such behaviors are normalized and encouraged (Edmondson, 1999).

Empirical studies across sectors show that psychologically safe environments promote knowledge sharing, open dialogue, and collective problem solving (Edmondson & Lei, 2014; Frazier et al., 2017). In educational settings, these behaviors are essential for instructional improvement, curriculum development, and pedagogical innovation. When educators feel safe to discuss challenges, question assumptions, and explore alternative approaches, learning becomes a collective and continuous process rather than an individual or isolated activity.

### ***3.2.2. Learning from Errors and Reflective Practice***

One of the most critical functions of psychological safety is enabling learning from errors. Errors and failures are inevitable in complex educational environments, particularly when educators are encouraged to innovate or adopt new pedagogical practices. However, in psychologically unsafe climates, errors may be concealed or attributed to individual incompetence, preventing meaningful learning from occurring.

Research indicates that psychological safety supports error reporting and reflective learning by framing mistakes as opportunities for growth rather than as sources of blame (Edmondson, 2018). In educational organizations, this perspective is vital for fostering reflective practice, a core component of professional learning. Educators who feel psychologically safe are more likely to critically examine their teaching, share unsuccessful experiences, and collaboratively explore ways to improve practice.

### ***3.2.3. Psychological Safety and Dialogue in Educational Organizations***

Dialogue and inquiry are foundational elements of learning organizations. Psychological safety facilitates high-quality dialogue by enabling individuals to express divergent viewpoints, raise concerns, and engage in constructive debate without fear of negative repercussions. Studies have shown that psychologically safe environments are associated with more open communication, higher-quality interactions, and greater collective sense-making (Edmondson & Bransby, 2023).

Within educational organizations, dialogue often occurs across hierarchical and professional boundaries—for example, between teachers and administrators or between junior and senior academics. Research on psychological safety suggests that psychologically safe environments help reduce perceived power asymmetries that might otherwise inhibit participation in such interactions (Edmondson, 1999; Edmondson & Lei, 2014). When individuals perceive that their perspectives are respected and valued, they are more likely to engage actively in discussions, share ideas, and contribute to collective learning processes within organizations (Frazier et al., 2017; Edmondson & Bransby, 2023).

### ***3.2.4. Psychological Safety as a Foundation for Learning Organizations***

Learning organizations are characterized by continuous inquiry, shared learning, and the integration of knowledge into organizational practices (Garvin, 1993; Marsick & Watkins, 2003). Psychological safety functions as a foundational condition that enables these processes to occur. Without psychological safety, formal learning structures—such as professional development programs or collaborative teams—may fail to generate meaningful learning outcomes.

Research suggests that psychological safety supports the development of learning organizations by enabling individuals and groups to engage in experimentation, reflection, and knowledge exchange (Sanner & Bunderson, 2013). In educational settings, psychologically safe climates encourage educators to challenge established routines, explore innovative practices, and collaboratively construct new understandings of teaching and learning.

### ***3.2.5. Psychological Safety in Educational Leadership Contexts***

Leadership plays a critical role in shaping psychological safety in educational organizations. Leaders influence psychological safety through their responses to voice, their handling of mistakes, and their openness to feedback (Edmondson, 2004). When educational leaders demonstrate curiosity, humility, and support for learning, they signal that interpersonal risk-taking is acceptable and valued.

Importantly, psychological safety should not be understood as the absence of standards or accountability. Rather, it reflects a balance between high expectations and supportive conditions



for learning. In educational organizations, this balance is essential for sustaining improvement while maintaining professional integrity.

### ***3.2.6. Toward Fearless Learning Climates in Education***

Taken together, the literature suggests that psychological safety is a key enabler of learning in educational organizations. By reducing interpersonal risk and supporting voice, dialogue, and reflection, psychological safety creates the conditions necessary for learning organizations to emerge. These conditions form the basis of what can be described as fearless learning climates—environments in which educators feel empowered to learn, innovate, and improve collectively.

Understanding psychological safety as a dynamic and socially constructed phenomenon highlights the importance of leadership practices in shaping learning climates. This perspective sets the stage for examining how inclusive leadership contributes to the development of learning organizations through the creation of psychologically safe environments, a relationship explored in the next section.

## **3.3. Psychological Safety and Learning Organizations in Education**

The concept of the learning organization has long been associated with an organization's capacity to create, acquire, and transfer knowledge and to modify its behavior in response to new insights (Garvin, 1993). Within this tradition, learning is understood not merely as individual skill development but as a collective process embedded in organizational routines, relationships, and cultures. In educational organizations, learning organizations are reflected in sustained inquiry into practice, collaborative problem solving, and the continuous integration of learning into instructional and organizational improvement.

Psychological safety plays a pivotal role in enabling these processes. Learning organizations depend on behaviors that inherently involve interpersonal risk, such as questioning established practices, sharing incomplete ideas, and openly discussing errors. Psychological safety reduces the perceived cost of such behaviors, making it possible for individuals and groups to engage in learning-oriented action (Edmondson, 1999; Edmondson & Lei, 2014). Without psychological safety, learning organization structures may exist in form but fail to function in practice.

### ***3.3.1. Psychological Safety as a Catalyst for Organizational Learning***

Organizational learning involves cycles of action, reflection, and adaptation that are sustained over time. These cycles require individuals to surface assumptions, test alternatives, and collectively interpret outcomes. Psychological safety acts as a catalyst in this process by enabling individuals to participate fully in learning activities without fear of negative social consequences (Sanner & Bunderson, 2013).

Research suggests that psychologically safe environments are associated with higher levels of inquiry, feedback seeking, and experimentation—behaviors that are central to learning organizations (Edmondson & Bransby, 2023). In educational settings, this may manifest as teachers collaboratively analyzing instructional challenges, academic staff reflecting on curriculum design, or departments engaging in evidence-informed decision-making. Psychological safety thus supports the social conditions under which learning becomes embedded in everyday organizational practice.

### ***3.3.2. Psychological Safety and the Core Dimensions of Learning Organizations***

Frameworks of learning organizations commonly emphasize dimensions such as continuous learning, dialogue and inquiry, team learning, empowerment, and systems thinking (Marsick & Watkins, 2003). Psychological safety intersects with each of these dimensions by shaping how individuals experience and engage in learning opportunities.

For instance, continuous learning requires individuals to acknowledge gaps in knowledge and seek development opportunities—behaviors that are unlikely to occur in psychologically unsafe climates (Edmondson, 1999; Edmondson & Lei, 2014). Dialogue and inquiry depend on individuals' willingness to express divergent views and challenge dominant assumptions, while team learning relies on trust and openness among members, particularly when addressing complex or ambiguous problems (Marsick & Watkins, 2003). Psychological safety supports these processes by legitimizing vulnerability and encouraging collective engagement in learning behaviors (Frazier et al., 2017).

In educational organizations, these dynamics are particularly salient. Learning organizations in education must support not only technical learning but also pedagogical reflection and professional growth. Research suggests that psychologically safe environments enable educators to critically examine their practice, share uncertainties, and collaboratively develop new approaches to teaching and learning (Edmondson, 2018; Edmondson & Bransby, 2023).

### ***3.3.3. Psychological Safety Across Levels of Educational Organizations***

Psychological safety operates across multiple levels of educational organizations, including individual, team, and institutional levels. At the individual level, psychological safety influences educators' willingness to seek feedback, admit uncertainty, and engage in reflective practice. At the team level, it supports collaborative learning, shared problem solving, and mutual accountability. At the organizational level, psychological safety contributes to cultures that value learning, adaptability, and continuous improvement.

Studies indicate that psychologically safe climates facilitate alignment between individual learning and organizational learning by enabling knowledge to flow across boundaries (Edmondson & Lei, 2014). In educational institutions, such alignment is essential for translating individual insights into collective change. When educators feel safe to share experiences and insights beyond their immediate contexts, organizational learning becomes more coherent and sustainable.

### ***3.3.4. Psychological Safety and Change in Educational Organizations***

Educational organizations frequently engage in change initiatives related to curriculum reform, assessment practices, digital transformation, or inclusion. Such initiatives often require experimentation and learning under conditions of uncertainty. Research on psychological safety suggests that psychologically safe environments support change by enabling individuals to voice concerns, surface unintended consequences, and adapt practices based on feedback and collective learning processes (Edmondson, 1999; Edmondson & Lei, 2014; Frazier et al., 2017).

Research suggests that psychological safety enhances organizational resilience by allowing organizations to learn from both successes and failures (Edmondson, 2018). In education, where reforms often evoke strong professional identities and emotions, psychologically safe environments are essential for sustaining engagement and learning during change processes.

### ***3.3.5. Integrating Psychological Safety into Learning Organization Theory in Education***

Despite its relevance, psychological safety has not always been explicitly integrated into learning organization theory, particularly within educational research. While learning organization frameworks emphasize structures and processes that support learning (Garvin, 1993; Marsick & Watkins, 2003), they often give less explicit attention to the emotional and relational conditions necessary for these processes to function effectively. Research on psychological safety highlights the importance of social dynamics—such as trust, openness, and interpersonal risk-taking—in enabling learning behaviors within organizations (Edmondson, 1999; Edmondson & Lei, 2014).

Conceptualizing psychological safety as a foundational condition for learning organizations therefore helps explain why similar organizational structures may produce different learning outcomes across educational settings. Institutions that cultivate psychologically safe environments are better positioned to translate learning intentions into sustained learning practices (Edmondson, 2018; Frazier et al., 2017).

### ***3.3.6. Implications for Developing Fearless Learning Organizations***

The synthesis of research reviewed in this section suggests that psychological safety is integral to the emergence of learning organizations in education. Psychologically safe environments enable educators to engage in inquiry, dialogue, and experimentation without fear, thereby fostering continuous learning at individual and collective levels. These environments form the basis of what may be described as fearless learning organizations—educational institutions in which learning is sustained by trust, openness, and shared responsibility.

Understanding the role of psychological safety in learning organizations underscores the importance of leadership practices that intentionally shape learning climates. This perspective provides a critical bridge between leadership behaviors and organizational learning outcomes, setting the stage for examining how inclusive leadership contributes to the creation of fearless learning climates in education.

## **3.4. Inclusive Leadership, Psychological Safety, and the Emergence of Fearless Learning Climates in Education**

The preceding sections demonstrate that inclusive leadership, psychological safety, and learning organizations are closely interconnected yet often examined in isolation. While prior research has established associations between inclusive leadership and psychological safety, and between psychological safety and learning behaviors, there remains a need for an integrative conceptual account that explains how these elements collectively contribute to the development of learning organizations in educational contexts. This section addresses this gap by synthesizing the reviewed literature and proposing a conceptual framework for fearless learning climates in education.

The synthesis presented in the preceding sections directly addresses the central research question of this study: how inclusive leadership and psychological safety can be theoretically integrated to explain the emergence of learning organizations in educational contexts. The reviewed literature demonstrates that inclusive leadership shapes relational conditions that foster psychological safety, which in turn enables learning behaviors essential to organizational learning. By integrating these strands conceptually rather than treating them as isolated constructs, the study clarifies the mechanisms through which leadership practices contribute to the development of learning-oriented environments in education.

### ***3.4.1. Inclusive Leadership as an Antecedent of Psychological Safety***

Inclusive leadership shapes the social and emotional conditions under which learning occurs in educational organizations. Leaders who demonstrate openness, accessibility, and respect for diverse perspectives signal that participation is valued and that interpersonal risk-taking is legitimate (Nembhard & Edmondson, 2006; Randel et al., 2018). Through everyday interactions—such as inviting input, responding constructively to dissent, and acknowledging uncertainty—inclusive leaders influence how educators interpret the interpersonal risks associated with speaking up and engaging in learning behaviors.

In educational settings, where professional identities are closely tied to expertise and performance, leadership signals regarding openness and participation can be particularly consequential. Research on inclusive leadership suggests that leader behaviors that invite input and recognize contributions help reduce perceived power asymmetries and legitimize voice across

hierarchical and professional boundaries (Nembhard & Edmondson, 2006; Carmeli et al., 2010; Randel et al., 2018). Extending these insights to education, inclusive leadership can be understood as fostering psychological safety through sustained relational practices that shape norms of participation and dialogue over time.

#### ***3.4.2. Psychological Safety as a Core Enabling Mechanism***

Psychological safety functions as a central enabling mechanism that translates inclusive leadership behaviors into learning-oriented organizational outcomes. When educators perceive that their work environment is psychologically safe, they are more likely to engage in behaviors that support organizational learning, such as questioning assumptions, sharing experiences, experimenting with new practices, and reflecting on outcomes (Edmondson, 1999; Edmondson & Lei, 2014).

Importantly, psychological safety does not eliminate standards or accountability. Rather, it creates conditions in which high expectations coexist with support for learning and improvement. In educational organizations, this balance is essential for sustaining professional growth while maintaining instructional quality. Psychological safety enables educators to confront uncertainty and complexity without fear, thereby supporting continuous learning at individual, team, and organizational levels

#### ***3.4.3. From Psychological Safety to Learning Organizations***

Learning organizations are characterized by ongoing inquiry, dialogue, collective reflection, and the integration of learning into organizational routines (Garvin, 1993; Marsick & Watkins, 2003). Psychological safety underpins these characteristics by making learning behaviors socially acceptable and emotionally viable. Without psychological safety, structures designed to support learning—such as professional learning communities or collaborative teams—may fail to generate meaningful change.

In educational contexts, psychologically safe environments facilitate the alignment of individual learning with organizational learning. Educators who feel safe to share insights and challenges contribute to collective knowledge-building processes, enabling institutions to adapt and improve. Over time, these processes become embedded in organizational culture, supporting the emergence of learning organizations that are resilient, reflective, and responsive to change.

#### ***3.4.4. Fearless Learning Climates in Education***

Building on this synthesis, the concept of fearless learning climates is proposed to capture the dynamic interplay among inclusive leadership, psychological safety, and organizational learning in education. Fearless learning climates are characterized by relational trust, open dialogue, and shared responsibility for learning, enabling educators to engage fully in learning processes without fear of interpersonal or professional repercussions.

In such climates, leadership practices actively normalize learning from uncertainty and error, psychological safety sustains participation and voice, and learning organization processes translate learning into improved educational practice. Fearless learning climates thus represent an integrative outcome of leadership behaviors and social conditions that support continuous learning in educational organizations.

#### ***3.4.5. Conceptual Framework and Propositions***

Drawing on the reviewed literature, a conceptual framework is proposed in which inclusive leadership contributes to the development of psychological safety, which in turn enables learning organization processes in educational settings. Rather than implying linear causality, the framework conceptualizes these relationships as mutually reinforcing processes that evolve over time.

Based on this framework, the following propositions are advanced to guide future research:

Proposition 1. Inclusive leadership practices in educational organizations contribute to the development of psychologically safe learning climates.

Proposition 2. Psychological safety enables learning behaviors—such as dialogue, inquiry, reflection, and experimentation—that are central to learning organizations in education.

Proposition 3. Psychological safety functions as a core enabling mechanism through which inclusive leadership supports the emergence of learning organizations.

Proposition 4. Fearless learning climates emerge when inclusive leadership and psychological safety jointly support sustained organizational learning in educational contexts.

These propositions are intended to inform future empirical research and to provide a conceptual foundation for examining leadership and learning in schools and higher education institutions.

#### ***3.4.6. Implications for Educational Leadership Theory***

By integrating inclusive leadership, psychological safety, and learning organization theory, the proposed framework advances educational leadership research in several ways. First, it highlights the relational and emotional dimensions of learning that are often underrepresented in organizational learning models. Second, it positions psychological safety as a foundational condition rather than a peripheral variable. Third, it offers a context-sensitive conceptualization of leadership and learning that reflects the distinctive characteristics of educational organizations.

## **DISCUSSION**

This conceptual review set out to clarify how inclusive leadership and psychological safety jointly contribute to the emergence of learning organizations in educational contexts. By synthesizing research across leadership, organizational learning, and psychological safety literatures, the study advances a framework for understanding fearless learning climates in education. The discussion below situates these findings within educational leadership scholarship and elaborates their implications for leadership practice in schools and higher education institutions, respectively.

### **4.1. Reframing Educational Leadership Through a Learning Lens**

The proposed framework reinforces the view that educational leadership cannot be reduced to structural coordination, performance monitoring, or instructional supervision alone. Rather, leadership in education must be understood as a relational and contextual practice that shapes the emotional and social conditions under which learning occurs. Inclusive leadership emerges as a critical form of leadership precisely because it addresses the interpersonal risks inherent in professional learning, particularly in environments marked by evaluation, accountability, and hierarchical authority.

By positioning psychological safety as a core enabling mechanism, this study contributes to leadership theory by explaining how leadership behaviors translate into collective learning rather than merely asserting that they do. This process-oriented perspective aligns with contemporary calls to move beyond trait-based or style-based leadership models toward explanations that capture leadership as an ongoing social influence process within organizations.

#### **4.2. Implications for Leadership in Schools**

In school settings, leadership is often exercised within tightly coupled structures characterized by standardized curricula, external accountability pressures, and strong normative expectations regarding teaching practice. These conditions can heighten educators' sensitivity to judgment and error, making psychological safety particularly fragile.

For school leaders, the findings of this study suggest that fostering learning-oriented school cultures requires deliberate attention to inclusive leadership practices. School principals and leadership teams play a pivotal role in signaling whether experimentation, questioning, and professional dialogue are legitimate. Inclusive leadership in schools involves actively inviting teacher voice, acknowledging instructional uncertainty, and framing mistakes as opportunities for collective learning rather than individual failure.

Psychological safety in schools is especially important for sustaining professional learning communities. Without a sense of interpersonal safety, collaborative structures may exist formally but function superficially. School leaders who model openness, listen attentively to dissenting perspectives, and respond constructively to concerns create conditions in which teachers are more likely to engage in reflective practice and instructional innovation. Over time, such practices contribute to the development of schools as learning organizations capable of continuous improvement.

#### **4.3. Implications for Leadership in Higher Education**

Leadership in higher education presents distinct challenges due to high levels of professional autonomy, disciplinary specialization, and decentralized authority. Academic staff often operate with considerable independence, while governance structures may limit leaders' direct influence over teaching and research practices. In this context, inclusive leadership is less about directive control and more about creating relational conditions that support engagement and shared learning.

The findings of this review suggest that inclusive leadership in higher education is particularly important for enabling psychological safety across status and career stages. Junior academics, early-career researchers, and contingent faculty may be especially vulnerable to interpersonal risk, making them less likely to voice concerns or contribute ideas. Leaders who demonstrate accessibility, transparency, and respect for diverse academic identities help reduce these barriers.

Psychological safety also plays a critical role in supporting learning and innovation in higher education, particularly in relation to curriculum reform, interdisciplinary collaboration, and digital transformation. When academic staff feel safe to question established norms and experiment with new approaches, institutions are better positioned to adapt to changing educational demands. Inclusive leadership thus contributes to learning organizations in higher education by enabling dialogue across disciplinary boundaries and supporting collective sense-making.

#### **4.4. Bridging Leadership Practice and Organizational Learning**

Across both schools and higher education institutions, the findings underscore the importance of aligning leadership practice with learning-oriented organizational goals. Fearless learning climates do not emerge spontaneously; they are cultivated through consistent leadership behaviors that reduce interpersonal risk and legitimize learning. Inclusive leadership provides a practical pathway for educational leaders to operationalize learning organization principles in daily practice.

Importantly, the framework proposed in this study does not imply that leaders should lower standards or avoid difficult conversations. On the contrary, psychologically safe environments support high expectations by enabling individuals to confront challenges openly and engage in honest reflection. Educational leaders who balance accountability with inclusion and support create conditions in which learning becomes both possible and sustainable.

#### **4.5. Implications for Policy and Leadership Development**

Beyond individual leadership practice, the findings have implications for educational leadership preparation and professional development. Leadership development programs should explicitly address inclusive leadership behaviors and the cultivation of psychological safety as foundational competencies. Similarly, policy frameworks that emphasize improvement and innovation in education should recognize the relational conditions necessary for learning to occur.

By integrating inclusive leadership and psychological safety into leadership development and evaluation, educational systems can better support the emergence of learning organizations capable of responding to complexity and change.

### **CONCLUSION**

This study set out to conceptually examine how inclusive leadership and psychological safety jointly contribute to the emergence of learning organizations in educational contexts. By integrating literature from leadership, organizational learning, and psychological safety research, the article advances a coherent framework for understanding fearless learning climates in education. The synthesis highlights that learning in educational organizations is not solely a function of structures or formal processes but is deeply shaped by relational and emotional conditions fostered through leadership practice.

As a conceptual integrative review, this study has several limitations that should be acknowledged. First, the literature synthesized in this review is predominantly drawn from Western and Anglo-American contexts, which may limit the transferability of the proposed framework to educational systems operating under different cultural, institutional, or policy conditions. Second, the study does not include empirical testing of the proposed conceptual relationships, and therefore the framework should be understood as a theoretically grounded explanation rather than as an empirically validated model. Finally, interpretations of inclusive leadership, psychological safety, and learning organizations may vary across educational levels and organizational contexts, suggesting that the framework should be applied with sensitivity to local conditions.

The proposed framework contributes to educational leadership scholarship in several important ways. First, it positions inclusive leadership as a critical driver of learning-oriented cultures by emphasizing leader behaviors that legitimize voice, reduce power distance, and encourage participation. Second, it reframes psychological safety as a foundational enabling condition rather than a peripheral or purely individual-level construct. Third, by linking these elements to learning organization theory, the study provides a context-sensitive explanation of how educational institutions can sustain collective learning in environments characterized by uncertainty and change.

From a theoretical perspective, the concept of fearless learning climates offers a useful lens for integrating fragmented strands of research. It underscores the importance of examining leadership, psychological safety, and learning as mutually reinforcing processes rather than as isolated variables. This perspective aligns with contemporary views of leadership as a social and relational phenomenon and responds to calls for more process-oriented explanations in educational leadership research.

The study also opens several avenues for future research. Empirical studies are needed to examine the proposed framework across different educational contexts, including schools and higher education institutions. Longitudinal and multi-level research designs could provide insights into how inclusive leadership behaviors shape psychological safety over time and how these dynamics influence organizational learning processes. Comparative studies across institutional types, cultural contexts, and governance structures would further enrich understanding of how fearless learning climates develop under varying conditions.

In addition, future research could explore the perspectives of different organizational actors, such as teachers, academic staff, administrators, and students, to capture the distributed nature of learning and leadership in education. Qualitative studies may be particularly valuable for examining how psychological safety is constructed and experienced in everyday educational practice.

In conclusion, fostering learning organizations in education requires more than technical reforms or structural change. It demands leadership practices that intentionally create psychologically safe environments in which educators can learn, experiment, and improve without fear. By articulating the interconnected roles of inclusive leadership and psychological safety, this study offers a conceptual foundation for both scholarly inquiry and leadership practice aimed at cultivating fearless learning climates in education.

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## GENİŞLETİLMİŞ ÖZET

### Giriş

Eğitim örgütleri, hızla değişen toplumsal beklentiler, dijital dönüşüm, çeşitlenen öğrenci profilleri ve artan hesap verebilirlik baskıları nedeniyle giderek daha karmaşık ve belirsiz bir çevrede faaliyet göstermektedir. Bu bağlamda okulların ve yükseköğretim kurumlarının yalnızca mevcut uygulamaları sürdürmeleri değil; sürekli öğrenme yoluyla değişime uyum sağlayan, yenilik üretebilen ve kolektif problem çözme kurumsallaştıran “öğrenen örgütler” olarak işlev görmeleri beklenmektedir. Öğrenen örgüt yaklaşımı, bilginin üretilmesi, paylaşılması ve örgütsel eyleme dönüştürülmesini içeren dinamik bir süreç olarak ele alınmakta; bu süreçte diyalog, sorgulama, ekip öğrenmesi ve sürekli iyileştirme gibi uygulamalar merkezi bir rol oynamaktadır.

Bununla birlikte, eğitim örgütlerinde öğrenme süreçleri çoğu zaman yapısal ve kültürel engellerle sınırlanabilmektedir. Hiyerarşik yönetim pratikleri, performans ve denetim baskısı, güçlü değerlendirme kültürleri ve hata yapma korkusu; öğretmenlerin ve akademik personelin soru sormasını, mevcut uygulamaları sorgulamasını, risk almasını ve eleştirel geri bildirim sunmasını zorlaştırabilmektedir. Bu koşullar, örgütsel öğrenmenin temelini oluşturan konuşma cesareti, yansıtıcı düşünme ve deneyim paylaşımı gibi davranışların önünü kesmektedir. Dolayısıyla öğrenen örgüt olma iddiası, gerekli psikolojik ve ilişkisel koşullar sağlanmadığında biçimsel düzeyde kalabilmektedir.

Son yıllarda “psikolojik güvenlik”, örgütsel öğrenmeyi mümkün kılan temel bir iklim özelliği olarak öne çıkmaktadır. Psikolojik güvenlik, bireylerin fikir belirtme, soru sorma, hata bildirme ve geri bildirim isteme gibi kişilerarası risk içeren davranışları olumsuz sosyal sonuçlarla karşılaşma korkusu yaşamadan gerçekleştirebileceklerine dair paylaşılan bir inançtır. Psikolojik güvenliğin yüksek olduğu ortamlarda bireyler belirsizlikle daha yapıcı biçimde baş etmekte, hatalardan öğrenmeye daha açık olmakta ve öğrenme davranışlarına daha aktif biçimde katılmaktadır. Eğitim bağlamında öğretim ve akademik çalışma sürekli değerlendirme ve görünür performans içerdiğinden, psikolojik güvenliğin önemi daha da artmaktadır.

Psikolojik güvenliğin oluşumunda etkili olan temel öncüllerden biri kapsayıcı liderliktir. Kapsayıcı liderlik; açıklık, erişilebilirlik, ulaşılabilirlik, farklı bakış açılarını davet etme ve katkıları takdir etme gibi davranışlarla örgüt üyelerinin değer gördüğü ve sürece dahil edildiği bir çalışma iklimi oluşturmayı hedeflemektedir. Bu liderlik yaklaşımı, sesini duyurmanın riskli algılanabildiği eğitim örgütlerinde katılımı meşrulaştırarak ve güç mesafesini azaltarak öğrenmeye elverişli bir iklimin oluşmasına katkı sunmaktadır. Ancak alan yazında kapsayıcı liderlik, psikolojik güvenlik ve öğrenen örgüt ilişkisi farklı sektörlerde ele alınmış olsa da, bu ilişkinin eğitim bağlamında bütüncül biçimde kavramsallaştırıldığı çalışmalar sınırlıdır.

Bu çalışma, söz konusu boşluğa yanıt vermek amacıyla kapsayıcı liderlik, psikolojik güvenlik ve öğrenen örgüt ilişkisini eğitim odaklı bir bakış açısıyla bütünleştiren bir kavramsal çerçeve geliştirmeyi amaçlamaktadır. Makale, “korkusuz öğrenme iklimleri” kavramını, kapsayıcı liderlik ve psikolojik güvenliğin birlikte işlediği öğrenme odaklı örgütsel ortamları açıklayan bütünleştirici bir kavramsal lens olarak önermektedir.

### Yöntem

Bu çalışma, eğitim, örgütsel davranış ve psikoloji alanlarında üretilmiş kuramsal ve ampirik literatürü bir araya getirerek karmaşık olgulara ilişkin bütüncül kavramsal açıklamalar ve çerçeveler geliştirmeyi amaçlayan bir yaklaşıma dayanmaktadır. Bu doğrultuda çalışma; kapsayıcı liderlik, psikolojik güvenlik ve öğrenen örgüt/örgütsel öğrenme kavramlarını ele alan uluslararası hakemli araştırmaların, eğitim bağlamı açısından kavramsal olarak anlamlı bulgularını sentezlemektedir.

Çalışmanın kapsamı üç temel yapıyı içermektedir: (i) kapsayıcı liderlik, (ii) psikolojik güvenlik ve (iii) öğrenen örgüt ile örgütsel öğrenme. Öncelik eğitim örgütlerine verilmekle birlikte, eğitim için güçlü aktarılabirlik taşıyan sağlık, kamu ve iş dünyası alanlarında yürütölmüş çalışmalardan da yararlanılmıştır. Analitik süreç tematik ve kavramsal senteze dayanmaktadır: öncelikle temel kavramlar ve kuramsal yaklaşımlar ayrıştırılmış; ardından liderlik davranışları, psikolojik güvenlik ve öğrenme davranışları arasındaki tekrar eden örüntüler belirlenmiş; son olarak bu örüntüler eğitim bağlamına duyarlı bir mekanizma açıklaması içinde bütünleştirilmiştir. Bu çalışma, psikolojik güvenliği istatistiksel bir aracı değişken olarak değil; öğrenmeyi mümkün kılan dinamik bir olanaklayıcı mekanizma olarak ele almaktadır.

### **Bulgular ve Tartışma**

Sentezlenen literatür üç temel sonuca işaret etmektedir. Birincisi, kapsayıcı liderlik, örgüt üyelerinin sesini duyurmasını, soru sormasını ve katkı sunmasını meşrulaştıran ilişkisel bir liderlik yaklaşımı olarak psikolojik güvenliğin oluşumunda belirleyici bir rol oynamaktadır. Liderlerin açıklığı, erişilebilirliği ve katılımı teşvik eden tutumları, bireylerin fikir belirtme ve hata bildirme gibi kişilerarası risk içeren davranışlara yönelik tehdit algısını azaltmakta; bu da psikolojik güvenliğin güçlenmesine katkı sağlamaktadır. Eğitim örgütlerinde bu mekanizma özellikle önemlidir; çünkü öğretmenler ve akademik personel, yoğun değerlendirilme baskısı altında riskten kaçınma eğilimi gösterebilmektedir.

İkincisi, psikolojik güvenlik, öğrenen örgütlerin merkezinde yer alan öğrenme davranışlarını etkinleştirmektedir. Psikolojik güvenliğin yüksek olduğu iklimlerde diyalog, sorgulama, geri bildirim arama, bilgi paylaşımı ve deneme-yanılma gibi süreçler daha sürdürülebilir hâle gelmektedir. Bu sayede öğrenme bireysel düzeyde kalmayıp ekip ve örgüt düzeyinde birikerek örgütsel rutine dönüşebilmektedir. Eğitim bağlamında bu durum, öğretim tasarımı, ölçme-değerlendirme uygulamaları ve öğrenci destek süreçlerinin kolektif biçimde iyileştirilmesini mümkün kılmaktadır.

Üçüncüsü, kapsayıcı liderlik ve psikolojik güvenlik birlikte işlediğinde, “korkusuz öğrenme iklimleri” olarak adlandırılan örgütsel ortamların ortaya çıkması olasıdır. Bu iklimlerde örgüt üyeleri yalnızca katılıma davet edilmemekte; aynı zamanda belirsizlikle yüzleşmeye, farklı görüşleri tartışmaya ve hatalardan öğrenmeye teşvik edilmektedir. “Korkusuz” kavramı standartların gevşetilmesini değil; yüksek beklentilerle birlikte öğrenmeyi destekleyen sosyal ve psikolojik koşulların varlığını ifade etmektedir. Bu bağlamda çalışma, kapsayıcı liderliğin psikolojik güvenliği güçlendirdiğini; psikolojik güvenliğin ise öğrenen örgüt süreçlerini etkinleştirdiğini gösteren bütünleştirici bir kavramsal çerçeve önermektedir.

### **Sonuç ve Öneriler**

Bu kavramsal çalışma, eğitimde öğrenen örgütlerin gelişimini açıklamada kapsayıcı liderlik ve psikolojik güvenliğin birlikte ele alınmasının gerekliliğini ortaya koymaktadır. Çalışma, korkusuz öğrenme iklimlerini; liderliğin ilişkisel pratikleri ile psikolojik güvenliğin olanaklayıcı rolünü bütünleştiren bir kavramsallaştırma olarak sunmakta ve eğitim liderlerine öğrenmeyi destekleyen iklimleri nasıl güçlendirebileceklerine ilişkin yönelimler sağlamaktadır.

Gelecek araştırmaların, önerilen çerçeveyi okul ve yükseköğretim bağlamlarında ampirik olarak sınaması; çok düzeyli ve mümkünse boylamsal tasarımlarla kapsayıcı liderlik davranışlarının psikolojik güvenliği zaman içinde nasıl şekillendirdiğini incelemesi önerilmektedir. Ayrıca öğretmenler, akademik personel, yöneticiler ve öğrenciler gibi farklı paydaşların psikolojik güvenliği nasıl deneyimlediğine odaklanan nitel çalışmaların, korkusuz öğrenme iklimlerinin oluşum koşullarını daha derinlikli biçimde açıklayacağı değerlendirilmektedir.