

Professional Growth Plan and Educational Leadership Philosophy

2017-2018

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“If your actions inspire others to dream more, learn more, do more and become more... you are a leader.” —John Quincy Adams.

“How can I help?” Strong and effective leadership begins as the desire to serve others. Servant leadership, as described by Northouse, “attends to the concerns of followers with empathy and nurturing.” A servant leader learns about concerns, strengths, and weaknesses of team members and supports them. Control to make independent decisions builds self confidence, while also developing individuals to reach their fullest potential. (Northouse, 2013). Additionally, Servant leadership is ethical. Supporting what is right builds trust that will ultimately benefit the “greater good of the organization, community, and society at large” (Northouse, 2013). I never thought of myself as a leader until I began working as an instructional facilitator. When I worked with individual faculty, I found myself asking each person, “What do you need? How can I help?” We worked in tandem to reach each person’s goal. As a direct result, each faculty member has continued to work on his or her own, trying new ideas and reaching out to me for support. Equipping others with the tools to find and use their own abilities has been truly empowering. While I am an ethical leader, this position also gives me many more opportunities to be cognizant of it.

Servant leadership style corresponds with my vision of a school as a new paradigm. My vision includes non-traditional settings, transformational education through the appropriate use of technology, and students understanding and taking ownership of their own learning. This will nurture students while building their strengths. I will help them embrace their struggles as I empower them to be more active in their own education. The educational learning environment

(non-traditional classroom spaces, online, or hybrid models) should foster a curiosity for learning, as well as support for risk taking. Students should be as engaged “in school” as they are “out of school.” Transformational educational technology (to be determined as I continue in this program) is a project-based and authentic learning environment that includes 21st-century skills: collaboration, creativity, critical-thinking, and communication. With the help and guidance of a servant leader, students are continually developing and engaging in their own learning.

This program has already had a profound effect on my thinking. I look forward to starting the new school year taking what I have learned thus far and sharing it with faculty, through casual conversation, during presentations, workshops, and individual meetings.

Benchmarks 2016-2017:

- ☐ Work with faculty who have initiated incorporating project-based learning
 - ☐ Worked collaboratively with my cohort colleagues
- ☐ Work with faculty to research and use transformative technologies
- ☐ Regularly read articles, journals, and other current literature that relate to “transformative teaching paradigms”
- ☐ Present at faculty meetings
- ☐ Present at a conference (a minimum of one time) as an NJCU Doctoral Candidate
- ☐ Attend at least one technology workshop
- ☐ Join ISTE

References

Northouse, P. (2013). *Leadership Theory and Practice* (Sixth ed.). Thousand Oaks, CA: Sage.

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