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# Are we facing a teacher shortage or a leadership shortage? As an administrator in educational leadership, I plan to increase teacher retention, raise self-efficacy in student academics and integrate community pride through transformational and servant leadership skills. Promoting a culture of continuous improvement by prioritizing the well-being and listening to the needs of teachers is crucial in the retention of teachers. Raising students to have the confidence to believe in themselves academically, morally, and socially through connectively empowering. Utilizing the power of servanthood to my community to promote collaboration and unity through commitment to the neighborhood school. I would not expect my students and staff to commit to a task that I would not be willing to do myself first. Kendra Cherry states in the article How Transformational Leadership Can Inspire Others, “Groups led by this type of leader tend to be both successful and loyal. They give a lot to the team and care deeply about the group's ability to accomplish its goals. Turnover tends to be relatively low as transformational leaders can inspire a great deal of commitment in their followers.

How do we instill within teachers and students the intrinsic motivation to take pride and value in education and its purpose? As an administrative educational leader, I have the desire to impart purpose and a growth mindset. I plan to show them their indescribable value by demonstrating their worth through inspirational leadership. I will devote time to the foundational elements of taking ownership by making them feel their role is crucial in the shifting of a culture. If one does not understand their purpose and value, then they have no compass and therefore are lost without a purpose. “In becoming a servant leader, a leader uses less institutional power and control while shifting authority to those who are being led. Servant leadership values community because it provides a face-to-face opportunity for individuals to experience interdependence, respect, trust, and individual growth (Greenleaf, 1970).” (p.325). Cultivating and an environment where students and staff feel like they are treated equitably is important to the functioning of prosperous growth mind set. It is my hope that I can promote a learning environment where staff and students know the difference between doing what is fair and doing what is equitable for the individualized needs of another.

Simultaneously, I plan to implement transformational leadership and servant leadership to foster a culture of continuous improvement, creating a supportive faculty by addressing social emotional needs and serving staff and students to promote self-efficacy. “Transformational leadership is the process whereby a person engages with others and creates a connection that raises the level of motivation and morality in both the leader and the follower. This type of leader is attentive to the needs and motives of followers and tries to help followers reach their fullest potential.” (p.242). It is through the combination of service and connecting with my students/staff that a mutual bond will form to inspire them to achieve the same goal.

Effective and inspirational leadership is dependent upon characteristics of servant and transformational leadership through effective communication, empathy, personal well-being of others, awareness, persuasion, conceptualization, foresight, stewardship, commitment to growth of people and building community. While navigating changes in educational policies, cultivating a positive learning environment, providing professional development for teachers, or establishing community collaboration; these characteristics of a simultaneous servant and transformational leadership are characteristics that I plan to implement.

In conclusion, it is my philosophy that as an administrator in educational leadership I plan to increase teacher retention, raise self-efficacy in student academics and integrate community pride through transformational and servant leadership characteristics. I plan to cultivate an environment that fosters excellence and a sense of purpose among educators and students alike. Through servanthood and transformational leadership, I plan to stay connected to the needs and concerns of my students and staff to promote an innate growth mindset and purpose driven mission.

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