

Final Reflection

In conducting my fieldwork projects and executing my Action Leadership Project, I have learned that the tasks of a school leader are ever evolving and require an extreme planning and teamwork. I originally thought my planning was thorough as I regularly review each project and asked questions before it began. Planning and proactivity is just the beginning of execution. When working with my principal or other teachers (Leadership Project), I began to see that teamwork is more than being democratic, listening to everyone's opinions, and making the best decision-it is understanding each person's personality, work style, frustrations, and timetable. Setting deadlines requires not just my own planning, but that of whomever is on that team. Facilitating meetings and workshops is not just for the sake of managing time and giving voice to each person, it is about constructing conversation so as to divert any personal conflicts or deconstructive comments so the true focus is seen. I have also regularly reflected on how to engage teachers that want to keep their own agenda despite the agreement of everyone else. I used to think building relationships would prevent teachers from out refusing to continue implementing rules or programs; however after the group consensus and future refusal of one teacher, I began to see that oversight is key to ensuring fidelity of school programs. The extreme lack of time in comparison to the tasks of a school leader was greatly emphasized throughout this process. Planning, implementing, and collecting data for each of my projects while also teaching full time does not fully encompass each of the tasks I principal undertakes. I now understand why my principal, although supportive, does not get involved in each event, meeting, or teacher idea proposed.

It is not because it is not important; rather there are pressing concerns, which occur everyday, which do not allow for any preparation. A morning assembly to address 8th graders may be planned, but when a parent comes in yelling about her student before school and a student reports and shows signs of abuse, what was planned and prioritized must now be adjusted. The action of changing schedules or adjusting plans is often times seen as poor planning or poor time management, but at a school, that cannot be the assumption. A school leader must guide and support the school while following all legal constructs all day, everyday. This expectation elicits much adjustment, flexibility, and understanding.