

Philosophy and Goals Statement



"You must be the change you wish to see in the world."

-Mahdi Ghandi

Throughout the years educators have learned that it is not enough to train people to prepare for one type of job or to become committed citizens only to their community. The world we live in today has immensely changed from what it was in the past. There are still many things about humans and human nature that have remained consistent, but time and knowledge have greatly affected the way we live in and view the world.

Discoveries, inventions, technology and instant communication are causes and products of the innumerable changes brought on by these factors. They have taught us that we still need to train students for the work world and to become committed and productive citizens. However, students must also be educated to become thinkers who are flexible and ongoing in their learning to be prepared for the vast array of jobs and situations that we now and will continue to encounter. Students must be able to critically think, analyze, and evaluate in order to problem-solve and work collaboratively in accepting change as a part of growth and learning. As educators and leaders we must

help students to understand that our actions, interactions and decisions can affect the entire world and how or whether we live in it.

Schools as we know them must change. Peter Senge in his book *The Fifth Discipline* states that schools must evolve into centers that are learning organizations where educators eliminate their learning “disabilities” and develop a system based on the understanding that the whole organization is more effective than the sum of its parts. Educators must be students as well and continue to learn if they are to build a community of learners who can handle the challenges and needs of our global society. Senge emphasizes that there is no ultimate destination, only a lifelong journey.

The basis of Sergiovanni's theory of schools as learning communities is that it is through learning how to learn and share knowledge and strategies together that schools become interactive environments where both educators and students think, focus, and become engaged learners who can apply what they are learning. School leaders, administrators, and teachers must work together to create a learning environment that is based on a system that encourages and facilitates communication, collaboration and learning among all members of the school community: administration, faculty, students, parents and community members. School leaders must facilitate and support this system development by being actively involved as instructional leaders if all the members of the organization are to learn.

In *Leading in a Culture of Change*, Michael Fullan states: “leaders must see problems as opportunities, and possess five characteristics for change to be effective leaders: moral purpose, understanding the change process, strong relationships, knowledge sharing, and connecting new knowledge with existing knowledge.”

With ongoing cooperation, interaction, trust, and communication as supporting factors, educators can be lifelong learners who as active professionals and decision makers become highly qualified instructional leaders within and without the classroom.

I am a life-long learner as evidenced by my participation in this doctoral program offered by St. John's University at the Oakdale campus as well as being a director in St. John's CampUs AllStars program. My commitment to learning and sharing knowledge has also led me to accept an administrative position in a school district where I feel I can be an effective participant in facilitating and developing relationships and establishing learning communities among the staff with opportunities for building social capacity among students, staff, parents and community. My belief that we must be active stakeholders in our children's education and future is the basis of the journey I have undertaken.

