

SCOTT MCLEOD, J.D., PH.D.

Urban Educational Leadership Program • P.O. Box 210002
University of Cincinnati • Cincinnati, Ohio 45221-0002
513-556-6631 • scott.mcleod@uc.edu
<http://homepages.uc.edu/~mcleodst/>

Statement of Leadership Philosophy

1. *I believe that educational leadership is a collaborative venture.*

While a single person can play a pivotal role in the transformation of an institution or organization, no one person can enact change or maintain excellence without the shared leadership of other colleagues. Educational leadership programs should prepare leaders who understand the complexities of intra- and interpersonal dynamics, who can foster the implementation of meaningful change, and who have the ability to work with others to create working and learning environments that foster individual motivation and success.

2. *I believe that educational leadership should be focused on achieving effective educational and social outcomes for children.*

Educational leadership should focus on the individual learning, psychological, social, and emotional needs of each and every student. School learning communities must foster high expectations for all students, but they also must incorporate an ethic of care that recognizes that not all students are the same and values those differences. Educational leadership programs should prepare leaders who can facilitate the creation of effective curricula and learning environments and who can successfully include families and communities in the education of their children.

3. *I believe that educational leadership should be based on the premises of inclusion and facilitation.*

The primary emphasis of schooling should be to effectuate the full potential of students. The complexities of our increasingly diverse and economically-stratified society mandate that all students, regardless of their differences from “mainstream” society, be given the opportunity to become successful in their education and in society at large. Educational leadership programs should prepare leaders who can facilitate the inclusion and success of all students, regardless of sex, color, social class, disability, sexual orientation, national origin, etc., and who understand that they have a professional, ethical, and legal obligation to do so.

4. *I believe that educational leadership should be responsive to changing expectations while simultaneously affirming the numerous, daily successes that currently occur in our schools.*

Skilled educational leaders understand the fine balance between responsiveness to political and community expectations and advocacy for current successful practices. While education clearly is in need of reform in a number of areas, there also is much that we do that is successful and of which we should be proud. Educational leadership programs should prepare leaders who understand the political, economic, and cultural contexts surrounding education and who are proficient communicators with, and educators of, their legislators and communities.

5. *I believe that educational leadership is an art that can be informed by research and practice.*

Many people seem as if they are born to lead, and many current educational leaders are successful without being able to articulate why. Yet even those leaders can benefit from exposure to current theories, practices, and models of effective leadership. Too many current practitioners are unaware of, or ambivalent about, the results of modern scientific research. The fact that much of the educational administration practitioner population ignores the collective expertise of other administrators and researchers is dismaying. Educational leadership programs should prepare leaders who understand the role and value of educational research and who can effectively integrate relevant information into their schools in light of the larger social contexts that surround their institutions. Educational leadership programs also should be engaged in cooperative outreach ventures that foster effective communication and break down boundaries between the academic and practitioner communities.