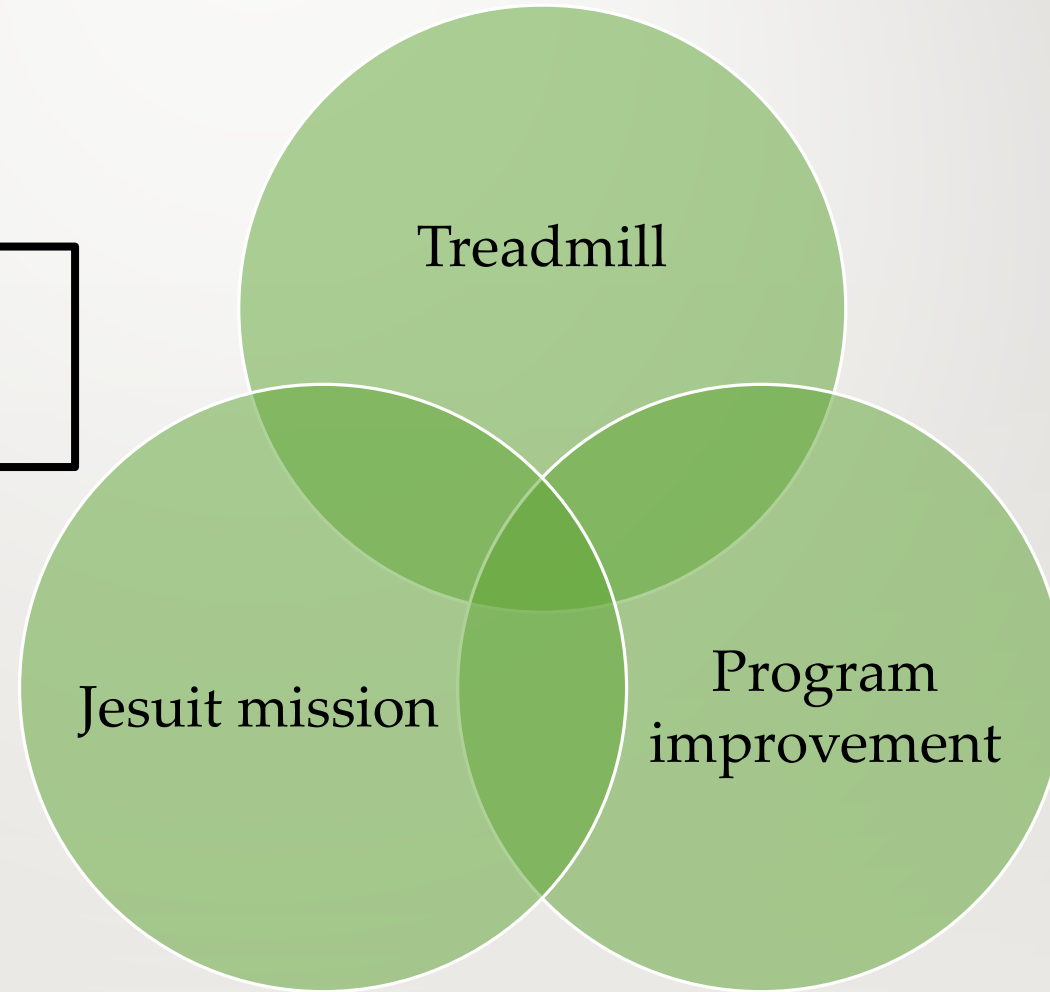


Leaders: Origin and Development of a Course in Reflective Leadership

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Why the need for
such a course?



Reflection and Reflective Leadership

- What is reflection? Process that develops:
 - Self-awareness
 - Thinking about one's experiences
 - Insight: into personal assumptions
 - More holistic understanding of complex or ambiguous situations
 - Changing behaviors: Being responsive, not reactive
 - Modeling the way

Brown & Olson (2015) Benefits of Mindfulness

- Improved ability to notice and slow down, or stop, automatic reactions
- Increased capacity to respond to complex and difficult situations
- Ability to see situations more clearly, or many dimensions of a situation
- Ability to achieve balance and greater resilience at work and at home

Parker Palmer (2000). Self-awareness

- A leader has the power to project either shadow or light.
- “A good leader has high awareness of the interplay of inner shadow and light,…”
- Leaders’ extroverted personalities often make it difficult to look inside themselves and see their shadows.

Lowney (2003): “All leadership begins with self-leadership, and self-leadership begins with knowing oneself” (p. 98).



Course Description

Aspiring school leaders will learn, understand, and apply the theories and practices of reflective leadership within the current PreK-12 educational context. Students develop skills of reflection, mindfulness, and conscious leadership, which assist school leaders to shape a more open, productive, genuine, healthy, and democratic school culture.

Course Resources

- Brown, V., & Olson, K. (2015). *The mindful school leader: Practices to transform your leadership and school*. Thousand Oaks, CA: Corwin.
- Carrol, M. (2007). *The mindful leader: Ten principles for bringing out the best in ourselves and others*. Boston: Trumpeter Books.
- Lowney, C. (2003, 2005). *Heroic leadership: Best practices from a 450-year-old company that changed the world*. Chicago: Loyola Press.