
Theoretical Frame of Leadership

The Theoretical Frames of Leadership that informs my leadership practice are:

- 1) **Constructivism**
- 2) **Relational Leadership**
- 3) **Challenge and Support**

1) **Constructivism**

The theory of constructivism has very close ties with the educational philosophy that I am most fond of, student-centered instruction. The theory of constructivism states that students learn by getting to “experience” and explore, in order to process the information going through. When I teach through the perspective of student-centered instruction this is my guiding principle. The philosophy wants the students to be the center of the lesson, not the content. It allows the focus to be put more on “their process” than just a “this is the curriculum, if a say it enough they will learn it”. I try to give students opportunities for innovate tasks that truly allow them to experience, think, and reflect, instead of just the “traditional type of assignments”.

Theory

Constructivism in this class has been defined as the basic theory of how people learn. It says that new knowledge is created through **experiencing, thinking, reflecting,** and then gaining knew knowledge. (Evidence # 37). It falls into place with the FLITE monte of “unlearning”, as new perspectives are needed to truly grow. It also involves all participants taking ownership over their learning, as my middle school placement says, “all teachers/ all learners-- ALL the time”. *Essentials of Educational Psychology* defines constructivism as a theoretical approach to the study of learning, among others. (Ormrod, 2009). The text notes that constructivists “concern themselves with the internal aspects of learning... they propose people create (rather than absorb)

knowledge from their observations and experiences” (Ormrod, 19). There are different subsets of constructivism as well, such as **individual constructivism**, which implies that learners can creating knowledge through their interactions with their environment. In contrast, **social constructivism** says that by working together, two or more people can get a greater understanding and grasp on content than just one (... justification for group work?!) The text also notes that the theory of constructivism was used by Jean Piaget as a framework for the Four Stages of Cognitive development theory (sensorimotor, proportional, concrete operations, formal operations).

References

Ormrod,J.E. (2009). *Essentials of Educational Psychology*. Upper Saddle River: Pearson Education.

Target Class HDF 412: Leadership Capstone			
Additional Experiences			
• EDC 312: Psychology of Learning,	• URI 101 Mentoring	• FLITE Peer Leader (HDF 190)	
• EDC 402: Classroom Management			
• Educational Experiences, Classroom Visits	• Instruction as sailing instructor		
Evidence	#38 (front and back)	#39 (front and back)	#40 (f/b)
• Class Notes (HDF class)		• The Atomic Bomb- Living History	• URI 101
• Class Notes (EDC 312)		• Presidential Pardon Politics	Scavenger Hunt
	#41 Adirondack Camp teaching pictures		