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Collaborative community, relationship development, and cultural understanding are essential needs in a school community. When establishing shared visions for culture and instruction directions, a successful principal will make positive connections with their staff meeting the needs of students in specific ways. In the article written by Christopher Farley (2024), “Instructional Principals: “A Shared Leadership for Learning Framework to Improve Administrative Academic Scholarship in Comprehensive Schools”, I found a strong connection between my leadership style and the findings of the study. Shared and distributed leadership using the capacity of staff will be part of my democratic and participative leadership style where expertise from department leads will help me to make the best decisions for students.

“Teachers who develop this positive school leadership framework are more likely to contribute to decision-making and embrace the opportunities to contribute to the school’s shared leadership”. (Farley 2024) Principals acknowledging the ability for teachers to reach students, boosts their confidence. Teachers or staff that feel appreciated, work harder and contribute more effectively than teachers who are unrecognized for their day-to-day efforts. Principals creating a cohesive culture for betterment using their staff’s strengths, creates a community that works toward the school’s vision. I have experienced this in my career. When an administrator and special education leader commended me for differentiating instruction in my classroom, I felt more confident in my teaching practices and created a Google classroom module that included activities for multiple learning styles for each objective on the 21st Century assessment. I then shared this with my co-workers giving them access to lessons already differentiated. Using these plans, together we were able to meet the APPR goal for that particular year with over 90% passing on the assessment. Sharing my knowledge with co-workers wasn’t something I needed to do, but by doing so it helped the entire school obtain a goal for our leadership.

Through transformation leadership, leaders work to the strengths of their staff motivating them to go above and beyond what they believed they could accomplish creating a supportive community where

belief in the differences of others is heralded. “The building of trust and respect motivates followers to work for the accomplishment of shared goals”. (Menon 2024) Lifting up those around you through transformational leadership positively impacts your school, except when it doesn’t. For example: in the last school building I worked in, the principal only transformed certain teachers encouraging them to share their talents with the school, essentially showing them off to the staff. The teachers that could really use the help to improve their craft often saw this as favoritism and regressed into not performing as well. Since these leadership styles do overlap in areas of positive growth and reaching goals through a school, the school leader needs to keep the human aspect of leadership in mind knowing what methods or styles will work with their professional population.

Support operational practices of a school community, promoting teacher engagement and investment, leads to motivation increasing job performance with a goal of higher professional growth. Transformational, participative leadership and distributed leadership all promote the specializations of teachers and staff. To not establish the illusion of favorites among my staff, I do not plan on using transformational leadership placing a strong focus on the school community as a whole with distributive leadership for the betterment of the school community.

References

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