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Research Paper: Leadership Challenge Re-envisioned
Entrepreneurial Education Leadership
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Abstract:

A school with limited trust in its student body is in desperate need of reform. On one hand, it is important to be able to have control over what is going on on your campus, but on the other hand, it is important to incorporate all members of the school community, students included. In order for students to develop the skills to be active, contributing members of a school community, they must learn how to be active, contributing members of their classrooms first. Self Regulated Strategy Development, or SRSD, is a skill that can be taught to students in the classroom to improve metacognition and interpersonal awareness, as well as personal awareness. It is my belief that by incorporating more SRSD strategies in my classroom and curriculum, and teaching colleagues how to do the same, we can begin to develop a campus with a stronger sense of community, and of overall leadership.

II. Identified leadership challenge explained further

At my school, I have identified my leadership challenge as a lack of student understanding of their role and expectations not only in the classroom, but school wide as well. This has lead to limited trust in students' ability to be effective leaders, and limited leadership opportunities campus wide for students to partake in. This is a challenge that we can address at the classroom level, and use as a catalyst to expand student leadership opportunities, due to increased ability of students to perform at a higher level.

Self Regulated Strategy Development (SRSD) is a technique that promotes metacognition and self awareness in students. This is a skill that can be present in their social, educational, and professional interactions. By self regulating, thinking about their actions and thought processes, and becoming aware of their decision making processes, the students will improve their abilities to be effective leaders by being more aware of what they are doing and why. Because of the

development of these skills, they can then self-regulate to make sure that what they are doing is productive for any situation they are in.

III. Analysis of identified leadership challenge or problem

For my leadership challenge, I have identified that there is little faith in student ability, and limited opportunities available for students to be leaders in my school. One of the main problems is that students have generally had few opportunities to prove that they are capable of being leaders, and as a result, have had limited access to leadership skills. This has led to a schoolwide decrease of trust in students' abilities, and poor interpersonal relationships between students as well as between faculty and the student body. In addition to these limited opportunities, and limited trust at the school site, in the classrooms, students are rarely given the opportunities to be leaders and to be made self-aware of their actions. It is my belief that through teaching students self regulation strategies in the classroom, then applying those to their lives outside of the classroom, we can broaden their potential for leadership skills in their various communities.

If we can mandate that SRSD is taught and carried out in all classrooms on campus, and students can understand how to apply SRSD to their lives outside of school, we can create a student body of responsible, metacognitive students who have a heightened level of awareness of themselves, and their actions.

IV. Leadership Response and Rationale:

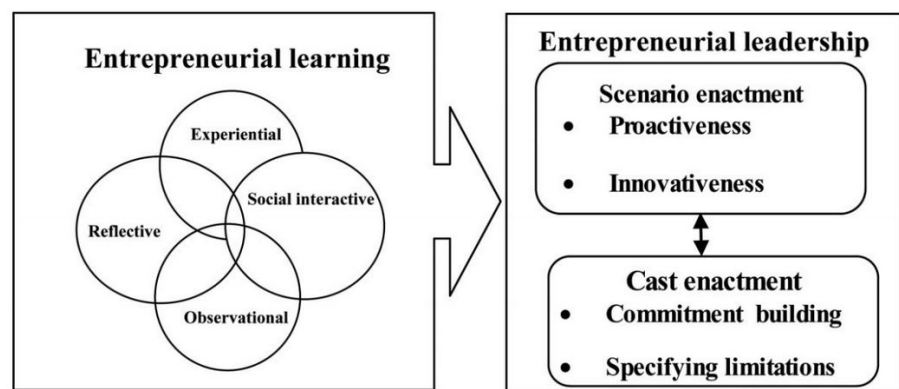
In order to increase the level of self regulation and self reflection in my classroom, I was inspired by Bagheri's 2011 article where he writes that "from Surie and Ashley's (2008) point of

view entrepreneurial leaders are creative innovators who are committed to action and value creation” (Bagheri p. 450). If I am to truly be an entrepreneurial leader in my classroom, I need to be innovative in my methods. My students come from an elementary setting which may have not allowed for a higher degree of autonomy. I can use this to my advantage and take the time to teach them new skills like self regulation and reflection, and create leaders within my students themselves. One such example is the idea of meta-cognizance and educating my students in the concepts of thinking about their thinking. I can work to set my students up for success by teaching them to apply this idea to skills like data tracking, self reflections, and self regulation.

In addition to taking advantage of the opportunity to teach my students SRSD, I can also teach them how to be entrepreneurial learners as well. The skills that my students are learning will overlap between

their experiential, reflective, social, and observational learning.

The diagram at the right shows how learning to be



innovative learners, and by teaching my students the skills that they will need to be successful learners, will work into their lives to help them develop entrepreneurial leadership skills that work well with the SRSD skills they will develop as well. By starting with learning skills to be successful, I can set my students up to be entrepreneurial leaders.

According to Graham & Harris' 2005 article, by teaching students to be more self-regulative, we can have greater success in encouraging our students to be stronger in academic achievement, motivation, and lifelong learning skills. Motivation is a key component of teaching our students to be self-regulated learners. Pintrich's 1999 article on motivation and SRSD, concludes that "In order for them to invest the extra time and effort in self-regulated learning, they must be motivated to use these various strategies [and that] task value beliefs are positively related to self-regulated learning. Students who believe that their course work is interesting, important, and useful are more likely to report the use of self-regulatory strategies" (p. 497). When transferring these ideas of SRSD from the classroom to the real world, we really see the needs for motivation and investment. This is where we need to make sure that we are incorporating intrinsic motivation, and encouraging students to understand why and how these skills are bettering themselves as people, as well as students. Applying these methods in the classroom as well as teaching them how to self-regulate outside of the classroom through goal setting and reflection, I can improve the motivation of my students to be successful in and out of the classroom.

Boekarerts & Cascallar's 2006 article makes a good point in that many teachers will find that the major obstacle in helping students become self-regulative is the time required to teach students how to use specific strategies. SRSD is not a concept that is easy to pick up on or easy to invest in. Everyone has individual differences that affect the way they learn, and what they value in terms of education, and life experiences. Once these specific strategies are understood, and the investment is made, the results will produce strong leaders and very capable students.

In reading Sacks' 2013 article *The Problem Solving Power of Teachers*, I was inspired by the ability of the teachers at that school to create teacher-driven reform. It's not enough for me to just focus on this strategy in my class, but rather I need to make sure that I am being a catalyst for this skill to be taught throughout all of the curriculum. I am a department chair for Social Studies this year, and through working with the English department chair, I hope to be able to collaborate with my fellow teachers to work to include SRSD strategies into curriculum in a way that is organic and makes sense. It is necessary for me to not only be breaking the mold of how education "should be" but to also be collaborating with teachers to get input on how they already are, or how they could further incorporate this information into their curricula. I expect that if we scaffold these SRSD strategies into our curricula department-wide, we can begin to see a noticeable transition in the ways that our students think, and use that to improve their performance both in and out of class.

V. Conclusion

My school has a noticeable lack of trust in student ability, and a curriculum-wide lack of strategies to work on student self regulation and student ownership. Through SRSD strategy implementation at the classroom, and school level, students can improve their abilities to perform as leaders, and can improve their interpersonal skills as well. Though there are some teachers who are able to teach their students about metacognition, and self regulation, it is not a school-wide policy. My role in this can be piloting an SRSD inclusive curriculum in my classroom, and holding sessions with my colleagues on how they can also work to incorporate SRSD into their classrooms as well. In addition to these curriculum-wide strategy implementations, I will also work to create goal setting and reflection in the classroom on a

regular basis, and make sure to be investing my students by helping them set goals for their lives outside of the classroom as well. In helping the students to be more proactive learners and citizens, and to be reflective and goal-oriented, they will be able to develop the leadership skills necessary for the next generation of leaders.

VI. Reference Page

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