

## ***Personal Statement on Leadership – Amber Clark***

*Before I took this course, I never considered myself a leader, nor did I ever wish to become one. I always thought of leadership in a very formal role. Because I didn't want to become an administrator, and preferred to stay in the classroom as a teacher, I didn't feel that I had the desire or opportunity to exhibit leadership. What I learned from this certificate is that genuine leadership doesn't really need a position. Leadership can be shown in a myriad of ways – through our interactions with others, our participation in meetings, how we advocate for ourselves and our students, and where we choose to focus our energy. At any moment in time, we can become teacher leaders. As I have discussed with my students in our Social Justice Unit – all social change comes from the passion of individuals.*

*For example, Professional Learning Communities originally started as an informal grassroots initiative of teachers meeting to discuss common issues. They evolved into something more formal and eventually became an institution in themselves – but they started because someone cared enough to recruit a few others who they thought cared as well. For me, this really summarizes what it means to be a teacher leader. A leader sees something he or she cares about, and then acts on it. That leader doesn't have to be a principal or a head of department – we all have the power to lead. I learned that I don't have to sit and wait for others to make change, but that I can be an advocate for change – informally and formally.*