

REFLECTIONS ON TEACHING HUMANE DIMENSIONS OF EDUCATIONAL LEADERSHIP

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Abstract

Martin Luther King, Jr. once wrote that the purpose of education is to teach students to think critically in the pursuit of good. With this in mind and based on the author's own scholarship and teaching experience, he suggests the presence of a "Grand Irony" in American public education with corresponding implications for K-12 educational leadership preparation. Such preparation should be, in short-hand, more liberal and humane in its objectives and delivery than is presently the case; it should, in other words, promote the Socratic notion of living "examined lives," personally and professionally. Specifically, the author proposes leadership preparation with three core elements: (1) purpose-oriented philosophical inquiry; (2) intensive critical thinking; and (3) humanities-based reflection. The author offers specific reflections on the nature of the problem, the benefits of humanistic and liberal professional education, and a specific instructional example.

Key words: Educational Leadership, Professional Ethics, Humanities and Professional Education, Liberal Education and Leadership