My Personality and Technology Leadership Philosophy

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Part 1: Reflection on Personality and Leadership Style

After completing the E-Colors (Green over Yellow: Socializing Thinker), True Colors (Gold), and Jung's cognitive functions assessments (Thinking, Intuition, Sensing, Feeling), I found a deep connection between what the tests revealed and how I perceive myself as a person and a leader.

The assessment that resonated with me the most was E-Colors. It described my tendency to analyze deeply while maintaining a human and empathetic approach. I strongly identified with the "Socializing Thinker" profile someone with high expectations for herself and others, who values knowledge and relationships equally. I like to "fix" situations and support people from a place of care, which is reflected in how I lead my classroom and collaborate with others.

The True Colors assessment revealed that my dominant color is Gold. This confirmed my love for structure, planning, and responsibility. These traits help me

maintain order in chaotic environments, something I value especially as a kindergarten teacher. I feel comfortable with well-defined tasks and predictable processes, which explains why I enjoy setting clear routines for my students.

Among my strengths are empathy, analytical thinking, commitment, and a strong sense of duty. However, I can be overly demanding of myself and sometimes expect others to approach things the same way I do. My leadership style aligns with a participative approach active listening, dialogue, and collaboration are key to how I work with both students and colleagues.

My personality traits strongly influence my decision-making. I am reflective and consider different perspectives, though I sometimes hesitate before taking action. I am quite similar at home and work, though I tend to be more structured and methodical in the classroom. This self-awareness has helped me set personal goals like learning to delegate, trusting others more, and being flexible in the face of uncertainty.

In conclusion, understanding my personality better through these assessments has been insightful. It helps me recognize my strengths as a leader and also the areas I need to develop in order to grow and adapt to the evolving demands of leadership in education.

Part 2: Technology Leadership Philosophy

Although I do not have an official role as a technology leader in my school, I recognize how deeply technology has transformed teaching and learning in recent years. From my perspective as a kindergarten teacher, I've learned that true leadership in educational technology often occurs in everyday actions, trying new tools, modeling digital use for others, or simply supporting a colleague who feels unsure.

My vision as an educator is to create a learning environment where technology is naturally integrated to meet students' real needs. I deeply value authentic learning and believe technology can open doors to meaningful experiences when used with purpose and empathy. Tools like QR codes, interactive presentations, and adaptive platforms have supported independence, curiosity, and engagement among my young learners.

With my personality profile as a Socializing Thinker (Green over Yellow) and dominant Gold in True Colors, I understand the value of being organized, structured, and committed yet also empathetic and open to others. This combination allows me to learn enthusiastically and share my learning with others, even when I am still learning myself. Staying open to change and embracing lifelong learning has become an essential part of my growth as an educator.

In my school community, I've supported colleagues during technological challenges not by claiming to have all the answers, but with a collaborative spirit. I believe that a positive and humble attitude toward constant change in digital education is key.

In summary, my philosophy of technology leadership is rooted in leading by example from within the classroom, with a willingness to learn, collaborate, and share. One does not need a formal title to lead positively. When we stay curious, generous with our knowledge, and committed to students' growth, we are already practicing authentic leadership.

References

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