



UNIVERSIDAD DE CÓRDOBA
FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS
DEPARTAMENTO DE IDIOMAS EXTRANJEROS



A PERSONAL LEADERSHIP STATEMENT

MARIA ANGELICA ESPELETA MAESTRE

JUAN DAVID LLORENTE OLIVEROS

SULEIDYS YUNETH RAMOS MARULANDA



UNIVERSIDAD DE CÓRDOBA

FACULTY OF EDUCATION

ENGLISH LANGUAGE TEACHING PROGRAMME

DIPLOMA COURSE

Lifelong Professional Development: Empowering Foreign Language Teachers

MONTERÍA - CÓRDOBA

2020





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**Statement submitted in fulfillment of the requirements for the degree of English
Teaching Program**

MENTOR

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Our Leadership Profile



As future leaders, we see ourselves as hard-working persons whose main purpose would be to support the ones around us. Besides, we see ourselves as organized and proactive leaders, willing to discover others' abilities and qualities and put them into practice to achieve common goals in specific situations. We pretend to react and control any situation within a group and be capable to supply the needed help of each group member to help them improve.

“A true leader is secure in creating a framework that encourage others to tap into their own skills and ideas and freely contribute to the whole of the project or company.” —Judy Crockett

—*Maria A. Espeleta, Juan D. Llorente & Suleidys Ramos, Personal Leadership Statement*





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Introduction

During decades the concept of Leadership has been defined by many different authors in different ways. Stogdill (1974) affirmed that “there are almost as many different definitions of leadership as there are people who have attempted to define the concept” (p. 7). However, it is important to focus or to accommodate a concept related to the perspective in which we see Leadership. Stogdill (1950) defined this term as “the process (act) of influencing the activities of an organized group in its efforts toward goal setting and goal achievement”. Thereby, leadership is something that is part of almost all the fields of work in which there is an organized group or structure; teachers, engineers, lawyers, nurses, journalists, architects, and so forth.

As stated by Bass (1990) “Leadership occurs when one group member modifies the motivation or competencies of others in the group. Any member of the group can exhibit some amount of leadership...”. In the specific case of Educational Leadership, we can relate the concept to different perspectives depending on the organizational positions we can find in a school or institution. For instance, according to Bass (1981), “Participative leadership is associated with consensus, consultation, delegation, and involvement”. This implies taking into consideration the importance of colleague’s opinions, taking share decisions, and make them part of the school improvements. As it is characterized by influence, it is important to consider not only the influence of the leader to achieve a goal, but also the influence between leader and followers or colleagues. In this regard, we can say being a leader requires many important characteristics that put together, seek for the organization and the institution





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"AGILIDAD EN EDUCACIÓN"
 progress.

My assumptions

According to the different researches studied about leadership and our own experience, many people and teachers nowadays have become aware of the importance of leadership in any field of work. This is because they recognize how useful it is to have leaders to achieve better results in any organization. In the case of teacher leaders, we are conscious that becoming one would bring a great chance to get better results, not only in our students, in our classrooms, but our schools. For that reason, the main step to that is to get prepared and to know what the characteristics of a leader are. It is not only necessary to be willing, but also to have the minimum effective qualities a leader should have. For instance, communication and listening skills to have a good social interaction, since a leader never works alone or just for himself, but for and with a group that shares similar goals. Moreover, the ability to make decisions and solve problems; a leader must show himself as the head but without forgetting other's opinion and other's collaboration. Thereby, another important sign of a good leader is the ability to motivate and encourage others to do their best.

Besides the importance of teamwork, it is crucial to maintain in mind that teacher leaders always seek to complement their abilities with their colleague's abilities. In their role, leaders direct and lead others to accomplish some tasks, not by force or imposition but supporting the team to make them feel valued. They are leaders not only inside a classroom but also among the community around students. They not only motivate but also inspire and





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make others to feel confident by showing them their capabilities and their skills; all they can do.

Having studied Leadership and Educational leadership, as future teacher leaders some questions have arisen to our minds. For instance, Do I have the qualities of a good teacher leader? Am I able to recognize other's abilities and motivate them to use them? What strategies could I use to become a leader? How can I lead properly my colleagues and my students? What are my strengths and weaknesses as a leader? Do I have the ability to detect when things are not working well? Am I able to take risks to improve?

Leadership Empowerment and Implications for the Future

A good leader is a person who inspires people to do a great job, who has vision and set goals to achieve them in groups. One of the challenges for the 21st century educational leaders is that schools are focused on getting good results on standardized evaluation and they prepare students focused on that aspect, more than in their goals achievement or in the acquisition of meaningful learning. Schools aim to have the best scores, such as the ICFES evaluation in Colombia. If the students have negative results then, the teachers will be responsible of that. Hence, what some school administrators do is to look for a new one with a better profile to improve student's level instead of supporting the teacher by creating a strategic process that includes not only the teacher but all stakeholders, such as principals, union officials, parents and community (Onoratot, 2012). Considering the advantages of





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participative leadership, teachers should be allowed to participate in the determinations of school goals and policies.

As leader teachers, we have had many challenges in our path as it was stated above, but we never expected that one of the most relevant challenges during the 21st century was going to be due to a pandemic. We have seen how the coronavirus has changed the teaching process we were used to, and the methodology we were implementing with our students. The first challenge we could identify related to this situation was to adapt ourselves to remote classes; starting to use new tools such as apps, websites, digital platforms, etc., and teaching in what has become the New Normal. Teachers did not have an idea of whether it was going to work or not, if classes were going to be successful, or whether students were going to learn easier or if it would be more complicated for them.

Luqman et al., 2012 stated that: “In the 21st century finest leader and coaches are essential in management as well as for the swift intensification of the education sector”. (p, 195). After facing this situation, which is COVID-19, we can evidence how teacher leaders are needed in the educational field; people who can take advantages of the challenges and who know exactly how to handle them and success.





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Conclusion

We recognize leadership empowerment as a viable strategy for teachers to be implemented in our schools in order to promote their development. Besides, it will also help student's improvement if their needs are taken into consideration. This would be successful if teachers apply participative leadership, since group work and collaborative participation will produce better results in any place. In addition, implementing innovative practices in all our schools, for instance, co-teaching, meaningful and contextualized learning, will encourage students learning, and will facilitate them to achieve their goals and have a better language learning acquisition.





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