



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



A PERSONAL LEADERSHIP STATEMENT

4.2

LUZ AMALIA PEÑA CEBALLOS

SEBASTIÁN SÁNCHEZ MAFFIOLI

JULIANA VALLE SOLANO



UNIVERSIDAD DE CÓRDOBA

FACULTY OF EDUCATION

ENGLISH LANGUAGE TEACHING PROGRAMME

DIPLOMA COURSE

Lifelong Professional Development: Empowering Foreign Language Teachers

MONTERÍA - CÓRDOBA

2021



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



A PERSONAL LEADERSHIP STATEMENT

LUZ AMALIA PEÑA CEBALLOS

SEBASTIÁN SÁNCHEZ MAFFIOLI

JULIANA VALLE SOLANO

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

MENTOR

PEDRO AGUAS CASTILLO, PhD

UNIVERSIDAD DE CÓRDOBA

FACULTY OF EDUCATION

ENGLISH LANGUAGE TEACHING PROGRAMME

MONTERÍA – CÓRDOBA

2021



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



Leadership Profile

As leaders, we see ourselves as capable and creative people who are always looking forward to inspiring and encouraging the people around us. We believe that this is the goal of leadership: to motivate and influence others to do their best. As a team, we are always working towards improving our skills and abilities, which has been possible because of the good relationship, communication and leadership spirit we have. Moreover, we have learned important values and lessons useful not only for professional growth but also as individuals in our daily life, and have gained knowledge from each other; but most importantly, we trust and respect one another as a group. All these important principles we have strengthened during the time we have worked together became the basis we need to be great leaders.



-Luz Peña, Sebastián Maffioli, & Juliana Valle. Personal leadership statement.

“Leadership is based on inspiration, not domination, on cooperation, not intimidation”

- William Arthur Wood.



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



Introduction

Although the value of leadership has long been recognized, it remains as an elusive idea without a clear and consistent definition. There is a wide range of popular and academic literature on leadership; there has been a great interest and studies into what comprises leadership, with as many as 65 different classification systems established to define the area (Earley, 2017). Therefore, the understanding of the nature of teacher leadership has always been one of the hardest aspects. According to Rost (1991), understanding the nature of leadership has been proved to be quite a challenge for practitioners and researchers because it is a highly valued phenomenon that is very complex.

In addition, Harrison & Birky (2012) content that teacher leadership as the process by which teachers persuade their colleagues, principals, and other members of the school community to enhance teaching and learning methods in order to promote student learning and achievement. Consequently, it can be said that teacher leadership is the ability of teachers to plan, organize and influence school members in order to achieve different goals and objectives with the aim of improving teaching and learning. In other words, they can use their leadership skills to contribute to the achievement of outstanding results in students' learning process.

In the last two decades, the notion and practice of teacher leadership has gained traction. At both the instructional and organizational levels of practice, teachers are taking on increased leadership roles. Numerous small-scale, qualitative studies describing features of teacher leadership practice, teacher leader qualities, and situations that



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



encourage and challenge teacher leadership can be found in the empirical literature. (York-Barr & Duke, 2004).

The earliest leadership theories in the 20th century emphasized control and centralization of power. In this case, teachers' leadership provides schools and teachers themselves with great opportunities to achieve high academic and professional development. To ensure that the desired results are fulfilled at the end of the whole process, teachers' leadership qualities involve constant questioning, feedback, reflection and automatic evaluation. In this respect, they are the most qualified people to propose new alternatives, methodologies, tasks, and activities for students to work and develop.

Our Assumptions

Teacher leaders are a key part of society's basis; therefore, it is necessary for them to provide their best when teaching and enrolling in the academic environment. One of the best ways to boost this is through collaborative work. When teachers work together as a team, they often support each other. The cooperation and collaborative work between teachers contributes to the progress of the school and students' success (The importance of teacher collaboration, 2017). According to Daft (2008). Commitment and sharing are recognized as signs of strength, not weakness. In this regard, working collaboratively will be helpful in our teamwork because it will allow us to share our knowledge and skills and therefore improve our teaching practices. "Studies have shown the successful experiences of teacher collaborations such as teachers' strong commitment to consistency in



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



professional development” Erickson, Brandes, Mitchell, & Mitchell’s (as cited in Liu, & Tsai, 2017, p.160). Therefore, collaboration benefits teachers’ professional development and results. In addition, it benefits students too since teachers are more involved in the work and are able to reflect and improve their teaching practices and methods.

Throughout this leadership diploma, we have learned new subject matters, but at the same time new questions have arisen: Am I a good leader? How can I corroborate that I am a good leader? What are the advantages and disadvantages of being a leader? And, how can we publicize the importance of leadership among teachers.

Leadership Empowerment and Implications for the Future

Teachers should inspire and empower students in order to model exceptional and productive human beings capable of a positive impact in their environment. “Leadership is influence - nothing more, nothing less” (Maxwell, 2005). This repercussion we have on students should provide them with a wide variety of skills necessary for life in society. Furthermore, empowerment is giving power to others. As educators, our teaching practices should seek to give that power to students to achieve their maximum potential. According to Broom's (2015) study, traditional teaching approaches frequently disempower pupils, which is precisely what we want to avoid as instructors in the future. Traditional teaching practices are thought to have emerged from the history and setting of public education, from early, reified traditions.

Further, teaching marked by caring, commitment, creativity, engagement, and a



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



realization of both the teacher and the students' humanity culminates in empowerment. Teaching is viewed as a directing process that is fueled by the energy of both the student and the teacher. This energy must be exchanged on a regular, intensive, and frequent basis. (Chally, 1992)

It's no surprise that school teacher leaders have a lot of decision-making power because they're able to respond to day-to-day demands and concerns in a timely and suitable manner while also being attentive to the context of the school. Considering this, and since leadership is about inspiring and motivating others, it can be said that empowerment can be reached through leadership. As teachers we know adaptability is fundamental to grow as professionals and simultaneously improve and innovate our teaching practices in order to make sure students are empowered. Falaschetti & Orlando (2008) assert that “Adaptability to change is itself a hallmark of successful education” (p.5). Thus, empowering students through teacher's leadership requires permanent determination to look in retrospect with a reflexive view that leads toward change as well as new opportunities to succeed.

Conclusion

In conclusion, although teacher leadership has not been studied a lot, it remains key in the learning and teaching process due to its significance and how it fulfills the educational process in the different activities carried out by educators. Leadership represents a quality or ability whose prominence relies on achieving growth and



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



improvement in students' academic performance as well as teachers' professional development through active leadership. This means that, as teachers we seek for a future whereby teachers acquire a more active role in every aspect of the education process. Also, a prospective in which they are more capable of influencing students and colleagues to improve their teaching and learning practices by taking advantage of their own strengths. Finally, the role of the teacher as a leader is essential to guide and help the quality of excellent learning from different practices or activities. It is also of great help to form capable and extraordinary people in humanity.

REFERENCES

Broom, C. (2015). Empowering students: Pedagogy that benefits educators and learners. *Citizenship, Social and Economics Education*, 14(2), 79-86.
<https://doi.org/10.1177/2047173415597142>

Chally, P. S. (1992). Empowerment through teaching. *Journal of Nursing Education*, 31(3), 117-120. <https://doi.org/10.3928/0148-4834-19920301-07>

Daft, R. L. (2008). *The leadership experience*. Cengage Learning.

Day, C., & Sammons, P. (2016). *Successful School Leadership*. Education Development Trust. Highbridge House.

Earley, P. D. (2017). *Conceptions of leadership and leading the learning*. Bloomsbury.



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



Falaschetti, D., Orlando, M. J., & Orlando, M. (2008). *Money, financial intermediation and governance*. Edward Elgar Publishing.

Hairon, S. (2017). Teacher leadership in Singapore: The next wave of effective leadership. *Research in Educational Administration and Leadership*, 2(2), 170-194. <https://doi.org/10.30828/real/2017.2.3>

Harrison, S., & Birky, G. (2011). Revisiting teacher leadership: Perceptions of teachers and principals. *Northwest Journal of Teacher Education*, 9(2), 3. <https://doi.org/10.15760/nwjte.2012.9.2.3>

Liu, S. H., & Tsai, H. C. (2017). Teachers' experiences of collaborating in school teaching teams. *Asian Social Science*, 13(2), 159-168. <http://dx.doi.org/10.5539/ass.v13n2p159>

Maxwell, John. (2005, October 07). "Leadership Is Influence: Nothing More, Nothing Less". Catalyst Conference, Atlanta, Georgia.

Paradise, L., Ceballos, P., & Hall, S. (2010). Leadership and leader behavior in counseling: Neglected skills. *International Journal for the Advancement of Counselling*, 32(1), 46-55. <https://doi.org/10.1007/s10447-009-9088-y>

Rost, J. C. (1991). *Leadership for the twenty-first century*. Greenwood Publishing Group.

The Importance of Teacher Collaboration. (2017, June 8). A-State Online. <https://degree.astate.edu/articles/k-12-education/importance-of-teacher-collaboration.aspx>

York-Barr, J., & Duke, K. (2004). What do we know about teacher leadership? Findings



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



from two decades of scholarship. *Review of Educational Research*, 74(3), 255-316. <https://doi.org/10.3102/00346543074003255>



"AGLADA MMEJUCACIÓN"

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





"AGLADA MMEUCACIÓN"

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

