



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



A PERSONAL LEADERSHIP STATEMENT

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YENIS EDITH HERNANDEZ JIMENEZ



UNIVERSIDAD DE CÓRDOBA

FACULTY OF EDUCATION

ENGLISH LANGUAGE TEACHING PROGRAMME

DIPLOMADO COURSE

Lifelong Professional Development: Empowering Foreign Language Teachers

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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 committed and passionate people who can work in a group responsibly and create a good relationship with people around us, taking their opinions into account when making decisions. We can support and guide them, keep calm in bad situations, and motivate them. During the process, as leaders, we can acquire a lot of experiences and knowledge through mutual work with people, to have followers and lead them to success. We acknowledge the ability to work as a team, the recognition of mistakes, and our areas for improvement.

Leaders work as a team to empower each other, besides influencing everyone around them to achieve a successful goal.

—*Yenis Hernandez & Sofía Arciria, Personal Leadership Statement*



ABSTRACT

The purpose of this paper is to demonstrate the significance of teacher leadership and the definition of leadership and the qualities of a leader. In addition to defining teacher empowerment, describing leadership empowerment, and its benefits for those in the community, to encourage teachers to be effective leaders process at the same time it has the aim to empower students to achieve together a goal in the academic environment and be empowered to prove valuable classes. Additionally, this article provides the authors' assumptions, possible impacts, training knowledge, and personal aims and expectations as future teachers to have proper classroom management and effectively manage the classes.

Keywords: Leadership, inclusion, communication, empowerment.



1. INTRODUCTION

Leadership is the ability to guide and influence a group of people to manage, build and inspire to achieve a goal. According to Northouse (2016), “Leadership is a management to work with people and influence them to complete a goal.” (p. 6). In this sense, a leader can motivate people and empower them by supporting ideas, being open-minded in their ideas, and being more involved with their followers.

Furthermore, leadership consists of looking for the success of a mission, not for a person but a group. Daft (2008), “Leadership involves influence, it occurs among people, those people intentionally desire significant changes, and the changes reflect purposes shared by leaders and followers.” (p. 4). In other words, leadership has an impact on a group of people who support the change and achievements in the organization. Along these lines, a leader takes the responsibility to help others rather than make their ambitions bigger. Moreover, leadership is about believing in those you work with and in yourself, making every single thing with passion and love. In addition, respect and commitment are the basis of a group to succeed. Hence, leaders must be trained to take into account that each group participant plays an important role in a team, thus a leader can give opportunities to everyone to emphasize innovation, having good communication skills.

Additionally, Teacher leaders are the specialists who see this process through to ensure that change occurs in their schools for the benefit of all learners. Teacher leaders move outside of their classrooms and accept the challenges of engaging with others to improve their profession.



Teachers with leadership abilities can serve as advisors, mentors, facilitators, trainers, and curriculum specialists to help students and their classrooms succeed, (Ngang & Abdulla, 2015, p.3). This means that teacher leaders can empower themselves according to the environment they are working in, besides helping people around them to be courageous and get empowered.

2. OUR ASSUMPTIONS

Teacher leadership is vital both in and outside of the classroom. As teachers, we have the opportunity to affect educational progress beyond policy execution in the classroom. However, we provide clear training and assistance for them to contribute their voice and first-hand expertise in the classroom. According to Hamzah et al., (2016), “Teacher leadership does not just happen in the classroom, but also outside the classroom, cultural collaboration with colleagues, the school organization, and the community.” (p.188). This means leadership should be shown in and outside the classroom since it will help students to understand the importance of working collaboratively no matter the differences between each participant of the group. Furthermore, high levels of personal and professional confidence are essential to the achievement of academic institutions. Innovation, creativity, engagement, and professionalism standards flow through schools when teachers as participants feel empowered to perform at their best levels of contribution. Such environments are created and maintained by strong moral leadership.

Likewise, assumptions about our traits, instructional skills, potential, and beliefs are examples of this effect. Therefore, it is important to make teachers aware of today's educational advances, especially if they wish to become leaders due to the evolution of the educational profession. In this sense, assumptions can influence what instructors do in the classroom, how



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motivated they are to improve their teaching and personal thinking processes, and how far they can upgrade their expertise outside of the classroom. Those professional learning activities can help teachers build leadership abilities to influence student outcomes. Teachers who lead in and outside of the classroom, identify with and contribute to a community of teachers, learners, and leaders, and inspire others to enhance educational practice are considered leaders, (Frost et al., 2003, p.3). Hence, teachers who apply leadership in their classroom or in the place they are working in can support each person they are working with. Therefore, teachers as leaders must apply excellent pedagogical tactics in the classroom to be teacher leaders. It's also crucial that they have a thorough understanding of the subject matter and the capacity to analyze content and pedagogical issues.

It is necessary to highlight the importance of understanding the link between teaching and leading. According to Shillingstad, & McGlamery, (2019) “a leader in the school setting is often responsible for supervising, directing, influencing, changing, motivating, and transforming others to achieve a goal.” (p.26). In this sense, teachers should be able to recognize that our work is based on dimensions such as intellectual, emotional, social, and moral aspects. In this regard, teachers should have clarified the importance of being an inspiration for students; thus, leadership is a way that will help educators to guide every single learner in their learning process.



3. LEADERSHIP EMPOWERMENT AND IMPLICATIONS FOR THE FUTURE

Empowerment is one of the most important characteristics that leaders should possess. Srivastava et al., (2006) stated that “team members are likely to receive fair recognition by an empowering leader for their contribution of ideas and information, which motivates them to share their unique knowledge.” (p. 1241). Hence, it is a necessary tool we have today for becoming leaders, inspiring followers, and arousing greatness in ourselves and those around us. Moreover, a supportive leader guides the followers, and an empowering leader's participative decision-making and coaching behaviors will stimulate knowledge sharing in teams. Hieu, (2020) states, “Empowering leadership consists of delegation and motivation. From the structural stance, empowering leadership has a positive influence on job self-efficacy, creative self-efficacy, and career self-efficacy.” (p.25). Thus, empowerment strategies that provide subordinates a sense of support and increase their self-confidence are successful at reinforcing the belief. Hence, empowerment is essential because it spreads strength or encouragement to others, and it challenges us to be better by changing the way we think about things.

Bearing this in mind, as future educational leaders, we should apply empowerment in our teaching process. Empowerment is crucial to assess the role of school leaders and how they might be implemented as well as the ramifications for the future. According to Mestry (2017), “Professional development programs are systematic efforts to bring about change in school leadership and management where new behaviors, attitudes, and beliefs contribute to the learning outcomes of students” (p. 03). This means, we live in a changing society, and as teacher leaders, we must act with leadership empowerment to enable the educational community to gain major



bodies of knowledge to make significant changes in school organizations. Boonyarit et al (2010), “Principals or supervisors can encourage and support teachers toward increased self-directed behavior, risk-taking, initiative, and management of uncertainty.” (p. 02). In this sense, Teachers who are empowered can improve their teaching practices and the environment in which they educate.

As future teacher leaders, we aim to empower our learners to ensure the level of education and the motivation of each student. Yukl, (2008), “leadership reflects the assumption that it involves a process whereby intentional influence is exerted over other people to guide, structure, and facilitate activities and relationships in a group or organization.” (p.2). Therefore, Teacher-leaders focus their students' learning and aim to increase student achievement within their classes. This is and should be one of the most significant teacher leadership activities.

CONCLUSION

We conclude that empowering leadership plays an important role for educators and learners because it enables students to believe in their abilities and encourages them. In this way, they will be able to gather the required resources to achieve the goals that they have in common. Hence, teacher leaders play many functions in the school, including the development of the entire institution. As well as provide spaces to promote autonomy for developing leadership and project creation among administrators, teachers, and learners.



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