



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

A PERSONAL LEADERSHIP STATEMENT

DIEGO GALEANO PETRO

SHIRLYS OTERO DÍAZ

YENNIFER NAVAJA LÓPEZ



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

We see ourselves as the type of leaders who don't put themselves above their followers, but rather work with them and see them as equals. As true leaders, we will always seek to be the best version of ourselves by being visionary, inclusive, collaborative, and creative to be a worthy role model for our learners. We faithfully believe we can become excellent leaders if we follow our passion, which is to be a guide for those who need him or her. We see ourselves actively involving our students in their own learning process because it is necessary to promote autonomous and collaborative learning to achieve meaningful results.



-Diego Galeano, Shirlys Otero & Yennifer Navaja Personal Leadership Statement



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1. Introduction

Rost (1991) defines leadership as "an influence relationship between leaders and followers who intend real changes that reflect their mutual purposes" (p. 107). This means that leadership involves a close interaction between the people who lead and their followers, in which both parties contribute and produce a mutually positive effect towards the fulfillment of their objectives.

Patterson (2006) describes leaders as those who select, equip, train, and influence followers who have diverse skills, gifts, abilities and inspire them to employ such resources to collaborate and work with them towards a mission. Therefore, leadership plays an important role in the way the followers' qualities are oriented and enhanced, highlighting their strengths and, at the same time, delegating responsibilities that create in them a sense of belonging and offer clarity about the goal to achieve. This leadership style includes the effort of all participants and increases productivity.

Leadership is essential for the development of any type of organization. For this reason, there are different leadership perspectives: instructional leadership, teacher leadership, student leadership, director leadership, transactional leadership, transformational leadership, moral leadership, authentic leadership, among others, each one of them shows a vision of their field of action. to have a clearer understanding of what they mean and the purposes they serve. For instance, Cooper et al., 2005, Shamir & Eilam, 2005, and Sparrowe, 2005 have expressed concerns about defining authentic leadership as encompassing the positive psychological capacities of confidence, hope, optimism, and resilience. In other words, the authentic leader is



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one who is based on certain values and beliefs that are related to the internal knowledge he has of himself and the degree of aptitude, learning, and personal motivation that make him stand out, overcome and adapt to adverse situations.

Ryan and Deci (2003) asserted that authenticity is achieved when individuals enact internalized self-regulation processes—that is, their conduct is guided by internal values as opposed to external threats, inducements, or social expectations and rewards. For authentic leadership, there must be an alignment between personal values and practical values, coherence between what is thought, felt, and done, regardless of societal pressures. Likewise, the other perspectives point towards a specific focus on what they consider leadership and therefore, a person who wants to exercise leadership should be educated according to the type of leadership that the context demands or that they desire to develop.

Moreover, achieving shared goals is the engine that drives leaders and followers to work together. Therefore, the effectiveness of a good leadership process will no longer depend only on the leader, but also on the joint actions of those who democratically chose their official representative.

Considering the speed with which science, education, culture, technology, etc. advance, society needs trained leaders regardless of the field of performance in which they are, authentic leaders, full of passion for a vocation, and who know no limits when it comes to reaching a goal.



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2. Our Assumptions.

Throughout the world, the ability of a person to influence, guide, and encourage people by getting them to work together towards the same goal effectively is known as leadership. Leadership is defined by Tannebaum, Weschler, and Massarik (1961) as the “interpersonal influence directed through the communication process toward the attainment of some goal or goals” (p. 24). Therefore, leadership refers to how the efforts of the leader and the support of his followers will produce success for each member of the team.

A large number of teachers are not familiar with the role leadership plays in the educational field, but the evolution education has had over time has demanded the development of leadership as a quality for the teaching processes. Katzenmeyer and Moller (2001) defined teacher leaders as those who “lead with and contribute to a community of teacher-learners and leaders... and influence others towards improved educational practice” (p. 6). Teachers committed to their profession have tried to acquire qualities that help them provide effective guidance to students during learning procedures and to encourage other teachers to be better trained. Nowadays, teachers are not the only ones responsible for the student's learning process; rather, students are increasingly aware of their own process, the reason why it is important to create favorable conditions to promote effective language learning.

The implementation of collaborative work in foreign language classrooms requires decisive actions that as leaders we must take to establish work teams among discussion and dialogue so that work on the development of problem-solving and decision-making while taking advantage of future opportunities that may arise for the benefit of students.



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"VIGILADA MINEDUCACIÓN"

Beyerlein et al (2002), suggest that two or more individuals with a shared purpose and direction undertake the work, which is attentive and responsive to the environment. Hence, through collaborative work, we learn to listen, be patient, creative, show empathy among ourselves as a work team, and do our best to lead a good, healthy, and successful teaching-learning process.

To grow as teacher leaders, there are some questions that we should consider to improve our duties and responsibilities: How am I communicating with my group? What are those weaknesses that as a leader I have to improve? How can I motivate my team to catch their full interest? Am I trained enough to develop effective leadership?



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3. Leadership empowerment and implications for the future.

It is very common that when people speak or read about empowerment, the first word that comes to people's minds is power; however, this idea is limited because the concept encompasses various aspects that comprise it, including leadership. To achieve a state of empowerment, a person or group should go through a process in which their capacities are strengthened to the point of achieving autonomy in decision-making, these are characteristics that over time give access to the certain trust, influence, and leadership which leads to positive changes in people's lives, institutions, or situations.

Barth (2001) asserts that the process of leadership and decision-making represents the best learning opportunity possible for educators. This suggests that as leadership is put into practice and decisions are made about its good performance, learning arises or is acquired. Besides, it suggests that all teachers should be able to measure to what extent their decisions affect or influence their performance positively or negatively in an educational institution.

As language teacher leaders, we can implement project-based teaching in the school that is easy to administer, and that improves the quality and level of student learning in this area. This could be implemented by levels and topics of interest. Choosing the most relevant topics and using the appropriate teaching strategies to teach and benefit them in the development of their language competence and allow them to absorb the information provided more quickly. For example, at this time we can create projects that help us in the fight against COVID since it is a reality that affects us all and is of common interest. In the search for different alternatives, students will begin to develop analysis and reasoning skills. The themes chosen for the projects



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do not necessarily have to cover a global problem. They can focus on some realities of the environment in which the students live, such as limited access to the Internet, among others.

What you want to achieve when facing the student with a challenge is to begin to work on their ability to solve problems, to find multiple alternatives which must be used by the teacher to integrate education into reality.

This implies taking advantage of the experience, creativity, intelligence, and intuition of all the people involved in the organization and development of these projects, always bearing in mind that empowerment in teacher leadership grows when there are collaborative work and an environment of open and continuous communication between the professors, managers and professors, and the professor and the student.



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4. Conclusion.

The success of leadership plans depends on forgetting control and choosing mentoring. Changing this structure is not easy and it is a strategy that gives long-term results, but where the leader becomes an important guide, who provides support not only to his collaborators but to other leaders; that is what empowerment is all about.

Leadership should focus on the behavior of followers, on the how and why of each decision rather than on the results. Besides, leadership should focus on the strengths that the work team possesses when people feel capable. Besides, we think that pleasure from work grows unlimitedly and the results can be surprising when authentic leaders generate great changes over time-based on the followers' needs, wants, and lacks.

Through our leadership roles, we can influence improving the quality of foreign language education in our schools by allowing other teacher leaders and collaborators to release their knowledge, experience, and motivation and apply them in the different teaching strategies to the English language. This collaborative work together with the use of the appropriate resources and tools will favor quality, productivity, competitiveness, and the integral development of the student.



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