



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



**A PERSONAL LEADERSHIP STATEMENT**

**THALIA BUENDIA ALMARIO**

**AYELEN MONTES MARTINEZ**



**UNIVERSIDAD DE CÓRDOBA**

**FACULTY OF EDUCATION**

**ENGLISH LANGUAGE TEACHING PROGRAMME**

**DIPLOMA COURSE**

**Lifelong Professional Development: Empowering Foreign Language Teachers**

**MONTERÍA – CÓRDOBA**

**2023**



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**THALIA BUENDIA ALMARIO**

**AYELEN MONTES MARTINEZ**

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

**MENTOR**

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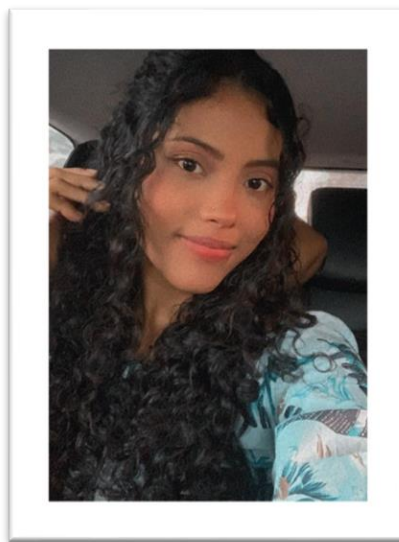
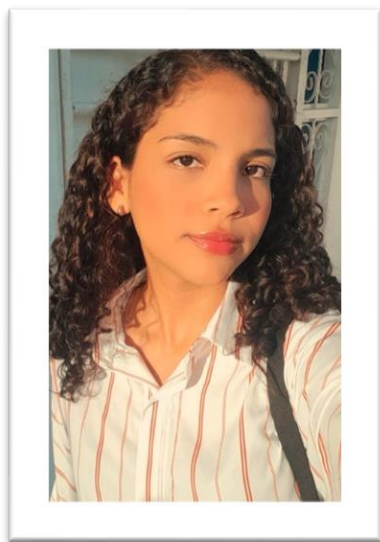


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**Leadership profile**

We as future leaders see ourselves as inspiring persons that always keep a positive attitude and whose main objective is motivating people towards a common goal unconditionally. For us, being capable of having effective communication with our team, not just listening to them but looking for strategies to solve problems together is key. In addition, building a strong relationship between us and the people we are working with is an important part to grow together in all aspects. Moreover, being persistent and disciplined even if the times are not perfect is what will take us to success.



- Ayelen Montes, Thalia Buendia, *Personal Leadership Statement*





## **Abstract**

The educational field is a big place where schools and people in charge need to awaken and realize that leadership empowerment is essential nowadays in our educational system. To achieve it, principals, schools, and teachers need to be open-minded and collaborative with the resources provided to change the perceptions and accept the challenge to be an empowered teacher leader. This paper focuses on and describes teacher leadership empowerment in the educational process. This course prepared all of us to perceive our qualities as leaders and how to use them for the community we belong to, this leadership statement stated the importance and advantages of leadership empowerment in schools.

## **1. Introduction**

Successful leaders are needed in all areas of life. It can be in politics, education, business, and many more. There are many definitions of leadership but there is not just one correct. Leadership in our words is a union of leader and followers where both contribute to the growth and success of each other. Iqbal (2015) said, "A leader is a person who influences others to reach their destinations" (p. 202), and following this path, Daft (2008) defines it as "a relationship among leaders and followers who intend real changes and outcomes that reflect their shared purposes" (p. 4). Silva (2016) adds, "leadership is much more than an individual trait since it is a complex phenomenon in which the followers and the context have a very important role" (p. 3).





As it is known, every person that is part of a school is important, such as students, teachers, parents, etc. But we would like to focus on the principal who is the negotiator of the different points of view between the people mentioned before and are always hearing students' needs, providing them with materials, and giving them strategies to solve real problems in schools. Consequently, we will focus on principal leadership as it focuses on school leaders who are the ones that help to keep a good environment supporting student learning. According to Kempa et al. (2017), 'Effective principal leadership is leadership that can foster cooperative efforts and maintains an ideal working climate in schools' (p. 306).

## **2. Our Assumptions**

Using different strategies and taking actions about assumptions related to ability, goals, role, and students provide the foundation of various instructional actions and attitudes in and out of the classroom (Stabile, 2014). This means that we use our assumptions all the time to make changes for the better as teacher leaders for ourselves, our students, our coworkers, and the entire community building. We believe that, as students, we keep learning day by day, and, as future teachers, we should never stop learning and dedicate ourselves to growing professionally and being open-minded to innovation, which contributes to our teaching and learning processes. According to Daft (2008), "Successful leaders must recognize and value cultural differences and comprehend how diversity influences organizational operations and results in a world that is becoming more and more diverse" (p.





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325). We think that an educational institution should be a safe place no matter the race, ethnicity, or gender, a place where all members feel included and where their voice is heard. A place where teacher leaders struggle every day to achieve that goal.

Since the start of the course, collaborative work has been an important part of the work. According to Miller & Miller (2007) the traits of collaborative work, including shared vision and goals, well-developed and formalized roles for participants, sharing of power and decision-making, and joint assumption of risks and resources, are key factors for us to become good leaders. It is important for us to connect with our team members in all the possible ways to encourage them with trust, positivity, responsibility, communication and patient to share common ideas or goals. We learn that collaborative work is about to include all members opinions and discussions with the same importance considering the entire team by doing it would be easier for leaders and team to achieve the desire results.

As future leaders, we tend to think about these questions: Will we be able to manage a diverse classroom? Will we be able to inspire other people with our work? Should a good leader separate their personal beliefs without affecting the final goal? Leaders need to be open-minded to a new world. If we stay close to our thinking and do not validate other perceptions, we could never be leaders who can guide and contribute to people's growth.





### **3. Leadership Empowerment and Implications for the Future**

Teachers are people who support their students in all the decisions but for teachers to perform good leadership, they need to share responsibilities and decisions as equals with their students so that they feel motivated to acquire knowledge. According to Daft (2008), ‘‘Leaders provide their followers with an understanding of how their jobs are important to the organization’s mission and performance, thereby giving them a direction within which to act freely’’ (p. 243). Consequently, leadership in schools is not centered just on results or the perception of the person in charge, it goes beyond all that. Leadership empowerment is centered on how you use the materials and tools that you have available at that moment. In this way, the leadership empowerment phenomenon turns into something valuable, and worthy for people to learn while students construct their own beliefs depending on their values and thoughts.

As we mentioned above, we need to consider some recommendations essential for us as leaders:

- Teach students how to deal with responsibility.
- Share decisions and thinking with their classmates and teacher to make better decisions.
- Provide them with the correct materials for them to achieve goals.
- Try to look at other perspectives for students to be open-minded to changes.







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Following these steps, we try to educate and guide our students through a different and new process for them to learn how to be good and real leaders in making decisions and trusting their partners. As we know, society changes every day together with people's perceptions about what is good and what is not so for that reason we as teachers would like to be open-minded to those changes and take advantage of taking good and bad things that can help us to grow up as leaders.

#### **4. Conclusion**

Education process has a lot of history behind it. Teachers usually focus on students' results and not the process to achieve them. While moving on, is not difficult to realize that in schools and organizations, it is important not to separate empowerment from leadership as they work as equals. Since these are a set of various components that transform essential elements like communication, diplomacy, trust, integration, innovation, integrity, and many more with the aim of improving the teaching process. From now in advance, as future teachers, it is necessary to be open-minded to implement leadership empowerment in our classes for all the people involved feel the necessity to participate actively in decisions and for the organization not to stop but continue to achieve the final goal.

Leadership in schools should focus on improving foreign language education. For this to happen, it is necessary that the school plan a language program where the school community supports it, and, where the learning and improvement of the teacher's skills are supported as an educator should never stop learning. Since a qualified teacher is equal to the quality of



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teaching, he also needs proper resources. Therefore, it is necessary to increase the hours for English teaching and learning as students need more time to be exposed to English and to be able to practice it in more engaging and meaningful lessons. All this, with the necessary support, can lead to innovations and quality of foreign language education in all schools.





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