



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



**A PERSONAL LEADERSHIP STATEMENT**

**YOHENIS DE JESÚS DÍAZ CANTERO**

**ARCELIO ENRIQUE DONADO MURLASCO**



**UNIVERSIDAD DE CÓRDOBA**

**FACULTY OF EDUCATION**

**ENGLISH LANGUAGE TEACHING PROGRAMME**

**DIPLOMA COURSE**

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

**MONTERÍA - CÓRDOBA**

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

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#### Our leadership profile



As future leaders, we see ourselves as thoughtful and empowering people who lead our followers and guide them in different aspects. Also, we want to be seen as inspiring and motivating leaders who always maintain a positive attitude to achieve a common goal, and are able to think critically and encourage strategic thinking to find solutions and solve problems effectively; strengthening group work, and maintaining assertive communication with our work team. Furthermore, we also see ourselves as constantly evolving professionals open to knowledge, with independent thinking, and an open mind, always giving the best example as a leader, and always encouraging others to be critical, constantly learning and encouraging them to dream of being leaders too, because the greatest thinking leaders are the ones who change the world and make it a better place.

*Great leaders inspire others, are passionate, and are always in constant evolution and learning for their professional development and that of their followers.*

*Díaz, & Donado Personal Leadership Statement*



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**Abstract**

The new era of teacher-leaders will generate a powerful impact on the educational process and the acquisition of these leadership skills is increasing, which will incorporate significant development into the learning processes. Fostering leadership in schools is a very important and productive process for all members of the educational community, especially for teachers and students, because a teacher-leader will know how to guide the educational processes in order to implement leadership by showing their learners the importance of this in all walks of life. Thus, in this article, we will provide several concepts of leadership, including our assumptions, collaborative work, leadership empowerment, and implications for the future of our teaching work to encourage our students to be leaders. Our goal is to develop leadership strategies so that as future educators we can carry out innovative projects that implement and strengthen teamwork so that they inspire our students to be leaders too.

**Keywords:** *Leadership, empowerment, teacher leaders, collaborative work, education.*



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**Introduction**

Leadership is very important in different areas of life such as education, work, or society. There are many definitions of leadership, in our own words, leadership is the ability of an individual or a group of individuals to influence and guide followers or other members of an organization to reach a goal. Daft (2008) defined it as "a relationship among leaders and followers who intend real changes and outcomes that reflect their shared purposes". On another hand, Silva (2016) says that "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". While Iqbal (2015) says that "leadership is to listen to everybody and pick up creative ideas to implement them".

Teachers' leadership is not limited just to teaching, (as transmitting information) but also generating trust and guidance, and encouraging the idea of learning. An example of leadership is when we are evaluating our pupils in the classroom, there are different factors that we should take into account; first of all, we need to identify our student's needs, here we can share and check with our colleagues, this will help us to get different ideas, perspectives, and opinions; second, we must analyze several aspects regarding our pupils, such as analyzing the context of every situation, their backgrounds, their social interaction, their location, etc., because all those aspects influence their performance in the classroom.

In 2016, Agrawal stated that:



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A good leader is someone who creates solutions and supports the staff under them. A good leader is someone that listens. While some people are born with leadership qualities, others develop them while working in their respective careers. Leaders are everywhere, and everyone can possess leadership qualities when they learn to take the lead instead of always following along.

As future teachers we must act as guides and facilitators of information, maintaining a professional closeness with our students so that they can achieve their goals and develop their leadership skills too, acting with autonomy and acquiring the tools they need to solve problems effectively in their daily life.

### **Our assumptions**

Leedy & Ormrod, (2010) said, “assumptions are so basic that, without them, the research problem itself could not exist” (p. 62). Each person is capable of creating their own assumptions and through them expressing conclusions, hypotheses, and opinions, this allows strengthening the teaching process and acquiring effective strategies for a better understanding of this process. Richards & Lockhart (1996) argue that “during the living experiences in classrooms, teachers-leaders use their assumptions to comprehend different situations that face every day additionally, it helps to self-evaluate and reflect on their practices which are focused on professional development”. In order to have better knowledge, and management of all these situations that we face every day as leading teachers and improve our professional development, it is very important to identify the situations and learning context of our



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educational environment, it is very important to take into account the diversity in this area.

According to Daft (2008) “diversity refers to differences among people in terms of dimensions such as age, ethnicity, gender, race, or physical ability” (p.333). Taking this concept into account and as leading teachers potentiate collaborative work, demonstrate to the people we lead that we must take advantage of the diversity of our work team to strengthen our teaching process. Daft (2008) also states that “the move to collaboration presents greater challenges to leaders than did the old concept of competition.” (p.10). One of the most difficult things to promote as a leader is teamwork, maintaining mutual support to achieve objectives. Taking all this into account, we must ask ourselves several questions:

1. What tools or methods do we use to be good leaders?
2. Do we represent a good example of leadership?
3. How do we foster leadership in the classroom?
4. Understand and encourage collaborative work?

Richards & Lockhart (1996) declared “in asking and answering questions such as these, teachers are in a position to evaluate their teaching, ...to develop strategies for change, and to monitor the effects of implementing these strategies.” (p.2).

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

Empowering leadership is a promising strategy for leaders to positively shape employee attitudes and behaviors, including cynicism and time theft (Lorinkova & Jansen



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Perry Sara, 2018; OREG & BERSON, 2011). Leaders share power with their subordinates, giving them decision-making authority. They also express confidence in employees' abilities to perform their jobs autonomously (Spreitzer, 1995).

According to Daft (2008) “empowerment provides strong motivation because it meets the higher needs of individuals. Research indicates that individuals have a need for self-efficacy, which is the capacity to produce results or outcomes, to feel they are effective.” (p.243). Meridith (2000) said, “teacher leadership helps schools develop a great improvement in the quality of education and skills of educators and learners during the process of teaching and learning” according to this we believe that teacher leadership is of vital importance for education because it improves and strengthens the teaching process for both students and teachers.

Sharma & Kirkman (2015) argue that leadership empowerment is a process of guiding potential leaders to achieve their goals to generate an impact through their work's contribution. This process is expected to enhance delegation, self-determined, and decision-making. stated BALYER et al. (2017)“The empowerment of teachers and motivation work hand in hand and in the same way allows teachers to provide and exchange the knowledge they obtained from their own experiences; which also influences the collaborative work on students and teachers”(p.18).

This tells us that empowerment is a talent or quality that as teachers we must share and encourage to awaken our apprentices and colleagues as well. We plan to promote group activities, debates, and other activities that allow proposing solutions to situations, and how





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to promote leadership in favor of improving the process of teaching to be valuable leaders to  
the citizens.



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**Conclusion**

Lightfoot (1986) defined empowerment as an opportunity to practice autonomy, responsibility, choice, and authority. In fact, Melenyzer (1990) stated that “teacher empowerment is the opportunity and confidence to act on one's own ideas and influence the way one performs in their profession”.

Nowadays, empowerment is a main to maintaining a good environment for education leadership due to it seeks to help our team to make critical choices working on projects effectively to achieve the success of purpose goals. For this reason as future leading teachers, we will implement leadership in our learners to be successful in the teaching process and we will always encourage them to become leaders as well.



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