A PERSONAL LEADERSHIP STATEMENT

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ENGLISH LANGUAGE TEACHING PROGRAMME

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Program

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Our Leadership Profile

We see ourselves as people with a strong sense of ethics and integrity, also being good listeners, empathetic, and able to build strong relationships with our team members. We envision ourselves as individuals capable of leading and guiding through effective communication and empathy with all members of the team. We see ourselves as teacher leaders empowered to transform through accompaniment and providing strategies that allow our followers to evolve and reach their maximum development as a person or as a professional.

"True leaders are those who lead with integrity, empathy, and a genuine desire to make a positive difference in the lives of those they lead"

—*Guerra, Montes & Velasquez, Personal Leadership Statement*

Abstract

In the ever-evolving landscape of education, personal leadership has emerged as a crucial aspect for educational leaders. One of the key drivers behind the focus on personal leadership in education is the recognition that effective leadership is essential for creating positive learning environments and improving educational outcomes. This paper explores the concept of transformational leadership, which focuses on inspiring and empowering followers to achieve common goals. The assumptions of transformational leadership are discussed, emphasizing the importance of personal values, beliefs, and qualities of the leader in driving change. The paper also highlights the benefits of collaborative work in understanding leadership dynamics and shaping oneself as a professional and teacher-leader. Furthermore, the concept of leadership empowerment is explored, emphasizing the significance of providing autonomy, support, and resources to educators to improve their professional expertise and foster student achievement. The proposed plan aims to empower students to become the best versions of themselves and inspire others throughout their lives by developing their leadership capabilities and driving their own personal growth processes.

Keywords: *leadership; transformational leadership; empowerment; personal development; educational environment*

Introduction

Leadership is a fundamental aspect of human interaction that has played a critical role in shaping our societies. According to Daft (2008), "leadership is all around us every day, in all facets of our lives- our families, schools, communities. . . as well as in the world business, and the military" (p.3). Leadership is about directing people to complete a shared assignment or aim while motivating and supporting them. Leadership is a collaborative process that leads to a strong and trusting relationship with the team you are working with. Silva (2016) defines leadership as "the process of interactive influence that occurs when, in a given context, some people accept someone as their leader to achieve common goals" (p.3). This means that when some individuals choose someone as their leader to attain a common goal, cooperative work in order to reach the expected benefits exists. This leadership statement addresses the perspective of transformational leadership. The following sections will focus on our assumptions about transformational leadership, leadership empowerment and implications for the future, and conclusions.

Being a leader requires you to have specific characteristics that allow you, in one way or another, to impact the lives of the people who follow you or are working with you. Daft (2008) describes Transformational leadership as "leadership characterized by the ability to bring about significant change in followers and the organization" (p.356). In addition to working toward common objectives, transformational leaders also aim to inspire and empower their followers.

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They are leaders that work to influence others in a positive way, creating a supportive work atmosphere that encourages individuals to grow both personally and professionally. According to Bass (1990), "Transformational leadership occurs when leaders broaden and elevate the interests of their employees when they generate awareness and acceptance of the purposes and mission of the group, and when they stir their employees to look beyond their own self-interest for the good of the group" (p.21).

Our Assumptions

The perspective of leadership known as the transformational leadership approach focuses specifically on the ability of leaders to inspire and empower their followers. Daft (2008) states, "Transformational leadership focuses on intangible qualities such as vision, shared values, and ideas to build relationships, give larger meaning to separate activities, and provide common ground to enlist followers in the change process. Transformational leadership is based on the personal values, beliefs, and qualities of the leader rather than on an exchange process between leaders and followers." (p.356). Transformational teacher leaders assume that each of their learners can achieve greatness by creating a supportive classroom environment where they are in charge of empowering students to explore and identify their capabilities. Setting ambitious goals for our students can inspire them to surpass and improve their expectations about themselves, which is an attitude that is supposed to be developed when working through a transformational leader perspective.

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So far in the course, we have observed how collaborative work has helped us to expand and strengthen our concept of leadership. Having to share perspectives, ideas, opinions as well as personal experiences has allowed us to enrich our understanding of what leadership is in general and academically. In this collaborative learning environment, we have worked together towards a common goal, pooling our knowledge, skills, and resources. This cooperative effort has allowed us to experience first-hand leadership dynamics, such as the importance of communication, coordination, and leveraging collective strengths. The benefits of collaborative work include an increase in motivation, solving problems abilities, and also the way we apply decision-making when it is asked. As we go down this path of understanding and working on what leadership is, we ask ourselves the following questions: What is our leadership focused on? How do our personal strengths and weaknesses align with the essential traits of an effective leader? What values and principles do we embrace to guide our leadership approach? These are aspects that we are reflecting on as we shape ourselves as professionals and teacher-leaders.

Leadership Empowerment and Implications for the Future

The idea of empowerment has evolved as an effective motivator for individual and social growth in the constantly changing and complicated educational environment of today. Short, Greer, and Melvin (1994) defined empowerment as ''a process whereby school participants develop the competence to take charge of their own growth and resolve their own problems'' (p.38).

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That is, empowering is a crucial process that involves providing teachers with the autonomy, support, and resources they need to improve their professional expertise, participate in decision-making processes, make positive changes in their teaching practices and foster student achievement collaboratively.

Within any work entity, the empowerment of leaders is important, but in an educational setting, it is of crucial importance as it seeks to enable colleagues and subordinates to develop a better work potential and professional effectiveness in order to achieve their goals. Through our learning about leadership, we want to create environments of personal development in which we only seek to improve through strategies that allow our students and colleagues to respond better and expand their capabilities to jointly bring about the best for the institution and ourselves. We want to motivate our students to get involved in the learning process, taking initiatives that allow them to direct their processes for the improvement of themselves and the group. We want our students to be able to lead and direct their individual processes toward being the best version of themselves and to inspire others throughout their lives. Overall, empowering leadership at schools is crucial for creating a positive learning environment, improving educational outcomes, and preparing students for success in the future. Effective school leaders inspire, motivate, and guide the entire school community toward excellence.

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Conclusion

Plans for leadership should have goals and objectives that are distinct and obvious; therefore, it is simpler to coordinate efforts and advance when everyone is aware of the goals they are trying to achieve. Leaders must engage in strategic planning that specifies the required actions and resources are all part of this process. Since "Designing leadership development plans requires leaders to know themselves as both people and professional, that is, to know their strengths and weaknesses" (Aguas et al., 2017, p.5). Leaders must be aware of these two requirements (strengths and weaknesses) in order to create an effective plan.

Strong teamwork is essential for the success of any leadership strategy. Leaders should promote a culture of open communication, trust, and teamwork where team members are encouraged to share their knowledge and abilities. Schools can promote modern and innovative exceptional foreign language instruction, fostering a bright, engaging learning environment for students to advance their language abilities and cultural awareness.

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