



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



A PERSONAL LEADERSHIP STATEMENT

ANDREA CAROLINA VIDAL FIGUEREDO

MARY EUGENIA JARAMILLO SAEZ

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UNIVERSIDAD DE CÓRDOBA

FACULTY OF EDUCATION

ENGLISH LANGUAGE TEACHING PROGRAMME

DIPLOMA COURSE

Lifelong Professional Development: Empowering Foreign Language Teachers

MONTERÍA - CÓRDOBA

2021



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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 are creative people who look for ways to motivate and encourage others to reach big goals in their path as leaders. In order to get good achievements, we must also take risks and solve problems with courage and patience. We want to highlight each member's talents and capabilities during our teamwork since it helps to build a peaceful attitude in the group and inspires them to strive and grow every day to achieve common goals. We assume a brave and ambitious role; however, we maintain a continual humble attitude throughout the conversation. We consider that as leaders we play an important role in the lives of the students, taking into account the needs of each one, with the aim of promoting new educational techniques in the classrooms. Brad Johnson says: "I have seen many changes in education, such as technology, curriculum, and other innovations, but the one constant that has always been the backbone of education is the hardworking and dedicated teacher".



—Andrea Vidal, Mary Jaramillo & Lorena Galarcio Personal

Leadership Statement

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Introduction

Leadership is a journey, a lifelong learning journey, in which you must discover who you are, the world around you, and the people you meet. Another part of this journey is establishing a purpose for your life and leadership. To discover this, you have to be open to all opportunities to learn, try challenges such as entry to learning, and see the opportunities life offers you to experiment, reflect, learn, and act. Therefore, school leaders should involve teachers in collaborating to bring about school improvement. Indeed, extant research suggests the importance of teacher collaboration to teachers' learning, instructional practice, and differences among schools in academic achievement (Goddard, Goddard, & Tschannen-Moran, 2007; Louis, K, S. 2009). Thus, the heart of these discussions is the attempt to define leadership, due each has their own intuition of what leadership is, taking into account that it is based on a mix of experience, learning, and cultural backgrounds.

Research on school leader effects shows mostly indirect impact on student achievement, largely through leader support of teachers (Hallinger, 2003, 2005; Leithwood & Mascal, 2008). This means that if school leadership is considered as a kind of pedagogical communication and a key part of English schooling's hidden curriculum, it must be understood within the school and within the society in which it is located.



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Our Assumptions

It is necessary to say that assumption is the fact to accept a thought as true without proof or an action of taking on power or responsibility; besides, it is vital for the advancement of administration, information and abilities.

Indeed, all current school reform efforts aim to improve teaching and learning. However, there many differences in how they go about it. One refers to improve all schools in a district, state or country at the same time; other reforms attempt to influence the overall approach to teaching and learning within a school to change teachers' practices, thus leadership assumption influence with its purposes and appreciate what is required to make it work.

Local leaders must be able to help their colleagues understand how the externally-initiated reform might be integrated into local improvement to provide the necessary supports for those whose practices. In fact, Hunt (2005) referred to the recent research increase as an “explosion of the leadership field” (p. 1). In the same path, the idealist way to improve our leadership field is increasing the capacity to research under new educational methods will put into practice with our students during the class.

Concerning educational process, we can improve them using the adequate strategies and base on the technologies tools, because every day all the educational process is changing and this is the reason why we want to use new tools to motivate our students to catch their attention in the classroom. Also, it is important to mention that all of those students are involved in a different culture and context. For this reason, we as leaders have the obligation to implement the appropriate mechanism to achieve the main goal which, in this case is to have a good and



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interesting teaching-learning process for our students. Some questions that we have asked ourselves as future leaders are: How can we implement better processes in education in the future? How proactive should we be in becoming a true leader? What effects does successful leadership have on student learning? Some of them have already been answered and they have helped us to feel more empowered by committed to with our duties as a future leader and English teacher.

Leadership Empowerment and Implications for the Future

Empowerment refers to “power sharing, the delegation of power or authority to subordinates in the organization”. In addition to transferring power down from the top of the organizational structure and sharing it with subordinates, is a crucial approach for leaders to meet the higher motivating needs of their subordinates. However, this following research said "for school leaders, trying to understand all of the various cultures and perspectives of all students and their families seems an impossible and unending task” (Shields & Sayani, 2005). The need to deal with conflict and tension as well as all of the other competing demands seems overwhelming. This is one of the prime challenges to be faced by 21st century leaders.

We can say that school leaders are in charge of the growth and well-being of all, making concrete decisions that help stimulate and motivate students for their academic development. In this case, leadership empowerment will assist us as future teachers by providing us with the best tools for learning, delegating functions on how to motivate and implement new ways to achieve the goals. Previous literature has shown that empowerment is positively correlated to job



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satisfaction and performance (Hechanova, Alampay, & Franco, 2006) and organizational commitment (Armstrong & Laschinger, 2006). This means that, leader's role is not to control others, but to organize the workplace in such a way that each person can learn, contribute, and grow.

The empowerment-based leadership strategy in educational organizations is a process capable of transforming organizational structures with thinking based in the belief that top management should always make decisions, moreover, leadership moves from single, individual, principal leadership to a collaborative, distributive and democratic leadership, there are several contemporary leadership styles in educational institution and system too (Hoy & Miskel, 2001; Dereli, 2003); it means that leadership is an act of having influence on the activities of an organized group in its attempts to set and achieve its goals, taking into account that involve many styles in education that has been very important in the educational system and the institutions.

Nowadays in education, delegating responsibility to someone who lacks certain characteristics is difficult because we are dealing with teachers and, in particular, young children who lack the maturity required to take on such responsibilities. According to (Jupudi K, 2008), "the challenges students faced in the last few decades, have also changed on par with the changes in the education system". Having said that, some of the challenge's teachers face in the 21st century is personalization, because education goes much further than simply bringing a computer to the classroom, or giving a digital assignment. Its main objective is to create future leaders and citizens with a comprehensive approach



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Conclusion

The encouragement of being a leader as a teacher would constitute one of the main goals of educational institutions if they aspire to pedagogical leadership (P.L). Focusing on that as teachers would make it easier for us to find more evidence of the relationship between P.L and school results.

The professional development of a teacher involves two paths: work in the classroom and work as a leader, while the aspects in which they must be trained are: disciplinary knowledge and its corresponding didactics, pedagogical knowledge, an acquaintance of relationships with other educational agents, etc.

From this perspective (personal experiences around teacher leadership), Teachers in the twenty-first century certainly face new obstacles, but it is important to note that they are now more responsible for a student's whole development, establishing the groundwork for lifetime learning. The problems may have changed, but the resources and benefits have not, and with regular new updates in the education sector, the teaching situation is only likely to improve.



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