



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



A PERSONAL LEADERSHIP STATEMENT

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CAMILA ANDREA ZAKZUK NEGRETE



UNIVERSIDAD DE CÓRDOBA

FACULTY OF EDUCATION

ENGLISH LANGUAGE TEACHING PROGRAMME

DIPLOMA COURSE

Lifelong Professional Development: Empowering Foreign Language Teachers

MONTERÍA - CÓRDOBA

2022



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

MENTOR

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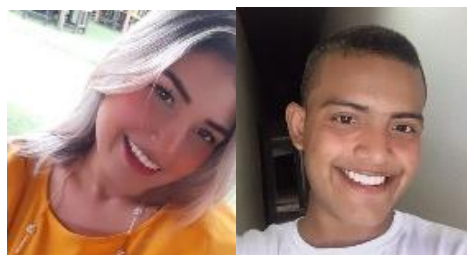


OUR LEADERSHIP PROFILE

As future teacher leaders, we have the motivation to learn and become excellent leaders. We describe ourselves as committed, responsible, creative people with great potential to work as a group to be able to guide and support the capacities of students and encourage them to assume challenges and face those demands with hard and honest work. Our goal is to be role models for all, especially teachers, to go beyond and be capable to recognize the abilities, purposes, and dreams of others. Also, we intend to make people see in us a spirit of solidarity with others and support us as a community.

A true leader is a role model, not afraid to show his qualities and defects, to be a beacon to success in others' lives.

—*Luis Daniel López Rhenals, Camila Andrea Negrete Zakzuk, Personal leadership statement.*





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ABSTRACT

Over the years, school communities have tried to recognize how influential, beneficial, and effective learning development takes place in schools as educators increasingly promote leadership skills. This leadership statement outlines the importance of leadership in education, its elements, characteristics, and strategies as teacher leaders to promote leadership in our future field workplaces. Thus, in this paper, we will detail some of our understanding of the different concepts of leadership, their focus on education, our assumptions, the qualities of empowerment, and our plan to motivate students to be leaders in our future practices. Our idea is to achieve the development of leadership-based strategies for future educators who are able to promote, execute, and lead new projects as a group.

Keywords: *Leadership, empowerment, educational leadership.*





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INTRODUCTION

It is said that leadership is one of the most intangible qualities that people can develop. Over the years, experts have tried to decipher the concept. Nevertheless, it is still unclear, mainly in terms of clear definitions. Stogdill (1950, p.3) stated, "Leadership can be regarded as the process (act) of influencing the activities of an organized group in its efforts towards setting goals and achieving goals." In fact, leadership does not know about individual work, and always seeks joint interest. Likewise, Bennis, W (1989) said:

Leadership revolves around vision, ideas, leadership and has more to do with inspiring people in direction and goals than with day-to-day implementation. The leader must be able to harness more than his own capabilities. You should be able to inspire other people to do things without having to be at the top of them with a checklist (p.139)

Similarly, this context gives us a great influence on education, as teachers are a model of great influence and also a great pillar for the personal and educational growth in the lives of students.

Educational leadership helps schools deliver greater improvement in the quality of education and skills of teachers and students. According to Pont, Nusche, and Moorman (2008), school leadership plays a critical role in improving school performance by influencing



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teachers' motivations and abilities as well as the school environment and environment.

Effective school leadership is essential to increase the efficiency and equity of education.

For us, educational leadership is innovation and a process in which leading teachers focus on change. Pont, Nusche, and Moorman, (2008) place that leadership in education has one of the two main components in schools that meet the characteristics necessary to obtain an excellent and effective learning process by leading teachers. Additionally, we can say educational leadership allows teachers to influence their students; at the same time to guide and help them to empower their leadership skills. Additionally, it helps them to feel self-sufficient in order to achieve their goals, in such a way that they also learn to consider the purposes of others and help them to face them as if they were their own. Therefore, educational leadership is crucial and vital for education and for its educational methods to have great and better changes, and for the achievement of positive results in institutions both cognitively and personally.



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OUR ASSUMPTIONS

Dibakar. (2020) says, “Assumption is a thing that is thought to be true or certain to happen, but is not proved”. Assumptions are a set of opinions that someone accept as true without hard evidence. All people are capable of creating our own conclusions and being autonomous from our thoughts. In fact, we have the ability to express our own points of view, hypotheses, conclusions or assumptions about the leadership process, and its context.

When it comes to leadership, we as a teacher want to be alert about new topics related to education. This is where leadership begins to use that knowledge to lead students through a successful language learning process. In addition, it is at this stage that the teacher thinks about those problems that may arise in the classroom, problems that their students may have. Such as distraction, dependency, non-compliance, among others. They can be solved, if we addressed them with a real team in an institution to achieve common goals. Therefore, each member plays an important role in the team; everyone is in charge of something and helps each other. However, if this were different, there would be no true teamwork, where someone else's ideas were inconsiderate, rejected, or forgotten (Badger, Sadler-Smith et Michie, 1997; Rousseau, Aubé, et Savoie, 2006; Tjosvold, 1991)



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Due to the existence of disagreements within a team, it is good that everyone can have a voice in an environment where each opinion allows everyone to be aware of the others, thus establishing a climate of affinity. We as English teacher leaders could guide our students through a way in which they feel good with their process of acquiring a new language.

Furthermore, we as teachers have our own assumptions of foreign language classrooms or educational processes to prevent future problems in the teaching process. Shillingstad, Sandra, and Sheryl, (2014) declared, "Leaders in the school environment are often responsible for supervising, directing, influencing, changing, motivating, and transforming others to achieve a goal" (p. 35). Another important point to highlight is the awareness of the weaknesses of the members because we are able to recognize the different aspects in which we have to work. In addition, we would recognize the need and the help that others need to be able to provide support while together we are better every. In addition, knowledge of the weaknesses of the members pushes us to focus on the strengths to assign or distribute the work based on them, which facilitates and accelerates the effective development of the proposed objective. Dumas City (n.d) for "The Three Musketeers", "all for one, one for all", which makes us understand that by having a good work environment, we can offer or receive collaboration when we need it most, having the ability to develop our capacities to the maximum and to be able to improve all those weaknesses in a group



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manner and with mutual support between the different members of the group. (Toro Suarez, 2015), (Codina Jiménez A., 2010), (Codina Jiménez., 2016)

Collaborative work can act as a good way for the students to feel free to participate and contribute to the construction of their own learning. Through these collaborative activities, we learn from each other, share different thoughts, and learn that having different ideas can make us reflect on our work. Some of the questions that we should start asking related to our future as teacher leaders are:

- Do we feel empowered to work hard to be good leaders?
- Why is it really necessary for us as teachers to be leaders for our students?
- Are we managing true teamwork?
- Are we encouraging our partners to be better?
- Are we really aware of the weaknesses of our partners?
- Are we working to be a good teacher leader?
- As good leaders, are we open to change?
- Do we behave like true leaders?
- Are we considering the opinion of all the members?



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These are some of the questions that we should start thinking about to be leaders in the future. Some of them have been answered, but others are still part of the tasks we need to complete. Now, we feel empowered to work hard to be good leaders.

LEADERSHIP EMPOWERMENT AND IMPLICATIONS FOR THE FUTURE

Empowering leadership involves behaviors of formal leaders, such as encouraging subordinates to express opinions and ideas, promoting collaborative decision making, and supporting information sharing and teamwork. According to Sharma, Payal & Kirkman, Bradley (2015), They mean that empowerment in leadership is a tool that leaders use in order to guide and give support and motivation in the ideas and projects that others have in mind, also, to empower them and make them their own through the process of achieving their goals and how they act in the face of decisions and new ideas. Empowerment today is reflected in the different scenarios such as work, daily life, and above all in education.

Frances Bolin (1989) defined it as "investing teachers with the right to participate in the determination of school goals and policies and to exercise professional judgment about what and how to teach". In shorter words, empowerment allows teachers to have the power to be autonomous in analyzing and proposing our strategies and changes in their area of work in order to improve. In addition, Jay R. Dee, Alan B. Henkin, & Duemer, (2002) stated, "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;



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which also influences the collaborative work on students and teachers". Because of this, we can say that empowerment is a skill that teachers can share and transmit, not only students but also their colleagues who present a lack of power that empowerment gives us for being able to take reins for the improvement of our teaching process. Besides, Kirby, Wilmerberg, and Keaster (1992) "affirm that a great part of the empowerment teachers acquire brings much influence from past actions and experiences, and in turn from their qualities such as their backgrounds, personalities, and contributions in the teaching process of students." (p.7). It means that the experiences, values, and qualities that you've outlawed and that led you to be who you are the same ones that will help you gain the power of empowerment and reflect it in your classroom.

Bolin (1989) emphasizes that empowerment refers to teachers gaining power and protesting to lead, instruct and develop approaches for students to reach their learning goals. In consequence of that, our strategy to help teachers and students feel empowered and encourage teachers to be a follower is not the only option, but they can also take the lead and share all their creativity and potential. The plan is to accomplish this through communication, which we plan to obtain through leadership groups, in which we will propose group activities for teachers and students, round tables, debates, where everyone can have the opportunity to contribute their point of view, and at the same time help to provide solutions for the improvement of their education, and where the central and main theme is to be leaders and how leadership practices will promote the proper development and improvement of education.



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CONCLUSION

Hobbs and Moreland claim that empowerment is the weapon that teachers today use to gain enough power to take charge, motivate and be an influence in solving those scenarios that affect their lives. As a result of this, empowerment has become a very important tool in our days since it involves a constant search to be better. Especially for making important decisions, working on projects, or embracing uncertainty in difficult moments and difficult decisions that we as teachers have to make to improve our teaching process. First, as a leader, I have to embrace my weaknesses so that my team can feel more open to express their thoughts and I can listen to their ideas. Last but not least, it is not about underestimating the students' abilities, because it can hinder the process of acquisition of the second language. We are teachers and as such, we should act for the well-being and good education of the students. It is also important to remember that communication is a leadership attribute that should be consistent. Communication is important to success. Without clear communication, our team will have trouble understanding and achieving their goals.



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