



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



A PERSONAL LEADERSHIP STATEMENT

BREITNER BRICEÑO BENITEZ HOYOS
CARLOS DANIEL VEGA PÉREZ



UNIVERSIDAD DE CÓRDOBA

FACULTY OF EDUCATION

ENGLISH LANGUAGE TEACHING PROGRAMME

DIPLOMA COURSE

Lifelong Professional Development: Empowering Foreign Language Teachers

MONTERÍA - CÓRDOBA

2022



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



A PERSONAL LEADERSHIP STATEMENT

BREITNER BRICEÑO BENITEZ HOYOS
CARLOS DANIEL VEGA PÉREZ

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

MENTOR

PEDRO P. AGUAS, PhD

UNIVERSIDAD DE CÓRDOBA

FACULTY OF EDUCATION

ENGLISH LANGUAGE TEACHING PROGRAMME

MONTERÍA – CÓRDOBA

2022



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



Our Leadership Profile



Breitner Briceño Benítez Hoyos

&



Carlos Daniel Vega Pérez

As future leaders, we believe that in the near future, we will be confident and trustworthy people with the purpose and ability to help other people and the community around us. We see ourselves able to inspire and motivate everyone who follows us to be their best version and to work together to help others to reach their goals. Also, we think that we will be very optimistic leaders that will innovate our way to guide our followers who will see us as their models.

Don't go down the route that is already built. Instead, go somewhere where there isn't a way and build one”

—Benitez & Vega, Personal Leadership Statement



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



ABSTRACT

Leadership is ingrained in our daily teaching decisions, and it is laying the groundwork for all kinds of educators to succeed in their classrooms. This paper describes our leadership plans and intentions as to future teacher leaders, also the strategies to implement. The plan is to use collaborative work that is an important practice in educational leadership, we should express our desire to share different perspectives, concepts, and analyses of our teaching roles. Thus, we can broaden our understanding of classroom processes that lead to personal and shared success. As a result, it's critical to build an inclusive workplace where everyone feels comfortable expressing their thoughts without fear of being condemned.

Keywords: *leadership; personal leadership development*



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



Introduction

Ferguson (2009) expressed, “Leadership is ingrained in our daily teaching decisions, and it is, to some extent, laying the groundwork for both old and new generations of educators to effect change in their classrooms” (p. 15). Along these lines, Binkley (2012) stated, “A range of definitions have widened the scope and applicability of leadership in order to meet the problems of language education in the twenty-first century and to enhance professional abilities” (p. 20). Teachers' conscious ideas about their own teaching experience are reflected in this line of leadership, resulting in self-awareness of essential issues in ELT, such as curriculum and language acquisition. Daft (2008) defined leadership as “an influence relationship among leaders and followers who intend real changes and outcomes that reflect their shared purpose” (p. 4). This exemplifies the conceptual shifts in leadership that have occurred in recent years, as humanity strives to establish new paradigms in the construction of values, the common good, and, as a result, the desire to meet everyone's needs in society.

Our Assumptions

McCarthy (2002) argued, “As teachers, we have a distinct identity that shapes what happens in the classroom” (p. 37). Assumptions about our personal attributes, the development of new pedagogical skills, and inner potentials that influence students' learning progress to reach exceptional educational outcomes are described as this identity. ‘If your



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



actions inspire others to dream more, learn more, do more, and become more, you are a leader (Adams, as cited in Greenier & Whitehead (2016), p 2). As a result, leadership assumptions influence what teachers do in the classroom when they are willing to improve their teaching based on personal thinking processes that inquire into educational challenges, undergoing reflective practices that include both their students' needs, backgrounds, and educators' own teaching and learning principles. Furthermore, as strengths and weaknesses, leadership provides for strong connections and negotiations between teachers and students. In this respect, Fan (2016) remarked “if all members of the educational community actively participate in the teaching and learning processes, all linguistic, academic, and cultural barriers to better outcomes will be deleted” (p. 16).

Collaborative work is an important practice in educational leadership, and we should make it a point to express our desire to share different perspectives, concepts, and analyses of our teaching roles. Thus, we can broaden our understanding of classroom processes that lead to personal and shared success. As a result, it's critical to build an inclusive workplace where everyone feels comfortable expressing their thoughts without fear of being condemned. Despite prominent differences among educators and learners, we can work together as a team, using our abilities and perceptions that lead us to accomplish our common vision; therefore, it is necessary that teachers are introspective, open-minded, responsible, passionate, and dedicated to the profession (Farrell, as cited in Greenier & Whitehead, 2016, p. 79-95). Some of the questions we've asked ourselves as future leaders include: Do I have the ability to affect how others learn? What qualities do you think make a



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



good leader? How can we overcome educational obstacles in order to rejuvenate ourselves?

Some of them have already been addressed, allowing us to feel more confident and successful in our own educational settings.

Leadership Empowerment and Implications for the Future

According to Perkins & Zimmerman, (1995).

Empowerment has been defined as an intentional ongoing process centered in the local community, involving mutual respect, critical reflection, caring, and group participation, through which people lacking an equal share of valued resources gain greater access to and control over those resources; or a process by which people gain control over their lives, democratic participation in the life of their community, and a critical understanding of their environment. (p. 43-63).

Based on these observations, empowerment is a critical process that enables us to develop as individuals and professionals in order to reach our objectives. In the educational area, it is critical for us to develop this talent in ourselves and our students as leaders. Therefore, in a way, we may take control of our life and obtain a better awareness of our surroundings.

Schools need to tailor the curriculum to the requirements of students and the situation. Students will also be questioning human beings capable of achieving their goals and working to improve their communities as leaders. Our responsibility as instructors is to match the curricula to encourage our students able to be themselves, feel empowered, work



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



effectively in teams, and even become leaders, along with other things beneficial in their daily lives, in terms of making the learning opportunity relevant for our learners.

We wish to inspire and lead by example for our pupils. Becoming an empowering leader should really be taught in schools, and we as instructors should educate our pupils on how to do so. According to Lawson (2011), empowered instructors are more likely to hand up related to the learning experience to those who are involved in it, making learning a collaborative endeavor instead of a transmitted model of teaching. Teachers will connect with students in far more positive ways if this is the case.

It is not only the leader's role to leadership; a leader must also instruct. Those who instruct people what it is to be leaders are known as leaders. A leader needs his team to perform at its best, and the greatest team would be one in which any member can take command as necessary. Because they are presented with their strengths, a capable team recognizes each member's weaknesses and abilities. The leader prioritizes everyone's strengths to help the team succeed. It is what it means to be able to make decisions on your own. This is an illustration of learning. It's indeed applicable to all aspects of life, which is why it is best taught in school. Teachers must educate pupils about being leaders, recognize their own strengths, and respect and value the qualities of all others.

Conclusion

To conclude, the success of leadership is dependent on a number of factors: the role we develop as teachers in the classroom. The teacher must be a person who can see beyond



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



what is written and look for future solutions that future problems may bring. Finally, leaders depend on others, because leaders do not work alone.



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



References

- Bass, B. M. (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics*, 18(3), 19-31. [https://doi.org/10.1016/0090-2616\(90\)90061-s](https://doi.org/10.1016/0090-2616(90)90061-s)
- Bell, R. M. (2013). Charismatic leadership case study with Ronald Reagan as an exemplar. In R. M. Bell (Ed.) *Emerging Leadership Journeys* (pp. 83-91.)
- Chemers, M. M. (2008). Leadership Effectiveness: An integrative review. *Blackwell Handbook of Social Psychology: Group Processes*, 376-399. <https://doi.org/10.1002/9780470998458.ch16>
- Fiaz, M., Su, Q., Ikram, A., & Saqib, A. (2017). Leadership styles and employees' motivation: Perspective from an emerging economy. *The Journal of Developing Areas*, 51, 143-156. <https://doi.org/10.1353/jda.2017.0093>
- Greenier, V. T., & Whitehead, G. E. (2016). Towards a model of teacher leadership in ELT: Authentic leadership in classroom Practice. *RELC Journal*, 47(1), 79-95. <https://doi.org/10.1177/0033688216631203>
- Hallinger, P. (2011). Leadership for learning: lessons from 40 years of empirical research. *Journal of Educational Administration*, 49(2), 125-142. <https://doi.org/10.1108/09578231111116699>
- Halverson, R., & Clifford, M. (2013). Distributed instructional leadership in high schools. *Journal of School Leadership*, 23(2), 389-419. <https://doi.org/10.1177/105268461302300207>
- Kouzes, J. M., & Posner, B. Z. (2007). Leadership is in the eye of the follower. In J. Gordon (Ed.), *The Pfeiffer book of successful leadership development tools* (pp. 3). Pfeiffer.
- Lee, M. (2014). Transformational leadership: is it time for a recall? *International Journal of Management and Applied Research*, 1(1), 17-29. <https://doi.org/10.18646/2056.11.14-002>
- Shertzer, J. E., & Schuh, J. H. (2004). College student perceptions of leadership: Empowering and constraining beliefs. *NASPA Journal*, 42(1), 111-131. <https://doi.org/10.2202/1949-6605.1417>