



# UNIVERSIDAD DE CÓRDOBA



## A PERSONAL LEADERSHIP STATEMENT

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FACULTY OF EDUCATION

ENGLISH LANGUAGE TEACHING PROGRAMME

DIPLOMA COURSE

LIFELONG PROFESSIONAL DEVELOPMENT: EMPOWERING FOREIGN LANGUAGE  
TEACHERS

MONTERÍA – CÓRDOBA

2023

*Unicórdoba, calidad, innovación e inclusión  
para la transformación del territorio.*  
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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

2023 II



As future leaders, we see ourselves as individuals who possess a unique blend of creativity and analytical thinking, able to solve problems with ingenuity and a positive attitude, and to effectively manage tasks and activities in a timely manner, knowing how to find innovative solutions to complex problems and perform in any situation without regard for setbacks. We will be an inspiration to our colleagues to work together towards common goals, fostering a sense of unity and camaraderie among them. We will be able to convey our ideas clearly and listen actively to others. This will make us future influential leaders among our peers.

“We are birds that lead, guide and inspire others towards a future, where they can reach their full potential.” Alvarez, Sánchez & Watts, (2023) a personal leadership statement.





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## Abstract.

In the realm of education strategic leadership is an evolving concept that transcends in the realm of education strategic leadership is an evolving concept that transcends traditional administrative roles, emphasizing the need for educators to navigate complexity and drive positive change. This personal leadership statement our approach, qualities and future practices as strategic teachers' leaders. Teachers equipped with strategic leadership skills are better positioned to adapt to dynamic educational environments, address diverse student needs, and contribute to institutional progress. Thus, in the paper we will give an original response that reflects our leadership knowledge perspectives, our assumptions, and implication for future practices, exploring how strategic thinking, vision alignment, and collaborative decision-making empower educators to proactively address challenges within classrooms. The plan proposed that as future strategic leaders in education, we must embrace a proactive and forward-thinking mindset, integrating strategic leadership principles into our instructional practices, and contribute significantly to the transformative journey of education, ensuring that classrooms become hubs of inspiration, critical thinking, and holistic development.

**Key words:** strategic leadership, empowerment, thinking mindset.





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## Resumen

En el ámbito de la educación, el liderazgo estratégico es un concepto en evolución que trasciende los roles administrativos tradicionales, enfatizando la necesidad de que los educadores naveguen la complejidad e impulsen un cambio positivo. Esta declaración de liderazgo personal aborda nuestro enfoque, cualidades y prácticas futuras como líderes estratégicos de profesores. Los maestros equipados con habilidades de liderazgo estratégico están mejor posicionados para adaptarse a entornos educativos dinámicos, abordar diversas necesidades estudiantiles y contribuir al progreso institucional. Por lo tanto, en el documento daremos una respuesta original que refleje nuestras perspectivas de conocimiento de liderazgo, nuestros supuestos y las implicaciones para las prácticas futuras, explorando cómo el pensamiento estratégico, la alineación de la visión y la toma de decisiones colaborativa empoderan a los educadores para abordar proactivamente los desafíos dentro de las aulas. El plan propuesto es que, como futuros líderes estratégicos en educación, debemos adoptar una mentalidad proactiva y prospectiva, integrando los principios de liderazgo estratégico en nuestras prácticas de instrucción, y contribuyendo significativamente al viaje de transformación de la educación, asegurando que las aulas se conviertan en centros de inspiración, pensamiento crítico y desarrollo holístico.





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**Palabras Clave:** liderazgo estratégico, empoderamiento, mentalidad pensante.

## Introduction.

Leadership encompasses a set of competencies designed to guide and support a group of people for the common goal. However, the field of education is often faced with numerous challenges that hinder its progress and impact. These challenges can include limited resources, changing educational policies, diverse student needs and the constantly evolving demands of the modern world. Hosking (1988) emphasizes, “Leaders are those who consistently make effective contributions to social order, and who are expected and perceived to do so”. (p.153). without effective leadership, these issues can prevent educational institutions from reaching their full potential and providing the best possible learning experiences for students. As Balyer (2017) says, “By empowering teachers, they can discover their potential and limitations for themselves as well as developing competences in their professional development” (p.1).

Adopting good leadership in education, it involves the ability to anticipate and navigate through complex educational landscapes, aligning the goals, resources and actions of all stakeholders toward a common vision. It empowers educational leaders to make informed decisions, develop comprehensive plans, and implement strategies that lead to positive change and





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improved outcomes. In regard to our viewpoint, we will focus on strategic leadership since we think it is essential to achieve desired results and create sustainable competitive advantages for the schools. Our assumptions, empowerment of leaders, future implications, and the conclusion will all be focused in the other section.

The focus of this statement is strategic leadership, which helps educational leaders make better decisions, create a culture of continuous improvement, and promote innovation within their institutions. In addition, they can collaborate effectively with educators, parents and community members to develop strategies that address the unique needs of their students and provide them with the support necessary for success. As Urrego (2020) explains, “leadership

In education requires order, direction, organization, and integration, all of which are encompassed in the concept of strategic leadership”. (p. 29).

## Our Assumptions.

Strategic leadership plays a crucial role in the classroom, particularly in diverse educational settings. According to Smith (2018) “strategic leaders possess the ability to envision and articulate a clear direction for their organizations or institutions” (p.54). In the context of the classroom, strategic leaders are responsible for creating an inclusive and supportive environment that caters to the diverse needs of students. Following (Johnson, 2019; Frontiers, 2021) statement,







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"Strategic leaders in education understand the importance of embracing diversity and promoting equity in order to foster an optimal learning environment." By employing strategic leadership strategies, educators can develop and implement inclusive teaching practices that accommodate different learning styles, cultural backgrounds, and abilities, ensuring that all students have equal opportunities to thrive academically.

As future strategic leaders within the classroom, we must significantly influence strategic leadership by encouraging innovation, diversity of perspectives and collective problem solving from our students, and creating a collaborative environment fosters open communication, which is vital for strategic planning. According to Davies and Davies (2006), "strategic leadership is a critical component of school development. Strategic leaders create a vision, set the direction of the school over the medium-to longer-term, and translate it into action" (p. 2). They influence and develop staff to deliver the strategy, balance the strategic and the operational, determine effective intervention points, develop strategic capabilities, and define measures of success. Strategic leaders display characteristics such as dissatisfaction or restlessness with the present, absorptive capacity, adaptive capacity, and wisdom.

Eacott (2008), argues that strategy in the educational leadership context is a field of practice and application that is of a multidisciplinary or interdisciplinary nature, highlights the importance of strategic leadership in the classroom. To improve our skills as strategic leaders, we ask ourselves some questions such as: ¿Do I feel prepared to lead a team? ¿Do I have the strategies necessary to







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be an effective leader? How can I foster innovation and creativity in your team? These types of questions will help us to know if we have the necessary skills to be good strategic leaders.

## Leadership Empowerment and Implications for The Future.

Leadership empowerment is a transformative approach that involves delegating authority, fostering a culture of trust, and enabling individuals to take ownership of their roles within an organization. In the context of strategic leadership, empowerment becomes a cornerstone for driving innovation, adaptability, and long-term success. By empowering leaders at various levels, organizations can tap into a wealth of diverse perspectives, skills, and ideas. Many authors such as Zimmerman & Rappaport (1988) support this as “a construct that links personal competencies and skills with environments that provide opportunities for choice and autonomy to demonstrate those competencies” (p.103). Personally, even before we start working in a school, we plan to do more research on leadership, as we have not yet fully understood this term, it is something that was unknown to us and at the same time has so many interpretations.





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Although we have taken such a complete, enriching and substantial diploma, we have learned a lot about leadership, as this is essential for our educational environment as future leaders. As mentioned by DeChurch et al. (2010), “Strategic leadership involves establishing a vision and setting broad objectives for the overall organization” (p.76). However, we would start implementing leadership by starting with a vision for change. As educational leaders, we have a crucial role in driving innovation and ensuring the quality of foreign language teaching in schools, adopting a strategic approach in the classroom, supporting teacher autonomy, providing values, supporting and facilitating cultural exchange programs, and accessing new technological means to promote innovative foreign language training experiences. As Daft (2008) explains, "the relationship of influence that occurs between leaders and their followers, through which both parties seek to achieve real changes and results that reflect their shared purposes". By leading these initiatives, and involving the community in the educational process, organizing events and activities that highlight the importance of language learning. We can contribute significantly to the improvement of language teaching and prepare students for success in an increasingly globalized world.

## Conclusion.





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The main goal of strategic leadership within education is to establish a clear, long-term vision for educational institutions, guiding administrative teams, teachers, and students toward specific and meaningful goals. As Daft (2008) states, “leadership is a relationship of influence aimed at achieving tangible changes and results aligned with shared purposes” (p.45). Therefore, it is good to achieve initiatives that actively involve the community in the educational process, organizing attractive events and highlighting the importance of language learning, recognizing our crucial role as future leaders in driving innovation and guaranteeing the highest quality. Of foreign language teaching. As Liu et al. (2018), strategic leaders can “shape and leverage human and social capital to create value for the company” (p.28).

Our approach encompasses fostering teacher autonomy, instilling core values, facilitating cultural exchange programs, and harnessing the power of technology to enhance foreign language learning experiences. Teacher empowerment involves giving teachers the right to participate in determining school goals and policies as informed by their professional judgment, they can discover their potential and limitations on their own, and this makes teacher empowerment a crucial issue. (Balyer, 2017, P. 2). We aim to make a significant contribution to the improvement of language teaching and prepare students for success in an increasingly interconnected world.

Finally, the interaction between effective leadership and empowerment constitutes the cornerstone of successful educational practices. The evolution of our understanding of emphasis underscores its profound importance in shaping the future of education. According to Gorjeo (2023), "Strategic planning and leadership development combine to create the best possible path





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to success” (p.54). As we embark on the journey of implementing our vision for change, we recognize the transformative potential of effective leadership to foster innovation, improve language-teaching methodologies, and prepare students to thrive in a rapidly changing world.

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