



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



A PERSONAL LEADERSHIP STATEMENT

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DAYANA SOFIA RUIZ SIMANCA



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 inspiration to lead educational processes in foreign language teaching and learning to be good leaders. We are responsible, committed, idealistic people, with the potential to work as a team and be a monitor for the people around us.

Through these skills, we have the opportunity to work with students to bring benefits to all.

With leadership and communication as potential skills, we will center on the students' roles as learners. Our main objective is to be an example to follow for others, especially for our colleagues, being supportive and patient in this hard work. Continue serving the rest of the people through our knowledge, have the initiative to guide students, and have meaningful experiences of their learning.

Talent, leadership, and pedagogy are great gifts that come to us from heaven to make the world a place full of ingenuity.

—*Brigeth Stefani Diaz Arteaga & Dayana Sofia Ruiz Simanca, Personal Leadership*

Statement



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ABSTRACTS.

As learning processes are updated and renewed, educational institutions have a duty to develop and implement new strategies that empower teachers to improve and facilitate the student learning process. In this document we will extensively cover the concepts of leadership and empowering leadership. We will also learn about the various strategies and characteristics as leading teachers. In the same way we will expose the purpose, the main objectives of a good teacher leader in the classroom and the development of leadership for future educators. The plan is to reinforce the ability to lead new projects and promote better teaching for education.

Keywords: *leadership, empowerment, promoting educational leadership*



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Introduction

Leadership is a process in which the context plays an important role as Silva (2016, p. 16) said "Leadership is the process of interactive influence that occurs when, in a given context, some people accept someone as their leader to achieve common goals" On the other hand, Maxwell (2017, p.5) assumed "Leadership is influence – nothing more, nothing less." Leaders must influence people every day, focusing on words, behavior, and attitude, take this into account these three aspects to be a good leader, and do it in the best way. According to Bass (2008) Leadership is a complex and diverse topic, and trying to make sense of leadership research can be an intimidating endeavor. That is to say, it has many meanings and that depends on the type of situation that is taking place. In addition, Bass (2008) argues that the search for a single definition of leadership may be in vain since the correct definition of leadership depends on the interest of the researcher and the type of problem or situation being studied.

The concept of leadership has different definitions from many authors according to their perceptions. For instance, Fred (1971, p. 1) noted: "There are almost as many definitions of leadership as there are leadership theories and there are almost as many theories of leadership as there are psychologists working in the field" Thus, according to the perception of each person, the most successful concept of leadership is taken. For instance,



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Bennis and Townsend, (1995, p.46) affirmed that leadership is “the capacity to create a compelling vision and to translate vision into organizational realities”. Along these lines, the meaning of the term leadership changes according to each author’s emphasis.

Leadership has been analyzed in three different styles: autocratic, democratic, and laissez-faire as assumed by Singh (2015). The author indicated that those three components are the key definition of leadership that a good leader should consider for cognitive, interpersonal skills, and communication.

Another important aspect is the type of leadership we intend to use. As teachers we have to deal with children and young people, thus, we need to take into account the emotional part of each of our students.

That's why emotional leadership is the best option to work as educators because this type of leadership has to do with the feelings and motivation of followers.

Besides, its purpose is that leaders will be emotionally intelligent and as a result use this emotional intelligence to motivate their followers or in this situation students.

Leadership for us is a person's ability to lead a group; motivate others to make decisions; be creators, executing actions aligned with the approach, objectives, and strategy. A good leader creates an environment that stimulates motivation. The most important thing is that the leader believes in himself/ herself and his/her team.



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Our Assumptions

An assumption is an unexamined belief, what we think without realizing we think it. Detmering (2010). Our inferences are often based on assumptions that we have not thought about critically. A critical thinker, however, is attentive to these assumptions since they are sometimes incorrect or misguided. Detmering's (2010) Assumptions provide a basis to develop theories and research instruments, therefore, influence the development and implementation of the research process, also, assumptions are statements that are taken for granted or considered true, even they have not been scientifically tested.

Making a comparison between employees and educators, there is a very close relationship between them. Both workers and teachers need subordinates to report on the perceived behavior of their supervisor with study hypotheses, this with the intention of knowing their weaknesses and strengths in the work area. Educators use knowledge to lead students, motivate them, and perceive their behavior in the learning process. It is here where leadership starts using that knowledge to lead students to a good language learning process. Moreover, it is in this stage that the teacher thinks about those problems that can arise in the classroom, problems that their students might have. We as future teacher leaders can use these assumptions to guide students in the process of learning a new language or a second language.



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Teamwork represents one of the great pillars of a good leader. Its main purpose is to bring together all the qualities of each of the members and ensure that they work together. In the area of education, teacher leaders should include the same purpose and teach their students to work as a team and use their different learning styles and abilities to achieve the desired goal. An excellent leader is always on hand to work as a team and experience, which means to teach students according to their different learning styles and abilities. Collaborative work can take a good path where students feel free to participate and contribute to the construction of their learning.

Through collaborative activities, we share different points of view, accept different opinions and analyze our academic and pedagogical practice.

Some of the questions that relate to our future as leading teachers are:

- How can we use collaborative work to improve English learning?
- What assumptions help us to guide our students to improve their learning of a foreign language?
- What strategies can we put into practice in the classroom to help our students become good leaders?



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Leadership Empowerment and Implications for the Future

It has taken us a long time to learn how to empower ourselves in the best way. Zhang and Bartol (2010) (p. 04) conceptualized “empowering leadership as a process of delegating power to employees to increase their work motivation”. In our case, we must delegate power to our students so they feel motivated to work as a team and achieve their goals.

Leadership empowerment is developed based on dialogue and cooperative, democratic leadership principles (Bolin, 1989). In talking about teacher empowerment, it can be thought that all the weight of this task falls on the teachers, but in reality, it is a joint effort in which collaborative and totalitarian leadership prevails on the part of all those involved in the educational process. This occurs with the purpose of developing goals, achieving the stated objectives and seeking the means to satisfy the needs and interests of the communities they serve. Leadership empowerment has several benefits because we can use this capacity to obtain positive results. However, the most important benefits translate into excellent leaders with high motivation in the classroom, confidence between them to work in groups, the accomplishment of their individual and organizational goals.

A good leader in the area of education not only empowers their students to be the best leaders but also helps their team of co-worker teachers to improve the teaching of each area. Leaders are also expected to have a commitment to increase human resources



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through training and guidance for human resources to create good competence (Bass, 2000). The main purpose of helping to empower our co-worker teachers would be that students achieve the objectives proposed by each of the respective areas.

To empower individual team members, team leaders should ensure they develop high levels of mutual trust and respect with their team members. (Kirkman & Rosen, 1999, p. 343). Through different strategies, we can achieve this purpose. First, we must seek and analyze the shortcomings of each teacher, in other words, what they are failing when teaching. After knowing those shortcomings, we move on to the second strategy, which would be to form small teams in which we can think of a plan to improve and eliminate those weaknesses. Each group should present at least two strategies and comment on why we should implement them in the classroom. The last strategy would be to discuss which of them we can put into practice, and then each teacher can create a teaching plan with all these strategies chosen in the discussion.

As future teachers and leaders, we must be an inspiration for students and colleagues' teachers as well as serve as a motivation for them, knowing their weaknesses and strengths to do good teamwork. Through empowerment in education, a significant change is sought to help other people. Confidence, assertiveness, security, and commitment play an important role in generating changes and achieving a goal. The determination and dedication on the part of leaders and future teachers to want to improve, to be willing to develop strategies for students, and to be a helpful tool even for their team of teachers, is always a reason for admiration.



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CONCLUSION

Empowerment has become a very important tool in our process as teachers. Helping to train people with better skills and attitudes willing to make a better world is our main goal as leaders. Thus, a leader has all the possibilities to be able to help his/her team to make their followers increase their strengths, grow, and upgrade their work. A leader tries to give confidence to his/her students, carry out all the proposed activities, always recognize the mistakes, accept them, and work on them. This leader knows all the abilities that his/her students have, recognizes the skills and strengths, and detects the weaknesses that should be overcome keeping his passion for teaching.



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