



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



A PERSONAL LEADERSHIP STATEMENT

ADALBERTO BUENDIA RAMIREZ

JOSE DANIEL SALLEG PRIMERA



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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ADALBERTO BUENDIA RAMIREZ

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

Teaching Program

MENTOR

PEDRO P. AGUAS, PhD

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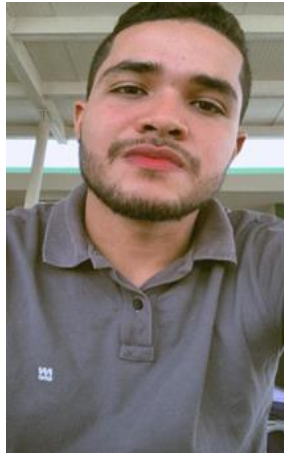
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Our Leadership Profile



As teacher leaders, we see ourselves with the ability to be responsible people who can enlighten other people. In addition, we seek solutions to different problems within the educational field as well as bring inspiration to others. We also seek to be leaders who have the courage to give opinions that generate positive change in the institution where we work. Our main goal is to prompt our students to reach their goals and motivate them to be better people every day and be useful for society and the environment.

“Leadership is the capacity of guiding or managing a group of people to reach a common goal that would bring benefit in the future to the people immersed into the process they worked on.”

– *Adalberto Buendia Ramirez & Jose Daniel Salleg* – *Personal leadership statement.*



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ABSTRACT

Leadership has been associated and used in education throughout history. However, due to misdirection and a lack of comprehension of its complexity, assumptions based on unrealistic expectations have been made. The importance of this phenomenon to foreign language teachers led us to reflect deeply and create this personal leadership statement. In this paper, we will go into great detail on leadership and empowering leadership, and also how this concept is related to the teaching role. Additionally, we will study the varied approaches and qualities of effective teachers. In a similar manner, with this statement, we seek to discuss the major goals of a competent teacher leader in the classroom and how to develop leadership skills in professional educators and in the teaching of foreign languages.

Keywords: *leadership, teaching role, empowering leadership*



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Introduction

Since ancient times, historians and philosophers have been fascinated by the subject of leadership (Daft, 2008). Leadership studies is a growing paradigm, and the idea of leadership will continue to change (Daft, 2008). Some authors have described leadership as a process. Leadership is described as the process or act of influencing the activities of a group in its effort to reach a common goal (Stogdill, 1950). Kotter's (1988) definition of leadership translates into a process of guiding a group (or groups) in some direction through mainly non-coercive brought a fresh perspective. According to Bennis and Townsend (1995, p.46) leadership is defined as "the capacity to create a compelling vision and to translate vision into organizational realities". In essence, Bennis and Townsend's definition of leadership is the ability to turn ideas into reality.

In the field of education, teacher leaders carry out their approach and vision of leadership. It is important to have teacher leaders due to their capacity of influencing students to produce and put more effort when achieving a common or individual goal; in other words, a leader is the head of a group who motivates and inspires his/her peers and working together, seek a solution to any problem they can face in their field. It is not surprising that leadership is growing in the field of education and some studies have been carried out; for example, Saiti (2012) in her research on leadership and quality management agrees on the role of school leadership as an essential element of school quality, "which implies establishing a vision and goals, inspiring a commitment to the school's mission, giving direction and purpose to the school and motivate both staff and students to ensure high standards". (p .4).



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For future teacher leaders to be trained in schools, great support is necessary for them in terms of the level of investment made in them because leaders are not only born but they are also made. This is supported by the consensus among researchers (Harris, 2005; South worth, 2002) who argue that distributed action coordination and a strong commitment are necessary for school improvement and that the best way to teach these skills to school leaders is through training and sensible policies. In particular, Harris (2005, p. 74) indicated that, regardless of the degree of investment in school leadership among countries, “leadership and leadership development feature both prominently and centrally in their educational policy” in the majority.

It is important to study this phenomenon because of the great impact it has on the educational field and the different aspects that can be studied, such as student leadership, teacher leadership, and transformational leadership, among others, teacher leadership is our priority. The leadership system is described by authority, not only the leader's effect on followers, as many authors have described it, but also the interactive influence between the leader and followers (Bass, 1990). The concept of leadership is something that must be taken into account in the different areas of knowledge. People who are capable to lead prompting inspiration is necessary everywhere and, in education, they are key to motivating their students to achieve meaningful things during their lives. In this paper, an attempt is made to construct a vision that will satisfy various points of view and give a better foundation for leadership research. The task is difficult, but it is worthwhile.



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Our Assumptions

Numerous types of research of research improvement show that leadership is the most essential part in a school's capacity to advance (Harris & Muijs, 2004). One of the most important assumptions that have been raised is to emphasize the great role of leading teachers in the improvement of institutions. In this way it is argued that Teacher leadership is not a new concept. Teachers have historically served as leaders, heads of departments, association leaders, and curriculum designers. However, in these capacities, teachers frequently represented change rather than acting as change agents or change leaders (Harris & Muijs, 2004). Being able to adjust to the characteristics of diverse students is crucial in the educational area. As teacher leaders, we must be conscious of our assumptions or views since they occasionally interfere with the process of working towards our objectives in the classroom.

Collaborative work has influenced our leadership learning due to the fact that we share ideas, feelings and sometimes emotions that are part of the learning and we learn a lot from each other, such a learning can be put into practice when we have the opportunity to work with our students. Hopkins et al. (1994) note that "successful schools promote collaborative settings that stimulate participation, professional development, mutual support, and assistance in problem solving" (p.177). Nevertheless, attempting to create a pleasant collaborative environment is not an easy task. Leaders have more difficulties as a result of the shift to collaboration than they did under the previous competitive paradigm. In this respect, (Daft,



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2008, p. 10) states, “It is often more difficult to create an environment of teamwork and community that fosters collaboration and mutual support”. Besides, this collaborative work is necessary because as leaders we are always working with more people to achieve specific goals. No matter if you are responsible for this task because collaborative work among all the people involved is what truly matters.

During our learning process, we have asked ourselves some questions that will help in the future; for example, what should be done if all the members of the area we are working with are not interested in reaching the goal? We know it can be frustrating sometimes, but we know we have to motivate them using other methods. The purpose is for all the students to work as hard as possible to achieve the goals we have set. Another question is what does a leader need to be motivated? The answer to this question is important because the leader is the someone who seeks to motivate the group as a whole and also seeks his/her own motivation. Finally, how can we be sure we possess the necessary abilities to lead in the school? This is crucial to use several leadership skills in educational institutions.



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Leadership Empowerment and Implications for the Future

Empowered teams are used to help organizations create a sustainable competitive advantage (Mathieu et al., 2008). In accordance with Bogler and Nir (2012), empowerment suggests real changes in one's professional expertise, rising autonomy, and involvement in decision making processes. In the educational field, teacher empowerment has correlations to motivation and provides teachers with knowledge about themselves and their colleagues in order to foster student achievement collaboratively (Dee, Henkin, & Duemer, 2002). In other words, leadership empowerment is really important in our teaching process due to the advantages that we can evidence in the education field and the motivations it provides to students, especially when working in a group.

As teachers' leaders, one of the most important aspects we need to take into account is the environment where the students are being raised. Starting there, we can set our goals as a team according to their necessities. According to Fullan (2001) which suggests that the quality of teaching strongly influences pupil motivation and achievement, it has been consistently argued that the quality of leadership matters in determining the motivation of teachers and the quality of teaching in the classroom. Consider some of the difficulties students face, and start planning how you, as a teacher leader, may implement measures to make them easier to deal with and enhance student learning.



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Leaders provide their followers with an understanding of how their jobs are important to the organization's mission and performance, thereby giving them a direction within which to act freely (Daff 2008). In the education field, it is important to make the students feel important and give them the capacity to make some decisions, in that way, they will assume more responsibility and they are going to be more involved with the process they are developing.

In our plan as teacher leaders, some strategies are going to be implemented. Problem solving strategy will be one of them because we want our students to be competent in some specific areas, besides, feedback from our students will be accepted making them feel important and listened. The tools we have in the school, such as: computers, table, classroom and the field, will be key for the development of our student's knowledge.



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Conclusion

Finally, it is crucial for all teacher leaders to be prepared to face different scenarios in which it is necessary to teach and also lead processes. Many of these processes we must be ready for both success and failure, but leaders are also formed and through practice the errors will be less. As a result, a leader has the ability to assist his or her team in enabling their pupils to develop, evolve, and improve their work. A leader aims to instill confidence in his or her followers, carry out all suggested actions, and constantly acknowledge mistakes, accept them, and improve on them. The core purpose in this regard is to find better guidance and support for students' learning processes as well as for the welfare of the school and highlight the important role of the teacher' leader in schools as stipulated by Harris & Muijs (2004) when said teacher leadership means creating the conditions in which people work together and learn together, where they construct and refine meaning, leading to a shared purpose or set of goals. At all costs, one must escape the idealism of the processes, which will necessarily find their ways. Similar to how it will boost consciousness, introspection, and meaningful experiences.





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