



UNIVERSIDAD DE CÓRDOBA

DEPARTAMENTO DE IDIOMAS EXTRANJEROS

DIPLOMADO

“LIFELONG PROFESSIONAL DEVELOPMENT:
EMPOWERING FOREIGN LANGUAGE TEACHERS”



A PERSONAL LEADERSHIP STATEMENT

DULIET PAOLA CORREA DE LUIS

JESÚS MANUEL HERNÁNDEZ PESTANA



UNIVERSIDAD DE CÓRDOBA

FACULTY OF EDUCATION

ENGLISH LANGUAGE TEACHING PROGRAMME

DIPLOMA COURSE

Lifelong Professional Development: Empowering Foreign Language Teachers

MONTERÍA - CÓRDOBA

2023

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JESÚS MANUEL HERNÁNDEZ PESTANA

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

Teaching Program

MENTOR

PEDRO AGUAS CASTILLO, PhD

UNIVERSIDAD DE CÓRDOBA

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INSTITUCIONALMENTE
Res. MEN 2956 de 22 de marzo de 2019, vigencia: 4 años

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Our Leadership Profile

We as future leaders see ourselves as realist leaders who feel comfortable helping others to learn new things and develop their skills to reach target goals. We, as realistic leaders, can be lightly surrounded by a reliable team. Perhaps, more than visionaries, we recognize the importance of resources in every aspect. We should communicate as honestly as possible to build trust, willing to consider everybody's new ideas, options, and perspectives while trying to be empathetic.

” The first responsibility of a leader is to define reality. The last is to say thank you. In between, the leader is a servant.” —Max DePree



Duliet Paola Correa De Luis / Jesús Manuel Hernández Pestana

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Abstract

Through the years, schools strive to see how helpful and effective learning development is in promoting leadership skills. This personal leadership statement indicates the importance of leadership in education, our qualities, strategies, and future practices as future leaders. Thus, in this paper, we will set out our current leadership understanding with regard to the different concepts of leadership focusing on education, our assumptions, collaborative work, and the quality of empowerment. The plan is to empower and incorporate the leadership role to develop the strategies and guide proposed in the statement.

Keywords: leadership; personal leadership development plan; empowerment; foreign language teaching.

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Introduction

Leadership is mostly an activity done by a group of people and more than an individual's work. Kellerman & Webster (2001) establish that “Leadership is generally defined as a collective activity by communities or groups of people” (p. 62). It does not have to be the standard view of the leader as a hero alone. In this regard, leadership involves a complex awareness of the matter. Daft R, (2008) stated, “Leadership has been a topic of interest to historians and philosophers since ancient times, but scientific studies began only in the twentieth century” (p. 4). Defining leadership represents a complex challenge since the nature of leadership is complex as well. Nevertheless, the author tries to define leadership as an influence relationship between leaders and followers who intend real changes and outcomes that reflect their shared purposes. It, therefore, can be called a specific kind of leadership, that is referred to as instructional leadership. According to Ord et al. (2013 as cited in Modise, 2019, p. 3), “the way in which the central task of improving teaching and learning takes place in educational settings as leadership focuses on curriculum and pedagogy rather than on management and administration”.

In fact, leadership is a complex activity to do in groups. It has to be about leading our community or group towards a common goal in the most effective way. Also, not leaving behind our principles in all facets of life, whether family, school, social clubs, or any group in order to be excellent leaders, take risks, and motivate.

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Leaders promote and support a quality environment for teaching and learning in the day-to-day chores. Thus, instructional leadership has an important role in education and helps us carry out the learning objectives, support teaching and learning, and implement the curriculum. This type of leadership intends to accomplish key purposes, such as founding educational goals, curriculum planning, and evaluating teachers. As Modise M. (2019) wrote, “it's essential to know that teachers get the initiative of leading and transforming the schoolroom in an innovative way resulting in good outcomes” (p. 510).

Our Assumptions

We all have several prime beliefs and assumptions about aspects of life, including our view of education, that differ from one another. These assumptions might be part of our belief system and are influenced by our experiences and learning. According to Daft, “leaders have assumptions about events, situations, and circumstances as well as about people”. (p.105). In the educational field, teachers need to deal with assumptions to effectively orient the learning and teaching process. In this regard, we as teacher leaders believe that we should explore students’ backgrounds and needs regarding attitudes lead considering diversity to achieve the proposed goals.

Without any doubt, diversity contributes a great deal to teachers’ leadership. Daft suggested that “Attitudes toward diversity are changing partly because they have to as leaders respond to significant changes in our society, including globalization and the changing.

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workforce (p. 333)”. Which means that society is made up of people with different human qualities from multicultural groups that represent valuable changes and challenges that leader face. Taking this into account, everyone has the same rights and opportunities to learn and take part in the process of learning. Therefore, leaders are there to promote qualities, rights, and particularities to achieve a goal.

A good approach is needed to suggest assumptions because they can be a guide if people tend to accept them. “It is not a theory they put into his mind, but an assumption” (Ward 1943 cited in Lewis C. 2017). In other words, assumptions can help in planning and also to ensure students’ success if there is a teacher leading and motivating for the best results and taking advantage of their potential.

Collaborative work has made us recognize the followers’ importance. As suggested by Mooney (1994), “It implies that everyone who works within a school organization has some responsibility for the welfare of the community as a whole”. For this reason, there is no leader acting alone, which means leaders do not exist without supporters and should work with the group as a guide. According to Daft (2008, p. 5), “leadership influences others to come together around a common vision, and leadership is shared among leaders and followers”. Therefore, we consider collaborative work essential and significant for our process as future teacher leaders. In this way, we ask ourselves some questions: How could we give our students the confidence to believe in us? What things could we contribute as teacher leaders? And What qualities do we?

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want to see in our future student leaders? These questions encourage us to empower ourselves in the near future.

Leadership Empowerment and Implications for the Future

The teacher's role is essential in the classroom. Teacher leaders help students to see different viewpoints, teaching them to set goals and try to do their best, and empowering students to be dynamic participants in their education processes. Considering Daft (2008, p. 243), empowerment refers to “power sharing, the delegation of power or authority to subordinates in the organization”. Thus, teachers lead students in their responsibilities and what they are able to do when assuming their role while focusing on reaching their goals.

In education, empowerment means the handing over of decision-making to the ‘clients’ in the educational relationship; that is, there is an implicit shifting of power from government to the teacher and from the teacher to the student, and a potential equalizing of the power differentials between them (Deacon & Parker, 1995). In that way, teachers must aid them with the required resources and direction that can guide them to complete the educational process.

Considering the above, as leader teachers, we will empower our students with the following steps:

- Let students know why they are there.
- Show them the goals and action plans.

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- Give their assignments
- Demonstrate confidence in them and congratulate them on their achievements.
- Give feedback to make progress.

Following these steps, we expect to empower our students from our leadership role to develop their perspective, regardless of their way of thinking. Though it might be challenging for us because sometimes changing students' points of view is difficult.

Conclusion

Leadership is accompanied by a particular action. Planning is the basis of any processes, decisions, and skills that allow us to carry out projects in favour of our team or community. In this regard, it is crucial to recognize that the success of a leader's plan depends on the development of her/his role as a guide who sees himself as part of a group committed to creating unique things. Therefore, an exceptional workgroup with a broad sense of collaboration and teamwork is ideal for innovation that helps to bring changes in communities through means of improvement. Now, in the educational field, leadership should focus on the innovation and improvement of teaching processes, in which teachers lead projects in aid of ensuring quality education in foreign languages. This quality of foreign language can be achieved through the implementation of programs, workshops, and guidelines designed to improve the language abilities of students and teachers.

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