



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



A PERSONAL LEADERSHIP STATEMENT

KARINA BETIN PEREZ

MARIA SOFIA GARCIA RIOS

NELY MARQUEZ FUNES



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

MENTOR

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Our Leadership Profile



Karina Betin



Nely Márquez



María S. García

As future leaders, we see ourselves as proactive and innovative people who are able to listen and respect different points of view, implementing our skills and strategies to overcome challenges and help others. At the same time, we see ourselves as influential people and promoters of leadership towards others, encouraging them to discover, improve, and put into practice their skills to work as a team and achieve collective goals. Therefore, our purpose is to lead and be empowered teachers, where students see in us a source of knowledge but also of help. We want to implement what we have learned throughout our career and apply leadership correctly, becoming influential people.

A good leader does not give orders; a good leader motivates you to improve yourself to work as a team for a common purpose.

—Betin, et al. (2023), Personal Leadership Statement





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Abstract

Over the years, different methods, approaches, and academic methodologies have been provided in the field of education, which have been of support and help to teachers when they seek to carry out their plans in the classroom. However, teacher leadership is the most primordial and professional tool implemented in the educational field in order to achieve better results in teaching. Therefore, this paper describes the variety of existing concepts about what leadership is, its implications, and its relevance in the educational-academic field. Moreover, in this article, we will give an answer to what leadership, empowerment, teacher leadership, and collaborative work are for us. The plan is for the entire educational community, be they teachers, students, or leading parents, to have autonomy but, above all, empowerment. Thus, this plan assists the various members of the educational institution with the aim of achieving common goals as a team and individual goals as a means of personal improvement.

Keywords: *Teacher Leadership, Empowerment, Educational Field, Leadership*





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Introduction

Leadership is an open relationship between leaders and followers, where leaders influence followers proactively in order to achieve common goals and obtain real results. According to Daft (2008), "leadership is an influential relationship among leaders and followers who intend real changes and outcomes that reflect their shared purposes" (p. 4). Moreover, Silva (2016) affirmed that "leadership is a process and not just a personal quality" (p. 3). In this process, the interactive influence between both parts is crucial. That is why we define leadership as the set of skills that a person possesses and uses to influence the way of being and acting of others, or of a given group, in order for each individual to work effectively. Regarding our perspective, we will focus on teacher leadership since we think it is essential for a teacher to lead inside and outside the classroom. The other sections will focus on our assumptions about teacher leadership, leadership empowerment and implications for the future, and conclusions.

Based on the above, leadership is the ability of a person to influence and guide a group in order to achieve collective objectives. In this respect, teacher leadership is important because teachers are a key piece of the educational environment. For this reason, teacher leadership is defined as a set of roles bundled with the motivation to inspire educational change and move beyond the status quo in collaborative ways (Meyer, 2019). The teacher leader must be willing to listen, collaborate, and participate with a diverse group of people who have the same goal: successful students. According to Bogler and Somech (2004), "there is a correlation between teacher empowerment and student success" (p. 2);





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that is why the role of the teacher is fundamental, as is the attitude with which he or she leads his or her students. The next section will focus on our assumptions about teacher leadership.

Our Assumptions

In the previous section, we developed the concept of leadership and established the perspective that we will follow in our leadership statement. Based on our perspective, teacher leadership, we have established some assumptions related to the role of the teacher and how it is crucial for student success.

In this regard, teacher leaders are facilitators, and they can be an important element in strengthening school reform and improvement. According to Harris and Muijs (2002), “teacher leadership, by nature, implies moving away from hierarchical control to peer control and federal leadership, where authority is dispersed within the teaching community” (p. 3). Teacher leaders must be trained and have the necessary skills to deal with any situation that arises in and outside of the classroom. Moreover, Irwin (1991) indicates that empowered educators believe in themselves and their abilities, understand the system, dedicate time and energy to their work, and respect others.

On the other hand, we understand that the collaborative work in the course influenced our leadership learning process thanks to the fact that we have been able to work as a group, respecting the ideas, opinions, and thoughts of each member of the group. According to Daft (2008), "Leadership involves influence; it occurs among people; those people intentionally desire significant changes; and the changes reflect purposes shared by



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leaders and followers" (p. 4). That's what a leader would do: listen to his or her followers, and that's what we practice as a group. Because of that, the same author says that "where there is leadership, people become part of a community and feel that they are contributing to something worthwhile" (p. 18), so in leadership learning, we take on the role of leader by listening and responding to each other, creating a good team of study and work, and taking our project or goal forward together with commitment and responsibility.

From our point of view as teacher leaders, it is important to be an example for the new ones who want to be leaders as well; therefore, we asked ourselves the following questions: How can we see ourselves as future leaders? What aspects should we take into account to become good leaders? Are we ready to assume the role of leadership? All of these questions have already been answered by taking part in our leadership learning process and have been absolutely clarified in the role that we will assume as teacher leaders. The next section will focus on leadership empowerment and its implications for the future.

Leadership Empowerment and Implications for the Future

Emphasizing our leadership plans and the way in which we will develop them in the future in the educational community, it is important to mention that the impact of the teacher in the educational field is crucial, since a teacher leader has the ability to identify the specific needs that may arise inside the classroom and outside of it. According to Frazier (2022), teachers are the ones who are on the frontlines of education, and because of that, they are often the ones who are best suited to help identify needs and create solutions that



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impact students both inside and outside of the classroom. Furthermore, as future teacher leaders, it is essential that we have the right skills to be effective leaders, which will reflect empowerment when working towards our goals. Spillman (s.f.) (as cited in Frazier, 2022) agrees that "a good teacher leader knows how to meet others where they are and provides guidance and leadership in a way that supports their needs and helps them grow." In this sense, one of our first ideas in our leadership plan is to help create strategies to motivate the educational body, especially students, to work on their skills to develop the spirit of leadership and achieve their own goals.

Consequently, with a long-term plan and with the approval and help of the educational institution's administrators, we as future teachers would like to implement a pedagogical approach with which it is possible to direct the attention or interest of students toward the English language; in addition, this plan must include strategies to acquire good academic performance and knowledge in these students, taking into account that the stipulated timeframe for English classes is fully carried out. Finally, another possible leadership plan that could be designed and implemented in an institution is to combine different teaching methodologies that allow for adapting to the needs of the students and favoring the achievement of the goals proposed by the teaching staff.





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Conclusion

The success of leadership plans depends on how the followers and the leader communicate and come to an agreement where certain strategies are used to achieve the desired goal. Therefore, in the academic sphere, the success of the plans depends on how the teacher develops a teaching strategy that implies a constructive contribution on the part of the students and that they feel motivated in their teaching-learning process to achieve good academic results, achieving a favorable environment both for the teacher and for themselves. For that, the teacher must be constant, persevering, resilient, and open to the different changes that arise in the pursuit of the academic goal or achievement. On the other hand, what schools need to do is train themselves to discover new teaching talents who teach the foreign language in a strategic, contextualized, and pragmatic way, and at the same time, schools should engage with the dynamics and didactics of the leading teacher. In conclusion, as future teachers, we believe that, for foreign language teaching to be successful and functional, schools need to provide us with support and the opportunity to lead and have empowerment in the classroom in order to be able to see a positive outcome, such as good school performance.





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