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FACULTAD DE EDUCACIÓN Y CIENCIAS
HUMANAS
DEPARTAMENTO DE IDIOMAS EXTRANJEROS



A PERSONAL LEADERSHIP STATEMENT

HERNÁN JOSE DEL CASTILLO NEGRETE

SARAY SANETH GAVALO VILLADIEGO

ELIANA CAROLINA VARGAS OLASCOAGA



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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HERNÁN JOSE DEL CASTILLO NEGRETE

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ELIANA CAROLINA VARGAS OLASCOAGA

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

MENTOR

PEDRO AGUAS CASTILLO, PhD

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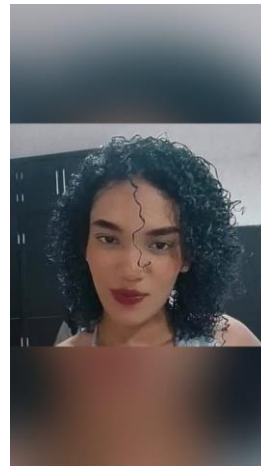


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Our Final Leadership Profile

2023-II



Hernán Jose Del Castillo Negrete Saray Saneth Gavalo Villadiego



Eliana Carolina Vargas Olascoaga

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As future teacher leaders, we believe that our ability to clearly communicate our ideas and goals, as well as our ability to provide support to help others reach their full potential, makes us competent leaders. We are a resilient team; we practice active listening and have the ability to guide and use dynamic teaching methods; we can adapt to all environments and base our teaching on the general culture. We are aware that being a complete and effective leader means possessing the necessary skills to navigate and overcome challenges. It involves genuinely listening to others and understanding their perspectives, enabling students to take initiative in their own learning process, fostering their self-confidence and intrinsic motivation.

That's why we want to be leaders who are willing to explore new ideas and teaching methods to keep learning exciting and dynamic. We aim to develop effective leadership skills to succeed in the classroom and foster a safe and positive learning environment. We want to inspire students to work in teams and collaborate, and empower them to become leaders of their own learning.

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Abstract

Leadership in the educational context is essential for the development and success of students, as well as for the growth and continuous improvement of educational institutions. This type of leader encourages critical thinking, creativity, and active learning, encouraging students to take responsibility for their own learning and to actively participate in the educational process.

This work structures leadership as a teacher and its implications for improving the teaching of a foreign language, demonstrating that a leading teacher is characterized by his ability to inspire, motivate and guide students towards the achievement of educational goals and objectives, having a teacher-student relationship. In addition to their relationship with students, teacher leadership implies the ability to collaborate and work as a team with other education professionals. This document will delve into the idea that an effective teacher leader communicates clearly and effectively with colleagues, builds relationships of trust, and fosters an environment of collaboration and mutual support. This implies being a role model for students, inspiring and motivating them, fostering collaboration and teamwork, seeking continuous professional development, and making effective decisions for the benefit of the educational community.

By exercising positive leadership, teachers can have a significant impact on the lives of students and contribute to the success and improvement of educational institutions.

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Keywords: leadership, educational context, development, continuous improvement, critical thinking, active learning, implications, environment, mutual support, role model, positive leadership.

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Introduction

Leadership is the art of motivating and guiding a group of people to work together toward a common goal (Maxwell, 1998). In 2021, Adams said if your actions inspire others to dream more, learn more, do more, and be more, then you are a leader”. He highlights the importance of leadership as a force that inspires and motivates people to give their best and achieve higher goals than they thought possible; Leadership is defined as an influential relationship among leaders and followers who intend real changes and outcomes that reflect their shared purpose (Daft, 2008).

“Effective leadership implies the ability to influence and guide others towards the achievement of common goals, inspiring and motivating them in the process” (Smith, 2019, p. 25), That is, effective leadership goes beyond having authority or a position of power. It’s about being able to positively influence others, guide them toward common goals, and create an environment in which everyone can grow personally and academically. By developing communication skills, empathy and motivation, a leader can unleash the potential of his team and achieve extraordinary results.

Teachers’ leadership plays a crucial role in the educational field. Teachers not only have the responsibility of imparting knowledge and skills to students but also have the ability to influence their personal development, motivation, and learning. Likewise, “Effective educational leadership is about transforming a vision into reality through teamwork and the empowerment of

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staff and students (Leithwood et al (2004). This helps them understand their roles and responsibilities and encourages them to work together to achieve goals. However, being an effective leader requires possessing skills and personality traits. In 2002, Fullan defines leadership as a teacher as the ability of educators to inspire and guide their students and peers toward the achievement of educational goals. In addition to taking initiative and demonstrating strong communication and collaboration skills, teacher leadership involves working collaboratively with colleagues to improve teaching and learning practices.

Our Assumptions

Leadership is a dynamic and influential force in improving instructional methods and school success. It refers to the ability of teachers to assume leadership responsibilities in their schools or educational communities. According to Lambert (2003), a teacher leader is someone who has maintained or awakened the desire to make a difference through the involvement of colleagues and the construction of a professional culture. According to Lambert, teacher leaders are people who are passionately dedicated to making a difference in education. They are enthusiastic and eager to encourage and engage their co-workers, which results in a fantastic and collaborative work culture in the organization.

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In other words, leadership as a teacher goes beyond just going to the classroom and explaining or repeating words, the teacher must be an educator who motivates, influences, guides, and inspires students in their learning and personal growth; Teacher leaders have a genuine passion for education and a belief in the potential of each student. They exude enthusiasm and love for learning, which motivates and inspires their students, is about building positive relationships, communicates effectively, is a role model, and is willing to continually adapt and grow.

As future teacher leaders, we ask ourselves important questions, such as:

- How can we adapt our teachings to meet their needs and promote their integral growth?
- How can we encourage critical thinking and problem solving in our students?
- What activities or projects can we design to develop these fundamental skills?

By asking and reflecting on these questions, we can become effective and engaged educational leaders.

Leadership Empowerment and Implications for the Future

Implementing a leadership plan in schools can help foster a positive educational environment, promote personal and educational growth, and establish a teacher-student relationship. An example of a leadership plan could be; identify clear goals and objectives and

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communicate them effectively to all involved, encourage collaboration and shared decision-making, training and professional development, with the aim of improving the skills and knowledge of all team members team, establish effective pedagogical practices; This involves the use of innovative teaching methods, formative assessment, and ongoing feedback to improve teaching practice, encourage parental involvement, establish clear standards of behavior, promote peaceful conflict resolution, and recognize student and staff achievement. Monitoring and continuous evaluation; collection of data, conducting surveys and constant feedback; If a school wants a successful implementation, it requires the commitment and participation of all members of the educational community.

In addition, teacher leadership has the power to inspire and motivate students, fostering a passion for learning and belief in their abilities (Smith, 2019). Collaboration among teacher leaders and colleagues contributes to improved teaching and learning practices, enhancing the overall quality of education (Lambert, 2003). By empowering staff and students, teacher leaders establish a culture of empowerment, fostering collaboration, responsibility, and effective teacher leaders establish strong relationships with students, creating a supportive and trusting environment where students feel valued and motivated to excel (Fullan, 2002). Integrating leadership principles in education transforms students, teachers, and the educational community, fostering excellence, collaboration, and continuous improvement (Smith, 2019).

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Conclusion

In conclusion, the success of leadership plans depends on clarity of vision, effective communication, motivation, and the ability to adapt. To ensure the quality of foreign language teaching, schools need to innovate and adopt up-to-date pedagogical approaches. This implies the use of educational technology, the promotion of linguistic immersion and the training of teachers in new methodologies. In doing so, schools prepare students to meet the challenges of a globalized world and provide them with skills for the international job market. Innovation and quality in foreign language teaching are crucial to forming global citizens and fostering intercultural understanding. By focusing on these aspects, schools ensure that students are prepared for a globally connected future.

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2





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