A PERSONAL LEADERSHIP STATEMENT

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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

Natalia Rosa Pastrana Martinez

Isaías Cogollo Espitia

We see ourselves as confident and hard-working future leaders constantly changing from what we see and hear, looking forward to improving the quality of life of others while offering advice, guidance, and support on both personal and professional levels. We are not worried about being seen as better than those around us; rather, we seek to make our environment a better place by helping our colleagues whenever possible. Our aim is not only to improve as individuals but as a community, working on communication, integrity, building good relationships, bonds, resourcefulness, and innovation to achieve that desired change. All of this, while being inspiring, dedicated, inclusive, sensible, and persevering human beings who seek continuous learning and create a positive impact on those who surround us.

"A great leader is not the one who offers their equals a good future, but the one who gives them the tools to construct their own."

-Cogollo & Pastrana, Personal Leadership Statement

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Abstract

Leaders are able to understand how to achieve results while motivating followers, this ability to keep teams engaged and motivated is a quality shared by the most effective leaders. Team members could easily quit the ideal if they are not committed to it; in order to keep people involved with one another and with the goal, leaders must adapt and change their leadership perspective. Due to this, this paper defines transformational leadership as a way to inspire both followers and leaders to communicate, encourage, and have a vision while also conveying empathy, confidence, and integrity, through the development of school projects, and plans to allow students to gain the responsibility of a social engagement while growing the desire to improve living conditions in their communities and inspire others to take the same path towards change, becoming positive role models and eventual leaders after being guided and educated by teacher leaders.

Keywords: transformational leadership, effective leaders, team members.

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Introduction

Leadership, "...an influence-based relationship among leaders and followers who desire real changes and outcomes that reflect their shared purposes." (Daft, 2008, p.4). It is an activity in which anyone who is interested in the success of an organization can take part, regardless of the high levels of a hierarchy. According to Iqbal (2015), "a leader is a person who influences others to reach their destinations.'' (p.2). There should always be a leader to guide teachers towards change, becoming a positive role model for others; however, it could be observed that teachers who lacked leadership skills, hindered students' from having good performances. For this reason, it is important to train teacher leaders who are driven by the desire of improving students' performances, getting them to a higher chance of academic and life success. Consequently, the group will concentrate on the relationship between how future leaders might employ various viewpoints to produce an effective teaching process, in this case, using transformational leadership.

A transformational leadership perspective is one in which individuals set aside their own interests to put others' ahead, lead by example in influencing to achieve common goals, and following the ideal of turning followers into eventual leaders. According to Mirkamali et al. (2013), "transformational leadership refers to leaders who seek to create ideas and new perspectives to create a new path of growth and prosperity in front of the organization.'' (p.23). To be a transformational leader is to inspire others to be better and show them that

they can achieve greatness if they stick with you and the mission of your work. Moradi and Shahbazi (2016) state that "transformational leaders explain an organization's future prospects and provide the model consistent with the prospects, improve acceptance of group goals, provide a wide range of support for individuals in the organization and encourage them to pursue organization's goals." (p.105).

Our Assumptions

A positive figure of leadership happens to be a concern when it comes to an effective learning process nowadays. It is crucial to have someone who plays a larger function to make students go beyond expectations resulting in better outcomes both in and outside of the class. According to Brown (2022), "assumptions are not bad or good. They're important. We need to know when to use them, when to question them, and when to think differently." (p.1). Assumptions are a fundamental part of how individuals collaborate for the enhancement of a certain field, they bring people together in one vision and goal toward the desired change.

Hence, to support teachers in leadership roles, some requirements must be met. According to Lieberman (1992), "vision, structure, time, and problem-solving skills are all necessary for the achievement of new teacher roles and duties'' (p.1). They should be able to undertake a self-reflective process that makes them discover new assumptions that would lead them to a better understanding of their context and a better use of teaching approaches

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that fit all students. Hoyle et al. (2005) say that leaders, "…need to model their skills in listening, caring, and team building to enhance staff performance and student learning." (p.34). For instance, working together during this course has allowed us to mutually grow, being aware of the effectiveness of transformational leadership. Learning from each other and finding what is best for the group, becoming great leaders.

Berry et al. (2010) state that "historically, teachers who have sought innovative or leadership roles within the teaching profession have been limited by occupational norms and organizational structures in their schools" (p.3). Thus, the following questions have emerged throughout the learning process on leadership: What abilities do teachers leaders need to have to cover students' needs in this ever-changing world? What can educational institutions carry out to produce leaders? What are the obligations of educational institutions in producing teacher leaders? Robinson (2006) says that "school leaders need opportunities to extend and update both the breadth and depth of their pedagogical and pedagogical content knowledge. Principals, for example, cannot competently and confidently lead instructional improvement." (p. 72). To become leaders, teachers' roles must be clear, they must have access to proper professional development throughout their careers, be recognized for their crucial part in raising student and school performances, know what students need and what works best with those particular needs, providing them with adequate resources, good pedagogical content, and adapting to an ever-changing educational realm.

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Leadership Empowerment and Implications for the Future

The effective implementation of leadership plans is essential to achieve school improvement goals. Since there is no universal paradigm for school reform because every school has particular advantages, circumstances, and starting points, schools must choose the best leadership techniques for them to evidence their progress. Thus, developing plans for a better performance and integrating strategies into students and teachers' everyday activities, can accelerate change and to ensure the learning and wellbeing goals of the school. For instance, empowering young leaders to work with a mentor to accomplish the entire school objectives, teach them to lead and coach other team members will help them to build leadership skills.

In order to ensure the use of transformational leadership in these instances, it was thought of school projects. These allow students to prepare and undertake campaigns for a specific goal. Their importance lies on making students responsible for what is done and how it is done. Nygren-Landgärds et al. (2018) state that "successful education needs integrated and well-rooted activities, and that it therefore may be hard to reach educational goals through explicit activities." (p.56) For that reason, school projects are activities that young leaders enjoy doing while also igniting in them a desire to lead for the common good and encourage others to follow in their footsteps to become new leaders as well. Since the

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group has evidenced the effectiveness of implementing school projects aimed at social engagement that motivate students work towards positive change in their communities, it was thought of the benefit of giving young leaders the chance to take on leadership roles after receiving adequate guidance from more highly experienced leaders. Also, including setting time to examine it and discuss signs of leadership capability growth, so that, young leaders would lead the successful implementation of project initiatives.

Conclusion

School effectiveness starts with confident, committed, and passionate leaders, which eventually will depend on its staff. As much of a school leader's energy goes into helping those around them, their wellness is crucial to developing a positive school culture. Supporting teaching and learning, and focusing on positive strategies for an effective process. Thus, at this point in the process of continuous improvement, schools will have to identify the learning and well-being challenges that require the most attention. Then, schools are to consider how to develop leadership competencies to support school projects among students.

One that identifies and supports emerging leaders to achieve individual development objectives, develops school leadership structures and roles with clear responsibilities, and provides targeted instructional guidance to students, is a school that recognizes its challenges and needs, and will be able to empower the growth of leadership skills for both

staff and students. The aforesaid, would be looking forward to increase in each individual the passion to improve life conditions in their communities and help others take responsibility for the welfare of their equals no matter what context they are in.

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