A PERSONAL LEADERSHIP STATEMENT

MARÍA JOSÉ GARAY CASAS

JAIRO ENRIQUE MARTÍNEZ ARRIETA

GABRIELA RIVERA MACEA

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

A PERSONAL LEADERSHIP STATEMENT

MARÍA JOSÉ GARAY CASAS

JAIRO ENRIQUE MARTÍNEZ ARRIETA

GABRIELA RIVERA MACEA

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

Teaching Program

MENTOR

PEDRO AGUAS CASTILLO, PhD

UNIVERSIDAD DE CÓRDOBA

FACULTY OF EDUCATION

ENGLISH LANGUAGE TEACHING PROGRAMME
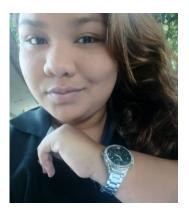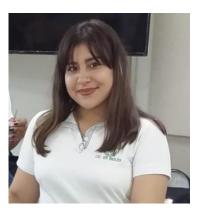
MONTERÍA – CÓRDOBA

2020

As leaders, we are innovative individuals who seek to inspire and enable others to accomplish great objectives through their process. To achieve successful outcomes, it is also necessary that we help learners to take risks and face obstacles with courage and patience. Also, we are capable of identifying the strengths and skills of each member during our work as a team, since this helps to create a harmonious environment in the community and allows us to work and develop within the group every day to achieve similar or same objectives. Finally, teaching that a good leader must always learn because learning has no limits and is essential for growth, both personally and professionally.

María José Garay, Jairo Martínez & Gabriela Rivera. Leadership statement

1. Introduction

Leadership is a vital and predominant feature that has characterized civilizations all over the world to draw them for progress, for instance with the nomadic Canadian Inuit who traveled about 10,000 years ago to look for a better life to north Canada, settled down there and nowadays they still exist, fighting with ancient leadership as a community who are even improving with high education quality (Preston *et al.,* 2015). Indeed, leadership is a powerful quality that drives humanity to have a collective set of mind, travel many distances and years to take societies for big changes. But what is leadership and how is it characterized? Thought leadership is a complex term to define due to its numerous factors (Silva, 2014), some approximations and perspectives can be found, as with according to Potter, C. (2015), '' leadership is about shaping and shifting how individuals and groups attend to and subsequently respond to a situation.'' (p. 81). That is to say, leadership does not influence mandatorily upon others' actions, it is not imposed. Leadership influences ideas, because of its quality to forge and impulse people's way of views depending on the context. Moreover, leadership allows us to know all people's skills and understand what they are capable of to lead them to the good exploitation of what they can do. Therefore, ''leadership is the organizing of employees to achieve goals through direction and guidance. It is the careful orchestration of different employee talents and factions under specific circumstances.'' (Montana Nurses' Association, 2019, p. 2). A leader achieves to know the people under his or her direction, helping them overcome situational difficulties thanks to

their inner strength and talents, that is to say, the leader is not hurried to solve all

people's problems, the leader cooperates with others so to make them believe they can face

their particular problems with their particular skills. All in all, leadership is important in

groups or organizations for building commitment, determination, and efficiency (Sitkin, S.B.

et al., 2005).

2. Our Assumptions

Teacher leadership refers to that set of skills demonstrated by teachers who continue

teaching students but also have an influence that extends beyond their classrooms to others

within their school and elsewhere. It requires mobilizing and energizing others to improve

the school's performance of its critical responsibilities related to teaching and learning. As

teacher leaders, we value education, culture, collaboration with parent and community

leaders, and teamwork. We believe that all children, regardless of race, religion,

ethnicity, income status, or gender, deserve to have the right to an education. Education

provides knowledge about the world we live in. It also provides us with the skills to

survive, problem-solving, and communication. Education helps us gain knowledge about the

world we live in and the people around us. Culture is what makes people unique and special.

In today's school, there are a variety of different cultures that represent the student

body. Knowing the different cultures that make up our world provides teacher leaders with

the power to change how our children will learn. Maintaining an effective communication

and collaborating with community leaders and parents is a key component to a student's

growth and development.

We as teacher leaders had many assumptions; we assumed that a teacher leader was simply a supervisor, someone that dictated what needed to be done and who should do it. Nowadays, we have more knowledge about our responsibility as teacher leaders; our understanding of teacher leadership has changed. Effective leadership is generally accepted as the key to success. The quality of leadership matters in determining the motivations of teachers and the quality of instruction in the classroom. Teacher leadership is the desire to make a change and to inspire others to want to change as well. Teacher leadership roles involve teachers as mentors, team leaders, curriculum developers, and staff development providers that are taking education to a new level.

Thinking about our development and performance in the educational field, some questions come to our mind as future leaders to improve professionally as teachers and personally as leaders. Those questions will help us to make the right decision in our role as future teacher leaders. What barriers stand in the way of successful teacher leadership? What are the strengths and weaknesses we have as teacher leaders? What strategies will we implement to overcome our challenges and weaknesses?

3. Leadership Empowerment and Implications for the Future

To empower ourselves as teachers it is firstly relevant to define the term Empowerment. Though the concept is complex for involving many areas, especially political rhetoric, and also it is lacking definition (Chamberlin & Schene. 1997), an

approximation of a definition to leadership empowerment is paramount. According to the Cambridge Dictionary, (2020) empowerment is the method of acquiring freedom and authority to do what you want or to monitor what happens to you. Therefore, empowerment involves a sense of independence based on the confidence of knowing the individual has to defend his or her ideas into actions and serving as an inspiring beacon to others. The motivation to lead is continuously referred to as empowerment (Hong, et al. 2011), in the case of education leadership empowerment pretends to lead wisely the authority to inspire students for learning. The impact of leadership empowerment may positively affect students for higher education with more quality and therefore may influence students to become educative leaders to share or impart knowledge to their peers in a specific field.

In this fashion, leadership empowerment can be also understood as the result of challenging experiences to reinforce teaching and inspire others, since educators should "see all experiences as learning experiences'' (Kouzes & Posner. 1995.p. 323). That is how a personal framework of leadership is developed, through teaching experiences, nevertheless, some studies have shown when teaching experiences are presented as challenging processes, there are better results on empowerment. So, it is gained through reflecting on challenging experiences, which consequently might follow to cognitive awareness and confidence. Hence, learning from experiences with challenging teaching may result in enhanced leadership skills (Brown & Posner, 2001). It can be inferred then, the more an educator reflects upon their past challenging teaching experiences, the more he or she will gain developed psychological empowerment. In this line of thought, that is our aim as to future

educators with the leadership plans proposed.

4. Conclusion

Leadership empowerment has always been a topic of debate and concern to provide a comfortable educational environment to inspire students and leads them wisely. The main reason to implement leadership empowerment should depend on the constant practice of challenging education. As future educators are demanding to face new and exigent experiences to gain reflection of our teaching, on what did I learn and what to improve. In this way, our cognitive teaching skills are improved to create an empowering sense of our work. However, to achieve this goal is fundamental to the school administrators' support, as teachers' training should be required for empowering teaching leadership in the classrooms. Additionally, as leadership empowerment is a progressive concept, we as educators should be leaders in innovating our teaching practices due to that is the way how empowerment come to take part in our work. Teachers play the role of being the students' support and example in their lives, the power to influence their minds through meaningful learning cannot be taken lightly, the proper teachers' training and researching on leadership empowerment is a responsibility to be carried on.

References

Anonymous. The Pulse, Montana Nurses' Association; (Nov 2019) Helena Tomo *56* (4),13.

Brown, L.M., & Posner, B.Z. (2001), "Exploring the relationship between learning and
leadership", *Leadership & Organization Development Journal, 22* (6), 274-280.

Cambridge University Press (2020). *Empowerment.*

https://dictionary.cambridge.org/us/dictionary/english/empowerment.

Chamberlin, J., & Schene, A. H. (1997). A working definition of empowerment. *Psychiatric
rehabilitation journal*, *20*, 43-46.

Hong, Y., Catano, V. & Liao, H. (2011), "Leader emergence: the role of emotional
intelligence and motivation to lead", *Leadership & Organization Development
Journal*, *32* (4), 320-343.

Kouzes, J.M. & Posner, B.Z. (1995), *The Leadership Challenge: How to Keep Getting
Extraordinary Things Done in Organizations*, Jossey-Bass, San Francisco, CA.

Potter, C. (2015). Leadership development: an applied comparison of Gibbs' Reflective
Cycle and Scharmer's Theory U. *Industrial and Commercial Training*.

Preston, J. P., Claypool, T. R., Rowluck, W., & Green, B. (2015). Exploring the concepts of
traditional Inuit leadership and effective school leadership in Nunavut (Canada).
Comparative and International Education/Education Comparée et Internationale,
44(2), 2.

Silva, E. C. D. (2014). Selective decentralized leadership. *Journal of Urban Economics*, *83*,
1-5.

Sitkin, S. B., & Pablo, A. (2005). The neglected importance of leadership in mergers and

acquisitions. *Mergers and acquisitions: Managing culture and human resources*,

208-223.