



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



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

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2020





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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.

We see ourselves as teacher leaders because we have always been known to be positive, facing the challenges and encouraging the people around us to build and create an inspirational atmosphere, that they can have self-motivation toward learning process, bringing the support and values to overcome the obstacles. We can conclude that our role now as English teachers is to always seek the necessary tools to share our knowledge through the strategies learned during the career. Therefore, to be a guide but also mentoring and learning of our group every day with the intention of increase effectiveness and getting better every day.

Moreover, we as teacher leaders are ready and able to lead our colleagues toward positive change, either through traditional professional development means or as part of more grass-roots efforts. In that sense, we intend to be seen as a teacher who maintains normal classroom responsibilities, but also becomes proactive in making a school – not just the class – a better place. Finally, that this effort be reflected in educational institutions so that they benefit greatly from our leadership and professional development roles that we as teacher leaders have obtained.

—*Juan Fabra & Stevenson Portillo, Personal Leadership Statement*





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ABSTRACT

In education, most times is easy to denote the lack of leadership behavior by either teachers or school administrators at the moment of handling with many issues that are faced on the daily basis, this aspect is an important factor at the moment of teaching- learning values and attitudes for life, that initiative need to be fostered by teachers in charge in the classroom setting, schools and its surroundings and not only by the school`s administrators. Teachers need to be in the front line of the educational section, due to the fact that they are the only ones who know what a student exactly need. So teachers are the ones who provide with appropriate ideas to beneficiate students, the school and the surroundings. This proposal attempts to provide a significant insight on leadership interpreted as a process of persuading a group to the accomplishment of goals. In addition, it aims to show a very personal vision of the concept of leadership within schools and from the viewpoint of leading teachers.

Keywords: leadership, behavior, leader, teaching, teachers, learning, students.





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1. Introduction

In order to get an understanding on the concept of Leadership, Stogdill reviewed over 3,000 studies directly related to leadership and suggested that there are almost as “many different definitions of leadership as there are persons who have attempted to define the concept” (Stogdill, 1974, p. 7). Nevertheless, these multiple reviews of leadership studies and definitions about this term have certainly not closed. According to Tannenbaum (1961) leadership is an interpersonal influence, exercised in a situation, and directed, through the communication process, toward the attainment of a specified goal or goals. Specifically, it refers to a process of encouraging and helping others to work enthusiastically towards objectives. Different definitions have emerged and are still taken into consideration to acquire an in-depth knowledge about leadership, its nature and characteristics.

Lussier and Achua (2004) proposes that Leadership is the influencing process of leaders and followers to achieve organizational objectives through changes. In this sense leadership is interpreted as a process of persuading a group to the accomplishment of goals. In other words, is the ability that a leader has to induce subordinates to work with confidence and zeal, changing potential into reality. Therefore, having a broader knowledge about this term, I can state that leadership is the process in which a person shows skills and abilities to encourage and motivate others to work effectively carrying to them interpersonal influence and closing man-to-man relationship. Actually, leadership provide guidance to the group by setting goals to his group of work and develops a sense of collectivism in the individual to work as a team.





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2. Assumptions

To talk about assumptions in leadership, we must first be clear about the meaning of this word. Ennis (1982, p.64) characterizes his 'used assumptions' as 'unstated reasons'. Some, indeed (Scriven, 1976, p. 43), see the explication of unstated assumptions as necessary steps in the analysis of an argument. Along these lines, we could say that an assumption is an unexamined belief, what we think without realizing we think it. Our inferences (also called conclusions) are often based on assumptions that we haven't thought about critically.

The field of leadership has enjoyed a recent pique in interest —evident in the introduction of new publication outlets and the increased number of graduate training and leadership development programs (Bandelli, Rivas, & Ottinot, 2006; Hunt, 2005). We as future teachers are in the duty to provide our students with the necessary skills and attitudes to ensure good learning as well as to enhance their abilities and strengthen their weaknesses with the aim of forming leaders for the near future. Robinson's (2007) meta-analysis of published research shows that the nature of the leader's role has a significant impact on learning outcomes. We as teachers are in the front line every day, knowing in advance the needs of the students and, even more, looking for the tools to create safe learning environments.

Findings reveal that collaborative learning significantly enhances critical thinking in students (Mosley, et al., 2016). It has been proven that unity is strength, since by working





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together and towards the same goal, the chances of obtaining a better result increase.

Working together strengthens individual weaknesses, just as in nature certain animals such as the lion and the wolf teach us the value of working together, they also show that from the hand of a good leader who manages to make the most of the individual capabilities of his group, great advances and progress can be made. Hence, I ask myself these questions:

- Do I have a vocation to lead?
- Am I passionate about this? If not, how do I make that happen?
- Can I be able to lead a teamwork?
- Do I have the attitudes and qualities necessary to be a good leader?

These questions can be helpful in getting a clear idea of what a leader faces and wonders about on a daily basis.



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3. Leadership Empowerment and Implications for the Future

Empowering leadership is defined as leader behaviors directed at individuals or entire teams and consisting of delegating authority to employees, promoting their self-directed and autonomous decision making, coaching, sharing information, and asking for input (Z. Chen, Lam, & Zhong, 2007; Kirkman & Rosen, 1999; Konczak, Stelly, & Trusty, 2000). A leader's role is changing whatever their personalities or qualities are to a more challenging and encouraging attitude, to change to better all the surroundings he or she is dealing with. A teacher leader is expected to manage with a lot of responsibility different matters regarding decision making and school work. Those responsibilities have to be taken seriously because teachers are the ones who will adapt at better ways different issues for achieving expected matters and mold students.

When a teacher leader does all his/her work according to the qualities, skills and attitudes that a normal leader possess, the student's future will be better, not only on the educational section, but instead in the society in which the student is living. School leaders may enable the empowerment of teachers and teams by frequently expressing their genuine belief that teachers care about the goals of the school, are competent to make good decisions in areas of major concern and are presumptively honest in their intentions (Dee, Henkin, & Duemer, 2003). This in turn allows students and others to achieve leadership attitudes for the future, an important factor in our society today. Leaders are needed who can transform themselves and make the right choices to solve problems.





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4. Conclusion

Childs-Bowen, Moller, and Scrivner's (2000) conception of teacher leadership is closely aligned with Silva et al.'s third wave: "We believe teachers are leaders when they function in professional learning communities to affect student learning; contribute to school improvement; inspire excellence in practice; and empower stakeholders to participate in educational improvement" (p. 28). An interpretation of this quote can be that most definitions of leadership refer to action, i.e., what the leader does and says to get the job done. A leader is able to convey to his or her work group or organization the tools and skills needed to perform well in daily tasks. He is also the one who is able to recognize the strengths of his work team and take advantage of them as well as minimize their weaknesses with the strengths of other colleagues, like a herd of lions, where unity is strength.

Ideally, teacher education should have a positive impact on student's learning to become professionals, well-prepared and resourceful teachers in their future classrooms. Finely tuned collaboration between teacher educators at university, teacher mentors in the schools and the student-teachers can help bring that about and also have other benefits apart from highly qualified professional teachers. Moreover, it can enhance the skills and attitudes as a source of qualified teachers, and bring about innovative and creative pedagogical practices which comes from their multiple input.





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