UNIVERSIDAD DE CÓRDOBA

FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS

DEPARTAMENTO DE IDIOMAS EXTRANJEROS

A PERSONAL LEADERSHIP STATEMENT

KAREN MARCELA POLO GENES

PAULA ANDREA ZARANTE FLOREZ

UNIVERSIDAD DE CÓRDOBA

FACULTY OF EDUCATION

ENGLISH LANGUAGE TEACHING PROGRAMME

DIPLOMA COURSE

Lifelong Professional Development: Empowering Foreign Language Teachers

MONTERÍA - CÓRDOBA

2020

Por una universidad con calidad, moderna e íncluyente

Carrera 6ª. No. 76-103 Montería NIT. 891080031-3 - Teléfono: 7860300 - 7860920

UNIVERSIDAD DE CÓRDOBA

FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS

DEPARTAMENTO DE IDIOMAS EXTRANJEROS

A PERSONAL LEADERSHIP STATEMENT

KAREN MARCELA POLO GENES

PAULA ANDREA ZARANTE FLÓREZ

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
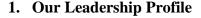
ENGLISH LANGUAGE TEACHING PROGRAMME

MONTERÍA – CÓRDOBA

2020

1. Our Leadership Profile

As leader teachers, we have gained the knowledge and skills necessary. We can perform all the leadership roles to inspire, motivate, support, and coach; to empower and orient others. Also, we have the ability to work in groups with other teachers, to use my communication skills to exchange and share information. We are fearless to the changes; thus we recognize the importance that innovation in the educational field has. As leaders, we are able to reflect and evaluate our skills and thinking strategies. We are proactive teachers who know how manage changes, that want to learn, innovate, and transform; but the most important with strong ethical values, that leads us to defend inclusive education. We think critically in order to design all our classes, to find or innovate creative ways for teaching, besides lead and make our students master their own learning to be successful and reach their goals.

Leadership is the ability to connect, empower and impact positively others' lives.

—Karen Polo & Paula Zarante, Personal Leadership Statement

UNIVERSIDAD DE CÓRDOBA
FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS

DEPARTAMENTO DE IDIOMAS EXTRANJEROS

1. Introduction

Several authors have tried to correctly define the concept of leadership. According to Stogdill (1974) "there are almost as many different definitions of leadership as there are persons who have attempted to define the concept" (p.7). As expressed by Tannenbaum, Weschler & Massarik, (1961) "leadership is interpersonal influence, exercised in a situation and directed communication process, toward the attainment of a specified goal or goals" (p.24). Thus, leadership is a process that makes people communicate to work as a team with the objective of getting a specific goal either individual or group. Moreover, Rost (1993) affirmed that "Leadership is an influence relationship among leaders and followers who intend real changes that reflect their mutual purposes" (p.102), it means that leadership is not a an individual trait but a process of influence upon others, transforming themselves to discover the qualities that each member has in order to achieve certain goals. On the other hand, Blanchard (1966), claimed "The key to successful leadership today is influence, not authority", a leader is not only dedicated to give orders to his subordinates, a leader becomes the person who inspires, motivate, listen, understand and help the community to achieve their purposes, he is also in charge of creating a pleasant environment where they can work together as a team and generate positive results.

Taking into account these definitions, for us leadership is a structural joint effort between people that use their skills headed by a leader, oriented to achieve specific goals. It helps people create an inspiring vision of the future and motivate them to engage with that

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

vision. The role of a leader in the educational field is to manage the student's aspirations, specifically in a foreign language classroom; inspire students learn a new language, investigate, lead their own learning, make them keep curious through motivation, and achieve the course goals.

2. Assumptions

When talking about the leadership's assumptions, it is key not to leave out that is "a thing that is accepted as true or as certain to happen, without proof" OXFORD, (2020). We believe that leadership is the power to inspire and motivate people, supporting them to be creative, believe in their abilities, get the best of himself and to turn their weaknesses into strengths in order to achieve their goals. As leaders always tend to take the initiative in the different processes, they almost never stay with the assumptions only in their head, all those ideas they believe can help to improve learning processes. Leaders use, share, and apply their assumptions based on the study of the student population according to their needs and deficiencies. For this reason, one of the types of leadership that best adapts to the field of education is the transformational leader, who takes from the different types of leadership the best qualities, identifies what needs to be changed and gives his all commitment to the group to achieve the objectives set.

Collaborative work in this course has been an essential part of our process as teachers because it help us to grow professionally. In this process we share opinions and

ideas with our partners, and we can get another perception about a specific topic, so we feedback on each other. Also, this type of work make visionaries, solve problems, and reach agreements as a team, that helps us to work constructively and sometimes it can inspire us to do something that probably we never thought that we could do. Thus, collaborative work makes us trust in our partners because is important the confident when you are working as a team, besides communication is a very important aim in this process because conversations build trust while learning about another's values, interests, concerns, and desires, so here in this course we are building those stages as group and helping each other. Some questions that we have asked ourselves regarding this leadership process are: am I a good leader? Do I give clear instructions? What makes me a leader? How can we influence or impact others to be leaders? How can I improve my leadership qualities? How is my relationship and behavior with the team?

3. Leadership empowerment and implications for the future

A teacher who is a leader has to do double work effort to have a greater impact on the educational community "Teacher leaders are both teachers and leaders"(York-Barr & Duke, 2004, p11). . According to Childs-Bowen et al., (2000), "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). The idea of teacher leadership is powerful

UNIVERSIDAD DE CÓRDOBA

FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS

DEPARTAMENTO DE IDIOMAS EXTRANJEROS

because it is premised upon the creation of the collegial norms in schools that contribute directly to school effectiveness, improvement, and development. (Harris and Muijs, 2003:444). For these reasons, as future leader teachers we plan to demonstrate and perform all the acquired skills, to support, coach and orient; using strategies and techniques that allow empower and motivate students learning. Effective teaching requires thoughtful reflection to improve the instructional process (Mertler, 2014). In this way, after we finish our program, we plan to work on our weak points, look for new alternatives or right strategies to overcome the difficulties. Besides, we plan to include, promote, and implement special education knowledge in our future jobs. Additionally, we plan to create or participate in inclusion projects to expand our abilities and collaborate with the improvement of the quality of education, especially for students who present some difficulties in the classroom. To be an effective teacher is not an easy task. In fact, it is a complex process. It is not only concerned with success in short-term, but also with appropriate values and success of long-term achievement. (Moreno, 2009)

4. Conclusion

Being in the leadership world is a challenging process, but in the end it is very satisfactory to see the excellent results in teachers, students, and schools. To carrying out a leadership plan requires commitment from all members, especially leader teachers, to empower, orient and work in groups with other teachers to achieve the established

Por una universidad con calidad, moderna e incluyente

Carrera 6ª. No. 76-103 Montería NIT. 891080031-3 - Teléfono: 7860300 - 7860920

objectives. Currently, it is necessary that these plans be carried out in schools, to improve the quality and everything related to the development of education. For this reason, research should be promoted as a fundamental tool to discover new ways that facilitate the process. Innovation in education encourages teachers and students to explore, research and use all the tools to uncover something new. It involves a different way of looking at problems and solving them. (Northwest Missouri state University, 2018). Leadership is vital for effective organizational and societal functioning and success. Leadership is the ability to direct a group of people to realize a common goal. This is done by people applying their leadership attributes. Leaders create commitment and enthusiasm amongst followers to achieve goals. Leadership is achieved through interaction between leader, follower, and environment. As future leaders, we will perform all the leadership roles to inspire, motivate, support, and coach; to empower and orient others; lead and make students master their own learning to be successful and reach their goals. Also, we will work in groups with other teachers, to use communication skills to exchange and share useful information.

UNIVERSIDAD DE CÓRDOBA

FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS

DEPARTAMENTO DE IDIOMAS EXTRANJEROS

References

Childs-Bowen, D., Möller, G., & Scrivner, J. (2000). Principals: Leaders of leaders. *NASSP Bulletin*, 54(616), 27-34.

Harris, A., & Muijs, D. (2003). *Teacher Leadership: Principles and practices.* The national college for teaching and leadership.

Mertler, C. (2014). *Action research: Improving schools and empowering educators.* Los Angeles, CA: Sage.

Moreno, C. (2009)."Effective teachers –Professional and personal skills". *Revista de la facultad de educación de Albacete*, 24, 35-46.

Oxford Dictionary. (2020). *Lexico.* Retrieved from https://www.lexico.com/en/definition/assumption

Rost, J. (1993). Leadership development in the new millennium. *The Journal of Leadership Studies* (pp. 91-110).

Stogdill, R.. (1974). *Handbook of leadership: A survey of theory and research.* New York: The Free Press.

Tannenbaum, R., Weschler, I. R., & Massarik, F. (1961*). Leadership and organization.* New York: McGraw-Hill.

York-Barr, J. & Duke, K. (2004). What do we know about teacher leadership?. *Revie of educational research*; Washington. 74(3).