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A TEACHER-LEADER CONCEPTION: IMPOSED AND INHERENT PURPOSES IN FOREIGN LANGUAGE LEARNING CASES

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Abstract. The article discusses the main aspects of the modern model of a teacher-leader. The basic principles of a learning organization in the class/group are offered. The article states the major conditions of maintaining a collaborative environment for students' activity. Two types of purposes such as imposed and inherent ones are presented and analyzed. Examples of these types of purposes are given for foreign language learning cases.

Keywords: a teacher – leader, a shared vision, a learning organization, a collaboration environment, a resonant leader, imposed purposes, inherent purposes, learning a foreign language.

КОНЦЕПЦИЯ УЧИТЕЛЯ-ЛИДЕРА: НАВЯЗАННЫЕ И ЖИЗНЕННО-ВАЖНЫЕ ЦЕЛИ В ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ

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Аннотация. В статье рассмотрены главные аспекты современной модели педагога – учителя-лидера. Сформулированы основные принципы создания обучающейся организации в классе/группе. Предложены главные условия поддержания атмосферы сотрудничества среди обучающихся. Представлены и проанализированы два типа целей: навязанные цели и жизненно-важные/присущие цели. Рассмотрены примеры этих типов целей в изучении иностранного языка.

Ключевые слова: учитель-лидер, общее видение, обучающаяся организация, атмосфера сотрудничества, резонантный лидер, навязанные цели, жизненно-важные/присущие цели, изучение иностранного языка.

The Teacher Leadership Exploratory Consortium identifies a Teacher leader as a person who assumes formally or informally one or more of a wide array of leadership roles to support school and student success. Examples of roles include instructional specialist, curriculum specialist, classroom supporter, learning facilitator, mentor, school leader ... data coach, catalyst for change, resource provider, or learner. Teacher leaders model continual improvement, demonstrate lifelong learning, and use what they learn to help students achieve (Harrison & Killion, 2007) [1, p. 37].

Furthermore The Fall 2014 ASCD Whole Child Symposium states that «the role of schools is changing in the 21 century – both as an institution and also in the value they bring to and provide for society». Since schools “act as important institutions that help grow and develop our youth as citizens and as engaged members of society, schools must better and more quickly adapt to our rapidly changing world. To teach what and how we taught 40 years ago would restrict our students’ development. And a changing school needs professionals who are skilled, experienced, and nimble“[4].

These two organizations’ statements result in that a teacher leader as a model of a contemporary teacher should contain a function of shared vision as an addition to function of personal vision [5].

At the very beginning let’s look into the term of shared vision. Peter Senge, in his book "The Fifth Discipline" characterizes a shared vision as "... a force in people's hearts, a force of impressive power....At its simplest level, a shared vision is the answer to the question, "What do we want to create?" A shared vision is a picture that everyone in the company carries in their heads and hearts [2].

It creates a sense of commonality and gives coherence to diverse activities. It produces excitement and makes an extraordinary unit. It allows everyone to work together. It builds a common identity and a sense of purpose. It encourages new ways of thinking and acting. It gives courage and fosters risk taking and experimentation. Basically without a shared vision, that vision you

spent time creating is pointless and meaningless. And without a shared vision the learning organization cannot exist [2].

Taking into account aforementioned ideas it could be said that a teacher as a leader has to create a learning organization in the classroom. What is a learning organization? Peter Senge argues that a learning organization is one which continually learns and improves. A learning organization is one that learns faster than its competition, one that taps the knowledge of the entire organization and does not only rely on the top person. A learning organization learns from its failures and creates a new paradigm [2].

There are some principles [6] the teacher leader should follow to understand the points of learning and knows how to develop a collaborative culture of collective responsibility in the school [1]. Besides, these principles are closely related to a term of **learning organization**.

The first principle is about learning from failures. Imagine trying to learn from your failures if you are not part of a learning organization. Instead of learning people will pass blame, having shared vision a teacher leader tries to hide or ignore their students' failures and in the end the entire classroom suffers. In a learning organization a failure is seen as a chance to learn and then possibly shift your paradigm towards how things could be done [2]. Apart from learning from failures shared vision defines current relationships and common plans. With a shared vision everyone has a common destination and a common picture. They then work together as a team, supporting and encouraging each other. There is no competition between people, therefore there is no need to pass blame or hide your failures.

The second principle of shared vision for a teacher leader (as well as all leaders) is **collaborative environment**.

According to Peter Senge you may think that this all sounds wonderful but will never happen, but it actually does happen. To create this collaborative environment you need [2]:

- a committed class leader – one who encourages openness, gets rid of authority politics and listens to the class.
- a willingness to change, to examine what doesn't work and accept a new paradigm if necessary.
- a structured process to lead the class.

As Richard Boyatzis argues [3] resonant leaders help to create a sense of hope, purpose, compassion, caring, mindfulness, being attentive and even playfulness. If a teacher leader possesses and develops the shared vision, he or she is a resonant leader.

But they help to engage and activate the various sources of capital in an organization toward the objectives. But we're also saying that these resonant leaders do something more. And that more is to move information and emotion across levels. That is why the third principle is **information and emotion delivery** across levels which are related to what's called social identity groups.

Richard Boyatzis states that we need to have multiple levels of resonant leaders, not just one resonant leader. **Resonant leader** of Richard Boyatzis' theory implies a teacher leader particularly.

It should be mentioned that apart from these three principles a teacher – leader strives to create an inclusive culture where diverse perspectives are welcomed in addressing challenges; and uses knowledge and understanding of different backgrounds, ethnicities, cultures, and languages to promote effective interactions among students and colleagues [1].

As the shared vision has priority over functions and a teacher has to be taught how to be a resonant leader or a teacher leader with shared vision beforehand. Only after that a teacher could be offered to perform a function.

One of their main functions is setting up education purposes. Here we are going to reflect upon two main kinds of purposes such as imposed and inherent purposes [7].

According to Celestine Chua imposed purposes have been externally imposed in our current life as responsibilities, obligations or common value what people think we should do or follow. Imposed purposes are produced by a larger group, such as family, society, religion and nation. It flows from outside of the world to you. They are reflection of others' needs rather than yourself. Imposed purposes are often fear-based driven by ego and obligation to live up to others' expectations and living standards. To pursue temporal satisfaction; they however in the long-run give a sense of dissatisfaction and unfulfillment, as if there is something missing in your life. Examples include earning money, continuing a family business, becoming successful, achieving certain social statuses, any purpose you were assigned by others [7].

Talking about education environment and this kind of purposes is imposed by the curriculum particularly.

As far as foreign language learning is concerned example of imposed purposes is when a teacher tries to motivate students offering such incentive as:

Knowing English increases your chances of getting a good job in a multinational company within your home country or of finding work abroad.

This purpose implies that a student has to get a good job. If they were lucky enough and knew English additionally it would be a job in a multinational company. The purpose is driven by ego, fear of not getting a job and obligation to follow others' standards of living.

One more motivation offered as a powerful incentive to learn English is that:

Learning English gives you a lot of satisfaction. Making progress feels great. You will enjoy learning English, if you remember that every hour you spend gets you closer to perfection.

This purpose means that a student ought to be perfect in English or in life in general and besides has to make progress. The purpose is driven by fear of not being perfect and obligation to maintain others' ethical norms.

As we can observe these two imposed purposes include imposed accomplishments, for instance well-paid job or perfectness or continuous progress as if they are undeniable value.

A teacher-leader activity basing on the idea of creating a learning organization should avoid imposed purposes and imposed accomplishments because it is destroying the learning organisation and the collaborative environment. A sense of hope, compassion, caring, mindfulness R. Boyatzis tells us about disappears because there is nothing to passionately create or imagine since imposed purposes have already been dictated from outside.

Fortunately, there is opposite type of purposes that is an active creation by a person and her/his consciousness. It is internally driven and powered. It is named inherent or liberating purposes. Characteristics include [7]:

- personal choice;
- it flows from inside of you toward the world;
- free from others' expectations of what they think a person should do;
- it inspires and energizes a person just from the mere thought of it. It is empowering in nature;
- pursuit gives lasting meaning and fulfillment [7].

The important factor to recognize is that inherent purposes resonate with who a person is because it is a definition that flowed from them, it is essentially an extension of a person's core being love-based [7].

General examples of inherent purposes include:

- creative self-expression,
- growing and educating others,
- inspiring love and meaning,
- helping other people.

Talking about learning a foreign language there are many versions of inherent purposes depending on students' personalities. Here are some of them:

1. Learn English (or other foreign language) because it's fun similarly to playing game or singing songs (creative self-expression inherent purpose).
2. By learning English, you learn about other cultures and can find out more about your own culture and history (educational inherent purpose).
3. Learn English to enjoy your favourite books, songs, films and TV shows in the original without translations and subtitles (self-growing inherent purpose).
4. Learn English to take part in forums and discussions on the Internet all over the world (self-expression and communication inherent purpose).

It is just a small amount of inherent purposes to show the difference between imposed purposes and inherent or liberating ones. There is no fear or ego or obligations which could drive a person's activity, just fun, curiosity, interest, love, hopefulness etc. R. Boyatzis names it Positive Emotional Attractor or PAE [3].

A teacher-leader following the learning organisation standards and principles should select thoroughly what purpose to choose for their students because it will determine not only the learning organisation's success but simply its vitality and a future.

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