

PHASES OF EMPIRICAL IDENTITY FORMATION OF PRIMARY SCHOOL PRINCIPALS

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Abstract

School principals are key agents in the search education of quality offered to pupils because they are responsible to implement and effectively monitor actions for the school's change and improvement. Even though research has confirmed constantly the importance that schools are lead by prepared school principals, in Mexico the educational system assumes that a good classroom teacher just with professional preparation in teaching would be a good school principal. Under this assumption the system enables truly leadership learning once they are in their role, and sometimes by trail and error because their lack of preparation for the post. However, it is well known that the functions, activities, and priorities of school principals go beyond the teaching practices taking place in the classrooms. This paper presents the results of a multiple case study that inquired into the preparation process that experience school principals. Two sessions of in-depth interviews were used as the method for data collection with four elementary school principals in Chihuahua Mexico. This research identified six phases with specific experiences that enable to build progressively the identity of a school principal. The study concludes that the Mexican system of education lack of systematic preparation for aspiring school principals.

Keywords: Preparation, Identity, School Principal