

SCHOOL LEADERSHIP PRACTICES IN RURAL AND INDIGENOUS CONTEXTS IN MEXICO

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Abstract

The professional practices of school leaders have a determinant impact in the educational results of schools because they are the responsible to promote actions for continuous improvement in teaching and learning, organisation, and administration of schools. For effectiveness in their role, there are also required certain contextual conditions that enable a successful school leadership practice. The initial assumption of this study was that in highly remote and isolated rural schools the context in which these schools are located has an impact in the type of professional practice and performance of school leaders. This paper presents the findings of a qualitative study aimed to inquire into the conditions for the practice of school leadership in remote rural and indigenous communities of Chihuahua Mexico. The study analysed as well the effects of contextual limited conditions for proper professional performance of school leaders. This research found that in rural and indigenous communities school principals struggle to effectively implement the educational policies mandated by the ministry of education, and carry out their administrative duties in limited circumstances. Administrative duties usually take much of their time giving few opportunities to focus their efforts on leadership for learning.

Keywords: Practice, Leadership, School Leaders