

## International School Leadership Development Network Study Summary

We would like to collect information about the research studies being conducted as part of the International School Leadership Development Network. For each study you have conducted (or are conducting), please provide the following information:

1. Research team members' names and affiliations.

Slater, C.L.,	California State University Long Beach
Lopez Gorosave, G.,	Universidad Autonoma de Baja California
Cerdas, V.,	Universidad Nacional Costa Rica
Rosabal, S.,	Universidad Nacional Costa Rica
Torres, N.,	Universidad Nacional Costa Rica
Briceno, F.	Universidad Nacional Costa Rica

2. Which project area does your research study address?

Leadership for social justice

Leadership in high-need schools

3. Briefly describe the study setting, participants, data collection instruments, and dates of the investigation.

Three female teachers participated from a secondary school in Costa Rica and one male from an elementary school in Mexico. The narrative for the Mexican case was written entirely by the teacher. These narratives were examined for common themes, and comparisons (Denzin & Lincoln, 1994). The intent of this study is to highlight the perspectives of the teachers and not necessarily render an objective condition of their schools. The comparison of teachers in two countries in Latin America helps to extend the literature on teacher leadership but the sample is too small to allow for generalizations

4. List key findings of the study.

In Costa Rica teachers sought to develop the full potential of students; they were excited to see them progress, and they could envision their place in making a better world. They were enacting Woods' (2005) developmental justice. In Mexico there was a strong emphasis on economic justice and cultural justice (Cribb & Gewirtz, 2003). Human dignity, the principle of equal treatment of different people (economic justice) and respect of the other in the context of economic and social deficits (cultural justice) guided Teacher M's actions

These teacher leaders shared some common intentions and actions: they believe that education functions as a lever of social mobility, which allows students to achieve better living conditions in the future, (single purpose) but also, will allow them to build a more just world (collective order). The main actions that they took were to: a) ensure that students had the minimum resources to learn; b)

established a deep connection with students and their parents; c) modeled ways to resolve conflicts; d) participated in building a socially just environment.

These teachers expressed a commitment to social justice that went far beyond seeing teaching as just a job. They were similar to the stories of educators compiled by Cowie (2011). They are those who love their profession, assume leadership and live with passion and responsibility. They are committed to improving the quality of life for their students, given the conditions of marginality from which they come. They are sensitive to social injustice and committed to decreasing it.

##### 5. Presentations and publications reporting the study.

Slater, C.L., Lopez Gorosave, G., Cerdas, V., Rosabal, S., Torres, N., & Briceno, F. (2016). Teachers' Perceptions of Social Justice and School Leadership in Costa Rica and Mexico. *Journal of Educational Leadership Policy and Practice*, 31(2). 151-164.