

Schools in challenging contexts. Emerging lessons from a case study

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Abstract

In the field of education, many studies point out that schools have the agency to transform their reality. This is the case of learning communities which despite being in challenging contexts, have been capable of coping with adversities. This study, framed within two bigger research projects about Professional learning communities¹, focuses on a school located in Spain that has shown an inner strength to transform a prior challenging context to another that looks towards learning quality and educational equity. In essence, the research developed adopts a single case study format, from a reflective biographical-narrative and dialogical perspective. The thematic analysis carried out from this case study has found a group of themes that allow us to understand how this school is led and organised. Results are related to the capacity of resilience that this school has developed to achieve the transformation they were looking for.

Keywords: professional learning communities, resilience, school improvement, learning quality, educational equity, case of study

¹ Project I+D+i “Communities of professional practice and improvement of learning: intermediate leadership, networks and interrelationships. Schools in complex contexts” (Reference: PID2020-117020GB-I00), financed by the Ministry of Science and Innovation of Spain and the Project I+D+i “Communities of professional practice and improvement of learning: intermediate leadership, networks and interrelationships” (Reference: P20_00311), financed by the Andalusian Research, Development and Innovation Plan of Spain.