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Special Issue, vol 3 n2:

Leadership and Social Justice

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SPECIAL CALL

The International Journal of Education for Social Justice invites all educational researchers to collaborate in a special issue Volume 3 (2) of RIEJS, to appear in November 2014 on "*Leadership and Social Justice.*"

If the school plays a key role in achieving a more just society, the role of school leaders in this task is crucial. In this issue the contributions that seek to know the characteristics, behaviours, attitudes of leaders working to achieve one based on the ideas of social justice and social transformation, will be collected.

In education, leadership appears as one of the factors that impacts most directly -after teaching- on educational outcomes and therefore is one of the most important and recurrent lines of research on organizations in general., but on education in particular. The director has a key role in the development a culture that promotes educational process for all students learn to their maximum capabilities from the perspective of integral development.

The principals, running leadership roles, can encourage practices, which raise the cohesion, integration and participation of everyone in the school. To develop this principal should have explicit principles and values aimed to reducing and criticize the injustices in society that tend to perpetuate. In this sense questions about what is the role of the leader in the school and how they should be their practices to reverse the processes that embed inequities.

Studies, for years, were in their early leadership approached from an individualistic perspective. Unsuccessfully, it is dedicated to find the characters that effective leaders must have. However, evidence shows that it is not possible obstinately pointing to an ideal leader profile; principals working in specific contexts and situations do not work well as well as in others. Research tells us that there is not just a single model of

leadership; there are no an exclusive practice for social justice, nor is there even a type of leader that fits better and that is key for raising the inclusion, equity and justice. The best contribution of the leader is to use strategies that are worthy to answer the needs school and its context (Harris and Chapman, 2002; Kugelmass, 2003; Muijs *et al*, 2007). It is especially important to describe practices that are directly linked to social justice, its principles and ways to promote it.

On the previous propositions, this number considers both theoretical content grounded as those made from relevant research related to the following topics: Leadership for social justice. The ethical foundation of leadership. Leadership to promote an inclusive school. Teacher's leadership. Leadership as a way to build the capacity for change in schools. Leadership as practice of education in promoting social justice, linked to gender, multiculturalism, low performance, cultural and social diversity, and all causes of social injustice present in school issues. Key topics associated with the practice of school leadership. Involvement of teachers and decision making. Dialogic leadership. Resistance to change and transformation and the role of the school leader. Models of school management and adjustment/maladjustment regarding current perspectives on leadership . The training of school leaders to promote social justice. New research methodologies in the study of leadership for social justice.

In short, this special issue aims to bring together a collection of research studies, theoretical and methodological issues relevant to the current situation of studies on leadership and management of educational institutions. Thus, invites scholars and researchers with knowledge and experience rooted in the field to submit articles to the relevance of its content, its methodological foundation, his mastery of international literature and originality can contribute significantly to a reflection and practice of debate in the Latin American context transcendent about this topic.

Text Requirements:

Schedule

1. Deadline: September 15 2014
2. Publication: Volume 3 n. 2 RIEJS, November 2014.

Procedure

1. The text must conform both the general requirements of the journal and the special issue.
2. The text can be sent written in Spanish, English or Portuguese.

3. The manuscript will be sent to F. Javier Murillo: javier.murillo@uam.es. Must be addressed: “ to Special issue: leadership and Social Justice”.
4. A mail replay will be sent to the authors of the proposals received.
5. Once the period for reception of the originals is finished, the editor of this special issue send to the double blind review process. No further than two months the decision of the reviewers a text requires minor adjustments or modifications for publication, author will be asked to do them within fifteen days resend to corrected version. If any opinion concludes that the text should not be published, the decision cannot be appealable.