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## Teacher Education for Social Justice

Guest Editors: Marian Suavita, Guillermina Belavi,  
Ani Pérez, & Irene Moreno  
([www.gice-uam.es](http://www.gice-uam.es))

### SPECIAL CALL

Thinking about education for social justice refers us, naturally, to wonder about how should be a teacher training, both future as in exercise, to achieve this goal, and what skills should develop a *teacher for social justice*.

While it is true that teaching has changed with the implementation of new methodologies over time, it is also that the teacher remains an essential actor and that teachers are increasingly aware of the great social commitment involved in this role. Partly because, as mentioned Zeichner (2009), teaching actions have important implications and consequences for students, in their self-image, their performance and their life chances, and certainly part of these actions are the direct responsibility of teachers.

Following Zeichner, we can also say that every teaching action has social consequences, therefore, teacher training, professional development and empowerment, should be designed to ensure that these consequences contribute positively and significantly to educational equity and Social justice.

In the same vein, it is worth asking about "What systemic, historical and contemporary factors, argue inequities within and across the different contexts? What beliefs / attitudes / perceptions, they bring with them to work, experienced teachers and future teachers (educators and supervisors too)?

How is this reflected and how it shapes their identities and professional lives? (...) How can teacher educators prepare teachers should be able to trust and make a real difference in achieving an education and then a fairer society?"(Kaur, 2012, p. 486).

We expect that this monograph will be an impulse towards reflection on the importance and relevance of teacher training “From”, “In” and “For” Social Justice, by reaching out to the different views from which currently relevant research are assumed.

### **Text Requirements:**

### **Schedule**

1. Deadline: September 15th 2016
2. Publication: Volume 5 n. 2 RIEJS, December 2016.

### **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: Teacher Education for 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.