Abstract

Purpose
The purpose of this article is to propose one possible framework for conceptualizing the preparation of leaders for social justice. To this end, three central questions guided this conceptualization: “What are the common themes in the literature and research on preparing leaders for social justice?”; “How can this framework serve as a guide for developing a course, set of courses, or an entire program toward preparing leaders to lead socially just schools?”, and “How can this literature and conceptualization inform future scholarship in administrator preparation?”.

Design/methodology/approach
This work included a review of 72 pieces of literature. To address the research questions, the growing body of leadership for social justice literature was reviewed. Each of these articles was analyzed and explicit recommendations for preparing school leaders noted. These recommendations were then categorized into the proposed framework.

Findings
Three domains: critical consciousness; knowledge; and practical skills focused on social justice are positioned on the horizontal dimension of the framework. To achieve these ends, requires curriculum, pedagogy, and assessment oriented toward social justice – the vertical dimension of the framework.

Originality/value
It is suggested using this framework to guide the review and development of administration preparation programs whose aim is to prepare socially just leaders. Additionally, this article calls for increased attention to assessing preparation programs and how they prepare leaders for social justice.

Keywords
Social justice  Leadership  School leaders  Curricula
Social justice educational leadership emphasizes the belief that all students can and will reach proficiency, without exceptions or excuses, and that schools ought to be organized to advance the equitable learning of all students. Rather than focusing on one group of students who traditionally struggle, or who traditionally succeed, social justice leaders address the learning needs of all students. Social justice educational leadership specifically addresses how differences in race, income, language Social justice lawyering must support the development of new leadership and organized power amongst the marginalized, so that the formerly powerless develop the ability to advocate for, claim, and achieve their own victories. This paper is organized in three parts. For decades, lawyers worked to develop conceptual frameworks for this new practice, to formulate rules grounded in those frameworks, and, most importantly, to institutionalize those rules. On the public side, courts responded to lawyers and legal scholars who argued for a modern corporate jurisprudence developed from simple agency law. Toward a New Model of the Corporate Attorney–Client Relationship, 78 FORDHAM L. REV. 2067, 2077–78 (2010). Toward a Framework of Social Change Leadership. Sonia Ospina Email: sonia.ospina@nyu.edu. and Erica Foldy Email: asc312@nyu.edu. Robert F. Wagner Graduate School of Public Service New York University. This paper was prepared for presentation at the 2005 Annual Meeting of the Public Management Research Association September 2005, Los Angeles. Toward a Framework of Social Change Leadership. Abstract This paper presents and describes an emergent framework of social change leadership, based on a multi-year, multi-modal, qualitative study of social change organizations. The framework sorts the issues facing leaders into five contexts defined by the nature of the relationship between cause and effect. Second, leaders are susceptible to entrained thinking, a conditioned response that occurs when people are blinded to new ways of thinking by the perspectives they acquired through past experience, training, and success. Third, when things appear to be going smoothly, leaders often become complacent. They also prepare their organization to understand the different contexts and the conditions for transition between them. Many leaders lead effectively—though usually in only one or two domains (not in all of them) and few, if any, prepare their organizations for diverse contexts. Decisions in Multiple Contexts: A Leader's Guide.