The purpose of this book series is to promote research on educational leadership for social justice. Specifically, we seek edited volumes, textbooks, and full-length studies focused on research that explores the ways educational leadership preparation and practice can be a means of addressing equity concerns throughout P-20 education. Possible topics include, but are not restricted to the following issues:

- Race and educational leadership
- Class and educational leadership
- Gender and educational leadership
- Ethics and educational leadership
- Ethnicity and educational leadership
- Culture and educational leadership
- LGBTQ issues and educational leadership
- Equity and educational leadership
- Access to educational leadership
- International and Comparative perspectives on leadership for social justice
- Research methodologies and educational leadership for social justice

And many, many others...please contact us with your ideas and questions!

Proposal and Manuscript Submission Process

We invite you and your colleagues to submit a book proposal of approximately 5-8 pages. All proposals will undergo editorial team and/or blind peer review. Proposals should include the following sections:

1. Introduction and overview: Explain the scope of the book project and explain how it is grounded in and extends the extant educational leadership for social justice research base, broadly conceived. Proposals should be aligned with the purpose of the Information Age Publishing Educational Leadership for Social Justice Book Series.
2. Summary of contents: Provide a proposed table of contents, brief synopsis of each chapter, and an approximate page count for each chapter, including any references and appendices.
3. Timeline: The timeline should include initial phases of the publication process that will lead to initial submission of chapters. From that point, accepted manuscripts will undergo editorial and blind peer review.
Please note that while we encourage many kinds of proposals, including textbooks, edited volumes, and full length studies, we expect all proposals to be grounded in appropriate inquiry perspectives. We look forward to hearing from you!

Books in this series:

- Adult Intentions, Student Perceptions
- Crossing the Bridge of the Digital Divide
- Within Reach
- Dear Gay, Lesbian, Bisexual, And Transgender Teacher
- Restorative Practice Meets Social Justice
- Envisioning a Critical Race Praxis in K-12 Education Through Counter-Storytelling
- Envisioning Critical Race Praxis in Higher Education Through Counter-Storytelling
- Urban Educational Leadership for Social Justice
- Inclusive Practices and Social Justice Leadership for Special Populations in Urban Settings
- Caring Leadership in Turbulent Times
- Women Interrupting, Disrupting, and Revolutionizing Educational Policy and Practice
- Shifting to Fit
- Educational Leadership for Ethics and Social Justice
- School Leadership in a Diverse Society
- Crises Of Identifying
- Anti-Racist School Leadership
- Confronting Racism in Higher Education
- Educational Leadership
- Social Justice Leadership for a Global World
- Educational Leaders Encouraging the Intellectual and Professional Capacity of Others
- Care & Advocacy
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- Bridge Leadership
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Restorative justice (RJ) is an idea whose time may have finally arrived. Although the concept has ancient roots and the term has existed in Western societies since the 1970s, only recently has it gained general public recognition. In schools, RJ’s popularity is rising world-wide. In fact, education is the fastest growing area for the practice of RJ.

Despite an increasing number of schools embracing the approach, it is not clear what educational RJ practitioners are trying to achieve. Adult Intentions, Student Perceptions: How Restorative Justice is Used in Schools to Control and to Engage focuses on the use of RJ in one school in Scotland and one in Canada. While important to understand the intentions of educators in using RJ in schools, those aims must be examined alongside the actual impact that such practices have on students. RJ can be understood and experienced in dramatically different ways by those implementing it. For some, RJ is about creating an environment of and for student engagement that challenges traditional systems of discipline and facilitates learning. For others, RJ is simply another tool for solidifying compliance and meting out punishment, albeit in a kinder, gentler way. Adult Intentions, Student Perceptions provides the opportunity to delve deeply into the stories of two schools and the adults and young people who inhabit them, and consider the broad impact that differing educator understandings of RJ have on students.

Adult Intentions, Student Perceptions is a timely book for RJ advocates and critics alike. It challenges a common assumption of some RJ advocates that implementing RJ necessarily creates a classroom environment of social engagement (where students are empowered to engage with one another and think critically, and school relationships and hierarchies are transformed). The student experience relayed in this book shows that RJ can as readily be mobilized to create classroom environments of social control (where students are taught obedience and compliance, and authority and hierarchy are reinforced). Reimer argues that RJ, by itself, does not guarantee certain qualities of relationship, but RJ does allow us to examine relational qualities and ask questions of how school relationships are used to engage and/or control students.

The contributing authors representing United States, Canada, South Africa, New Zealand, and the UK posit that education institutions can serve as the bridge to close the digital divide for students who do not have access to information technology in their homes. At a time when more computers are made available in schools than ever before, the digital divide continues to widen and fewer people in the lowest SES groups are given the opportunity to join the world of computer technology and the internet. As a result, the influence of leadership activity on institutional racism, gender discrimination, inequality of opportunity, inequity of educational processes, digital exclusion, and justice have gained currency and attention.

The contributing national and international authors examine the digital divide in terms of social justice leadership, equity and access. It is within this context that the authors offer discussions from a lens of their choice, i.e. conceptual, review of literature, epistemological, etc. By adopting an educational approach to bridging the digital divide, researchers and practitioners can connect and extend long established lines of conceptual and empirical inquiry aimed at improving organizational practices and thereby gain insights that might be otherwise overlooked, or assumed. This holds great promise for generating, refining, and testing theories of leadership for equity and access, and helps strengthen already vibrant lines of inquiry on social justice.

Dear Gay, Lesbian, Bisexual, And Transgender Teacher: Letters Of Advice To Help You Find Your Way

William DeJean, Inspiration Unleashed; Jeff Sapp, California State University Dominguez Hills


Dear Gay, Lesbian, Bisexual, And Transgender Teacher: Letters Of Advice To Help You Find Your Way is full of the voices of queer educators and calls for educational leaders to be allies in their social justice leadership roles. Queer professionals write personal letters to junior queer colleagues answering the general prompt, “What have you learned as a queer educator that you believe is essential to the success of current or future gay, lesbian, bisexual, or transgendered educators?” The responses are thoughtful, powerful, poignant, and direct.

The collection of letters includes senior queer professionals, pre-service teachers who were currently in university courses at the very beginning of their careers, PreK-12 professionals at the beginning, middle, and end of their careers, administrators, counselors, teacher-educators at the university level, community educational leaders, lawyers, and heterosexual allies. There are early childhood teachers, elementary teachers, middle school and high school teachers representing nearly every content area, special education teachers, GSA (Gay Straight Alliance) leaders, school counselors, university professors of education across various fields of specialization, and activists. There are many races and ethnicities represented as well as eight countries. There are rural professionals and urban professionals. There are gay, lesbian, bisexual, and transgendered educators represented. This group of letters represents the intersectionality of queerness in all of its rich splendor.

Restorative Practice Meets Social Justice: Un-silencing the Voices of "At-Promise" Student Populations is a collection of pragmatic urban school experiences that focus on restorative approaches situated in the context of social justice. By adopting this approach, researchers and practitioners can connect and extend long-established lines of conceptual and empirical inquiry aimed at improving school practices and thereby gain insights that may otherwise be overlooked or assumed. This holds great promise for generating, refining, and testing theories of restorative practices in educational leadership and will help strengthen already vibrant lines of inquiry on social justice. The authors posit that a broader conceptualization of social and restorative justice adds to extant discourse about students who not only experience various types of daily oppression in US schools but also regularly live on the fringes of society.

CONTENTS:


Envisioning a Critical Race Praxis in K–12 Education Through Counter-Storytelling

Tyson E.J. Marsh, University of New Mexico; Natasha N. Croom, Iowa State University

While critical race theory is a framework employed by activists and scholars within and outside the confines of education, there are limited resources for leadership practitioners that provide insight into critical race theory and the possibilities of implementing a critical race praxis approach to leadership. With a continued top-down approach to educational policy and practice, it is imperative that educational leaders understand how critical race theory and praxis can assist them in utilizing their agency and roles as leaders to identify and challenge institutional and systemic racism and other forms/manifestations of oppression (Stovall, 2004). In the tradition of critical race theory, we are charged with the task of operationalizing theory into practice in the struggle for, and commitment to, social justice. Though educational leaders and leadership programs have been all but absent in this process, given their influence and power, educational leaders need to be engaged in this endeavor.
The objective of this edited volume is to draw upon critical race counter-stories and praxis for the purpose of providing leaders in training and practicing K-12 leaders with tangible narratives that demonstrate how racism and its intersectionality with other forms of oppression manifest within K-12 schooling. An additional aim of this book is to provide leaders with a working knowledge of the central tenets of critical race theory and the tools that are required in recognizing how they might be complicit in the reproduction of institutional and systemic racism and other forms of oppression. More precisely, this edited volume intends to draw upon and center the lived experiences and voices of contributors that have experienced racism in K-12 schooling. Through the use of critical race methodology and counter-storytelling (Solórzano & Yosso, 2002), contributors will share and interrogate their experiences while offering current and future educational leaders insight in recognizing how racism functions within institutions and how they can address it. The intended goal of this edited volume is to translate critical race theory into practice while emphasizing the need for educational leaders to develop a critical race praxis and anti-racist approach to leadership.


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Envisioning Critical Race Praxis in Higher Education Through Counter-Storytelling

Natasha N. Croom, Iowa State University; Tyson E.J. Marsh, University of New Mexico

The chapters in Urban Educational Leadership for Social Justice: International Perspectives constitute a collection of works that explore dynamics related to equity in multiple contexts. Authors examined these issues in Turkey, Egypt, the United States, Thailand and at a global level by comparing and contrasting school leadership practice across borders. Considered as a whole, these papers explore various topics that will be at the forefront of educational research for years to come. Increasingly, educational leadership understand that there are important lessons to be learned internationally and globally. This book includes important research conceived from these perspectives. Our hope is that individually and collectively, they might contribute to our understanding of international and global issues in educational leadership and that they will extend, challenge and deepen extant lines of inquiry and begin others.

Inclusive Practices and Social Justice Leadership for Special Populations in Urban Settings: A Moral Imperative is comprised of a collection of chapters written by educators who refuse to let the voices of dissent remain marginalized in our discussion of education in the 21st century education. Drawing from the authors' extensive experience in educational research and practice, coupled with their commitment to inclusion of special populations and social justice they urge readers to examine how educational policies are produced for the least advantaged in our schools. Effective inclusionary practices most certainly benefit all students, including English language learners, those who face gender discrimination, those who are in the foster care system, and those who are Gay, Lesbian, Bisexual, or Transgendered.

This collection presents a broader theoretical inclusive framework rooted in social justice: which we assert, offers the best practices for a greater number of students who are at risk of minimal academic success. This broader conceptualization of inclusive schools adds to extant discourses about students with exceptional needs and provides effective strategies school leaders operating from a social justice framework can implement to create more inclusive school environments for all students, especially those in urban centers. It is hoped that lessons learned will improve the preparation and practice of school leaders, thus improve educational outcomes for students from special populations.


Caring Leadership in Turbulent Times
Tackling Neoliberal Education Reform

Mary G. Green, Acadia University


This book analyzes education reform through the eyes of those entrenched in the process—policy makers, administrators, middle managers, principals, and teachers—in the context of care. A senior administrator, who participated in the implementation of an unprecedented series of reforms that flattened the education system in a Canadian province and rebuilt it with a new mandate, examines learning from the shortcomings of the past and provides a critical enquiry that can help determine the success or failure of future reform efforts by shedding light on the obstacles to avoid, problems to correct, and methods to embrace in order to overcome hurt and disappointment in a turbulent environment and foster more caring and effective educational organizations.

Few attempts have been made to write a book about women’s work from the perspective of those in senior leadership roles in education; others have written about it but not experienced it firsthand. This book illuminates the controversial debate between women and gender in education and challenges assumptions about equity and the caring and democratic nature of education. It contributes to a broader understanding and knowledge of the complexities of leadership work within education, which in turn can lead to improvement in professional relationships as well as organizational effectiveness. The book contains enlightening and compelling stories about the unique and shared experiences of people navigating turbulence within an organization.

Author Mary Green draws on her career spent teaching and learning to provide a unique Canadian perspective and context. She offers a rigorous self, social, historical, and political reflection of educators, who despite experiencing particular challenges, draw purpose from faith in the possibilities and potential of more caring practice in education. The content will prove useful to those committed to infusing more humanity into work in education with reference to
individuals, institutions, and the social and political challenges in the field. Specifically, this book is relevant to graduate students in faculties of education, policy makers, principals, other administrators, and organizational leaders. Universal issues of power and politics reveal interconnections between the personal and the global workplace, underscoring the importance of care in the workplace.

**CONTENTS:** Foreword. Series Editor’s Preface. Preface. Acknowledgements. 1 Framing the Issues: Theoretical Dispositions and Guiding Principles. 2 A Researcher Practitioner’s Personal and Professional Narrative. 3 Global and Local Contexts. 4 Neo-Liberalism and Caring in Policy. 5 Rationalism or Humanism. 6 “Insiders” Experience Turbulence. 7 From Enlightenment to Empowerment. 8 Building Caring Bridges Toward More Socially Just Educational. Communities. References. About the Author.

The idea for this book was born from discussions at several recent academic events including the Women Leading Education (WLE) International Conference in Volos, Greece (2012) and the University Council for Educational Administration (UCEA) Conference in Pittsburgh, Pennsylvania (2011) as well as from informal dialogue amongst ourselves and various colleagues, both new and veteran to the field of educational leadership and, in particular, dedicated to the study of women in leadership. At both the WLE Conference and the UCEA Conference, we heard frustration from veteran women in the field that the study of women in leadership is stagnant and has not moved forward in several years; with scholars new to the field continuing to write and publish work about barriers to aspiring and practicing women leaders (the same types of reports that began the “formal” inquiry into women’s lives as leaders back in the 1980s) without being able to push forward with “new” information or ideas for change. In essence, the concerns and questions that were posed from some veteran women were: Why are we continuing to report the same things that we reported 30 years ago?; Why are we still talking about barriers to women in leadership?; and Why haven’t we moved past gender binaries in regard to leadership ideas and practice? Considering these questions, some women new to the field countered with their own set of responses and questions that included: Is it not significant to report that some women are still experiencing the same types of barriers in leadership that were highlighted 30 years ago?; Is it accurate to report that all women’s voices have now been heard/represented?; and How can we report something different if it hasn’t happened?

The discussions that have ensued between veteran women and those new to the field inspired us to develop a book that situates women in leadership exactly where we are today (and reports the status of girls who are positioned to continue the “good fight” that began many years ago) and that both highlights the changes that have occurred and reports any stagnancy that continues to threaten women’s positionality in educational leadership literature, practice, and policy. It forefronts the voices of women educational scholars who have (and are) interrupting, disrupting, and revolutionizing educational policy and practice. Our book reports women’s leadership activities and knowledge in both the k-12 and university settings and concludes with chapters ripe with ideas for pushing for change through policy, advocacy, and activism. The final chapter presents themes that emerged from the individual chapters and sets forth an agenda to move forward with the study of women in leadership.


Shifting to Fit
The Politics of Black and White Identity in School Leadership
Carol A. Mullen, Virginia Tech; Kim Robertson

While social identity challenges probably confront all school administrators, the authors focus on a doubly marginalized leadership population—Black female principals—whose experiences are rarely tapped. Based on lessons from this study and the literature reviewed, the authors think that leadership preparation programs should give prospective administrators opportunities to gain knowledge and develop skills relevant to navigating their leadership identities.

In the age of accountability, and with the pressures placed on the education system to ensure the success of all students, school leaders are under constant scrutiny. The appearance, speech, body language, and interactions of principals with students, parents, teachers, and community members are dissected. Stretching to satisfy expectations, many principals find themselves trying to conform to a predefined image. Work pressures like these prove immeasurably intense for many Black women. Society has subscribed to certain beliefs about different groups, and these beliefs affect the roles, responsibilities, and identities of the individuals. They can have a positive or negative influence.

Many principals have created professional identities that they have fine-tuned and learned to steer. Trial and error has helped them learn identity-fitting techniques, while other principals may still be learning how to effectively manage people, address supporters and nonsupporters, and be politically savvy. Regardless of how they develop their identity, principals work toward inventing and branding themselves, fulfilling public identities (e.g., caregiver) and trying out new identities, such as commander-and-chief. Black female principals must navigate their identities as bicultural beings with different stakeholder groups and within work spaces that are traditionally geared to monocultural White males.


Educational Leadership for Ethics and Social Justice Views from the Social Sciences
Anthony H. Normore, California State University Dominguez Hills; Jeffrey S. Brooks, University of Idaho

The purpose of this book is to examine and learn lessons from the way leadership for social justice is conceptualized in several disciplines and to consider how these lessons might improve the preparation and practice of school leaders. In particular, we examine philosophy, anthropology, sociology, economics, political science, public policy, and psychology. Our contention is that the field of educational leadership might consider taking a step backward in order to take several forward. That is, educational leadership researchers might re-examine social justice, both in terms of social and individual dynamics and as disciplinary-specific, multidisciplinary and interdisciplinary phenomenon. By adopting this approach, we can connect and extend long-established lines of conceptual and empirical inquiry and thereby gain insights that may
otherwise be overlooked or assumed. This holds great promise for generating, refining, and testing theories of social justice in educational leadership and will help strengthen already vibrant lines of inquiry. That is, rather than citing a single, or a few, works out of their disciplinary context it might be more fruitful to situate educational leadership for social justice research in their respective traditions. This could be carried out by extending extant lines of inquiry in educational leadership research and then incorporating lessons gleaned from this work into innovative practice. For example, why not more clearly establish lines of educational leadership and justice research into the Philosophy of Social Justice, Economics of Social Justice, Political Studies of Social Justice, Sociology of Social Justice, Anthropology of Social Justice, and the Public Policy of Social Justice as focused and discrete areas of inquiry?

Once this new orientation toward the knowledge base of social justice and educational leadership is laid, we might then seek to explore some of the natural connections between traditions before ultimately investigating justice in educational leadership through a free association of ideas as the worlds of practice and research co-construct a “new” language they can use to discuss educational leadership. Such an endeavor may demand reconceptualization of both the processes and products of collaborative research and the communication of findings, but it will demand a breaking-down of methodological and epistemological biases and a more meaningful level and type of engagement between primary and applied knowledge bases.

Crisis Of Identifying
Negotiating And Mediating Race, Gender, And Disability Within Family And Schools
Dymaneke D. Mitchell, National Louis University

Although there has been an increase in literature regarding children of color with disabilities, it mainly focuses on their experiences in one social context. Crises of Identifying: Negotiating and Mediating Race, Gender, and Disability within Family and Schools includes narratives on the familial and educational experiences in public, private, and institutional educational settings of five African American adults who have disabilities associated with blindness, cerebral palsy, and speech impairment. As a deaf African American female, the author and researcher also highlights her familial and educational experiences throughout the book as a frame of analysis. This book can serve as a literary resource to academics and educational programs and/or institutions as well as an informational guide to parents, teachers, administrators, and paraprofessionals/caregivers of children with disabilities regarding the significance of leadership, advocacy, activism, and identification development within familial and educational contexts on the experiences of children including the impact of complex dynamics that exist within and between families and schools.

Hopefully, this book will provide parents, teachers, administrators, and paraprofessionals with an understanding and comprehension of complexities concerning disability, gender, and race within family and schools including their association with crises of identifying, essentialist discourses, as well as power and privilege dynamics. This book consists of nine chapters which are organized into three parts. Part I focuses on background, rationale, theoretical and methodological underpinnings of the research this book is based on. Part II introduces the reader to the narratives of five African Americans with disabilities. Each narrative provides insights into the lived experiences and leadership qualities of two males and three females. Part III presents the concluding chapters of the book and highlights the significance of this research for the educational field including disability studies, teacher education programs, and special education.

CONTENTS: Series Editor’s Preface. Preface. Acknowledgements. PART I: TRYING TO ATTAIN ESSENCE. 1 Negotiating and Mediating Identities and Contexts. 2 Universalism and Intersectionalities. PART II: INTERCONTEXTUALITY. 3 Are You a Trekkie? 4 I Don’t Like to Be Pigeonholed. 5 My Mother Was Like My Bodyguard. 6 I’m Not Crippled; I’m Handicapped. 7 I Don’t Want to Be Seen in Public with You. PART III: SIGNIFICANCE OF RESEARCH. 8 Emerging Themes. 9 Conclusions and Recommendations. References.

Anti-Racist School Leadership
Toward Equity in Education for America’s Students Introduction
Jeffrey S. Brooks, University of Idaho; Noelle Witherspoon-Arnold, University of Missouri-Columbia

Since the passing of Brown versus Board of Education to the election of the first Black president of the United States, there has been much discussion on how far we have come as a nation on issues of race. Some continue to assert that Barack Obama’s election ushered in a new era—making the US a post-racial society. But this argument is either a political contrivance, borne of ignorance or a bold-faced lie. There is no recent data on school inequities, or inequity in society for that matter, that suggests we have arrived at Dr. King’s dream that his “four children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.” Children today are instead still judged by the color of their skin, and this inequitable practice is manifest in today’s schools for students of color in the form of: disproportionate student discipline referrals, achievement and opportunity gaps, pushout rates, overrepresentation in special education and underrepresentation in advanced coursework, among other indicators (Brooks, 2012). Though issues of race in the public education system may take an overt or covert form; racial injustice in public schools is still pervasive, complex and cumulative. For example, many students of color, year after year, do not have access to “good” teachers, experience low staff expectations, and are subject to “new and improved” forms of tracking (Brooks, Arnold & Brooks, in press).
The authors in this book explore various ways that racism is manifest in the American school system. Through a plurality of perspectives, they deconstruct, challenge and reconstruct an educational leadership committed to equity and excellence for marginalized students and educators.


**Confronting Racism in Higher Education**

**Problems and Possibilities for Fighting Ignorance, Bigotry and Isolation**

Jeffrey S. Brooks, University of Idaho; Noelle Witherspoon-Arnold, University of Missouri-Columbia


Racism and ignorance churn on college campuses as surely as they do in society at large. Over the past fifteen years there have been many discussions regarding racism and higher education. Some of these focus on formal policies and dynamics such as Affirmative Action or The Dream Act, while many more discussions are happening in classrooms, dorm rooms and in campus communities. Of course, corollary to these conversations, some of which are generative and some of which are degenerative, is a deafening silence around how individuals and institutions can actually understand, engage and change issues related to racism in higher education. This lack of dialogue and action speaks volumes about individuals and organizations, and suggests a complicit acceptance, tolerance or even support for institutional and individual racism. There is much work to be done if we are to improve the situation around race and race relation in institutions of higher education.

There is still much work to be done in unpacking and addressing the educational realities of those who are economically, socially, and politically underserved and oppressed by implicit and overt racism. These realities manifest in ways such as lack of access to and within higher education, in equitable outcomes and in a disparity of the quality of education as a student matriculates through the system. While there are occasional diversity and inclusion efforts made in higher education, institutions still largely address them as quotas, and not as paradigmatic changes. This focus on “counting toward equity rather” than “creating a culture of equity” is basically a form of white privilege that allows administrators and policymakers to show incremental “progress” and avoid more substantive action toward real equity that changes the culture(s) of institutions with longstanding racial histories that marginalize some and privilege others.

Issues in higher education are still raced from white perspectives and suffer from a view that race and racism occur in a vacuum. Some literature suggests that racism begins very early in the student experience and continues all the way to college (Berlak & Moyenda). This mis-education, mislabeling and mistreatment based on race often develops as early as five to ten years old and “follows” them to postgraduate education and beyond.

Educational Leadership: Building Bridges Among Ideas, Schools, and Nations
Christa Boske, Kent State University

Educational Leadership: Building Bridges Among Ideas, Schools, and Nations breaks new ground by connecting many ideas to educational leadership that have traditionally been discussed as part of leaders’ contexts by connecting them and showing how international issues can unite scholars and educators in action. The book draws on the authors’ extensive experiences in U.S. public schools, research in the field of educational leadership, and programmatic practices to prepare school leaders to commit themselves to social justice.

The book provides a forum for this important work in the ongoing conversation about equity and excellence in education, and the role(s) leadership can assume in building bridges among ideas, people, and educational organizations. Chapters center on creating spaces for vigorous dialogue. Authors call upon scholars and practitioners to reconsider their intent to empower those who live on the margins. The dynamic approaches discussed throughout the book urge school leaders, teachers, school community members, and those who prepare administrators to look within and build bridges between themselves and those they serve.

The global economic meltdown has highlighted the interconnectedness of nations. This book seeks to provide an overview of topics, issues, and best practices related to defining social justice leadership given our increasingly global world. Refugees and immigrants from around the globe now inhabit schools and institutions of higher education across the nation and US students, teachers, and leaders are traversing international boarders both physically and virtually through international collaboration, technology, and exchange programs. Although there have been increased efforts and scholarship in support of diversity and multicultural awareness, these efforts have largely focused on the US. We acknowledge that many leadership theories are “domestic” in that they typically incorporate US perspectives or a single-culture description of effective leadership. This book provides a deeper understanding of diverse and multicultural perspectives as they relate to a world that is becoming increasingly interconnected economically, socially, and culturally. Particular attention is paid to providing specific strategies for social justice leaders working in PK-12 and/or higher education, and leadership preparation programs to promote effective leadership that reflects multicultural understanding of the diversity both within and outside the US. Within the context of leadership practice, internationalization offers new insights and ideas about leadership aims, processes, and competencies as a means for addressing equity concerns throughout PK-20 education.

This book examines how to encourage the development of others towards social justice practices. The processes of development include practices such as mentoring, coaching, professional development, and the exploration of alternatives to reculture the work environment and enhance collaborative partnerships. Many groups play a role in the leadership and improvement of social justice opportunities in education, such as students, new teachers, veteran teachers, teacher leaders, new campus leaders, veteran campus leaders, parents, district leaders, non-certified school personnel and board of education members. Their preparation and development are explored in this volume through the people’s voices and experiences. Finally, challenges can be recognized in the effort to encourage the development of others, including local and federal policies, new forms of academic delivery, and the preparation of leaders in ever-evolving educational structures. These issues will be fully explored with the aim of informing practitioners and scholars in the field of educational leadership.


Care & Advocacy
Narratives from a School for Immigrant Youth
Jo Bennett, Prince Mohammad University AlKhobar, KSA

This is a book of oral narratives, collected from participants at a school created for first-generation, immigrant youth. The narrations from the students, teachers, administration, professional staff, and support personnel document the power of caring relationships in an educational setting.

The narratives underscore the importance of teachers, students, and staff working together and their stories are relevant
for any school setting. It turns out that teachers and students both have a need, even a longing, for connection.

The narratives bring Nel Noddings’ Care Theory to life and show how this theory can be practiced both inside and outside the classroom to bring about a school-wide change in culture. From the receptionist to the principal; from the teacher to the social worker to the teacher, the study shows that the daily interactions are as important as the academics in the school setting to improve inequities. Social justice takes on a new meaning, with this focus on social exchanges and personal well-being.

The book can benefit those in the field as well as in teacher and leadership preparation programs; those wanting to conduct research with vulnerable populations can also benefit from this study.


Education-Based Incarceration and Recidivism
The Ultimate Social Justice Crime Fighting Tool
Brian D. Fitch, Los Angeles County Sheriff's Department; Anthony H. Normore, California State University Dominguez Hills

Education-Based Incarceration and Recidivism: The Ultimate Social Justice Crime Fighting Tool takes a penetrating look at the needs and challenges of society's disenfranchised jail populations. It is incumbent to encourage public awareness of the causes that underlie the destructive cycles plaguing these populations, including the abuse and neglect that cycle through generations. When effectively addressed through education the economic burden on society is lightened and an advocacy to increase understanding engenders a humane response. When connecting education-based incarceration to leadership and social justice, several issues come to mind, beginning with the universal understanding that definitions of social justice are based on a variety of factors, like political orientation, religious background, and political and social philosophy. An increased body of researchers in educational leadership, ethics, law, sociology, corrections, law enforcement, criminal justice, and public health agree that social justice is concerned with equal justice, not just in the courts, but in all aspects of society. Social justice demands that people promote a just society where people have equal rights and opportunities; everyone, from the poorest person on the margins of society to the wealthiest deserves an even playing field.

The intended audience for this book includes academics, national and international law enforcement agencies, and correctional institutions interested in establishing and assessing the effectiveness of an education-based incarceration program. This book can be used by educators and students interested in studying organizational leadership, correctional theory, recidivism, social and restorative justice, and education-based incarceration.

The Emperor Has No Clothes: Teaching About Race and Racism to People Who Don’t Want to Know

Tema Okun, National-Louis University


The Emperor Has No Clothes: Teaching About Race and Racism to People Who Don’t Want to Know offers theoretical grounding and practical approaches for leaders and teachers interested in effectively addressing racism and other oppressive constructs. The book draws both on the author’s extensive experience teaching about race and racism in classroom and community settings and from the theory and practice of a wide range of educators, activists, and researchers committed to social justice.

The first chapter looks at the toxic consequences of our western cultural insistence on profit, binary thinking, and individualism to establish the theoretical framework for teaching about race and racism. Chapter two investigates privileged resistance, offering a psycho/social history of denial, particularly as a product of racist culture. Chapter three reviews the research on the construction and reconstruction of dominant culture both historically and now in order to establish sound strategic approaches that educators, teachers, facilitators, and activists can take as we work together to move from a culture of profit and fear to one of shared hope and love. Chapter four lays out the stages of a process that supports teaching about racist, white supremacy culture, explaining how students can be taken through an iterative process of relationship building, analysis, planning, action, and reflection. The final chapter borrows from the brilliant, brave, and incisive writer Dorothy Allison to discuss the things the author knows for sure about how to teach people to see that which we have been conditioned to fear knowing. The chapter concludes with how to encourage and support collective and collaborative action as a critical goal of the process.

Leadership for Social Justice
Promoting Equity and Excellence Through Inquiry and Reflective Practice

Anthony H. Normore, California State University Dominguez Hills


The purpose of this book series is to promote research on educational leadership for social justice. Specifically, we seek edited volumes, textbooks, and full-length studies focused on research that explores the ways educational leadership preparation and practice can be a means of addressing equity concerns throughout P-20 education.

Within this book Leadership for Social Justice: Promoting Equity and Excellence Through Inquiry and Reflective Practice the contributors provide a variety of rich perspectives to the social justice phenomenon from the lens of empirical, historical, narrative, and conceptual designs. These designs reiterate the importance of bridging theory and practice while simultaneously producing significant research and scholarship in the field. Collectively, the authors seek to give voice to empowering, social justice-focused research—an area that continues to garner much interest in the areas of educational leadership research, teaching, and learning. In conjunction with the “theme” of this issue, the chapters offer research from an American perspective and offer suggestions, and implications for the field of educational leadership on both a national and international level. The collection contributes to research, theory and practice in educational and community settings.

<table>
<thead>
<tr>
<th>Title</th>
<th>Qty</th>
<th>$ Paperback</th>
<th>$ Hardcover</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Intentions, Student Perceptions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crossing the Bridge of the Digital Divide</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within Reach</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dear Gay, Lesbian, Bisexual, And Transgender Teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Restorative Practice Meets Social Justice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Envisioning a Critical Race Praxis in K-12 Education Through Counter-Storytelling</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Envisioning Critical Race Praxis in Higher Education Through Counter-Storytelling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urban Educational Leadership for Social Justice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inclusive Practices and Social Justice Leadership for Special Populations in Urban Settings</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Caring Leadership in Turbulent Times</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women Interrupting, Disrupting, and Revolutionizing Educational Policy and Practice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shifting to Fit</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Educational Leadership for Ethics and Social Justice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Leadership in a Diverse Society</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crises Of Identifying</td>
<td></td>
<td></td>
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<tr>
<td>Anti-Racist School Leadership</td>
<td></td>
<td></td>
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<tr>
<td>Confronting Racism in Higher Education</td>
<td></td>
<td></td>
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<tr>
<td>Educational Leadership</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Justice Leadership for a Global World</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Leaders Encouraging the Intellectual and Professional Capacity of Others</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Care &amp; Advocacy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education-Based Incarceration and Recidivism</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Emperor Has No Clothes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bridge Leadership</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership for Social Justice</td>
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</tr>
</tbody>
</table>

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