The Hebrew University of Jerusalem

Syllabus

Educational leadership for social justice - 34280

Last update 23-11-2023

<u>*HU Credits:*</u> *4*

<u>*Degree/Cycle:*</u> *1st degree (Bachelor)*

<u>*Responsible Department:*</u> *Education*

<u>*Academic year:*</u> *0*

<u>*Semester:*</u> *Yearly*

<u>*Teaching Languages:*</u> *Hebrew*

<u>*Campus:*</u> *Mt. Scopus*

<u>*Course/Module Coordinator:*</u> *Rima'a Da'as*

<u>*Coordinator Email:*</u> [*rimaa.daas@mail.huji.ac.il*](mailto:rimaa.daas@mail.huji.ac.il)

<u>*Coordinator Office Hours:*</u> *By appointment*

<u>*Teaching Staff:*</u>

Dr. Rima'a Da'as

<u>*Course/Module description:*</u>
  The seminar will focus on educational leadership for social justice, in view of the educational discourse that places the concepts of fairness and social justice at the forefront in the quest to implement equal opportunities in education and reduce gaps. In the seminar, we will discuss the different approaches of educational leadership for social justice, aspects of leadership for social justice, concepts of distributive, associative and cultural justice and how they are implemented in the educational field and in different contexts.

<u>*Course/Module aims:*</u>
  • Understanding the theoretical concept of "social justice", including its application and evaluation in the educational system.
• Exposure to research in the field of educational leadership for social justice and leaders' role in promoting social justice.
• Investigating the concept of "leadership for social justice" and its characteristics in educational organizations, schools in particular.

<u>*Learning outcomes - On successful completion of this module, students should be able to:*</u>
  • Students will identify and understand the concepts of social justice and leadership for social justice.
• Students will be exposed to research in the field of "social justice" in Israel and in a global context.
• Students will receive practical tools for leading social justice in educational organizations in general, and in the context of schools in particular.
• Students will conduct research on "leadership for social justice" and its characteristics in the context of educational organizations in Israel, schools in particular.

<u>*Attendance requirements(%):*</u>

Teaching arrangement and method of instruction: Including digital tools

<u>*Course/Module Content:*</u>

1. Introduction: Leadership
2. Approaches in educational leadership
3. Diversity, and diversity management in educational organizations
4. Social justice – definitions and approaches, leadership for social justice
5. A social–ecological approach to understanding leadership for social justice
6. Value and emotional aspects of leadership for social justice
7. Theories of social justice
8. Inequality in education, economic inequality
9. Leadership for social justice in different contexts: the case of Israel and globally
10. Segregation and leadership for social justice
11. Leadership for social justice with respect to: gender and ethnicity, minorities (immigrants and refugees)
12. Promoting and leading social justice processes in schools
Approaches: culturally relevant leadership, culturally responsive school leadership, community leadership, leadership for society as a basis for leadership for social justice
- Instructions for the seminar project

<u>Required Reading:</u>
 Shields, C. M. (2010). Transformative leadership: Working for equity in diverse contexts. Educational Administration Quarterly, 46(4), 558-589.
Walker, A. (2004). Priorities, strategies and challenges: Proactive leadership in multi-ethnic schools. National College for School Leadership, 1-24.
דהאן, י' (2013). תיאוריות של צדק חברתי. רעננה: האוניברסיטה הפתוחה. (עמ' 17-28),(152-168).
סבג, ק' וביברמן-שלו, ל' (2014). חינוך, חברה וצדק. חיפה: פרדס הוצאה לאור. (עמ' 133- 152).
עזרה, ע' (2006). צדק ושוויון- צריך העדפה מתקנת. תל-אביב: הוצאת הקיבוץ המאוחד. (עמ' 16-42). (80-157)
Ayers, W., Quin, T., & Stovall, D. (eds.) (2009). Handbook of Social Justice in Education. New York: Routledge, p. XIV.

ברקוביץ, י. (2017). מנהיגות לצדק חברתי בחינוך, אקטיביזם ושינוי חברתי: מסגרת מושגית ודיון בקונטקסט הישראלי. עיונים במינהל ובארגון החינוך, 35, 191-222.
Berkovich, I. (2014). A socio-ecological framework of social justice leadership in education. Journal of Educational Administration, 52, 282-309.
Dantley, M. E., & Tillman, L. C. (2010). Social justice and moral transformative leadership. In C. Marshall & M. Oliva (Eds.), Leadership for social justice (2nd ed., pp. 19-34). Boston, MA: Allyn & Bacon.

Wang, F. (2018). Social justice leadership—Theory and practice: A case of Ontario. Educational Administration Quarterly, 54(3), 470-498.
Oplatka, I., & Arar, K. H. (2016). Leadership for social justice and the characteristics of traditional societies: ponderings on the application of western-grounded models. International journal of leadership in education, 19(3), 352-369.

Bogotch, I., & Shields, C.M. (2014). Introduction: Do promises for social justice trump paradigms of educational leadership and social (in)justice. In Ira Bogotch & Carolyn M. Shields (Eds.) International handbook of educational leadership and social (in) justice. (pp.1-12). Dordrecht, The Netherlands: Springer.

Brooks, J. S., Miles, M. T., & Buck, P. S. (2008). From scientific management to social justice. and back again. Pedagogical shifts in educational leadership. Iru AH Normore (Ed.), Leadership for social justice: Promotirag equitgy and eccellence through, inquiry and reflective practice, 99-114.

בלס, נ' (2015). אי שוויון במערכת החינוך: מי מתנגד ומי נהנה מהפערים?. ירושלים: מכון טאוב. (עמ' 1- 33).

בלס, נ' (2020). הישגים ופערים במערכת החינוך בישראל: תמונת מצב. מרכז טאבו. נמצא ב: https://www.taubcenter.org.il/wp-content/uploads/2020/12/achievementsandgapsheb.pdf

קפלן-גרין, ע' ובר שלום, י' (2015). עמם ולמענם- סיפורם של מורים טובים. ירושלים: כרמל. (עמ' 14- 28) .

Slater, C., Potter, I., Torres, N., & Briceno, F. (2014). Understanding social justice leadership: An international exploration of the perspective of two school leaders in Costa Rica and England. Management in Education, 28(3), 110-115.

מרקוביץ', ד', י' (2013). על פדגוגיה ביקורתית והישגיות: סיפורו של בית ספר ציבורי מוחלש אחד. אצל: י', יונה, נ', מזרחי וי', פניגר (עורכים), פרקטיקה של הבדל בשדה החינוך בישראל: מבט מלמטה (עמ' 288- 306). ירושלים: מכון ון ליר והקיבוץ המאוחד .

Brooks, J., Knaus, C., & Chang, H. (2015). Educational leadership against racism: Challenging policy, pedagogy and practice. International Journal of Multicultural Education, 17(1), 1-5.

סבג, ק' וביברמן-שלו, ל' (2014). חינוך, חברה וצדק. חיפה: פרדס הוצאה לאור. (עמ' 77- 128).

עראר, ח. וראפע, מ. (2019). מנהיגות לצדק חברתי בבית הספר הערבי בישראל. עיונים במינהל ובארגון החינוך, 36, 69- 89.

Arar, K. (2015). Leadership for equity and social justice in Arab and Jewish schools in Israel: leadership trajectories and pedagogical praxis. International Journal of Multicultural Education, 17(1), 162-187.

Arar, K., Beycioglu, K., & Oplatka, I. (2017). A cross-cultural analysis of educational leadership for social justice in Israel and Turkey: Meanings, actions and contexts. Compare: A Journal of Comparative and International Education, 47(2), 192-206.

Brooks, J., Normore, A., & Wilkinson, W. (2017). School leadership, social justice and immigration: Examining, exploring and extending two frameworks. International Journal of Educational Management, 31(1), 3–26.

Furman, G. (2012). Social justice leadership as praxis: Developing capacities through preparation programs. Educational Administration Quarterly, 48(1), 191-229.

Kowalchuk, D. (2019). Voices for change: Social justice leadership practices. Journal of Educational Leadership and Policy Studies, 3(1) , n1.

MacDonald, K. (2020). Social justice leadership practice in unjust times: leading in highly disadvantaged contexts. International Journal of Leadership in Education Theory and Practice, 1-18.

Scanlan, M. (2012). A learning architecture: How school leaders can design for learning social justice. *Educational Administration Quarterly, 49*(2), 348-391.

Turhan, M. (2010). Social justice leadership: implications for roles and responsibilities of school administrators. *Procedia Social and Behavioral Sciences, 9*, 1357-1361

Arar, K., Örücü, D., & Ak Küçükçayır, G. (2019). Culturally relevant school leadership for Syrian refugee students in challenging circumstances. *Educational Management Administration & Leadership, 47*(6), 960-979.

Khalifa, M. (2012). A re-new-ed paradigm in successful urban school leadership: Principal as community leader. *Educational Administration Quarterly, 48*(3), 424-467.

Khalifa, M. A., Gooden, M. A., & Davis, J. E. (2016). Culturally responsive school leadership: A synthesis of the literature. *Review of Educational Research, 86*(4), 1272-1311.

Horsford, S., Grosland, T., & Gunn, K. (2011). Pedagogy of the personal and professional: Toward a framework for culturally relevant leadership. *Journal of School Leadership, 21*, 582-606.

Ladson-Billings, G. J. (1995). Toward a theory of culturally relevant pedagogy. *American Education Research Journal, 32*(3), 465-491.

Additional Reading Material:
  N/A

Grading Scheme:
  Essay / Project / Final Assignment / Home Exam / Referat 70 %
  Presentation / Poster Presentation / Lecture/ Seminar / Pro-seminar / Research proposal 30 %

Additional information:
  N/A