

## **Special Issue Leading & Managing: Leadership for Equity and Inclusion**

Education systems around the world are developing policy frameworks to support greater equity for all within a context of global uncertainty and challenge, increasing school autonomy, accountability, and competition. The UNESCO Education 2030 Framework for Action emphasises inclusion and equity as laying the foundations for quality education. It also stresses the need to address all forms of exclusion and marginalisation, disparities and inequalities in access, participation, and learning processes and outcomes. While much progress has been made, schools in many countries continue to perpetuate inequality despite policy attempts to shift education towards inclusion. Governments often call for school leaders to address new policy initiatives such as equity without consideration of the complexity required for long-term sustained change. There may also be a lack of understanding about how system and school organisations perpetuate educational inequity despite school leaders trying to lead organisational change in their schools.

This special issue will feature current research from the field of education leadership that examines new theory and knowledge which can support leadership for equity and inclusion. In addition, reflections from School Leaders are also welcome. These can be shorter articles.

Possible topics could be (but not limited to):

- Theory underpinning research of leadership for equity & inclusion
- Consideration of policy to support leadership for equity & inclusion
- System facilitators & barriers for leadership for equity & inclusion
- Empirical studies reporting on leadership for equity & inclusion
- Voices from the Fields – School leaders' reflections.

The focus will be on the Australian and international contexts.

All submissions will go through a peer review process in line with L & M special edition processes, with final acceptance conditional on consideration by the editors with respect to the balance of content across the special issue.

### **Call for contributions:**

#### **Timeline**

**Forward abstracts** of up to 500 words to

Special Issue Editor: Professor Suzanne Carrington - [sx.carrington@qut.edu.au](mailto:sx.carrington@qut.edu.au) **and** copy to  
L & M Editor: Professor Dorothy Andrews - [Dorothy.Andrews@usq.edu.au](mailto:Dorothy.Andrews@usq.edu.au)

**Abstracts close:** 4<sup>th</sup> March 2022

**Notifications of Abstract outcome:** 31<sup>st</sup> March 2022

**Articles due:** 1st July 2022

**Length of contributions:** 3000 words (excluding references & tables)

**Revisions due:** End of August