

*Enhancing educational leadership and pedagogy for social justice at schools: Applying action research to develop capacity*

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The prevalence of social justice conversation in educational settings and studies has to do with a consciousness about the impact of social background, gender, race, social class, poverty, sexual orientation, disability and other marginalizing factors on students' learning and success. Pedagogy and Leadership for social justice are conceived as the deliberate pedagogical and organizational action to improve learning for all children and halt marginalization and exclusion, through a conscious sensitivity to diversity among school community members.

**Question 1**

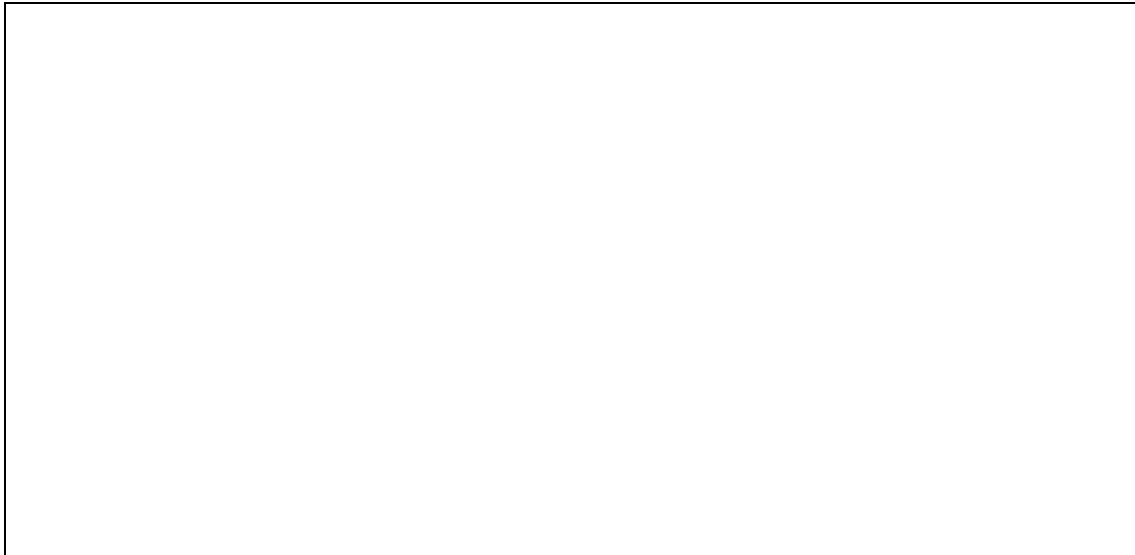
THINK – PAIR - SHARE

You are asked to offer your ideas in order to set priorities of action with regard to social justice at a certain school.

## Question 2

While taking action for social justice, resistance comes from within and outside school. Resistance relates to teachers' perceptions, to the complexity of high-risk cases, and to institutional or external interference. Teachers are in position to mitigate resistance coming from other sources and from any direction.

Discuss and suggest practical ways: a) to anticipate teachers' resistance and b) to empower teachers so as to develop capacity in order to work as mediators to any kind of resistance.



## Question 3

Think of your position. Teacher, Head teacher, Academic, Policy Maker. In which ways do you intend to take action for social justice in education? Work in small groups of 3-4 with persons who have similar positions.

