We dedicate this book to those who most inspired our belief in making a better world, our parents, Constancia and José Oliva and Grace and Nelson Marshall, and to our Leadership for Social Justice colleagues who support and sustain us in that effort.
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We know that you have heard the terms equity, diversity, transformational leadership, and achievement gap. We have all heard these phrases used with a focus on better management of schools. But to get to the heart and spirit of the matter, we need to move beyond management. We must engage with new terminology and concepts such as border culture, heterosexism, wholistic visioning, bridge people, cultural capital, equity audits, hybridity, P–20, and others that go beyond the dominant views of school leadership. This book engages school leaders with chapters that connect these ideas to the contemporary challenges they face. These terms are about what is happening in today’s schools. The new terminology usefully moves us to think in new ways.

The authors of this book are a diverse group of today’s educational leadership scholars. What is special about this group emanates from their shared determination to challenge themselves and their own field to “get real” about equity and social justice. Recognizing the need to do more than just tear down school people, they are constructing new thinking, new methods, and new tools for teaching and doing social justice. We are all indebted to the willingness of this large group of scholars who gave their all for this book, in the spirit of spreading the wealth of social justice thinking, terminology, and tools. Revolutions need such efforts and willing spirits!

*Leadership for Social Justice: Making Revolutions in Education Second Edition* begins with three chapters that introduce the issues, define social justice leadership, and introduce the policy challenges. Chapters 4 through 10 provide in-depth analyses of particular equity issues and also explore the motivations and assumptions of leaders who embrace social justice. These chapters go into detailed discussions illustrating specific marginalizing practices in schools, such as heterosexism and religious intolerance. So, given these dilemmas, are there actually any tools available for being or becoming social justice leaders? Yes! Chapters 11 through 14 provide teaching strategies and social justice tools to help make the conceptual goal a reality. Even after reconceptualizing and connecting with reality and providing the teaching strategies and tools, are there not remaining dilemmas? Yes! The last two chapters address the need to stay the course despite resistance to change and our own temptation to regress into more comfortable, old traditions of leadership. Finally, the book recognizes that school leaders cannot do this alone. To be successful, school leaders must engage with school board members who need re-educating, they must recognize larger societal resistance to equity and social justice, they must be ready to partner with community stakeholders that can serve as allies, and they must recognize that they are carving out new territory when they assertively use schools as tools to eliminate economic, social, and political injustice.

What is juicy about the content are the stories of real leaders successfully addressing the problems they face. What is useful are the tools for leadership and for learning about social justice. In this book you will find fantastic annotated references and bibliographies from leading scholars. You will also find provocative discussion questions and engaging class and individual activities for learning. Chapters in this book contain what is needed for the field, for professors, for students, and for school leaders to feel comfortable in knowing
the terminology and tools and then to embrace the spirit of social justice with confidence and commitment to revolutionize their practices.

We know the temptation to be comfortable with traditional practice. We also know the challenges inherent in taking a more critical, creative, social justice stance. But more importantly, as women and scholars of color, we know what it feels like to be marginalized and left behind. So we are committed to seeing that this does not happen to today’s students. We began this book project knowing that educational administrators desire conceptualizations and tools that bring about the revolutionary changes that eliminate marginalizing practices in schools. We offer this book to invite others to join us in this noble and necessarily collaborative venture.

Our thanks to the following reviewers: Richard Johnson III, University of Vermont; Martha McCarthy, Indiana University; Whitney H. Sherman, Old Dominion University; and Elizabeth Vaughn-Neely, University of Mississippi.
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