

Call for Abstracts

Journal of Transformative Leadership and Policy Studies Special Issue

Learning to Lead as if the Future Matters for All Students: Developing and Advancing a New Kind of Educational Leadership for the 21st Century

[Dr. Jim Riggs](#), Guest Editor

Premise

The underlying premise of this special issue of JTLPS is that if education (at all levels) is going to experience any meaningful improvement in student learning and success, we must first improve and change the way our schools and colleges are led. All too often educational leadership is focused on maintaining the status quo, while at the same time creating a false sense of confidence that our schools and colleges are effective and innovative institutions. This kind of leadership has perpetuated low student achievement and continues to exacerbate a growing achievement gap in learning and completion among historically underserved populations and other groups. To change this we must first institute a new kind of leadership that is focused firmly, openly and actively on improving student learning and development. This will require a major shift from the commonplace administrative practices of non-involvement and non-interference in the core teaching/learning process and student development functions, to one that requires all leaders throughout our schools and colleges to contribute in consistent and meaningful ways to the core functions that lead to student success. In order for this to happen, we need to build and support a whole new legion of educational leaders who have the skills, knowledge, disposition and fortitude to lead our schools and colleges as if the future matters for all our students.

Contents/Focus of the Special Issue

Prospective authors are encouraged to explore any number of important issues and perspectives that relate to the broad theme and framework of this special issue as discussed in the paragraph above. Below are the primary genres that will be used in this special issue and samples of topic/focus areas for articles.

Conceptual/Theoretical Essay(s) [grounded in empirical and scholarly literature]: Redefining educational leadership for the 21st century
Creating a new kind of leader for the future

Pedagogical Perspectives Article(s): Growing and supporting your own leaders: A review of evidence based best practices and opportunities related to leadership development for new and promising leaders, as well as establishing and sustaining a “High Demand/High Support” environment for all administrators

Reflective Essay(s) [based on professional experience]: The realities, challenges and possibilities for transformative leadership in the public education setting that can lead to dramatic improvements in student learning and success

Empirical Study(ies): Research studies that explore questions about what skills, abilities and dispositions need to be developed, nurtured and supported in order to create a cohort of new transformative educational leaders

Book Review(s): Reviews of scholarly books related to the core theme of this special issue may be considered for publication

Note: Compelling manuscripts that fall outside these genres or combine aspects from these genres may be considered if they closely fit with the themes and significantly add to the over-all depth of the special issue.

Solicitation of Authors

Because of the broad theme and focus, as well as the diversity of leadership needs that will be explored in this special edition of JTLPS, scholars and practitioners from all levels of educational leadership (preschool through university) are invited to submit abstracts.

Submission and Review Timeline - EXTENDED

Proposed abstracts should not exceed 150 words total

Proposed abstracts including author list are due to the guest editor: **March 15, 2017**

Notification of abstract acceptance and invitation to submit full manuscript: **April 15, 2017**

Deadline for submission of manuscripts: **July 1, 2017**

Proposed abstracts should be sent to the guest editor:

Dr. Jim Riggs, Professor
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For more information regarding this special issue of JTLPS contact Jim Riggs at the email address above.