

# Call for Papers

Collaborative School Development – Volume 6

## Educational Leadership and Children's Rights?

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in participation with David Schmisch

Since 2017, the *Collaborative School Development* editorial series has been dedicated to addressing current academic and socio-political cross-cutting issues on the overarching topic of school development. It publishes articles that seamlessly integrate academic discourse, educational practice, and societal perspectives.

### Content

The discourse and research on leadership in education have been internationally established since at least the late 1980s (see, e.g., Fullan, 1998; overview in Gumus et al., 2016) and continue to receive uninterrupted attention to date (for an overview: English, 2011; Waite & Bogotch, 2017; English, 2020). This has led, for example, to separate training courses on educational administration or educational leadership (e.g., at the University of Berkeley), aiming to professionalize future leaders based on the current state of research.

- Central strands of discourse include, on a *theoretical and empirical level*, different **models** of educational leadership (overview in Grootenboer, 2018), ranging from fundamental conceptualizations of leadership theory (e.g., Spillane, 2004) to specific models such as new public management (Dubs, 1996), distributed leadership (Harris, 2004; Dexter, et al., 2023), co-constructive forms of leading from the middle (Grootenboer et al., 2017; at district level: Hargreaves, 2024; as teacher leadership: Strauss & Anderegg, 2020), and - from a change perspective - transformational leadership (fundamentally Bass, 1999).
- At the *actor level*, the collation, comparison, or individual analysis of the (subjectively perceived) **role and task profiles** of leaders in the education sector and their interaction (Warwas, 2015; Fosslund & Sandvoll, 2021, Veletic & Olsen, 2021).
- At the *control level*, the **social, structural, organizational, and individual factors** determining the probability of (non-)successful leadership action (Gallagher, 2021).
- At the *professionalization level*, the competence and resource requirements and deficits of leaders, from which implications for training and further education measures are derived. In some cases, specific curricula are developed (Schratz et al., 2013), which are also related to children and young people in the sense of leadership for learning (Townsend & McBeath, 2011; Anderegg et al., 2023).

If educational leadership is understood from a policy perspective as "the quality and competence of exerting leading influence on educational organization members, teachers and faculty, students, and diverse stakeholders within and beyond certain educational organizations and settings towards the achievement of educational visions and goals" (Yan & Yan, 2018, n.p.), then ultimately children and young people, as the addressees of these "visions" and "goals" or their rights, form the target perspective of leadership action in the educational context. The (social) goal of education is to enable children and young people to participate in society, provide them with the necessary skills and competences (in the sense of education), and ultimately support them in their personal development so that they can lead a self-determined life. Conversely, leadership actions are legitimized by the educational mandate of the respective state, usually legally established at constitutional level (e.g., in Germany, France, India, South Africa, etc.) or statutory level (e.g., in the USA, United Kingdom, Canada, etc.). The connection

between leadership and social justice and equity (Brown, 2004; Shields, 2010; for an overview: Tillman & Scheurich, 2013) or leadership and the learning of children and young people (Southworth, 2012; Anderegg et al., 2023) touches on (fundamental) legal issues. Nevertheless, despite the central importance of the legal legitimization of state responsibility for education and corresponding leadership actors on the one hand and the importance of children and young people and their rights as a telos for leadership action on the other, the linking of both discourses - educational leadership and children's rights - marks a gap. At the same time, there is a broad discussion on children's rights in the international arena that can be connected to the leadership discourse:

- At the *level of international law*, the discussion about inclusion (UN CRPD) and children's rights (CRC) and the associated transnational case law before the ECtHR and the ICtHR.
- At the *level of individual states*, the question of the validity, scope, and implications of international law for the law and thus the education system of the respective individual state as well as the validity of national fundamental rights (the right to education).

Against this background, this volume interweaves the discourse on children's rights and leadership and invites contributions from different theoretical, conceptual, and empirical orientations that can be in one or both areas, always considering the implications for the other discourse. Depending on the main localization, contributions are conceivable that:

*Discourse on Children's Rights*

- Provide an overview of children's rights relevant to the education sector, their history, normative basis, limits, scope, implications for the education sector, etc.
- Focus on specific children's rights and discuss their implications for leadership behaviour in the education sector.

*Discourse on Leadership*

- Provide an overview of leadership models, leadership research, etc., in the field of education and also discuss the role that the development of children and young people plays as a target perspective in the respective discourse.
- Present primary research in the context of leadership and discuss it regarding the rights of children and young people (e. g. right to education, teaching, etc.).
- Link (theoretically or empirically) to specific leadership discourses and discuss their implications for children's rights.

In accordance with the broad and interdisciplinary orientation of the series, contributions are particularly welcome that relate different problems or research paradigms to each other and/or can broadly situate their empirical results in the research discourse. In addition to contributions from educational science, contributions from neighbouring research disciplines and from school and non-school practice can also be submitted (see below, contribution formats). These contributions should focus on questions that transgress school education, for example, by looking at political, legal, or social framework conditions or by expanding the above-mentioned subject areas in the direction of education and the labour market.

## **Contribution Categories & Formal Requirements**

The volume is expected to be published in early 2025 by the renowned and internationally active publishing house Waxmann in the series *Collaborative School Development*. Contributions can be submitted in two categories:

- *Academic contributions* focusing on the education and school system provide insights into the above-mentioned issues from a theoretical or empirical perspective.
- *Guest contributions* represent stakeholder-specific expertise from the fields of *politics, business, law and education*. They provide an insight into the needs and requirements from

the perspective of the stakeholders involved and the resulting implications for education and schools.

The scientific contributions are reviewed in a double-blind peer review process using a standardised guideline by proven experts in the respective fields. After reviewing your submission, you will receive feedback on the content and a decision on the publication of your submitted article.

We kindly ask you to inform us in advance by e-mail about planned contributions **by 31 March 2024**. This notification can be made informally, stating a working title and a short abstract (600 characters). If you have any questions or other concerns, you are also welcomed to contact the editors at any time by e-mail at the above address.

The following formal requirements must be observed when processing the manuscripts:

1. cover page of the manuscript with title and name(s) of the author(s), supplemented by a complete office address and e-mail address (for the list of authors).
2. Number of characters per manuscript:
  - 2.1 Scientific contributions: a maximum of 30,000 characters (including spaces, references, etc.).
  - 2.2 Guest contributions: a maximum of 15,000 characters (incl. spaces, references, etc.).
3. Formatting: Times New Roman font with font size 12 and line spacing of 1.5.
4. Please precede the scientific contributions (see 2.1) with a summary that gives an overview of the content of the contribution and comprises approx. 1,200 characters including spaces. Please also include 3 to 5 keywords.
5. For German contributions: Please include an English version of the title, summary, and keywords below the German version.
6. Please structure your paper with a maximum of two levels of organisation. The summary and the bibliography are bullet points but are not numbered.
7. Citations and references must conform to the requirements of APA 7<sup>th</sup>.
8. Spelling:
  - 8.1 German contributions: new German spelling (also in graphics, illustrations etc.).
  - 8.2 English contributions: British-English spelling.
9. Tables, figures and graphics: Number figures and graphics consecutively (e.g. “Fig. 1”). Save them separately (in the format “Author surname(s)\_Fig\_1”), in the format in which you created them, and additionally as a tif file or jpg file and mark the place where they are to be inserted. Insert tables directly into the post text. Please remember to only use graphics for which you have the appropriate rights!
10. Please make sure to have a proofreading (e.g., by scribendi) done for English contributions.

Please send the final contribution (file name: author's surname(s)\_title, plus illustrations if applicable) as a Word and PDF file **by 15<sup>th</sup> of July** at the latest by e-mail to: [gemeinsam.schule.gestalten@posteo.net](mailto:gemeinsam.schule.gestalten@posteo.net).

We look forward to receiving your manuscripts and wish you all the best,

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