



Call for Proposals for a Special Issue on Culturally Responsive Leadership

The *High School Journal* is excited to announce an upcoming special issue examining the multiple dimensions of culturally responsive leadership in high schools, guest edited by Davena Jackson and Dionne McLaughlin. We invite educators who represent various roles (e.g., teachers, researchers, and administrators) to offer their perspectives in response to the question: What does a high school learning environment look like where culturally responsive leadership, inclusive environments (Khalifa, Gooden & Davis, 2016), and anti-racist, humanizing pedagogical and curricular choices (Baker-Bell, 2020; Jackson, 2020; 2022; Muhammad, 2020) are at the nexus of all school learning?

The answer to this question has taken on renewed importance given the social reality of having experienced a global pandemic and racial reckoning throughout the U.S. and as our schools continue to face the effects of white supremacy, racism, anti-Blackness, and other compounding factors that make teaching and learning in classrooms tenuous at best. Decades of research have highlighted asset-based, anti-racist humanizing approaches in teaching and learning (Alim & Paris, 2017; Gay, 2018; hooks, 1994; Ladson-Billings, 1994; Love, 2019) and the need for transformative practices to support Black and Brown students, advancing all students' full humanity.

For this issue, we seek to center culturally responsive leadership (Khalifa, Gooden & Davis, 2016), which requires high school leaders to make the entire school responsive to the academic needs of students, especially students of color. Joining culturally responsive leadership with humanizing, anti-racist approaches that seek to forefront equity, justice, socio-cultural awareness, activism, liberation, and dismantle the status quo in our high schools, we acknowledge the critical need for stakeholders to work in solidarity. Culturally responsive leaders who lead effectively in diverse cultural contexts are particularly needed given that most leaders of public schools across the country are White but public schools are overwhelmingly minoritized (McLaughlin, 2020; NCES, 2016). To do the work required NOW, we ask that authors highlight how leaders can deepen their understanding of justice-oriented leadership and foster sustaining and affirming school learning environments.

The *High School Journal* seeks qualitative, quantitative, and mixed-methods submissions that include “humanizing visions of teaching and learning” and leadership (Kinloch et al., 2021, p. 8) within an agentic, anti-racist schooling environment. Authors might also consider how highlighting unequal access to advanced coursework, absence of representation in the curriculum, lack of diversity among the workforce, or disproportionate use of exclusionary disciplinary practices contribute to disparate outcomes for Asian American and Pacific Islander (AAPI), Black, Indigenous and Latinx youth (Cheatham, Thomas & Parrott-Sheffer, 2022).

Interested authors should submit a draft manuscript (maximum 6,000 words) to the journal by July 15, 2023 (<https://mc.manuscriptcentral.com/unc-hsj>). When submitting your manuscript, please indicate in your cover letter that you are submitting it for the Special Issue on Culturally Responsive Leadership. Guest editors will select manuscripts to undergo thorough peer review. The Special Issue has an anticipated publication date in the spring issue of 2024.

For any questions or concerns, please contact the special issue guest editors
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