



EMERALD POINTS

**SCHOOLING FOR
SOCIAL JUSTICE,
EQUITY AND
INCLUSION**

Problematizing Theory, Policy and Practice

DENISE MIFSUD



SCHOOLING FOR SOCIAL JUSTICE, EQUITY AND INCLUSION

This important book interrogates key educational concepts of social justice, equity and inclusion through a thought-provoking and novel approach. Drawing on Actor Network Theory, Bacchi's post-structural analytical approach to policy, and empirical studies of Malta and Australia, it raises crucial questions and insights for theorizing and conceptualizing some of the most major but intractable issues in schooling today.

*Jane Wilkinson, Professor of Educational Leadership,
Faculty of Education, Monash University, Australia*

This book is essential reading for researchers and practitioners of social justice, equity and inclusion in education. It draws on insights and analysis from two of the critical field's leading thinkers and researchers to interrogate and trouble assumptions that are commonly held or deployed about leading for social justice and equity in schools. This vital book represents a significant leap forward in our understanding of how schools work when they aim at practice and outcomes which are socially just and inclusive. The book is exemplary as a critical text in its expert theorization of the landscape, mechanisms and outcomes of schooling – and leading – for social justice. Its dual, comparative focus on the cases of Malta and New South Wales, Australia is illuminating and incisive, and points the way to new ways of thinking internationally.

*Steven J. Courtney, Professor of Sociology of Education Leadership,
Manchester Institute of Education, University of Manchester, UK*

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Problematizing Theory,
Policy and Practice

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INVESTOR IN PEOPLE

I would like to dedicate this book to all those who have suffered any form of injustice throughout their lifetime as students and/or education practitioners at various levels in compulsory schooling, and simultaneously to those who strive to bring about more socially just education systems.

I have been inspired to write this book by my various experiences of social injustice in education that I have either lived directly or witnessed at the triage of theory, policy and practice as a student, teacher, educational leader and academic.

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Erratum: It has come to the attention of the publisher that the book Mifsud, D. (2024) *Schooling for Social Justice, Equity and Inclusion* was originally published with three incomplete citations in Chapter 2, specifically

Landri (2020). *Educational leadership, management, and administration through actor-network theory*. Routledge.

Mifsud (2020). A critical review of actor-network theory and its use in education research. In E. Idemudia (Ed.), *Optimizing social and organizational dynamics in the digital era* (pp. 135–156). IGI Global.

Mifsud (2024). (Guest editor). Editorial: Exploring educational leadership and policy through Actor-Network Theory: On being ANTish in the ELMA field. *Journal of Educational Administration and History*, 56(1), 1–6.

This was due to an error in the typesetting process and has now been corrected in the online version. The corrected citations are as follows:

Landri, P. (2020). *Educational leadership, management, and administration through actor-network theory*. Routledge.

Mifsud, D. (2020). A critical review of actor-network theory and its use in education research. In E. Idemudia (Ed.), *Optimizing social and organizational dynamics in the digital era* (pp. 135–156). IGI Global.

Mifsud, D. (2024). (Guest editor). Editorial: Exploring educational leadership and policy through Actor-Network Theory: On being ANTish in the ELMA field. *Journal of Educational Administration and History*, 56(1), 1–6.

The publisher sincerely apologizes to the readers for this error and for any inconvenience caused.