



SPECIAL FEATURE CALL FOR PAPERS

International perspectives on signature pedagogies for school leaders.

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Deadline for expressions of interest: Wednesday 1st May.

Deadline for submission: Monday 14th October.

This special issue addresses how educational leaders internationally develop their practices and how this is shaped by different models of system governance, high and low autonomy school systems, and accountability regimes. This call is timely as 2024 will be crucial in understanding how schools are steered and supported globally, with key global studies gathering data on the status quo of the profession, trends and significant challenges (i.e., Global Education Monitoring Team at UNESCO).

This special issue is framed by Lee Shulman's (2005) seminal work on signature pedagogies. Signature pedagogies are "*types of teaching that organize the fundamental ways in which future practitioners are educated for their new professions. In these signature pedagogies, the novices are instructed in critical aspects of the three fundamental dimensions of professional work - to think, to perform, and to act with integrity*" (p.52).

Unlike Law and Medicine, where case studies and the rounds are used respectively to generate new knowledge and share understandings of practice, it is argued that educational professionals do not have an equivalent. Education might be lacking a 'signature pedagogy'. Shulman (2005) suggested that just as studying a nation's nurseries tells us much about their culture, studying the 'nurseries' of professions would be revealing of the ways in which practitioners develop.

Signature pedagogies have: a) a surface structure of processes for teaching and learning about the profession; b) a deep structure that involves assumptions about the best ways to impart knowledge and the most appropriate forms of knowledge; and c) an implicit structure, particularly the beliefs, values and moral underpinnings of practice.

While there has been some research on signature pedagogies for teachers (e.g., Yendol-Hoppey & Franco, 2014, Mansilla & Chua, 2015), very little attention has been paid to school leadership development using this framework, with a few exceptions (e.g., Black & Murtadha, 2007, Sappington, 2010, Meyer & Shannon,

2010). To our knowledge, there is no scholarly work that has looked at this across national systems before.

The purpose is to advance our knowledge about how school leaders are developed and what this means for the practices, knowledge base, systemic affordances and barriers to school leadership development. Moreover, we wish to examine the epistemology of practice and values expressed in leadership, going beyond narrow indicators of 'effectiveness' of school leader development as measured by their impact on teaching practice and student attainment data.

Select topics of contributions may include, but are not limited to, one or more of the following foci:

- Empirical research of leadership development programmes, their processes, and underlying principles
- Analysis of national policies on school leadership support, competencies, assessment or accountability, and how these influence school leaders' development
- Analysis of leadership development programme theories of action – bringing out the practices, the underlying knowledge base that is being developed and the educational and leadership values being promoted
- Critical approaches to how leadership is developed alongside 'exemplars' of where signature pedagogies are being enacted within a national context, as long as arguments are balanced and do not become purely advocatory.

Please consult the notes for authors on the [journal's webpage](#) of the UCL Press website.

The **deadline for expressions of interest is Wednesday 1st May 2024** in the form of an abstract of 300-500 words, up to six references, and a 50-word biographical statement should be sent by email to the handling editors, David Godfrey david.godfrey@ucl.ac.uk
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The **deadline for submission** of articles is **Monday 14th October 2024**, through the journal's [submission site](#).

References

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- Mansilla, V. B., & Chua, F. S. (2017). Signature pedagogies in global competence education: Understanding quality teaching practice. *Educating for the 21st century: Perspectives, policies and practices from around the world*, 93-115.
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