

Call for chapters for edited book:

Minority School Leadership in Crises: Global Perspectives

Introduction

School leaders play a pivotal role in fostering stability and resilience within educational settings, particularly during times of crisis. This responsibility is even more pronounced in communities with minority and minoritized populations. While "minority" refers to groups that are numerically smaller within a society, "minoritized" underscores the systemic processes that marginalize these groups, often framing them as "the other." Recognizing this distinction is crucial for understanding the unique challenges these school leaders face as they navigate resource shortages, cultural complexities, and urgent crises while supporting students, staff, and the wider community. Recent global crises—such as the COVID-19 pandemic, natural disasters, and socio-political conflicts—have underscored the critical importance of effective school leadership in these communities. This edited volume aims to explore the global experiences of minority and minoritized school leaders, emphasizing the innovative strategies they employ to build resilience in crises. We invite scholars and practitioners to contribute chapters offering theoretical, empirical, qualitative, or quantitative insights into the critical roles these school leaders play in responding to emergencies.

Themes for Chapters

Contributions are invited on the following topics, with a focus on resilience and adaptive practices among school leaders:

1. Leadership in Action: Sustaining Routine in a Resource-Poor Reality
2. Leveraging Technology by Minority School Leaders during Crises
3. Innovative Leadership Strategies in Resource-Limited Contexts
4. Resilience Leadership: Cultural and Spiritual Strategies for Crisis Recovery
5. Resilience Through Arts and Cultural Expression in Minority and Minoritized Educational Settings

6. Mental Health and Well-being in Minority Education during Crises
7. Transformational Leadership: Educating and Navigating Controversial Issues
8. Discourse on Controversial Issues in Minority Settings during Crises
9. Education on Rights and Obligations for Minority Communities during Crises
10. Community Leadership for Minority Schools: Collaborating with Parents and Volunteers
11. Empowering Parents as Partners in Crisis Response for Minority Communities
12. Volunteer Recruitment and Retention in Minority-Majority Contexts
13. Strengthening School-Community Ties Through Collaborative Events

Timing and Requirements for Proposals

- Abstract submission deadline (300-500 words): March 15, 2025
- Notification of acceptance: April 30, 2025
- Full chapter submission deadline (3000-4500 words): September 30, 2025
- Expected publication: Middle 2026

Researchers and scholars are invited to submit a 300–500-word abstract of the proposed chapter (including the sub-title, focus, theme, main findings, and value of the research study), by March 15, 2025, by email to mgutman@emeef.ac.il.

Academic Framework and Intended Publisher

This book is intended to advance scholarship on leadership within minority communities during crises, contributing to the agenda of the World Education Research Association (WERA) 13th International Research Network (IRN) entitled [Minority and Minoritised Teachers: Exploring Social Justice in Schools Around the World](#). Tentative publisher of the manuscript - Bloomsbury School Leadership Series, or another reputable publisher in the field.



IRN:
Minority and Minoritised Teachers:
Exploring Social Justice in Schools
Around the World

About the Editor

Dr. Mary Gutman is a researcher and teacher educator in the MA program for Education Management and Organization at Michlalah-Jerusalem College, Israel. She serves as a key convener of the World Education Research Association (WERA) 13th International Research Network (IRN), titled Minority and Minoritised Teachers: Exploring Social Justice in Schools Around the World. Her research focuses on education and educational leadership during emergencies and crises. Gutman has published extensively in leading international journals and grants, and co-edited several influential books:

- [To Be a Minority Teacher in a Foreign Culture](#) (open access), Springer Nature, April 2023.
- [Challenges facing Education Leadership in the Shadow of War: International and Multicultural Perspectives from Zones of Conflict](#), Routledge Research in Educational Leadership, 2025.
- [Issues and Dilemmas in Teaching in a Multicultural Context](#) (in Hebrew), Mofet Institute, July, 2023.

We look forward to your contributions to this timely and significant project. Please feel free to contact us with any questions or concerns at mgutman@emef.ac.il