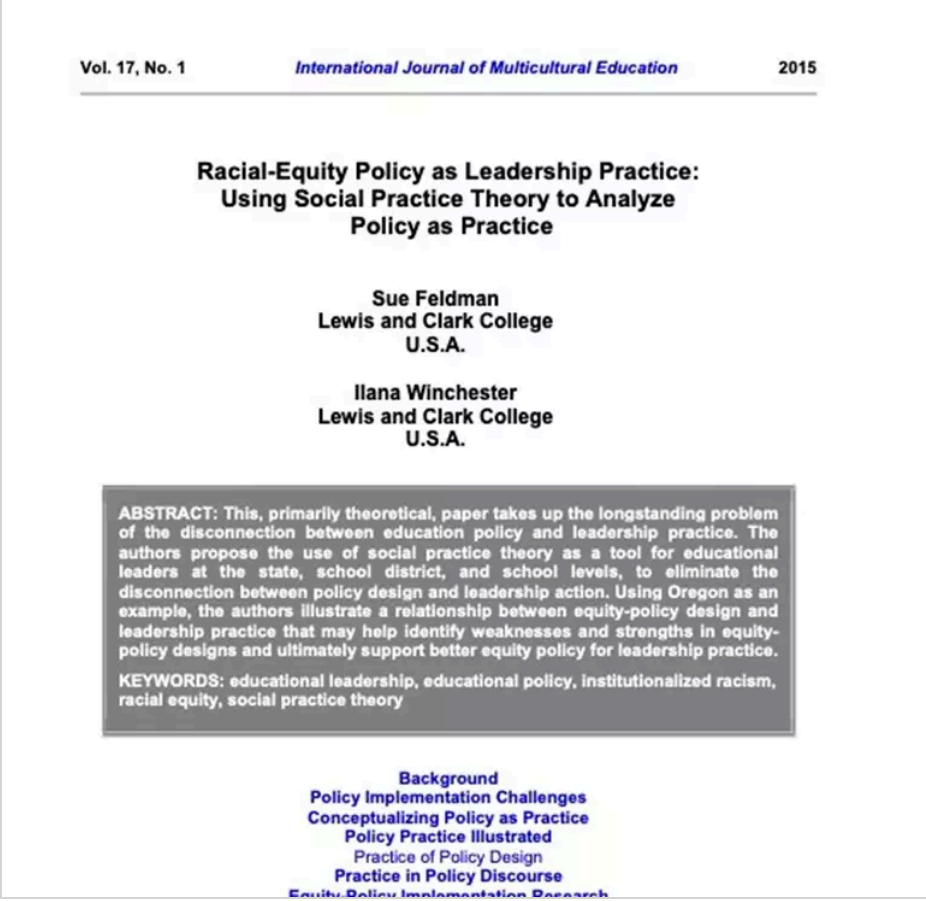


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Racial-Equity Policy as Leadership Practice: Using Social Practice Theory to Analyze Policy as Practice

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ABSTRACT: This, primarily theoretical, paper takes up the longstanding problem of the disconnection between education policy and leadership practice. The authors propose the use of social practice theory as a tool for educational leaders at the state, school district, and school levels, to eliminate the disconnection between policy design and leadership action. Using Oregon as an example, the authors illustrate a relationship between equity-policy design and leadership practice that may help identify weaknesses and strengths in equity-policy designs and ultimately support better equity policy for leadership practice.

KEYWORDS: educational leadership, educational policy, institutionalized racism, racial equity, social practice theory

Background
Policy Implementation Challenges
Conceptualizing Policy as Practice
Policy Practice Illustrated
Practice of Policy Design
Practice in Policy Discourse
Equity Policy Implementation Research

Racial-Equity Policy as Leadership Practice: Using Social Practice Theory to Analyze Policy as Practice

Takes up the longstanding problem of the disconnection between education policy and leadership practice.

Sue Feldman, Ilana Winchester

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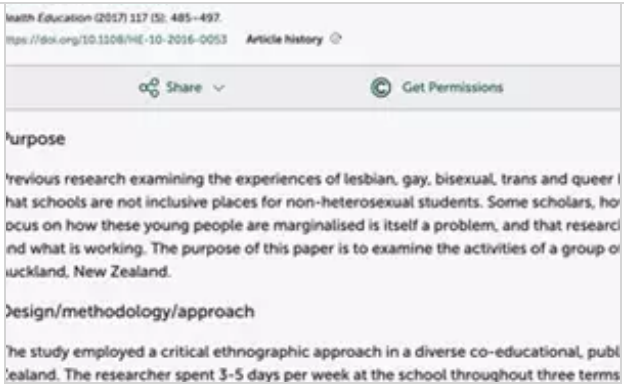
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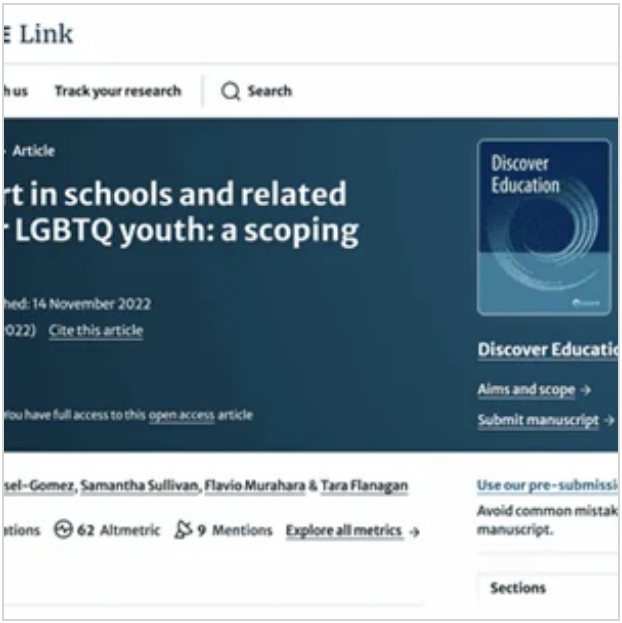
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