

# Is Inclusive Educational Leadership for Social Justice and the Common Good Possible?

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Chapter

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## Abstract

The educational reforms promoted in recent years in Spain have accentuated the current trend towards a neoliberal-oriented managerial leadership model. However, the proper performance of educational organizations depends on the skills and attitudes of its members, so it must be based on the conviction and involvement of its components. That is why we propose, from a critical approach, the necessary transition towards the conception of an inclusive educational leadership for social justice and the common good. The chapter analyses the leadership model promoted by Spanish educational administrations. It describes the theoretical framework of the work using the concepts of psychopolitics, governmentality, and entrepreneurship to analyse the new mechanisms of management and control, through seduction, that the current neoliberal system uses to involve us in wanting to be part of the system and how it is being transferred to the field of educational leadership. The autoethnographic method, based on critical reflective narrative, explores the cultural change in an educational organization over seven years that shows how another model of inclusive educational management and leadership for social justice and the common good is possible.

## Keywords

Inclusive leadership Social justice Critical leadership Autoethnography Spain  
Case study

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