**Call for Contributions to Special Issue of the Journal of Cases in Educational Leadership**
**Exploring Design Thinking for Education**

Design thinking has emerged as a powerful counterpoint to the current techno-rational, best-practice, and isomorphic mindset of much of contemporary education. Design thinking has expanded into a large connotative umbrella, encompassing design thinking as a tool, approach, and even an ethos.

- Design thinking is an **approach** to addressing wicked problems that we face in teaching and learning, academic development, instructional design, or education more broadly. In this sense, design thinking is depicted as a set of principles, such as an intentional focus on the person (or people) for whom the design is created; the integration of informed improvisation and risk-taking; and the significance of formative feedback.
- Design thinking is a **tool** for fostering creative problem-solving in others. Typically, design thinking is associated with a five or six step process that incorporates both divergent (creative) and convergent (solution) thinking.
- Design thinking is an **ethos** or element of organizational culture. As an ethos, design thinking is a mindset that embodies a set of values, including empathy, compassion, integrity, accountability, perseverance and creativity, experimentation, curiosity, and learning.

However, there is a plethora of confusion around design thinking, and there are emerging voices that label design thinking as the next 'fad.' The goal of this special issue is to collect a variety of case studies from within K12 education to make design thinking more tangible by sharing case studies that embed design thinking within a range of educational contexts. This challenges a 'one size fits all approach'; promotes approaches that adapt and adopt design thinking strategies to suit their specific needs; and contributes to conversations taking place at the micro, macro, and global levels.

The range of case studies, both successful and less successful, can answer questions such as: "What do we understand as Design Thinking for K12 education? How does this entail? What challenges in schooling are to be addressed? What are the strategies teachers and staff (including leaders) have developed across the world to embed design thinking in their practice? How does Design Thinking prepare learners for the world of work? How does Design Thinking facilitate school leadership preparation? How does Educational Management employ Design Thinking in decision making? What worked and what did not? What lessons can we learn?"

In order to reflect deeply on the role of context in working with design thinking, we seek contributors from all over the world; from every level of K12 and teacher education; from different areas within education such as teaching, leadership development, management and community engagement, and from varying degrees of experience with design thinking to contribute case studies to this special issue.

Often people ask for specific examples in their work and want to learn from others. Thus, we anticipate the case studies would be of interest to everyone who is, or aspires to be, a change agent within education; whether teachers, educational developers, professional staff, pre-service and in-service teacher educators, educational professors, or senior administrators.

**If you are interested, please submit an abstract (250-500 words) to the editors of this special issue outlining your educational context, the design challenge you responded to, the intervention you designed, and emerging design thinking principles. Please submit abstracts to Michele Parker at parkerma@uncw.edu.**

The style requirements of the *Journal of Cases in Educational Leadership* are available at:

http://www.sagepub.com/journals/Journal201765/manuscriptSubmission

**Special issue deadlines**
Deadline for submission of abstracts - 31st of July 2019
Selection and communication to contributors - 31st of August 2019
Submission of final case studies - 30th of November 2019
Peer review process completed - by 31st of January 2020
Resubmission of case studies - 15th of  March  2020

**Guest Editors**

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