

De-framing Whiteness in Educational Leadership Theory: A Case for Companionate Leadership

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Centering socioracial consciousness and equitable perspectives in education leadership programs require a shifting and de-framing of the rigid and siloed reality of whiteness that is the foundation of western leadership concepts and theories. Whiteness as hegemonic dominance is designed to nurture unearned privileges, sociohistorical superiority, economic colonization, and property theft that extends beyond race and into psychosocial realities. This paper explores the concept of educational equity as a tool to de-frame whiteness from educational leadership curriculum. It also presents companionate leadership as an alternative to current leadership principles and methods. Finally, recommendation for holistic practices that support companionate leadership theory in school settings are provided.