



Educational Leadership and Moral Literacy: The Dispositional Aims of Moral Leaders

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What makes a moral person moral? Who decides what morality means? What makes leadership practice moral? In today's schools, what stands as moral leadership? These are questions that reflect the complexity integral to the calculus of human morality, especially in a world that is defined daily by its variant meanings of morality, its acts of immorality.

The school as an educational setting is or should be a decidedly moral center of the society; it is the natural intersect between the family and the multi-dimensional nature of public life. *Educational Leadership and Moral Literacy* addresses these questions, situating the reader in a conversation that examines the meaning and nature of moral leadership through the lens of moral literacy and the dispositional aims of moral leadership in educational settings. The contributing authors extend an argument that the work of leader educators and practitioners alike must continuously be re-articulated around the dispositional aims aligned with a moral, democratic education. Educators must be concerned with developing the moral, intellectual, and aesthetic dimensions of the educational leader as a "moral person."

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