



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN
FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

REPRESENTATIONS OF SOCIAL JUSTICE OF PRE-SERVICE TEACHERS AND
TEACHER TRAINING PROGRAMS: A LITERATURE REVIEW

MEMORIA PARA OPTAR AL TÍTULO DE PROFESOR DE INGLÉS

AUTOR: Benjamín Valdivia Silva

PROFESOR GUÍA: Leandro Silva Bravo

CAMPUS MACUL

SANTIAGO DE CHILE, 2023



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Abstract

Social justice is at the heart of education, and so, it is a central dimension of good teaching practice (McDonald & Zeichner, 2009). The notion of social justice is ample, polysemous, and even contentious (Sturman, 1997), making the implementation of social justice education initiatives a complex phenomenon that comprises conceptual, curricular, pedagogical, and socio-political dimensions. The present study aims at analysing the representations of social justice of teacher trainees and teacher education programs as present in a sample of scientific literature published between 2012 and 2022. To do so, a systematic literature review was conducted on 13 articles retrieved from the Web of Science and Scopus databases. The articles were analysed using thematic analysis. The findings suggest that preservice teachers define social justice using concepts like inclusiveness, love, and equity, but its understanding needs improvement. Besides, findings show that teacher education programs commonly neglect or avoid social justice principles.

Keywords: social justice, teacher training, teacher training programmes

Resumen

La justicia social es uno de los principales objetivos de la educación y, por tanto, un eje central de una buena formación del profesorado (McDonald y Zeichner, 2009). La noción de justicia social es amplia, polisémica e incluso polémica (Sturman, 1997), lo que hace de la implementación de la educación en justicia social un fenómeno complejo que comprende dimensiones conceptuales, curriculares, pedagógicas y sociopolíticas. El presente estudio pretende analizar las concepciones de justicia social en profesores en formación y en programas de formación docente en la literatura de la última década entre 2012 y 2022. Para ello, se realizó una revisión bibliográfica sistemática de 13 artículos recuperados de las bases de datos Web of Science y Scopus. Los artículos se analizaron mediante análisis temático. Los resultados sugieren que las concepciones de justicia social en los profesores en formación se definen en conceptos como inclusión, amor, y equidad, pero que su entendimiento aún necesita mejoras. Además, los resultados muestran que los programas de formación docente tienden a negar o evitar los principios de la justicia social.

Palabras clave: justicia social, formación docente, programa de formación docente

Introduction

Social justice has become a subject of growing importance in education in general and in critical pedagogies (Jackson, 2005; Kantzara, 2009; Shende, 2022; Strunk & Betties, 2019). However, despite its relevance, only a few studies have explored the representations of social justice that pre-service teachers (hereafter PSTs) and teacher training programmes (hereafter TEPs) have in relation to the subject (Ajayi, 2016; Ahmed, 2018; Han et al., 2015; Miller & Weilbacher, 2019; Nganga, 2019; Nguyen & Zeichner, 2019; Shyman, 2019; Ramos et al., 2021). Similarly, the literature on the subject has been scarcely systematized, so there is little consolidated information about the advancements and directions of the current research agenda. The social justice representations of (future) teachers are relevant because they portray the way in which social justice is conceived and translated into teacher training programmes, trainers and trainees, and so, they allow us to understand the beliefs, discourses and practices of social justice in teacher training (Silva-Peña, 2021; Ahmed, 2018; Ramos et al., 2021).

The present study aims at analyzing the empirical literature on social justice education, in particular, the representations of social justice of teacher trainees and teacher training programmes. To do so, a qualitative systematic literature review research design is proposed. The review analysed 13 articles obtained from the scientific paper databases Web of Science and Scopus. The article search covered the period from 2012 to 2022. The information was thematically analysed and was then interpreted in the light of the relevant theory.

This document is organised sequentially. Chapter I presents the theoretical framework, research problem and objectives. Chapter II is devoted to the methodological considerations and overall research design of this study. Then, Chapter III presents the results according to the objectives of this review. Finally, Chapter IV presents the discussion of the results along

with the conclusions of the study. In this chapter, the limitations and further research recommendations are also presented.

Researcher Implication

The clinical approach in sociology proposes that research is an implicated and reflexive process (Guerrero & Gaulejac, 2017). In this process, making explicit the subjective connection between the research topic and the subject who carries out the research is fundamental to understanding the psychic transfer and counter-transfer that takes place during research (Viana-Braz, 2021). This analysis of implication allows the researcher to confront his or her life trajectory and to investigate the conscious and unconscious elements that emerge in his or her links with the subjective, group and organisational processes he or she is dealing with. According to Massa (2019), this analysis of researcher implication fosters the raising of awareness of the resonances generated during the contact between the object-subject of study and the researcher, which ultimately serves as a mechanism of scientific rigour (2019).

In this context, the following paragraphs provide an analysis of my personal implication with the subject of this research report.

Some Memories of Personal (In)Justice

I was born in a poor neighborhood in Puente Alto, Santiago, Chile. Through my childhood my life was marked by experiences that involved lack of material and emotional resources. On the one hand, this lack of material resources was confirmed by not having my own house, being hungry sometimes, and sometimes lying in precarious conditions when me and my family moved from town to town. Besides, I could realize how poor I was by contrasting the clothes, and the place where my relatives lived. They had more than one car, a big house, and they even smelled differently. As a child, this difference made me unconsciously realize about injustice as I sometimes stole money from them because they had

much more resources than I did. On the other hand, the lack of emotional resources in my family was explicit by having a dominant and aggressive father, and the absence of my mother whom I could not visit as my father sometimes prevented me from doing so. This also meant an injustice for me as I could see that my friends or classmates had a present mother.

Despite this lack of access to material and emotional support, the one thing that affected me the most was the emotional dimension. This can be explained by a socio-psychoic interpretation of my father's life whose behavior and decisions marked most of my life and experiences. My father was raised in a poor environment lacking education in almost all aspects and grew up in the middle of political tensions in Chile between the socialist government of Salvador Allende and the consequent dictatorship of Augusto Pinochet. In this context, my father developed a frustrated view of the world and to some extent displayed this frustration against me and my siblings. This translated into living with fear and in poverty as my dad rejected any kind of help from my relatives. Therefore, his fears were my fears, his poverty was my poverty, and his rage was also my rage. However, when I grew up, I decided that I did not want to be like my father, and I decided not to bear the injustices triggered by him and my social context. In this sense, I decided to become a teacher to empower my students and make them learn and recognize the injustices that they might be enduring so they can decide whether they will do something to change their lives.

In this sense, I find it relevant to address social justice issues in education because, at a personal level, doing research on social justice will provide me with the tools to comprehend my experiences of vulnerability from different perspectives and to acknowledge different approaches to fight against injustice. Additionally, at a professional level, conducting research on social justice can provide teachers with insights to fight injustice. In this context, social justice can serve teachers as a tool that fosters autonomy to their students, creating critical

individuals that are willing to change their life both by questioning their own realities and their institutions that are supposed to represent them and function on their behalf. Finally, tackling social justice in preservice teachers and teacher education programs can give clues about how coherent is education when dealing with injustice in teacher preparation.

Chapter I: Theoretical Framework

Society, Justice, and Social Justice

Society can be seen as a complex network of social relationships and interactions that create and sustain social norms, values, and institutions (Copp, 1992). It is a product of human action and a determinant of it, providing a framework for collective decision-making and collective action. Likewise, society can be understood as an association of people who recognize the existence of rules in their relation (Rawls, 1999). This association functions for mutual advantage characterized by conflict of interest of its members concerning distribution of resources. In this sense, due to the nature of society to assigning norms and values, and the conflict of interest in their members, these tend to adhere to a notion of justice, which implies that they accept a set of principles “(...) for assigning basic rights and duties and for determining what they take to be the proper distribution of the benefits and burdens of social cooperation.” (Rawls, 1999, p.5). The author states, then, that justice is the foundation of institutions whose representation of justice is bound to affect social problems such as coordination, efficiency and stability. This means that “in the absence of a certain measure of agreement on what is just and unjust, it is clearly more difficult for individuals to coordinate their plans efficiently in order to ensure that mutually beneficial arrangements are maintained.” (Rawls, 1999, p.6).

From here, social justice has emerged as a political concept as poverty and inequality have come to be regarded as issues of (in)justice. In this line, social justice concerns the structure of sociopolitical organization and the value of diversity and difference, and that “(...) must address structural disadvantage and inequality through empowerment and attention to locally and contextually derived concepts of human need.” (Watts & Hodgson, 2019, p.26). This notion of social justice assumes, therefore, that there must be a unification of members of a community,

usually categorized in a nation-state; that institutions adhere to the notion of justice, and the state has some agency in creating the processes that create social justice (Jackson, 2005).

Social Justice

Social justice is a concept whose notion emerged in modern society (Jackson, 2005). This author states that although distributive justice was debated in ancient times in Aristotle's conceptualization of distributive justice and the Christian notion of distribution, these concepts lacked the distributive agency of the state and a notion of distribution far from merit and charity. Therefore, it was in the late 18th century that social justice began to be debated as poverty was regarded as an undesirable condition of humans, and that nobody deserved to be poor (Jackson, 2005). This debate started in American and European republicanism which sought to ensure fair agrarian policies (in terms of taxes for example) and decency of resources to citizens respectively. However, these notions of distribution of fair policies still failed to address social justice in the agentive role of the state, at least in America. In this context, Marxism emerged as a philosophy that critiqued poverty and human need (Jackson, 2005, p.368), which suggests that the perspective of social justice emerged from this theory.

Later, more theories of social justice emerged addressing injustice not only in the economic aspect, but also in terms of recognition of individuals and their needs. In this regard, Fraser (2004) argues for recognition in distributive aspects for those who suffer economic disadvantage for their race, gender, sexuality. In this sense, the author states that injustice is given at 2 levels: redistribution and representation. She claims that the paradigm of redistribution implies socioeconomic injustice, and recognition depicts cultural injustice, and that these levels of injustice are not separated. On the other hand, authors like Watts and Hodgson (2019) have conceptualized social justice in terms of distributive justice, procedural justice, retributive justice, restorative justice, intergenerational justice, and environmental

justice. Therefore, social justice can be framed in structural terms whose principles seek to address disadvantage with a focus on economic, social, and cultural rights such as the right to education, employment, social security, housing, etc. (Jackson, 2005).

Social Justice in Chile. In Chile, social justice actions began to be conceived and implemented in the decade of 1920 under the socialist and a Christian-democratic perspectives characterised by approaching issues related to housing, health, and labor laws that reinforced the principles of the welfare state. However, in 1973, through a neoliberal approach, the subsidiary role of the State and privatization changed the welfare role of the state to a subsidiary one in which the distribution of resources was understood under an individualist paradigm which accentuated injustice (Echeverría, 2022). In this regard, since the end of the dictatorship in the late 1980's, social justice policies have mostly been associated with economic assistance and legal recognition of minoritised groups. Echeverría (2022) claims that injustice in Chile can still be identified when it refers to lack of recognition to indigenous peoples, families seeking for their relatives which were subject of forced disappearance, collective groups like ambientalists and feminists; whose representation translates in lack of participation in issues that affect them. Besides, other issues like environmental problems, education, economic distribution have been accentuating injustice. Therefore, social justice is a phenomenon that still requires reflection and action within the Chilean society.

Critical Theory as an Approach to Social Justice

Critical theory principles are mostly based on Marxist approaches which have been enriched by current postcolonial and post-structuralist perspectives (Strunk & Betties, 2019). Critical Theory aims to explore the structural mechanisms and institutional arrangements that create distributive inequities (Fraser & Jaeggi, 2018). From this view, Critical Theory can be

consequently understood as a method of understanding and even changing oppressive forces on the individual, group, and societal levels. This aims to engage in a critique of personal, situational, and historical forces that cause oppression, as well as aiming at people emancipation (Shende, 2022). In this line, Strunk and Betties (2019) state that critical theory assumes that the ideological domination comes from the capitalist white-supremacist cis-heteropatriarchy, whose domination disregards other ideologies. They suggest that this ideology is introduced in the educational discourse through a hidden curriculum which is enacted by schools and teachers in the context of lessons that prescribe what is valued, and what kind of knowledge is valid (p.71-78). However, the authors claim that although schools are regarded as oppressive institutions, this tension might move systems toward equity and liberation. Therefore, critical theory is central in social justice as their framework analyzes structural disadvantage and inequality (Jackson, 2005; Strunk & Betties, 2019). In this sense, social justice aims at social empowerment, and makes a call of attention to issues related to human rights that include cultural, economic and social rights (Jackson, 2005).

Social Justice Education

The relation between social justice and education can be presented as social justice principles that aim at changing the structure of education and at providing social benefits such as creating an equitable society and challenging oppressive relations.

A Definition of Education

Kantzara (2009) states that “education is commonly defined as cultivation, transmission of knowledge, and skill development that is imparted from an older to a younger generation.” (p.1). The author claims that education relates to how societies organize. In this sense, education has purposes related to social preservation and social cohesion, social reproduction, social

mobility, and social domination. However, education has been evolving from a narrow focus on economical view to a broader scope valuing societal goals of equality, mobility, and cohesion.

On his side, Biesta (2015) suggests that education is a teleological practice. This means that it has a purpose, and this purpose is multidimensional. He proposes that these dimensions encompass the domains of qualification, socialization, and subjectification. Qualification is defined as the transmission and acquisition of knowledge, skills, and dispositions (2015, p.77). It can be specific, such as in the field of vocational and professional education, or it can be conceived more broadly, such as in general education which seeks to prepare children and young people for life in modern societies. Socialization is an explicit aim of education as education reproduces existing social structures, divisions, and inequalities (2015, p.77). On the other hand, Subjectification has to do with the way in which children and young people come to exist as subjects of initiative and responsibility rather than as objects of the actions of others (2015, p.77). Finally, Biesta (2015) proposes that effectiveness is a useful measure of education, but it is also important to consider the measure of what good education entails. This is why he states that there must be more discussion on what a good education is and what are the effects of addressing excellence as he argues that it may lead to competitiveness. In this context, when it comes to the effectiveness of education, there is also criticism of this as it “(...)encourages disregarding the importance of other public values, such as equity and democratic values.” (Reiter & Klenk, 2018, p.12).

On the other hand, Paulo Freire (1985, as cited in Ocampo, 2008) argues against an education whose focus is on transmission of knowledge that translates ultimately in the memorization of information that serves for social domination of the most privileged ones. In this sense, Freire advocates for an education that favors dialog which implies a socialization of the learning process. Such a dialogue in education allows us to comprehend others' reality,

fosters social transformation, and liberation. Likewise, he states that education for liberation is contrary to *banking education* which serves for social domination. In this context, the focus of education that Freire recommends is not to follow a specific curriculum but to challenge oppressive structures that fosters a social revolution. Therefore, Freire proposes a more critical view of education that seeks to promote the creativity and progress of students and attempt to make them aware of their social and economic reality through literacy. In this way, through the recognition of the problems that affect them, and through liberation praxis and reflection, the oppressed can liberate themselves from the oppressors.

Social Justice Principles in Education. Under the scope of social justice, education is viewed as a tool that can foster an equitable society. Besides, it can help identify and eliminate oppression. Additionally, social justice education can shape learning environments that favor diversity, challenge oppressive relationships and existing knowledge in the classroom, and promote active learning participation in students. For example, Bell (1997, as cited in Hytten & Bettez, 2011) states that education can be defined as a dual approach that involves a process and a goal. The ultimate goal of this educational approach is to promote equal and complete participation of its members in society and to fulfill their multiple needs. In this sense, social justice education can lead to critical thinking and political consciousness and challenge existing social arrangements (Kantzara, 2009). Likewise, the principles of critical education are examples of the social transformative role that education can have as it attempts to create more equitable and just learning environments, challenge oppressive relationships, challenge existing knowledge and values, and create a more just and equitable society (Shende, 2022). According to Hackman (2005), social justice education motivates students to participate in their learning while also assisting teachers in establishing educational environments that are empowering, democratic, and critical. (p.103). Finally, Murrell (2006) claims that social justice in education

implies “a disposition toward recognizing and eradicating all forms of oppression and differential treatment extant in the practices and policies of institutions, as well as a fealty to participatory democracy as the means of this action” (p. 81). In this sense, the author considers that having in mind the structural inequalities in political, historical, and social contexts is what can set culturally-mainstream-background teacher candidates to approach social justice by creating learning environments for diversity of students.

Teacher Training and Social Justice. Cochran-Smith et al., (2010) state that “teacher education for social justice encompasses many pupil learning goals, including thinking critically, connecting knowledge to real-world problems and situations, challenging received knowledge, understanding multiple perspectives, debating diverse viewpoints, unpacking underlying assumptions, and engaging productively in cross-cultural discussion.” (p.37). However, these authors argue that it is complex to exhibit the linkages between student learning and teacher education programs. In this context, Biesta (2015) suggests that in policy and research, the teacher is the most relevant agent in the educational process. This coincides with the assertion of Cochran-Smith et al., (2010) that claims that teacher preparation programs tend to be required to account for pupils’ learning. This suggests that teachers are the agents in charge of fostering social justice in education; however, it is also worth noting that teachers work within a network system in which the role of resources, effective school management, state support and even curricular aspects play a key role in the effective implementation of social justice practices. In this regard, according to Özdemir (2017), principals as social justice agents must minimize the adverse effects of inequality and help marginal groups to access higher education. Similarly, Turhan (2010) proposes that “school administrators should fulfill leadership roles and responsibilities to ensure social justice in schools.” (p.1358). Consequently, it is possible to state that teachers are only 1 factor (though a critical one) in social justice education.

In summary, education aims at the “transmission of knowledge”, social preservation, social mobility, equality, and effectiveness (Biesta, 2015; Kantzara, 2009). On his side, Freire argues that education should focus on dialogue and socialization, rather than just cognitive knowledge acquisition, to prevent social domination by the privileged. He believes in education for liberation that promotes critical thinking and creativity, challenges oppressive structures, and empowers oppressed individuals to take action and free themselves from their oppressors. In this sense, social justice in education aims at challenging educational and social structures that change oppressive relationships and promote equality (Bell, 1997; Hackman, 2005; Kantzara, 2009; Murrell, 2006; Schende, 2022). To achieve this, teachers are mandated as the agents that must foster social justice (Cochran-Smith et al., (2010)

Neoliberal Logics in Public Education: The New Public Management

The requirements of efficiency and competitiveness associated with the corporate world have pervaded the public sphere and transformed the ways in which we understand society and the role of public institutions, such as the school (Laval, 2004). In this respect, the neoliberal logic, characterized by performativity, competition, and standardization, has become the “new normal” in the management of public services, in an attempt to make the former Weberian bureaucratic organization more effective and efficient (Dujarier, 2015). In this way, the introduction of corporate practices in the public sector has been called New Public Management (NPM) (Soto Lagos et al., 2016). The New Public Management model proposes the standardization of the processes and organization practices with a market-oriented rationale (Soto Lagos et al., 2016).

In the educational sphere, NPM has implied the introduction of policies seeking to the self-administration of individuals, the acquisition of measurable results, and evaluation of

performance of teachers and students by means of high accountability measures and standardized testing (Soto Lagos et al., 2016). Therefore, as education policies are systematic interventions that translate into the processes and resources used to obtain specific goals (Papanikos, 2011), this imply that the NPM can shape these policies by means of the curriculum as it declares the intentions of education and carries the values and beliefs of it (Mutale, 2018). Likewise, the New Public Management suggests the transference of values like efficiency and accountability to areas of education such as the curriculum, and teacher education programs. Evidence of this is what Sosu et al. (2010) have stated about Initial Teacher Education programs where they are required to provide teachers with necessary skills to be successful in their teaching. Finally, as for teacher training, the values behind the NPM can be seen in teacher training as it seeks for the development of skills and methods of teaching (O'Neill, 1986) and it is characterized by the performance-based or competency-based model of the training (Alexandre & Oliver-Trobat, 2004).

This market-oriented rationale has its ramifications in the liberal theory which rejects, for example, the distributive intervention of institutions in issues like equal distribution of resources Sautter and Schinke (2001). Likewise, social justice is criticized by liberal theory as it posits conflict with individual prerogatives to participate in the market economy. However, social justice in education can function inside a market-oriented setting by favoring access of the less-privileged to quality education. In this sense, the role of the state becomes paramount as it can enhance social justice or break it (Jackson, 2005).

Social Representations

In social psychology, social representations are defined as systems of knowledge, opinions, and beliefs connected to a specific social category, culture, or group (Rateau et al.,

2012). They consist of a structure whose elements interact actively and can be modified through cooperation among particular people of a social group. In other words, social representations are collectively produced through individual exchanges, communication, and exposure to mass communication. Therefore, the consensus that characterizes this structure of social representations gives social validity on opinions, information, and beliefs. In this sense, social representations allow us to comprehend the social environment. They play an important role in the division of social cohesion, labor, group differentiation, status, roles, professions, etc. In this regard, the representations of social justice of preservice teachers are in the realm of education where it is deemed that teachers construct specific beliefs, attitudes, and even dispositions toward specific issues in education. On the other hand, as representations pertain to subjects, the representations of social justice in teacher education programs are understood under the assumption that a collective of the educational area portrays specific ideologies, traits and objectives of education, and the role that teachers must have in education.

Research Problem

Social justice in education has cultural, social, individual and professional dimensions (Bell, 1997; Kantzara, 2009; Murrel 2016; Schende, 2022). In this regard, Murrel (2016) claims that it has become important for teaching practice to provide preservice teachers with multicultural competence. Similarly, within the Latin American context, Freire (1985, as cited in Ocampo, 2008) has postulated that social justice is at the core of education. All in all, there is a wide consensus among scholars on the social justice goal and role of education in society. However, little research has been carried out in relation to the representations of preservice teachers and teacher training programs (Ahmed, 2018; Ramos et al., 2021). These latter claim that, for example, in L2, the main focus of many English as a Foreign Language (EFL) teacher

education programs (TEPs) in Chile has been on developing students' communicative skills and disciplinary knowledge, however, they leave aside content that can contribute to address inequities in education. On their side, Tanase and Lucey (2016) scholarship might lack understanding of how math teachers view mathematics to prepare future citizens for social interactions as they conceive these principles as incompatible. Finally, Nganga (2019) states that U.S. colleges lack preparation towards issues like race, and ethnic and linguistic diversity. In this context, it becomes relevant to explore the representations of social justice as they are shared and constructed by preservice teachers and teacher training programmes. Such an understanding will provide us with information about the way in which a multifaceted notion of social justice is understood and, consequently, translated into pedagogical practices and discourse by teachers. Similarly, the literature on social representations of social justice has been scarcely systematized. A systematization of the literature would provide us with a panoramic view of the state of the art and would, thus, allow us to understand the focus of the research agenda and the amount of published work on the issue.

Therefore, the aim of this research is to explore the representations of social justice of preservice teachers and teacher education programs as present in the empirical literature published between 2012 and 2022. In this context, this systematic review study can provide us with an overview of the representations of social justice in PSTs and TEPs in order to inform how teacher training tackles social justice.

Research Question and Objectives

This study has set forth the following research question:

What are the representations of social justice of preservice teachers and teacher training programmes present in the empirical literature published between 2012 and 2022?

Objectives

The present study has set forth the following objectives:

General Objective. To analyze the representations of social justice of pre-service teachers and teacher training programmes as present in the empirical literature published between 2012 and 2022.

Specific Objectives.

1. To select a sample of research articles on representations of social justice in pre-service teachers and teacher training programmes.
2. To analyse thematically a sample of research articles on social justice representations of PSTs and TEPs.
3. To analyse the main theories, themes and results addressed by the selected literature in relation to PSTs and TEPs representations of social justice.

Chapter II: Methodology

The purpose of this study is to analyze the empirical literature on representations of social justice in preservice teachers and teacher training programs. This chapter provides a detailed description of the methodological design, instruments, procedures and analyses carried out to meet the objectives put forth.

Methodological Design

A systematic literature review is a type of bibliographic research that can be defined as “a way of synthesizing scientific evidence to answer a particular research question in a way that is transparent and reproducible, while seeking to include all published evidence on the topic and appraising the quality of this evidence” (Lamé, 2019, p. 1633). These reviews use systematic and explicit, accountable methods (Gough et al., 2012). According to Lamé (2019), systematic literature reviews “treat the process of reviewing the literature as a scientific process and apply empirical research concepts to make the review process more transparent and replicable and reduce the possibility of bias” (2019, p. 1634). Systematic reviews are characterized for:

- a) Explicit literature research question (or review question).
- b) Clear inclusion and exclusion criteria.
- c) Clear locations of the research report (e.g., databases).
- d) Ensuring the reliability of data extraction, processing and analysis.
- e) Interpreting the results taking into account limitations and considerations for further studies.

(Lamé, 2019)

For validity purposes, the present study benefited from the prescriptions proposed by the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (or PRISMA) (see, appendix, fig. 1). PRISMA a basic collection of evidence-based elements to include in reports for systematic reviews and meta-analysis (Rodrigues et al., 2022) which is widely used to warrant review quality. The general guidelines for a systematic literature review comprise the following steps (Page et al., 2021):

Table 1

General guidelines for systematic literature review (see, Appendix A, Figure 1, for the specific guidelines)

Introduction	Define the research problem and objectives of the review.
Methods	Describe the search strategy and selection criteria used to identify relevant studies. Specify the databases searched and the date range used, as well as any additional sources consulted.
Study selection	Clearly outline the inclusion and exclusion criteria for studies. Detail the process for screening articles and selecting studies for inclusion in the review.
Data extraction	Describe the process for extracting data from selected studies. This should include the data extraction tool used and the variables extracted.
Quality assessment	Detail the methods used to assess the quality of the included studies. This could include a critical appraisal of study design, sampling methods, data collection, and analysis procedures.
Data synthesis	Describe the methods used to synthesize data across studies. This could include a thematic analysis or meta-ethnography to identify common themes or concepts across studies.
Results	Report the results of the review, including the number of studies included and any key findings.
Discussion	Interpret the findings of the review in the context of the research question and objectives.

Conclusion	Summarize the key findings of the review and their implications.
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Using the PRISMA guidelines, a systematic literature review was conducted on 13 empirical articles taken from the Web of Science and Scopus scientific databases. These databases were chosen because they include high quality mainstream publications, most of which are peer reviewed. The article search was carried out on August 18th, 2022 and the key search terms were: pre-service teacher training; pre-service teacher training; pre service teacher training; preservice teacher education; pre-service teacher education; pre service teacher education; and social justice, combined with the Boolean operators AND and OR. The searches were filtered according to academic discipline (education and social sciences) and language (English and Spanish).

The syntax used in each search are:

Table 2

Syntax used for data extraction

<p>Wos (188 arts): ((((((TS=(preservice teacher training)) OR TS=(pre-service teacher training)) OR TS=(pre service teacher training)) OR TS=(preservice teacher education)) OR TS=(pre-service teacher education)) OR TS=(pre service teacher education)) AND TS=(social justice) and 6.11 Education & Educational Research (Citation Topics Meso) and 2022 or 2021 or 2020 or 2019 or 2018 or 2017 or 2016 or 2015 or 2014 or 2013 or 2012 (Publication Years) and Article (Document Types) and Education Educational Research (Web of Scienc</p>	<p>Scopus (276): (TITLE-ABS-KEY (pre AND service AND teacher AND training) OR TITLE-ABS-KEY (pre-service AND teacher AND training) OR TITLE-ABS-KEY (preservice AND teacher AND training) OR TITLE-ABS-KEY (pre AND service AND teacher AND education) OR TITLE-ABS-KEY (pre-service AND teacher AND education) OR TITLE-ABS-KEY (preservice AND teacher AND education) AND TITLE-ABS-KEY (social AND justice)) AND PUBYEAR > 2011 AND (LIMIT-TO (PUBSTAGE , "final")) AND (LIMIT-TO (DOCTYPE , "ar")) AND (LIMIT-TO (SUBJAREA , "SOCJ"))</p>
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Considering that the objective of the present article relates to the exploration of social justice representations of pre-service teachers and teacher training programmes, the inclusion

criteria consisted of articles that dealt directly with the relationship between teacher training and social justice in representations of social justice in preservice teachers and teacher education programs. On the other hand, the exclusion criteria were related to articles that dealt with teacher trainers, teacher educators, school managers, teachers, and in-service teachers in relation to social justice representations.

The data search output consisted of 464 articles, which were downloaded for a first screening process. To do so, the titles and abstracts of each article were read in order to make sure the articles dealt with the research topic. After the abstract reading, 449 articles were discarded, having a final sample of 15 articles. Finally, the selected articles were read in order to discard any non-empirical study and those that did not relate to the inclusion criteria. The final sample, after the screening and selection process, consisted of 13 articles.

Data Processing and Analysis

The articles were read and analysed using qualitative thematic analysis (Braun & Clark, 2006). This can be understood as “a method for identifying, analysing, and reporting patterns (themes) within data” (Boyatzis, 1998; in Braun & Clark, 2006). This method is widely used in the social sciences as it allows for the identification of interpretive patterns (themes) in data sets. The qualitative software atlas.ti ® was used to conduct the analysis in two coding phases. The first one consisted of an open coding stage that aimed at identifying recurrent topics in the data (see, Appendix B, Figure 2). Afterwards, the axial coding stage consisted of establishing meaningful relationships between the themes (Charmaz, 2008) (see, Appendix C, Figure 3).

The coding stages were carried out by the researcher under the supervision of a postgraduate qualitative researcher. The open coding stage resulted in 3508 codes, while the axial coding process resulted in 112 groups of codes.

Finally, the results of the coding stages were afterwards interpreted in the light of relevant theoretical perspectives. The results are presented in chapter 3.

After the selection criteria, the final data set is the following:

Table 3

Final data set (see, Appendix D, Figure 4, for more detailed information of the data set)

Author	Title
Peña-Sandoval, C., & Jiménez, T. L. (2020)	Ideologías curriculares y concepciones sobre diversidad y justicia social
Ahmed, K. S. (2018)	Evolving through tensions: preservice teachers' conceptions of social justice teaching. In <i>Teaching Education with Elementary Preservice Teachers</i>
Miller, K., & Weilbacher, G. (2019)	Examining the Intersection of Social Justice and State Standards
Shyman, E. (2019)	Exploring the role of perception of social justice in predicting attitudes toward inclusive education for students with disabilities: a formative investigation of a theory
Tanase, M. F., & Lucey, T. A. (2016)	Pre-service teachers' awareness of interdisciplinary connections: Mathematics, financial literacy, and social justice issues
Nganga, L. (2019)	Preservice teachers' perceptions and preparedness to teach for global mindedness and social justice using collaboration, critical thinking, creativity and communication (4cs)
Ajayi, L. (2016)	Preservice Teachers' Perspectives on Their Preparation for Social Justice Teaching
Exley, B., Woods, A., Lunn, J., Walker, S., & Whiteford, C. (2014)	Reconciling Dilemmas of Social Justice in Literacy Lessons: A Case Study of Preservice Primary Teachers

Nguyen, C. D., & Zeichner, K. (2019)	Second language teachers learn to teach for social justice through community field experiences
Ramos, L., Pérez, L., & Riquelme-Sanderson, M. (2021)	Social Justice in the Preparation of English Language Teachers
Chen, J. L., & Mensah, F. M. (2018)	Teaching Contexts That Influence Elementary Preservice Teachers' Teacher and Science Teacher Identity Development
Han, K. T., Madhuri, M., & Scull, W. R. (2015)	Two Sides of the Same Coin: Preservice Teachers' Dispositions Towards Critical Pedagogy and Social Justice Concerns in Rural and Urban Teacher Education Contexts
Lo, M. M. (2019)	Youth mentoring as service-learning in teacher education: Teacher candidates' ethical accounts of the self

Chapter III: Results

This study aims at exploring the representations of social justice by preservice teachers and teacher education programs as present in a sample of empirical literature retrieved from SCOPUS and WoS in the period 2012-2022. The articles were read and later thematically analyzed in order to identify the most relevant topics present in the studies. The present chapter presents the results of the thematic analysis of the literature review organized in a top-down fashion. Firstly, the overall results of the review will be presented, followed by the theoretical approaches exposed in the literature according to each emerging topic: definitions of social justice; social justice education; preservice teachers' representations of social justice; and teacher education programs and advocacy for social justice. Finally, the chapter will be concluded by presenting a synthesis of the main findings of the results.

Overall results

A first analysis regarding methods and publication years reveals that most of the studies used qualitative designs (78%), being case studies the most frequent (62%), followed by phenomenological studies (8%) and practitioner research (8%). On the other hand, quantitative and mixed methods studies are relatively scarce in the sample, making only 22% of the total sample. The following table (Table 4) shows the overall distribution of research designs within the sample.

Table 4

Types of studies and publication years

Type of studies	Methodologies	N° of articles	Publication year	%
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Quantitative	Reliability analysis (1)	1	2019	7%
Qualitative	Case studies (8)	10	2014 (1)	78%
	Phenomenological- interpretive (1)		2015 (1)	
	Practitioner research (1)		2016(1)	
			2018 (2)	
			2019 (4)	
			2020 (1)	
Mixed	Descriptive (1)	2	2016 (1)	15%
	Exploratory (1)		2021 (1)	

As we can see, the research area of PSTs and TEPs representations of SJ is one that is dominated by qualitative methodologies, which implies that the area has been researched mostly to analyse the experiences of individuals and small groups rather than larger populations. However, this trend has started to change since 2016, when the first quantitative study was published. This is reflective of an early development of the field, and it should be expected that more quantitative research be published in order to be able to analyze larger populations and have other research perspectives that complement the findings of qualitative studies.

Through the literature review, the emerging topics were selected and categorized in groups of codes in atlas.ti ®. 112 groups of codes were created, comprising 3508 codes. These groups were categorized in 3 major groups considering key concepts: social justice, pre-service teachers, and teacher education programs. Likewise, groups pertaining to definitions of social justice, social justice education, PSTs' representations of social justice, and teacher education programs and advocacy for social justice were selected to address the goals of this literature review, respectively. Definitions of social justice, and social justice education were included in the major group social justice. PSTs' representations of social justice were included in the major group of pre-service teachers. Finally, teacher education programs and

advocacy for social justice were included in the major group of teacher education programs. Therefore, the tendencies in terms of thematic contents suggest different approaches to social justice, as for example in education which address the principles it follows, and recommendations for preservice teachers and teacher training programs to engage in social justice practices. Another recurrent topic concerns the representations of social justice in preservice teachers, which approaches the factors and the conflicts they have regarding social justice. Finally, another recurrent topic deems how teacher education programs conceptualize teachers regarding its role in education. It also addresses the degree to which teacher education programs support social justice, how they can impact preservice teachers' representations of social justice, and the importance of integrating social justice in teacher education programs.

A detailed analysis of each theme is presented in the following subsections following a sequential order.

Definitions of Social Justice

This section presents the definitions of social justice and how it is addressed in the reviewed articles, indicating the number of articles that defined (or not) social justice in their frameworks.

Initially, from the 13 reviewed articles, 1 addressed social justice as access to any social aspect in a fair and impartial manner (Shyman, 2019); 1 addressed it as an approach that involves treating people fairly, respectfully, and with generosity (Miller & Weilbacher, 2019); 2 addressed social justice as critical thinking perspective (Nganga, 2019; Peña-Sandoval & Jiménez, 2020); and 2 defined social justice as redistribution, recognition, and representation (Fraser, 1997, 2008; as cited in Exley et al., 2014; Peña-Sandoval & Jiménez, 2020). This means that although all articles addressed social justice in their studies to some extent, only

46% directly defined social justice. Besides, 2 articles insufficiently defined (or not defined) social justice at any level (Han et al., 2015; Tanase & Lucey, 2016). However, it worth mentioning that social justice was defined by some authors in educational terms (as it can be seen in the next section) such as Ahmed (2018); Ajayi (2016); Chen and Mensah (2018); Lo (2019); and Ramos et al., (2021).

In this regard, Shyman (2019) describes social justice as social practices that are extended to the members of a society, ensuring they have fair and impartial access to any social aspect. On a similar line, Miller & Weilbacher (2019) define social justice as an approach that involves treating people fairly, respectfully, and with generosity. On their side, Nganga (2019), and Peña-Sandoval and Jiménez (2020) state that social justice fosters a critical perspective that promotes social action. Besides, these authors highlight that social justice is based on reciprocal recognition. Finally, Fraser (1997, 2008; as cited in Exley et al., 2014, p.163) provides a more detailed definition of social justice which incorporates the principles of redistribution, recognition, and representation. In this respect, the redistribution perspective focuses on economic dimensions. The author suggests that redistributive justice is about ensuring the resources of a society and distributing them with equity. Secondly, the author suggests that recognitive justice focuses on cultural and symbolic change by recognizing and valuing cultural diversity as well as by challenging negative social stereotypes and labels. Thirdly, representative social justice is associated with the right of members of a community to participate in decision making related to structures, content and practices of their institutions. Finally, the author suggests that it is not possible to talk about or work with justice ignoring these three principles of social justice. In this regard, Peña-Sandoval and Jiménez (2020) also define social justice regarding redistribution and recognition, although they do not approach the representative value of social justice.

To sum up, from the 13 articles, 46% of the literature defines social justice separated from any discipline. In this sense, the literature defines social justice as practices that refer to the right of members of society to participate in any social aspect in an impartial and fair manner. This includes the treatment of people with fairness, respect, and generosity. Besides, social justice is defined as a critical perspective that promotes social action. Finally, social justice is defined according to the principles of redistribution, recognition, and representation.

Social Justice Education

This section describes how social justice is conceptualized as a particular or specific domain within education. Thus, the section presents the principles that social justice education follows, the recommendations for PSTs to engage in social justice practices, and the recommendation for teaching training programs to engage PSTs in social justice practices.

To start, from the sample of articles, 1 article defined social justice education as a principle that holds up basic human rights and dignity (Nganga, 2019); 1 article addressed social justice in education in terms of redistribution, recognition, and representation which are encompassed in economic, social, and cultural dimensions (Exley et al., 2014); 1 addressed it as involving critical pedagogy, multicultural education, democratic education, and/or critically responsive education (Ahmed, 2018); 1 article addressed social justice in education focusing on students' learning as a priority, teacher's beliefs about their work, and teachers' social recognition of their work (Nguyen & Zeichner, 2019); and 11 articles gave recommendations for teacher training programs and PSTs to engage in social justice practices advocating for an activist role in education (Ajayi, 2016; Ahmed, 2018; Chen & Mensah, 2018; Exley et al., 2014; Han et al., 2015; Miller & Weilbacher, 2019; Nganga, 2019; Nguyen & Zeichner, 2019; Peña-Sandoval & Jiménez 2020; Ramos et al., 2021; Tanase & Lucey, 2016). Finally, it is

important to highlight that these articles might address social justice in education according to more than one of the categories stated in this paragraph.

More specifically, Nganga (2019) defines social justice as a principle that holds up basic human rights and dignity. In this regard, Exley et al. (2014) links social justice principles to the educational realm by suggesting that redistributive justice in educational policies should address economic disadvantages, and also question the privilege of mainstream knowledge which is socially shared and validated through social norms. Besides, the principles of redistributive justice in education work to prioritize literacy skills, resources, and practices valued by society. Likewise, recognitive justice in education includes measures that not only recognise but also celebrate and value cultural diversity. Furthermore, the authors claim that, in primary schooling, representative justice is about parent and community consultation and inclusion in curricular decisions. In this way, the principles of social justice entrenched in education are approached by other authors giving their own visions on the issue. For example, Ahmed (2018) proposes that the principles of social justice in education involve culturally responsive education, democratic education, critical pedagogy, and multicultural education. Similarly, Miller and Weilbacher (2019) state that social justice incorporates and fosters the teaching of controversial issues which are often perceived as conflictive and intimidating. Finally, Nguyen and Zeichner (2019) mention three components of social justice that focus on prioritizing students' learning, teachers' beliefs about their work, and social recognition of teacher's work. The first component proposes a multidimensional view of students' learning as the primary aim of teaching. This includes learning built on students' cultural and linguistic backgrounds as well as the consideration of the social and emotional development of students. The second dimension is related to teachers' beliefs about their work, knowledge of subject matter, and how their students learn, including the quality of the relationship within the school

community, the expectations teachers have on their students, and how they implement teaching practices. Finally, the third dimension implies the recognition of the teachers' work in relation to social and political contexts which affect life chances of students. This dimension proposes that with political consciousness, teachers can help to disrupt or support educational and social inequalities.

Recommendations for PSTs to Engage in Social Justice Practices

This section addresses how the reviewed literature addresses PSTs and offers some recommendations to engage them in social justice practices.

PSTs as Agents that Challenge Institutional Inequality. The literature emphasizes the activist role of teachers through social justice teaching. For example, Ajayi (2016) and Nganga (2019) define social justice teaching (or SJT) as a perspective that questions social and institutional inequalities. In this sense, Ajayi (2016) claims that PSTs should challenge the government to provide resources such as qualified teachers, materials and funding. In this line, Ahmed (2018) highlights that having high expectations on students and the recognition of an inequitable structure demonstrate social justice orientations in teaching. Furthermore, Exley et al. (2014) state that a socially just teacher would encourage students to critically examine oppression at institutional, cultural, and individual levels and to take up social action in the service of social change.

PSTs that Observe Diversity. Social justice teaching is committed to achieving social justice, and aims to unveil the assumptions of knowledge, viewing it from diverse ethnic and cultural perspectives, and using knowledge to guide action that will create a humane and just world (Ajayi, 2016; Miller & Weilbacher, 2019). In this line, Exley et al. (2014) suggest that teachers inclined to social justice need to observe diversity and have effective tools to offer pedagogical solutions to issues related to privilege and power that foster institutionalized

systems of inequity. Likewise, Nguyen & Zeichner (2019) point out the relevance of political consciousness in teachers and that they need to recognize the knowledge and interests of multiple social cultural groups. They emphasize that PSTs should reflect on ethnic diversity and injustices through the development of their own class material.

PSTs' Recommendations in Specific Disciplines. In this sense, in social justice teaching applied to specific subjects like math and financial literacy, Tanase and Lucey (2016) suggest that elementary, middle, and high school PSTs need to cultivate understandings of mathematical and financial literacy to create socially authentic learning opportunities for their students that might later affect their access to economic capital. On their side, in science teaching, Chen and Mensah (2018) suggest that science methods courses must encourage PSTs to construct a social justice teacher identity toward science teaching as PSTs can give rise to equitable teaching practices. Regarding EFL teaching, Nguyen and Zeichner (2019) suggest it is necessary that PSTs advocate for social justice discourses as part of L2 education as inequality in access to English learning has become a great concern in many societies. Finally, the role that PSTs have to adopt to achieve social justice is emphasized by Peña-Sandoval and Jiménez (2020) who suggest that the goal to achieve educational equity and social justice depends on PSTs and educators for the most part. In this line, Miller & Weilbacher (2019) state that effective teaching education for social justice depends on PSTs' readiness and disposition to it. Ramos et al. (2021) support this agentive role of teachers; however, they argue that teachers are not able to incorporate social justice into the curriculum on their own as they need support from other social actors.

Recommendation for Teaching Training Programs to Engage PSTs in Social Justice Practices

Ajayi (2016) states that social justice teacher training programs should equip PSTs with the tools to fight for resources that provide equitable opportunities to reach their full development. Besides, the author claims that teacher training for social justice teaching should train teachers to teach lessons that promote critical thinking and support agency for social transformation. In this sense, Ramos et al. (2021) note that training social justice teachers has the ultimate goal of fostering social change by responding to educational needs to reduce inequities and injustices.

They point out that a systemic perspective on social justice education is needed to effectively tackle social injustice. Likewise, Nguyen and Zeichner (2019) argue about the need for teachers to be prepared to teach in ways that contribute to diminish inequalities. Finally, when it comes to rural schools, Han et al. (2015) suggest that rural PSTs should be provided opportunities to do practicum and student teaching experience exchanges with the urban schools.

To sum up, most of the literature (84%) addresses social justice education focusing on the role of teachers as relevant agents for the encouragement and implementation of social justice within the school context. In this sense, social justice education is defined as a principle that supports basic human rights and dignity. It is considered under the scope of redistribution, recognition, and representation as proposed by Exley et al. (2014). Besides, it focuses on prioritizing students' learning, teachers' beliefs about their work, and social recognition of teacher's work. On the other hand, the literature offers recommendations for PSTs to engage in social justice practices regarding institutional challenge and consideration for diversity.

There are also recommendations in specific disciplines for PSTs. Finally, recommendations for teaching training programs are made.

Preservice Teachers' Representations of Social Justice

This theme describes the representations of preservice teachers regarding social justice. Therefore, this section addresses the articles that dealt with PSTs' representations of social justice, the factors that influence PSTs' representations of social justice, and the challenges PSTs might face when approaching social justice.

On the one hand, from the sample of reviewed articles, 10 addressed representations of social justice in PSTs, the factors that might influence PSTs representations of social justice; and PSTs' challenges when approaching social justice in their teaching (Ahmed, 2018; Ajayi, 2016; Chen, & Mensah, 2018; Exley et al., 2014; Han et al., 2021; Lo, 2019; Miller & Weilbacher, 2019; Nguyen & Zeichner, 2019; Ramos, et al., 2021; Shyman, 2019); and 3 did not address any of the above mentioned topics. The fact that these 3 articles did not address PSTs representations of social justice at any level, implies that they addressed other areas that involved PSTs in, for example, how PSTs adhered to particular curricular ideologies (Peña-Sandoval & Jiménez, 2020); how PSTs connected math, financial literacy, and social justice (Tanase, & Lucey, 2016); and PSTs representations and preparedness to teach for global mindedness and social justice (Nganga, 2019). However, this author still provides context and solid information in the present research as it can be stated in the other themes that emerged during this review.

More in detail, Ahmed (2018); Ajayi (2016); Chen, & Mensah (2018); Exley, et al. (2014); Han et al. (2021); Lo (2019); Miller & Weilbacher (2019); Nguyen & Zeichner (2019); Ramos et al. (2021); and Shyman (2019) approached preservice teachers'

representations of social justice, the factors that influence it, and the challenges that PSTs might face when approaching it in the school context. The authors address these topics from different perspectives such as qualitative, quantitative, and mixed-methods. The instruments used were surveys, focus group activities, lesson plans, written reflections, and observations. These instruments include questions that aim to elicit PSTs' definition of social justice, how they incorporate its principles into teaching, and how they reflect upon their biases and privileges. These instruments also include items assessing PSTs's attitudes and beliefs about social justice, and their level of commitment to social justice.

Therefore, the findings of the application of such instruments suggests that preservice teachers' representations of social justice are subjective and that they are not static as they can be influenced, for example, by interpersonal tensions with community members at school, and teacher education programs (Ahmed, 2018, p.10; Ramos et al., 2021). On this score, these authors state that preservice teachers define social justice using concepts like equity, love, inclusiveness. In this regard, Shyman, (2019), in his reliability analysis studying representations of social justice and attitudes toward inclusive education, stated that representations of social justice in PSTs indicated a significant correlation to attitudes toward inclusive education, consisting of a moderate support for inclusive education. In this context, Exley et al. (2014), argue about the limited understanding of social justice by PSTs, especially when it comes to redistributive justice. Additionally, Nganga (2019) states that PSTs' knowledge of social justice issues is limited. Likewise, Han et al. (2015) in their study on service-learning claims that PSTs initially adhered more to technical knowledge rather than emancipatory knowledge which seeks social emancipation and understanding of social issues, and that PSTs understanding of social justice education might be shallow.

Factors that Influence PSTs' Representations of Social Justice

As for the factors that influence PSTs' representations of social justice teaching, the literature highlighted fieldworks like student-teaching tension, community field experiences, service-learning, and youth-mentoring. For example, student-teaching tensions might influence PSTs representations of social justice teaching. This is proposed by the study carried out by Ahmed (2018) which dealt with how tensions might shape PSTs' representations of social justice. This study suggests that PSTs representations of social justice may evolve through tensions to adopt an agentic role to empower students. Furthermore, the literature evidences the influence of community field and service-learning experiences in PSTs representations of social justice by proposing that “by integrating service learning in practicums, pre-service teachers can also learn about and from their students, contextualize their instruction while reflecting on their identities and their social and educational contexts.” (Ramos et al., 2021, p.4). Likewise, same as service-learning, community field experiences might transform perspectives of equity and social justice in PSTs (Nguyen & Zeichner, 2019). In this regard, Chen & Mensah (2018) reported that participants (PSTs) in a science methods course became more aware of inequalities in different communities and took on a socially just approach to teaching in a community field experience. On the other hand, Lo (2019) in her study carried out in Hong Kong mentioned that PSTs in youth-mentoring experiences had the chance to approach social inequality and advocate for it; however, this experience did not have the same impact on every PSTs as there were tensions that led them to abandon social justice advocacy. Finally, even when the benefits of community field and service-learning in PSTs representations of social justice are highlighted, it is also important to pay attention to the quality of courseworks and student-teaching exposure as they play a key role in PSTs training

(Chen, & Mensah, 2018). In this regard, the literature states that PSTs may voice but not practice social justice in their teaching, and although PSTs might report social justice-oriented values, they may adopt inequitable practices (Miller & Weilbacher, 2019).

Challenges that PSTs might Face When Addressing Social Justice

Finally, according to the literature, there are some challenges that might be faced by PSTs in addressing social justice. These challenges are expressed in fear when dealing with social justice issues (Miller & Weilbacher, 2019). These authors claim that PSTs try to neutralize issues of social justice in the classroom to make them appropriate to children and avoid controversy with members of the community. Additionally, PSTs conflict with personal views on social justice and social justice teaching as they might contradict each other (Ahmed, 2018). This might be explained as the author suggests that PSTs' conflict with community members help them adopt their own thinking about social justice teaching. On the other hand, preservice teachers might grapple with what they aspire to do versus what they could realistically accomplish (Miller & Weilbacher, 2019) as PSTs might conflict with the implementation of social justice and what mandated the school's curriculum (Ajayi, 2016). This can be explained by Miller & Weilbacher (2019) as curriculum is commonly pervaded with standards and technical knowledge and usually this knowledge is used to avoid social justice topics.

To sum up, most of the literature reviewed (76%) addresses PSTs representations of social justice, the factors that influence their representations, and the challenges they might face. In this sense, PSTs' representations of social justice are subjective and not static, although limited in the sense of redistribution, knowledge about social justice issues, and adherence mostly to technical knowledge. Generally, PSTs define social justice using concepts like

inclusiveness, love, and equity. Likewise, the factors that might influence and broaden PSTs' representations of social justice are student-teaching tensions, and fieldwork such as community field experiences, service-learning, and youth-mentoring. Finally, the challenges that PSTs might face in addressing social justice in education imply conflict with personal views on social justice and social justice teaching; fear when dealing with social justice issues; and tensions with their expectations to do something against what they could realistically accomplish as they might be challenged by the actual school curriculum.

Teacher Education Programs and Advocacy for Social Justice

This theme tackles how TEPs conceptualize teachers from the social justice perspective, the extent to which TEPs advocate for social justice, how TEPs can impact PSTs representations of social justice, and the importance of integrating social justice in TEPs.

On the one hand, from the sample of 13 articles, 9 articles addressed the visions that TEPs have about teachers, the extent to which TEPs advocate for social justice, how TEPs can influence PSTs' representations of social justice, and the importance of integrating social justice in the curriculum (Ahmed, 2018; Ajayi, 2016; Chen & Mensah, 2018; Han et al., 2015; Lo, 2019; Miller & Weilbacher, 2019; Nguyen & Zeichner, 2019; Peña-Sandoval & Jiménez, 2020; Ramos et al., 2021).

In this respect, some authors propose two visions that teacher education programs have about teachers (Ahmed, 2018; Han et al., 2015; Miller & Weilbacher, 2019; Ramos et al., 2021). There are teacher education programs (or TEPs) that conceive teachers as mere technicians who are required and pressured to be equipped with technical knowledge rather than critical thinking and creative skills oriented to professional autonomy (Han et al., 2015), but on the contrary there are other programmes that see teachers as social justice advocates

who propose strategies that promote the understanding and commitment to social justice principles such as service-learning methodologies (Ahmed, 2018; Ramos et al., 2021; Miller & Weilbacher, 2019).

When referring to TEPs adherence to social justice principles, there are authors that state that TEPs neglect or avoid social justice, while there are others that promote it. On the one hand, according to Peña-Sandoval & Jiménez (2020), teacher education programs lack progress towards issues such as gender, diversity, rural education, and multiculturalism. Likewise, Ajayi (2016) who studied PSTs' representations on how TEPs prepared to use social justice in rural schools, states that TEPs "(...) did not prepare them to use social justice to connect their instruction to specific constraints on their practices such as poor funding, fewer instructional resources, and less qualified and experienced teachers" (p.64). Furthermore, Han et al. (2015) highlights that diversity and social justice contents or skills are neglected in teacher education programs. In this trail of thought, it is also stated that educating and advocating for social justice has not been actively approached by general TEPs (Ramos et al., 2021). Finally, Lo (2019) claims that ethical dimensions of teaching and the individual teacher's ethical beliefs and practices are neglected or not explicit in TEPs. In general, the reviewed literature argues on that generally TEPs does not cover issues of social justice (Ajayi, 2016; Han et al., 2015; Lo, 2019; Peña-Sandoval & Jiménez, 2020; Ramos et al., 2021).

On the other hand, some authors suggest that TEPs can influence PSTs representations of social justice. Nguyen and Zeichner, (2019) state that TEPs can influence teachers' beliefs, dispositions, and attitudes. In this sense, Ahmed (2018) in his study in US urban, high-poverty schools that aimed at demonstrating PSTs' evolution of representations of social justice, demonstrated that a TEP oriented to social justice strongly influenced PSTs representations as

they faced student-teaching tensions that led them to shape their vision of social justice in structural, relational, and personal levels. On their side, Chen & Mensah (2018); Lo (2019); and Ramos et al. (2021) argue that fieldwork like service learning, youth mentoring, and community field experiences can influence PSTs representations of social justice as they can be a tool for PSTs to have direct contact with the reality surrounding them and provide enriched learning experiences and opportunities to solve problems.

Finally, Ramos et al. (2021) argue about the importance of integrating social justice principles in TEPs. They state that TEPs need to make teachers understand and address the social, economic, and power relations that have systematically restricted the possibilities that students and families have to thrive. In this regard, they agree that TEPs can address structural inequities no matter their subject matter.

To sum up, 9 articles addressed the visions that TEPs have about teachers, the extent to which TEPs advocate for social justice, how TEPs can influence PSTs' representations of social justice, and the importance of integrating social justice in the curriculum. In this sense, the literature states that TEPs can see teachers as technicians or as social justice advocates. Besides, there are TEPs that advocate for social justice, while there are others that neglect or avoid its principles. In this sense, the literature shows that TEPs usually do not cover social justice in their programs. On the other hand, literature states that TEPs can influence teachers' beliefs, dispositions, attitudes, and PSTs representations of social justice through student-teaching tensions and fieldwork. Finally, the importance of adhering social justice principles to TEPs lies in the fact that TEPs can make teachers understand and address social, economic, and power relations that have systematically restricted the possibilities that students and families have to thrive. Likewise, TEPs can serve to address structural inequities no matter their subject matter.

Synthesis of the Results

To sum up, these are the main themes identified in the literature: definitions of social justice; social justice education; preservice teachers' representations of social justice; and teacher education programs and advocacy for social justice.

Firstly, the findings indicate that although most literature does not address social justice in isolation, it considers the concept in the educational realm.

Likewise, social justice education is defined as a principle that supports human rights and dignity; it is defined considering the principles of redistribution, recognition, and representation; and in terms of prioritizing students' learning, teachers' beliefs about their work, and social recognition of teacher's work. Besides, most of the literature (84%) addresses social justice education focusing on teachers' role in education. In this regard, literature offers recommendations for PSTs and teacher training programs to engage PSTs in social justice practices.

On the other hand, PSTs representations of social justice are defined in terms of inclusiveness, love, and equity. The literature states that, however, these representations are limited, not static, and that they can be shaped. In this context, the factors that can influence and broaden PSTs' representations of social justice are fieldworks like student-teaching tension, community field experiences, service-learning, and youth-mentoring. Finally, the challenges that PSTs might face in addressing social justice in education imply conflict with personal views on social justice and social justice teaching; fear when dealing with social justice issues; and tensions with their expectations to do something against what they could realistically accomplish as they might be challenged by the actual school curriculum.

Finally, literature states that TEPs can see teachers as technicians or social justice advocates. However, TEPs commonly do not cover social justice issues. On the other hand, it is stated the importance of TEPs in shaping teachers' beliefs, dispositions, attitudes, and PSTs representations of social justice through student-teaching tensions and fieldwork.

To sum up, a graphic representation of the main results is presented in table 5 below:

Table 5

Results

Theme	Subthemes	Approach	Authors	%
Definitions of social justice		Social justice as practices to foster fairness.	Shyman, 2019	46%
		Social justice as an approach to treating people respectfully, with fairness and generosity.	Miller & Weilbacher, (2019)	
		Social justice as a critical thinking perspective.	Nganga (2019); Peña-Sandoval & Jiménez, (2020)	
		Social justice as redistribution, recognition, and representation.	Fraser (1997, 2008) in Exley et al. (2014); Peña-Sandoval & Jiménez, (2020)	

Social justice education	Definitions of social justice education	Social justice education as redistribution, recognition, and representation.	Exley et al. (2014)
		Social justice education as culturally responsive education, democratic education, and critical pedagogy.	Ahmed (2018)

Social justice education as teaching controversial issues. Miller & Weilbacher (2019)

Social justice education prioritizes students' learning teachers' beliefs about their work, and social recognition of the teacher's work. Nguyen & Zeichner (2019)

Social justice education hold up basic human rights and dignity. Nganga (2019)

Recommendations for PSTs to engage in social justice practices:

PSTs as agents that challenge institutional inequality

Social justice education as social justice teaching that questions social and institutional inequalities.

Ajayi (2016); Ahmed (2018); Exley et al. (2014); Miller & Weilbacher (2019); Nganga (2019); Nguyen & Zeichner (2019); Peña-Sandoval & Jiménez (2020); Ramos et al. (2021)

PSTs should challenge the government to provide resources.

Ajayi (2016)

PSTs that observe diversity

PSTs have to implement social justice through class materials.

Nguyen & Zeichner, (2019)

PSTs have to challenge and interrogate the hegemony of knowledge.

Ajayi (2016)

PSTs' recommendations in specific disciplines

PSTs need to connect math, financial literacy, and social justice.

Tanase & Lucey (2016)

PSTS have to construct a social justice teacher identity toward science teaching. Chen & Mensah (2018)

PSTs need to advocate for social justice discourses in L2 education. Nguyen & Zeichner (2019)

Recommendations for teaching training programs to engage PSTs in social justice practices Rural PSTs should be provided opportunities to do practicums in urban settings. Han et al. (2015)

Social justice TEPs should equip PSTs to fight for resources that provide equitable opportunities to reach students' full development. Ajayi (2016)

Training social justice teachers has to foster social change by responding to educational needs to reduce inequities and injustices. Ramos et al. (2021)

86%

Preservice teachers' representations of social justice	PSTs' conceptions of social justice are subjective, not static, and influenceable	Ahmed (2018) Ramos et al. (2021)
	PSTs define social justice as equity, love, and inclusiveness.	Ahmed (2018); Ramos et al. (2021)
	PSTs' conceptions of social justice as attitudes towards inclusive education.	Shyman (2019)
	PSTs' representations of social justice are limited.	Exley et al. (2014)
	PSTs should be ready and have a disposition for social justice.	Shyman (2019)

Participants stated that social justice education advocates for equity, fairness, just distribution of resources, and privilege students and families. Miller & Weilbacher (2019)

PSTs demonstrated adherence to technical knowledge, and their understanding of social justice education might be shallow. Han et al. (2015)

Factors that influence PSTs' representations of social justice Perceptions of social justice are interconnected to teacher dispositions. Shyman (2019)

PSTs' representations of social justice are influenceable by tensions, community field experiences, service-learning, youth mentoring. Ahmed (2018); Chen & Mensah (2018); Nguyen & Zeichner (2019) Ramos et al. (2021); Lo (2019)

Challenges that PSTs might face addressing social justice PSTs may be conflicted by personal views, fear, and tensions with their expectations. Ahmed (2018); Ajayi (2016); Miller & Weilbacher (2019)

PSTs may voice but not practice social justice in their teaching. Miller & Weilbacher (2019)

76%

Teacher education programs and advocacy for social justice

TEPs can see teachers as social justice advocates. Ahmed (2018); Miller & Weilbacher (2019); Ramos et al. (2021)

TEPs neglect or avoid social justice. Ajayi (2016); Han et al. (2015); Lo (2019); Peña-Sandoval & Jiménez, (2020); Ramos et al. (2021)

TEPs can advocate for social justice.	Nguyen & Zeichner (2019)
TEPs can influence teachers' beliefs, dispositions, and attitudes, and PSTs' representations of social justice.	Ahmed (2018); Nguyen & Zeichner, (2019)
TEPs need to approach social justice to address structural inequalities.	Chen & Mensah; (2018); Lo (2019); Ramos et al. (2021)

69%

Chapter IV: Discussion

The present study aims at exploring the representations of social justice of preservice teachers and teacher education programs. To do so, a systematic literature review was conducted on 13 research articles. Using thematic analysis, the main topics in the literature were identified and reported in Chapter 3. The main results indicate that preservice teachers' representations of social justice are subjective and not static. Besides, these representations include concepts like love, inclusiveness, and equity. In this sense, the representations of social justice are interconnected to teacher dispositions and attitudes. On the other hand, social justice topics and/or principles are not commonly covered in teacher education programs (TEPs). Besides, TEPs can influence preservice teachers' representations of social justice through service learning, youth mentoring, and community field experiences. This chapter presents the discussion of the results in the light of relevant literature.

Overall, the results indicate that social justice is defined as a multifaceted concept which can be understood and applied in many forms and dimensions (Fraser, 1997, 2008; Miller & Weilbacher, 2019; Nganga, 2019; Shyman, 2019). In this regard, the most recurrent definition of social justice education in the literature proposes that social justice education is in line with the broader aims of social justice such as the questioning social and institutional inequalities (Jackson, 2005; Watts & Hodgson, 2019). In this respect, social justice education follows a critical and transformative perspective of society.

Likewise, the results suggest that teachers would be the agents with the highest degree of responsibility in promoting social justice. Such perspective can be related to the perspective of high individual accountability promoted by neoliberal discourses relying on individual agency rather than on organisational approaches to social issues which consider collaboration

among social actors as key to successful social intervention (Guerrero, 2017). The effects of neoliberal actions and NPM logics have been widely accounted for, some of them are directly related to the growing rates of school segregation, and thus, increasing rates of educational injustice (Soto Lagos et al., 2016), that have affected the Chilean society since the military regime with its NPM education policies (Ávalos & Bellei, 2019).

On the other hand, the findings indicate that PSTs' representations of social justice might align with critical theory principles (Fraser & Jaeggi, 2018; Schende, 2022; Strunk & Betties, 2019). However, the literature suggests that PSTs only locate their action inside the schools, leaving aside other structural aspects of questioning like curriculum, teacher training, educational policy, and planning (Shende, 2022). This situation unveils the fact that, while the theory poses an important critique of the current social system at the macro level, the actions and recommendations are oriented towards the micro levels, in specific, to teachers as social transformation agents. The focalisation on actions at the micro level, even though important, does not necessarily imply improvement at the macro level, and might present the risk of confining social justice principles to individual actions that depend on the commitment of individuals, rather than elaborating plans at the organisational and state level. A social -or state- approach towards social justice would tackle social injustice systemically from different areas of critical importance, such as education, health, social security and work, since social justice is not exclusive to education.

Finally, TEPs generally adhere to the notions of accountability in the NPM era (Soto Lagos et al., 2016). However, although most literature shows adherence to social justice principles, they do not seem to consider PSTs as subjects of social justice.

Definitions of Social Justice

The reviewed literature proposes that social justice is a multifaceted concept as it is defined as practices that foster fairness (Shyman, 2019); as an approach to treating people respectfully, with fairness and generosity (Miller & Weilbacher, 2019); as a critical thinking perspective that promotes social action (Nganga, 2019); and as a project seeking for redistribution, recognition, and representation (Fraser, 1997, 2008, as cited in Exley, et al., 2014).

In this context, although a limited 46% of the literature explicitly addressed the definition of social justice in their frameworks, the described principles of social justice are in line with authors like Cournoyer (2016); and Watts and Hodgson (2019) who state that social justice might be considered inside different levels of analysis and that it can be applied in many forms and dimensions. In this sense, social justice in education is broadly addressed, although not necessarily explicitly defined by a 84% of the reviewed literature (Ajayi, 2016; Ahmed, 2018; Chen & Mensah, 2018; Exley et al., 2014; Han et al., 2015; Miller & Weilbacher, 2019; Nganga, 2019; Nguyen & Zeichner, 2019; Peña-Sandoval & Jiménez 2020; Ramos et al., 2021; Tanase & Lucey, 2016). In this regard, the provided definitions of social justice by the literature state that the principles of social justice have economic, social, and cultural dimensions (Jackson, 2005). These dimensions also suggest the right to address social disadvantage. Therefore, social justice suggests rights such as the right to employment, housing, social security, education, etc. In this latter, the reviewed literature approaches social justice concerning education whose focus is limited to the role of teachers, which will be reviewed in the next section.

Social Justice Education

Social justice education is defined as a principle that supports basic human rights and dignity (Nganga, 2019). It is considered under the scope of redistribution, recognition, and representation (Exley et al., 2014). Besides, it focuses on prioritizing students' learning, teachers' beliefs about their work, and social recognition of teachers' work (Nguyen & Zeichner, 2019). The literature also offers recommendations for PSTs to engage in social justice practices (Ahmed, 2018; Ajayi, 2016; Nganga, 2019; Exley et al., 2014; Miller & Weilbacher, 2019). There are also recommendations in specific disciplines for PSTs (Chen & Mensah, 2018; Miller & Weilbacher, 2019; Nguyen & Zeichner, 2019; Peña-Sandoval & Jiménez, 2020; Ramos et al., 2021; Tanase & Lucey, 2016). Besides, literature also makes some suggestions to engage PSTs in social justice (Ajayi, 2016; Han et al., 2015; Nguyen & Zeichner, 2019; Ramos et al., 2021).

As stated before, the literature mostly addresses social justice entrenched in the realm of education. In this context, the ideas proposed by the reviewed literature are in line with the aims of social justice: questioning social and institutional inequalities (Jackson, 2005; Watts & Hodgson, 2019). Besides, the proposed approach to social justice education comprehends social action and critical thinking in their definitions of social justice in structural terms (Thompson, 2002; Watts & Hodgson, 2019) as it asks PSTs to engage in practices that challenge institutions (Ajayi, 2016; Ahmed, 2018, Exley et al., 2014; Nganga, 2019). Nevertheless, the literature suggests that teachers are the only ones responsible to promote and foster social justice. In this sense, as the literature suggests that social justice must challenge institutions responsible for inequality, it should be assumed that social justice is regarded as a tool to approach an issue (or different social issues) as described in literature. Therefore, it

suggests that the discourse behind the literature might lean towards a perspective that promotes individual responsibility and accountability of teachers when implementing or fostering social justice in education over a more systemic and social approach to the phenomenon; a view which aligns with the New Public Management. The neoliberal foundations of New Public Management propose that teachers are the main responsables to fix the problems of education by taking individual responsibility of what happens in the school, ignoring the fact that other actors and factors are relevant in the education process, such as the other relevant factors not questioned the vulnerable structures in which teachers work (Soto Lagos et al., 2016). This might have implications in education as teachers will have to account for their social justice practices along with disciplinary goals of students. In this context, a social implication includes the responsabilization of teachers in education could deviate the focus of other agents in education which are also relevant to approach social justice, e.g. principals and school administrators (Özdemir, 2017; Turhan, 2010)

Preservice Teachers' Representations of Social Justice

PSTs representations of social justice are defined using concepts like inclusiveness, love, and equity (Ahmed, 2018, Ramos et al., 2021). However, PSTs' representations of social justice might be limited (Han et al., 2015; Nganga, 2019; Shyman, 2019; Exley et al., 2014). Besides, the literature states that PSTs' representations of social justice are subjective, and can be shaped (Ahmed, 2018; Ramos et al., 2021). In this context, the factors that influence PSTs' representations of social justice are fieldworks like student-teaching tension, community field experiences, service-learning, and youth-mentoring (Ahmed, 2018; Chen & Mensah, 2018; Lo, 2019; Miller & Weilbacher, 2019; Nguyen & Zeichner, 2019; Ramos et al., 2021). Finally, the challenges that PSTs might face in addressing social justice in education imply conflict

with personal views on social justice and social justice teaching; fear when dealing with social justice issues; and tensions with their expectations to do something against what they could realistically accomplish as they might be challenged by the actual school curriculum (Ahmed, 2018; Ajayi, 2016; Miller & Weilbacher, 2019).

The results, on the one hand, indicate that PSTs align to some extent with the principles of critical theory which favour equity and inclusion (Fraser & Jaeggi, 2018; Schende, 2022; Strunk & Betties, 2019). However, through the reviewed literature, PSTs conceived their agentive role inside the school classroom. This can be seen, for example, in Chen & Mensah's (2018) study on science teachers' identity which concluded that PSTs' "(...) understandings of inequities in schools and teaching for social justice were deepened and challenged." (p.16) by the contact with real context issues. In this line, Miller & Weilbacher (2019) explored the relation between learning standards and social justice activities in lesson plans. They postulate that PSTs were challenged trying to make practical connections between social justice and standards in teaching. Besides, Han et al. (2015) in their study on community field experiences in Hong Kong demonstrated that preservice teachers recognized the importance of including diverse students in the classroom, although their reflections did not translate into praxis.

Therefore, the representations about social justice that PSTs have are mostly oriented towards the classroom, which is good on the one hand, but non-comprehensive of the many dimensions of the phenomenon, as SJ has many dimensions. In this sense, the results indicate that PSTs do not challenge major structural dimensions of education, which are objects of critical theory: curriculum, teacher training, educational policy analysis, and planning (Shende, 2022). Additionally, it is important to note that these studies might have conditioned the responses of preservice teachers as they assumed the agentive role of teachers in a specific

place which is the classroom. Additionally, as preservice teachers' representations might suggest a limited understanding of social justice as they do not note the implications of social justice in economic, cultural, and social dimensions (Jackson, 2005), Freire (1992; as cited in Lucio- Villegas, 2015) states that it is important that teachers understand that their role in education emerged to bring about social transformation and justice.

However, the results indicate that PSTs' representations of social justice can be influenced and broadened by fieldwork and practical or clinical experiences (Ahmed, 2018; Chen & Mensah, 2018; Lo, 2019; Nguyen & Zeichner, 2019; Ramos et al., 2021). This suggests that PSTs can engage in practicums and observations that allow them to participate, identify and reflect on the different agents and levels of education so that they can understand their limitations as social justice advocates in their own contexts, and instead of advocating for social justice in all aspects, they can question other agents which are also responsible of education. In this sense, preservice teachers can also bring justice for them by reflecting on the responsibilities that other agents have inside education.

Teacher Education Programs and Advocacy for Social Justice

The results indicate that TEPs representations of teachers can be grouped as either teacher technicians or social justice advocates (Ahmed, 2018; Han et al., 2015; Miller & Weilbacher, 2019; Ramos et al., 2021). Regardless of the conceptions, TEPs commonly do not cover social justice issues as an integral part of their curricula (Ajayi, 2016; Han et al., 2015; Lo, 2019; Peña-Sandoval & Jiménez, 2020; Ramos et al., 2021). This situation of lack of formal training on social justice is very relevant as TEPs can shape teachers' beliefs, dispositions and attitudes towards social justice (Ahmed, 2018; Chen & Mensah, 2018; Nguyen & Zeichner, 2019; Lo, 2019; Ramos et al., 2021).

The literature reviewed suggests that most TEPs might commonly adhere to a technical and “efficiency-oriented” view of education (Reiter & Klenk, 2018) as the programmes focus on teacher training based on standardised curricula and examination systems, which is in line with current views of education that foster competition and rankings based on standardised metrics such as PISA. These views of education are coherent with the neoliberal model of production and individual exacerbation (Soto Lagos et al., 2016). For example, the fact that teachers are to be accountable for the results of their students in standardised tests might have a negative effect in their teaching through an education process centred on testing (Miller & Weilbacher, 2019).

On the other hand, although most of the reviewed literature seems to advocate for a social justice approach in education, the articles do not present a view of social justice education as a societal issue, but mostly as a teacher responsibility (Ahmed, 2018; Ajayi, 2016; Chen & Mensah, 2018; Han et al., 2015; Lo, 2019; Miller & Weilbacher, 2019; Nguyen & Zeichner, 2019; Peña-Sandoval & Jiménez, 2020; Ramos et al., 2021). In this respect, even though the role of teachers is pivotal for the creation and implementation of social justice within the educational context, it is also relevant to mention that teachers’ work and efforts cannot be the only answer to social injustice. Such an individual and teacher centred approach to social justice in education would be insufficient and could create more injustice

However, it seems that even though most literature advocates for social justice, the results show that TEPs do not consider PSTs as subject of social justice because no article stresses the importance to consider the vulnerable contexts in which teachers work. In this sense, a dimension to pay attention to is the socio-psychic conditions of teacher labour, as they can have an important effect on teachers work experience and professional results

(Hargreaves, 1998). Consequently, social justice actions must start at a societal level, integrating its principles in social institutions as to bring social justice for all.

Therefore, considering the effects that TEPs might have on PSTs' representations of social justice, teacher education programs have to consider that approaching these principles in teacher training have benefits as enhancing critical thinking in students, linking knowledge to real problems, and challenging the established knowledge (Cochran-Smith et al., 2010).

Chapter V: Conclusions

This literature review aimed at identifying Teacher Education Programmes (TEPs) and pre-service teachers' (PSTs) representations of social justice in the literature published in the databases WoS and Scopus in the period of 2012 to 2022. After the screening and selection process, 13 articles were analysed in which 4 main themes emerged: definitions of social justice; social justice education; preservice teachers' representations of social justice; and teacher education programs and advocacy for social justice. These themes were discussed and analysed in line with the objectives of the studies and in the light of the available theoretical referents proposed in chapter 2, 3 and 4.

As a general conclusion, the literature approaches social justice as a multifaceted concept with connotations of fairness, respect, generosity, critical thinking, redistribution, recognition, and representation. The polysemic meaning of social justice makes it a concept that pertains not only to education as a discipline but to a wider spectrum of disciplines and professions within the social sciences. In this regard, it is possible to observe that the reviewed articles seem to avoid making meaningful connections or references to such other disciplines, such as social work or psychology. Such a connection is relevant, as it would help understand social justice as a phenomenon that goes beyond the sphere of education only and that is related to all the aspects of social life, such as work, education, politics, and environmental issues. In this sense, it is important to conceive social justice as a global issue. Additionally, social justice has economic, social, and cultural dimensions. These dimensions imply rights such as the right to employment, housing, social security, education, etc.

As for social justice education, the reviewed literature defines it from a mostly critical and transformative perspective, and thus, aligned with the principles of social justice that

question social and institutional inequalities. This has some implications in the school classroom as to create more just learning environments, approach inclusiveness, and multiculturalism. In this context, social justice plays a key role empowering students as teachers are the professionals who must promote critical thinking to empower students.

In this respect, the articles make continuous reference to the central role of teachers as agents for social justice in education. Even though the role of teachers is deeply linked to social transformation through education, it is also worth noting the fact that teachers are only one social actor involved in social change, as social justice is also dependent upon the implementation of broader educational policies and a much wider social effort to achieve equity and equality. As for this, the literature makes little reference to other social actors involved in social justice, on the contrary, it highlights the role of teachers as the main agents responsible for social justice actions within the educational sphere. It is relevant to problematise this high degree of teacher responsibility in the literature, since, without a strong social and education policy, the scope of action of teachers might not be effective in all social contexts.

Also, the individualisation of the responsibility of social justice action implementation upon teachers can be linked to the current neoliberal discourse of individual teacher effectiveness and accountability. This discourse places the responsibility for the results of the education process on teacher effectiveness and efficiency, but it does not consider other contextual variables that might be relevant to the learning and social outcomes of education. Therefore, high teacher responsibility can be said to be entrenched in the perspective of New Public Management neoliberal logics with its characteristic individualism.

Additionally, another problem that neoliberalism brings about is the fact that preservice teachers seem not to be conceived as subjects of social justice, but only as agents

who must foster and put into practice principles of social justice in education. In this respect, the literature does not offer further analysis of the difficulties and complexities of teachers' work, such as the lack of resources and capital. Besides, a social implication might translate in the holding of responsibility of teachers in education that could deviate the focus of other agents in education which are also relevant to approach social justice as principals and school administrators.

On the other hand, the findings suggest that PSTs' representations of social justice might align with critical theory to some degree; however, the literature also suggests that PSTs only locate their action inside the school classrooms, leaving aside other structural aspects of questioning like curriculum, teacher training, educational policy, and planning. This implies that preservice teachers need to develop more awareness of other agents inside the educational realm. By doing this, preservice teachers can also bring justice for them by reflecting on the responsibilities that other agents have inside education. Likewise, the literature reviewed suggests that TEPs do not generally include explicit contents or activities to foster social justice in the trainee teachers. This allows us to observe that the technical dimensions of teaching are not equally encouraged as the social and ethical ones in teacher training programmes.

Finally, it can be stated that the representations of social justice of preservice teachers and teacher education programs could still benefit from more elaboration and problematisation to move away from unidimensional beliefs about social justice associated with inclusiveness, equity, and love. This implies that, although they might suggest a good disposition to social justice, they lack training regarding these principles. This has educational implications as preservice teachers and teacher education programs might not be fully prepared to tackle issues of social justice pertaining to economic, cultural, and social dimensions, all of which

can affect the learning, school climate, and performance of students, and also the level to which teachers promote social justice for themselves and their students. Likewise, if PSTs and TEPs do not conceive social justice in the exercise of the teaching profession, then disadvantage in society and education might fail to be tackled through the different disciplines of education.

Implications

This study has several implications. Firstly, the results of this study can help teachers become familiar with the state of the art in social justice education research. Through this, teachers can problematise the notion of social justice, the role of education in fostering social justice, and, finally, the role of teachers in social justice and social justice education.

As for the latter, this study has brought about the issue of the high degree of responsibility placed on teachers' work for social justice, which has relevant implications for teacher education theory and practice in that emphasis should be placed to the role, capabilities, and representations of social justice that educators have and the way these representations are put into practice in teacher work.

Similarly, this review study can help teacher educators and teacher training programmes in terms of providing them with possible directions to tackle social justice education and teacher training. In this sense, this review can shed light on the challenges that preservice teachers might face and take action concerning social justice. In this sense, this review study has highlighted the findings that account for the beneficial role of clinical and practical work to foster social justice reflection and problematisation among teacher trainees, and so, I suggest that if the aim of social justice is to promote the understanding and commitment of social justice in PSTs, it is necessary to broaden the level of analysis that

allows these types of fieldwork. For example, TEPs, through fieldwork, should involve PSTs in practicums and observations that allow a more comprehensive perspective on how education works, participating on seminars and meetings where they can also identify the actors that work in this realm such as policy makers and the directives that work at ministries of education.

To end up, I want to mention that the analysis carried out in the discussion and the whole literature review has impacted me in my training process as a teacher as I have reconsidered my position in education, and I understand the limitations that as a single subject might have in this broad realm as I reflected on the existence of other agents in education that need to be questioned and addressed in issues of structural injustice and disadvantage. In this sense, in terms of my teacher training process, I acknowledge the role as a social justice advocate inside the school and the classroom, and possibly in other areas surrounding my profession. Therefore, one practical way to foster social justice through education is to motivate them to learn not only what I teach but also what they want according to their own interests. In this context, I strongly believe that inclusive and engaging pedagogies are key to improve our work as teachers. Besides, I find it relevant to seek ways to questioning the structures in which teachers work and where they have an effect to bring justice for all.

Limitations

This study has some limitations that are here accounted for. Firstly, this study consisted of a qualitative systematic literature review which reviewed 13 articles, so the results and conclusions that have been drawn are not subject to generalisation but are representative only of the data set under analysis. However, despite the limited sample, the scientific trustworthiness has been observed by using reliable databases like WoS and Scopus. In this

regard, a syntax that aimed at considering all the available studies in the area was used; only 2 were left aside for payment restrictions. Therefore, although the sample is narrow, the content is representative of the field of research.

Similarly, it should also be noted that this study was conducted by a pedagogy student and future education professional, which implies that the personal views about social justice of the author are inevitably present in this report. The clinical approach to sociology, which also informs this study, proposes that one method to ensure reliability and trustworthiness is to make explicit the implication of the researcher, so that the reader be aware of the subjective position of the researcher in relation to their research topic. This implication analysis can be found at the beginning of the study and also as a comment in the final section of the conclusion of this report.

Nonetheless, to ensure the trustworthiness of the study, I used a research method with clear steps and strategies. In this regard, the atlas.ti software was used to do the thematic analysis and a postgraduate student supervised the elaboration of this research and the writing of this report.

Finally, the social limitations imply that this work only accounts for limited findings of PSTs and TEPs' representations of social justice as the field seems to be in expansion and the addressed topic is ample. However, this study gives clues about how the representations of social justice are being studied in the realm of social justice education.

Further Research

For future research, it is important to consider using other research designs and methodologies that account for PSTs and TEPs representations of social justice to broaden the scope of literature in the field. Besides, it is suggested to approach this kind of research from

different epistemological perspectives as to inform about the possible biases in literature that address social justice in all dimensions. Finally, for further research it is recommended to include more populations, especially at a local level in order to account for the particular case and context of Chilean education.

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Appendix

Appendix A

Figure 1

PRISMA Guidelines for Systematic Reviews

Section and Topic	Item #	Checklist item
TITLE		
Title		Identify the report as a systematic review.
ABSTRACT		
Abstract		See the PRISMA 2020 for Abstracts checklist.
INTRODUCTION		
Rationale		Describe the rationale for the review in the context of existing knowledge.
Objectives		Provide an explicit statement of the objective(s) or question(s) the review addresses.
METHODS		
Eligibility criteria		Specify the inclusion and exclusion criteria for the review and how studies were grouped for the syntheses.
Information sources		Specify all databases, registers, websites, organisations, reference lists and other sources searched or consulted to identify studies. Specify the date when each source was last searched or consulted.
Search strategy		Present the full search strategies for all databases, registers and websites, including any filters and limits used.
Selection process		Specify the methods used to decide whether a study met the inclusion criteria of the review, including how many reviewers screened each record and each report retrieved, whether they worked independently, and if applicable, details of automation tools used in the process.
Data collection process		Specify the methods used to collect data from reports, including how many reviewers collected data from each report, whether they worked independently, any processes for obtaining or confirming data from study investigators, and if applicable, details of automation tools used in the process.
Data items		List and define all outcomes for which data were sought. Specify whether all results that were compatible with each outcome domain in each study were sought (e.g. for all measures, time points, analyses), and if not, the methods used to decide which results to collect. List and define all other variables for which data were sought (e.g. participant and intervention characteristics, funding sources). Describe any assumptions made about any missing or unclear information.
Study risk of bias assessment		Specify the methods used to assess risk of bias in the included studies, including details of the tool(s) used, how many reviewers assessed each study and whether they worked independently, and if applicable, details of automation tools used in the process.
Effect measures		Specify for each outcome the effect measure(s) (e.g. risk ratio, mean difference) used in the synthesis or presentation of results.
Synthesis methods		Describe the processes used to decide which studies were eligible for each synthesis (e.g. tabulating the study intervention characteristics and comparing against the planned groups for each synthesis (item #5)). Describe any methods required to prepare the data for presentation or synthesis, such as handling of missing summary statistics, or data conversions. Describe any methods used to tabulate or visually display results of individual studies and syntheses. Describe any methods used to synthesize results and provide a rationale for the choice(s). If meta-analysis was performed, describe the model(s), method(s) to identify the presence and extent of statistical heterogeneity, and software package(s) used. Describe any methods used to explore possible causes of heterogeneity among study results (e.g. subgroup analysis, meta-regression). Describe any sensitivity analyses conducted to assess robustness of the synthesized results.
RESULTS		
Study selection		Describe the results of the search and selection process, from the number of records identified in the search to the number of studies included in the review, ideally using a flow diagram. Cite studies that might appear to meet the inclusion criteria, but which were excluded, and explain why they were excluded.
Study characteristics		Cite each included study and present its characteristics.
Risk of bias in studies		Present assessments of risk of bias for each included study.
Results of individual studies		For all outcomes, present, for each study: (a) summary statistics for each group (where appropriate) and (b) an effect estimate and its precision (e.g. confidence/credible interval), ideally using structured tables or plots.
Results of syntheses		For each synthesis, briefly summarise the characteristics and risk of bias among contributing studies. Present results of all statistical syntheses conducted. If meta-analysis was done, present for each the summary estimate and its precision (e.g. confidence/credible interval) and measures of statistical heterogeneity. If comparing groups, describe the direction of the effect. Present results of all investigations of possible causes of heterogeneity among study results. Present results of all sensitivity analyses conducted to assess the robustness of the synthesized results.
Reporting biases		Present assessments of risk of bias due to missing results (arising from reporting biases) for each synthesis assessed.
Certainty of evidence		Present assessments of certainty (or confidence) in the body of evidence for each outcome assessed.
DISCUSSION		
Discussion		Provide a general interpretation of the results in the context of other evidence. Discuss any limitations of the evidence included in the review. Discuss any limitations of the review processes used. Discuss implications of the results for practice, policy, and future research.
OTHER INFORMATION		
Registration and protocol		Provide registration information for the review, including register name and registration number, or state that the review was not registered. Indicate where the review protocol can be accessed, or state that a protocol was not prepared. Describe and explain any amendments to information provided at registration or in the protocol.
Support		Describe sources of financial or non-financial support for the review, and the role of the funders or sponsors in the review.
Competing interests		Declare any competing interests of review authors.
Availability of data, code and other materials		Report which of the following are publicly available and where they can be found: template data collection forms; data extracted from included studies; data used for all analyses; analytic code; any other materials used in the review.

Note. Adaptation from Page, M.J. *et al.* (2021) “The Prisma 2020 statement: An updated guideline for reporting systematic reviews.”

Appendix B

Figure 2

Open Coding Stage

Administrador de grupos de códigos ▾ ×

Buscar grupos de códigos

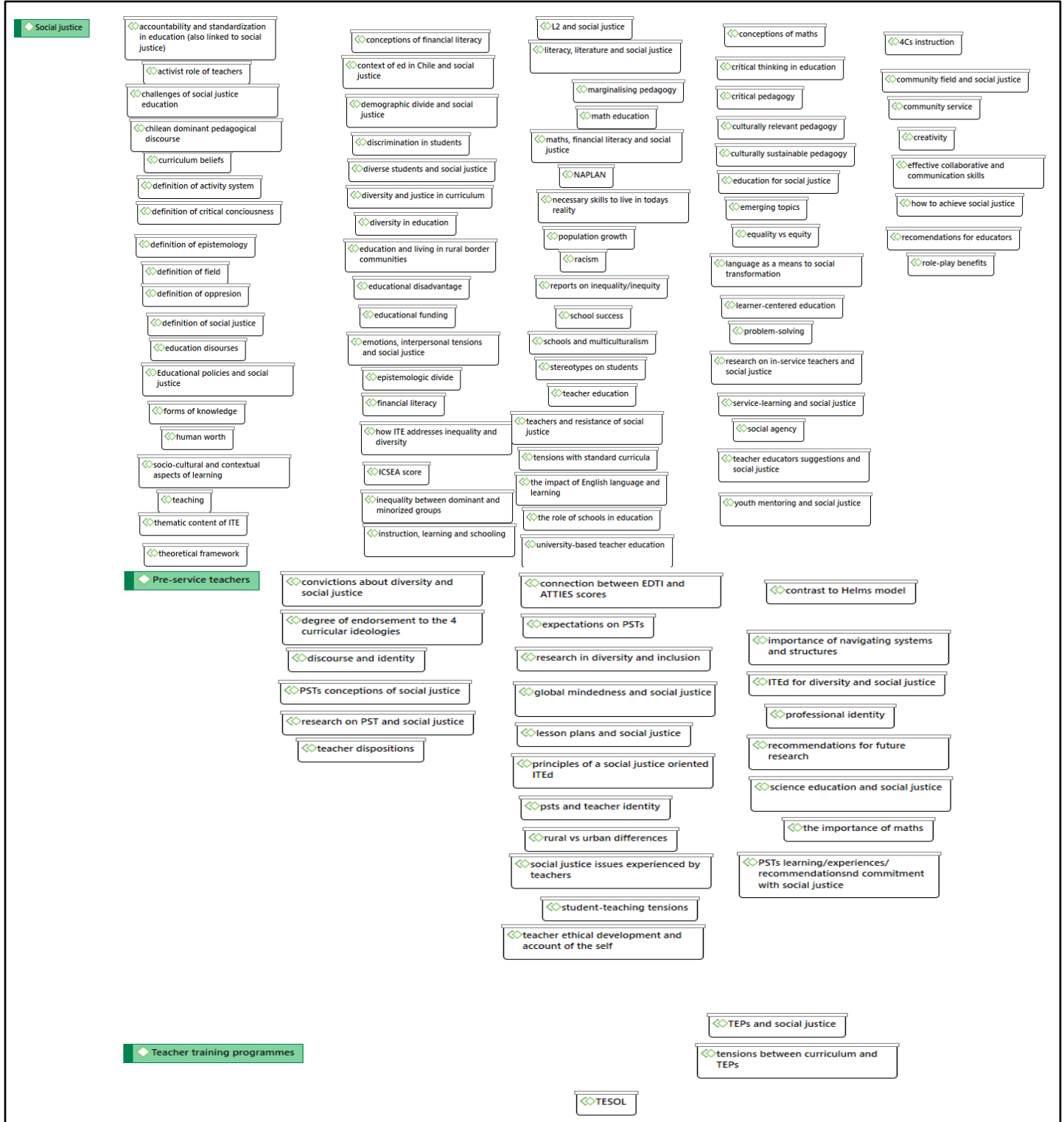
Nombre	Tamaño	Modificado por	Creado	Modificado
4Cs instruction	20	HP OMEN	03-01-2023 20:24	03-01-2023 20:24
accountability and standardization in education (also linked to social justice)	45	HP OMEN	28-12-2022 18:30	30-12-2022 23:52
activist role of teachers	12	HP OMEN	28-12-2022 18:43	28-12-2022 18:43
author's epistemologic account	18	HP OMEN	28-12-2022 19:14	28-12-2022 19:14
challenges of social justice education	9	HP OMEN	31-12-2022 0:25	31-12-2022 0:25
chilean dominant pedagogical discourse	1	HP OMEN	24-12-2022 16:52	24-12-2022 16:52
community field and social justice	19	HP OMEN	05-01-2023 23:30	05-01-2023 23:30
community service	2	HP OMEN	10-01-2023 0:12	10-01-2023 0:12
conceptions of financial literacy	24	HP OMEN	03-01-2023 1:24	03-01-2023 1:24
conceptions of maths	10	HP OMEN	02-01-2023 23:06	02-01-2023 23:06
connection between EDTI and ATTIES scores	6	HP OMEN	02-01-2023 19:54	02-01-2023 19:54
context of ed in Chile and social justice	17	HP OMEN	08-01-2023 15:23	08-01-2023 15:23
contrast to Helms model	4	HP OMEN	31-12-2022 0:01	31-12-2022 0:01
convictions about diversity and social justice	3	HP OMEN	24-12-2022 16:47	24-12-2022 16:47
creativity	7	HP OMEN	03-01-2023 20:03	03-01-2023 20:03
critical pedagogy	14	HP OMEN	09-01-2023 15:14	09-01-2023 15:14
critical thinking in education	18	HP OMEN	03-01-2023 20:10	03-01-2023 20:10
culturally relevant pedagogy	7	HP OMEN	24-12-2022 15:56	24-12-2022 15:56
culturally sustainable pedagogy	1	HP OMEN	24-12-2022 15:58	24-12-2022 15:58
curriculum beliefs	52	HP OMEN	19-12-2022 16:53	19-12-2022 16:53
definition of activity system	5	HP OMEN	27-12-2022 21:23	27-12-2022 21:23
definition of critical consciousness	1	HP OMEN	09-01-2023 15:08	09-01-2023 15:08
definition of epistemology	5	HP OMEN	09-01-2023 15:43	09-01-2023 15:43
definition of field	7	HP OMEN	09-01-2023 15:42	09-01-2023 15:42
definition of oppression	5	HP OMEN	05-01-2023 13:10	05-01-2023 13:10
degree of endorsement to the 4 curricular ideologies	39	HP OMEN	24-12-2022 16:15	24-12-2022 16:15
demographic divide and social justice	30	HP OMEN	09-01-2023 15:45	09-01-2023 15:45
discourse and identity	4	HP OMEN	10-01-2023 0:24	10-01-2023 0:24
discrimination in students	4	HP OMEN	28-12-2022 18:20	28-12-2022 18:20
diverse students and social justice	39	HP OMEN	09-01-2023 15:05	09-01-2023 15:05
diversity and justice in curriculum	5	HP OMEN	19-12-2022 17:16	19-12-2022 17:16
diversity in education	14	HP OMEN	05-01-2023 2:32	05-01-2023 2:33
education and living in rural border communities	46	HP OMEN	04-01-2023 13:28	04-01-2023 14:04
education discourses	11	HP OMEN	19-12-2022 16:59	19-12-2022 16:59
education for social justice	261	HP OMEN	19-12-2022 17:00	19-12-2022 17:00
educational disadvantage	20	HP OMEN	05-01-2023 1:54	05-01-2023 1:57
educational funding	3	HP OMEN	05-01-2023 3:12	05-01-2023 3:12
Educational policies and social justice	20	HP OMEN	28-12-2022 18:26	05-01-2023 3:00
effective collaborative and communication skills	5	HP OMEN	03-01-2023 20:16	03-01-2023 20:16
emerging topics	5	HP OMEN	03-01-2023 21:45	03-01-2023 21:45
emotions, interpersonal tensions and social justice	7	HP OMEN	10-01-2023 0:13	10-01-2023 0:19
epistemologic divide	14	HP OMEN	09-01-2023 15:46	09-01-2023 15:46
equality vs equity	1	HP OMEN	08-01-2023 18:03	08-01-2023 18:03
expectations on PSTs	2	HP OMEN	30-12-2022 23:52	30-12-2022 23:52
features of participants	48	HP OMEN	28-12-2022 19:11	28-12-2022 19:11
financial literacy	1	HP OMEN	02-01-2023 22:32	02-01-2023 22:32
forms of knowledge	55	HP OMEN	09-01-2023 15:34	09-01-2023 15:34
global mindedness and social justice	88	HP OMEN	03-01-2023 19:19	03-01-2023 19:19
how ITE addresses inequality and diversity	5	HP OMEN	19-12-2022 17:02	19-12-2022 17:02
how to achieve social justice	24	HP OMEN	24-12-2022 15:59	24-12-2022 15:59

◇◇ human worth	2	HP OMEN	02-01-2023 22:39	02-01-2023 22:39
◇◇ ICSEA score	7	HP OMEN	05-01-2023 3:02	05-01-2023 3:02
◇◇ importance of navigating systems and structures	3	HP OMEN	27-12-2022 22:10	27-12-2022 22:10
◇◇ inequality between dominant and minorized groups	69	HP OMEN	27-12-2022 18:53	27-12-2022 18:53
◇◇ instruction, learning and schooling	2	HP OMEN	04-01-2023 18:27	04-01-2023 18:27
◇◇ ITEd for diversity and social justice	7	HP OMEN	24-12-2022 15:49	24-12-2022 15:50
◇◇ L2 and social justice	38	HP OMEN	05-01-2023 23:32	05-01-2023 23:32
◇◇ language as a means to social transformation	1	HP OMEN	08-01-2023 16:16	08-01-2023 16:16
◇◇ learner-centered education	4	HP OMEN	03-01-2023 19:32	03-01-2023 19:32
◇◇ lesson plans and social justice	50	HP OMEN	30-12-2022 20:56	30-12-2022 20:56
◇◇ limitations	9	HP OMEN	03-01-2023 19:10	03-01-2023 19:10
◇◇ literacy, literature and social justice	29	HP OMEN	05-01-2023 1:59	09-01-2023 18:52
◇◇ marginalising pedagogy	1	HP OMEN	10-01-2023 1:02	10-01-2023 1:02
◇◇ math education	20	HP OMEN	02-01-2023 22:33	02-01-2023 22:33
◇◇ maths, financial literacy and social justice	115	HP OMEN	02-01-2023 22:46	02-01-2023 22:46
◇◇ NAPLAN	26	HP OMEN	05-01-2023 2:57	05-01-2023 2:57
◇◇ necessary skills to live in todays reality	1	HP OMEN	02-01-2023 22:45	02-01-2023 22:45
◇◇ population growth	10	HP OMEN	05-01-2023 2:06	05-01-2023 2:06
◇◇ principles of a social justice oriented ITEd	7	HP OMEN	24-12-2022 16:06	24-12-2022 16:06
◇◇ problem-solving	3	HP OMEN	03-01-2023 21:09	03-01-2023 21:09
◇◇ professional identity	1	HP OMEN	02-01-2023 22:30	02-01-2023 22:30
◇◇ pstS and teacher identity	67	HP OMEN	08-01-2023 18:58	08-01-2023 18:58
◇◇ PSTs conceptions of social justice	85	HP OMEN	27-12-2022 20:39	27-12-2022 20:39
◇◇ PSTs learning/experiences/recommendationsnd commitment with social j...	499	HP OMEN	27-12-2022 23:20	09-01-2023 17:26
◇◇ racism	2	HP OMEN	09-01-2023 18:10	09-01-2023 18:10
◇◇ recomendations for educators	2	HP OMEN	04-01-2023 0:11	04-01-2023 0:11
◇◇ recommendations for future research	2	HP OMEN	04-01-2023 0:23	04-01-2023 0:23
◇◇ reports on inequality/inequity	4	HP OMEN	24-12-2022 15:51	31-12-2022 0:27
◇◇ research in diversity and inclusion	69	HP OMEN	24-12-2022 15:31	12-02-2023 0:27
◇◇ research on in-service teachers and social justice	6	HP OMEN	27-12-2022 19:29	27-12-2022 19:29
◇◇ research on PST and social justice	37	HP OMEN	27-12-2022 18:56	27-12-2022 18:56
◇◇ role-play benefits	7	HP OMEN	03-01-2023 23:45	03-01-2023 23:45
◇◇ rural vs urban differences	31	HP OMEN	09-01-2023 15:57	09-01-2023 15:57
◇◇ school success	2	HP OMEN	09-01-2023 15:31	09-01-2023 15:31
◇◇ schools and multiculturalism	12	HP OMEN	05-01-2023 2:17	05-01-2023 2:17
◇◇ science education and social justice	35	HP OMEN	08-01-2023 18:53	08-01-2023 18:53
◇◇ service-learning and social justice	59	HP OMEN	08-01-2023 15:35	08-01-2023 15:35
◇◇ social agency	2	HP OMEN	03-01-2023 1:18	03-01-2023 1:18
◇◇ social justice issues experienced by teachers	2	HP OMEN	28-12-2022 18:23	28-12-2022 18:23
◇◇ socio-cultural and contextual aspects of learning	6	HP OMEN	27-12-2022 21:17	27-12-2022 21:17
◇◇ stereotypes on students	1	HP OMEN	30-12-2022 21:56	30-12-2022 21:56
◇◇ student-teaching tensions	21	HP OMEN	27-12-2022 22:03	27-12-2022 22:03
◇◇ teacher dispositions	35	HP OMEN	02-01-2023 18:58	02-01-2023 18:58
◇◇ teacher education	27	HP OMEN	02-01-2023 19:02	02-01-2023 19:02
◇◇ teacher educators suggestions and social justice	23	HP OMEN	27-12-2022 23:18	04-01-2023 18:54
◇◇ teacher ethical development and account of the self	58	HP OMEN	10-01-2023 0:08	10-01-2023 0:36
◇◇ teachers and resistance of social justice	17	HP OMEN	30-12-2022 21:25	09-01-2023 15:56
◇◇ teaching	60	HP OMEN	02-01-2023 19:01	02-01-2023 19:01
◇◇ tensions between curriculum and TEPs	1	HP OMEN	27-12-2022 22:46	27-12-2022 22:46
◇◇ tensions with standard curricula	12	HP OMEN	04-01-2023 13:22	04-01-2023 13:22
◇◇ TEPs and social justice	67	HP OMEN	19-12-2022 17:26	09-01-2023 16:45
◇◇ TESOL	4	HP OMEN	06-01-2023 0:28	06-01-2023 0:28
◇◇ the impact of English language and learning	44	HP OMEN	05-01-2023 23:42	06-01-2023 19:21
◇◇ the importance of maths	4	HP OMEN	02-01-2023 22:41	02-01-2023 22:41
◇◇ the role of schools in education	3	HP OMEN	28-12-2022 18:55	28-12-2022 18:55
◇◇ thematic content of ITE	3	HP OMEN	24-12-2022 15:38	24-12-2022 15:38
◇◇ theoretical framework	2	HP OMEN	09-01-2023 15:14	09-01-2023 15:14
◇◇ university-based teacher education	7	HP OMEN	27-12-2022 19:03	27-12-2022 19:03
◇◇ validity and reliability	10	HP OMEN	03-01-2023 22:42	03-01-2023 22:42
◇◇ White supremacy	2	HP OMEN	09-01-2023 17:49	09-01-2023 17:49
◇◇ youth mentoring and social justice	36	HP OMEN	10-01-2023 0:03	10-01-2023 0:03

Appendix C

Figure 3

Axial Coding Stage



Appendix D

Figure 4

Final Data Set

Reference and Year	Objective / Research Questions	Variables/ Factor	Participants	Duration of data collection	Definition of var	Definition of va	Research Design	Instruments	Analysis	Major findings	Limitations
Peña-Sandoval, C., & Jiménez, T. (2018). Evolving the	What are the curriculum ideologies (1) How do PSTs' conceptions of soc (2) How does student teaching shape	V.I: curricular ideolo	total of 231 PSTs	2 semesters (2019)	curriculum ideolo	social justice: rei	Case Study	semi-structured	Grounded Theor	1- The predominant ideology was	No specified
Ahmed, K. S. (2018). Evolving thr		V.I: student teaching	9 PSTs of a soci	1 year	Student teaching; conception of so		Case Study	interviews, obse	Constant compa	1- student-teaching tensions led t	No specified
Miller, K., & Weilbacher, G. (2019)	This study examines how preservice (2) What are the similarities and diffe	V.I: social justice; st	19 preservice tea	1 semester	social justice: soc not defined		Qualitative	written reflection	inductive and de	1- PSTs expressed openness and desire to challen	
Shyman, E. (2019). Exploring the	1. What are the perceptions of a sam 2. What are the perceptions of a sam INTERNATIONAL JOURNAL OF INC 3. Is there a connection between soc	V.I: inclusive educat	96 preservice tea	No specified	inclusive educatic	social justice: an	Quantitative	surveys	reliability analysi	1- Perceptions of social justice in	limitations are sp
Tanase, M. F., & Lucey, T. A. (201	This study aimed to uncover the awa	V.I: financial literacy;	45 (PSTs) under	2 semesters	math lit: a broad v ??		Exploratory, Mixed me	surveys	inductive conten	1- At Southeastern 87.50% elemr	limitations specifi
ERIC Number: E.J1241767 Ngar	this study examines PSTs level of pri	V.I: collaboration, cr	47 PSTs	not specified	collaboration and global mindedne		phenomenological-int	group classroom	thematic (qualita	1 - data showed after the study th	a limitation delve
Ajayi, L. (2016). Preservice Teach	• What are the preservice teachers' v • What are the participants' understand • What are their views on whether th	V.I: Social Justice T	14 Psts	16 weeks	social justice teach	Pst's preparatio	practitioner reserch,	audio-recorded i	Analytic and inte	1- findings suggest that participar	Not specified
Exley, B., Woods, A., Lunn, J., W	this paper investigates how a cohort	V.I: literacy V.D. Dile	20 Psts	not specified	literacy: X	social justice dile	Case Study (only men	interviews with o	thematic approa	1- none of the PST subscribed to	Not specified
Nguyen, C. D., & Zeichner, K. (20	this study aims to explore to what ex 2. How was English learning perceiv 3. What belief about teaching for soc	V.I: comunity field e	The participants	5 weeks	community field e	social justice tea	not specified	notes, focused g	thematic analysi	1- TCs perceived the primary mis	Not specified
ISSN: 2395-9908 Ramos, L., Pérez, L., & Mich	In this article, we report the results of 2. What activities can help EFL pre-s	V.I: social justice	The participants	2 months	social justice: we It helps individual	preparation of E	mixed-methods, descr	survey, focus gr	The quantitative	findings revealed that the pre-sen	One limitation w
Chen, J. L., & Mensah, F. M. (201 Han, K. T., Madhuri, M., & Scull, V	In this study, we examined the devel In what ways do PTs in rural and urb	V.I: social justice sci	3 elementary sci	16 weeks	social justice scie	Science teacher	collective case study	journals, intervie	grounded theory	1- the findings show the power th	1- each PST wa
Lo, M. M. (2019). Youth mentoring	This study thus examines the questi	V.I: ethical accounts	Fifteen teacher c	sept to july	ethical accounts (youth-mentoring	qualitative	written reflection	discourse-analy	1- Anita interrogated her own soc 2- Stephen's encounter with his p	A major limitatio