Here is a downloadable version of Table 2.1 from the book.

<table>
<thead>
<tr>
<th>Transformational Leadership</th>
<th>Transformative Leadership</th>
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| Setting direction           | **Need for deep and equitable change**  
(Examine the context for specific inequities; suggests an explicit direction for change: equity, inclusion, social justice) |
| Redesigning the organization| **Deconstruct knowledge frameworks that perpetuate inequity and reconstruct more equitable knowledge frameworks**  
(Specific cultural change) |
| Build a cohesive school culture | **Address the inequitable distribution of power**  
(More specific change) |
| (Power—empowering change and people) | **Schooling as both a public and private good** |
| (Not addressed explicitly—focus on whole school improvement) | **Focus on emancipation, democracy, equity, and justice**  
(That is, build a cohesive school culture around some disputed but specifically democratic values) |
| Improving the instructional program | **Emphasis on interdependence, interconnectedness, and global awareness**  
(This suggests an explicit curricular focus on inclusion and understanding of multiple perspectives) |
| Organizing people | **Engage in both critique and promise**  
(Actions that promote equity, inclusion, and social justice) |
| Evaluate practices, refine, increase effectiveness | **The need for moral courage**  
(The disruption of power, privilege, and underlying assumptions may cause discomfort and resistance) |
| Not addressed | |

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