Reforming Educational Institutions in the Axis of Instruction Processes: An Introduction to Achieving Social Justice

Prof. Dr. Mohammed Al-Rsa’i

Al-Hussein Bin Talal University - Jordan

Abstract: There is a strong relationship between the quality of education and the characteristics of society, and throughout history, societies have used education to bring about change in their reality with the aim of modernization and development. Therefore, this study aimed to investigate a set of visions for reforming educational institutions in the context of teaching processes as an approach to achieving social justice in Arab countries, where the descriptive analytical method was used, to analyze a group of previous relevant studies, and to interview a group of experts and researchers. The study concluded that the reality of teaching practices in educational institutions in the Arab world does not promote the values of justice and equality. The study also showed the possibility of achieving societal justice through teaching practices that build students’ awareness of their roles and the nature of disparities in their societies. The study showed that deepening these practices requires four requirements. (Qualified teachers - equitable environment - responsive curricula - open learning), the study recommended adopting a strategy to reform educational institutions within the framework of social justice based on these requirements.

**Keywords:** Teaching practices, Social justice, Educational institutions**.**