



Successful School Leadership: Perceptions and Practice in Multiple Countries

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Message from the Guest Editors

Although successful principals do similar things, they enact these practices differently in different contexts (Leithwood & Day, 2006). This context-contingent difference can be further complicated by recent demographic changes (e.g., global population migrations, internal demographic shifts, external accountability policy mandates, digitalization; and the COVID-19 situation).

The aim of the Special Issue is to present successful school leadership in different countries. We will paint a thorough and cohesive picture of successful principalship at the global level and share insights about the nature, influence and cause of successful school leadership. Suggested themes include, but are not limited to:

- How has success been defined across nations?
- What contributes to the success?
- How have principals contributed to the success? Do the influences of leadership vary in different contexts? If so, how?
- What are successful school leadership practices (SSLP)? Do SSLPs vary in different contexts? If so, how?
- What are the internal and external antecedents of SSLPs in the global school context?
- How do these antecedents vary across contexts?





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Message from the Editor-in-Chief

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