

Special Issue

Educator Well-Being and Resilience: Paradigms, Pathways, and Possibilities

Message from the Guest Editors

This Special Issue aims at discovering the nuanced, authentic, and complex relationships between the resilience and well-being of educators. We are seeking papers that embrace various research designs, including empirical, experimental, and neuroscience research approaches, across different educational levels including kindergarten, primary, secondary, and tertiary education. We are also open to accepting theoretical and review papers. This Special Issue is expected to bring together theoretical and practical insights to expand the knowledge base of the resilience and well-being of educators. Keywords

- teacher resilience
- school leader resilience
- teacher well-being
- methodological design
- theoretical framework

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About the Journal

Message from the Editor-in-Chief

With warm greetings, it is a pleasure to invite you to contribute a research article or comprehensive review for consideration and publication in *Behavioral Sciences*. *Behavioral Sciences* is an international, scientific, open access journal providing an advanced forum for discussions and research regarding the intersection between psychiatry, neuroscience, psychology, cognitive and behavioral sciences, and behavioral biology. More information are available at: <https://www.mdpi.com/journal/behavsci>. We would be pleased to welcome you as one of our authors and have the opportunity to consider your work for publication.

Editor-in-Chief

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