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Educational Leadership in School Improvement

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Message from the Guest Editors

Dear Colleagues,

The purpose of this Special Issue is to bring together scholarship that explores, examines, and evaluates leadership for school improvement. We welcome high quality, timely research findings across a broad range of topics in education leadership for school improvement. In this Special Issue, original research articles and reviews are welcome.

Research areas may include (but are not limited to) the following:

1. Quantitative, qualitative, and mixed-method research studies of innovative leadership approaches, practices, and programs for school improvement.
2. Quantitative, qualitative, and mixed-method research studies or longitudinal studies on the impact of school leadership on school and student outcomes, broadly defined.
3. Review of research on school leadership practices and approaches in the context of the post-pandemic era.
4. Comparative studies of different approaches to leadership for school improvement.
5. Policy studies on innovative national, regional, or local approaches to influencing school leadership.
6. International studies are strongly encouraged.
7. Measurement tools, methods, and models for evaluating leadership for school improvement.



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Message from the Editor-in-Chief

From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

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