

Special Issue

Transforming Educational Leadership

Message from the Guest Editor

It has become clear that there were three main shifts in the way leadership was undertaken in schools over the past few decades. The first is that school leadership became a shared activity rather than the sole responsibility of the school leader. The second is that leadership was now seen as activity rather than something associated with a position (principal, director), and it is understood that what people can do is more important than the position they hold. The third change is that we now recognize that leadership is context-specific—a person that is a good leader in one set of circumstances may not be so good when circumstances are different.

Themes to considered include: How has decentralization impacted school leadership? What new responsibilities do school leaders have? How has this changed decisions that are made at the school level? How have relationships between school leaders, teachers, students, and school families changed? How are school leaders prepared, appointed, and supported? Have these changes impacted the pool of teachers willing to become school leaders?

Guest Editor

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Deadline for manuscript submissions

closed (28 February 2025)



Education Sciences

an Open Access Journal
by MDPI

Impact Factor 2.6
CiteScore 5.5



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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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