

Special Issue

Empowering Educators: Strengthening Instructional Leadership in Schools

Message from the Guest Editor

This Special Issue aims to explore the multifaceted dimensions of instructional leadership and its impact on empowering educators to enhance student learning outcomes and to examine innovative practices, challenges, and strategies related to instructional leadership in various educational settings, including K-12 schools, higher education institutions, and alternative learning environments. Contributions may include original research articles, case studies, literature reviews, and theoretical discussions that offer new insights, perspectives, and practical implications for strengthening instructional leadership and empowering educators in diverse educational contexts. Suggested themes include, but are not limited to the following:

- Conceptualizations of instructional leadership and its role in school improvement.
- Strategies for developing and sustaining effective instructional leadership practices.
- The impact of instructional leadership on teacher motivation, job satisfaction, and professional development.
- The relationship between instructional leadership and student achievement.
- Challenges and barriers to effective instructional leadership implementation.

Guest Editor

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Deadline for manuscript submissions

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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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