

Special Issue

Transformative School Leadership: Strategies for Innovation and Improvement

Message from the Guest Editors

The focus of this Special Issue of the *Education Sciences* journal is transformative leadership theory, and our purpose is (1) to distinguish it from other forms of leadership, including transformational leadership, and (2) to demonstrate how it offers an approach to fostering social justice in both schools and societies, including strategies for innovation. This Special Issue aims to considerably advance the literature on transformative leadership by bringing together top researchers from many countries and providing a forum for their interaction. Authors will have the opportunity to demonstrate how they use and/or adapt transformative leadership theory in multiple political and cultural contexts as well as to reveal some of the specific strategies they use to advance the United Nations' sustainable education goal of "equitable, inclusive, and quality education and lifelong learning for all".

Guest Editors

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About the Journal

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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manuscripts are peer-reviewed and a first decision is provided to authors approximately 26.5 days after submission; acceptance to publication is undertaken in 3.9 days (median values for papers published in this journal in the second half of 2025).