

## Special Issue

# Successful School Leadership: Perceptions and Practice in Multiple Countries

### Message from the Guest Editors

Although successful principals do similar things, they enact these practices differently in different contexts (Leithwood & Day, 2006). This context-contingent difference can be further complicated by recent demographic changes (e.g., global population migrations, internal demographic shifts, external accountability policy mandates, digitalization; and the COVID-19 situation).

The aim of the Special Issue is to present successful school leadership in different countries. We will paint a thorough and cohesive picture of successful principalship at the global level and share insights about the nature, influence and cause of successful school leadership. Suggested themes include, but are not limited to:

- How has success been defined across nations?
- What contributes to the success?
- How have principals contributed to the success? Do the influences of leadership vary in different contexts? If so, how?
- What are successful school leadership practices (SSLP)? Do SSLPs vary in different contexts? If so, how?
- What are the internal and external antecedents of SSLPs in the global school context?
- How do these antecedents vary across contexts?

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### Deadline for manuscript submissions

closed (15 June 2024)



## Education Sciences

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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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