Special Issue

Educational Leadership Complexity: Theories, Methods, and Practices

Message from the Guest Editors

This Special Issue invites contributors to consider a different lens—leadership paradoxes, as well as polarities and dilemmas—with the aim of illuminating practice in a meaningful way that enhances advocacy in role sustainability. Themes may include, but are not limited to, the following:

- Leadership dilemmas in complex or changing environments, for example how educational leaders make sense of and act within complex systems and contexts.
- Strategic responses to competing demands, for example how complexity perspectives challenge and transcend deficit or overly rationalist views of leadership.
- Value-based leadership and ethical decision-making, for example how do leaders exercise agency, courage, and discernment for ethical and equitable decision making.
- Professional learning and leadership development for navigating complexity.
- Leading through ambiguity, uncertainty, or contradiction, for example what forms and practices of leadership enable role sustainability and adaptability in uncertain contexts.
- What methodological approaches are best suited to capture leadership complexity.
- How relevant is leadership preparation in times of unprecedented change.

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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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