

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.

Guest Editors

Dr. Nicolaas Blom

School of Education, University of Limerick, V94 T9PX Limerick, Ireland

Prof. Dr. Patricia Mannix McNamara

School of Education, University of Limerick, V94 T9PX Limerick, Ireland

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Education Sciences
Editorial Office
MDPI, Grosspeteranlage 5
4052 Basel, Switzerland
Tel: +41 61 683 77 34
education@mdpi.com

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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.

Editor-in-Chief

Prof. Dr. Daniel Muijs

School of Social Sciences, Education and Social Work, Queen's University Belfast, Belfast BT7 1NN, UK

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