

Special Issue

Leading in Uncertain Times: Eradicating Inequities and Fostering Social Justice to Promote Student Success

Message from the Guest Editors

To best serve the needs of all learners, educational leaders must be prepared to face external and internal challenges and pressures presented in today's schools and actively advocate against any inequities that perpetuate an achievement gap and maintain the status quo (Kozol, 1991; McKenzie & Scheurich, 2004. Galloway, 2015; DeMatthews, 2016). Therefore, the purpose of this Special Issue is to engage in critical discussions around the complexities of leading through an equity crisis. The overarching focus is to investigate how schools and educational leaders must continue to deconstruct inequity and promote democratic values that foster inclusive and diverse learning environments. Potential authors should address a wide range of issues that influence educational leaders' influence on student success including, but not limited to: leadership for social justice, disrupting inequities in policy and practice, equity-focused leadership disposition, the emotional well-being of school communities, educational partnerships, and leadership preparation programs.

Guest Editors

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Dr. David Lindenmuth
Dr. Gaëtane Jean-Marie

Deadline for manuscript submissions

closed (15 December 2023)



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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

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