

Special Issue

Gender and Leadership

Message from the Guest Editor

Leadership is seen as critically important at a societal and organisational level. In most of the major institutions in Western society, the gender profile of such positions is male dominated and masculinist, despite the evidence that this is unhelpful to economic growth, research innovation, good governance etc. This Special Issue wants to explore new ideas about the gendering of leadership and the contexts and interventions that facilitate structural and cultural change. This Special Issue welcomes articles on (a) theoretical perspectives on power, resources and gendered leadership including feminist leadership (b) case studies which provide fresh insights into the organisational and/or societal contexts which facilitate female and/or feminist leadership (c) empirical evidence on the efficacy of interventions to promote such leadership (d) intersectional, transgender, generational and national variation in and perspectives on the gendered performance of leadership. Pat O'Connor

Guest Editor

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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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