

Special Issue

School Leadership Well-Being: Stressors, Enablers, and Impact on Leadership Practices and Educational Outcomes

Message from the Guest Editors

In this Special Issue, original research articles and reviews are welcome. Research areas may include (but are not limited to) the following: understanding the stressors in school leadership; the role of organizational support in enabling leader well-being and promoting sustainable career longevity; the role of pre-service preparation and in-service professional learning in equipping school leaders with the skills to manage stress and sustain long-term well-being; the impact of school leadership well-being on various educational outcomes; leadership professional identity and well-being; how state/district policies and resource distribution affect school leader well-being; evidence-based strategies and interventions for promoting school leader well-being; longitudinal studies tracking the impact of school leader well-being initiatives on school success.

Guest Editors

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Prof. Dr. Michelle Young

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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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