

Special Issue

Emerging Trends in Educational Leadership: Crisis-Resilience and Future Proofing Schooling

Message from the Guest Editors

The aim of this Special Issue is to showcase research that explores how educational leaders build resilience and adaptability into their school communities to ensure continuity and quality in education amidst unforeseen catastrophic challenges. The scope of the Special Issue is hoped to include the latest research and analysis of crisis leadership frameworks, theories and practices that assist educational leaders in future proofing their institutions from the risks of climate, health and human-inflicted crises.

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Deadline for manuscript submissions

31 July 2026



Education Sciences

an Open Access Journal
by MDPI

Impact Factor 2.6
CiteScore 6.2



mdpi.com/si/213774

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education](https://mdpi.com/journal/education)





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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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indexed within Scopus, ESCI (Web of Science), Educational Research Abstracts, PsycInfo, and other databases.

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JCR - Q1 (Education and Educational Research) / CiteScore - Q1 (Physical Therapy, Sports Therapy and Rehabilitation)

Rapid Publication:

manuscripts are peer-reviewed and a first decision is provided to authors approximately 26.5 days after submission; acceptance to publication is undertaken in 3.9 days (median values for papers published in this journal in the second half of 2025).