Special Issue

Navigating Educational Leadership Through Systems Approaches

Message from the Guest Editors

In today's evolving educational landscape, leadership must be understood within interconnected, dynamic systems. Educational settings operate across micro (classrooms), meso (schools), and macro (policy) levels, requiring leaders to think systemically and act adaptively. This Special Issue explores educational leadership through diverse systems perspectives: functionalist paradigms emphasizing structure and efficiency; interpretive approaches focusing on culture and meaning-making; and critical perspectives examining power and inequality. Theoretical frameworks from complexity theory (Morin), ecological systems (Bronfenbrenner), and learning organizations (Senge) inform this issue, recognizing education as an adaptive ecosystem shaped by interdependence and requiring collaborative, ethical leadership. Integrating these lenses, this Issue examines how educational leadership can move beyond traditional models toward participatory, context-sensitive practices. We welcome theoretical, empirical, and practical submissions that advance understanding of leading wisely and effectively in complex educational environments.

Guest Editors

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About the Journal

Message from the Editor-in-Chief

Systems is a leading venue for the quick and global dissemination of results of cutting-edge research in various areas of systems science and systems-related fields. An increasing number of researchers are realizing the enormous potential of systems thinking in managing the many unprecedented and complex issues in all areas of need. The *Systems* journal provides a home of exceptional quality for the manuscripts of these researchers who often find it difficult to publish their work in conventional discipline focused journals.

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