

## **Call for Abstracts: Special Issue on School Leadership During Wartime**

**Journal of Educational Administration - JEA**

**Guest Editors: Chen Schechter & Mary Gutman**

Educational leadership in times of crisis encompasses the ability of school leaders to navigate extreme and unexpected situations that profoundly impact the educational community. Crises may arise from various sources, including natural disasters, wars, pandemics, terrorist incidents, and socio-political upheavals. In such circumstances, school leaders must demonstrate exceptional qualities and skills to ensure the safety and well-being of students and staff, sustain academic continuity, and address the emotional and psychological ramifications of crises on the school community (Boutzoukas et al., 2022; Striepe & Cunningham, 2022).

School principals operating in crisis contexts encounter unique challenges distinct from those of routine educational leadership (Ramos-Pla et al., 2021). The growing recognition of the critical role of effective school leadership during crises has led to increased research interest, offering insights into how principals navigate crises successfully, the difficulties they face, and the skills and attributes essential for leading during uncertainty (e.g., Striepe & Cunningham, 2022). While the COVID-19 pandemic has significantly shaped research on educational leadership in crisis situations, the profound and often long-term effects of war on education necessitate specialized attention. The rise in armed conflicts worldwide and their devastating impact on school communities—manifesting in trauma, fear, and instability—underscores the urgent need to examine the role of school leaders in wartime (Muthanna et al., 2022).

War engenders a climate of persistent collective trauma, affecting all facets of life. Schools in conflict zones often contend with chronic exposure to life-threatening violence, displacement, and community fragmentation (Drozdek et al., 2020). In these circumstances, school principals must address complex challenges, including safeguarding the physical and mental well-being of students and staff, responding to the community's evolving emotional and social needs, and ensuring the continuity of education despite formidable obstacles (Orucu et al., 2023).

This special issue seeks to bridge a critical gap in the literature by offering novel insights into school leadership in wartime and under continuous security threats. Recognizing the complexities of wartime school management, we aim to conceptualize and empirically explore wartime educational leadership from diverse perspectives.

## **Call for Manuscripts**

We invite contributions that address questions such as:

- What are the defining characteristics of school leadership during wartime?
- How do organizational structures and processes adapt in war-affected schools?
- What leadership practices are essential to supporting faculty and staff in wartime?
- How do school leaders collaborate with communities, parents, superintendents, and school boards in war and conflict zones?
- What roles do middle leaders play in maintaining school operations during wartime?

## **Submission Guidelines**

We primarily welcome empirical studies but will consider theoretical papers.

## **Abstract Submission**

Please submit a structured abstract (400 words) including:

- Rationale
- Purpose of the study
- Methods
- Preliminary results (if available)
- Theoretical and practical contributions

## **Deadlines**

- Abstract submission deadline: March 20, 2025
- Decisions on abstracts: March 30, 2025
- Final paper submission: Late summer (tentative)

## **Full Paper Submission**

Upon acceptance of abstracts, authors will be invited to submit full papers, which should be between 6,000 and 8,000 words, inclusive of references, figure captions, and endnotes.

## Review Process

All submitted papers will undergo a rigorous peer-review process in accordance with the Journal of Educational Administration (JEA) guidelines. Authors will be required to submit full papers through the JEA online submission system, with deadlines to be determined following abstract acceptance and approval by the editors and Emerald Publishing.

## References

- Boutzoukas, A. E., Zimmerman, K. O., & Benjamin, D. K. (2022). School safety, masking, and the delta variant. *Pediatrics*, 149(1).
- Muthanna, A., Almahfali, M., & Haider, A. (2022). The interaction of war impacts on education: Experiences of school teachers and leaders. *Education Sciences*, 12(10), 719.
- Örücü, D. (2023). Crises and traumas: challenges for leadership in education. In *Handbook on leadership in education* (pp. 277-290). Edward Elgar Publishing.
- Ramos-Pla, A., Tintoré, M., & Del Arco, I. (2021). Leadership in times of crisis. School principals facing COVID-19. *Heliyon*, 7(11).
- Striepe, M., & Cunningham, C. (2022). Understanding educational leadership during times of crises: A scoping review. *Journal of Educational Administration*, 60(2), 133-147.

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We look forward to your contributions to this critical area of research.