

Educational Leadership: The Research Agenda

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Guest Editor

This special issue of the *New Waves Journal of Educational Research and Development* is devoted to the theme of educational leadership. The purpose of this special issue is to stimulate research interest in the field of educational leadership by pinpointing the different aspects of educational leadership that call the attention of the readers. The articles selected for inclusion in this issue were written by successful educational leaders who share with us their professional talents in their areas of specialization. The first part consisting of six articles highlights leadership roles and responsibilities and the second part consisting of four articles deals with leadership operations and practices.

In the first part, the article by Ronald Lindahl reported his study on school culture and made strong recommendations to school administrators to improve the positive school culture to enhance student achievement. Pamela Lemoine, Deirdre Greer, Thomas McCormack and Michael Richardson stressed the significance of instructional leadership of a school leader and strongly urged school principals to change from managerial style to instructional style of leadership. In response to the demand for technology integration into curriculum and instruction, Marcus Howell, Ellen Reames and Carey E. Andrzejewski claimed that K-12 school leaders need to be well prepared to serve as technologically savvy leaders for both teachers and students. In their identification of minority educational leaders, Guofang Li, Jing Lin and Hongyu Wang called for a form of education that emphasizes a critical awareness of identity construction and a proactive stance that is essential to Asian Americans to enact their agency and accumulate leadership capital critical to their everyday life and career advancement. In international comparison of school principalship, Dawson Hancock and Ulrich Müller explored the principal job satisfaction of Germany and the U.S. In examining the trends of educational development of China and the U.S., Pamela Lemoine, Barbara Buckner, Thomas McCormack and Michael Richardson disclosed the divergence of educational policies of the two countries and discussed potential opportunities for growth and collaboration.

The second part of this special educational leadership issue is focused on educational leadership operation and practices. Michael Ewton's study compared and contrasted the perception differences in school safety issues between parents and school administrators. Foster Watkins repeatedly claimed that education was a lonely battle and called for the community to help school leaders achieve the seemingly impossible education goal. On the other hand, Laura Lashley perceived through her legal viewpoint what charter school systems in Georgia could do to be successful by avoiding possible political pitfalls. Lastly, Robin Saunders and T. C. Chan wrapped up this special issue by identifying the new challenges confronting student enrollment forecasting and recommended strategies to meet these challenges. Enrollment forecasting serves as the basis of all educational planning endeavors.

The articles selected for publication in this special issue have covered a wide range of interests in the research of educational leadership. They reviewed the process from theory to practice, the expansion from national to international perspectives, the coverage of macro- to micro-scopes, and the realities of daily school operations and minority leadership. Obviously, there are many other topics of educational leadership worthy of research that the limited space of this issue cannot cover.

But, the purpose of this special issue of Educational Leadership has been achieved with the contributions of many prestigious national and international scholars who help to make this special issue a great success. I hope that the publication of this special issue will further stimulate many collaborative efforts in the research of educational leadership.