

Editorial
The inaugural issue of the REAL

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On behalf Turkish Educational Administration Research & Development Association (EARDA), with pride and honor we welcome to Volume 1, Issue 1 of the new journal focusing on educational administration and leadership research.

As a peer-reviewed, open-access international journal publishing papers in English, Research in Educational Administration and Leadership (REAL) embraces manuscripts of all research methods including quantitative, qualitative, mix-methods studies, case studies, reviews, and new practices of research. The core goal of the Research in Educational Administration and Leadership (REAL) is to provide latest research on educational administration and leadership in all levels of education – from pre-primary to higher education – based on the first-hand experience, observation and knowledge of policy makers, practitioners and researchers in order to form an international matter of discussion for all those working in the field of educational administration and leadership.

This journal provides significant analysis of policy, theory, and methodology related to educational administration and leadership. The REAL seeks articles on timely and critical issues from researchers in all educational settings, including schools, higher education institutions, adult education centers, etc. The uniqueness of the REAL lies behind its aim to contribute to our field from remote place standing there away from “the West”.



In this two volumed inaugural issue (second will be published in December, 2016), we have papers from leading researchers of different contexts. In the first issue Tony Bush aims to examine how effective leadership and management are practiced in England and discuss leadership structures and processes in English schools, explain how principals are prepared for their leadership roles, and examine the evidence on the impact of leadership on school and student outcomes. In a qualitative study, Sally J. Zepeda examines the perspectives of principals related to professional development for teachers on formal plans of remediation for underperformance in the classroom in the US context. The paper by Charles F. Webber profiles the evolving role of educational administrators and leaders in higher education. Using a quantitative method, Pamela S. Angelle and Corey A. DeHart aims to employ confirmatory factor analysis (CFA) to compare the four-factor model of teacher leadership with three alternative models. Lars G. Björk and Tricia Browne-Ferrigno examine findings from recent nationwide studies on superintendents of Nordic countries to find out the shifts in national education policy altered how school districts were organized, managed, and governed which in turn reconfigured superintendents' roles.

We hope this journal will provide a place, in which educational administration and leadership researchers will find the latest issues in the field. We would like to thank many leading scholars of the field who have joined our advisory or editorial board. We expect our distinguished international advisory board, editorial team, and active supporters will share their work through the REAL to contribute to the development of our field together.

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Editor.