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Editorial: A new path in The International Journal of Educational Leadership and Management

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As it is usual with the beginning of a new year, IJELM starts its fifth year of existence with an examination of its trajectory during these four years. From the beginning, this biannual journal aimed to attract scholars and practitioners from all over the world, specialized in leadership and organizational learning within educational settings. We think that we are accomplishing this objective, and some evidence that we want to share with all of our readers corroborates our assumption:

First of all, we can state that during these years, IJELM has become an international forum in which academics provide cutting-edge research on educational leadership and management. In Spain, for example, where this journal is published, IJELM is beginning to be highly regarded as the only academic journal related specifically to educational leadership research.

Within this eight published numbers of IJELM, 59 scholars from all the continents and twelve countries have collaborated with us. Furthermore, the

authors belong to 31 different universities in four continents (we have the pleasure of counting with Asian people in our journal, but working outside Asian universities). Universities include places as diverse and geographically distant as Tasmania in Oceania or Tanzania in Africa; from Hawaii in the USA to Granada (Spain) in the UE.

Apart from the geographical diversity, and in second place, during these four years, we have been working to index our journal in very different databases, guided by the idea that "to a certain extent, the quality of a journal is reflected in its indexing. Indexed journals as compared to non-indexed journals are considered to be more authentic in their scientific content" (Iqbal, 2016: 164).

As indexation of a journal is deemed to be recognition of its quality we can say that the quality of IJELM has been acknowledged. Nowadays, this journal is indexed in Thomson Reuters Emerging Sources Citation Index (ESCI), ERIH-Plus, ERIC (Educational Research Information Center), MIAR (Information Matrix for the Analysis of Journals), SHERPA/Romeo Green Journal, REDIB, IRESIE and Dulcinea. This data expresses our interest in promoting the advance of theoretical and practical knowledge related to organizational issues in education. It also makes us show our gratitude toward our colleagues in the editorial headquarters, the members of the editorial board, the reviewers and, last but not least, to our splendid authors. All of them are the real responsible of our increased quality.

As noted in the first column of IJELM (July 2013), our journal seeks to advance the theory, research and practice of all aspects of educational leadership and organizations, and to increase the relationships between theory and practice. Regarding the content of our journal, a quick look through these first eight issues of IJELM shows that our aim of driving the emphasis from leaders as an individual phenomenon to leadership as a collective purpose is the basis of nearly all the articles. We can also observe that there is an emphasis on new ways of improving management in educational organizations while distributing the leadership along these institutions. Furthermore, we think that IJELM is contributing to narrow the gap between academics and practitioners of leadership, with a lot of articles that show how principals all over the world are experiencing the results offered by leadership scholars.

Managing a journal is something at the same time fantastic, challenging and arduous. As all the editors know, editing an issue requires plenty of time

and energy. For this motive, after nearly five years as the only editor of *IJELM*, we have decided to incorporate a new editor who will take care of the day-to-day issues and the publishing process. It is for me great pleasure to introduce the new publisher, Gisela Redondo Sama who will take care of *IJELM* from now on.

Apart from her splendid professional and personal qualifications, Gisela Redondo has an excellent understanding of leadership and a great appreciation for this journal. As a Marie Curie Research Fellow at the University of Cambridge, she joined the Leadership for Learning academic group in 2014 as principal investigator of the project “TEACH-IN - Teacher leadership for school improvement: community capacity building towards effective leadership, educational success and social cohesion,” funded by the 7th Framework Programme of the European Commission. With the support of David Frost and the Leadership for Learning academic group in Cambridge, the project developed a comprehensive understanding of teacher leadership and its effectiveness for school improvement and how to implement it in schools and communities in successful ways. Gisela has participated in international conferences on leadership and its relationship with other domains of our societies.

Besides that, Gisela has disseminated her work in several publications: books, chapters and articles; and she has participated in numerous projects funded in competitive calls. Redondo has held different positions in Spanish universities and now she re-joins her “alma mater,” the University of Barcelona (UB), at the Faculty of Economy and Business.

We are greatly honoured to have Dra Redondo as the new editor of *IJELM*, and I would like to express my gratitude to her. I am very glad that Gisela has agreed to be involved in this project and I wish her a path full of successes. Please join me in welcoming Gisela Redondo as the new managing editor of *IJELM*.

And now, let me introduce this new number of *IJELM* which, as usual, has four articles and a book review. The first article belongs to Rodríguez Molina and Joaquín Gairín, from the Universitat Autònoma de Barcelona (Spain). It is for us great pleasure to count with the presence of Professor Gairín among our authors as he was the person who introduced in Spain the concept of organizational learning within educational settings, and he has been studying the construct for an extended period. Being leadership one of the most important facilitators to develop learning in organizations, not

surprisingly, Gairín has recently incorporated leadership as one of his main topics of study. In the article titled “Influence of the practices of pedagogical leadership in the educational pedagogical practices: case in Chile of the Pedagogical Technical Units (PTU),” the authors conclude that the chiefs of the PTU are better prepared than principals in pedagogical issues and that they have greater influence on teachers.

From Ankara University, Ali Baltaci and Ali Balci argue, in the second paper, that the random climate of the knowledge society requires a leadership model different from the traditional ones. They propose a complexity leadership perspective to overcome the deficiencies of classical leadership. This new perspective is based on project-based work, flexible decision-making processes and skills to manage new behaviors and crisis.

The third article comes from Chile, where Diego Rodriguez’s article is on “The Drive to influence learning.” As the author states, educators have plenty of opportunities to influence students, that is, to affect their learning and progress meaningfully. Based on semi-structured interviews, Rodriguez analyzes how adult educators make meaning of their drive to influence when faced with complex challenges requiring adaptive learning and make some recommendations to improve the practice. In his article, Rodriguez digs into the concepts of defensive and recuperative mechanisms in leadership, which are of great interest to understand leadership as an influential process.

Michael Greyson Mgonja, in the fourth paper, discusses the measures to mitigate workplace absenteeism in public and private Tanzanian schools. The study relies on in-depth interviews and documentary review to collect data and finds that the mechanisms to reduce absenteeism are not seriously executed in public schools, and principals should learn from the private sector. Once again we discover that leadership matters, also in fighting against school absenteeism.

We finish this issue of IJELM with the book review elaborated by Teresa Morlá, from Universitat Rovira i Virgili. Morlá reviews the book: *The Future of Leadership – An Explorative Study into Tomorrow’s Leadership Challenges*, written by Daniela Eberhardt and Anna-Lena Majkovic, and published in 2016 by Springer. This book has something in common with our second article, as it is also centered in the complexity of leadership and gives an answer to questions related to the future of leadership. For the authors, the future most critical task for leaders will be to connect different

people with different skills, expectations, resources, motivations, and culture. We only can say that we agree with these authors.

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