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Educator Well-Being and Resilience: Paradigms, Pathways, and Possibilities

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Deadline for manuscript submissions:

28 February 2025

Message from the Guest Editors

This Special Issue aims at discovering the nuanced, authentic, and complex relationships between the resilience and well-being of educators. We are seeking papers that embrace various research designs, including empirical, experimental, and neuroscience research approaches, across different educational levels including kindergarten, primary, secondary, and tertiary education. We are also open to accepting theoretical and review papers. This Special Issue is expected to bring together theoretical and practical insights to expand the knowledge base of the resilience and well-being of educators.

Keywords

- teacher resilience
- school leader resilience
- teacher well-being
- methodological design
- theoretical framework



mdpi.com/si/203622

Special Issue