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Foreword: [introduction to the special issue Preparing and Developing Educational Leaders in International Context]

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Foreword

Haijun Kang and Donna Augustine-Shaw

In the context of globalization and education internationalization, preparing educational leaders for today's schools and other educational settings has never been more important. School principals and other educational leaders work in complex and dynamic systems, embracing community expectations and accountability for student learning and effective teaching to develop 21st century skills. The papers in this special issue highlight innovative projects, research, policies, and programs that capture the essence of preparing quality leaders to face these challenges in various environments, levels, and contexts with creative and exciting approaches. The development of educational leadership capacity in different and/or cross socio-cultural contexts, highlighted in these papers, exemplifies the spirit and synergy that moves theory to practice for each school and educational leader in diverse and international settings.

The first four papers have a main focus on school leadership development but in four quite different socio-cultural contexts including Egypt, U.S.A, China, and Japan. In the first paper, Ted Purinton and Dalia Khalil, co-authors of "Adaptations of International Standards on Educational Leadership Preparation in Egypt," present a case study of one leadership preparation program in Egypt. This program utilizes US school leadership standards and practices and highlights cultural and policy distinctions and a comparison to international standards and best practices.

In the second paper "Embracing New Realities: Professional Growth for New Principals and Mentors," Donna Augustine-Shaw and Jia Liang highlight one state model providing mentoring and induction for new school leaders in the U.S.A. In this paper, the importance of mentoring and induction as a continuation of leadership preparation is highlighted in program components and participant perceptions in The Kansas Educational Leadership Institute's mentoring and induction program and professional learning seminars.

The third paper, "Examining the Impact of a DSP through a Comparative Adult Education Lens: A Snapshot of Principal Professional Development for Education Internationalization in Beijing, China" by Haijun Kang, Lei Lyu, and Qi Sun, presents the impact of the Domestic Study Program (DSP), a professional development program, on local principals in Beijing, China by examining the learning experiences of four local school principals through the lenses of adult education and international education leadership development. In this study, professional development defines activities to improve the knowledge and skills of adult learners as a part of leadership preparation for school principals in China.

In the fourth paper, "Policies and Practices of School Leaderships in Japan: A Case Study of Leadership Development Strategies in Akita" authored by Yukiko

Yamamoto, Naoko Enomoto, and Shinobu Yamaguchi, the structure and practice of leadership development using the case of local governments and schools in Akita is explored. In this study, strategies of leadership development in a unique international context highlight the interpretation, training, and development of practices in Japan.

The remaining three articles are purposefully included in this special issue to showcase educational leadership preparation and development in other educational settings in three different countries including Singapore, U.S.A., and China. The fifth paper, "New Models of Hybrid Leadership in Global Higher Education" by Donna C. Tonini, Nicholas Burbules, and C. K. Gunsalus, talks about the challenges that Nanyang Technological University (NTU) in Singapore is faced with and how NTU builds the leadership capacity of its faculty by partnering with the National Center for Research and Professional Ethics at the University of Illinois at Urbana-Champaign (Illinois) to launch the NTU Leadership Academy (NTULA) program. The authors share the findings of a needs assessment survey to inform future planning and content development for the NTULA program.

In the sixth paper "Preparing and Developing Community College International Leaders," Rosalind Latiner Raby and Edward J. Valeau interviewed 91 community college international leaders to find out what influences shape the professional paths of these individuals and depicted criteria that help support future preparation for community college international education leadership.

The last paper, "Students as a Teaching Resource in Preparing Educational Leaders: An International Masters Programme" by Qiang Liu and David A. Turner highlights an international leadership development curriculum developed by The International and Comparative Education, Beijing Normal University in China to produce adaptable international education leaders. The authors reflect on the unique features of the curriculum and discuss the challenges of building an inclusive learning environment that helps future education leaders develop transferrable leadership skills that are applicable in all areas of institutional leadership.

Through the unique approaches to leadership preparation offered in this special issue, promise and hope for new levels of expertise in developing school and educational leaders for the 21st century is shared. Understanding the importance and relevancy of innovative approaches in international contexts and across varying educational settings provides meaningful application to all researchers and professionals in the field, striving to positively impact a new generation of leaders for tomorrow's international education.