

Editorial

The Journal for Researching Education Practice and Theory (JREPT) presents another edition comprising papers that focus on a variety of aspects related to educational leadership from different standpoints and in different contexts. Papers draw on a wide range of evidence including research data, document analysis and professional insights. The first paper, titled 'Perspectives of healthcare education leadership on nurses' night shift sleeping concerns in Abu Dhabi's private hospital' focuses on exploring the viewpoints of healthcare education leaders regarding night shift challenges in nursing and specific treatment strategies, analyzed within the framework of educational leadership theory in a private hospital in the Abu Dhabi emirate. Paper generated data from semi-structured interviews with healthcare educator leaders to generate data to achieve the research aim. The findings show that night shift nurses endure a lot of challenges including effect on nurse health, effect on quality of patient care, and nurse professional development. The paper provides some recommendations to help reduce the challenges and to facilitate the effectiveness of nurses' night shift. Paper number two examines the role of school leadership styles in promoting school performance and academic success in UAE through a systematic review-based analysis. The paper contributes to the debate on guidelines for assisting school leaders to understand and apply the most effective leadership styles in varying situations. It proposes leadership approaches that optimize teacher satisfaction, student achievement, and school success. These include models such as transformational and democratic leadership, which induce motivation, shared decision making, along with innovation. Paper three examines three prominent leadership theories (transformational, transactional, and authentic theories) to understand how they apply in the UAE

education sector (private and public sectors) and align with national culture, educational policies, and educational/institutional practices. Using a qualitative theoretical approach and comparative document analysis, the conclusions suggest that whilst the three leadership approaches are used in the UAE educational contexts, transformational and authentic leadership approaches most effectively support the UAE's educational goals for innovation, inclusion, and sustainable improvement, whereas transactional leadership is better suited to ensuring accountability and operational stability than to driving long-term change. It recommends that educational leaders in the UAE should adopt blended, transformative and authentic leadership practices grounded in ethical clarity, transparency, and cultural understanding to guide school and university development and shape future-ready learning environments.