



Abstract

This paper advances the conceptual notion of mindfulness for educational leaders. The findings presented acknowledge the current levels of stress that school leaders face and posit that the practice of mindfulness may reduce these stressors while improving the effectiveness of leadership. The author also presents a synthesis of the literature from resonant leadership, emotional intelligence, social intelligence, and neuroscience findings, using the constructs of mindfulness as the foundation to develop a conceptual framework for mindful leadership in the schools. The attitudinal foundation of mindfulness (Kabat-Zinn, 2009) awareness, being fully present, compassion, equanimity, non-judgment, non-reactivity, letting go, listening, self-compassion, patience, and trust are presented as constructs of mindfulness for educational leaders. These constructs are reviewed for their ability to inform leadership practice for educational leaders.

Wells, C. M. (2015). Conceptualizing Mindful Leadership in Schools: How the Practice of Mindfulness Informs the Practice of Leading. *Education Leadership Review of Doctoral Research*, 2(1), 1–23.