

## Cover Letter

*Recent Educational Research*

July 16, 2024

Dear Editor-in-Chief and Editorial Board members:

We write to submit an original research article entitled “Enabling readiness among teachers and principals for another pandemic: A literature review” for consideration.

We confirm that this work is original and has not been published elsewhere, nor is it currently under consideration for publication elsewhere. We have no conflicts of interest to disclose.

In this paper, we have aimed to recognize that the purpose of this conceptual paper is to highlight the proven effectiveness of mindfulness practices used to support teachers’ and principals’ well-being, as documented in existing literature. Teachers around the world have faced many new challenges in recent years, not least with the sudden switch to teaching online during the height of the COVID-19 pandemic. School leaders likewise have had extra responsibilities added to their already busy role. Although the threat posed by the pandemic seems to have largely subsided, schools continue to deal with COVID-19-related issues. A lack of support for education professionals’ well-being during all of this has been evident. There is often little guidance as to how those working in education can attain adequate levels of health and well-being under extraordinary circumstances.

I, Dong Jin Kim, will be serving as the primary corresponding author on this manuscript, and will be responsible for informing my co-authors. All correspondence concerning this manuscript can be addressed to me at [dongjinkimphd@gmail.com](mailto:dongjinkimphd@gmail.com). Thank you for your consideration.

Sincerely,

Dong Jin Kim, Ph.D.

## **Author Biography**

Dong Jin Kim, Ph.D.

College of Humanity and General Education

124 Seokyeong-ro, Sungbuk-gu, Seoul, 02713, KOREA

[dongjinkimphd@gmail.com](mailto:dongjinkimphd@gmail.com)

<https://orcid.org/0000-0001-8656-8008>

Dong Jin Kim is a Special appointment professor in Center for Teaching and Learning at SeoKyeong University. His research focuses on educator well-being, specifically principal well-being and mindfulness.