

Special Issue

Collaborative and Resilience-Oriented Practices and Teacher Wellbeing

Message from the Guest Editors

As we grapple with solutions to increase teacher wellbeing in the midst of the current teacher workforce crisis, we must identify and bolster protective mechanisms that support educators to sustainably thrive in the profession. Research suggests that effective strategies for enhancing teacher wellbeing include Collaborative and Resilience-Oriented Practices (CROPs). Collaboration, in addition to benefiting students, also benefits educators. Resilience-oriented practices include those that promote positive relationships. Such practices include culturally responsive approaches, restorative approaches, trauma-informed practices, family-school-community collaboration, and relational leadership strategies. Proactive strategies such as these can lead to wellbeing and perseverance in both educators and the students they teach.

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From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

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