

Special Issue

Creating the Future of Teaching and Teacher Education – Innovative Disruption as a Catalyst for Reform

Message from the Guest Editors

This Special Issue will bring together researchers with a focus on reform and innovation, and offer hope and inspiration for the profession. The aims of this Special Issue are to:

- Examine evidence-based instances of innovative disruption framed in appropriate theoretical and methodological research paradigms that have led to reform in teaching and/or teacher education.
- Examine how this disruption has led to change and the potential for sustainable reform that will shape the future.

Possible themes related to teaching/teacher education:

- Digital disruption and innovations
- Social and emotional wellbeing strategies and practices
- Building collaborations and partnerships
- Rethinking policies and practices
- Rethinking classrooms and industrial models
- Other innovations

In this Special Issue, original research articles and systematic quantitative literature reviews are welcome. We look forward to receiving your contributions.

Guest Editors

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Deadline for manuscript submissions

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About the Journal

Message from the Editor-in-Chief

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.

Editor-in-Chief

Prof. Dr. Daniel Muijs

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Rapid Publication:

manuscripts are peer-reviewed and a first decision is provided to authors approximately 29.2 days after submission; acceptance to publication is undertaken in 3.9 days (median values for papers published in this journal in the first half of 2025).