

Special Issue

Enhancing Teacher Education: Innovations and Challenges in Professional Development and Training

Message from the Guest Editor

Initial Teacher Training marks the start of entry into the profession. Thirty years on, I write at a time of a deeper crisis in the profession—a significant reduction in teacher recruitment of up to 50% in England, with at least one in three teachers leaving the profession in England. The response to this crisis has been the marketisation of initial teacher training, leading to the creation of the National Institute of Teaching and the subsequent closure of 61 of 240 university-supported or university-delivered teacher training courses in England. Decisions made by central government in England have reduced the number of teacher training opportunities. The practical implications of these policies are dire, with children starting their primary education in classes over the recommended number of 30 students and secondary schools unable to deliver lessons with qualified, graduate teachers in STEM and arts subjects.

Guest Editor

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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.

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