

Special Issue

Reclaiming and Rethinking Teacher Education: Global Concerns, Challenges and Opportunities

Message from the Guest Editors

Teacher education should play a fundamental role in advancing social justice. In some countries, the education sector is highly regulated, and prescriptive curricula for pre-service teachers is both reductionist and positions teachers as technicians. There are significant global concerns relating to teacher attrition, burnout, mental health and poor job satisfaction, and pre-service teachers need to be both resilient and well prepared in order for them to be enabled to address increasing diversity in classrooms. In this respect, this Special Issue will explore some of these challenges and explore approaches for placing social justice at the heart of teacher education courses. In addition, the transition from pre-service teacher to qualified teacher is not always smooth, and changing policies within a highly regulated and marketized teacher education sector means that serving teachers need high-quality continuing professional development and education. Given this background, we invite articles that explore these issues, and we welcome a diverse range of methods and methodologies. We are particularly interested in qualitative studies that draw on creative methodologies and methods.

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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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