

Special Issue

Developing Teachers: A Necessary Condition for Quality Retention

Message from the Guest Editors

Building and sustaining the quality of teachers is not only an agenda for the future but equally importantly, for the wellbeing, learning, and achievement of the children who attend schools today. A central task for all concerned with enhancing quality and standards in schools is not only to have a better understanding of what influences teachers' quality throughout a career but also to identify the means through which the necessary teacher quality can be nurtured in the contexts in which they work. The question of how to retain the hearts, minds, and effectiveness of teachers who work in intellectually, emotionally, and physically challenging places called 'school' has been a subject of contemplation across various countries for many years. In confronting this question, we encounter more fundamental issues of *what* constitutes teacher learning and professional development, *why* teacher learning and development matters to retention, and *what* schools and systems can do to enable them to learn to live new lives in which they can sustain their capacity to teach to their best over time?

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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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