

Special Issue

Teacher Narratives and Narratives of Teaching: Inquiry into Lived Experiences

Message from the Guest Editors

Teachers have the power to transform lives, and their work “invites all of us” to reflect on the positive impact they can have on students and society. Yet, the OECD Teaching and Learning International Survey (TALIS, 2018) recently found that, for a variety of reasons, teachers are leaving the profession, and teacher shortage is one of the most pressing problems faced by many education systems. The aim of this Special Issue (SI) is to illuminate the vicissitudes of teachers’ professional lives with the intention of sharing and appreciating their experiences. The issue will offer ideas related to the theoretical, methodological and practical matters to be considered when using a narrative in order to explore teacher’s experience. Narrative accounts of teachers’ lived teaching realities will also be included. Submissions are encouraged from early childhood through higher education to celebrate and promote teacher narratives as valid, valuable and insightful sources for educational research and knowledge...

Guest Editors

Dr. Trudy Ambler

First Year College, Victoria University, Melbourne, VIC 3011, Australia

Dr. Puspha Sinnayah

Institute for Health and Sport, First Year College, Victoria University, Melbourne, VIC 3021, Australia

Dr. Joanna Lim

Independent Researcher, Christchurch 8041, New Zealand

Deadline for manuscript submissions

closed (31 May 2024)



Education Sciences

an Open Access Journal
by MDPI

Impact Factor 2.6
CiteScore 5.5



mdpi.com/si/160864

Education Sciences
Editorial Office
MDPI, Grosspeteranlage 5
4052 Basel, Switzerland
Tel: +41 61 683 77 34
education@mdpi.com

[mdpi.com/journal/
education](https://mdpi.com/journal/education)





Education Sciences

an Open Access Journal
by MDPI

Impact Factor 2.6
CiteScore 5.5



[mdpi.com/journal/
education](https://mdpi.com/journal/education)



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

School of Social Sciences, Education and Social Work, Queen's
University Belfast, Belfast BT7 1NN, UK

Author Benefits

High Visibility:

indexed within Scopus, ESCI (Web of Science), Educational Research Abstracts, PsycInfo, and other databases.

Journal Rank:

JCR - Q1 (Education and Educational Research) / CiteScore
- Q1 (Physical Therapy, Sports Therapy and Rehabilitation)

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).