

Special Issue

Breaking Barriers: Promoting Equity and Inclusion in Teacher Education Programs

Message from the Guest Editor

How can we engage both beginner and seasoned teachers with socially just instruction and critical praxis in the context of their professional learning and development? Against this backdrop, this Special Issue centers on the pivotal role of socially just teaching and critical praxis in transforming teacher education. This Special Issue aims to explore both conceptual and practical possibilities to enact more just and humane praxis for making impactful changes in current teacher education programs. In this Special Issue, original research articles and reviews are welcome. Research areas may include, but are not limited to:

- Engaging teacher candidates in culturally responsive and sustaining practices;
- Re-thinking and re-envisioning teacher education curricula towards anti-racist and decolonizing goals;
- Praxis-based reflections (e.g., individual/collective reflections of teacher educators);
- Critical (race/feminist) praxis to counter hegemonic ideologies in teacher education programs;
- Curricular, pedagogical, and institutional reforms to support intersectionally minoritized teachers of color.

I look forward to receiving your contributions.

Guest Editor

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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.

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