

Special Issue

A Nexus Between Teacher Agency and Accountability: Research and Practice

Message from the Guest Editors

This Special Issue seeks to gather research that investigates the enactment of teacher agency across diverse socio-cultural contexts and its interaction with accountability—two critical aspects shaping teacher professionalism and practice.

Submissions may address, but are not limited to, the following topics:

- Models for conceptualising teacher agency and accountability in diverse contexts;
- Strategies for or approaches to integrating the exploration of teacher agency and accountability systems or frameworks within professional learning curricula and teacher education programmes;
- Comparative analyses of teacher agency across different accountability systems and cultural contexts;
- Case studies showcasing innovative practices that effectively enhance or foster teacher agency in various accountability settings;
- Evaluative research on the impact of accountability measures on teacher agency in dynamic socio-cultural contexts.

We eagerly anticipate your submissions and the valuable insights they will bring to this Special Issue.

Guest Editors

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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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