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 sociocultural contexts.

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

Guest Editors

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Deadline for manuscript submissions

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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.

Editor-in-Chief

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