

Special Issue

Mentoring and Professional Learning in a Challenging World

Message from the Guest Editors

This Special Issue of Education Sciences aims to bring together manuscripts that illuminate how mentoring and professional learning are enacted, experienced, and reconstructed in challenging and dynamic contexts. Our aim is to gather a diverse collection of theoretical, empirical, methodological, and practice-based contributions that deepen current understandings, bridge research and practice, and offer new conceptualizations for supporting teachers in periods of uncertainty and transformation through mentoring practices.

Guest Editors

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Deadline for manuscript submissions

31 August 2026



Education Sciences

an Open Access Journal
by MDPI

Impact Factor 2.6
CiteScore 5.5



mdpi.com/si/264489

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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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