

Special Issue

Innovations and Support in Initial Teacher Education

Message from the Guest Editors

Initial Teacher Education (ITE) programmes produce graduates who will impact and influence hundreds—even thousands—of school students across their careers. As such, ITE programmes are expected to prepare future teachers who are adaptable, culturally responsive, digitally capable, and equipped to support increasingly diverse student populations. This Special Issue aims to present and disseminate the most recent advances related to innovations in Initial Teacher Education and how students of these programmes are supported during their journey. Topics of interest include, but are not limited to, the following:

- Innovations in Initial Teacher Education programme design and delivery;
- Authentic, integrative, and practice-based assessment in ITE;
- School partnerships and work-integrated learning models;
- Professional Development for Teacher Educators;
- Student support structures and wellbeing for students in ITE programmes;
- Academic advising, mentoring, and pastoral care for ITE students;
- Culturally responsive, inclusive, and equity-focused approaches in ITE;
- Digital and flexible learning innovations supporting teacher education.

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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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