

Special Issue

Teachers' Decisions regarding Students' Transition from Primary to Secondary School: New Insights from International Research

Message from the Guest Editor

This Special Issue aims to gather empirical and theoretical studies on teachers' decisions regarding students' transitions from primary to secondary education. In many countries, the transition from primary to secondary school involves students' allocation to specific school tracks. The tracks often differ in the educational qualifications students can acquire, and may have consequences for their career trajectories within and beyond the educational system. The Special Issue features original qualitative and quantitative research studies, reviews of research studies, and theoretical studies from pedagogy, psychology, sociology, economics, and other scientific disciplines. The scope of the Special Issue is broad and may include studies on predictors and effects of transition decisions on academic, psychological, or social variables; investigations on algorithms, heuristics, or other ways of formalization that may support teacher decision making; tests of hypotheses about the decision-making processes of teachers; and studies on how valid teacher transition decisions are.

Guest Editor

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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.

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