

Special Issue

Transforming Teacher Education for Academic Excellence

Message from the Guest Editors

Despite continued sterling efforts to improve the quality of education and achieve equitable outcomes for our increasing diverse and superdiverse school communities worldwide, reports and research over the past decade show there remains much to be desired. Not surprisingly, the need for high quality Initial Teacher Education programs, where teachers are valued for their expert knowledge and skills, and the need for change in related areas, such as entry requirements, early career support, teaching for diversity, a diverse workforce, excessive workload and the status of teaching comparative to other professions, are well recognised as being central to the necessary transformation to achieving academic excellence. Thus, this Special Issue provides an opportunity to explore the challenges that stakeholders may face in addressing the goal of transforming teacher education for academic excellence, as well as how current initiatives and innovations have globally and effectively contributed to solutions.

Guest Editors

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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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