



Making Our Way: Rethinking and Disrupting Teacher Education

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Message from the Guest Editors

This Special Issue, Making Our Way: Rethinking and Disrupting Teacher Education, seeks writings, research, musings, manifestos, and arts-based approaches exploring how equity and justice (as a process, goal, and action) have been enacted in PreK-20 learning spaces. We seek discussions of educational approaches that challenge systems, expand expertise, and think outside the box. This Special Issue intends to expand the definitions of mastery and intellect in educational and/or schooling spaces and embrace the concepts of local, embodied, and community knowledge.

In this Special Issue, we broadly define teacher education as any influence on PreK-20 schooling spaces and learning, traditional and/or alternative educational settings, and community-based learning arenas. With this broad definition, we seek to reimagine the definition of teacher and teaching and the overall educational process to center under-represented knowledge, voices, and experiences in scholarship.





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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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