



Critical Perspectives on Mathematics Teacher Education

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Message from the Guest Editors

The purpose of this Special Issue is to provide a platform for scholars working in mathematics teacher education to discuss critical perspectives on this area.

Potential topics include, but are not limited to:

- Working with prospective and/or practicing mathematics teachers and issues of minoritization: e.g., gender and gender identity, ethnicity, social class, disability, sexual orientation.
- Reporting on programmes about the engagement of prospective and/or practicing mathematics teachers with concepts, such as equity, social justice, critical mathematics education, Indigenous education, culturally responsive pedagogy, ethnomathematics, and so on.
- School-based approaches involving mathematics teachers in addressing the learning needs of children with diverse backgrounds.
- Theory practice dilemmas in aiming for critical perspectives in/for mathematics teacher education.
- Essays, systematic reviews, meta-synthesis, or meta-analysis papers addressing critical issues in mathematics teacher education.

We look forward to your contributions.





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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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