



Teaching and Teacher Education: Movement toward Equity across Global Contexts

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Message from the Guest Editors

The focus of this Special Issue is equity in teaching and teacher education, with a particular emphasis on movement toward social justice in a variety of international contexts. Knowing that equity and inequity are constructed and constrained by the specifics of the local context, and that movement toward social justice must be enacted within these contexts, this Special Issue looks to bring together examples of movement toward equity from globally diverse perspectives.

We welcome articles that have a wide range of orientations with regard to the focal area of challenging what it means to bring an equity perspective to the world of teaching and teacher education. For example, we envision articles that offer a look at the “typical” work of teacher education such as the role of school placements and how those placements can be used to unpack issues of equity and support teachers to develop a social justice stance; or a conceptual paper that articulates how key ideas in teacher development such as adaptive expertise or PCK can be rethought to center social justice; or methodologies that look to center issues of equity in teacher or teacher education research.





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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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