

## **Editorial**

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### **Dear teacher educators, scholars and educationalists,**

A total of four articles have been published in the last issue of the twelfth volume of the *Journal of Teacher Education and Educators* in December 2023.

Franziska Bredehöft's research article entitled "The Importance of Job-Related Self-Insight, Not Self-Reflection, For Well-Being and Burnout in Student Teachers" aims to explain the relationship between the need for self-reflection, job-related self-reflection, job-related self-insight, and well-being as well as burnout in student teachers. A cross-sectional study of 607 student teachers in Germany reveals that job-related self-insight, but not job-related self-reflection nor the need for self-reflection, significantly predicts levels of well-being and burnout. The study results imply that gaining insight into one's career choice and one's strengths and weaknesses concerning the teaching profession are important factors in predicting well-being and burnout. Student teachers with high levels of job-related insight may be more inclined to embrace their impending responsibilities as educators, feel satisfied with their career decision, recognize their individual professional skills and development opportunities, be aware of the challenges associated with the teaching profession, and have appropriate mechanisms for overcoming these challenges or know how to cultivate such mechanisms.

The second article is "Professional Learning for Culturally Nourishing Pedagogies in Inuit Schools" by Shelley Tulloch and friends. The article presents a participatory action inquiry into the process and outcomes of professional learning for culturally nourishing pedagogies in Inuit schools. A research team of Inuit educators and university-based researchers, in partnership with the Nunatsiavut Inuit Government and the school board documented and analyzed the development, delivery, immediate and short-term outcomes of professional learning workshops addressing Inuit culturally nourishing pedagogies. Results show that the teachers have many ideas for, and intuitively incorporate land, language, local knowledge holders, and local resources in their teaching inside and outside the school building. Consistent implementation of culturally nourishing pedagogies is hindered by capacity, time, school board policies, and resource gaps. Teacher-to-teacher knowledge exchange in the workshops demonstrated the importance of identity, relationship, and safe spaces in generating ideas for and practicing culturally nourishing pedagogies. Collaborative co-creation of knowledge reveals how professional learning workshops can contribute to teachers' effective

practice and to sustainable change in Nunatsiavut area schools.

The article “Pre-service Teachers’ Technological, Pedagogical and Content Capability and Digital Pedagogy Readiness” by Kishabale Bashir and Luyima Jimmy investigated pre-service teachers’ perceptions of their technological, pedagogical, content capabilities; validate the digital pedagogy readiness model; and established the influence of technological, pedagogical and content capabilities on pre-service teachers’ digital pedagogy readiness. Their findings revealed that pre-service teachers were in agreement regarding their perceptions of the capabilities and technological-pedagogical-content capability influenced pre-service teachers’ digital pedagogy readiness. The study enriches existing literature on the role of TPACK in fostering teachers’ digital pedagogy which is vital for the 21st century classroom.

The fourth article, “Opinions of Exam Question Writers and Teachers on Skill-Based Science Questions” by Serhan Sarioğlu, Bulut Demir, Ümmühan Ormancı and Salih Çepni aimed to obtain and compare the opinions of exam question writers and teachers on skill-based exam questions. 24 science teachers and 11 context-based exam question writers participated in the study, which was carried out according to the convergent parallel design. Although there was a significant difference between the opinions of the exam question writers and the teachers on life-based questions, their opinions on the positive and negative aspects of life-based questions show parallelism. Teachers think that the new generation questions are unnecessarily long and time-consuming and that the quality of the questions in the market should be increased.

We have also an erratum for the article “Student Teachers’ Leadership Development in a Finnish Class Teacher Education Program” which was published in the previous issue of this volume. The erratum includes some editings on layout and an acknowledgement section has been added at the request of the author.

In the hope of reuniting with you in the following issues of the Journal of Teacher Education and Educators...