

Editorial

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Dear teacher educators, scholars, and education professionals,

It is with great pleasure that we present the third issue of Volume 13 of the Journal of Teacher Education and Educators. In this issue, we showcase four studies that illuminate the evolving landscape of teacher education, teacher readiness, and the interconnected challenges and opportunities in our globalized era. Each article offers an important perspective on how we can prepare, support, and sustain educators to meet the changing needs of their students, schools, and communities.

The first article, by Tuija Ukskoski and Marja-Kristiina Lerkkanen, reveals the potential of participatory action research in promoting school well-being in Finnish comprehensive schools. Their findings highlight the necessity of collaborative expertise, where courage to embrace uncertainty, recognition of school culture as an ongoing development process, and strong educational leadership converge to nurture reflective and resilient school communities. This research calls on teacher educators, policymakers, and educational leaders to reimagine initial teacher training, induction programs, and in-service training through the lens of organizational studies, championing processes that enhance well-being across entire school communities.

The second article, by Benjamin Ade-Thurrow and Erik Jon Byker, demonstrates how Globally Networked Learning can expand intercultural competence and foster global awareness in a virtual international exchange setting. Connecting undergraduate students from Germany and the United States, the course focused on the United Nations Sustainable Development Goals as a thematic framework that enabled robust cross-cultural dialogue and research collaboration. This innovative approach addresses equity of access to global learning experiences while simultaneously deepening students' understanding of urgent international concerns, offering teacher education programs a model for constructing transformative virtual learning environments.

Building on the theme of teacher readiness, the third article, authored by Skezeer John Paz, Magdalena Cobrador, and John Paul Pendon, emphasizes the importance of structured support systems in enhancing licensure exam performance. Their quantitative descriptive-correlational study evaluates in-house review sessions at Notre Dame of Marbel University, demonstrating a significant correlation between targeted test preparation and success in mock board tests, ultimately underscoring the impact of well-designed exam readiness programs on aspiring educators' professional confidence and competence.

The fourth article, by Shruthi Venkatesh Reddy, Anna-Leena Kähkönen, and Josephine Moate, explores the development of a teacher's pedagogical content knowledge (PCK) using project-based learning (PBL) in science. The authors highlight how PBL fosters more active, inquiry-driven instruction, allowing teachers to align content knowledge and pedagogy in ways that cultivate deep student engagement and conceptual understanding. The study demonstrates how project-based strategies not only help teachers combine scientific content with practical, real-world applications but also encourage learners to think critically, collaborate effectively, and gain confidence in their problem-solving abilities. By illustrating how teachers' PCK evolves through PBL, this research provides a compelling model for educators and teacher trainers seeking to unite disciplinary expertise with innovative, student-centered teaching methods.

Together, these four articles underscore several shared imperatives for teacher education. First, the well-being of teachers, students, and school communities is intimately tied to collaborative expertise and reflective, supportive leadership. Second, intentional global engagement—whether

through virtual or on-site means—broadens learners’ perspectives and fosters indispensable intercultural competencies. Third, structured, evidence-based approaches to teacher readiness can markedly improve candidates’ outcomes on professional licensure examinations. Finally, both the theory and practice of pedagogy benefit when teacher educators encourage robust pedagogical content knowledge through innovative methodologies like project-based learning. We hope these contributions inspire continued exploration and dialogue about how to best prepare and support educators worldwide. By focusing on well-being, equity, innovation, and reflective practice, we can equip teachers to meet the challenges of an ever-evolving educational landscape and help cultivate sustainable, inclusive, and dynamic learning environments for all.