

Editorial

İsmail Çimen

Dear teacher educators, scholars and educationalists,

Welcome to the latest issue of the Journal of Teacher Education and Educators. In this issue, we assemble a diverse array of scholarly works that navigate the evolving landscape of teacher preparation and professional growth across multiple international contexts—namely Ghana, the United States, Türkiye, Saudi Arabia, and Rwanda. The studies featured herein tackle critical dimensions of the teaching profession, from cultivating self-efficacy and leveraging experiential learning to safeguarding educator well-being and refining mentorship practices.

Setting the stage for this issue, Evelyn Agyei, Ebenezer Bonyah, and Ebenezer Appiagyei investigate the transformative power of mathematical modelling in “Enhancing Pre-Service Teachers' Attitudes and Self-Efficacy in Geometry Instruction Through Mathematical Modelling.” Through a convergent parallel mixed-methods approach conducted in Ghana, the authors reveal how engaging in model-eliciting activities significantly boosts pre-service teachers' confidence and fosters constructivist beliefs. Their work makes a compelling case for shifting geometry instruction from traditional paradigms to inquiry-based, real-world problem-solving.

Transitioning to the realm of literacy, Alexandra J. Taylor and Winn Crenshaw Wheeler explore the practical development of assessment skills in “Experiential Learning Provided to Preservice Teachers in Reading Assessment and Instruction.” This qualitative case study emphasizes the indispensability of robust university-school partnerships. By providing candidates with direct experiences in administering and analyzing reading assessments, the authors demonstrate how active immersion not only sharpens pedagogical content knowledge but also instills vital professional confidence in future educators before they formally enter the field.

The psychological and emotional realities of the profession are critically examined in Seyit Ahmet Çapan's “An Analysis of Teacher Well-Being amid Recruitment Reforms in Türkiye: A Case of Pre-Service English Teachers.” Against the backdrop of shifting and ambiguous recruitment policies, this mixed-methods study highlights a delicate balance: while initial enthusiasm sustains a moderate level of well-being among candidates, systemic pressures—such as financial uncertainties and heavy workloads—pose significant threats. Çapan's insights urge policymakers to recognize that maintaining teacher well-being is an essential prerequisite for effective education.

Turning our attention to the ongoing development of active practitioners, Mona Abdullah Alzahrani provides valuable perspectives in “Enhancing EFL Teaching Practices through Targeted Professional Development: Insights from Classroom Observations in Higher Education.” Based on rigorous thematic analysis of classroom observations, the research maps both the pedagogical strengths and the operational shortcomings of EFL instructors. The findings advocate for tailored professional development initiatives designed to bridge crucial gaps in lesson planning, technology integration, and classroom management.

Finally, the issue draws to a close with a critical look at early field experiences in “Bridging Theory and Practice: STEM Pre-Service Teachers’ Experiences in a Rwandan Model School” by Christopher Mutseekwa, Barnabas Muyengwa, and Nyasha C. Zimuto. Analyzing the integration of student teachers within a model school setting, the study uncovers that even in structured environments, interns can struggle with STEM pedagogy and reflective practice due to time constraints and a lack of instructional expertise from their mentors. This piece serves as a vital reminder that effective practicum experiences rely heavily on targeted capacity building for the mentors themselves.

Taken together, the scholarship presented in this volume conceptualizes teacher education not as a series of isolated phases, but as a deeply interconnected journey. From the foundational acquisition of pedagogical skills to the complex navigation of institutional reforms and professional identity, these articles illuminate the multifaceted nature of becoming and remaining an effective educator. We hope these findings inspire further dialogue on how global educational systems can better align their structures, policies, and mentorship frameworks to support teachers at every stage of their careers.

We extend our sincere gratitude to the contributing authors, our dedicated reviewers, and the editorial board for their collective efforts in bringing this issue to fruition. We invite our readership to engage deeply with these articles and look forward to your future scholarly contributions to the *Journal of Teacher Education and Educators*.