Editorial

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Dear teacher educators, scholars and educationalists,

It is a pleasure to welcome you to Volume 15, Number 2 of the Journal of Teacher Education and Educators. The five studies gathered here travel across five national settings – fthe Netherlands, Romania, Finland, Türkiye, and Algeria – yet they share a common preoccupation: the conditions that allow teaching and learning to flourish. Whether the focus falls on a pre-service teacher learning to weather the demands of the profession, a classroom of children making sense of fractions, or a faculty member trying to stay in command of an overloaded calendar, these articles remind us that effective education is rarely the product of individual effort alone. It is cultivated within relationships, resourced by tools and communities, and enabled or constrained by the institutions and systems that surround it.

The issue opens with a question of endurance. In Enhancing Dutch Pre-Service Teachers' Resilience and Positive Well-Being, Lisa Kiltz, Marjon Fokkens-Bruinsma, Esmee Kamp-Bolks and Marieke Pillen draw on semi-structured interviews with 41 stakeholders across seven initiatives developed in Dutch teacher education during the COVID-19 pandemic. Their thematic analysis surfaces four critical design elements – innovative education, embedding initiatives in theory and practice, clear communication, and the professionalization of teacher educators — alongside three mechanisms that drive well-being and resilience: beliefs about their importance, collaborative learning communities, and reflective and resilient mindsets. The overarching message is that resilience is neither a fixed trait nor a solitary achievement, but a relational and reflective practice that programs can deliberately nurture.

Moving from endurance to digital renewal, Elena-Andreea Boitan and Mariana Momanu turn to open pedagogy in Open Educational Resources in Professional Development: Attitudes and Intentions to Use Among Early Childhood Educators. Surveying 228 Romanian early childhood teachers through the lens of the Technology Acceptance Model and the Attitude Towards Open Educational Resources framework, the authors find that teachers' educational attainment is associated with their intention to integrate technology, whereas their attitudes toward OER – though positively related to that intention – account for only a modest share of the variance. The study positions OER not merely as free content but as a potential catalyst for digital competence, while cautioning that attitudes are only one of several individual and institutional factors shaping technology use.

Collaboration takes centre stage in Socio-Ecological Perspectives and the Hierarchy of Collaboration in Finnish Preparatory Education, in which Tatsiana Shestunova, Sirkku Latomaa and Maria Ahlholm analyse mixed-methods survey data from 308 Finnish teachers who support newly arrived immigrant students. Combining a socio-ecological lens with a novel four-level hierarchy of teacher collaboration, they show that teachers readily exchange materials and discuss students' learning and well-being, but seldom reach the deeper forms of joint planning and co-teaching. Time constraints, geographical isolation, and weak institutional support keep much collaboration confined to its lower rungs – a pattern their integrated framework helps both to describe and to explain.

The issue then enters the mathematics classroom. In The Effects of Different Teaching Applications on Academic Success and Retention in the Fraction Subject, Nurullah Yazıcı, Mustafa Albayrak and Fatma Biçen use a sequential explanatory mixed-methods design to compare traditional, game-based, and technology-enhanced instruction among 51 fifth-grade students learning fractions. While the three approaches produced no significant differences on the immediate post-test, game-based teaching yielded significantly stronger retention than the traditional method. Students welcomed both experimental approaches for the interest and enjoyment they generated, even as they named their limits – games that do not appeal to every learner and technology that can invite distraction – a reminder that method matters most when paired with thoughtful design and classroom management.

Finally, the issue widens its scope to the working lives of educators themselves. In Perceived Control of Time as a Linking Mechanism Between Time-Management Behaviours and Pedagogical Performance Among Female University Faculty in Algeria, Zinelaabidine Touidjeni, Nousseiba Maougal and Naima Ghallab survey 425 female faculty members across 68 Algerian institutions and draw on Macan's process model to examine how goal setting, planning, and perceived control of time relate to self-reported pedagogical performance. Perceived control of time emerges as the most consistent correlate, with planning close behind, while goal setting alone proves less decisive once adjacent processes are taken into account. Interpreting their cross-sectional findings with commendable caution, the authors suggest that institutions may do well to protect the schedule predictability and temporal autonomy on which good teaching quietly depends.

Read together, these contributions trace a single thread across very different scales of educational life – from children encountering an abstract concept for the first time to faculty negotiating the competing claims on their time. Each study locates the work of teaching within something larger than the individual: supportive learning communities, accessible resources, collaborative structures, well-designed methods, and the temporal and institutional conditions that make good practice possible. They also share a certain humility, resisting easy prescriptions and pointing instead to the systemic supports that well-being, collaboration, and innovation quietly require. Our hope is that this issue encourages continued dialogue about how programs, schools, and higher-education systems can build those supports deliberately rather than leaving them to chance.

We are grateful to the contributing authors for their scholarship, to our reviewers for their careful and generous work, and to the editorial board for helping bring this issue together. We invite our readers to engage with these articles and look forward to the conversations they will spark – and to your own future contributions to the Journal of Teacher Education and Educators.