

Editorial

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Dear teacher educators, scholars and educationalists,

A total of five articles have been published in the first issue of the tenth volume of the *Journal of Teacher Education and Educators* in April 2021.

M. Paige McClain's research article entitled "Teacher Candidates' Perceptions of Preparedness of Teaching Students Who Experience Trauma" explored early childhood teacher candidates' perceived preparedness to support children who experience trauma. The author's qualitative study indicated that teacher candidates felt "somewhat" prepared to support children who experience trauma, but felt as though they needed more education, training, and experience. They also reported that they were concerned about not having appropriate and effective support and strategies to support all children equitably in the classroom. Finally, they believed a seminar of school support personnel was beneficial to their preparation and recognized the value of collaborating with school-support colleagues. The author points to the need for teacher education programs to require coursework and opportunities for teacher candidates to learn about the biology of trauma and how trauma can impact behavior and functioning.

The second article is "Teaching as Mediation: Exploring the Impacts of a Teacher Training Program on Generating Social and Emotional Learning Environments" by Leah A. Peña Teeters and colleagues. The authors investigate a teacher learning program in Mexico, *Desarrollo de la Inteligencia a través del Arte: DIA* (Development of Intelligence through Art: DIA), that supports teachers in applying holistic approaches to instruction that support social, emotional, academic, and cognitive growth. Adopting a mixed-methods approach, their research article analyzes how pedagogical approaches that emphasize social and emotional learning affect teacher well-being and support practices associated with positive classroom culture. They have found that the DIA professional development program promotes an increase in teacher practices attending to social and emotional learning, such as emotional awareness, self-reflection, and student-centered learning. Teachers participating in the DIA professional development program also reported less emotional burnout and distress than control teachers. Their results suggest that the DIA program may serve as a protective factor from emotional distress among teachers, promoting emotional support for students and student-centered learning.

Mustafa Güler and his colleagues compared the perceptions of preservice elementary mathematics teachers on the experiences provided by teacher training institutions on a national and an international level in their article titled as “Opportunities to Learn Provided to Preservice Elementary School Mathematics Teachers in Turkey”. The participants of the research were 1386 preservice teachers from 21 universities in twelve regions of Turkey. According to the results, the preservice teachers perceived that they had more opportunities to learn about mathematics pedagogy than about mathematics or general pedagogy; the variations between regions were most pronounced in mathematics pedagogy; and there was generally a positive relationship between development level of a regions and preservice teachers’ learning opportunities

The fourth article, “Research Development Policy and its Practice in Mexican Teacher Training Schools” by Arely Paredes-Chi and María Teresa Castillo Burguete aimed to understand why research is not yet consolidated in Mexican Teacher Training Schools. They used a qualitative approach, interviewing school board members, conducting surveys of teacher educators and focus groups, and employing participant observation. Their results show that teacher educators were motivated to do research. However, due to the lack of adequate working conditions in which to conduct it, teaching continued to be their main activity.

Mustafa Çelebi, in his article entitled “Investigation of the Attitudes and Competencies of Teachers in Project Schools Towards Scientific Research in Developing Country”, aims to determine the attitudes and competence levels of the teachers in the project schools that are expected to be qualified for scientific research and to develop suggestions for the training of qualified school teachers. The author observed that the attitudes of the teachers towards scientific research were not at the expected level, the low level of attitudes and interest indicated that the competencies related to scientific thinking processes could not reach the expected level. Although teachers find themselves highly competent in terms of their scientific research competencies, current studies show that this level is insufficient. Negative correlation between teachers’ negative attitudes towards scientific research and scientific research competencies was determined. Indeed, a positive relationship was found between teachers’ positive attitudes towards scientific research and their competencies for scientific research..

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