

Editorial

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Dear teacher educators, scholars and educationalists,

A total of six articles have been published in the first issue of the eleventh volume of the *Journal of Teacher Education and Educators* in April 2022.

Wendee White and Paola Sangster's research article entitled "Exploring Wellbeing and Remote Learning Using the Delphi Method: Engaging Teacher Education Students as Co-Producers of Practice" explored teacher education students' experiences as a product of the synergistic effects of wellbeing and eco-systemic factors related to remote learning. The authors used a conventional delphi method and provided provide new insight into the multiplicity of factors that interact with student wellbeing to benefit, challenge, or threaten student experience and the coping resources teacher education students rely on to maintain their education trajectories.

The second article is "Preservice Teachers' Practical Knowledge and Their Sources" by Magnus Ferry, Peter Åström and Jan-Erik Romar. With an exploratory mixed-method design, the authors aimed to investigate the content of practical knowledge and perceived sources among a group of Swedish physical education preservice teachers. Their practical knowledge, operationalized through the concept of didactical milestone, were expressed in five different themes: the curriculum, the teacher, instructions, students and the classroom. Their results showed that preservice teachers' practical knowledge was influenced by situations before entering and during teacher education as well as by media, and to some extent, their work experiences. The study reveals that teacher education can help to assess preservice teachers' capacity to reflect on teaching, as well as adjust their own instructional focus.

Styliani Gidari and Domna Mika Kakana from Greece has presented the evaluation of the kindergarten teachers' professional development programme 'Upgrading the quality of the preschool environment' conducted by the participating teachers. The programme aimed at the improvement of the quality of Early Childhood Education and Care. The Interconnected Model of Teacher Professional Growth was used as a framework to study participants' professional growth. They found that the overall programme, the acquisition of knowledge and competences and the possibility of their application in the teaching practice were assessed as positive. The significance of a supportive context in the application of new knowledge and practices was also out-

lined. Moreover, the main correlations between domains of the Interconnected Model of Teacher Professional Growth are presented, which depict the sequences through which the changes in the teachers occurred.

The fourth article, “Pre-service and In-service Teachers’ Language Ideologies about Non-Spanish-Speaking Students and Multilingualism in Chilean Classrooms” by Gloria Toledo Vega, Andrea Lizasoain, and Karina Cerda-Oñate aimed to explore in-service and pre-service teachers’ language ideologies about non-Spanish-speaking students’ multilingualism in Chilean classrooms. The authors used a survey answered by 69 in-service teachers and 34 pre-service teachers in the Chilean school system. Both groups were asked about two dimensions: (a) teachers’ knowledge and training in L2 pedagogies and their ideologies about students’ L1 and multilingualism; and (b) immigrant students’ access and integration into Chilean schools. Their results revealed a lack of consistent strategies to approach multilingual classes.

Durmuş Burak, Mehmet Gültekin, and Ecmel Yaşar in their article entitled “A Q Methodological Study on the Professional Identities of Academic Staff of the Faculties of Education” aim to examine the professional identities of the academic staff of the faculties of education in Turkey by employing the Q methodology. They collected the qualitative data by interviewing seven academics working in the faculty of education in the first stage of the study, which was conducted in two sequential stages. The analysis of the qualitative data showed that the academic staff of the faculty of education defined their professional identities as a “Practitioner”, “Researcher”, “Instructor”, “Coach”, “Counsellor” and a “Preparer”. In the second stage of the study, the Q measurement tool was developed by the researchers based on the specified definitions for professional identities. The quantitative data were collected from 21 academics working in the faculty of education and analysed with the Q measurement tool. According to the analysis of the quantitative data, the academic staff of the faculties of education were seen to adopt six professional identities defined in general. In addition, the professional identity as a “Researcher” was found to be the most preferred, while the professional identity as a “Preparer” was the least preferred of the given identities.

The sixth article ‘Preparing Science Teachers Across the World’ by William R. Veal , Patricia D. Morrell , Gillian H. Roehrig, and Eric J. Pyle examines the policies and influences on science teacher preparation (STP) in different countries. The authors used a neoliberal framework to compare how different countries prepared science teachers. Seventeen countries from different economic and income designations around the globe were reviewed to explore STP standards, accreditation processes, and influencing factors. Policy documents, research articles, books chapters, and interviews with educational experts in each country were used as data sources. Their results

showed that few countries have science-specific teacher preparation standards, autonomy to decide on STP standards differs among countries, accreditation is mostly general, most STP programs in developing countries are influenced by Western thought, and competition among countries has led to a push for quality STP programs.

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