

## **Editorial**

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### **Dear teacher educators, scholars and educationalists,**

A total of four articles have been published in the last issue of the eleventh volume of the *Journal of Teacher Education and Educators* in December 2022.

Kalpana Vijayarathan and others' research article entitled "Development of Teacher Self-Efficacy for Teaching in Rural Schools in The Circumpolar North: Lessons for Teacher Education" describes the findings from a desktop study investigating the specific demands made of teachers working in rural schools and the implications for teacher education in supporting them to develop the necessary self-efficacy for this role. Their result indicate that attention to specific teaching and teacher competences is required but that this must be undertaken with an awareness of the importance of place-based education.

The second article is "Experiences of Preschool Teachers in the Professional Development Program of Children's Self-Regulation Skills" by Asiye Ivrendi , Nilgün Cevher Kalburan and Zeynep Ceren Şimşek. The authors investigates preschool teachers' experiences and perceptions of a professional development (PD) program on children's self-regulation. Based on the results of the content analysis, the participating teachers thought that the PD program positively affected their personal and professional development. Participating in the PD program broadened their understanding of the conceptual basis of self-regulation in children. In addition, participants expressed their perceptions about embedding ways of fostering self-regulation in the National Preschool Education Program practices and the structural features of the RLPL Self-Regulation Intervention Program.

Bhashini N. Wijewickrama and Vathsala Wickramasinghe investigated educators' acceptance of online platforms for their personal and professional development during the COVID-19 pandemic in Sri Lanka. One hundred and ninety-nine responses were received for the survey, and data were analysed using statistical methods. The study found the importance of belief structures- attitudinal, normative and control beliefs, and attitude toward the behaviour, subjective norms, and perceived behavioural control in determining educators' acceptance of online platforms for their personal and professional development purposes.

The fourth article, “Teacher Residency as an Alternative Teacher Preparation Program: A Program Review” by Kemal Afacan aimed to conduct a systematic review of the literature on teacher residency programs in the United States of America. Electronic databases were searched for articles examining teacher residency programs. Results showed that the most common characteristic of teacher residency programs was a yearlong clinical residency experience. Residents also committed to teaching in a high-need school district upon completion of their programs. The most common goal was to increase teacher retention in high-need schools. Moreover, the programs offered induction support for residents upon completion of their programs.

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