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Special Issue Reprint

Teacher Professional Development and Teaching Practices in Early Childhood Education

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This Reprint, titled “Teacher Professional Development and Teaching Practices in Early Childhood Education: An International Landscape”, presents a collection of international research originally published in a Special Issue of *Education Sciences*. The Issue brings together research from diverse international contexts, investigating Teacher Professional Development (TPD) approaches, pedagogical innovations, and structural challenges in Early Childhood Education (ECE).

The featured articles offer a direct response to the United Nations Educational, Scientific and Cultural Organization’s (UNESCO) call for establishing a new social contract for education and reimagining our future together, which demands a fundamental and systemic shift in TPD. The new social contact requires moving beyond traditional approaches defined by rigid academic standards and compliance, toward systems prioritizing equity, sustainability, holistic well-being, and collective professional agency.

In this publication, we identify five dimensions where this reimagining can occur: (1) reorienting TPD for sustainability and teacher agency; (2) pedagogical innovation (e.g., integrating arts, play, and digital tools); (3) building teachers’ competencies for the future (such as relational competence); (4) ensuring equity and inclusion (e.g., linguistic responsiveness); and (5) exploring and defining core teaching practices.

