



Editorial

Preparing Teachers for a World in Flux- Innovation, Equity and the Future of Teacher Education

PERITIA: The Journal of Teacher Education, is a premier research forum for teachers and B.Ed. trainee-students to actively engage in the preparation and support of teacher education. It is an interdisciplinary journal devoted to research findings on issues and concepts related to education and teacher education. This journal focuses on pedagogical research and improvement and innovations in teaching-learning processes to counter the commercializing perception of teaching as a profession. Some of the pressing issues are -Inducting teachers in meeting the marginalized youth, designing and assessing preparatory programs for teachers, influences of local and national policies in teacher education and accountability mechanisms within teacher preparation systems.

The field of teacher education is standing at the brink of big changes in designing programs. The global shifts due to technology, societal turbulence, and post-pandemic pedagogical transformation have laid newer and demanding challenges on teacher preparation programs. Therefore, the time for training-advanced teachers has passed; it is now necessary to create a system where these teachers can produce themselves as adaptable and innovative teachers possessed by a strong commitment to educational equity.

Today, teachers need the preparation to not only manage classrooms but to lead them. Teachers must address diverse student needs, apply pedagogically sound use of technology, and advocate for inclusive, culturally responsive instruction. Their classrooms today are the most diverse, digitally connected, and data-informed that there have ever been. However, many preparation programs still consider themselves to be working under the assumptions of the 20th century.

The present issue's research illustrates how important it is to rethink our ways. Simulation-based instructional studies, equity-focused curricula, and community-partnered sustainable practices—there is a lot of hope in these directions. One article describes how comprehension skills is enhanced through audiobooks which helps teachers prepare for the classroom, while another argues that engaging with the local community is helping to strengthen teachers' cultural awareness and social impact. This issue reflects on need of action research and interventions regarding issues emerging inside a classroom.

The question of living by the same principles ought to be a matter of introspection. We must ask difficult questions about whose voices are prioritized in teacher education, what historical inequities persist in our institutions, and how we can more equitably distribute opportunities for professional growth. Teacher educators have a moral imperative to lead with courage and clarity.

This journal continues to be conducive to such inquiry and prospective practice. Reading of this issue is a call to consider the future of teacher education. Let's transform our change agenda from one of incremental instituted reforms to a far-greatly differed and broader transformation sustained on evidence and social justice; one in which is premised on the idea that every child, in the world, is unique and deserves an excellent teacher.