

A Foreword from the Editor-in-Chief

Mentors, Teachers, and Students

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Welcome to Volume 5 of the *AsTEN Journal of Teacher Education*.

The past two years have been challenging in so many ways for all stakeholders in education; students, parents, teachers, teacher educators, school leaders, administrators, and policy makers. Throughout the trials and tribulations of managing the Covid-19 crisis in schools, a key consistent focus was to ensure the safety, success, and well-being of students (e.g., Black, Ferdig & Thompson, 2021; Grooms & Childs, 2021; Miller, 2021; Pfefferbaum, 2021; Phillips, Cain, Ritchie, Campbell, Davis, Brock, Burke, Coleman & Joosa, 2021). The Covid-19 pandemic is a major crisis, if not the most disruptive, impacting the lives of young people worldwide in recent years. Teachers have risen to this challenge confronting their profession in a most courageous and selfless manner, often sacrificing their own mental and physical well-being in the process (Jakubowski & Sitko-Dominik, 2021).

It is only right that we acknowledge and thank all teachers, administrators, school leaders and policy makers for their efforts and determination to continue teaching and ensuring the success and well-being of students.

AsTEN Journal of Teacher Education will continue to play our part in bringing evidence-based, theory-framed, and practice-relevant studies that can help to inform, support, and improve the work of the teaching profession. This journal will serve as an outlet for studies on teacher education and the teaching profession that are especially relevant for the Asean region.

In this volume, we collated three studies that focused on three main players in the education sector: (1) teacher mentors, (2) teachers, and (3) students.

In the first paper, Phyu Zar Theint, Thet Naing Oo, & Phyu Yin examined the performance management framework for mentoring beginning teachers. Mentors serve as key stakeholders in ensuring the success of beginning teachers. They recommended a model consisting of seven factors in the mentoring framework to facilitate successful professional development of beginning teachers.

The second paper by May Wah Linn and Nilar Myo Tint examined teachers' job satisfaction and attitude towards the teaching profession. This is an important factor, especially during a major crisis such as the current on-going Covid-19 pandemic, that determine how teachers will respond to the challenge. Not surprisingly, the study found that teachers' attitude towards the teaching profession was positively correlated with their job satisfaction.

The third paper by Ranti Timario and Romano Sudaria examined the relationship between appetitive learning, cognitive learning, and numerical proficiency of learners. This study made useful recommendations for the learning and teaching approaches that could help learners in schools.

In closing, I wish you a Happy New Year.

Singapore

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