

Swiss Journal of Educational Research (SJER)
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Special Issue (Autumn 2027)

**Intended, Implemented and Achieved Curricula in Teacher Education: Trajectories and
Future Perspectives**

**Intendierte, implementierte und erreichte Curricula in der Lehrpersonenbildung:
Entwicklungsdynamiken und Zukunftsperspektiven**

**Curricula prévus, mis en œuvre et réalisés dans la formation à l'enseignement :
dynamiques de développement et perspectives d'avenir**

**Curricoli previsti, attuati e conseguiti nella formazione degli insegnanti: traiettorie e
prospettive future**

Teacher education is currently undergoing profound transformations driven by technological change, evolving societal expectations, and increasing demands for inclusive and student-centered learning. These developments raise fundamental questions about how teacher education curricula can remain coherent while adapting to complex and rapidly changing conditions.

This special issue addresses these challenges by focusing on the dynamic relationships between **intended, implemented, and achieved curricula**. It invites contributions that analyze how curricular visions are translated into teaching practices and how these, in turn, shape the competencies and professional trajectories of future teachers.

Rather than viewing curricula as fixed structures, this special issue conceptualizes curricula as dynamic processes of transformation. We are particularly interested in how intended, implemented, and achieved curricula evolve over time, how they are reconfigured across institutional contexts, and where tensions, gaps, contradictions, and unexpected outcomes emerge throughout these processes. Contributions adopting longitudinal, comparative, or multi-level perspectives are especially encouraged. We also welcome analyses that examine the relationships between policy frameworks, institutional arrangements, teaching practices, and learning outcomes across different educational contexts. The Swiss educational context offers a particularly interesting setting for analyzing curriculum coherence within multilingual and decentralized education systems, while international studies allow for a deeper mechanistic insight to curriculum transformation in comparison with the Swiss context.

With its multilingual and internationally oriented profile, the SJER provides a unique platform for bringing together perspectives from different educational systems and linguistic regions. Contributions that engage with the Swiss context, as well as comparative and international studies, are particularly welcome.

We invite empirical and theoretical contributions addressing one or more of the following dimensions:

- **Curriculum design and innovation in teacher education**
- **Implementation processes and instructional practices**
- **Learning outcomes, competency development, and professional trajectories**
- **Digital transformation and technology-enhanced learning**
- **Comparative and international perspectives**
- **Longitudinal and developmental approaches**
- **Quality assurance and evaluation in teacher education**

Contributions may address different levels (macro, meso, micro- didactical or organizational) and are encouraged to connect conceptual, empirical, and practice-oriented perspectives.

Manuscript types:

Empirical studies, theoretical contributions, comparative analyses, and didactical innovations.

Accepted languages for manuscripts:

German, French, Italian, English

Submission deadline:

30th of October 2026

Submission process:

All submissions must be made via the [SJER online platform](#).

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