Supplementary Materials

Table S1: Questionnaire

1. [at UCTEs] Was ist Ihre persönliche Motivation, Lehrer:in zu werden?
   Note: Study choice motivation (qualitative), according to [28].

1. [at UAS Grisons] Welche der folgenden persönlichen Motivation waren wie wichtig für Ihre Studienwahl? Bitte reihen Sie die Motivationen nach ihrer Wichtigkeit. 1 = am wichtigsten, 5 = am wenigsten wichtig
   Note: Study choice motivation (quantitative); self-developed items, according to [67]

	1	2	3	4	5
Berufliche Fachausbildung					
Möglichkeit, die Zukunft lebenswert mitzugestalten					
Möglichkeit, Entscheidungen zu treffen					
Familientradition					
Bessere Karrierechancen / höheres zukünftiges Gehalt					

2. Was verstehen Sie unter dem Begriff „Nachhaltigkeit"?
   Note: Sustainability conception, according to [28,116], slightly modified

3. Es gibt viel öffentliche Diskussion über Entwicklungen in Natur, Technik und Gesellschaft. Wie sehen Sie die folgenden Alternativen? Wo würden Sie Ihre Meinung einordnen?
   Note: strong (weak) sustainability, according to [117]

	+3	+2	+1	0	-1	-2	-3	
Wir sollten auf neue Straßen verzichten.								Neue Straßen sind kein Problem, wenn man der Natur Ausgleichsflächen zur Verfügung stellt.
Viele Naturgüter lassen sich nicht ersetzen, wenn sie aufgebraucht sind.								Technische Entwicklungen können neue/andere Naturgüter nutzbar machen
Der Schutz von Ökosystemen muss Vorrang vor menschlicher Nutzung haben.								Zu viel Naturschutz schränkt die Handlungsmöglichkeiten des Menschen unnötig ein.
Unser heutiges Verhalten muss auch nachfolgenden Generationen Chancen und Ressourcen lassen.								Die nachfolgenden Generationen werden einen Weg finden, fehlende Ressourcen auszugleichen.

4. Inwiefern stimmen Sie folgenden Aussagen zu? Bitte kreuzen Sie jeweils die für Sie zutreffende Aussage an.

	stimme voll und ganz zu	Stimme eher zu	Stimme eher nicht zu	stimme gar nicht zu
Wenn ich im Leben auf Schwierigkeiten stoße, hoffe ich manchmal, dass andere sie für mich lösen.				
Ich habe häufig das Gefühl, dass ich wenig Einfluss darauf habe, was mit mir geschieht.				
Ich fühle mich den meisten Anforderungen (im Leben) gewachsen.				
Ich gebe leicht auf.				
Bei wichtigen Entscheidungen orientiere ich mich oft am Verhalten anderer.				
Ich habe oft das Gefühl, dass ich Herausforderungen nicht aus eigener Kraft meistern kann.				
Menschen geben mir das Gefühl, dass ich Herausforderungen gut meistern kann.				
Ich habe oft das Gefühl, dass mir wenig zugetraut wird.				
Durch meine Handlungen kann ich zu einer nachhaltigen Entwicklung beitragen.				
Durch meine Überzeugungsarbeit ermutige ich andere, nachhaltiger zu handeln.				
Ich habe das Gefühl, dass mir zugetraut wird, dass ich einen Beitrag zur Gestaltung einer nachhaltigen Zukunft leisten kann.				
Ich glaube nicht, dass ich einen großen Beitrag zur Gestaltung einer nachhaltigen Zukunft leisten kann.				
Gemeinsam mit anderen (z.B. im Studium, im Privaten oder im Beruf) kann ich einen Beitrag zur Gestaltung einer nachhaltigen Zukunft leisten.				
Wir als Studierende können andere dazu ermutigen, nachhaltiger zu handeln.				
Ich habe das Gefühl, dass uns Studierenden zugetraut wird, dass wir einen Beitrag zur Gestaltung einer nachhaltigen Zukunft leisten können.				
Ich glaube nicht, dass wir als Studierende einen großen Beitrag zur Gestaltung einer nachhaltigen Zukunft leisten können.				

5. Nachhaltigkeit im eigenen Bereich umzusetzen ist oftmals nicht ganz einfach. Bitte kreuzen Sie bei den angegebenen Beispielen an, inwieweit Sie das selbst in den letzten drei Jahren getan haben:
Note: Sustainability in everyday life (sustainability engagement); self-developed items inspired by [118]

	immer	oft	manchmal	Selten	Nie
Ich verzichte bei meinen Urlaubsreisen auf das Flugzeug oder zahle CO_2-Kompensation.					
Ich kaufe regionale, saisonale und biologische Lebensmittel.					
Wenn ich Ungerechtigkeiten erkenne, melde ich mich zu Wort und versuche etwas zu ändern.					
Wenn ich Kleidung kaufe, achte ich auf Fair Trade Labels.					

6. Haben Sie vor dem Studium freiwillige/ehrenamtlichen Aktivitäten (z.B. in den Bereichen Umwelt und Naturschutz, Katastrophenhilfe und Rettungsdienste, Betreuung und Pflege, Religion, ...) betrieben oder z.B. durch Spenden unterstützt?
Note: Sustainability-related engagement, according to [117], slightly modified
   o Ja
   o Nein

7. Welches Geschlecht haben Sie?

   o männlich
   o weiblich
   o divers
   o keine Angabe

8. Wie alt sind Sie?
   o 18-21 Jahre
   o 22-28 Jahre
   o 29-39 Jahre
   o 40 Jahre und älter

Table S2: Students´ motivation to become a teacher – coding details

(Based on the code book developed by Brandt et al. [28,116], slightly modified)

General coding rules:
i: Each code can only be assigned once per respondent
ii: Several different codes can be assigned per respondent

Code	Meaning	Exemplary answers
Socialization influence	Statements on the influence of the social environment	"Since I can remember, the desire to become a teacher in primary school has always been there. Maybe I was influenced by the positive stories of my mother, who is a primary school teacher herself."
Prior teaching and learning experience	Statements on prior teaching and learning experiences	"My motivation goes right back to my own primary school days. I learned so much during that time and was enthusiastic about my teachers that it was already clear to me then that I wanted to become a teacher. I already worked with children; I completed an internship in a primary school and after these experiences, I was even more motivated for this profession."
Perceived teaching ability	Statements on the perceptions of their own teaching abilities	"I see myself as a good teacher and able to teach the right values."
Intrinsic career value	Statements on the intrinsic value of teaching and the desire to work with children	"As I have always loved working with children, I knew very early on that I definitely wanted to choose a profession where I could be of help to children." "I have always enjoyed working with children. Besides, the profession is very diverse."
Task demands	Statements on expertise required for the teaching profession	"It is a profession that requires constant training. You always have to be up-to-date with the latest knowledge, which is something that appeals to me." "The profession of a teacher involves a lot of responsibility."
Social utility values – focus on children	Statements on the desire to shape the values of children and contribute to their development (at a more individual level)	"For me, it is a special attraction to teach the very young pupils the first steps in the world of education and thus give them the tools for later life. Furthermore, it is exciting to see the fruits of my own work, how the children grow and develop."
Social utility values - focus on society	Statements on the desire to shape society and impact entire generations	"I see the teaching profession as an opportunity to shape the future in a positive sense." "Shaping society." "Children are our future and I would like to make a small contribution to support our society. I want to discuss with them issues that concern us all (climate, sustainability, education...)."
Personal utility value - regarding extrinsic factors	Statements on benefits in terms of income, security, status, framework conditions of work (flexibility, compatibility), recognition by parents, students	"I also find that the job is very compatible with a family." "Good job opportunities, both in the city and in the countryside." „Security of the profession."
Personal utility value - regarding individual development	Statements on the expected benefits to individual development (e.g., learning from children)	"You get so much back from children, which I find totally motivating because it's not like that in any other profession." "In addition, you always have the opportunity to develop yourself further; for example, through further training."

Table S3: Students´ sustainability conceptions – coding details

In accordance with Brandt et al. [28,116], the students' sustainability definitions were coded considering the two variables of future orientation (max. of 3 Points) and the sustainability dimensions (max. of 2 Points). The results of these two sub-dimensions were added in a sum score, expressing the complexity of the sustainability concept for each individual respondent.

General coding rules:
- Within the variable 'Future Orientation', each answer of a respondent may be coded to only one of the subcodes.
- Within the variable 'Sustainability Dimensions', several codes per respondent are possible, according to the various dimensions addressed.
- Each code can only be assigned once per respondent.

	Code	Meaning	Exemplary answers
Future Orientation	No future Orientation (0 Points)	Statements with no concrete reference to the future or with a different understanding of the time perspective in relation to sustainability (e.g., in relation to more sustainable learning)	"Sustainability is relevant." "You do something that is effective in the long term." "Doing something constructively" "For me, sustainable learning means, for example, that what is learned remains in the memory for a longer period of time."
	Future orientation (1 Point)	Statements with a concrete reference to the future (such as developments, effects, and/or consequences), including also ideas of preserving resources and verbal indications of future orientation, such as "progression", "maintaining", "reutilization"	"Practising something so that it can still be practised in the distant future." "Lasting satisfaction of needs through the preservation of the natural regenerative capacity" "Careful use of our resources and of nature"
	Inter-generational justice (2 Points)	Statements with a concrete reference to "future generations"	"We must be aware of our environment in all areas of life and activities and think about future generations. If you can do that, you are 'sustainable'." "Use resources in such a way that future generations do not suffer any loss as a result of today's use."
	Inter- and intra-generational justice (3 Points)	Statements with explicit reference to both today's and future generations	"To me, sustainability means meeting the needs of the present without compromising the ability of future generations to meet their needs."
Sustainability dimensions	No dimension (0 Points)	Statements with no concrete reference to any of the sustainability dimensions	"Something that is durable and will be preserved in the long term." "A solution that works in the long term and thinks outside the box."
	Economic dimension (1 Point)	Statements referring to the economic dimension of sustainability, including statements about "Productivity", "Efficiency", "Sustainable Consumption", as well as the "preservation/conservation/protection of resources" (if not specified more precisely to another context)	"For me, sustainability is the use and management of resources that are not wasted." "Closed cycle of resources" "long-term and efficient use of resources" "To offer qualitative sustainable products, such as wood (parquet

		flooring), as well as to regenerate customer loyalty from it."
Social dimension (1 Point)	Statements referring to the social dimension of sustainability (social justice, sustainable lifestyle, societal needs), including the idea of intragenerational justice	"In general, for me, it's about ideas that make it possible to live at a good standard of living and to be able to continue as a community." "Health, support, accompaniment." "Also, the rights of every individual human being should be respected, and granted the right to freedom and a good life."
Ecological dimension (1 Point)	Statements referring to the ecological dimension of sustainability (e.g., environmental protection, preservation of ecosystems, reducing waste, reducing traffic)	"Acting eco-friendly" "I associate the term 'sustainability' with the environment. For me, it means that you should only take as much from the earth as it can reproduce. That means buying products that are produced regionally, environmentally friendly (organic, etc.) and that should be durable."
Multidimensional understanding (2 Points)	Mention of at least two sustainability dimensions (ecological, social and economic), as well as taking different perspectives and/or referring to the interplay of the different dimensions	"Balance of ecological, economic and social aspects" "A permanent state of equilibrium that will preserve the quality of life of the present generation for generations to come. To achieve this, all nations must act together to create a world in balance. However, this is very difficult, as there are always conflicting goals."