



Teacher Professional Development and Sustainability

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submissions:

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Message from the Guest Editors

Curricular sustainability refers to the response of higher education to introduce principles and values of sustainability into curricular design and university degrees, ensuring that graduates contribute to the achievement of societies based on these values.

This training is essential in education degrees; it must be learnt by future teachers since they will be the ones who, in different areas of professional activity, will contribute to the formation of responsible citizens committed to the environment in which they develop.

In this Special Issue, we invite you to submit qualitative and/or quantitative research papers focused on the analysis of sustainability in the teacher education process (initial and continuing). To this end, we welcome manuscripts that address topics that include, among others:

- Good teaching practices for curricular sustainability in the teacher education process;
- Innovative didactic experiences for sustainable development in the teacher training process;
- Implications of curricular sustainability in the teacher training process;
- Reconfiguration of the teacher training process based on the 2030 Agenda.





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Message from the Editor-in-Chief

From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

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