

Special Issue

Teaching for Sustainable Futures: Prospects for Professional Growth for Educators

Message from the Guest Editors

Dear Colleagues: Teaching plays a fundamental role in advancing sustainable futures. The educator workforce across all education sectors is asked to include sustainability among the competing demands of curricula imperatives. Preservice and continuing educators need to be knowledgeable and well prepared to contribute to the education of their pupils who are the future custodians of the planet. This is a challenging remit given the interconnected planetary issues including water scarcity, food insecurity, inequality and climate change. This Special Issue will explore the opportunities approaches for incorporating sustainable futures in education by focusing on the critical role of teacher professional development. We invite articles that explore this focus including retheorising conceptions of how teachers understand sustainability, how they intersect with curriculum directives, teaching methods, leadership actions enable teacher growth and the foundation to build a deeper understanding of sustainable futures among their students.

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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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