

Special Issue

Sustainable Teacher Training and Academic Outcomes during Uncertain Times

Message from the Guest Editors

This Special Issue focuses on sustainable teacher training and academic outcomes during uncertain times. In the past two years alone, teachers, preservice teachers and teacher educators in Australia have faced many hardships. Most notably, the global pandemic has affected teacher training programs, specifically professional experience in schools, with many students not able to undertake their practicum in schools. In addition, global conflict, infiltrating social media, news media and adult conversations, has in many ways decreased students' and young children's resilience. Further, in many Australian states, severe natural disasters including fire and flood have impacted many communities. With school closures due to these events as well as lockdowns, all students had to learn online. In these uncertain times it is critical that preservice teachers and teacher education programs consider the ways to best prepare our future teachers. This Special Issue will explore the successes experienced. We invite authors to contribute papers sharing the strengths and positive experiences emerging from the pandemic and the other challenges listed above.

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I encourage you to contribute a research or comprehensive review article for consideration for publication in *Sustainability*, an international Open Access journal which provides an advanced forum for research findings in areas related to sustainability and sustainable development. *Sustainability* publishes original research articles, review articles and communications. I am confident you will find the journal contributes to enhancing understanding of sustainability and fostering initiatives and applications of sustainability-based measures and activities.

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