

Editorial: Teacher Education and Leadership for a Sustainable World

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Dear readers and members of Daugavpils University UNESCO Chair Open Network of the *Journal of Teacher Education for Sustainability* (JTES), we are delighted to present you Volume 26, Issue 2 (2024) of the JTES.

Figure 1

Wordcloud based on the Keywords of Article Titles



Wordcloud was generated by <https://www.jasondavies.com/wordcloud/>

In this issue of the JTES, the authors of the research papers share their life stories, experiences and insights in the hope to make the world sustainable through our personally meaningful decisions and actions. The current issue emphasizes themes related to education, sustainability, and change, highlighting the role of teachers in promoting global and sustainable development (see Figure 1). Key concepts mainly evolve around *responsibility* and *development*, suggesting a focus on integrating sustainability into education. Methodologies, approaches, innovative and transformative practices, and transdisciplinary perspectives addressed in the current issue imply a need for a systemic change in educational practices to prepare for a sustainable future. Readers are invited to rethink how education can serve as a catalyst for a sustainable world.

The ideas generated by the authors of the research papers demonstrate that teachers can move beyond traditional teaching methods in order to engage learners in meaningful, practical, and forward-thinking ways that directly address the complex challenges of sustainability in the Anthropocene era. There is an emphasis on participatory and experiential learning approaches, which empower learners to take responsibility of their own learning and connect theoretical knowledge with real-world applications. The research papers also highlight that the shift towards sustainable education requires systemic change at all levels, such as educational policy, curriculum design, teacher training and professional development, and institutional practices. It involves creating, maintaining and updating frameworks that prioritize sustainability as a core principle, ensuring that learners not only acquire knowledge but also develop the skills, attitudes, and values needed to navigate more sustainably in the world.

This issue of JTES has a collection of 10 research papers by 31 authors representing 13 countries – Latvia, Ireland, Vietnam, Turkey, the Czech Republic, Finland, Indonesia, Australia, the USA, Lithuania, Poland, Spain, and Argentina. The summaries of 10 research papers are provided below.

In the first paper, *The Future of Educational Research: Looking Through the Lenses of Metamodernism*, by Anita Pipere and Francesca Lorenzi the authors declare that in a complex global landscape education faces a crisis marked by unsustainable practices and limited solutions. This study advocates for a paradigm shift through metamodernism, an emerging cultural framework. It summarizes metamodernist principles and introduces an interdisciplinary approach to future educational research. Using constructivist-based integral eclecticism as its methodology, the paper explores ontological, epistemological, axiological, and methodological dimensions of research through a metamodernist lens. These aspects are contextualized within a broader transdisciplinary framework, emphasizing their societal relevance. The study concludes by discussing the practical implications of adopting metamodernist principles in reshaping educational theories and practices.

In their paper, *The Influence of Formal and Informal Learning on Teacher Professional Development in Vietnam*, the authors – Pham Thi Thanh Hai, Nguyen Le Thach and Doan Nguyet Linh – confirm that Vietnam's educational reform necessitates enhanced teacher professional development. The study investigates Vietnamese high school teachers' participation in formal and informal professional learning and its impact on their development. Survey results from 355 teachers in four provinces reveal that informal learning, such as collaborative activities and knowledge sharing, is more prevalent than formal training. While both forms positively influence development, informal learning appears to have a stronger impact.

In the third paper, *A Cross-Cultural Study on Teachers' Views on Using Plagiarism Detection Tools for Sustainable Education in the Czech and Turkish Contexts*, by Abdülkadir Kabadayı and Martin Skutil, the authors acknowledge that plagiarism detection tools have become essential in maintaining academic integrity. This cross-cultural study investigates the perceptions of pre-school teachers in the Czech Republic and Turkey regarding the use of these tools in sustainable education. By examining the similarities and differences in their viewpoints, this research aims to identify strategies for effectively implementing plagiarism detection tools to foster a sustainable educational environment. The study employs a qualitative approach to gain insights into teachers' experiences, concerns, and opinions on the ethical implications and effectiveness of these tools.

The fourth paper, *Teacher Identity and Climate Change Education: Implications for Curriculum Integration in Indonesia*, by Satia Zen, Eero Ropo, Susan Sovia and Sansrisna explores Indonesian teachers' beliefs, values, and preferred strategies for integrating climate change education into the curriculum. By exploring the complex interplay of political, cultural, institutional, and individual factors, this research aims to understand the challenges and opportunities associated with climate change education. Through a qualitative analysis of 21 teachers' narratives, four environmental identity constructs emerge: master storyteller, early adopter, reluctant implementer, and discouraged believer. These constructs shed light on the personal and professional dimensions of teacher identity, as well as the curricular constructs that influence climate change education integration in Indonesia.

The fifth paper, *An Application of Pierre Bourdieu's Key Concepts to the Domain of Climate Change Education*, by Ramesh Thapa examines the application of Pierre Bourdieu's sociological framework to understand school responses to climate change. By examining concepts such as habitus, field, capital, and practices, this research delves into how social structures, cultural norms, and individual agency shape school adaptive and mitigative actions. This perspective offers a nuanced understanding of the complex interplay between schools, communities, and

broader societal forces in addressing climate change challenges.

The sixth paper, *Fostering a Sustainable Global Society Through Teacher Education: From Soka (Value-Creating) Perspectives*, by Nai-Cheng Kuo investigates the potential of Soka humanism to foster the humanity of pre-service teachers. By analyzing websites and interviewing educators who have incorporated Soka humanist principles into their teaching practices, this research identifies concrete strategies for cultivating empathy, compassion, and a global perspective among future educators. The findings suggest that Soka humanism offers a valuable framework for addressing the moral and ethical dimensions of teaching, thereby contributing to the development of more compassionate and effective educators.

The seventh paper, *Global Competences for Principals: Enabling Change for Sustainable Education*, by Renata Bilbokaitė, Ieva Bilbokaitė-Skiauterienė, Ilona Fjodorova, Mārīte Kravale-Pauliņa, Eridiana Oļehnoviča, Agnieszka Szplit and Zuzanna Zbróg explores the essential global competences required for school principals to drive sustainable educational change in a complex global context. Through a critical review of literature, the study identifies key competencies such as intercultural awareness, adaptability, and inclusivity. The findings highlight the importance of empowering leadership practices, including shared decision-making and professional development, in enhancing teacher effectiveness and student outcomes. By developing these global competences, school principals can create learning environments that are responsive to the challenges and opportunities of the 21st century.

The eighth paper, *How are the Sustainable Development Goals Being Worked Within the Schools?*, by Abraham Bernárdez-Gómez, María José Bolarín Martínez, Eva María González-Barea, and María Jesús Rodríguez-Entrena investigates the integration of Sustainable Development Goals (SDGs) into schools in the Region of Murcia, Spain. Through a qualitative study involving 40 educational centers, the research explores the actions and experiences of teachers and management teams in promoting SDG-related initiatives. The findings highlight the various strategies employed by schools to contribute to a more sustainable future, including curricular integration, extracurricular activities, partnerships, and community engagement. The study underscores the importance of schools as key agents in fostering sustainable development and preparing students to address global challenges.

The ninth paper, *Integrating Social Responsibility into Sustainability Strategies: The Case of the Catholic University of Cuyo*, by María-Belén Arias-Valle and Frederic Marimon examines the implementation of a University Social Responsibility (USR) plan at the Faculty of Economic and Business Sciences at the Catholic University of Cuyo. By adopting a qualitative case study approach, the research investigates the impacts of the USR plan on key areas such as management, teaching, research, and outreach. The findings highlight the potential of universities to accelerate

sustainable practices and catalyze social change. The study emphasizes the crucial role of strategic leadership in successfully integrating sustainability into university operations and curriculum.

The final paper, *An Evolutionary-Ecological Perspective in Teacher Education: A Transdisciplinary Approach in Ecopedagogy*, by Ilga Salīte, Liene Briede, Oksana Ivanova, Eugeniusz Świtała and Aleksandrs Boče seeks to answer the question “Can ecopedagogy mitigate the impact of unsustainable education?” The article reflects phenomenologically and hermeneutically on ecopedagogy in the Anthropocene age. Using participatory action research, it explores education policy, holistic approaches, and biological and cosmological roots of the humanity. Adopting a holistic evolutionary-ecological perspective, the study emphasizes the indivisibility of this phenomenon, connecting humanity’s cosmic relation to environment and society. This framework is examined within a transdisciplinary context, exploring two transdisciplinary platforms. These platforms offer educators insight into the relationship between transdisciplinarity and the evolutionary-ecological phenomenon in pedagogy, ultimately aiming to foster a noble sense of humanity.

We are very thankful to all the authors who contributed to the development of the *Journal of Teacher Education for Sustainability* – Volume 26, Issue 2, 2024. We also express our deepest gratitude to the reviewers for their invaluable contributions in enhancing the quality of the papers. Research papers of this issue are available at <https://sciendo.com/journal/jtes>.