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Editorial

Looking Beyond, Looking Together, Looking Collaborately, Facing the Future

The collection of papers of this volume has a focus on diverse aspects of sustainable development. The authors appearing in this volume represent quite a wide geographical area ranging from Sweden, Norway, Canada, South Africa, Turkey, Latvia to the United Kingdom and Jamaica. The articles are focusing on sustainability in higher education, by integrating sustainability in university programs; by highlighting processes of greening Universities and schools; by reimagining the ways of building lifelong learning; and by increasing teachers' self-efficacy and more sustainable career pathways in a post pandemic life. Several studies elucidate discursive representations of education for sustainable education in policy documents, education, and learning activities for sustainable development.

The paper by Beatrix Algurén offers the literature review about education and learning activities for sustainable development (SD) in higher education revealing participatory teaching methods that are frequently used. Working together with real-life problems across different disciplines including stakeholders outside academia could enhance learning outcomes like collaboration competencies, critical and system thinking. Although behavioural learning objectives are recognized as especially important for SD, the review discovered that education and learning activities have not as yet been targeted at behaviour change. There is a need to further develop this educational field.

Salem Amamou, François Vandercleyen, and Jean-François Desbiens in their paper refer to one of the goals of teacher education programs which would cultivate a high sense of competence among students. For this purpose, they chose a scale to measure the perception of self-efficacy (PSE) among Quebec physical and health education trainees during teaching which has been developed and empirically validated. Teacher trainees (n = 232) enrolled in 3rd and 4th year in the Bachelor of Education in Physical and Health Education (PHE) in four different university programs in Quebec participated in the study. Subsequent exploratory and quasi-confirmatory factor analyses led to the development of an instrument with 19 items divided into three factors, explaining 66.10 % of the total variance. The convergent and divergent measures of validity are satisfactory, as are those of the reliability of the three scales.

The paper by Shuti Steph Khumalo examines the leadership practices of primary school principals in contributing towards the maintenance of sustainability in primary schools. The author views maintaining sustainability in primary schools as apposite because primary schools are the building blocks in any education system. In its examination, the study provides insights into the role of primary school principals in promoting sustainable education through inspiring teachers. Teacher motivation is a very critical focus research area, particularly in the present depressing times and particularly in promoting sustainability. The author identifies a number of factors that constrain sustainability and are at the forefront of teacher demotivation namely, abusive school leadership, factors attributable to the personal and the context, low self-esteem of teachers, other job related and curriculum matters, inadequate professional development opportunities

and health related matters of teachers. It is argued that these matters negatively affect teachers and thus do a disservice to the project aim of sustainability in education. Through descriptive analysis, the participants' perceptions were categorised into a number of themes namely: considerate leadership, accessibility and hospitability, fairness and non-judgemental and empowering environment. The findings to a significant extent, demonstrate that the majority of respondents confirmed that primary school principals do motivate teachers in their leadership practices which can then be argued that sustainability is then enhanced in primary schools.

Oleksandr Kapranov's qualitative study elucidates discursive representations of education for sustainable development in a corpus of policy documents written by English medium instruction (EMI) secondary schools in Estonia and Norway. He regards discursive representations of ESD in the study as discursive strategies of naming, referring to, and providing an evaluative perspective to ESD-related topics. By means of applying a qualitative content analysis, Kapranov has established that the discursive representations of ESD are similarly construed in policy documents written and communicated by EMI secondary schools in Estonia and Norway, respectively. These discursive representations are Balance, Change, Nature, Peace, Responsibility, and Sustainability. They are regarded as evidence of the common discursive space associated with the representations of ESD that are construed by EMI secondary schools in Estonia and Norway. It is assumed in the study conducted by Kapranov that the common discursive space in regard of ESD representations is facilitated by a number of local and international stakeholders, such as the Ministries of Education in Estonia and Norway, respectively, UNESCO, and the International Baccalaureate.

The study by Kubilay Yazıcı, Ebru Ay, Salih Uslu, and Soner Arık presents the analyses of the lifelong learning tendencies and teacher self-efficacy levels of social studies teacher-candidates in terms of different variables to determine the relationship between social studies teacher candidates' lifelong learning tendencies and teacher self-efficacy levels. The study group of the research consists of 307 social studies teacher candidates studying at the education faculty of a public university in the 2016–2017 academic years. As a result of the research, it is found that the lifelong learning tendency levels of the social studies teacher candidates are high and their teacher self-efficacy levels are very high. Lifelong learning tendencies and teacher self-efficacy levels of teacher-candidates show statistically significant differences in terms of gender, grade level, taking education for personal and professional development, and the consequential desire to undertake postgraduate education. In addition, it is seen that teacher self-efficacy levels of teacher-candidates are a significant predictor of their lifelong learning tendencies

The paper by Seda Gündüzalp aims to define the relationship between the information literacy and digital literacy skills of teachers in the age of digitalization, in which recognizable transformation has been experienced in the education sector, as in all sectors in recent years. A cross-sectional survey has been used within this study, which has been prepared according to the quantitative research paradigm. Structural equation modeling was used to determine to what extent teachers' information literacy skills predict their digital literacy skills, the relationship between the teachers' information literacy and digital literacy skills was calculated. As a result of the analysis, one of the results is that the teachers' information literacy skills affect their digital literacy skills positively.

Semih Cayak provides a paper which focuses the effects of sustainable leadership behaviors of school principals on teachers' organizational commitment and job satisfaction from the perspectives of teachers themselves. As a result of this research, teachers' organizational commitment, job satisfaction, and their perceptions regarding sustainable leadership behaviors of school principals were found to be at a high level. In addition, it was found that the stepwise regression analyses the economic sustainability subdimension of the sustainable leadership scale predicted teachers' job satisfaction. On the other hand, it was determined that the managerial and social sustainability subdimensions significantly predicted teachers' organizational commitment.

The paper by Jonathan Michael Feldman shows how the great promise of the Fridays for Future movement that can be linked to a process to green our universities. Such greening is of strategic importance as universities can serve as an extension system for mobilization horizontally, across nations, and vertically, by involving related regional actors like municipalities and their procurement systems. Universities have potentially significant ecological footprints, but also have been centers of experimentation to support sustainable development goals. Universities have historically been centers of activism, but systematic activism to green universities tied to social movement mobilization has not really occurred. Key barriers to greening universities more extensively include not only problems created by a political vacuum, in which only some actors are involved in greening universities, but also uneven development. Such development refers to differences among university resources and regions – with some regions having greater economic resources and political mobilization than others. A response to these problems will develop discursive or pedagogic efforts to illustrate how universities can be transformed, linking models for doing so to new cohorts of activists. In addition, horizontal and vertical extension systems can involve solidaristic exchanges between regions that have more activism and resources with others than have less. Attention to various areas of green conversion, overlapping with diverse constituencies like business groups, ecologists, engineers, farmers, government and trade unions can act as a key accelerator for mobilizations.

The paper by Sandra Šapale, Dzintra Iliško, Jeļena Badjanova outlines the challenges that a career counsellor is encountering during the pandemic. The inquiry focuses on what the main tools are, that career counsellors have used during the lockdown and how these shape a more flexible and sustainable online career guidance system. The authors have proposed a conceptual model of sustainable career guidance that is based on current research proposals. These proposals suggest the need to view career advancement from the system perspective, parallel with a complex dynamic framework as influenced by a number of contextual factors and their intermingling. The model takes into account an individual's future orientation, their current resources and a unique motivational potential.

The paper by Jaya Gajparia, Glenn Strachan, Paul Vare and Therese Ferguson proposes a framework for evaluating whether assessments in Master's level programmes that purport to cover elements of sustainable development align with the essential characteristics of education for sustainable development (ESD). An appreciative inquiry approach is used to develop the framework drawing on existing models of competences for sustainable development. The framework is then applied to three examples from Master's programmes, with which the authors are affiliated in England and Jamaica. The framework is not aimed at the performance of the students; rather, it is applied to the course

itself to identify if assessment opportunities reflect the pedagogy, values and principles associated with ESD. While the examples cited are from the field of education, the framework can be applied to any Master's level sustainable development programme.

We would like to express our gratitude to all the authors who contributed their articles for this volume of the Journal. This editorial of this volume was written during the Covid 19 pandemic, the time when schools and universities worldwide were in the lock down and continued to work online by rooting meetings, conferences, and coaching firmly in the digital world. Many academics re-evaluated their priorities, by broadening their perspectives and understanding. The crises taught us how to break from the past and reimagine the world anew. The hope is that the next generation will not continue "business as usual" but will embrace uncertainty, seize the moment and practice leadership and resilience in shaping a more sustainable future. These needs to be done universally by reflecting on what kinds of enabling capabilities will be critical to thriving in the new normal.

Therefore, this volume contains visions and possibilities focussed on how to pave the way towards sustainable development in a new format by exchanging ideas and planning a more sustainable life after the pandemic. This pandemic has brought in insecurity, unknowing, higher levels of stress and anxiety. But lived experience also showed that academic personnel can work better together in sharing the ways to adapt to and redesign educational systems and research in new circumstances. In response to numerous challenges, academicians and researchers come together as a community, remotely, to find ways to survive the moment and to envision life and changes in a post-pandemic world.

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