



Teacher Professional Development in ESD

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Message from the Collection Editor

This Special Issue focuses on the relationship between education for sustainable development and teacher professional development aiming to examine the impact of ESD principles and practices on the professional development of school and academic staff. Authors from different disciplines (education, psychology, social sciences, ecology, and all disciplines connected to sustainable development issues) are invited to submit their ideas about the challenge of inducing teacher professional development using ESD. Both theoretical and applied research articles are welcome. Suggested topics include (but are not limited to):

- ESD principles and challenges for teacher education
- Teacher professional development
- Teacher change and ESD
- Trainee teacher education and ESD
- Policies and ESD strategies for teacher changes
- Innovation of school curricula and ESD
- Innovation of higher education institution and ESD
- Educational practices in ESD





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Message from the Editor-in-Chief

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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