

Call for Book Chapter Abstracts

Teaching in Uncertain Times: Rethinking Teacher Education for Sustainable Futures

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Introduction

Teaching and Teacher Education is increasingly being shaped by conditions of uncertainty, complexity, and societal transformation. Contemporary educational systems operate within what Beck (1992) described as a *risk society*, in which global challenges such as climate change, ecological degradation, technological disruption, migration, democratic instability, economic precarity, and public health crises generate unpredictable consequences that transcend traditional institutional and national boundaries. These developments challenge not only our education systems, but also, our long-standing assumptions about the purposes of education and the forms of knowledge, practice, and professionalism required of teachers in the twenty-first century.

Across global and diverse contexts, scholars have argued that uncertainty should be understood not as a temporary disruption but as a defining condition of contemporary educational life. Consequently, teacher education must foster professional judgement, adaptive expertise, ethical responsiveness, and the capacity to navigate complexity and ambiguity (Biesta, 2017; Darling-Hammond, 2006, 2017). These concerns are not new, in 1994, Hargreaves argued that teaching is increasingly situated within contexts of uncertainty, intensification, and continual change. More recently, Hargreaves and O'Connor (2018) have emphasised the importance of collaborative professionalism, highlighting how educators can work collectively to respond to complex challenges and create meaningful educational change. Such perspectives suggest that teacher education must prepare educators not simply to “cope” with uncertainty, but understand it, embrace it, act constructively and collectively within it.

Debates surrounding teacher professionalism and professional learning similarly emphasise the importance of agency, critical reflection, and transformative practice. Kennedy (2014) argues that professional learning should move beyond transmissive models toward transformative approaches that enable educators to engage critically with educational change and exercise professional autonomy. Likewise, Cochran-Smith et al. (2021) call for teacher education to prepare educators capable of addressing persistent inequities while advancing democratic and socially just educational futures. Together, these perspectives underscore the need for forms of teacher education that support teachers as active agents of change rather than passive recipients of policy reform. At the same time, sustainability and futures-oriented thinking have become increasingly central to educational discourse. UNESCO's *Reimagining Our Futures Together* (2021) calls for a renewed social contract for education that promotes justice, solidarity, democratic participation, and ecological sustainability.

Scholars in sustainability education argue that educational systems must move beyond adaptation and resilience toward transformative change capable of addressing interconnected social, environmental, and economic challenges (Sterling, 2010; Wals, 2015). These perspectives position

teachers as critical actors in shaping sustainable futures and supporting learners to engage thoughtfully with uncertain worlds.

Emerging research on educational innovation and systems change further suggests the need to redesign teacher preparation through collaborative partnerships among universities, schools, communities, and policymakers. Basile and Maddin (2022) argue that addressing complex educational challenges, requires systems-oriented approaches that recognise interdependence, reciprocity, and collective responsibility. Similarly, futures-oriented educational scholarship emphasises anticipation, imagination, and collective agency as essential dimensions of educational practice, encouraging educators to engage proactively with multiple possible futures rather than merely responding to crisis (Miller, 2018).

All in all, these developments raise profound questions for teacher education:

- How are teachers being prepared for professional practice in contexts where uncertainty is no longer exceptional but routine?
- What forms of knowledge, professionalism, leadership, and collaboration are required to support sustainable and socially just futures?
- How can teacher education prepare educators to respond ethically and creatively to rapidly changing environmental, political, technological, and social realities?

Scope of the book

This edited volume responds to these questions by bringing together international perspectives on how teaching and teacher education are being reimagined in uncertain times. The volume seeks theoretical, empirical, methodological, and practice-based contributions that critically examine how teacher education can foster sustainability, equity, professional agency, democratic participation, resilience, and transformative action in rapidly changing contexts. Through diverse global perspectives, the volume aims to advance contemporary debates about the future of teaching and teacher education and to explore how educators can contribute meaningfully to more just, sustainable, and hopeful futures.

We invite scholars, researchers, teacher educators, practitioners, policymakers, doctoral researchers, and other educational stakeholders to contribute chapters that critically and creatively engage with the challenges and possibilities of teaching and teacher education in uncertain times. The volume seeks to bring together diverse international perspectives that explore how education systems, teacher preparation programmes, schools, universities, and communities are responding to increasingly complex and interconnected social, environmental, political, and technological challenges.

Contributions may draw upon empirical research, conceptual and theoretical scholarship, practitioner inquiry, methodological innovation, policy analysis, or collaborative and participatory approaches. We welcome work that examines both local and global dimensions of teacher education and that explores how educators are navigating uncertainty while contributing to more equitable, democratic, and sustainable futures.

Particular attention will be given to contributions that foreground underrepresented perspectives, challenge dominant assumptions, and offer new ways of thinking about the purposes and practices of teacher education. Key areas of interest include (but are not limited to): teacher wellbeing and professional identity, equity, inclusion, and social justice in uncertain contexts; decolonising and pluralising teacher education; digital, hybrid, and AI-informed pedagogies; education for sustainability, global–local partnerships; transformative curriculum, pedagogy, and assessment in initial and continuing teacher education.

The volume is especially interested in scholarship that examines the relationships between teacher professionalism, professional learning, sustainability, social justice, educational transformation,

and futures-oriented thinking. Contributions may address the experiences of educators working across a variety of contexts, including initial teacher education, induction and early career teaching, continuing professional learning, school-university partnerships, community-based initiatives, and policy environments.

Key Information

Authors are invited to submit an abstract outlining their proposed chapter via the online submission form (<https://forms.cloud.microsoft/e/TYkE6QrXVb>). The submission form will require:

- Tentative chapter title
- Author name(s), affiliation(s), and contact details
- Three to five keywords
- An abstract of no more than **450 words**, outlining the focus of the chapter, aims and objectives, theoretical and/or methodological approach and expected contribution
- A brief statement explaining how the chapter aligns with the aims and themes of the volume

Review Process

All submissions will undergo a rigorous editorial review process. Chapter proposals will be assessed according to:

- Relevance to the volume theme (30%)
- Meaningful contribution to the field (20%)
- International and global relevance (20%)
- Originality (15%)
- Clarity and coherence (15%)

All authors will receive feedback and an editorial decision. The editorial team may also recommend collaboration among authors where proposals address complementary themes.

Important Dates

- **Abstract submission deadline:** 02/10/2026
- **Notification of editorial decision:** 16/10/2026
- **Full chapter submission deadline:** 08/01/2027
- **Editorial review outcomes:** 19/02/2027
- **Final chapter submission:** 26/02/2027
- **Publication:** Mid/Late 2027

Enquiries

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