

Editorial

Greetings from the team of Editors-in-Chief of the *Journal of Teacher Education for Sustainability* (JTES). We have a new member in our team from Daugavpils University PhD Ilona Fjodorova and hope that the JTES team will become more flexible with regard to findings of some new perspectives for the JTES toward a more sustained and united team of editors, Editorial board members and JTES authors.

Some structural changes were accomplished during the end of 2015 with regard to JTES network creation and re-creation, as well as framing with the aim to develop a *lived network* around the JTES.

We have some trends about the development of the network around the JTES as the Journal is associated with UNESCO Chair on the Interplay of Tradition and Innovation in Education for Sustainable Development at Daugavpils University (Latvia). The JTES editors' team takes care of the Journal's growth so that it becomes available for use and open for possibility to publish original articles according to the Journal's specific theme.

Gradually, changes have appeared and we have some measurable indicators. For example, changes of CiteScore in Scopus: 0.64 in 2015, 1.15 in 2017, and 1.65 in 2018. Now we are cooperating with Sciendo and the electronic version of the JTES is available at <http://content.sciendo.com/view/journals/jtes/jtes-overview.xml>

We also studied the society's interest in the JTES and attempted to visualize the picture from the perspective of readers as well as authors submitting articles for publishing in the JTES. It was not an easy task, but we found some ways to summarize the trends providing an insight into the core of JTES readers; however, with a slight delay and not in big data language. We found out that 67% of readers of the JTES (data of 2017) were from the USA, 9% from Australia, 6% from Great Britain, 3% from Canada and 15% of readers from other 51 countries.

We collected more precise data about authors submitting articles for the Journal. Through all submitted articles including published ones, we determined the JTES authors' geographical belonging (data of 2018). According to this idea, we identified a new perspective in the world by making focus from JTES development inside the region of Baltic and Black seas, which became the region for gradual development of the Baltic and Black Sea Consortium in Education Research for ESD (BBCC). We accepted the BBCC network's region as a "point" of reference and grouped the JTES authors' countries toward direction and belonging to ocean coasts. Thus, we obtained the following results: 36% of authors were from the Pacific Ocean countries, 30% from the Baltic Sea and 22% from Black Sea Region countries, 7% from the Indian Ocean countries and 5% from the Atlantic Ocean region (except the Baltic States). This frame of investigation constructed from the perspective of BBCC development demonstrated that authors of JTES articles are probably from the Pacific Ocean and BBCC network regions, but readers we can find far away from the region of the Baltic and Black seas.

This volume contains articles from Latvia, Norway, Austria, Indonesia, Lithuania, Kosovo, Iran, Saudi Arabia and Jordan.

The paper by Anita Pipere *Journal of Teacher Education for Sustainability after the UN Decade of Education for Sustainable Development: Exploring for the Future*

aims to explore the research output performance published in JTES immediately after the UN Decade of ESD (2015–2018). Following the guidelines of bibliometric study and literature review and grounding on the qualitative and quantitative content analysis, the study presents the analysis of the main bibliometric indicators and research paradigms in the papers published in JTES. The paper ends with the main conclusions, limitations, suggestions for the further research and prospective development of the Journal, as well as some implications for the potential authors of JTES.

The paper by Anne E. M. Fox in cooperation with Sandra Iriste and Petra Bezeljak *Detecting a Sustainable Mindset through Using Content Analysis of Teacher-produced Learning Journals* presents reflections on detecting a Sustainable Mindset through using Content Analysis of Teacher-produced Learning Journals. As part of a blended learning training over four months, a global group of teacher participants were required to keep a learning journal of their activities and reactions to the materials and tasks. These learning diaries were then collated and processed through Leximancer to answer four research questions of increasing complexity from the simple one of asking whether the course had caused its participants to focus on the issue of sustainability, to the question of whether reflection on the pedagogy of sustainability had deepened over the lifetime of the course.

The paper by Sumaryanta, Djemari Mardapi, Sugiman, and Tutut Herawan *Community-based Teacher Training: Transformation of Sustainable Teacher Empowerment Strategy in Indonesia* addresses teacher empowerment as a central issue in relation to the efforts to improve the quality of education. This paper investigates a teacher empowerment strategy in Indonesia, which was conducted by employing a community-based teacher training program. The research results showed that the community-based teacher training succeeded in increasing the professionalism of teachers in Indonesia, particularly in terms of implementing their pedagogical and professional competencies.

The paper by Edgar Petrisko *Teachers Perspective on Wise Education* reports about teachers' perception of wisdom notion and the teachers' wisdom itself. The study explores a phenomenological approach and the experience of teachers by using semi-structured interviews. The interview data are the qualitative content analysis complemented by some elements of quantification for visualization of a more holistic picture. The phenomenon of wisdom is described on the basis of teachers' values and experience. According to the teachers, wisdom comprises several aspects and is viewed as a dynamic process. The conclusions reflect the integrity of the phenomenon of wisdom, as well as the importance and prospects of further study of wisdom for its use in the work of teachers.

Maritana Gorina and Nina Šukste report about *Trust in the Acquisition of Life Experience of Children left without Parental Care*. The primary aim of the study is to find out how the phenomenon of trust affects children left without parental care and its role in acquiring a sustainable life experience. In this case, trust is seen as a lifetime, dynamic phenomenon of experience that has been initially developed in the biological family and/or in a foster family which, in its order, is influenced by the society. The collected data of the action research on the aspects of trust/distrust in terms of sustainability demonstrate that trust for these children is a complex system, which consists of openness, frankness, sincerity, honesty, the ability to keep promises, benevolence and respect. However, if there is mistrust, the child is led by different fears, distrust in the world and fellow human beings.

Veselaj Zegir in cooperation with Mustafa Behxhet and Krasniqi Zenel presents *Pro-Ecological Views of Kosovar Teachers Measured by Endorsement of the New Ecological Paradigm Statements*. The New Ecological Paradigm (NEP) scale is a survey-based metric devised to measure the environmental concern of groups of people using a standard survey instrument. This is the first research to measure how in-service teachers in Kosovo perceive the NEP scale. The aim of the research is to assess the concerns of Kosovar teachers about environment in the age of Anthropocene by supporting anthropocentric or eco-centric views. Research methodology is quantitative and the sample consists of 88 primary school teachers. Results of the research show that teachers' concerns about environmental developments are mostly consistent with the views of the NEP scale or pro-ecological worldviews.

Zhila Mohammadnia and Farzane Deliery Moghadam reflecting on *Textbooks as Resources for Education for Sustainable Development: A Content Analysis* discuss a possibility of successful integration of Education for Sustainable Development (ESD) in the general educational programs through available methods and resources. This paper argues that the English language learning textbooks in Iran have a potential to be useful resources and a viable springboard for the implementation of ESD. For this purpose, the study explores the content of English textbook series developed by Iranian authors through the lenses of ESD. The framework for analysis is based on UNESCO Earth Charter and the Roadmap for Implementing the Global Action Program on ESD. The findings reveal that the themes of sustainability are present in these English textbooks to a good extent. However, the results suggest that there should be a more even distribution of such themes throughout the series.

Hussein Meihami and Ilga Salite present *EFL Teachers' Cultural Identity Development through Participating in Cultural Negotiation: Probing EFL Students' Perspectives*. This study was an attempt to probe the perceptions of the EFL students about the cultural identity development of the EFL teachers who participated in cultural negotiation programs. The interaction-oriented narratives of four EFL students were collected. The narratives were about the cultural performance of the EFL teachers who participated in the cultural negotiation programs in the EFL classes. The findings indicated that the EFL students perceived that the EFL teachers engaged more in cultural discussions, they used more interaction types, they were more motivated to address cultural issues in the classes, and they took into account the emotions of their students in cultural discussions in the classrooms. Moreover, it can be concluded from the findings that cultural negotiation programs have positive effects on the EFL teachers' cultural identity development if the principles of identity-as-practice and identity-in-discourse are followed in the EFL teacher education programs.

Alireza Bonyadi present *Discourse Analysis and Language Pedagogy: A Review*. Based on the premise that education for sustainable development (ESD) in language pedagogy cannot be realized fully unless language teachers are equipped with theoretical issues in discourse analysis, the author explores the current research on discourse analysis and language teaching. His review indicates that there are mainly three approaches, namely critical discourse analysis, descriptive discourse analysis, and pedagogical discourse analysis in educational contexts. In this paper, the author postulates that prospective researchers are expected to focus on operationalizing discourse concepts at methodological levels.

Amani K. Hamdan Alghamdi and Wai Si El-Hassan report about *Raising Saudi Students (Energy) Sustainability Awareness through ESL – Teachers' Thoughts*. This inaugural qualitative study solicited English as Second Language (ESL) teachers' thoughts about using ESL to teach Saudi Arabian (SA) university foundation year students and raise their awareness of energy and sustainability issues. Fourteen participants from three higher education institutions in the Eastern Province of SA prepared typed responses in a word office document to 15 questions pertaining to ESL teachers' perceptions, opinions, beliefs, attitudes, knowledge, and values of using ESL to teach sustainability. The findings indicated a positive picture towards incorporating sustainability topics into Saudi Arabian ESL curriculum. Participants were enthusiastic about such tasks and about seeking knowledge related to sustainability by various means to augment lack of knowledge.

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