



## **SPECIAL SERIES CALL FOR PAPERS**

**Reimagining teachers' work and teacher education for our futures – Global perspectives at the intersection of change, hope and crisis**

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### **Description of the proposed call**

The UNESCO International Commission on the Futures of Education report ([‘Reimagining our futures together: A new social contract for education’](#), 2021) highlights the crucial role of teachers in providing quality education and shaping the critical knowledge, competences and skills that are necessary for our futures. The report urges for a new social contract in education to repair injustices while transforming the future.

To explore these critical issues, the [“Reimagining Teachers and Teacher Education”](#) conference (June 2024) opened up a forum for researchers, teacher educators, teachers,

representatives of civil organizations, policy makers and other actors involved in building a sustainable society through education. The proposed thematic special series aims to take this effort further by opening up a space for researchers to share their work with a focus on teaching and learning about global issues.

In order to meet the challenges posed by sustainability and societal emergencies, education and pedagogy have to transform to be able to deal with global and local changing realities. At the same time, pedagogy needs to keep building hope for the future. The ways, therefore, to reimagine teacher professional development lie at the intersection of change, crisis and hope.

Change is happening not only at the technological level but is also educational and societal (e.g., societies become increasingly diverse), geopolitical (e.g., the war in Ukraine and in the Middle East/Palestine radically alter the existing global-local landscape) and environmental (e.g., the increasingly limiting planetary boundaries resulting in floods and other natural disasters).

In this situation, hope is an elusive concept. Hope has, for example, been criticized for lacking a sound, rational basis. Building hope in times of crisis and instability, therefore, cannot be separated from awareness and agency (i.e., goal setting and intentionality), the notion of interconnectedness, and peaceful action. By incorporating these principles, education and teacher education will be better equipped to address the need to educate for global challenges in the future.

Currently, global education and learning focus on the development of approaches offering alternatives to existing knowledge production (e.g., by incorporating Indigenous knowledges) that aim to unpack structural inequalities in co-creation processes. Such approaches fall within the spheres of global citizenship education, human rights education and peace education that can be applied independently as their own subject matters and/or be integrated in teaching/learning different subjects. In addition, when it comes to classroom practices, teachers are called upon to teach non-violence, apply principles of inclusiveness and equality, and deal with anxiety that stems from, for instance, climate change. Clearly, grasping the essence of change, deal with crisis and look to the future with hope are crucial aspects of education, teacher education and global education today.

Considering these, the articles in this special series will offer theoretical and empirical insights emerging from research questions asking -but not limited to:

- What do teaching/learning environments and ecosystems that support engagement with global issues look like?
- What pedagogical thinking best serves engagement with global issues in formal and informal teaching/learning environments and ecosystems?

- What methods and practices best support the purposes of global teaching and learning ecosystems?
- What pedagogical methods and practices best support the purposes of global teaching and learning ecosystems (e.g., pedagogies for relationality, pedagogies of love, liberation pedagogies, wild pedagogies, speculative pedagogies and so on).
- What principles and elements frame processes of co-creation? What are the roles of learners, communities, and other stakeholders in processes of co-creation?
- What is the new role of technology in teaching and learning about global issues?
- In what ways can inclusiveness and disability studies serve the purposes of teaching and learning about global issues? What approaches, methods and practices should be developed for inclusiveness and disability studies?
- What approaches would best serve the purposes of teaching and learning of global and local realities?

### **Submitting to this special series**

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Expressions of interest in the form of an abstract of 300-500 words, up to six references, and a 50-word biographical statement for each author should be sent by email the handling editors: Arto Kallioniemi [arto.j.kallioniemi@helsinki.fi](mailto:arto.j.kallioniemi@helsinki.fi), Hannele Niemi [hannele.niemi@helsinki.fi](mailto:hannele.niemi@helsinki.fi) and Marianna Vivitsou [marianna.vivitsou@helsinki.fi](mailto:marianna.vivitsou@helsinki.fi).

### **About the journal**

This internationally refereed journal is an academic response to the increased public and educational interest in learning and understanding about the wider world. The journal publishes the outcomes of educational research and current debates on development education, global learning, global education, and global citizenship education. These approaches to education have their roots primarily in the practice of non-governmental organisations and in formal education. However, the field has moved beyond a concern for improving public understanding of development, to a focus on how approaches to education and pedagogy enhance critical engagement with global issues. Development education, global learning, global education, and global citizenship encompass approaches to education and learning that challenge learners to link their own experience to the realities of inequality, poverty, sustainability and other global issues, with the aim of contributing positively in both their own contexts and globally.