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Development of Preschool Teachers' Competencies for Education for Sustainable Development: An Action Research Design

Sustainability is a relevant topic in today's educational system, with the growing consensus that education for sustainability should begin in early childhood. However, research indicates that sustainable development is not emphasized enough in early childhood education and care (ECEC), and that preschool teachers do not feel competent enough to implement sustainable development practice in kindergarten. This paper, therefore, presents action research as a suitable approach for developing preschool teachers' competencies in implementing education for sustainable development. It outlines the specific features of action research and relates them to the core principles of education for sustainable development, highlighting their interconnections. Finally, the paper proposes a potential action research design aimed at developing the preschool teachers' competences in implementing education for sustainable development. The aim is to contribute to motivating and empowering educators for lifelong learning and responsible, reflective professional development.

Keywords: collaborative learning, early childhood education and care, lifelong learning, professional development, reflection in practice