

Response to article

It is seven years since we wrote this article, yet the reorientation of teacher education towards sustainability remains a challenge. However, there have been some pockets of progress internationally and in Australia (Development, 2012); (Belgeonne, Clough, Inman, Rogers, & Warwick, 2014). The project discussed in this paper has had a number of subsequent projects each seeking to build-upon and refine the original concept in the following ways:

- The development and trial (in Queensland and Northern Territory) of a system-wide framework to serve as a model for others (see (Ferreira & Ryan, 2012); (Ferreira, Ryan, Davis, Cavanagh, & Thomas, 2009); (Ferreira, Ryan, & Tilbury, 2007));
- Additional barriers and enablers to mainstreaming EfS using a system-wide approach were explored in NSW and ACT ((Steele, 2010)); and
- The creation of a network of teacher educators and system stakeholders interested in embedding EfS in their institutions ((Stevenson, Davis, Ferreira, & Evans, 2014)).

A key factor for success not identified in the original paper but which has since emerged relates to the need for teacher educators to learn to be leaders for change. Indeed, this requires the development of a whole new skill-set (Ferreira, Ryan and Davis, forthcoming; (Development, 2012)).

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