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Investigating the Impact of Teachers’ Attitudes and Beliefs on the Implementation of Education for Sustainable Development in Ontario K–8 School Classrooms

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Growing up in a rural community in Nigeria, my upbringing provided important informal educational experiences, enabling me to acquire life skills such as perseverance, gratitude, and collaboration. As most of the learning happened unintentionally, parents naturally role-played as teachers, facilitating generational transfer of skills, knowledge, values, and attitudes grounded in a traditional belief system. Informed by this insight, my Ph.D. research investigates the impacts of teachers' attitudes and beliefs on the implementation of Education for Sustainable Development (ESD), in Ontario K-8 school classrooms. The study intends to highlight the boundless benefits of a well-designed and intended curriculum, while addressing the gaps in curriculum implementation stemming from teachers' attitudes and beliefs toward ESD. The research investigates challenges, opportunities, adaptations, and local influences experienced by teachers, offering a comprehensive insight into the implementation of ESD to provide actionable support, resources, and frameworks tailored to overcoming challenges for teachers, policymakers, and curriculum developers.