It is widely acknowledged that the built environment contributes approximately half of global energy use and that many past and current design and construction practices are unsustainable. Education is obliged with a responsibility to prepare future generations of graduates with capabilities to address the challenges. Accreditation criteria incorporate aspects of sustainable design but change is needed for the sustainability agenda to be taken sufficiently seriously to impact on the future. A conceptual framework for education in sustainable design is needed. Pedagogical techniques that encourage clarity of outcomes evaluated against explicit criteria with critical reflection can prepare the new graduate with values, knowledge and skills appropriate for the responsibilities that will be expected of tomorrow’s professional. This paper discusses three educational case studies that demonstrate the capacity to address changing technologies, resources and traditions. They offer transferable guidance for architecture education more widely.

**Key words:** Architectural Education, Sustainability.