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The Murray River. Photo by Peter Nydegger – One of the contributions from our new member, Foundation for National Parks and Wildlife Australia. See page 12.

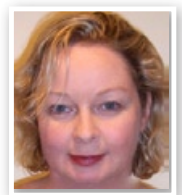
From the Editor

Welcome to our first edition of OzEEnews for 2014! In this edition we share the experiences of our Special Interest Groups (SIG's) including articles from our Nature Education, Early Childhood, Teacher and Teacher Education, Marine Educators and Research SIG's. We also hear back from the very important piece of research conducted on behalf of AESA (of which AAEE is a founding member) around Education for Sustainability in the Australian Curriculum.

We note the recommendation made by our association in the recent review of the Australian Curriculum, and have a number of articles to both inform and inspire. Thank you to all of our Authors who contributed to this edition, we appreciate your generosity of time, experience and wisdom!

Submissions for our June, September and December issues are due the first week of the month prior to ozeenews@gmail.com

Enjoy your autumn, Jo Kelly, Editor



Jo Kelly

Editor ozEEnews

ozeenews@gmail.com

(Don't forget to provide feedback to OzEEnews by participating in a short (10 question) survey. www.surveymonkey.com/s/QYVN8P9)

Growing Professionally – Sharing our Common Voice – Celebrating Partnerships

This electronic edition of ozEEnews has been sent to all members with email addresses. If you have not supplied or you have changed your email address, please send your correct email address to admin@aaee.org.au.

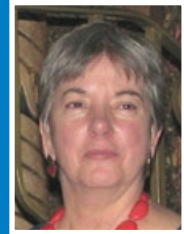
working for sustainability

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President's Report

Jennifer Pearson



Events

If you have any events that you would like published in *ozEEnews* please send the name of the event, date and time, venue, and a contact email address to ozeenews@gmail.com

Intending contributors should forward material by e-mail to ozeenews@gmail.com

Deadline for contributions to next edition is the first week in May 2014.

Electronic format is preferred though not essential. Artwork, cartoons and photographs should be provided at 100dpi, postcard size, minimum.

Articles may be features, reports, events, snippets, reviews, etc and should be less than 600 words.

Decisions about publication are the responsibility of the editor. *ozEEnews* accepts advertising. Charges are available on request to the editor.

Thankyou to contributors

Thanks go to all the members who contributed articles for this edition and tony@parslowart.net for the desktop publishing.

THIS *ozEEnews* edition is to showcase the way the Special Interest Groups (SIG's) continue to grow and develop and for those who check out the website regularly, you will see that there have been new additions to our SIG's over last year. We are fortunate to have passionate and committed leaders who volunteer their time to keep these groups vibrant and open to members and non-members.

There have been many significant milestones reached for AAEE over the past few months. The Executive Committee have set in place the role of a **General Manager**, part time for a 6 months trial, to consolidate and progress projects and resource gathering for members. Mr Ruo Li has accepted the position and we look forward to working with him to achieve some significant outcomes for members. His enthusiasm for the work that we do, his background in business and ability to negotiate grants and sponsorships to enhance our work has already benefitted members over the last 12 months.

Another challenge is the **Australian Curriculum Review** which is set to scrutinise the cross curriculum priorities of Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia and Sustainability. Many members have worked long and hard to support these priorities and the AAEE response to the review has been sent in for consideration. We know that members will have responded to the call for them to submit their responses as well. It's a powerful tool we have in lobbying for change, when our 500 plus strong membership rallies in this way. We thank David Butler and his team for their work in crafting the response.

Australian Education for Sustainability Alliance (AESAs) work progressed throughout 2013 and it was only in late February 2014 that the Department of Education, Employment and Workplace Relations (DEEWR) ratified the report of Phase 2 & 3 of the Education for Sustainability (EfS) and the Australian Curriculum research project. The generosity of AAEE members to participate in the various phone interviews, forums, focus groups and online surveys was a joy to behold. Further details are in the body of this newsletter and the final report is available on the AAEE website **Latest News** for a short time or on the AESA website where you can find out more about this project and phase 4.

Skilling Education for Sustainability Australian (SESA)

has also been working hard to complete research into the needs of waste and water industry trainers. Lorraine Larri is the project manager of this 3 year project and below are the main messages from the report. The full report is available on the AAEE website **Latest News**.

- This research was concerned with determining the skills and capability of trainers in the waste and water sectors to deliver effective sustainability education. Effective education for sustainability is that which produces actual sustainable outcomes.
- While the resource requirements of trainers are specific and variable, research indicates a range of professional development opportunities that are applicable to both sectors that are concerned with teaching methods for utilising education for sustainability (EfS) principles to engage audiences, deliver behaviour change education and evaluate the effectiveness of that training.
- Research identified a widespread need for a variety of content areas (or learning "modules"), at both a basic and advanced level, available in a variety of modes. These content areas represent an effective strategy to produce sustainable outcomes for waste and water industry trainers specifically and sustainable outcomes generally.

The AAEE Biennial Conference in Hobart is asking for abstracts so they are able to set another insightful and provocative conference for us all. With such a diverse membership this will indeed be a feast of ideas, challenges overcome, inspirational stories and a celebration of achievements. To cater for the growing Research and Teacher needs, Teacher Educator SIG's Allen Hill, who is on the Tasmanian committee, has convened a group to provide a forum to discuss opportunities for research before the main conference event. Keep your eye out for this and consider coming a day early to help your institution or group network to gather ideas about joint projects around evaluation of EfS that you are involved with. Could be many a cunning plan hatched over the life of the conference.

We hope you will enjoy seeing the website grow, the members benefits improve and thanks to Jo Kelly and Kate Elder for another stunning *ozEEnews*.

Jennifer

President AAEE

president@aaee.org.au

Get inspired

2014 AAEE Biennial Conference

Come and get inspired in Tasmania in November. The Tasmanian committee is well connected to showcase innovative local environmental learning opportunities such as Tasmania's innovative 6 star green star Sustainability Learning Centre, the Institute for Marine and Antarctic Studies, the Australian Antarctic Division and MONA's 24 Carrot food garden project.

We are sooo very excited that David Orr (*photo at right*) will be making his first trip to Australia to be with us for the duration of the conference! Those of you with dog-eared copies of *Earth in Mind*, *Ecological Literacy* and *Down to the Wire* will be thrilled to mingle with this inspiring environmental education thinker.

Did you know that Tasmania nurtured the world's first Green party, the United Tasmania Group? Former National Greens leader and local lad Bob Brown will bring you his story with a Tasmanian perspective.

Keynote speaker Paul Gilding is another environmental thinker who has made Tasmania home. Paul is an international consultant on climate change and has written the book, *The Great Disruption*.

There are so many things that make Tasmania unique. Nature, history and some of the freshest, premium quality seasonal produce, finest boutique beer and cool climate wines in the world! This will be showcased at the conference dinner with local chef Asher Gilding sourcing local seasonal food to create taste sensations. Asher (yes Paul Gilding's son- we like to keep things in the family in Tassie!) will talk us through the menu as we eat. Favourite Tasmanian band, Sugar Train will ensure we dance our socks and calories off! The dinner theme is "Everything old is new again". Get out the vintage wardrobe and party!

The newly refurbished Tasmanian Museum and Art Gallery will be the venue for the welcome event. Jo Cook, who manages the MOMA Saturday Market at MOFO will be catering with some local delicacies. Delegates will also be invited to hob knob at a reception at Government House.

Hobart is a mecca for artists, designers and environmentalists. Our Sustainable Art and Design tour will



David Orr



SLC northern view

Delegates will be invited to a reception at Government House.



showcase artists inspired by our natural environment.

For many native animals Tasmania is the last place on earth. At Bonorong Wildlife Sanctuary you can see the Tasmanian Devil, Eastern Quoll, Pademelon and Bettong found only in Tasmania. The Sanctuary is a wildlife rescue centre, including sea bird rehabilitation and tree frog breeding. The Centre focusses on education and will be the focus of a field trip. <http://bonorong.com.au>

The Conference team are planning for a low carbon footprint. Offsets are built into the registration fee. This will support Greening Australia with its carbon storage and restoration projects. There will be the opportunity for delegates to visit Greening Australia's successful forest restoration program at Dungrove near Bothwell on a field trip. The conference will aim to be paperless which will save an estimated 80 sheets of paper per delegate. The conference program can be accessed by smart phone or tablet and

by display around the conference venue. You are encouraged to bring your own pens, notebooks, bags and water bottles. Left over food will be collected by Louis' Van for distribution. Signage will aim to be generic so that it can be reused. The Conference venue is embracing more sustainable practices on the Conference team's suggestions. The central venue means most places are accessible on foot.

The last conference in Hobart was in 1997! Noelene Rowntree from Bunyaville Environmental Education Centre was there and recalls, " For me it was the best!" If you missed out then don't miss this one!

We are very excited to offer you the best Tasmania has to offer, and share it with the movers and shakers of environmental education in Australia.

Nel Smit

On behalf of the Conference Committee,
Allen, Herman, Kara, Jenny, Maree, Shaun, Tania and Trish.

AESA Update



Advancing Sustainability in the Australian Curriculum Project (EfS Project)

Last year many of you were involved in the “Education for Sustainability and the Australian Curriculum” project initiated by the Australian Education for Sustainability Alliance (AESA) of which AAEE is a founding member. Perhaps you helped organise a focus group, or gave up your Saturday to participate in one, completed an online survey, or contributed to the report process? The final report is out and soon to be made available to all through the AESA website: www.educationforsustainability.org.au/efs-project/. Here is a summary of the report, a significant piece of work which needs to be read in full to comprehend findings and recommendations. Congratulations to all who were a part of this work!

Report Provided by: Graham Tupper,

Australian Conservation Foundation;

Summarised by Jo Kelly, AAEE

AAEE contact for comment: Jennifer Pearson, pearsonjo@iinet.net.au

On behalf of the Australian Education for Sustainability Alliance (AESA) the Australian Conservation Foundation (ACF) entered into a contract with the Department of Education to manage and deliver a project entitled “Advancing Sustainability in the Australian Curriculum”, known in many states and territories as “The EfS Project”.

With funding from the federal Department of Education and contributions in kind from AESA members including AAEE, AESA conducted research during 2012-13, consulting with a wide cross section of teachers and other stakeholders, to identify the barriers and enablers for the delivery of sustainability as a cross-curriculum priority in Australian schools. The research objectives of the study included:

- Identifying enabling strategies that best address the barriers to integration of education for sustainability in the school community;
- Identifying and gauging the benefits and importance of community, including parents of students and of external support organisations in establishing and sustaining effective education for sustainability in schools;
- Assessing current met and unmet teacher needs with regard to appropriate resources, tools and training to assist with the development of suitable teaching strategies.

In summary, the EfS Project sought to identify, verify, recommend and facilitate ways to improve the integration of EfS into learning as a cross-curriculum priority across all subject areas under the Australian Curriculum, to achieve the following outcomes in schools:

For teachers: *“This makes sense, this fits naturally and easily into what I teach”*

For students: *“This is fun, engaging, and relevant to my world and my future”*

The findings of the AESA research to date (phases 1 to 3 of the Project) have highlighted the need to build more effective support networks for teachers and educational support staff in schools so as to achieve a more durable whole of school approach for the implementation of sustainability as cross curriculum priority.

FINDINGS AND RECOMMENDATIONS

Finding 1: Low level of awareness of sustainability as a cross-curriculum priority amongst teachers.

There is a considerable lack of awareness and comprehension of sustainability as a cross-curriculum priority (80%). The research found that 92% of teachers surveyed think that sustainability is important, of value to students, and should be integrated into the curriculum.

Recommendation 1: Develop an EfS ‘getting started pack’.

For the 80% of teachers not fully comprehending EfS, a ‘getting started pack’ was considered the most effective enabler.

Finding 2: Only one third of teachers aware of EfS know how to integrate it into their teaching practices.

The majority of Australian teachers have yet to integrate sustainability into their teaching practices (91%).

Recommendation 2: Provide readily accessible classroom-ready resource materials for teaching sustainability.

Fifty-six per cent of teachers not knowing how to integrate EfS into their teaching claimed that classroom-ready resources would be the most effective way to help them develop the knowledge they needed to integrate sustainability into their teaching practices.

Finding 3: Professional development in EfS is a major enabler for teachers no matter where they are on their EfS teacher journey.

Teachers at all stages of the teacher journey considered that professional development (PD) was a major enabler for integrating EfS into their teaching practices.

Recommendation 3: Scale up the delivery of relevant professional development for teachers at all stages of their EfS journey.

Finding 4: Teacher support networks play an important role in helping teachers integrate EfS into their teaching practices and are the most effective form of professional development for time stressed teachers.

Recommendation 4: Provide more support networks for teachers both within (internal) and outside (external) the education system.

Finding 5: A whole-school approach to EfS was considered the most effective model to implement EfS in schools across all disciplines, over and above piecemeal implementation by individual teachers.

Recommendation 5: Promote a whole-school approach as the most durable model for implementing EfS in schools and invest in programs which achieve this over the long term.

Finding 6: Other people and organisations, including those outside of the school, can bring about behaviour change amongst those teachers who do not currently incorporate EfS into their teaching.

Recommendation 6: Provide targeted funding for effective community and business networks/organisations which provide support for teachers to incorporate EfS in schools.

Finding 7: There is no reference to competencies to teach EfS in the National Professional Teaching Standards developed by AITSL, nor are teachers aware of the opportunities for applying the National Professional Teaching Standards to EfS.

Recommendation 7: The Australian Institute for Teaching and School Leadership (AITSL) identify, in collaboration with teachers and practitioners engaged in EfS, how competencies for teaching EfS can be most effectively incorporated into the National Professional Teaching Standards.



PD to support teachers at all stages of their EfS journey.



Environmental Education Expo, Qld
Photos provided by Jo Kelly

Finding 8: Education for Sustainability in pre-service teacher education is patchy and is often only included in courses by academics whom have an interest in the area.

Recommendation 8: Facilitate systemic change in teacher education institutions by setting up a high-level National Consultative Committee on EfS involving all stakeholders to develop effective pre-service teacher training courses in EfS.

Based on the findings of the AESA research to date, and of other prior studies reviewed as part of this research, AESA has developed a new

Phase 4 of the project to act on these findings, with a focus on working with AESA members to identify and build effective support networks for teachers and educational support staff in schools to enhance the delivery of sustainability as a cross curriculum priority in Australian schools.

- For further information, visit the AESA website: www.educationforsustainability.org.au
- Our AAEE representative in this piece of work is Jennifer Pearson: pearsonjo@iinet.net.au

Lane Cove Bush Kids

Connecting children and families with nature to spark a lifelong love of our environment

In 2010, three mums living in Lane Cove, a suburb located 10 kms north of Sydney, had an idea. The rest is history.

By Corinne Fisher, with input from Alyson Hayes and Ann Proudfoot

enquiries@lanecovebushkids

How it all started. The problem facing the Lane Cove Bushland and Conservation Society, a community organisation founded in 1971 to advocate for bushland and our environment, was this – Lane Cove was experiencing a young family boom but few knew about our wonderful bushland. How could we encourage these young families to connect with nature in a way that would ensure its protection for generations to come? The idea for Lane Cove Bush Kids (LCBK) was born: ‘connecting children and families with nature to spark a lifelong love of our environment.’

Our first activity was conducted in October 2010 with children and teachers from a local preschool, in local bushland, simple and delightful, children’s natural curiosity and joy making it all so easy and enjoyable. We decided to do more and focus on families with children aged 2-5 because they’re naturally the ones looking for things to do during the day. Why not tap into this need?

Growing fast The word was spreading quickly: fun activities for kids in bushland! Lots of families starting coming along. This was encouraging but we realised that to continue, the program had to go beyond just us. Otherwise we were likely to run out of puff.

Funding! Fortunately, we had applied for 3-year funding under the NSW Environmental Trust Environmental Education Grants, and in December 2011, we were advised that our bid was successful.

Where we’re at now: We are now in the third and final year of our grant and these are some of our achievements:

- 45 structured children’s activities conducted in local bushland
- 2 informal family bushwalks (and many more coming - these are incredibly popular.)
- 28 recruited volunteers
- 362 local families on our database



Lane Cove Bush Kids,
Photos provided by Corinne Fisher

So what impact has LCBK actually had? In 2013, we surveyed some of our participating families (adults only) and some encouraging results emerged. For example:

- 70% of survey respondents said that, after attending a LCBK activity, their children displayed curiosity about the bushland and environment.
- 75% said that attending LCBK activities had influenced them to encourage their children’s interest in the bushland and our environment.
- 67% said that attending LCBK activities makes them feel more connected to bushland.

These results suggest that the program has been effective in terms of encouraging a stronger connection with nature in both children and their carers.

Where next? We want to keep building on the number of LCBK volunteers and support them to develop and lead LCBK activities. The wonderful

thing about LCBK is that everyone can have a go- you don’t need to be a qualified environmental educator to design wonderful activities (although it certainly helps).

Of course, we are also actively thinking about how to sustain LCBK after our funding stops. We anticipate that the program will continue to be supported by volunteers but have also realised that we will need a paid, part-time position for an activity coordinator. Due to the popularity of the program, we are confident that we will secure ongoing funding for this position and are investigating a range of possible sources.

More information For more information about LCBK, visit www.lanecovebushkids.com.au or contact us at enquiries@lanecovebushkids.com.au. We would love to share what we have learnt with you and we can provide documentation that may be of assistance if you are considering starting a similar program in your area.

Giving a voice

to 'over-stretched' coastal environmental groups

Email Julian to add your voice to his research

By Julian Reid

j.reid2@cqu.edu.au

Most Australians cling to the coast but not enough of us volunteer to protect fragile coastal and marine environments. Most of us enjoy the coastal space but take its health for granted.

That's according to CQUniversity PhD candidate Julian Reid who says the Federal Government invests in community capacity to protect coastal environments through volunteer groups to deliver natural resource management initiatives.

Mr Reid believes these groups are overstretched in supplying manpower and resources to tackle the many environmental challenges within the coastal space.

"Around six million Aussie adults volunteer each year yet the

environment is not a popular choice, even though more than 90 per cent of the public say they are interested in environmental issues."

From his base at CQUniversity Noosa, Mr Reid is exploring the characteristics, structures and functions of voluntary coastal environmental groups.

He notes that Australia's population of 23 million people is expected to increase to between 30.9 million and 42.5 million by 2056.

"Over 86 per cent of the Australian population live in the coastal zone and this concentration of people and economic development is creating pressures for marine and terrestrial biodiversity, ecosystem services and cultural and natural heritages," Mr Reid said.

"Ecosystems near coastal urban areas and industrial developments in the south-east of Australia are reportedly



Julian Reid

Photo provided by Mark Barnbaum, CQU.

in poor health while Australia's marine environment is expected to seriously degrade in the next 50 years."

Mr Reid's research is investigating coastal environmental group leadership, management, operations, workplace culture and the volunteer experience.

The expected outcome of his research, which has started in Queensland, NSW, Victoria, Tasmania and South Australia, is the development of a framework for the use of natural resource practitioners and coastal environmental group leaders to deliver coastal natural resource management strategies.

REGISTRATIONS NOW OPEN

National Marine and Freshwater Education Wananga Conference 2014

By Samara Nicholas

samara@emr.org.nz

**Saturday 26th - Monday 28th
April, 2014 - Wellington - Te
Whanganui-a-Tara**

**Kuratini Marae, Massey
University**

In partnership with the Island Bay Marine
Education Centre

**Theme "Communicating science for
marine and freshwater conservation
ACTION"**

**Purpose An inspirational professional
development and networking
opportunity for all those involved or
interested in freshwater and marine
conservation**

To view the video promo clip of the
wananga: [http://www.youtube.com/
watch?v=0GuLsljQyeA&feature=youtu.be](http://www.youtube.com/watch?v=0GuLsljQyeA&feature=youtu.be)

Objectives

- provide a forum for marine and freshwater educators to network about education for sustainability initiatives and projects around science communication



Marine Conference: Island Bay Cottage

- provide professional development opportunities
- provide a forum to discuss the effectiveness of existing and potential partnerships that foster action for marine and freshwater conservation
- ensure strong delivery of the Experiencing Marine Reserves (EMR) and Whitebait Connection (WBC) concepts around New Zealand
- raise the profile and value of conservation action "engagement" with a wide range of stakeholders

Wananga registration includes

- powhiri at 11am on Saturday 26th April
- marine & freshwater keynote presentations,

including Dame Anne Salmond and
Dr Alison MacDiarmid

- fresh wholesome meals and marae style accommodation over the 3 day conference
- marine and freshwater field trips including local conservation initiatives
- an opportunity to share your own project during 'show n tell', displays & facilitated workshops
- inclusion of local residents, tangata whenua & conservation groups throughout the programme
- poroporoake and official closing at midday on Monday 28th April
- an additional day of specialist training workshops for Experiencing Marine Reserves & Whitebait Connection coordinators will follow the wananga

Registrations essential \$380 waged
professional \$280 non waged/student/
teacher/not for profit

Mountains to Sea Conservation Trust would like to thank the Tindall Foundation and Department of Conservation for funding support. For more information please email <mailto:info@emr.org.nz>

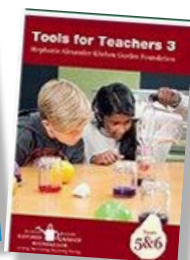
To keep updated and download last years proceedings, the latest programme and rego form go to [www.emr.org.nz/
information.php?info_id=99](http://www.emr.org.nz/information.php?info_id=99)

Stephanie Alexander Kitchen Garden Foundation

New resources extend kitchen and garden learnings

How do we manage time when we're cooking? How are the seasons created? Why does an egg become solid when we heat it? All the answers – and so much more – can be found in the Stephanie Alexander Kitchen Garden Foundation's Tools for Teachers 4 set of curriculum resources. Aimed directly at teachers, the series addresses the Australian Curriculum by providing powerful learning opportunities for all students in the kitchen and garden. Each book features comprehensive units, lesson plans, proformas and more, all linked to the Australian Curriculum. Get creative and engage students with science in the kitchen, maths for real life in the garden, literacy, sustainability and history in context.

Recipes for Literacy includes delicious recipes laid out with clear photographs of each ingredient, item of equipment, and step to help beginning readers succeed. The simple format supports students with literacy special



needs as well as reluctant readers. Recipes for Literacy is perfect for any child, at home or at school, who is hesitant about reading but keen to cook.

www.kitchengardenfoundation.org.au/shop/view/01tA0000003y072IAA/tools-for-teachers-4-years-3-4

www.kitchengardenfoundation.org.au/shop/view/01tA0000003y06xIAA/tools-for-teachers-4-years-5-6

www.kitchengardenfoundation.org.au/shop/view/01tA00000041P0bIAE/recipes-for-literacy

If you are interested in reviewing any of the above books for an issue of the AAEE ozEEnews please contact Stacy Allen, Public Relations Coordinator, Stephanie Alexander Kitchen Garden Foundation, E: stacy@kitchengardenfoundation.org.au

Please include in your email that you are a member of AAEE.

BOOK REVIEW

Let the Land Speak

By Jackie French

Harper Collins 2013

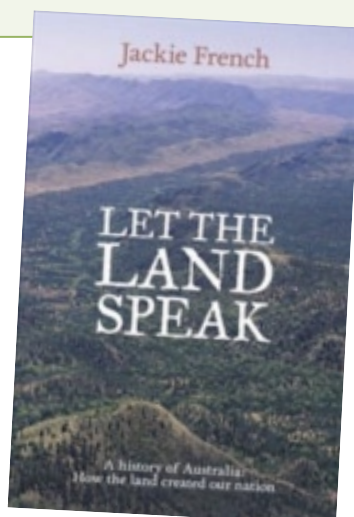
Recommended by Ron Holmes

AAEE Qld

This is a history of Australia with a focus on how the land created our nation.

An excellent read and resource for historians and those interested in sustainability.

"To understand the present, you need to understand the past. To understand Australia's history, you need to look at how the land has shaped not just our past, but will continue to shape our future. From highly



respected, award-winning author Jackie French comes a new and fascinating interpretation of Australian history, focusing on how the land itself, rather than social forces, shaped the major events that led to modern Australia.

Our history is mostly written by those who live, work and research in cities, but it's the land itself which has shaped our history far more powerfully and significantly than we realise. Reinterpreting the history we think we all know - from the indigenous women who shaped the land, from Terra Incognita to Eureka, from Federation to Gallipoli and beyond, Jackie French shows us that to understand our history, we need to understand our land. Taking us behind history and the accepted version of events, she also shows us that there's so much we don't understand about our history because we simply don't understand the way life was lived at the time. Eye-opening, refreshing, completely fascinating and unforgettable, LET THE LAND SPEAK will transform the way we understand the role and influence of the land and how it has shaped our nation".

Early Childhood SIG

Moving ahead in 2014

Sue Elliott, the Early Childhood Specialist Interest Group Convenor, has kindly highlighted the work of SIG members across the nation including publications, events and conferences.

By Sue Elliott

AAEE EC SIG Convenor
Susan.Elliott@acu.edu.au

A significant number of our SIG members are actively involved in promoting early childhood education for sustainability through publications, various events and conferences around Australia and internationally. The coming year offers many possibilities and here a few are highlighted for your 2014 calendar:

On Saturday, March 22nd, the NSW Early Childhood Environmental Education Network (NSW ECEEN) will hold their AGM. Further north, the Queensland Early Childhood Sustainability Network (QECSN) will host their annual conference day. The NSW ECEEN event on the mid-north NSW coast will include an opportunity to explore Wamberal and Little Beach. Also, there will be the launch of a two-publication package: the previously published *Ecosmart for Early Childhood: A sustainability filter for quality improvement plans* written by Julie Gaul and Deb Watson with funding from the NSW Department of Environment and Heritage; and, the new Pademelon publication *Sustainability and the Early Years Learning Framework* by Sue Elliott.

Educators will now have specific resources to support both implementation of the *National Quality Standards* and the *Early Years Learning Framework*, a strong basis for ensuring education for sustainability becomes the embedded norm in all early childhood services (refer www.eceen.org.au). The QECSN conference day in Brisbane includes a range of topics and speakers,



Environmental Education begins in early childhood Photo provided by Corinne Fisher

from the ethics of sustainability to sustainable playspace design, the arts and sustainability and caring for chooks (refer www.qecsn.org.au).

In July, the international publisher, Routledge, will launch *Research in Early Childhood Education for Sustainability: International perspectives and provocations*, co-edited by Julie Davis and Sue Elliott. This publication draws on the expertise of international researchers in early childhood education for sustainability from Australia, Japan, Korea, New Zealand, Norway, Singapore, Sweden, the United Kingdom and the United States. Diverse perspectives and possibilities for researching early childhood education for sustainability are offered and insights into practice.

In September, Early Childhood Australia will hold their biennial conference 'Seasons of Change' in Melbourne, focusing on the conference themes Identity, Community and Leadership. Associate Professor Julie Davis QUT will be a keynote speaker on early childhood education for sustainability and there will be other

related papers and field trips (refer http://www.earlychildhoodaustralia.org.au/about_us/early_childhood_australia_biennial_conference.html)

In October, Environmental Education in Early Childhood (EEEC Victoria) will host their successful annual conference day on Saturday 18th. The conference by line is 'Cultivating Caring Communities' and will feature guest speaker Adam Buckingham, an early childhood educator from New Zealand and author of 'Turning Trash Into Treasure for Young Children', check his website <http://www.trash2treasure.co.nz/>. EEEEC also hosts sustainable centre visits and educator workshops throughout the year (refer www.eeec.org.au).

In November, the Australian Association for Environmental Education (AAEE) holds its biennial conference in Hobart. There will be a strong presence of participants with an interest in ECEfS.

I hope that EC SIG members and others with an interest in early childhood education for sustainability will make the most of these opportunities over the coming year.

Nurture in Nature



Raising our children is one of our most important roles ... helping them connect with nature is a gift we can share with them. Tania has put together an inspiring interview series to help us find both time and ways to help children connect to nature. She has provided us with a free, three part taster to her series. Access the free series at... www.nurtureinnature.com.au/free3 The full series is available at www.nurtureinnature.com.au/interivews.

By Tania Moloney

Nature in Nature

tania@nurtureinnature.com.au, www.nurtureinnature.com.au

For parents, nature can be a powerful ally, an often needed sense of perspective and an old friend (sometimes, sadly, a long forgotten one).

If your childhood was anything like mine, it was filled with opportunities for adventure, freedom and LOTS of mud pies! Ah, the good old days!

We climbed trees; we rode our bikes to our friends house; we knew our neighbours ... and they looked out for us.

Now I'm a Mum I want that for my own kids too – they deserve it.

As well as making these cherished memories and helping my kids to know, love and care for the natural world, I also want to nurture strong bonds with them and help them develop strong foundations for learning and life.

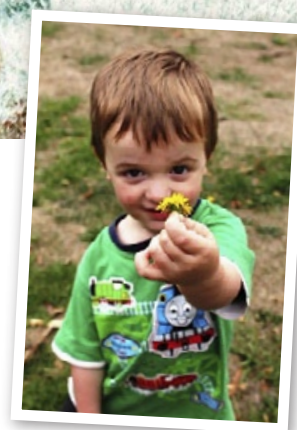
And I ALSO want to better understand my kids and their developmental needs.

That's not all too much to ask is it? Of course not, but sometimes I feel like the 'busyness' of life gets in the way.

Add to that the fact that far too many of us choose to spend the majority of our lives behind closed doors, we are becoming increasingly disconnected from nature too.

Unwelcome consequences of these 'disconnects' are becoming more obvious and a concern for many families, and reconnecting with each other and with nature is vital to the health and wellbeing of our kids, our families, ourselves and our world.

Last year I consciously began looking for opportunities to reconnect with my kids, and to make sure that we all got our healthy, regular dose of Vitamin N (that's N for Nature of course!).



All photos provided by Tania Moloney

For inspiration, I started asking questions of others, and found that what I was learning had a positive impact on my own family, which I knew I had to.

Thus the Nurture in Nature interview series was born. The series isn't only for parents, but for all who are helping children to know, love and care for the natural world.

In Series 1 of the interviews you'll hear from 30 of the world's leading practitioners who help connect children and families with and in nature, along with researchers, educators, emotional intelligence specialists, environmental champions, relationship experts, parenting experts, and health practitioners. Featured are: Karen Anderson, Chris Attwood, Dr Louise Finlayson, Griffin Longley and many more!

Series 2 is well under way and I must admit I had to pinch myself when

I was sitting opposite Richard Louv interviewing him during my recent trip to the US.

As a parent, and in my Nurture in Nature adventures thus far, I owe a huge thank you to all of the incredible people playing in this space - that's you too of course. My children thank you, and Mother Nature thanks you too. You have inspired us to reconnect and that is the greatest gift I could ever receive and see in my children's eyes.

Teachers and Teacher Education SIG Update

Submission To The Review Of The Australian Curriculum February 2014

David is Convenor of the TTE SIG and coordinated the AAEE response to the review of the Australian Curriculum on behalf of our association, working with a committed team.

By David Butler, dvbutler@bigpond.net.au

As the professional association for Environmental Education in Australia, AAEE welcomed the opportunity to participate within the review of the Australian Curriculum.

Our submission provided information on the development and significance of sustainability as a national cross curriculum priority, linking the Australian Government's Students First initiatives and applications of sustainability concept in business, government and community focusing on:

- Environmental education and education for sustainability.
- Australian governments' recognition of and support for sustainability in Australian curriculum, schools and early childhood services.
- Sustainability as a cross curriculum priority in the National
- Curriculum and links with Students First initiatives.

- The application of sustainability concept in business, government and
- Community and
- Recommendation.

For the purposes of brevity, here we note only recommendation made. Our full submission was emailed to all members prior to 27 February, and it is also available on our Association's website: www.aaee.org.au

Recommendation

The Australian Association for Environmental Education recommends that the Sustainability, Aboriginal and Torres Strait Islander histories and cultures and Asia and Australia's engagement with Asia cross-curriculum priorities continue to be a significant component of the Australian Curriculum

The inclusion of sustainability as a cross-curriculum priority in the National Curriculum supports all young Australians to leave school with a

clearer understanding of the concept of sustainability and the diverse ways it is seen and applied in society. Through their education for sustainability learning experiences young Australians are more able to positively participate as informed and responsible leaders in their communities and workplaces.

The Australian Association for Environmental Education has the expertise and experience to continue to provide support to the Department of Education, the Australian Curriculum, Assessment and Reporting Authority and education sectors to describe and implement sustainability as a cross-curriculum priority in school and centre learning programs. The expertise and experience is informed through our participation as a member of the Australian Education for Sustainability Alliance.

The AESA is currently finalizing the Department of Education funded three-phased Education for Sustainability and the Australian Curriculum research project. The project report recommends ways to improve the accessibility, usability and efficient delivery of sustainability learning across the Australian Curriculum.

Marine Educators SIG Update

By Kate Kilgour, Simon Bowden and Sioux Campbell

kate@beachteach.com.au, simeonbowden@bigpond.com, S.Campbell@cairns.qld.gov.au

If you are an AAEE member involved in Environmental Education in Marine settings, the Marine Educators SIG would love to hear from you. Contact Kate Kilgour at the above email to keep abreast of the latest happenings in your field.

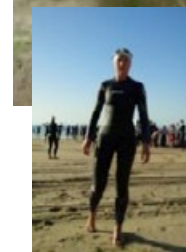
Students Take Ownership

Largs Bay School (R-7) is set on the Le Fevre Peninsula, near Port Adelaide. We are ideally placed to walk to the beach, study the ecology of the foreshore dunes and participate in weed reduction and revegetation. We have worked well with the Port Adelaide Enfield Council, who have supplied various materials, assist in spraying *Trachyandra* that we identify and providing the funds for the remnant plants that we access from a local nursery. We have also had excellent support from NRM Education in setting out site plans, providing information and encouraging us greatly. What has resulted is a group

of students who are taking ownership of their local environment and a noticeable improvement in our site in terms of a reduction in invasive species and a resulting increase in indigenous species. It has also been an inspiration for a visual art program involving sketching and photography. For more information on this project contact Simon Bowden at the above email address.

Introducing Sioux...

Sioux has a long history of involvement with marine education, awareness and conservation from Aotearoa New Zealand. As a former manager with the Department of Conservation she was heavily involved with creating and managing marine protected areas, managing marine mammal watching permits and public marine education events. She chaired the Marine Education Society of Aotearoa for five years and as a consultant, was



Students working at the site

Photo provided by Simon Bowden

Sioux Campbell

the programme manager and national co-ordinator for NZAEE Seaweek. Sioux remains a trustee with the NZ-based Mountains to Sea Conservation Trust and has also recently become a director of Australia's Tangaroa Blue Foundation. She is a member of the CAFNEC local marine action group and spends as much time as she can diving the Great Barrier Reef with her skipper (and passionate marine conservationist) husband.

New Member Profile -

Foundation for National Parks & Wildlife Australia

By **Susanna Bradshaw**

sbradshaw@fnpw.org.au

The Foundation for National Parks & Wildlife is an apolitical not-for-profit organisation. It is a fundraiser and grant-maker for environmental conservation works in Australia. In its history, on average the Foundation for National Parks & Wildlife has raised and granted around \$1,000,000 per year for its' cause.

The Foundation for National Parks & Wildlife was founded in 1970 by the then Lands Minister of New South Wales, The Hon Tom Lewis AO, who later became the Premier.

The Foundation for National Parks & Wildlife was established as the fundraising arm of the New South Wales National Parks & Wildlife Service. While the two organisations continue to work closely for the benefit of the state's national parks, they remain separate, independently run organisations.

In 2000, the Foundation for National Parks & Wildlife's members voted to amend its constitution to expand the scope of work Australia-wide.

Today, the Foundation for National Parks & Wildlife funds a number of environmental conservation activities, including:

- Acquisition of high conservation value land (through donations, purchase, and bequest) to gift to Australia's national parks and permanently protected areas;
- Threatened species conservation projects;
- Conservation and celebration of the stories and sites of Australia's cultural heritage;
- Improvement of visitor facilities in Australian national parks, so that they remain enjoyable, accessible sites for all; and
- Environmental education.

The Foundation for National Parks & Wildlife's major environmental education program is Backyard Buddies.

Backyard Buddies are the native animals that share our built-up areas, waterways, backyards and parks.



Eastern Yellow Robin Photo by David Cook

Backyard Buddies are also the people who value native animals and plants and want to protect them. So you can be a Backyard Buddy.

The Backyard Buddies website provides information on how to turn your backyard into a thriving, living habitat for the benefit of your local native animals and plants. It also provides free fact sheets on native animals, and on habitat building, such as:

- build a native frog pond;
- build and install a nest box;
- create habitat for small birds, and more.

The Backyard Buddies website also provides contact details for wildlife carers in every state and territory of Australia, so that injured animals can get the help they need when found by people who want to help but don't know who to call.

Each month, over 30,000 Backyard Buddies subscribers across Australia receive a free e-newsletter called B-mail.

B-mail lets you know about native animals you're likely to see in the backyard at that time of year, and provides tips on how to live happily together.

B-mail promotes awareness of and involvement in biodiversity conservation at a local level. It encourages readers to enjoy native species in the urban environment, and make their backyards and local areas safe and inviting for urban wildlife.

B-mail is a positive, easy to



Persons Tree Frog
Photo by David Cook

understand community education tool. It speaks to individual readers and provides them with simple ways to be a part of a larger environmental solution.

You are invited to sign up for B-mail at <http://backyardbuddies.net.au/> and enjoy your Backyard Buddies.

The Backyard Buddies program was developed in response to social research by Ian Woolcott et al, called 'Urban Wildlife Renewal – Growing Conservation in Urban Communities' (November 2002).

This research revealed that only a fifth of urban respondents would be interested in being involved in initiatives to conserve native plants and animals. According to the research, however, conservation behaviours that are simple to incorporate into daily life are the most likely to be adopted. This is why Backyard Buddies provides simple tips for you to help your buddies.

Research SIG Update

Forum for Education for Sustainability in the tertiary sector

By **Rebecca Miles**

r.miles@latrobe.edu.au

On Thursday 21st February I was fortunate to join an online-mediated conversation on the topic of sustainability education in the tertiary sector between interested tertiary educators from La Trobe University, Charles Sturt University, and University of Western Sydney. Led by Dr Colin Hocking (La Trobe), with Professor Geoff Scott (UWS) providing provocations and the discussion focus, and Professor Suzanne Benn (UTS) profiling the work behind the tertiary education focussed www.sustainability.edu.au website, the workshop discussions saw almost 80 passionate sustainability educators considering ways to engage and lead in the field. Some of the key messages that I took with me, were the strengths of EfS in the tertiary sector highlighted through the shared resources and networking through the [sustainability.edu.au](http://www.sustainability.edu.au) website, as well as the important role and capacity that the four United Nations University ESD Regional Centres of Expertise (Western

Sydney, Gippsland, Murray-Darling, and Western Australia) have to play in drawing on interdisciplinary sustainability education at each of their associated lead universities. While the discussions identified areas of improvement needed in EfS at the tertiary level, there was also considerable talk about the leadership, shifting forward and where to next. Professor Scott highlighted a number of key ideas, including the need to engage the disengaged (rather than preaching to the converted) and to capitalise on moments of strategic serendipity as tertiary educators find ways to bring a more complex and developed understanding of sustainability into university curricula. The quote of the day, however, was Colin Hocking calling for sustainability to be seen as an educational issue, rather than an environmental issue.

Researcher profile

Chris Eames is a senior lecturer in environmental education at the University of Waikato. He teaches pre-service classes, masters papers and supervises thesis



Chris Eames. Photo: Rebecca Miles

students. His current research interests are in pre-service teacher education, development of teacher pedagogical content knowledge, action competence and conceptual learning in EE. Chris can be contacted at c.eames@waikato.ac.nz.

- Are you doing research in EE/EfS and would like to have your research profiled? Would you like to join the Research SIG? Contact Kate (kate.thompson@sydney.edu.au) or Rebecca (r.miles@latrobe.edu.au).

Community life set to bloom

Debbie Prescott, AAEE member and Lecturer in Education at Charles Darwin University sent us this article, providing us with some news from the north!

By **Louise Errington**

www.cdu.edu.au/ldccg/

Green thumbs and foodies will benefit from enhanced opportunities for learning being made available through a partnership that has blossomed in a local community garden. A Memorandum of Understanding (MoU) between Charles Darwin University (CDU) and Lakeside Drive Community Garden (LDCG) Inc will promote sustainable living practices and educational activities centring on permaculture and sustainability practices.

CDU Pro Vice-Chancellor Community Engagement Professor Giselle Byrnes said the MoU formalised the long-standing relationship between LDCG and the university, and would encourage greater community involvement in the garden's operations. "As well as engaging members of the local community in civic activities, we are working towards creating additional learning and research opportunities on-site for CDU staff and

(Front, from left):
LDCG Chair Bindi Isis and
CDU Pro Vice-Chancellor
Community Engagement
Professor Giselle Byrnes.
(Back, from left): ACIKE
Manager Engagement
and Enrichment Bronwyn
Rossingh, LDCG Co-Chair
Birut Zemits, City of Darwin
Alderman George Lambrinidis
and The Patch Coordinator
Judy Grant



students," Professor Byrnes said. "From Semester two, 2014, we hope to see greater integration of teaching programs into the garden's activities. "Throughout the Dry season, there will be additional opportunities for students in particular to use the garden to grow produce, and to share knowledge, resources and skills."

The aims of this partnership are to develop educational learning opportunities and Work Integrated Learning (WIL) programs for CDU students and the public, and facilitate active learning and research opportunities to promote community wellbeing.

One of the first collaborative projects to be coordinated at LDCG will be the establishment of an operations centre for Darwin-based not-for-profit organisation, The Patch, which provides WIL programs for people with physical, behavioural and learning disabilities.

LDCG is a one hectare plot on Lakeside Drive, Casuarina, which is leased from the City of Darwin. The garden was an initiative of the CDU Talliores student network and is supported by the City of Darwin as well as the university. The agreement under the MoU will position LDCG as a hub to foster community engagement and social inclusion.

Turtle Watch

By Elaine Lewis

e.lewis@bigpond.com

Turtle Watch is an initiative of AAEE WA. Turtle Watch is dedicated to providing information about the Oblong Turtle (*Chelodina colliei*) of the south-west of Western Australia. This turtle is the only native freshwater turtle species found in metropolitan and suburban Perth. Oblong turtles have an important role to play in wetland and river health. They are considered to be the top predator in the underwater food chain.

Turtle Watch is an organisation of community partners and individuals who work to facilitate the conservation of Oblong Turtles. Turtle Watch also aims to assist in the collection of information, including educational materials, to enhance awareness of the biology and needs of the Oblong Turtle.

Background

Turtle Watch started in 2006. Turtle Watch 1 involved an initial turtle project located at Herdsman Lake, Perth, conducted from 2006 to 2008 and funded by a Community Conservation Grant. The findings of this project led to a follow-on project, Turtle Watch 2, which ran from 2011 to 2013, funded by a Lotterywest Grant. The Turtle Watch 2 project was located at three sites - Herdsman Lake, Bibra Lake and the Canning River, all in the metropolitan area of Perth (Figure 1). After the completion of Turtle Watch 2 it was agreed by participating partners that the initiative would continue as there was considerable community momentum to support an ongoing Turtle Watch commitment.

Committee

The Turtle Watch committee meets at least four times each year and reports progress at monthly AAEE WA Chapter meetings. Turtle Watch committee members include:

- Dr Elaine Lewis, Turtle Watch Founder/Coordinator & State Delegate, AAEE WA
- Dr Jennifer Pearson, Community Education & Convenor, AAEE WA
- Dr Catherine Baudains, Environmental Education, Murdoch University



Turtle education mat



Turtle hatchling at Herdsman Lake
Photos provided by Elaine Lewis

- Amy Krupa, Education and Promotion Manager, South East Regional Council of Urban Landcare (SERCUL)
- Hayley Bullimore, Education Officer, Canning River Eco Education Centre (CREEC)
- Vicky Hartill, Environment and Waste Education Officer, City of Cockburn
- Denise Crosbie, Wetlands Officer, Cockburn Wetlands Education Centre (CWEC)
- Roger Harris, Manager, Herdsman Lake Wildlife Centre

Website and Education

The Turtle Watch website is proudly supported by AAEE WA: www.aaeewa.org.au/turtlewatch.html

This website provides educational activities on the Oblong Turtle in particular, and other turtle species in general. Visit www.aaeewa.org.au/turtlewatchedkit.html It also provides information on conservation issues,

turtle-friendly gardens, displays, talks and events that showcase the Oblong Turtle.

A link to the ClimateWatch website is available too, where you can log your sightings of Oblong Turtles. Check out the ClimateWatch website for logging turtle sightings: www.climatewatch.org.au/ Click on Species Reptiles Oblong Turtle. In this way members of the general public may contribute as citizen scientists to the growing data base of information about these turtles.

Turtle education activities are conducted by the eco centres throughout the year. For example:

- SERCUL is offering Turtle-ology! for school students in Years 1 – 6.
- CREEC is providing workshops on Oblong Turtles for primary school students for Earth Day on 4 April.
- CWEC regularly conducts turtle sessions in its Get Wild About Wetlands school holiday programs.

New resources are continually being added to the Turtle Watch education kit, such as an oblong turtle soft toy and a turtle education mat (Figure 2). Furthermore, two new information sheets will be accessible from the Turtle Watch website soon:

- Providing basic facts about the Oblong Turtle and care of turtles you may see when out and about near rivers and wetlands:
- Outlining the steps involved in becoming an accredited Turtle Watch School.

If you have any queries about Turtle Watch please use the following 'contact us' address: www.aaeewa.org.au/contact-us.html

The Turtle Watch team hopes you enjoy learning about turtles and become champions for turtle conservation too.

NENA Member

HumanNature Connect

By Erica Gurner

humanatureconnect@gmail.com

“...stop imagining the earth as a good mother passive, nurturing and supportive and recognize the idea of earth to be a complex phenomenon requiring efforts of thought and imagination”

— James Hillman



My name is Erica but you may come to know me as HumaNature Connect. My first career (until I was 23) was in Genetics Research; I left because I thought I didn't think 'scientifically' enough. I thought that this involved reading as many facts and figures as you could and staring for hours on end at tubes until some miraculous thought just popped into your head that would solve the cure for cancer. Had anyone ever told me even once in my education that Science was a creative pursuit at any stage I would have approached the whole thing completely differently. Maybe they did but it wasn't the dominant story and I certainly was never ever taught creative thinking skills.... ever! ; so it certainly did not even cross my mind. What is the point? Well as James Hillman points out, achieving sustainability must be a creative pursuit, it is not just going to miraculously be achieved without imagination, effort, and a major paradigm shift about the human relationship with the rest of nature.

That is where I come in.

I am a qualified educator and facilitator working across sectors: education, mental health, community, and environment and focus my work on strengthening connections between people and nature with wellbeing and sustainability in mind.

In the 14 years that I have now been doing this kind of work, I have noticed that one of the peculiarities of our western culture is a fear of intimacy when it comes to discussing our relationship with nature. Words like 'tree hugger', hippy and the obligatory role of the eyes show this to be so. This is one area where the paradigm shift needs to occur, we must start speaking to our young people about our connection to nature in a way that reflects the important link it has to our own wellbeing and our motivation to act sustainably. In the words of Richard Louv "we can not love what we do not know and we can not protect what we do not love".

I offer workshops for students

and teachers that build knowledge about the place of nature in wellbeing and sustainability; teach and model creative thinking skills, provide the opportunity to reflect on one's own relationship and values about nature and facilitate social change by supporting each individual to identify a way that they can make a difference that reflects what is meaningful to them.

Workshops: Sustainability Projects from the Heart (for teachers and/or students) Explore what nature means to us personally and what actions we could commit to and carry out to make our own contribution to sustainability. We then use fun creative methods to generate ideas to achieve that vision!

Nature Every Day: This one is for the teachers. I introduce you to short activities or other ways to bring nature into the classroom or the lesson.

The mental health benefits of contact with nature /Intro Eco-psychology: This one is for the students (Psychology) or teachers. We discuss the literature and evidence and explore the issues raised here in more detail. As always it is participatory.

This is just a snippet of what I do and why. I hope it inspires you to be brave and up the ante in the area of imagination, creativity and honesty in the classroom. If you want to know more about what I do visit www.humanatureconnect.com or please feel free to contact me humanatureconnect@gmail.com. See you out there.

AAEE National Conference
Sustainability: Smart Strategies for the 21C
2-4th November 2014 Tasmania

See page 3 and www.aaee.org.au for more info.



Hosted by the Tasmanian Branch of the Australian Association for Environmental Education