



Fostering education for a sustainable future

ozEEnews

Newsletter of the Australian Association for Environmental Education Inc ISSUE 102 JUNE 2007

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Creative youngsters reuse and recycle to celebrate

World Environment Day in Tasmania

Discarded roller skates, old vinyl LPs and damaged bicycle wheels took on a new lease of life as decorations and tablepieces for the Tasmanian Awards for Environmental Excellence dinner.

The project enlisted the creative talents of students from 20 Tasmanian schools and was co-ordinated by Annie Beecroft and Maree Bakker from the Sustainability Programs Section of the Environment Division.

The project involved primary and secondary school students from Launceston to Triabunna to the Derwent Valley. Three workshops for teachers were held to demonstrate techniques to transform common throwaway items into 'flowers'.

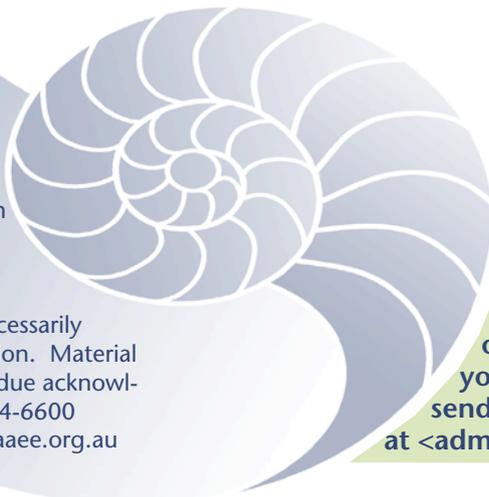
In designing and making the floral bouquets /centrepieces students were encouraged to think about our need to reduce and reuse resources, and what we can do to reduce the impacts of global warming. The decorative floral arrangements and tablepieces were made from 'everyday' items that otherwise would be thrown away. Some centrepieces were made from materials resurrected from tip shops, whilst others were created from scratch.

Fantastic 'flowers' were fashioned from wool scraps, orange peel, aluminium cans, PET bottles, fruit packaging and



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From the President's Desk



Information for contributors

Intending contributors should forward material by e-mail to ozeenews@yahoo.com.au. 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 500 words. Decisions about publication are the responsibility of the editor. *OzEEnews* accepts advertising. Charges are available on request to the editor. **Next copy deadline is 3 August 2007 for August publication.**

The best of wishes for World Environment Day. May we continue to see improvements in sustainability each year from now onwards? We need to!

Wow! What a couple of months for AAEE. A great response to our member survey - 100 respondents and lots of meaty things to say. Watch this space for feedback on what members said. Thanks Hazel Storey for all your work on this.

Almost 50 responses too for our consultation about the structure of the AAEE into the future. This was just great and it really informed the Executive about what to take forward into further consultation and to the next AGM. Based on your input, at its recent June Meeting Council had a long initial discussion about the structure of AAEE and its Vision and Mission. Lynne McLoughlin led this process by distilling all of your comments into solid recommendations about each issue and leading the discussion at the meeting. She will carry this process forward to firm recommendations for the August Council meeting. There is still much to do before we sort out all of the details and go to the next AGM with any changes to the constitution – but we are on our way to a newer, better AAEE.

Thanks to all of you who provided such quality input into the National Action Planning (NAP) process to date. This has been a good process with lots of opportunity for input and in my view the DEWR is to be congratulated for their effort

Also AAEE members have provided a heap of time and expertise into this process by assisting the DEWR to identify participants and to facilitate the workshops. If you managed to work this in with your paid role - good on you and thanks. Far many though it was a labour of love and so a double thank you to you - again. Apart from all of this input, a brief formal submission is being completed by the Executive and I understand that some Chapters have also made written submissions to the process.

We await the completion of the draft NAP with some impatience of course. Through the National Environmental Education Council, I get one more chance for input and I will keep you informed about the timeframe as soon as I get clear about it. I understand we are not that long away from completion.

What else has been happening at a national level?

- Check the website for copies of recent conference papers that I have presented from an AAEE perspective - QWaste 07 conference and World Environmental

Education Conference (on in early July but paper is on the web).

- I made a written submission and then a presentation to the House of Representatives Committee that is looking into the development of an Australian Sustainability Charter (see article elsewhere in this newsletter). This was an interesting process and it is to be hoped something emerges from it. See the website for more.
- Phil Smith has completed the AAEE Events Guide. He and Katie Ross (and others) have done some great work on this and if you are running an AAEE event (or even one that is not branded AAEE) this guide will be a great help. Check the website.
- Phil has also had carriage of the establishment of a Consultant's Register for the Association. This is being set up now so if you know of any consultants who you think are good value, then get information from Sandy Eager (admin@aaee.org.au) about how they register and then pass this in to them. This register will provide you and others with information about consultant's services, including those of event managers, training consultants and education program consultants.
- Phil and I have been working hard to set up a national professional development program in conjunction with three other associations, The Marine Education Society of Australasia, the Waste Management Association of Australia and the Australian Water Association. Watch the next issue for more information about this initiative.
- We are also working on a Sponsorship and Partnership policy for AAEE. Most necessary because we want to grow some funds. And we are also working on a communication strategy.
- Finally we have been approved as a charitable organisation for tax deductibility. This means that anyone who gives us funds can indicate claim them as a tax deduction. This was a long involved process that started before the Bunbury Conference. It will make us a much more attractive partner organisation. Well done to Syd Smith for getting this organised. Finally, congratulations to one of our members Sandii Rogers, whose project the Bunbury Eco Home just received the United Nations (Australia) World Environment Day Award. Enough already. The best of wishes.

Grahame

Thankyou to contributors

Thanks go to all the members who contributed articles for this edition and Tony Fuery for the desktop publishing.

World Environment Day Special

World Environment Day, commemorated each year on 5 June, is one of the principal vehicles through which organisations worldwide stimulate awareness and action for the environment. WED was established by the United Nations General Assembly in 1972 to mark the opening of the Stockholm Conference on the Human Environment.

WED is a time to empower people to become active agents of sustainable and equitable development; promote an understanding that communities are pivotal to changing attitudes towards environmental issues; and advocate partnership for a safer and more prosperous future.

This special edition of *ozEEnews* showcases some of the many WED activities that were held across the nation.



supperoom for a fantastic night.

The theme *Melting Ice – A Hot Topic* meant that local climate change initiatives could be highlighted. Michelle Lindsay (DET School Climate Change Initiative) came down from Sydney and spent the day with the Bega High senior Geography students and I spent the day with Year 5 at Bega Primary School.

In the evening at the dinner, students from Bega High and Lumen Christi Catholic College presented, which was a fantastic show of youth initiatives. Matthew Nott, a local surgeon, talked to a slide presentation. Matthew has started a local group, "Clean Energy for Eternity" (CEFE) and initiated a "50/50 by 2020" campaign and the energy within the local community for this campaign to work is inspiring. Michelle Lindsay used a DVD with young children to get across the message of hope for the future.

The Bega Valley community with Bega Valley Shire Council is working to become a centre of excellence in renewable energy technology and with strong partnerships fostered by Bournda EEC, I believe this will become a reality.

If ever you are in Bega on WED this is an event not to be missed. For more information contact Doug Reckord ph: 02 6494 5009. Bournda-e.school@det.nsw.edu.au



Bega Celebrates WED

By Sue Martin

Bournda Environmental Education Centre hosted the 30th Annual World Environment Day Dinner. This may

be a record time span for any WED event. The women of Tanja Hall Committee cooked an amazing country dinner, with 110 people squeezed into the Bega Town Hall

World Environment Day in Tasmania from P1

plastic bubble wrap. The results were quite stunning and simply exuded embodied student energy!

Old vinyl LPs were warped and moulded by inventive students to cradle miniature gardens and other responses to their learning about global warming. One former disc now supports a mini icefloe complete with penguins! Several students even learned to weld in a bid to create their sculpture entitled 'The Garden of Discarded Treasures'.

The centrepieces were also used to inspire youngsters participating in workshops as part of the Winter

School Holiday Program held at the Tasmanian Museum and Art Gallery on World Environment Day.

The floral arrangements/tablepieces are on public display at the Hobart Service Tasmania Shop until July 6. Passerbys have the opportunity to see and read about this highly successfully arts-based environmental project for schools conducted to celebrate World Environment Day 2007.

Thanks to Jane Lovibond for her contribution to this article and Annie Beecroft for the photos.



Award for Bunbury ecoHOME

Bunbury ecoHOME brings home the United Nations Association of Australia 2007 World Environment Day Award for Green Building

On 1 June winners of the United Nations Association of Australia 2007 World Environment Day Awards were announced at a gala dinner in Melbourne. TAFEWA South West Regional was announced winner of the Szencorp Green Building Award for Bunbury ecoHOME. The award seeks to recognise the best non-industrial building project which has demonstrated innovation and initiative in implementing green building.

Bunbury ecoHOME Project Coordinator, Sandii Rogers said in the acceptance speech, "It is an honour to accept this award on behalf of TAFEWA South West Regional, our many government and industry partners and the Bunbury community. The real winners of this award are the staff of the college, the projects many supporters and partners, including Pindan Construction and local suppliers who donated all the material to build and finish the home. Special mention should also be given to the South Western Times who have supported this project and published something in the vicinity of 95 articles over three years to enable us to connect with the local community and explain sustainable design and building. Extra special commendation must be given to the over 200 students involved in designing and building the home, they are the true winners of this award. Ian Whisson, who designed the home, Janine Crampton who designed the interior and the horticulture, trade and art students who all contributed to

Bunbury ecoHOME front western elevation



The ecoHOME competition design students, their lecturers and the builder

the end home should be very proud."

The sustainable ecoHOME was designed by TAFEWA student, Ian Whisson whose design was selected by a panel of experts to become Bunbury ecoHOME. The design and features of the home were expected to provide a comfortable living environment while achieving a reduction in occupant energy and water use.

The home was designed to be affordable to the broader market, including first home buyers, and cost around \$120,000 to build. Of this around \$5000 (after rebates) was spent on energy and water efficient features, such as solar hot water, rain-water tanks, additional insulation and a grey water recycling system. The occupied home achieved an 80.49% reduction in running costs compared to other two-three person occupied homes in the Bunbury area and a

75.55% reduction in greenhouse gas emissions. The average 2-3 bed home cost approximately \$1325 annually to run, while to ecoHOME cost only \$260 and saved 3697.8 kg of greenhouse gases from being released into the atmosphere.

Temperatures were maintained between 16 and 24 degrees, with the coolest temperature being 12 degrees, throughout the year.

Over 200 TAFEWA students designed, built, landscaped and adorned the financially viable 'live-in-model' home, which reduces energy and water use and encourages household recycling by the occupants.

The home was constructed in Carey Park, Bunbury under the management of Pindan Construction on land supplied by LandStart. Building trade students, their trainers and local building industry helped to build the home gaining hands on experience on the award winning research and demonstration model "Clean Site."

Awarded a 5 Star First Rate certificate for energy efficiency, the two bedroom, 1 bathroom home has been quoted as having a reproduction cost of around \$120,000 and includes:

- Energy and water efficient fittings, fixtures and appliances and technologies, such as low-flow faucets, reverse cycle ceiling fans, 4.5 Star rated front load washer, gas oven and hot plates.
- Solar water heating (instantaneous gas boosted)
- Affordable water saving technologies such as grey water recycling, sub-surface drip irrigation and rainwater collection.
- Insulation to the walls, roof and ceilings, shading, responsible window placement and glazing.

continued next page

World Environment Day Special



Discovering the Subterranean...

By Jay Anderson

Augusta Margaret River
Tourism Association

As part of learning about the environment on World Environment Day 2007 students from Karridale Primary School visited Caveworks and learnt about the Leeuwin Naturaliste Ridge.

The children were keen to visit the underground environment and during their visit they learnt about the caves of the ridge as part of their studies. Caveworks Manager Jay Anderson and staff led the 19 children and 3 teachers on a wonderful journey of discovery – first a tour of Lake Cave where the children found out what is so unique about the Tamala Limestone and our caves on the Leeuwin Naturalise Ridge. WOW! They were in a big sand dune... and they were fascinated to discover that the limestone is so different to that in other cave areas of Australia.

As part of this activity, Cave Guide Ross Anderson led the children through an interactive timeline followed by their cave visit. The children witnessed the way water moves through aquifers, particularly a karst model, where they saw how fast water can move through



Watching cave crystals develop. Rear (left to right) Jay Anderson, Vicki Fiorentino (Teacher). Front – Brock Boley, Lachie Johnson, John Busby, Callum Noone.

limestone compared to other layers. Students learnt about the importance of keeping aquifers clean by not putting polluting substances into the recharge areas for the aquifers so that the pollutants would not end up on their own drinking water supply.

Then the young speleologists had the opportunity to create their own dolines/ sinkholes and speleothems as part of the interactive program. Several Caveworks staff assisted the children



Students from Karridale Primary School participate in the timeline activity during their visit to Lake Cave.

with the activities. One photograph shows several students creating their own crystal caves – mixing two chemical solutions to create cave crystals like stalactites and stalagmites.

A range of similar, special activities will be offered to both the general public and school groups in August as part of National Science Week. **For more information on events and activities at Tourist Caves in the Southwest contact Jay at Caveworks on 9757 7411. Caveworks is operated by the Augusta Margaret River Tourism Association.**



Eastern garden grey water irrigation and eaves tanks

- Natural light as much as possible, compact fluorescent globes, sensor and task lighting.
- Waterwise landscaping designed to work in harmony with solar passive design for appropriate solar access control, and to make best use of water efficient technologies for irrigation. The garden appeals to all senses and includes a compost bin and worm farm.

The home was designed using solar passive principles, locating the main living areas to the North for maximum winter solar penetration,

floor and tiled floors and the internal isolated thermal mass walls, which store the heat and release it as the evening cools. The eave overhangs, pergolas and venetian blinds stop the summer sun hitting these areas, preventing summer heat gain and storage.

It is well ventilated, with windows placed specifically to allow cooling summer breezes to purge the home of hot air and well insulated, including wall, ceiling and roof insulation to maintain comfortable temperatures. Fully openable louvre windows to the South West assist with the cross flow ventilation

the bedrooms to the South and minimal windows to the East and West. The Northern elevation, finished with a bank of floor to ceiling "comfort plus" sliding glass doors allows winter sun to penetrate the heart of the home and onto the polished concrete

of the home and the placement of windows across bed spaces provide the opportunity to allow cooling breezes to flow across beds on hot summer nights. High / low pressure systems and venturi effects are enhanced by the deliberate size and placement of windows, enabling the movement of air even on still summer days.

The continuing project, Bunbury ecoHOME "Results", funded by the Sustainable Energy Development Office, provides tangible evidence of the benefits of sustainable housing and through surveys into consumer motivations and barriers to sustainable housing recommends methods to market them.

The survey results, marketing recommendations and cost benefit and greenhouse gas reduction analysis of the home, which was tenanted and monitored for 12 months from March 2006, are available on the Bunbury ecoHOME website at www.bunburyecohome.com (click on results).

Bunbury ecoHOME demonstrates conclusively that building 'green' homes is affordable and beneficial and is a viable option for the broader market.

EcoEducation's celebrations in WA

By Liz Moore

WA Department of Environment
and Conservation

World Environment Day in Perth was bright and sunny reflecting the mood of more than 270 students, teachers and presenters who took part in a day of challenging but fun activities. The celebration was organised by the Department of Environment and Conservation's EcoEducation section.

Environmental field centres hummed with the noise of students engaged in hands-on activities celebrating Western Australia's biodiversity and the importance of conservation in the context of sustainable development. Native mammal and raptor encounters, an introduction to our *Western Shield* fauna recovery program, discovery activities in jarrah forest, remnant tuart woodlands and wetlands were all part of the day. Nyoongar Leaders promoted traditional Aboriginal culture through story telling and tool making and a park Ranger brought to life the problem of weeds.

Students and teachers went away with a wealth of ideas on how each individual can contribute to biodiversity conservation; they gained a better understanding of indigenous culture and the part played by *Western Shield* in ensuring the survival of some of our threatened animals.

Students discovered the importance of conserving the remnants of tuart woodlands, unique to the Swan Coastal Plain, with 65 per cent already cleared for development and agriculture. Each group received a copy of a new poster – *Treasure the tuart - Our precious provider*; a good vehicle for spreading the word on return to their schools.



Image caption: Students engaged in *Western Shield* threatened species monitoring techniques

WED in the Ellen Brook Catchment

Fifteen classes from ten schools attended one of two Catchment Days at Whiteman Park, where they participated in activities such as identifying macroinvertebrates, testing the water quality of Mussel Pool and using the catchment model to understand the pollution pressures of their local area and the implications of these to the wider catchment.

The two day event was opened on the Tuesday by the WA Minister for the Environment, David Templeman, who investigated the local macroinvertebrates with some of the children and then spoke to them all about the importance of each individual doing their bit to help care for the world around us.

Presenters from Ribbons of Blue, the Heritage Unit, Water Corporation, Phosphorus Action Group and catch-

ment councils combined to present a range of activities, including art, science, Aboriginal heritage, games such as the stormwater game and habitat hoops and talks. Students had completed tasks in their classrooms prior to their attendance at the Catchment Day to ensure their familiarity with the catchment and the land uses within it.

Students were very engaged in the activities presented and had a lot of fun while learning how their actions can impact on the health of our river systems. They completed the day by writing a personal pledge relating to one behaviour they can change to make a contribution to keeping our rivers healthy. The pledges from each school will be compiled into a poster and returned to the school to enable the students to monitor their success in keeping their pledges



WED Events in the NT

By Birut Zemits

To celebrate World Environment Day, the NT Environment Centre organised a large event at the Museum Gardens. AAEE NT held a stall promoting the Association and next year's AAEE conference as well as organising two plant identification walks in the nearby rainforest area led by Michael Michie. We've also been supporting our young people through the Youth Lead workshop series, read on for more.



Left: working together for the environment

Below: planning actions at Youthlead workshop

First Youth Lead Workshop Inspires

By Annie Bond

Can you imagine a place where you can share your concerns for the world with open minds, where you can be inspired by people you've never met before, and where the implicit support makes your next step towards a better world seem easy? This is exactly what I discovered when I attended Darwin's first Youth Lead workshop in April.

This workshop brought together 16 young people from sunny Darwin, and over one fantastic weekend we explored our concerns, the state of our planet, our ecological footprints, leadership, visions, life stories and plenty of fun and good food. We also learnt to use a process for strategic questioning and from this developed personal action plans to guide our next steps.

But wait, that's not where the story ends! Our workshop facilitators maintain contact with us, providing support where ever they can AND some of us have

formed a group called Youth TEA (Youth Territorians for Environmental Awareness). As Youth TEA, we made our first public appearance at the awesome World Environment Day Expo in Darwin and helped many people to calculate their ecological footprints.

Many thanks to AAEE NT for encouraging me to attend the Youth Lead workshop. **For more information about Youth Lead visit <http://www.ozgreen.org.au/>**

Annie receives a Youth LEAD certificate from the Minister, Marion Scrymgour and Sue Lennox



Visit to the Capital

On Thursday 24 May, Grahame Collier, Lynne McLoughlin, Syd Smith and Phil Smith headed south to the capital for meetings with the Department of Environment and Water Resources (DEW), Department of Education, Science and Training (DEST) and the ACT Chapter of AAEE. This visit was built around Grahame's presentation at a government enquiry into developing a sustainability charter. Since its first meeting with these government agencies at the beginning of 2005, the AAEE Executive has worked continuously to strengthen relations with DEW and DEST. And catching up with Vanessa and Jenny and Bren is always fun. A visit to one of the ACT Sustainable Schools, Campbell Primary School was a Friday afternoon treat before heading back to Sydney. This article has been prepared by those who took part in the meetings.

Phil Smith, Vice President AAEE.

Hauled before a Parliamentary Enquiry

This important invitation prompted the visit and meetings. I was invited to give AAEE's position on the proposed Sustainability Charter to the House of Representative's Environment and Heritage Committee. This followed our submission on this matter in 2006. There were ten politicians (five government and five opposition) on the Committee, and AAEE was one of six organisations asked to provide input on the education and community engagement aspects of the Charter.

We each had five minutes to speak; the discussion afterwards was lively. It was interrupted by a division (they left the room faster than second grade kids at little lunch when the bells ring). Our elected officials were grappling hard with the issue and there seemed to be a strong willingness to make something happen.

On page 10 of this newsletter is the handout provided to the round table. It is organised around our new *Every* statement. It seemed to work well with this audience and it certainly gave us a chance to promote the fact that education must occur with people across a range of sectors. The Hansard transcript is available.
Grahame Collier

ACTive AAEE

Over a delicious meal, Bren, Jenny, Lynne, Grahame, Syd, Phil and I had a very pleasant and professional

lunchtime conversation about AAEE matters. We considered how to have more regular communication and looked at the possibilities for promoting and expanding the profile and actions of the Association in the ACT. These included sponsorship of some of the AuSSI (Australian Sustainable Schools Initiative) workshops for schools, integrating AAEE into the range of professional development activities for teachers, and encouraging schools to join as corporate bodies (which would allow schools to send several staff to events at cheaper rates or even free of charge.)

We also discussed the great SHINE (Sustainability Happening in the Environment and Education) network that supports sustainability education in ACT.

Good meal. Good company. Good to catch up.

Vanessa Whelan

Catching up with DEW

I was on my way to Jindabyne for few days leave, but stopped off in Canberra to catch up with the ACT Chapter and DEW. Syd, Grahame, Phil and I met with Peter Woods, Chief Information Officer and Joan Cornish and Angela Colliver, Assistant Directors Sustainability Education at the Australian Government's Department of Environment and Water Resources.

As you know, DEW is an important AAEE ally; in recent years, DEW has sponsored our conferences and provided a number of specific grants

(e.g. to investigate the establishment of a Secretariat for AAEE). They take the view that a strong professional association representing the views of its members at a variety of levels is in the best interests of environmental education as well as sustainability goals generally, and AAEE has endeavoured to provide that direct representation. The most recent has been AAEE's considerable input into the processes around the development of the new National Action Plan.

Having met with Peter Woods and his staff two years ago early in the term of the NSW Executive, this 2007 meeting was to update them on our progress towards a range of goals, and we were happy to report such gains as increases in membership and member services, development of MOUs with a range of national and international organisations, development of protocols, guides and administrative procedures around a range of issues, our current work towards structural change and future directions and, of course, our new 'vision' for environmental education in Australia, *We have a dream....for education for a sustainable future*. The last was a hot topic, given it was presented just hours earlier to the House of Reps Committee.

As this was a 'warts and all' meeting, we also covered disappointments where we felt insufficient progress has been made, such as the level of membership increase and drop-out rates and the challenges in establishing a Secretariat.

The DEW staff were very generous with their time and we certainly appreciate their continuing interest in AAEE. Unfortunately the bad news is that there is not a lot of funding coming their way for new financial support of organizations such as ours – so this just means we have to continue to be a resourceful and creative as we can in generating the funds needed to continue to strengthen AAEE.
Lynne McLoughlin

Meeting with DEST

Phil and I met again with Scott Lambert at the DEST. The purpose was to discuss with DEST the place of EE and EfS across the curriculum and to forge stronger links between AAEE, DEW and DEST. The Association is very keen to build a strong tripartite relationship



Online Resources

Online Resource Bank

An interactive web based educational search tool has been developed to support training in the area of sustainability across a range of industry areas.

It allows teachers and trainers to search and locate education and resource materials on sustainability. It functions like a search engine and allows quick access to online information on sustainability and helps identify how these relate to specific industry sectors.

It also allows training providers to deposit resources and material. All material uploaded is vetted and categorised before being deposited into the bank. The site is regularly updated to ensure availability of the latest information.

The Resource Bank has been developed to allow teachers and trainers to access and share education and resource materials which support the Guideline Competency Standards for Sustainability.

The Guideline Competency Standards for Sustainability were developed to meet the increasing request for sustainability training across various industries. The standards are listed on the National Training Information Service and consist of three units of competency:

- Participate in environmentally sustainable work practices (GCSSUS01A)
- Implement and monitor environmentally sustainable work practices (GCSSUS02A)
- Develop workplace policy and procedures for sustainability (GCSSUS03A).

For more information visit www.swinburne.edu.au/ncs/resourcebank

Teach Live 2007

Woodside Teach Live is an innovative teaching and learning program that allows teachers to gain hands on experience in scientific field research whilst their students use Information and Communication Technologies (ICT) to bring the real-life scientific research project into the classroom. A dedicated Teach Live website is used by the team to post photos, highlights, daily journal entries and lesson plans. The website contains an interactive forum through which students can communicate in real time with the team in the field, asking questions of the team members and students from other schools.

Log on to www.whalesharks.teachlive.org.au and check out this year's activities!

amongst AAE, DEST and DEW.

We took the opportunity to expand on the work of our Special Interest Groups (SIGs) over the last 3 years. DEST was particularly interested in those that related to schools. We praised the work of the ACT AAE Chapter and invited Scott or one of his team to contact Vanessa.

And we reminded Scott that AAE is already working on a joint program with schools in India with support from DEST's foreign education section, DEW and the Centre for Environment Education based in India and with an office in Sydney. He acknowledged our interests in expanding this initiative and invited us to contact his colleagues in the relevant departments and Clare Wynter, an officer in his team.

We also mentioned AAE's support for the introduction of EE/EFS into teacher training institutions and university units of study. Finally, we agreed to write to the Federal Minister about these matters and seek her cooperation and endorsement. The letter I drafted to DEST was tabled at the June 4 Executive meeting.

Syd Smith

Visit to Campbell Primary School

This was an inspiring way to finish the trip to Canberra. Tucked in a small suburb adjacent to the War Memorial, Campbell PS is one of the ACT Sustainable Schools; it has a history of environmental education and action and keen sustainable school staff. Thanks to Anna Mackenzie, Executive Teacher and AuSSI Coordinator at the school for the information below. Anna has her hands full with enthusiastic students and whole school activities. Thanks also to the Principal, Kathy Kiting, for welcoming us to the school.

Friendship Hill is the school's *sacred place*. It is a community resource and gathering place – it is the

Campbell PS collect easter egg foil wrapping for recycling



commemoration and ceremonial area for the school. Lone Pine trees in the shape of the Southern Cross signify the connection with defence families in the school community. A low-water use garden and native bird habitat was planted by Buddy classes in autumn 2007.

Handfuls of Happiness is an area in the library courtyard that contains kitchen garden beds that are planted with bulbs, spinach, lettuce, broad beans, snow peas, sweet peas, cornflowers and calendula; it has compost bays and a frog pond. On the wish-list: water tank, guttering and dripper irrigation.

Active learning/outdoor lesson/recreation area. This is the senior courtyard; it has a native garden habitat to bring native birds back into the school; a Japanese garden; a 'pond' and 'stream' (drain); drought-tolerant dahlias; an amphitheatre with shade sails for play and performance; a Sustainable School mural; picnic tables and seating; an Indian myna trap, worm farm, mobile chook run and a hothouse for plant propagation. On the wish-list: water tank, garden shed and irrigation.

Touchstone Day: This event first took place on June 5th, World Environment Day this year when a number of initiatives came together to set the school up for taking a sustainable approach. This special Touchstone Day is designed to remind us to monitor our progress in the School Environmental Management Plan and to celebrate Campbell PS's journey towards personal, social and environmental sustainability.

Anna

House of Representatives Standing Committee on Environment and Heritage

Sustainability Charter: Education and Community Engagement Discussion

It is imperative that Australia develops effective public policy about sustainability as soon as possible. The proposed Sustainability Charter must articulate this policy.

This Charter must engage all Australians in acting more sustainably at home and at work.

Education of the community is essential for the Charter to be enacted. Such education must be set within a broad vision articulated in the Charter.

The AAEE's dream for education and sustainability follows.

"We have a dream... for education and a sustainable future"

Ten Point Vision about Environmental Education for Sustainability in Australia

The purpose of this statement is to identify a vision for the role of education in developing a sustainable future for Australia. This vision has been developed by the Australian Association for Environmental Education but will belong to all those who take a role in its implementation.

Every Australian government - federal, state, territory and local - recognises sustainability as an essential goal by having comprehensive sustainability policies and programs to support all Australians in moving to more sustainable lifestyles through integrated education, regulatory, economic and infrastructure provision measures.

Every business in Australia is encouraged to develop sustainable practices through appropriate infrastructure and educational support, economic incentives and regulatory framework.

Every large and medium corporate entity trading in Australia uses quadruple¹ bottom line reporting and trains its staff in environmental conservation and practices beyond legislative compliance.

Every community and professional organisation takes a role in supporting its members to integrate sustainable practices into their activities.

Every formal educational institution (pre-school, school, TAFE college, university and registered training organisation) demonstrates best practice in establishing sustainable campuses and curriculum that integrates sustainability content and principles to enable all graduates to develop sustainable lifestyles and working practices.

Every school student is engaged in practical, hands-on, dynamic sustainability education, including experiences in the natural world, in every year of their learning through a curriculum that integrates coherent sustainability principles.

Every educator (in both formal and non-formal sectors) is professionally trained in both education and sustainability content, methods and principles.

Every provider of environmental education for sustainability recognizes that education should be directed at developing improved knowledge, skills, capacity and motivation to adopt more sustainable practices.

Every member of the Australian community and every visitor to Australia learns about sustainable practices in all spheres of their lives or visit to Australia, including the sustainability implications of all purchases of goods and services, and is provided with relevant infrastructure and appropriate choices in all aspects of their lives in, or visit to, Australia.

Every household in our community is supported by ongoing education and improved and integrated public infrastructure and a culture that supports sustainability, to engage in an increasing range of sustainable behaviours.

¹ Quadruple bottom line means triple bottom line plus governance

ECEfS Goes Global

By Julie Davis

for AAEE Early Childhood SIG

In early May, I was honoured to be invited to the first ever international gathering on early childhood education for sustainability. This was a workshop entitled 'The Role of Early Childhood in Sustainable Development', held in Gothenburg, Sweden. The 21 invitees were from 17 countries and all continents, and represented both developing nations and those that could be referred to as the 'over-developed' nations (includes Australia). There were 3 workshop themes:

1. *What might early childhood education for sustainability look like?* I nominated this theme and gave a short introduction to it;
2. *Cultural issues related to Sustainable Development;* and
3. *Policy and research questions related to young children's lives and Sustainable Development.*

The primary purpose of the workshop was to provide a voice for the early childhood education sector at a future international conference on Sustainable Development hopefully to be held in Gothenburg towards the end of 2008 or early 2009.

The May gathering was very much a 'workshop' in that we had active working groups that discussed and debates the themes, along with report-back and synthesis sessions. The initial papers that each of us wrote are now to be updated in light of our attendance, the workshop ideas and recommendations are to be further clarified, and a small number of case studies are to be developed.

It is the intention that these materials will lead to a publication

continued next page



ECEfS Goes Global

cont'd from previous page

- perhaps by UNESCO. This will then be used to inform and provoke participants at the 2008/09 conference about sustainability from the perspectives of the early childhood education sector. In other words, the workshop was about raising awareness that early childhood education has an important role with respect to shifting societies towards more sustainable living and that there is a considerable amount already happening!

As an indication of how important the workshop was considered, the UNESCO Professor of Sustainability – Charles Hopkins, from Canada – extended his stay in Europe so that he could attend. He introduced the workshop and took an active interest in workshop activities.

A personal reflection is that here in Australia we are ahead of the game with respect to most other parts of the world – possibly even world leaders! Certainly, there did not appear to be any other significant networks - such as this AAEE ECSIG or our state-based networks - in any of the countries from which workshop participants were drawn. For many attendees, the whole idea of early childhood education for sustainability was obviously a 'new' notion.

In Australia, we now have a history - heading toward 20 years - of advocacy, lobbying, networking, environmental education/ education for sustainability practice - and more recently - research and publications. Obviously, we have a long way to go, both here and internationally, but I feel quite positive that we are entering a new era where our work – in whatever form – is beginning to get recognition, profile and systemic support. I'll keep you updated about any future international developments.

Call to form new SIG!

Focusing on Education for Sustainability in the Vocational Education and Training Sector

Education for sustainability in the VET sector is recognised both globally and nationally as a catalyst for the regeneration of communities and growth of new and established businesses.

"The VET Sector is somewhat overlooked as an area of focus for Education for Sustainability in our association," says Western Australian AAEE member, Sandii Rogers. "This is something I would like to address with the formation of a Special Interest Group."

ARIES research found that although State and Federal policies support an integrated, high level of EfS in the VET Sector, calling for the inclusion of Sustainability as a core module for every subject, similar to occupational health and safety, the reality is different.

Overall it was agreed that there are mostly low levels of knowledge and experience of Education for Sustainability in the VET sector. Current programs, commonly referred to as environmental education, usually focuses on the development of practical skills and the adoption of technical measures to improve the practice of professionals working in high impact industries in line with environmental regulation. There are some pockets of good practice in addressing the broader notion of sustainability through VET, however it was pointed out that they are usually driven by the interest, passion and enthusiasm of individual teachers. They are not supported by an institution wide framework for the adoption of Education for Sustainability principles in VET.

The VET sector does address some sustainability issues, but does not label them as such and does not approach those issues in a holistic

and integrated way. It was pointed out that ANTA does support the inclusion of the economic and social aspects of sustainability in course content. Environmental content is most likely to be placed in training packages with specific outcomes and not with an overarching emphasis. Some training packages deal with questions of gender equity and work-life balance. Other training packages have incorporated environmental management content to improve the environmental performance of high-impact businesses. The development and inclusion of this content has been largely driven by environmental regulation. This environmental content is rarely core to the training package, nor is it integrated across all packages.

An Integrated approach is needed to build the capacity of all VET stakeholders to address sustainability issues in a way that is tailored to their learning needs.

The SIG is supported by AAEE President, Grahame Collier. Sandii Rogers (who you may know for the award winning TAFEWA South West Regional Bunbury ecoHOME "Results") has offered to lead the group.

"I think it's important that we have at least one representative from each state so that we can advocate for a National, integrated approach and really learn from each others successes and challenges," Ms Rogers said.

Anyone interested in joining the SIG can contact Sandii on rogesa@bunbury.training.wa.gov.au

If you know of any EfS champions working in the VET Sector in your area who are not members of AAEE please encourage them to join the association and the SIG.

June 2007 Update

The Australian Research Institute in Education for Sustainability (ARIES) undertakes research to inform the development of national policy, practice and strategy in Education for Sustainability. Education for Sustainability goes beyond the dissemination of knowledge, seeking to also empower people and build their capacity to take action. ARIES receives funding from the Australian Government Department of the Environment and Water Resources through the Natural Heritage Trust.

Professional Development in Climate Change Adaptation – project nearing completion

With *Melting Ice – a Hot Topic* being the slogan for this year's World Environment Day, climate change is in everyone's minds.

ARIES has been funded by the Australian Government Department of the Environment and Water Resources (DEW) to engage with the professional accrediting institutions in the fields of engineering, planning, landscape architecture and architecture to strengthen effective professional education in climate change adaptation. The project is nearing completion with the report to DEW completed and a public document being prepared which will report on the significant findings and recommendations of the project.

The public document will be available on the ARIES website after an e-launch towards the end of July. If you would like a hard copy when it becomes available, please contact ARIES at ariescoordinator@gse.mq.edu.au. For further information on the project, please contact the Project Leader, Dr Anna Lyth on (02) 9850 6975.

A Review of Air Quality Community Education – publication released

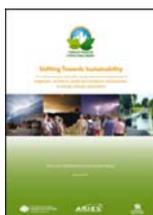
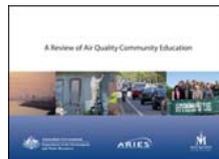
Air quality is a serious environmental problem and Australians consistently rank urban and regional air pollu-

tion as a major environmental concern. There is consequently a wide diversity of environmental education approaches used in Australia with varying degrees of success, but there are no common education policies guiding the selection of those approaches.

This study was commissioned by the Australian Department of the Environment and Water Resources to review major air quality community education programs from around the world and identify those factors which may improve the effectiveness of existing and future initiatives.

The report focuses particularly on programs that address pollution from vehicles and woodheaters and identifies a set of criteria to be met in order to create more effective air quality community education programs.

You can download a PDF version of *A Review of Air Quality Community Education* at www.aries.mq.edu.au/publications or order a hard copy from aires.coordinator@gse.edu.au.



Mentoring Local Government in EfS – publication in production

Eighteen local council participants from nine councils across Australia were involved in this innovative pilot project using mentoring and facilitated workshop forums as tools aimed at better sustainability outcomes using an EfS approach. The councils involved in the project were Noosa (QLD), Coorong (SA), City of South Perth (WA), City of Darebin, Moonee Valley City Council and City of Whittlesea (VIC), Pittwater, Auburn and Eurobodalla (NSW). Key outcomes of the project included:



- increased capacity of Council participants to achieve sustainability outcomes through education
- increased capacity of participants to design, develop and implement sustainability projects
- increased confidence and motivation in using participatory learning techniques and acting as change agents for sustainability both within their Council and their community
- support for these types of mentoring and facilitation approaches to build local government capacity for sustainability.

As part of the project a Mentoring Handbook was developed which acted as an additional resource. The intention is to place a final version of this handbook on the ARIES website, complete with case studies written by the participants in this pilot project. We are currently finalising an associated project report commissioned by the Federal Department of Environment and Water Resources with a view to implementing a number of recommendations outlined in the report in the near future. One of the recommendations includes the production of a summary brochure about the project developed for local councils across Australia.

Sustainability in Noosa – study completed

This project aims to document the innovation shown by the Noosa community as they strive towards sustainability. The study was commissioned by the Department of the Environment and Water Resources and will provide a successful working example to assist those working with sustainability in local government, NGOs, community organisations, and other agencies.

Sustainability drives the Noosa Council and the many community organisations with the shire to engage the local community in planning and supporting quality-of-life-initiatives. As a result there are no high-rise buildings, traffic lights or parking meters, and Noosa retains its village feel.

The study highlights some of the specific factors that have been critical

continued next page

Our Association: our future

Results of the membership survey



By Hazel Storey

In March all members were invited to contribute to a web-based survey to let the Executive and Council know what they expect of, and think of AAEE. We wanted to know what direction members expect the Association to move in and working with limited resources, where the Association should focus its efforts to best meet members' needs.

The results provide the Council with information for consideration regarding proposed changes to the way AAEE is organised and a collective members voice on what they want the Association to 'look like' in the coming years.

Who responded? 100 of 486 members with email addresses responded, plus 42 contacts who were overseas, on secondment or otherwise unavailable on that email address.

AAEE is a 'broad church' with members working in a really wide spectrum of fields, from academics to government to NGOs to teachers (all ages) to educators working in other professions but tasked with learning and change. As a result needs vary. One respondent noted that despite this variation, what all members have in common is the need for a body to lobby for change to systemic factors

that make our work so necessary – whatever field we practice in.

What did you say you wanted?

Firstly, you want AAEE to have a greater national profile. You want AAEE Executive and Council to work towards playing a larger, more vocal and visual role at national level. You want to see AAEE taking part in the media, taking a greater role in national debates and taking a stance on particular issues and lobbying. You also want the Association to build the website so it provides a portal for anyone (here or overseas) seeking information on any aspect of EE/LfS/EfS in Australia.

Secondly, you are looking for more activity at the Chapter level. The benefits you tell us that you gain from your membership are threefold; networking with other passionate professionals and like-minded people, gaining professional development and opportunities, and keeping in touch with trends and developments within the profession. On top of that, specific benefits shared by Special Interest Group (SIG) members include establishing and strengthening their networks and a sense of security in talking with colleagues who 'know what I'm talking about'.

Often assistance is sought for

help within your own workplace (74%). If you are one of the majority of members (81%) who do not know how to access the members' only part of the website email Sandy on admin@aaee.org.au for a password. 82% of you are interested in AAEE hosting a consultants' directory. You provided many valuable comments about the website, about its look, the content and how it could be the primary information exchange site for all AAEE communications (including the Journal). *ozEEnews* is the most read of the AAEE publications.

Most members have been in AAEE for less than three years. Most of you network with peers through government email networks (48%) and use a wide range of web resources and networks to access information to support them professionally. There are opportunities for AAEE to build further interest-based association networks.

Winner's names for the 'prizes' were drawn at random at the last Executive meeting. Ruth Vickery (QLD) receives a book. The following members receive book tokens to the value of \$20 - Kate Ravich (NSW), Debbie Blake, (WA), Julie Reid (NSW), Annette Gough (VIC) and Sandii Rogers (WA).

The full report will be available on the website www.aaee.org.au

ARIES News cont'd

to Noosa's success in its progress towards sustainability.

A Living Change Case Study: Sustainability in Noosa publication will only be available electronically and can be downloaded from the ARIES website from 1 July.

Mainstreaming Education for Sustainability within teacher education

ARIES has begun an ambitious project funded by the Australian Government Department of the Environment and Water Resources which seeks to mainstream Education for Sustainability within the pre-service teacher education system. The project seeks to improve opportunities for trainee teachers to develop knowledge and competence



in this area which will assist with the implementation of the National Environmental Education Statement.

ARIES is seeking expressions of interest from individuals and organisations who have experience in Education for Sustainability and are in a position to work closely with stakeholders within their state or territory to mainstream education

for sustainability across pre-service teacher education. Interested parties should complete the Expression of Interest form on the ARIES website and return it no later than **3 July 2007**. Earlier submissions will be most welcomed.

YOUR INPUT SOUGHT

We are always interested to hear from practitioners as well as researchers who have information or experiences in any of the sectors identified above. If you would like to contribute to projects, become a key informant or simply want to be included in our project communication lists please contact the ARIES Coordinator at ariescoordinator@gse.mq.edu.au

We invite you to visit our website at www.aries.mq.edu.au for further information on ARIES publications, projects, news and events.

Old Parliament House

A Source For Environmental Issues

Old Parliament House (OPH) would greatly value the involvement of AAEE members in a consultation process to influence the development of the Gallery of Australian Democracy (GAD) to be situated within OPH.

Gallery of Australian Democracy is an Australian Government initiative to support the study of the evolution of Australian Democracy and encourage active citizenship for people of all ages. Making this resource as useful as possible to students and teachers of Civics and Citizenship and Australian History is a high priority for OPH, which is why they want to consult with as many teachers as possible. One project in preparation for example is the debate over the Franklin Dam in the 1980s.

Some background

OPH was the home of Australian Federal Parliament from 1927 to 1988, and reopened in 1992 as a political history museum and nationally recognised

heritage site. School audiences have always been very important to OPH: about 75,000 students will participate in on-site education programs in 2007.

In May 2006 the Australian federal government announced it had "...committed \$31.5 million over four years to enhance the role of Old Parliament House (OPH) as the premier institution interpreting Australia's political history", and stated that the new initiative, the Gallery of Australian Democracy (GAD) "... will cement OPH as the home of parliamentary democracy and a symbol of Australian heritage."

Our consultation process

The first part of our nation-wide consultation process is an online survey to gauge teacher interest in a range of potential programs, learning styles and outreach activities that GAD could offer. OPH staff also intends to attend some relevant teacher gatherings to run mini focus groups.

This approach will, they hope, be just the start on an ongoing exchange as OPH develops both onsite and outreach learning opportunities that they want to inspire and engage young people to understand their democratic past, interrogate the present and explore possible futures for Australian democracy. **Teacher feedback and input is essential for this initiative** to be both useful and relevant to curriculum needs **so here is an opportunity to integrate sustainability and environmental issues into the curriculum.**

What OPH staff want

To ensure that OPH staff reaches as many interested teachers as possible, and to follow privacy principles, they would greatly appreciate our help by promoting an online survey to all our members and/or relevant teacher networks.

Please let them know if you can help by just replying to this notice. To obtain a survey or if able to help please contact: Glenda Smith, Education Manager Gallery of Australian Democracy Task Force, Old Parliament House on 02 6270 8165 or glenda.smith@dcita.gov.au

Calls for Papers

Adult Learning Australia's 47th Annual National Conference Cairns International Hotel, 8 - 10 November 2007

The conference theme is Understanding Today's Literacies and will examine and explore the importance of developing and supporting adult literacies in both our communities and workplaces. The conference theme will cover 5 main streams covering literacies including:

- Workplace literacy
- Literacy as a skilling pathway (the three "R's")
- Financial literacy
- Environmental literacy
- E-Learning and Information and Communication Technologies

Submission of proposals are required **by Friday 20 July 2007**. For more information please visit <http://www.ala.asn.au/conf/2007/callpapers.asp>

New Zealand Association of Environmental Education Conference

The biennial conference, Connections and Actions, will be held in the South Island city of Dunedin, New Zealand, January 16 - 19, 2008. Dunedin is the Gateway to the South:

The conference's main theme centres around education for sustainability, focusing on connections and actions: How environmental educationists/practitioners can connect and work with the people in their communities to enable further understanding and action on these issues (Connections); and how we can all make further behaviour shifts, through heightened knowledge, towards our own sustainable living practices (Actions).

The conference will combine speakers, workshops and fieldtrips covering the above theme, and showcase local EE/sustainability ac-

tivities and programmes. For further conference details, please see www.nzaee.org.nz or contact Pat Johnston pat@dcms.co.nz. **Submissions due 27 July 2007.**

Participatory approaches and ecological and environmental education: Theory, policy, practice, progress?

Call for Proposals, AERA Annual Meeting, New York, Monday, March 24 - Friday, March 28, 2008 AERA Ecological and Environmental Education Special Interest Group (EEE-SIG) - **Deadline 2 August 2007.**

The EEE-SIG invites the submission of proposals for the 2008 meeting that expand our understandings of critical issues concerning participatory approaches and ecological and environmental education. Concerned with both the possibilities and challenges of participatory approaches and their implications for theory, policy, and practice, and interested in exploring whether progress has been made over the past 15 years; we encourage attention to such themes

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Opportunities

Grants, fellowships & more

Sidney Myer Fund Education Small Grants Program

No specific closing dates, applications accepted on an ongoing basis. Up to \$10,000 for a 12-month education projects that:

- Benefit the Australian community and are conducted within Australia
- Target educational needs of 0-25 year olds
- Address specific educational issues, target a particular audience, and use clearly defined strategies to achieve measurable outcomes
- Find new solutions to old problems

See: <http://www.myerfoundation.org.au>

Round 10 Envirofund

Grants of up to \$50,000 for on-ground and education activities to improve action for Australia's coastal and marine environment.

Applications close 20 July 2007.

See: www.nht.gov.au/envirofund/index.html

Mitre 10 Junior Landcare Program

Including 'Mitre 10 Junior Landcare Grant', 'Australia Post Junior Landcare Biodiversity Grant' and 'Coles Junior Landcare Land Grant'. Grants of up to \$500. Round 2 **applications close 3 August 2007.** See: www.landcareonline.com/page.asp?PID=86

Australian Post Community Development Grants

Round 2 **closes 14 Sep 2007**
Grants up to \$3,300 available to

assist community and indigenous groups for projects of their choice, for example, to help raise awareness and encourage more community members to get involved. See: www.landcareaustralia.com.au

Energizing Sustainable Communities - Options for our Future Schools Competition

An international schools competition to design a sustainable city is being held in conjunction with the 2008 International Solar Cities Congress.

Competition purpose:

- To raise the profile of sustainable city design amongst school students.
- To develop students' understanding of sustainability issues.
- To showcase young people's skill in tackling sustainability issues.
- To add a unique educational element to the Congress.
- To produce a design for the redevelopment of an existing city or neighbourhood to demonstrate how more sustainable human settlements can be achieved.

Entries shall address issues as they relate to cities including energy, transport, greenhouse gas emissions, waste, water and biodiversity. Entrants are required to consider an existing neighbourhood in their own town or city and produce a design for its redevelopment.

The competition is open to any school (students generally from 5 to 18 years of age) in any country in

the world. The awards will include a printed certificate of recognition, formal announcement during the Solar Cities Congress proceedings and will be displayed on an appropriate website. Some prizes will be awarded to individuals and schools including a trip to Adelaide to attend the Congress and a 1kW solar system donated by BP Solar. All entries will be displayed in a prominent position at the Solar Cities Congress.

Schools must register their intent to submit an entry **by 27 July 2007.** Competition closes, entries to be delivered by 16 November 2007.

Australian Government photovoltaic rebates

New rebate rates apply from 9 May 2007. Under the Photovoltaic Rebate Programme (PVRP), cash rebates are available to householders, owners of community use buildings, display home builders and housing estate developers who install grid-connected or stand-alone photovoltaic systems. Additional funding has been announced and will support:

- a doubling of the rebate for solar panels on homes to \$8 per Watt up to a maximum of \$8,000;
- a new grants scheme for schools and communities to install solar panels;
- a targeted scheme will be developed to support the design and installation of solar systems on commercial, industrial and iconic buildings; and
- training and accreditation of solar panel installers.

Phone 1300 138 122 or see: <http://www.greenhouse.gov.au/renewable/pv/index.html>

Calls for Papers cont'd

and questions as:

- what do we know about participatory approaches in ecological and environmental education settings, programs and processes, and how do we know this; and relatedly, what do we now need to know, and how else might we know this?
- how might we better theorize, practice and understand diverse forms of participation in ecological and environmental education, e.g.

their rationales, effectiveness, and shortcomings, and relation to schools, civic responsibility, neighbourhoods or communities (human and more-than-human)?

- does the ecological or environmental make a difference to participatory approaches in education in general, or to sustainability- or well-being-related education in particular; for example, in focusing on and addressing relations of power between humans and nature and between different groups or communities?

Proposals are welcome from a variety of ontological, epistemological, methodological, disciplinary and cultural perspectives. It is not necessary to be a member of the SIG to submit a proposal or to present a paper. For further information, please see the EEE-SIG website - www.bath.ac.uk/cree/eesig, or contact SIG Chair - Amy Cutter-Mackenzie, Monash University, 03 9904 4638, Amy.CutterMackenzie@Education.monash.edu.au

New Environmental Learning at TAFE

by Leonie Dernée

Educational Support Officer, TAFE
NSW – New England Institute

Background

There is a new course called Envirolearn catching on at TAFE NSW - New England Institute (NEI), which is an initiative of the General Education and Equity Services (GEES) Faculty.

The idea for the course started at Gunnedah in 2005. It grew out of recognition that landholders were experiencing difficulty in coping with change brought about by drought, economic uncertainty and changing organisational structure. Agriculture is the biggest local employer in the Gunnedah district and a local Learning Audit conducted by NEI showed there were limited learning opportunities for these stakeholders and that men in particular were reluctant to engage in learning activities. At the same time the Namoi Catchment Management Authority (NCMA) was working to establish contact with stakeholders and obtain feedback to prepare its Catchment Action Plan.

New Course Started

Planning and consultation between TAFE, NCMA and the Liverpool Plains Land Management Committee (LPLMC) resulted in the course development, with delivery commencing in 2006 to help people manage change and engage in a learning process to promote sustainability.

It was intended to help demystify environmental jargon, to overcome a lack of understanding about processes in the natural environment and to present relevant information to influence decision making. Information itself was not a problem, rather making sense of the wealth of information available. This was planned to happen through group discussion and providing access to knowledge by connecting to people that know or know who to contact.



Envirolearn students on fieldtrip to cultural site with local Indigenous Consultant Bob Faulkner.

Course Continues to Grow

The one semester course is continuing at Gunnedah, with groups started in 2007 at Tamworth and Inverell (supported by the Border Gwydir Rivers CMA). The course will commence at Quirindi and Coonabarabran in Semester 2, with promotional events planned for both of these areas.

Local teacher Judy Lee has been working with the Access Curriculum Centre for the course to be written into units of competency for a Statement of Attainment in Environmental Learning to be available for state wide delivery. Reporting on course delivery within NEI will be available as a guide for other TAFE Institutes and Catchment Management Authorities throughout NSW.

Engaging with Community and Industry

The course embraces the principles of Educating for Sustainability (EfS) set out in the NSW Environmental Education Plan, and facilitators deal with the concepts of sustainability and other topics including Aboriginal heritage, ecosystems, remnant vegeta-

tion and biodiversity. CMA staff and other presenters provide learners with expert advice on specific topics and make them aware of management options and funding opportunities.

Envirolearn is a Community of Practice that provides a personalised learning experience to understand environmental issues for all stakeholders, both rural and urban. This diversity in backgrounds helps community members to understand each other's perspective. A supporting letter for the course from Mark Kesby (LPLMC) refers to the fact that urban dwellers often see it as the role of rural landholders to address the issues while rural landholders often see it as the role of government alone, when in reality it is the role of all of us to work towards sustainability.

Fieldwork is integral to the course and includes visits to see where "Environmental Champions" have achieved environmental improvements. An expanding network is being established as course participants continue to be involved in Natural Resource Management, with some returning as guest speakers. To find out more contact Leonie Dernée, TAFE NSW, on 02 6768 2041.



membership

Membership Application Form/ Tax Invoice

**Australian Association for Environmental Education
Inc.** (ABN 80 047 534 235)

Membership Details:¹

Title _____ First Name _____

Surname _____

Position _____

Organisation _____

Address _____

_____ State _____ P'code _____

Phone(w) _____ Fax _____

(H) _____ Mobile _____

Email² _____

Environmental education interests:

I/we understand that as a member my/our contact details will be sent to the AAEE State/Territory Chapter Convenor and to convenors of any SIGs I/we have chosen to join.

I/we are applying to join AAEE, in membership category:

_____ Cost \$ _____

I/we prefer member communications printed and posted² at cost in first year of \$10 \$5

I/we also wish to join the following SIG(s)³ (no cost):

Today's date: _____

I enclose a cheque for membership fee & service fee (if applies), payable to Australian Association for Environmental Education.

Please charge my: Mastercard

Visa Bankcard

Name on card: _____

Card No: _____

Expiry date: _____ Signature: _____

Alternate payment methods - see note 4 in next column box

Membership Fees

Membership in Australia (includes GST)

Individual	\$99
Concession*	\$56
Family (one set of materials)	\$120
Corporate	\$240
Schools/small NGOs	\$140
Life	\$985
Service fee ²	\$10

International membership (excludes GST)

Individual	\$90 (+ \$30 p&h)
Life	\$896 (+ \$30 pa p&h)

Journal subscription only (Australian Journal of Environmental Education)

In Australia	\$74
International	\$67 (+\$30 p&h)
Back issues	\$17-\$40 (+ GST + p&h)

* Rate available to full-time students, retired or low- income earners. Proof must be supplied via copy of concession card.

Membership is renewed annually from 1 October.

Those joining for the first time between July and September receive 15 months membership.

Notes for application form

¹ For school/corporate members, please provide a contact person.

² Most member communications are sent by email. If you do not have an email address, posted communications are available for a small service fee of \$10/year or, in first year of membership only, \$5 for 6 months or less (i.e. If joining between April & September).

³ For list of current SIGs, see reverse of brochure.

⁴ If you require a tax invoice, or wish to pay by BPay or Credit Card over the internet or telephone, please e-mail admin@aaee.org.au.

Send your application form with payment (and copy of concession card for concession membership) to:

Australian Association for Environmental Education
PO Box 560
Bellingen NSW 2454

Contact us:

Email: admin@aaee.org.au

Ph: (02) 6655 1865

Fax: (02) 6655 1596

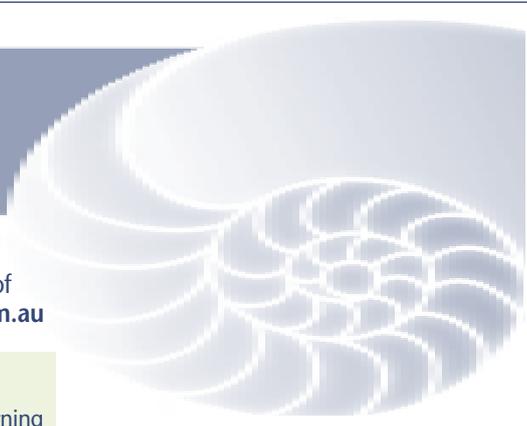
Office hours:

9am-3pm Tuesday & Thursday



Brochure effective January 2007

Calendar 2007



Here is just a sample of events taking place across Australia; we would really like to extend this calendar to make it more comprehensive. Please send any details of other events you may know of to the newsletter editor at ozeenews@yahoo.com.au

16 - 18 July

3rd AWA Water Reuse and Recycling Conference. Sydney. See: www.cwwt.unsw.edu.au/reuse07/index.html

21 - 23 July (Sydney/Blue Mountains)

Youth LEAD leadership training and mentoring that enables young people aged 15 to 25 to face up to the challenges of our times and develop eco-social projects that address their major concerns and forge pathways to sustainable futures. Canberra 3 - 5 August, Hobart 24 - 26 November, Melbourne 1 - 3 December, Sydney 8 - 10 December. See www.ozgreen.org.au/upcoming.php

24 - 26 July

The A-Z Guide of going Carbon Neutral conference will help you assess the costs of implementing a carbon neutral plan and guard against the potential risks and pitfalls of such an unregulated industry. Sydney. See www.iir.com.au/carbonneutral

24 - 25 July (Canberra)

Capacity Building in Indigenous Communities Seminar series. Adelaide 31 July - 1 August, Darwin, 11-12 September, Nhulunbuy 7-8 November. See: www.ards.com.au/default.html click on Seminars

25 - 26 July

Climate Change Summit brings together senior executives to discuss how they are taking action to tackle the effects of climate. Sydney. See: www.climatechangesummit.com.au

4 - 6 August

First leadership program for adults - Leading with the Heart. Enables adults to strengthen resilience to face up to global ecological challenges; harness inner wisdom to create new ways of living and reduce ecological footprint; build rational, emotional and spiritual intelligence; learn how to listen deeply and question strategically; connect and create communities of change with reach from local to global. Sydney 4 - 6 August, Melbourne 21 - 23 September, lice Springs 28 - 30 September. See www.ozgreen.org.au/upcoming.php

7 - 9 August

2007 Partnerships Conference will showcase the ways in which individuals, groups and organisations are working in partnership to achieve more sustainable landscapes. Narooma, NSW. See: www.southern.cma.nsw.gov.au

9 - 12 August

NSW Coastal Forum. Mingara, NSW, Contact Mel Bradbury, NSW Coastal Volunteers Forum Organising Committee, Email: mel.bradbury.mail@ozemail.com.au

12 - 14 August

Research Conference 2007: The Leadership Challenge - Improving learning in schools. This conference will address key issues related to building leadership in schools that makes a difference to student learning outcomes. Melbourne. See: www.acer.edu.au/workshops/conferences

17 - 19 August

National Organics Conference. Join inspiring and exciting keynote presentations and plenary sessions throughout the conference to enthuse and continue work towards the organic vision. Canterbury, New Zealand. See: <http://events.lincoln.ac.nz/organics/>

20 - 22 August

Sea Change 2007: Setting the Coastal Priorities will explore policy initiatives and strategies to address the environmental, social and economic impact of rapid growth and development on coastal Australia. Sunshine Coast, Qld. See www.seachangetaskforce.org.au

22 - 25 August

2007 Queensland Landcare Conference. Mackay, Qld. See: www.landcare.org.au/Conference.htm

22 - 25 August 4th World EE Congress.

2007 Queensland Landcare Conference. Mackay, Qld. See: www.landcare.org.au/Conference.htm

27 - 28 August

2007 Victorian Youth Environment Conference. Portland and Port Fairy. See: www.onelifeoneworldourfuture.com/index.php?pageid=287html#upcoming

30 - 31 August

3rd Australia - New Zealand Climate Change & Business Conference will consider the implications of emissions trading and explore new business initiatives to reduce emissions and to help communities adapt to the effects of climate change. Brisbane. See: www.climateandbusiness.com

3 - 6 September

10th International Riversymposium & Environmental Flows Conference, Brisbane. See: www.riversymposium.com

3 - 7 September

Australasian Evaluation Society International Conference - Doing Evaluation Better, Conference themes include Valuing, Describing, Attributing, Using and Influencing, and Managing. Melbourne. See: www.aes2007.com.au

9 - 13 September

The Second International Society for Seed Science, Seed Ecology II, an international

meeting on seeds and the environment, will be held in Perth, Western Australia. See: <http://www.seedecology2007.com.au>

17 - 20 September

Inaugural Queensland Coastal Conference 2007. Bundaberg, Qld. See: www.iceaustralia.com/qldcoast07/

2 - 5 October

Greenhouse 2007 Conference & Awards. The conference will focus on projections for the future; the use of probabilities for risk management; the impact climate change will have on human activity; and changing perceptions of climate change. Sydney. See www.greenhouse2007.com

3 - 7 October

MYRiver Derwent is a whole river basin environmental education and engagement program that harnesses youth passion, intelligence and commitment to build pathways to sustainable river futures. Hobart. See www.ozgreen.org.au/upcoming.php

9 - 12 October

2nd National Indigenous Land & Sea Management Conference will explore governance, traditional knowledge, heritage, youth, education, employment and training, sustainable economic development, partnerships, natural resource management and well being. Cardwell, Nth Qld. See www.caringforcountry.com.au

14 - 16 October

2007 MDBC International River Health Conference. Hands-on, student-centred learning for a cultural change in the way we perceive our natural environment, and the importance of environment education. See: www.onelifeoneworldourfuture.com

21 - 22 October

Tasmanian Landcare Conference. Ross, Tas. Contact Jodie Epper, Tasmanian Landcare Assoc, 03 6234 7117.

25 - 27 October

NSW State Landcare Forum. Tamworth, NSW. Contact Brenda Shepherd, Namoi CMA, 02 6764 5953.

Other Key Dates

27 July - Schools Tree Day

29 July - National Tree Day

9 August - International Day of the World's Indigenous People

18 - 26 August - National Science Week

September - Biodiversity month

1 Sept - Wattle Day

3 - 9 Sept - Landcare week