In this edition of ozEEnews we share experiences of our membership abroad during the World Environmental Educators Congress held early this year in Marrakech, and the inspiring “Green School” in Bali. We celebrate a number of achievements in EEfS including the AAEE Environmental Educator of the Year, Vanessa Whelan, and the winners of the Green Gown awards. In this edition, we also share with you some of the great resources available on line to help your work, and tempt you with a selection of Summer reading and listening.

Lastly, I invite you to provide feedback to ozEEnews by participating in a short (10 question) survey. www.surveymonkey.com/s/QYVN8P9

Thank you to all of our Authors throughout the year, we appreciate your generosity of time, experience and wisdom!

Looking forward to working with you in the New Year. Submissions for our March, June, September and December are due the first week of the month prior ozeenews@gmail.com

Happy Holidays.

Jo Kelly
Editor ozEEnews
ozeenews@gmail.com
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 contact email address to ozeenews@gmail.com.

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

Membership Renewal Reminder
Benefits for outstanding memberships cease this month unless alternative arrangements have been made. Please email Kate, admin@aaee.org.au with any queries or to request a replacement renewal invoice.

THE long wait for the new look website is finally over and we look forward to hearing comments about this from members. You will be able to log in and manage your own contact information to make sure we have your most current address, critical when you move jobs. Resources will soon appear in the members section so thank you again to members who have offered these to share. Just imagine if all our members contributed one resource only we would have over 560 different programs, activities and ideas available. Bring it on!

The AAEE Facebook has 139 likes and routinely has over 70 people viewing the information. If your Chapter or organisation has a Facebook then when you like our page that means you can happily cross post upcoming events and share uplifting stories, there are plenty out there despite ‘the winds of change’ that are about.

The 18th Biennial AAEE Conference in Tasmania has now launched the website so get ready to submit an abstract because it’s going to be a big week. There has also been planning to create a day before the main conference for those members who carry out research in EES. This day has the potential to network between tertiary educators/researchers and members in local government, schools, community group etc to explore to find partnerships for future work. What an interesting and productive ‘market place’ that will be, facilitating research and the incorporation of research findings within the diverse work you all do.

The rich resources managed by the Education Services Australia (ESA) called SCOOTLE will soon be available to AAEE members. The paperwork is in and we are just waiting for them to provide the links to the site for us to put up into the members only section of our website.

As this is the last ozEEnews for 2013 it’s timely to thank Jo Kelly and Kate Elder for all the work they do to have the newsletter created and delivered each quarter. Jo and Kate have acknowledged that members are sending through items regularly which add diversity of information and contribute to the spirit of sharing we do so well.

The AAEE Executive wishes you all a safe, enjoyable and resourceful Christmas season with your families and communities. We know you will all be leading by example to show how much we can enjoy the time without over consumption of our precious resources.

Jennifer
President AAEE
president@aaee.org.au
Sixty or so Australians participated in the 7th World Environmental Educators Congress (WEEC) in Marrakech, Morocco, 9 – 14 June, 2013. Probably over half of us were members of AAEE. We contributed at least 35 presentations which included papers, posters and roundtable discussions about our work in relation to EfS. A list of topics and their presenter/s is included at the end of this article.

There were approximately 2,400 participants from all over the world as this map shows – http://www.weece2013.org/en/congress–overview/map–of–participants.htm.

On the second night of the Congress we hosted a dinner where 45 of us enjoyed sharing fantastic Moroccan food in a stunning garden courtyard restaurant in the heart of the Marrakech souk (markets). It was wonderful to connect and re-connect with other Aussies!

The Congress was an incredible opportunity for networking, learning and being part of dialogue in EfS beyond a ‘Western vacuum’. The fact that the conference was multilingual and held in Northern Africa meant that at any given moment we were learning from the experiences of delegates from Africa, the Middle East, South America, or Asia. Ideas and perspectives were developed that would never have been possible without this truly global approach.

The next Congress will be in 2015 in Gothenburg, Sweden – save the date and perhaps we can plan an even more cohesive presence!

Creative impulses
Environmental Art for Transformation: Megan Marks – University of the Sunshine Coast PhD Student
Picture Story Books by Children for Children – Jeanie Clark

Ethics, ecophilosophy, human–nature relationships
Exploring the natural–digital world divide with children in different cultural contexts Helen Widdop Quinton, Amy Cutter–Mackenzie – Southern Cross University
Is Facebook changing teenagers’ connection to local places? – Helen Widdop Quinton – Southern Cross University
Learning to inherit and respond in the anthropocene – Veronica Pacini–Ketchabaw – University of Victoria, Canada and Africa Taylor, University of Canberra, Australia
Profiling Resilience in Environmental and Sustainability Educators – Jessica Blomfield, Griffith University
Consuming Environmentalism: Following codes or practicing ethics – Lou Preston, Deakin University
A Regional Australian City: Relationship between People and Estuary – Sandra Wooltorton, Edith Cowan University, Western Australia

Greening education
Landcare in Schools – Chantelle Doyle, Erin Rowe, Greening Australia
Environmental socio–scientific issues: a vehicle for Political educ–action? Laura Barraza, Jean Simonneaux, Deakin University, Melbourne, Australia
Carbon Management skills for the future – Paul Dullard, Sandhurst Catholic Education Office
Teaching for Sustainability –Deborah Bradbery, School of Education, University of Newcastle, NSW. Australia
Working outside the square within – Anne Ross, School of Education, The University of Newcastle
Service Learning in Conservation – Andrew Elphinstone, AAE; Elphinstone, A & Gibson, L.

For full program and to search go to http://www.weece2013.org/en/program/final–programme.html
The Environmental World View of Teachers – John Rafferty, Charles Sturt University
Promoting Environmental Education and Networking – Owen Dunlop, Adrian Wells, AAEE

Forging a new national curriculum by building on innovation in environmental education in Australia – Owen Dunlop, Adrian Wells, AAEE

Promoting Environmental Education and Networking
A Greener Glenmore – Chantelle Doyle, Erin Rowe, Greening Australia

Research in EE
Researching Place-based Sustainability – Karen Malone, Son Truong, University of Western Sydney
Re-Positioning Children as Active Researchers in Environmental Education Research – Amy Cutter-Mackenzie, Elisabeth Hacking and Robert Barratt, Southern Cross University
Educative Experiences for Action

Intercultural dialogues
“Mrs van der Merwe loves her birds” – Elizabeth Ryan, Griffith University
Sharing Our Planet – Sandra Zicus, University of Tasmania

Pedagogy and learning
Young Children’s Ecological Play – Amy Cutter-Mackenzie, Susan Edwards, Southern Cross University
Place Matters: what places are significant in teenagers’ lives – Helen Widdop Quinton, Southern Cross University
Researching the Mexico–Alaska Youth Interchange (MAYI) using the Action Competence framework for Environmental Education – Edgar Caballero-Aspe, Deakin University Australia

Education for Sustainability in Higher Education: An exploration of academics’ teaching preferences – Belinda Christie, Deakin University Australia
Education for Sustainability in Higher Education: How to build Community Engagement through environmental education? – Laura Barraza, Deakin University
Don’t Palm Us Off – Feeding the world without costing the Earth. – Emily Dunstan, Zoos Victoria

Risks, health and environment
World Turtle Day 2011 – Laurie Deacon, Occupational Therapists Association & Scouting Australia

Social Movements and building ecological societies
How to build Community Engagement through environmental education? – Laura Barraza, Deakin University

The second of our contributions to our AAEE Abroad section is a colourful and more personal account of the World Environmental Educators Congress held in Marrakech this year, thanks to member Jeanie Clark.

Looking for Green in Marrakech... WEEC 2013

By Jeanie Clark
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‘Environmental Education in Cities and Rural Areas: Seeking Greater Harmony’ was the theme of the 7th World Environmental Educators Congress in Marrakech in June. ‘Rural’ isn’t often a word included in conferences, so it had made me a bit keen to be a part of, and see what was on offer on, the world stage.

The patchwork green banners hanging over the Palais du Congres, encouraged me to look for green as a sign of such harmony. I should explain that I live on a farm, which may colour the way I view big cities.

En route to the Congress, my rural background seemed welcomed at the edge of the Medina. How many farmers were here? The green marquee (next page), was for the Farmers Bank – and showing Australia on its globe!

Marrakech was exotic, warm, dry and had with lots of green! The route to the Congress went down a big boulevard, with its middle path sheltered by rows of trees. There were formal parks too, where trees made a huge difference.

The outside of buildings were usually high walls. Inside were courtyards, with some sort of green.
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My Riad Ilayka, right in the Medina, was cheery with the birds and bees attending its fountain, flowers and potted trees - and no city noises!

With some 2000 people at the Congress, coming from 100 countries, the suite of different types of sessions, and adjoining exhibitions made a great variety of experiences. My French widened the opportunities for me to communicate with people, in sessions and informally. The Moroccan teachers I spoke with were excited to share what they were doing in FEE's eco-ecoles program. The (Arabic) map in the schools section set towns where wildlife lived.

Their exhibition was of 3D models of schools. They had been created by the children using only recycled materials. Several of the schools showed veggie gardens and/or composting areas. My favourite, from the school located where their teacher is pointing, had vultures in the playground. The biro-nib and feather models spun around and up- as these big birds rose on afternoon thermals above the school. Other schools showed off their recycling programs. I was treated to a carefully

< Recycling paper  All photo’s supplied by Jeanie Clark
Looking for Green in Marrakech from p5

spoken (French) explanation of making recycled paper and presented with a card. It was a wonderful cross-cultural activity – it could have been any Aussie school making such a talk to a visitor.

Nearby another school produced Art works from broken pieces of glass. I had noticed that there was often broken glass atop walls - much safer than on the ground! But what these children did with it was stunning.

There was also a trades exhibition for sustainability. I spent a lunch time talking (in French) with two National Park rangers, learning about their wetland birds and some issues from earthquakes and heritage buildings – which we don’t have!

A highlight was the Royal Banquet, hosted by Her Royal Highness Princess Lalla Hasna, at the Palais El Badji, the magnificent open-air castle, on the outskirts of the Medina in Marrakech. The Palais had a resident population of storks sitting atop its walls, which flew in at dusk.

The ancient castle had an orchard within its walls and no roof, creating a wonderful ambience as night fell. Then a truly spectacular light and music ‘spectacle’ was performed on the walls and in the grounds, under the stars.

Dinner – seven courses – followed, served quickly to 1000 people. With all the staff for this, I guessed left-overs went to them!

At the University Tour on the last day, I heard about several research projects. They were working with a desalination plant. Solar energy was being trialled to distil Argan oil.

With rapid urbanisation taking place, here as in many other countries, issues of housing designs are being researched: orientation, composition and potential for passive cooling from pipes in the ground. This concept had come from Canada and its applicability was being tested locally.

Returning to the Medina from this high-tech university, a horse drawn cart greeted me. While quaint, this transport was here for the tourists rather than the locals. Marrakech had lots of traffic, in which the horse and carts, ran side by side. All they needed was their feed bags, water troughs, parking space beside the park and a farrier who worked there. A shuttle service ran from the Medina to the Congress. However I got on a local bus accidently one day and had a ride through the suburbs to the edge of town. A TV screen ran a delightful cartoon with song, promoting sustainable behaviours. It was the only advertising on the bus and much more pleasant than the ads that adorn Melbourne’s busses! I discovered that the Fondation de Mohammed VI, which co-sponsored the Congress, was active in its community.

The post office supported ‘green’ with this billboard “Nature is a gift for the present, let’s protect it for the future”.

Through the Congress’ Round Tables, Talks, Plenaries, Exhibitions and conversations, there was much exploration and wisdom on a variety of issues, including rural-urban ones. The concluding statements included issues about this rapidly urbanising world, and education for it.

What did someone from a ‘rural area’ find for this ‘greater harmony with urban areas’? My ‘green’ search had found an interface of rural and urban influences, which merged into one environment at Marrakech/ Congress. I’d been delighted by amazing sights and people - many small things under an umbrella of a government promotion. An interesting harmony still evolving!

Green Dreaming in Bali

Member Sally Sneddon shares her experiences in Bali when visiting the Bali Green School, Bamboo Village and Green Camp and encourages us to visit too… in person or via the web.

By Sally Sneddon
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During a trip to Bali in July this year I spent an inspiring four days at the Green School, a 30 minute drive from Ubud.

The school buildings, constructed mainly from bamboo, perch discretely on the hillside above the Ayung River, surrounded by jungle and gardens of food plants.

On the day I arrived I joined the afternoon tour of the school. Led with passion and energy, the tour was packed with information about the school’s origin, construction, values, curriculum, projects and connections with the local community. There was so much to take in as we wound around the pathways past the open-sided bamboo classrooms and buildings, the mud pit, vegetable gardens, the cluster of solar panels, pens of goats, chickens and turkeys, and the large cage housing critically endangered Bali Starlings that are being bred on the campus in partnership with The Begawan Foundation.

The Green School opened in 2008 and uses the unique Three Frame Day model to teach an internationally recognised curriculum for pre-primary to Grade 12 students. Sustainability is the focus of the integrated approach to learning that encourages students to experience the world, equips them to make informed decisions and offers ways to contribute to projects in their school and local community.

Forty two nationalities are currently represented in the student population (enrolments grew to 330 for the second half of 2013), though very few Balinese pupils attend the Green School. From its beginning, the school has been working hard to generate sponsorships and support to enable local children to attend, and hopes to have Indonesian students representing 20% of its population in the 2014 intake. Many of the teachers and administration staff are Indonesian, and an effort is also made to offer sponsored places in the Green School Educator Courses for Indonesian teachers. Donations from participants on the daily school tours and other fundraising initiatives contribute to the sponsorships.

While the school buildings look modest from the outside, when you step
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under the thatched roofs the details in the flowing curves and a sense of space are revealed in the stunning architecture. The tour concluded in the ‘heart of school’, an impressive three storey bamboo structure where light beams through the spiralled point of the roof. Many people lingered to ask questions and to climb the stairs to the third level for a view over the school grounds.

On the opposite bank of the flowing Ayung River, which is crossed via the sculptured bamboo bridge, is the school’s Bamboo Village where I stayed. A collection of basic bamboo houses huddle in lush gardens, two of which can be rented by visitors for short and longer stays. Like the school buildings, the houses were constructed by local tradesmen, and you can imagine that if they were left to sit unoccupied for several years they would just sink back into the earth leaving little trace. Birds, crickets, frogs, geckos and rain showers can be heard from inside the airy homes, as well as roosters, dogs, traffic, voices and music from the local village.

While I was there I arranged to join the three day ‘Junior Explorer’ holiday program run by Green Camp staff on the school property. Each day was packed with hands-on activities that engaged the 5-8 year olds with the environment and with Balinese culture.

We made chocolate sauce using cacao pods from trees growing in the school grounds (roasting, peeling, grinding and sifting our own cacao powder as the main ingredient), Balinese offerings, kites and creations from coconut shells. We walked in the jungle, played in the mud pit, looked at bugs, swam in the river and took notice of the pineapples, turmeric, lemongrass, papayas, bananas, cacao and coconuts growing in the school’s gardens. The activities engaged the senses and the children left each day with things that they had made, with each creation demonstrating the values of traditional culture and sustainability.

Despite being the school holidays, the Green School was buzzing with activity during my four day stay, with children on the Green Camp programs, visitors attending the weekday school tours and the delivery of the first Green Leaders Program.

Find out more about what’s happening at the Green School (www.greenschool.org) and Green Camp (www.greencampbali.com) on their websites, join their mailing list and if you’re in Bali, get along to a tour. You are sure to leave inspired and smiling from the experience!
As a professional association the depth and breadth of experience of our AAEE members is extraordinary. Every year our Chapters put forward individuals to be considered for the prestigious AAEE Australian Environmental Educator of the Year Award to recognise and celebrate contributions to the field. There is no one career pathway in environmental education, and nominated candidates hold diverse roles, however their commitment to environmental education for sustainability is unwavering, they get the job done regardless of political or funding challenges, and make a lasting impact at all levels. Congratulations to all nominees, you are an inspiration to us all. Here we recognise Vanessa Whelan, 2013 award recipient …

By Bren Weatherstone and Jill Buscombe
greenhood@netspeed.com.au
Each year every Chapter of the Association nominates one of their members for selection by a national panel to receive the Australian Environmental Educator of the Year Award. This year’s awardee is Vanessa Whelan from the ACT Chapter for her outstanding contribution to environmental education. Vanessa has contributed to Education for Sustainability in many ways. She established both Waste Wise Schools and AuSSI in the ACT by developing and delivering innovative strategies that have engaged and enabled most schools in the ACT. Her highly successful approach has influenced AuSSI educators in other states and territories. Vanessa supported the introduction of EFS in the curriculum through the development and delivery of EFS units of work and professional learning for ACT teachers. Vanessa’s ongoing commitment to EFS at a national level was evident in her role as Convenor of the 2010 AAEE National Conference, her contribution to the development of national policy and the range of committees on which she has been, and continues to be, an active member. Vanessa is passionate about supporting youth to develop their leadership for sustainability skills and provides mentoring and support for a number of programs and events. Vanessa has an excellent professional record of managing major EFS projects and delivering results. She continues to lead by example demonstrating her outstanding personal qualities of commitment, integrity, resilience and courage.

Vanessa is currently the president of the ACT Chapter and a well respected professional within environmental education. As an Association, we recognise her contribution to the field to date through the Australian Environmental Educator of the Year Award. Congratulations Vanessa!

AAEE Website Revamped!
By Ruo (Robert) Li
Treasurer@aaee.org.au
As members have put forth suggestions in improving communication and access to online resources, AAEE and its Executives have listened. Over the last few months, we have engaged IECOM to assist with upgrading our website and its functionality. With the website launched last week, below are the new changes and how it will better serve our members.

- New vibrant and fresh appearance
- Personalised profile for each individual member
- Ability to contact other members and network
- Resources from our partnerships to be available and shared

As we move forward with the new site, we ask that members to continue to give us feedback so we can tailor to your needs.
Prior to Dubbo, I had never attended an AEE conference. Then, when I was searching for resources for our second Lismore High Sustainability Festival I read about the Gould League of NSW Scholarship in an AEE email correspondence. The scholarship is a legacy left by the Gould League of NSW (originally Gould League of Bird Lovers) that provides teachers, tertiary students and environmental educators with financial assistance to attend the AEE National or NSW state annual conference or equivalent professional learning activity. I successfully applied for the scholarship which enabled me to attend the 2013 AEE Conference in September in Dubbo. This article provides an overview of my personal Conference experience.

In his plenary speech, Contributing to Global Hope, Dr Mario Mettesta said courage is what is needed. Not only do we, as a race, have to think differently but we need “courage” to enter the vortex. The vortex being that unknown scary place or territory where those that care about the environment I felt somehow connected. A connection was particularly evident on the “Around River Reserve” cycling fieldtrip I attended on the first day. Lynton Auld from Dubbo City Council took a group of us on a tour along both sides of the river. Apart from the aggressive magpies that attacked nearly 50% of our group there were multiple stops along the river for us to learn about the different ways in which WaterWise are educating the public on how to protect native species in the Macquarie River. We were even lucky enough to enjoy lunch within the grounds of the Dubbo Zoo surrounded by the calls of those aptly named frogs, the “pobblebonk”.

The conference sessions were small and intimate with a relaxing feel. During the Thursday afternoon “Aspiration to Action” session, Kylie Walker from the NSW Office of Environment, gave us excellent tips for writing grant applications and how to make them fun. The following day I attended the “Marginal to Mainstream” session in the morning and the “Aspiration to Action” session in the afternoon. Again both sessions were very inspiring. For example, Claire Bannerman from the Murray Darling Basin Authority spoke about the Basin Championships Program. This program allows students to conduct their own River investigations with a mentor and engage with local experts to build connections and interdependence.

One talk that was technologically superior was by Steve from the Field of Mars. The incorporating of digital technology they are doing with students, allowing them to use the iPads and iTunes is really the way things are needing to head with the “Digital Kids” we are dealing with now. I also loved Michelle Johnston’s (North Sydney Council) talk on the Centre for Sustainability that has been built on the old coal loader and has now become a local farmers market. I hope to visit the Centre sometime soon.

Chris Wilson gave a talk about his work with Jody Orcher about the Indigenous Ranger Cadets at Wadeye. Facing the challenges of drugs, alcohol and gambling they managed to increase attendance from 50% to 80%. They did this by finding ways to engage Aboriginal students through building rapport with the Elders, incorporating fishing, boating and hunting into lesson plans, all while developing their social skills, teaching them how to be good uncles, how to look after their country and to understand the impact of their own actions.

Other notable talks included: the Mayor’s story of the difficulties in changing from a V8 car to a hybrid; the smoking ceremony by the local Indigenous dancers; Margaret Somerville’s connection to her “place” in the area surrounding the beautiful Emu Heights and how that connection motivated her to become part of a major conservation effort; and last but not definitely not least, Costa’s charismatic and hugely motivational plenary “Reflections” speech inspiring us all to be pollinators and pollinizers and overall “public awareness radiation stations”.

I cannot thank the Gould League enough for the opportunity they gave me in attending the Dubbo Conference. The Conference was such a positive experience. I made great connections and friendships that I will keep for a long time and that will not only benefit my teaching but will also add value to my students’ learning. Furthermore, I have renewed enthusiasm and passion for sustainability that I know will last at least until I attend the 2014 AEE conference in Hobart. I now plan to attend all AAE conferences in the future.
The Green Gown Awards 2013

Recognition and celebration of effort are key to motivation. Australia has been lucky enough to have the Green Gown Awards to recognize sustainability excellence within our teaching and learning institutions thanks to the Australasian Campuses Towards Sustainability (ACTS) and the Environmental Association for Universities & Colleges (EAUC). Our congratulations go to all of the 2013 Green Gown Award recipients, of which a number are members of AAEE or have AAEE representatives working within their institutions.

An extract from the ACTS website:
www.acts.asn.au

The winners of the 2013 Green Gown Awards Australasia, presented by Ecosave, were announced at a fabulous dinner and award ceremony at the Scenic Waterview in Bicentennial Park, Sydney on 26 September 2013. In their fourth year, the Awards recognize sustainability excellence and this year drew winners in nine categories, the judges were delighted with the high calibre and diverse selection of entries. And the Winners are:

Carbon Reduction
*Sponsored by Mojarra*

Winner: Deakin University “There and back again, a tale of intercampus sustainable transport”

Highly Commended: AUT University “Three pronged approach to reducing CO₂ emissions – energy, transport and waste”

Highly Commended: University of Wollongong “Moving the masses – a commuter revolution”

Continuous Improvement
– Institutional Change
*Sponsored by Envizi*

Winner: Sunshine Coast TAFE “reTHINK for sustainability@sunshine Coast TAFE”

Highly Commended: Griffith University “Leadership focused on sustainability”

Learning & Teaching
*Sponsored by Learning and Teaching Sustainability*

Winner: Griffith University “Griffith MBA”

Highly Commended: University of Tasmania “UTAS’ Academic Operations Sustainability Integration Program (AOSIP)”

Highly Commended: University of Technology, Sydney “Accountants: The New Climate Change Warriors”

Social Responsibility
Winner: TAFE NSW – Western Sydney “Building sustainable communities by strengthening the wellbeing of individuals and families”

Highly Commended: Curtin University “John Curtin Weekend”

Smaller Institutions
Winner: Unitec Institute of Technology “Going Green at Unitec”

Highly Commended: Sunshine Coast TAFE “reTHINK for sustainability@sunshine Coast TAFE”

Student Initiatives
*Sponsored by KeepCup*

Winner: University of Wollongong “Sunsational – Team UOW’s Illawarra Flame Sustainable House”

Highly Commended: La Trobe University “Australian Environmental Law Moot”

Highly Commended: The University of Adelaide “Waste Watchers – Bin Monsters Come Alive”

ACTS is a non-profit member based organisation representing higher and further education institutions within Australia and New Zealand. ACTS aims to inspire, promote and support change towards best practice sustainability within the operations, curriculum and research of the tertiary education sector. ACTS seeks to build community and business partnerships at the local, regional and international level, in order to bring together a network of people for positive engagement, capacity building and change.
In 2013, Kate Thompson and Rebecca Miles re-established the AAEE Research SIG to provide connections, networking and conversation opportunities for researchers and those interested in research in Environmental Education/Education for Sustainability. We will regularly include updates and information about current EE/EfS research and profiles of SIG members.

By Rebecca Miles
r.miles@latrobe.edu.au

EE/EfS research:
Amanda Lloyd is a PhD candidate at UWS and a Primary School teacher. Read below to find out about her doctoral research in place-based pedagogies and outdoor learning. Contact Amanda through the Nature Educators Network (AAEE) at nature.educators.network@gmail.com

According to current research, connection to place through the fostering of a lifelong relationship with the natural environment enhances environmental knowledge and a deeper understanding of the world. Place-based pedagogies promote children’s need to know their local area before they can have a connection and a drive to protect global environments. Devising an immersive, place-based pedagogy within the concept of country is the theoretical framing that will informing this study. The pragmatic focus of the research is directed towards producing and implementing an immersive, place-based approach to outdoor learning. A distinguishing feature of the program is the weekly curriculum based lessons that are conducted outside the traditional indoor classroom. The benefits of this approach will then be argued in order to influence educational policy and improve understandings of place-based pedagogy.

Dr Elaine Lewis is employed as the Cross Curriculum Coach at an independent public school, in Perth, Western Australia. Read below to find out about her current research interests. Contact Elaine at Elaine.Lewis@education.wa.edu.au

Elaine has worked as a teacher, across K-7, for many years and in 2008 was awarded the de Laeter Medal for “Outstanding Contribution to Science Teaching”. Her research interests focus on Education for Sustainability (EfS), with particular interest in the Australian Sustainable Schools Initiative (AuSSI). Elaine completed her doctoral research in this area, conducting a longitudinal study (1990 - 2009) on the impact of EfS, including AuSSI, at a primary school. Dr Lewis serves on the management committees of the Australian Association for Environmental Education - WA Chapter and the One World Centre Inc (WA), and in these roles is involved in many school and community-based EfS initiatives. In 2012 Elaine was presented with the national “Educator of the Year” award by the Australian Association for Environmental Education. She has experience as a sessional lecturer in environmental and pre-service teacher education at Murdoch University and in literacy and special needs education at Edith Cowan University Australia. Dr Lewis’ current EfS research interests include the impact of the Australian Sustainable Schools Initiative (WA) at the primary school level, the implementation of Little Green Steps in WA – an early childhood EfS initiative, community based carbon reduction projects, community engagement in oblong turtle conservation, the impact of community science and sustainability initiatives, and waste management strategies at community events.

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).
Wrapping up the 2013 Melbourne Water Kids Teaching Kids Conference, I was yet again blown away by the innovation and environmental knowledge displayed by both primary and secondary students. At every Conference and Target Kids Teaching Kids Week event I am reminded of the benefits of authentic learning which fosters confident, independent and motivated students. The Conference atmosphere was buzzing with excitement as students discussed and formulated plans to protect our waterways and improve our environment, and ultimately our wellbeing. Students spoke with passion and authority, whilst respecting each other and the natural environment in which we all share.

The Melbourne Water Kids Teaching Kids Conference is a culmination of 8 months of student-led research and development, resulting in informative and thought provoking presentations that educate delegates about local environmental issues and viable solutions. Students shared their knowledge and passion for a more sustainable future through interactive workshops, main stage performances and video presentations.

This year’s event, themed around the “Urban Water Cycle” saw students investigate an array of topics from building vertical gardens helping to maintain green cities, the protection of our precious wetlands which support an array of wildlife including migratory bird species, the importance of groundwater and the impacts of human activity on it, the effects of impervious surfaces, to the comparisons of water samples form the Yarra River, Moonee Ponds Creek, Maribyrnong River and Royal Park Wetlands.

Through the Kids Teaching Kids development process students reflect on how they learn best and incorporate these ideas into their presentations. For example, many students enjoy science experiments so we saw evaporation and condensation experiments simulating the water cycle, along with water testing, bug identification using microscopes and Bernoulli’s Principal demonstrated in the flight of birds. Students also got creative using different video techniques, performance, dance, games and activities. Kilbreda College created a life size snakes and ladders game exploring the positive and negative effects that human actions can have on the foreshore. Whilst Cornish College developed a massive tilt table focused on effective use and installation of water tanks. We took a fascinating look at the history of sewage treatment in Melbourne (Smellbourne) with Spotswood Primary’s ‘Pumped up about Sewage!’ video and were entertained by vibrant characters, singers, musicians and dancers on the main stage.

It has again been an amazing experience working with such passionate teachers and students who dedicate hours, weeks and months to creating unique and engaging presentations. Congratulations to everyone who participated in this year’s Conference, it was an outstanding event that would not be possible without you all.
CleanRun EcoDrive

By Jennifer Pearson

The Department of Environment Conservation (DEC) Air Quality in Western Australia needed someone to reactivate the innovative program CleanRun EcoDrive. While the Community-Based Marketing Research (CBMR) that Doug McKenzie-Mohr has been promoting in Australia for many years was familiar, I’ve never driven a diesel truck so it was an interesting learning curve.

‘Ecodriving’ incorporates a number of safer, smarter driving techniques that maximise fuel economy by operating the engine as efficiently as possible. CleanRun EcoDrive provides the resources to develop an ecodrive training program within a range of organisation, including driver training materials developed by industry experts. The fuel use and creation of carbon dioxide (CO₂) emissions are directly linked, so an organisation that reduces its fuel from between 10 to 35% with a similar reduction in vehicle-related CO₂ emissions.

Perth has poor air quality so targeting the light diesel trucks that are the heartbeat of the delivery transport system made sense. After the considerable work by Air Quality and an industry group Strategix Training Group to research, write, trial and evaluate the program over 18mths. What is now available to any truck company is a step-by-step guidebook with an abundance of support material for the person who manages the change process for the company, local government or organisation.

Another benefit of working at DER Air Quality was meeting with Peter Moynihan from Flexible Training Solutions. Peter was completing his studies at Swinburne University and as the training company he worked for is incorporating EIS into their training programs, the adoption of the CleanRun EcoDrive program was a perfect fit.

There are a range of innovative data loggers that are used in this industry as well to keep track of upcoming maintenance, safety of drivers by logging hours of driving and prompts to drive carefully. The articulated by MTData highlights the way in which these technologies are assisting in the reduction of emission and enhancing the safety of drivers.

By making small changes to driving habits, your drivers can actively drive down fuel use and vehicle emissions. This was an interesting 8 months of working giving me an insight into the manner in which Departments support innovation in EIS. For more details about this free program you should contact Peter Musk, Manager Air Quality Policy and Programs, on Peter. Musk@der.wa.gov.au

Information technologies in EEfS

By Jo Kelly

Aaeeqld@gmail.com

We live in a digital age, an information revolution which has been likened to the industrial revolution in its impact on how we live, work, learn and play.

Web pages, ibooks, mapping tools, the “cloud”, communities of practice, web based knowledge banks, competitions, social networking, blogs, online courses, podcasts…the diverse application of information technologies to our field is mind blowing.

A powerful tool, information technologies can enhance EIS, but should not replace actual participation and learning within the environment. Nor should applications of I.T. become the only deliverables within a project, as it’s behaviour change in humans we are aiming for.

Information technologies can pose a challenge to those of us who are not “digital natives”, unlike the children we teach in the formal and informal EEfS settings.

I recently received this advice regarding the formal education setting:

“You may not be aware that the Australian Curriculum has made a significant shift in the teaching of ICT. Over the past decade the ICT teacher has been the central person responsible for teaching students the day-to-day use of ICT. This will change with the implementation of the Design Curriculum, due to be realised soon. The Digital Design subject, which is mandated until year 8 and elective in year 9 & 10 is about designing with ICT. It focuses mostly of programming and computational thinking. So who teaches the students the day-to-day teaching of ICT? Well, all of us”.

With the implication being, we as teachers need to improve our I.T. skills and quickly!

Regardless of the EEfS setting, formal or informal, for us to effectively engage with young people, we need to embrace information technologies, taking advantage of the opportunities they open for us to communicate, play and share experiences of our natural world.

Together with the other articles within this section, please find below some interesting resources which may assist you in your work.

Sustainability Education Community of Practice: www.sustainability.edu.au/about-sustainability
Geometry Photo Competition by the Australian Mathematical Sciences Institute. www.facebook.com/media/set/?set=a.545682302145847.107374183.33.105031952877533&type=1
(Vote your favourite and consider photo’s in the 7th and 8th rows…a spiders web with droplets and grass through the farm; taken by AAEE member Jeanie Clark)
ARIES – www.aries.mq.edu.au
CERES – http://sustainability.ceres.org.au
SCOOTLE – www.scootle.edu.au/ec/p/home
Sustainability – http://sustainability.edu.au/resources
Sustainable Schools – www.det.wa.edu.au/curriculumsupport/sustainableschools/detcms/portal/
www.sustainableschools.qld.edu.au
www.sustainableschools.sa.edu.au/pages/wholeschool/33365/?reflag=1

AAEE at Home…

13
Webinar brings State together in a Win/Win/Win/Win

By Jo Kelly
Aaeqld@gmail.com

I love a sunburnt country,
A land of sweeping plains,
Of ragged mountain ranges,
Of droughts and flooding rains,
I love her far horizons,
Her beauty and her terror-
The wide brown land for me.
— I love a sunburnt country
Dorotheo McKeller

The vastness of our “wide brown land” is by far one of the most obvious and problematic aspects of organising around Environmental Education for Sustainability (EEfS) at the State level here in Queensland. Bottom line, our State is HUGE! (With a nod to the folks from WA who are now having a knowing chuckle to themselves at this statement). With a population of over 4 million people, and with more than half living outside the greater metropolitan area of Brisbane – a large portion compared with the rest of highly urbanised Australia, we are spread over an area of 1,727,000 square kilometres.

To put that into perspective Queensland is nearly 7 times the size of Great Britain, 5 times the size of Japan, and 2.5 times bigger than Texas, USA.

AEE Queensland members have long recognised the need for coordination, collaboration and cooperation across our great state, but logistics such as time, distance and costs, can get in the way! When we heard of the opportunity to contribute to the Australian Education for Sustainability Alliance (AESA) project to recommend ways to address EEfS within the Australian Curriculum we were very keen to participate. We knew from the outset voices from Regional Queensland would be key to our contribution. But how to do this? Would the internet help us talk across “sweeping plains” and “ragged mountain ranges”? Could we do this quickly, efficiently and with relatively no $$$? And given the “terror” of our State’s recent 7 year drought followed by cyclones, floods, floods and more floods, would we be able to drum up a reasonable response from across the state?

Firstly, we pulled together a coordinating team from willing AAEE members, communicating through skype and email, both great tools, free and easy to use. Our earliest discussions were around the “win” for the members and colleagues we were trying to bring together, knowing the political and economic climate (read: job losses and budget cuts…oh, and Climate Change doesn’t occur here in Queensland) together with the aforementioned physical climatic conditions. The situation was wearing on EEf professionals within the State at the time, and we needed to be clear about the benefits to participants from the exercise. The pragmatic requirement of professional development against the Queensland and Australian Standards for Teachers was identified. As was the need for individuals to network with colleagues, have the opportunity to learn and share with each other and have a positive exchange of ideas over a shared meal.

Building on this “win” for the individual, the coordinating team decided a structure to facilitate consultation, choosing to have regional hubs across the state which could “host” a meeting on a set date in March. Using our AAEE membership we scouted for hub locations which were formalised in Cairns, Townsville, Mackay, Toowoomba and Brisbane (Members from the Sunshine Coast and Gold Coast drove to Brisbane for the day). The hub structure would enable AAEE members in these regions to reinvigorate participation in AEE Queensland activities around EEfS. A win for the region which was crucial, as each hub was making a significant contribution of time, effort and resources.

We wanted our hubs to be able to listen to each other, share presentations and to talk to each other to facilitate state wide discussions and to facilitate contributions to the AESA national research project and the Lonergan research team. With a number of our members experienced in holding Webinars (seminars held over the internet) we discussed the logistics around different platforms given hub capabilities and decided upon “Elluminate” a web conferencing system used by Education Queensland and a number of our hubs already. Luckily, one of our hub coordinators had a team member who had completed moderator training for Elluminate, and he kindly donated his time to both test the system with participants (a few days before the live webinar) and the webinar itself (for the full four and a half hours on a Saturday!). Elluminate was free for participants to download from the website) taking between 2 to 20 minutes depending on connection speed. Of course we had a number of participants who couldn’t make it to a hub on the day, and wanted to join the Webinar from their home or work. If they had a computer with a microphone, together with the downloaded software, we could accommodate these individuals as well. (We had the choice to use video feed, recording the presentations, however experience had warned us against this as it could be problematic). Given we had never held a Webinar like this before, we did invite participants and hubs to test the system using the equipment they would be using on the day with our moderator before the day of the event enabling us to iron out any problems.

The Elluminate software allowed those participating within the webinar to: listen to and view powerpoint

continues page 15
presentations; write notes on communal “white boards”; type comments which went live, adding to our discussion and of course the whole thing could be recorded for future reference.

The Lonergan researchers who were involved in the AESA project had the opportunity to benefit from both running consultations at two of the hubs on the day (Cairns and Brisbane), as well as holding discussions online with hubs which did not have a facilitator (Townsville, Mackay and Toowoomba). A win to the researchers. (Thanks to AESA and Lonergan for both their generosity of experience and funding support of the Webinar).

The Webinar, held in March, was very successful, meeting its objectives whilst bringing together our EEfS professionals for a relatively small cost (and saving loads of carbon emissions!!). Initially daunting to organise as it was our first, we are keen to hold another in the future. The final win being to AAEE Queensland, as we have another tool to help us in our goal of meeting the needs of our members.

AESA EEfS in Curriculum Update:
The final report has been delayed by DEEWR until January but we met in Melbourne on the 29th November for an interim report and committee work around the next 2 years work. We will provide greater detail in a future article within ozEEnews. Jennifer Pearson, AESA Committee.

SESA Update:
Many thanks to AAEE members who responded to the online survey & also agreed to be interviewed. We had a great response rate to the online survey – 170 people in less than a week from both waste and water industry trainer groups. As well as AAEE members, the networks also included the Water Educators Network Australian Water Association (WEN-AWA); and the Waste Educators chapters of Waste Management Association of Australia (WMAA) in each State/Territory.

The researchers are now following up with both employers and young people to find out more about the ways professional development strategies can best meet their needs. In the next few weeks, SESA will have a better idea of what it will be offering next year in terms of pilot professional development.

If you would like to receive the SESA online e-news and keep updated with training opportunities please let the Project Manager, Larraine Larri know. Her email is renshawhitchen@bigpond.com.
Summer Reading…

With many of us taking some time away from our normal hectic routines over the summer period, our members have kindly contributed a number of book reviews and recommendations to tempt you. Why not make yourself a long, cold iced tea, find a cool spot, and enjoy a good read this summer?

The Biggest Estate on Earth; How Aboriginals Made Australia

By Bill Gammage

Recommendation by Jo Kelly

ozeenews@gmail.com

Well firstly, this isn’t a review, rather I’m sharing with you what I intend to read over the summer break. This book was lent to me by Ron Holmes, one of our wonderful Qld AAEE Member Support Officers. I’ve kept it safe, waiting for the summer break to have the time to delve into it, knowing that once I started I wouldn’t want to stop! Here’s why: “Across Australia, early Europeans commented again and again that the land looked like a park. With extensive grassy patches and pathways, open woodlands and abundant wildlife, it evoked a country estate in England. Bill Gammage has discovered this was because Aboriginal people managed the land in a far more systematic and scientific fashion than we have ever realised.

For over a decade, Gammage has examined written and visual records of the Australian landscape. He has uncovered an extraordinarily complex system of land management using fire and the life cycles of native plants to ensure plentiful wildlife and plant foods throughout the year. We know Aboriginal people spent far less time and effort because Aboriginal people managed the land in a far more systematic and scientific fashion than we have ever realised.

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The target audience is from twelve year olds to adults, although I have to say a lot of the content is probably more suitable for the upper age bracket of that range (some things triggered dusty memories from university for me. I have to say I wish I had these books back then - some of the content is just as informative, but nowhere near as scary as my first year textbooks which were the size of small children with the dryness of a crisp chardonnay). The books are perfect for the bright high school student with a flair or interest in science, or for the adult wanting to remember the basics of biology, chemistry and physics (parents and homework-helpers of secondary students, anyone?).

The books tackle some thought-provoking topics that make for lively conversation, like the race between medical science and bacterial evolution, and the hot potato of wildlife conservation versus animal welfare. The range of interest is great and peppered with humorous illustrations that make for an informative but light and enjoyable read. I did find the author’s opinions occasionally creeping in with a little too much enthusiasm though, and I would have liked to see some more prompting for development of the readers’ opinion (especially in the revision questions at the end of each section).

The information presented is drawn from an impressive range of sources, from historical science to modern-day international politics. There was a good balance between an Australian and worldwide focus which set the context nicely. I found the over-all take home message of the series to be inspirational and hopeful for our future on this planet, although I would have liked to see more “What can I do in my own backyard?” type of empowerment for the young enquiring minds who will be reading this book.

Over-all I very much enjoyed the read (more like a trip down memory lane for a lot of the fabulous science I learned in my younger days but had subsequently thrown out of my brain to make room for much less useful things). I’ll happily take the books home for my fourteen year old step-son in the hope that it kindles more interest in science for him, and some sparky dinner-time conversation for our family. (OMG we could a great first topic).

Deeper Insights series

By Melvin Bolton

Review by Leonie Maddigan

The Deeper Insights series is made up of four books ‘for students who want to know more’. The four titles, “How Evolution really Works”, “Population Growth and Control”, “Energy – From H-Bombs to Eggs” and “Conserving the Wild”, make for a diverse and interesting read.

The target audience is from twelve year olds to adults, although I have to say a lot of the content is probably more suitable for the upper age bracket of that range (some things triggered dusty memories from university for me. I have to say I wish I had these books back then - some of the content is just as informative, but nowhere near as scary as my first year textbooks which were the size of small children with the dryness of a crisp chardonnay). The books are perfect for the bright high school student with a flair or interest in science, or for the adult wanting to remember the basics of biology, chemistry and physics (parents and homework-helpers of secondary students, anyone?).

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Cayley & Son; The life and art of Neville Henry Cayley & Neville William Cayley

By Penny Olsen

Review by Jo Kelly

ozeenews@gmail.com

My father was a keen breeder of Australian birds, and as a child, I had the pleasure of watching his beautiful eastern rosellas, elegant princess parrots and cheeky rainbow lorikeets feed, play and bring up their young in our own backyard. His love of Australian birds was infectious, and I remember spending hours trying to memorise all of the species on his posters and in his field guide “What bird is that?” The artwork in the field guide was impressive. Later I was to find “What bird is that?” was widely used by those of us interested in Australian
native birds since it was first published in 1931. The field guide was written and illustrated by Neville William Cayley (1886–1950), son of artist Neville Henry Cayley (1854–1903) who, before him, had also had dreams of publishing a ‘big bird book’ - a comprehensive publication on Australian birds - but it never came to fruition. Cayley and Son charts the lives and works of this Australian father-and-son pair of bird artists. I was lucky enough to receive a copy for a recent birthday and am reveling in the artwork and the tale of the lives of these two artists, whilst learning more about Australian history and the evolution of wildlife conservation in Australia. Separated into two essays, one for the father, one for the son, it’s an easy, enjoyable read, and a great Christmas present for the bird, natural history or art enthusiast. Available at the ABC shop for $49.95.

The Devouring Dragon
by Craig Simons

Review by Rhiannon Anderson
rhiannon.anderson@cp.nsw.gov.au

The current demise of our natural world is laden with complexities. Trying to explain these complexities to others can be a difficult task, a task that The Devouring Dragon takes on and eloquently succeeds.

When I first started to read The Devouring Dragon I was intrigued as to how Simons was going to place the decline of the natural world on China’s growth, yet he does not. Instead, Simons uses China to symbolically represent the world’s treatment of the environment.

Too often I find environmental texts laden with scientific jargon, preventing those without background knowledge in science, developing meaning from the text. Simons writes his more like a narrative and when he does use terminology he explains it. This makes The Devouring Dragon accessible for all individuals. The readability of The Devouring Dragon combined with it being a story about the whole world’s relationship with nature, makes it an important read for all.

Simons, a journalist who lives and works in China, presents a familiar picture. China, a developing country, wants the same quality of life as developed countries. Meanwhile, as developed countries are requesting them to prevent their environmental impact they are using China to manufacture their goods. Which leads to huge environmental impacts locally for China and globally.

One could be forgiven to see The Devouring Dragon as a pessimist view of our world. A feeling of no hope, we are on the path to the loss of the natural world and humanity’s destruction. The descriptions of the plants and animals are highly emotive and used as a metaphor to our ignorance. As they fade away, is there anyone to witness their demise? Does anyone care? Simons shows there are signs all around of nature’s declining state. Simons describes himself brushing off coal ash from a magazine, a symbolic indication of our feigned ignorance to our consumptive use of the environment. Yet, almost painting an Aldous Huxley’s Brave New World (1932) vision of China, the people do not see the environmental destruction around them, only the progress of their society. In Simons’ descriptions of the fading natural world he faintly sends the message that we must see it now before it is all gone.

However, contrasted to his tone of the book where natural beauty meets human ignorance and greed, he concludes that there is hope. He offers that there are solutions that can be realised and he suggests that even though it seems bleak he has optimism. He is optimistic because he chooses to be so, perhaps a lesson for us all. Despite the hard to swallow truths in Simons book, it is a must read.

The book perfects describe the current environmental crisis, but it reminds us of what humanity could lose.

Inclusive Outdoor Play: a practical guide to meeting additional needs
By Anne Vize

Review by Jo Kelly
ozeenews@gmail.com

“Outdoor play spaces are an important part of the environment for all young children. They can include the home setting, as well as frequently visited spaces such as the preschool, childcare or school playground, local parks and gardens, and natural bushland spaces. So why is it a good thing that young children play outdoors?

There are a multitude of benefits for the child who engages in outdoor play on a regular basis. But how does this apply to children with additional needs? Do the benefits extend to their outdoor play experiences?

In Anne Vize’s new publication, she takes a closer look at some of the positives, as well as some of the considerations when planning and implementing an outdoor play program with young children with additional needs. Inclusive Outdoor Play: a practical guide to meeting additional needs is a useful reference for those planning inclusive education for sustainability activities in outdoor settings.

Anne Vize holds a master’s degree in Special Education from Deakin University and her work with children with severe and multiple disabilities and health impairments, as well as with children with autism and intellectual disability has informed her work. Suitable for EIS practitioners from community organisations through to the formal education sector, this publication reinforces the benefits of outdoor play for young children with additional needs from motor skills development and social and emotional development through to benefits for nature. Modelled on the Forest Kinder concept popular in countries such as Norway, Finland and Scotland, and recognising access to areas can be problematic for children with mobility limitations and risks may be evaluated in a different way for some children, the publication addresses key issues you may need to be aware of when planning.

Providing an overview of additional needs and highlighting communication opportunities outdoors, “Inclusive Outdoor Play” helps you better understand your client and be prepared to maximise the opportunities outdoor play provides. Covering sensory play and gardens, sand and water play, kitchen gardens and inclusive equipment and techniques as well as adapting outdoor games, the book is comprehensive in it’s content. Well ordered and presented, the book is easy to read and understand. “Inclusive Outdoor Play” is a useful tool for all EIS professionals who are planning inclusive EIS experiences outdoor and is available from Teaching Solutions at www.teachingsolutions.com.au
Honeydew Mint Iced Tea

www.canadianliving.com/food/honeydew_mint_iced_tea.php

Makes 2 litres

Ingredients:
5 green tea bags
3 cups cubed peeled honeydew melon
1/3 cup of sugar (or sugar substitute as per instructions on pack)
1 cup mint leaves

Preparation
In a large heatproof bowl, steep tea in 8 cups of boiling water for 4 minutes. Discard bags.
In a large saucepan bring melon, sugar, 1 cup water and mint leaves to boil. Reduce heat to medium-low; simmer until melon is broken down, about 8 minutes. Add to tea; let cool to room temperature, about 30 minutes. Refrigerate until cold, about 2 hours. Strain through tea strainer into pitcher, pressing solids only gently so beverage remains clear. Serve with ice cubes.

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

Environmental and cultural hub Hobart is to host the 2014 AAEE Conference at Hobart’s Grand Chancellor Hotel which overlooks the beautiful Derwent River and Salamanca cultural area. One of the key note speakers is new Tasmanian – Paul Gilding author of The Great Disruption. The AAEE conference backs onto the Australasian Campuses Towards Sustainability conference also at the Grand Chancellor and Tasmania’s iconic Sustainable Living Festival – a gentle stroll down to Princes Wharf 1 from the city. Environmental learning opportunities will feature Tasmania’s innovative 6 star green star Sustainability Learning Centre, The Institute for Marine and Antarctic Research Division, CSIRO’S Antarctic Division, The Millennium Seed Bank at the Botanical Gardens and meet Tino of ABC Gardening fame. Come and spend an educational and enjoyable week in Hobart!

www.aaee.org.au
Summer Listening and Learning

If, like me, you HATE cleaning, and the summer holidays are the time you do all those awful jobs… cleaning out drawers, cleaning blinds and fans, tidying up outside and reorganising the plastics cupboard… relief is here! Grab your portable device and listen in to Radio National Podcasts or catch up on a Coursera course, listening and learning while you tidy up the shed, getting ready for the year ahead.

Recommended Radio National Podcasts

The Boyer Lectures
The 2013 Boyer Lecture series will be presented by Her Excellency, The Honourable Quentin Bryce AC CVO, Governor-General of the Commonwealth of Australia and Patron to AAEE. The title of the series, Back to Grassroots, reflects the Governor-General’s involvement in community, the law, and human rights activism, reform and practice throughout her personal and professional life. www.abc.net.au/radionational/search/?query=boyer+lectures

Green School and the power of bamboo
If you liked Sally’s earlier article “Green Dreaming in Bali”, here is more about the school. www.abc.net.au/radionational/programs/bydesign/green-school-and-the-power-of-bamboo/2994886

After the fires
After the October bushfires in the Blue Mountains in NSW, the 6th Engineer Support Regiment joins local residents for the clean-up. www.abc.net.au/radionational/programs/offtrack/off-track-23-november-2013/5102536

Climate change is possible:
Peter Andrews OAM says the reversal of climate change, the most urgent problem facing humanity today, is possible. www.abc.net.au/radionational/programs/latenightlive/climate-change-reversal-is-possible/4890520

Recommended Coursera Courses

Energy, the Environment, and Our Future – Dr Richard B. Alley
Join internationally-acclaimed researcher and award-winning educator Richard Alley in an exploration of the role of energy in our environment and our future. Begins Jan 6th… see you in class! www.coursera.org/course/energy

How to Change the World – Michael S. Roth
How to Change the World has its origins in the Social Good Summit held at the 92nd Street Y in New York. We will discover together what actions we can take to make a difference. Begins Jan 20th www.coursera.org/course/changetheworld

How Green Is That Product?
An Introduction to Life Cycle Environmental Assessment – Eric Masanet
Paper or plastic? Hybrid or conventional vehicles? Which is better for the environment? To answer these questions, one must take a holistic systems view using a quantitative approach known as life cycle assessment. Begins 25th Jan www.coursera.org/course/introtolca

Australian Journal of Environmental Education

By Dr Amy Cutter-Mackenzie
The journal of the Australian Association for Environmental Education is an internationally refereed journal which publishes papers and reports on all aspects of educational development. It presents information and argument which stimulates debate about educational strategies that enhance the kinds of awareness, understanding and actions which will promote environmental and social justice.

Audience
The journal is addressed to educators working in any educational setting where these matters are centrally or peripherally considered.

Contributions
The journal welcomes contributions about all aspects of education for sustainability and seeks balanced and integrative accounts of practice, theory and research presented in written or graphic forms appropriate to the matters considered, the wide range of the journal’s readership and the journal’s intentions.

Intending contributors are asked to adhere to the AEE author guidelines at http://journals.cambridge.org/action/displayMoreInfo?jid=AEE&type=ifc.

 Contributions must be submitted via the publisher’s website at http://journals.cambridge.org/action/displayJournal?jid=AEE.

Inquiries should be forwarded to:
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Dr Amy Cutter-Mackenzie
Associate Professor (in Sustainability, Environment & Education)
School of Education, Southern Cross University, Lismore Campus, Lismore, NSW, Australia, 2480
Phone (Office): +61 2 6626 9268
Mobile: +61 0418 713 758
Email: Amy.Cutter-Mackenzie@scu.edu.au
We would like to welcome both the new and continuing members of the 2013-2014 National Executive Committee.
(List is current as of Nov 2013).

Intending contributors should forward material by e-mail to the Editor at ozEEnews@gmail.com
Deadline for contributions to next edition is the first week in February 2014.

**NATIONAL EXECUTIVE COMMITTEE**

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<td>Jenny Dudgeon</td>
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**CHAPTER CHAIRPERSON/S**

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**CHAPTER LIAISON OFFICER**

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