

A National Approach to the Professional Development of Sustainability Educators

**Work in Progress Strategic Plan
Version 090310**

**Prepared by the Project Management Group
made up of members from:**

Australian Association for Environmental
Education

Australian Water Association

Marine Education Society of Australasia

Waste Management Association of Australia

*Funded by the Department Environment, Water,
Heritage and the Arts*

Contents

1. Introduction	3
2. Title	3
3. Scope	3
3.1 Vision	3
3.2 Purpose	3
3.3 Key Objectives	4
3.4 Key Outcomes	4
3.5 Criteria for Recognition for the PD modules	5
3.6 Target audiences	7
4. Main Steps in the Project.....	7
5. Project Management Group.....	8
6. Appendices	9
Appendix 1. Terms of Reference for PMG	9
Appendix 2. Tasks of the Project Manager.....	10
Appendix 3. Program Logic – Hierarchy of Intended Outcomes.....	11
Appendix 4. Summary of Existing Short Course PD programs	12
Appendix 5. Key Learnings from Review of Educator Professional Development Report..	13
Appendix 6. Module Recognition and Accreditation	15
Appendix 7. Details of Target Audiences	16
Appendix 8. Work to Date Undertaken by Hazel Storey, Project Manager	20

1. Introduction

Four associations (Australian Association for Environmental Education, Waste Management Association of Australia, Marine Education Society of Australasia and the Australian Water Association) were successful in obtaining a grant from DEWHA to identify, recognise, and facilitate the delivery of endorsed short course professional development modules for those who design, deliver and/or evaluate sustainability/environmental education. The lead agency for the project is the Waste Management Association of Australia.

For the purpose of this project, we are using the term sustainability educators as those who design, deliver and/or evaluate Environmental/Education for Sustainability (EfS) programs in the community (non- school) sector. They may be professionals whose role incorporates the delivery of education or social marketing/communication, or they may be those who are involved in education as part of a broader role, as for example engineers who work for a Council or Water Authority and are involved in delivering education, or local government waste/energy/water/biodiversity educators.

Sustainability educators work in a broad range of roles, for which training in a wide range of skills are required. For example, they may deliver:

- education, awareness raising, behaviour change and capacity building activities that act as a catalyst for change in support of sustainability
- activities that enhance national coordination of existing education for sustainability programs, policies or institution
- new and innovative approaches in areas of need in education for sustainability at the local, regional, state and national level.

2. Title

Building our Capacity – National Professional Development Initiative for Sustainability Educators

3. Scope

3.1 Vision

Educators enabled to deliver high quality programs that bring about change for sustainability

3.2 Purpose

To coordinate, develop and implement an effective professional learning program for sustainability educators by:

- identifying/developing short-course professional learning modules for educators
- providing recognition of selected modules from the four associations that are sponsoring the program
- linking these modules to EfS courses in the VET/university sector to promote pathways for ongoing accredited professional development and/or formal education
- promoting the ongoing delivery across Australia of the recognised modules

3.3 Key Objectives

The project objectives are to:

1. Identify existing Professional Development (PD) modules and their providers by November 2009
2. Identify educator PD needs by November, 2009
3. Develop criteria for assessment of existing professional development modules by November 2009
4. Negotiate with module providers and recognise selected existing modules under the criteria by March 2010
5. Identify gaps and commission additional priority modules under the criteria by April 2010
6. Formalise ongoing program delivery model and recruit a RTO, by March 2010 to carry this process forward beyond October 2010
7. Identify and work towards establishing a partnership agreement with a higher education partner to carry the program forward by March 2010
8. Liaise with state chapters and branches and deliver at least one endorsed module in each State and Territory by September 2010.

(Following the project, the objective would be the on-going delivery of the modules on a user pays basis in each State and Territory)

3.4 Key Outcomes

MID-TERM AND SHORT-TERM OUTCOMES

Capacity Building:

Short-term: Access nationally for sustainability educators to at least a small number of high-quality, existing PD modules recognised by the four associations as increasing capacity and competence of educators to do their work.

Mid-term: Growing number of recognised PD modules, in response to changing needs of educators, resulting in increased numbers of educators taking these and applying the knowledge and skills gained from the PD modules to their education programs and projects.

Recognised Short Course Modules:

Short-term: A small number of existing short course modules are identified and recognised by the four associations and additional modules commissioned and recognised to meet immediate unmet training needs.

Mid-term: Increased number of joint PD module delivery by two or more of the four associations and rollout of PD module delivery on a user pays cost recovery basis, overseen by a suitable and recognised RTO.

Qualifications

Short-term: A small number of high-quality and “recognised¹” PD modules are available with a certificates of completion provided to participants by the RTO on behalf of the four associations. Additional modules are commissioned and recognised to meet immediate unmet training needs. Some of the modules are accepted as Recognition of Prior Learning (RPL) for a VET qualification in education for sustainability programs and transferable between EfS sectors.

Mid-term: An expanded set of recognised PD modules are available nationally and linked to VET and University education for sustainability programs. These modules are owned by the four associations and valued by the sector and its employees.

Collaboration

Short-term: The national level associations successfully work together to produce the foundations of a national system of recognised modules that are valued by members and other EfS stakeholders.

Mid-term: Through the collaborative efforts of the national level associations, there are increased networking opportunities for EfS professionals, a significant increase in the profile and ‘status’ of EfS, and increased opportunities for increased revenue from training courses for the four associations, their RTO partner(s) and other key collaborators.

Refer to Appendix 4. Program Logic for a more detailed account of the project outputs and outcomes.

3.5 Criteria for Recognition for the PD modules

The following criteria have been developed to establish the context for the recognition of short-course professional development modules under this program.

These criteria have two roles:

- They will be used to assess existing modules for recognition
- They will be used to frame the development of future modules.

These criteria are founded on EfS documents and principles and the Guide Beside Principles. They reflect best/leading practice thinking in professional development and sustainability.

Criteria for Recognition of Short Course Professional Development Modules

The overarching requirement is that the module reflects and models understanding of EfS: principles and practice must be closely aligned.

In order to be recognised as a part of this national professional development program, modules will need to include the following characteristics:

1. **Context:** the module locates the skills, values and content presented/discussed within a sustainability context (- some or all of the social, ecological, personal, economic and civic leadership/governance domains).

¹ “Recognised” still needs to be adequately defined by the PMG.

2. Purpose: within its area of content, the module establishes change for sustainability as a clear element of its purpose. It has transformation of practice at its core and it builds skills, knowledge and values to underpin this. It builds educator skills in eco-literacy and professional skills in facilitating learning-based change. The module also strengthens the ability of participants to act as agents of change. And, within its area of content, the module helps participants clarify values by creating a sense of personal relevance in, and connection to, change for sustainability. This will enable educators to be aware of and to address the underlying issues causing the unsustainable practices, and to build this thinking into their work.
3. Envisioning a better future: within its area of content the module establishes a link between long-term goals and immediate actions, and motivates educators to action by harnessing their deep aspirations and making it relevant and meaningful for the people that they work with.
4. Reflection, negotiation and participation: within its area of content, the module challenges the role of the educator as simply the conveyor or transmitter of information. Participants are to be actively engaged in the learning processes used within the recognised training module. By encouraging a collaborative learning process and by using critical reflection and negotiation of ideas, the course models engagement, critical and creative thinking, collaborative learning and trust. The module is based on *learning-oriented action* and *action-oriented learning*.
5. Adult learning principles: the recognised module is based on sound adult learning principles. For example, it:
 - Engages participants in their own learning
 - Facilitates interaction and draws on participants in the group for inspiration and support
 - Ensures participants understand the aims, outcomes and processes
 - Values participant experience and enables participants to integrate new ideas with what they already know. It starts from where the learner is at.
 - Builds connections between participant experiences/beliefs/values and sustainability and change
 - Teaches specific skills that participants can use
 - Utilizes problem-solving approaches
 - Values and builds capacity to self-reflect on learning, decisions and actions
 - Recognizes that participants may learn differently
 - Helps build a collaborative community of learners.
6. Evaluation: the module is evaluated to see if it is effective in meeting participant needs and (relevant) expectations and as a means of improving it where necessary.
7. Participant assessment: the module lends itself to assessment of participant knowledge, skills and attitudes, so that assessment can occur and accreditation/recognition/certification given.

Links for EfS principles

The following documents contain the EfS framework within which these criteria are set.

Living Sustainably: The Australian Government's National Action Plan for Education for Sustainability. www.environment.gov.au

Education for Sustainability: The Role of Education in Engaging and Equipping People for Change (ARIES 2009).

Hocking, C., Ray, S. & Day, T. 2006. *The Guide Beside: Assisting you to facilitate sustainable futures now*. A summary of the outcomes of Stage 1 of the Professional Development for Sustainability Facilitators project, Victorian Association for Environmental Education (Melbourne Australia) supported by the Department of Sustainability and Environment (Learning to Live Sustainably Strategy).

McKenzie-Mohr D. and Smith W. A. 1999. *Fostering Sustainable Behaviour: An Introduction to Community Based Marketing*. New Society Publishers.

ARIES 2005 *A National Review of Environmental Education and its Contribution to Sustainability in Australia*.

Department of Environment and Climate Change 2007. *Learning for Sustainability NSW Government Environmental Education Plan 2007 to 2010*.

3.6 Target audiences

The Target Audience for the recognised modules is:

Primary Target Audience (i.e. people who define themselves as educators, often with waste, water etc in front of the word educators)

- Water educators
- Waste educators
- Marine educators
- Environmental educators
- Sustainability educators

These educators would work in a range of organisations, including NGOs, community groups, local government, state government, tourist facilities and community networks.

Secondary Target Audience (i.e. people who don't define themselves as educators, but design, deliver (maybe even evaluate education as a part of their role)

- Engineers in water authorities
- Communication/PR people in councils
- Waste contractors
- Policy staff in government agencies
- People in NGOs and small councils who have multiple roles
- Training providers (consultants, universities, TAFE, training centres, RTOs, etc)

Refer to Appendix 8 for additional details of the primary and secondary targets.

4. Main Steps in the Project

During 2009/10 the main steps in the project will be managed by the Project Management Group and will comprise the following:

- Through a review of existing data and input and discussion, identify the professional development needs of sustainability educators
- Identify existing short course modules and move to recognize these in the program through an assessment process based on criteria to be established by the Project Management Group
- Recruit a Project Manager
- Identify and commission additional module development managed by the Project Manager
- Review and establish a partnership with a University to enhance articulation of the program into the higher education sector
- Recruit a RTO who will manage the roll out and assessment processes of all recognised modules, in liaison with state and territory members of all associations
- Subsidised delivery of at least one recognised module in each State and Territory if possible prior to the end of September 2010.

In 2010/11 and beyond, the RTO would continue to facilitate roll out of all recognised modules on an incentive based fee for service basis. Participants would have to pay for attendance, but costs would be kept to a minimum. (Note: that the ongoing delivery managed by the RTO is absolutely critical to the delivery of ongoing professional development. Note also that the RTO would work to align the recognised modules with the VET system and seek additional providers as required.)

5. Project Management Group

The Project Management Group is drawn from stakeholders representing each of the four associations involved in this project – Australian Association for Environmental Educators, Waste Management Association of Australia, Marine Education Society of Australasia and the Australian Water Association.

Refer to Appendix 1 for the Terms of Reference for this group.

6. Appendices

Appendix 1. Terms of Reference for PMG

Project Management Group Terms of Reference (Modified 250709)

Membership

The Project Management Group is drawn from stakeholders representing each of the four associations involved in this project – Australian Association for Environmental Educators, Waste Management Association of Australia, Marine Education Society of Australasia and the Australian Water Association.

Each member to represent its Association's interests in the development and implementation of this project.

Meetings

The Project Management Group will meet every two months and other times as determined by the Chair or Project Manager, in consultation with the Project Management Group.

Meetings of the Project Management Group will occur via online meeting technology or phone conferencing with face-to-face meetings being coordinated if required.

Decisions of the Project Management Group will generally be by consensus. If a vote is required, each Association is permitted one vote. Associations have nominated individuals who hold voting rights. If the nominated representative is not available, they must delegate their vote to another representative of the committee or send a delegate from their association who holds voting rights. A quorum is defined when at least three of the four associations are represented in the meeting.

Responsibility for chairing the meetings has been delegated to Grahame Collier, however this may be reviewed if/when required throughout the project. Minuting duties will be rotated between members of the Project Management Group.

Duties and Responsibilities of the Committee

The Project Management Group has the responsibility of overall project management and consideration of any aspect related to the development and implementation of the project "A National Approach to the Professional Development of Environmental Educators."

The specific duties of the Project Management Group are to:

- Scope the project and develop the Strategic Plan and Project Plan
- Manage the project – outcomes, personnel, links, accreditation, financial
- Monitor project delivery
- Oversee reporting requirements to the funding body and member Associations
- Oversee communication and promotion of the project
- Oversee recognition of modules and accreditation of participants, processes and implementation issues.

Appendix 2. Tasks of the Project Manager

The following tasks are required of the Project Manager for this project:

1. Following the research, review and analysis undertaken by Martin Richards, and taking advice from the Project Management Group (PMG), the Project Manager will:
 - Use the data to identify the list of providers and short courses that currently exist and might be recognised in the future as part of the project. These will be assessed for relevance to the project's purpose and outcomes – use the criteria developed by the PMG to undertake this task.
 - Develop a paper for the PMG that recommends short-listed providers to be contacted about putting forward identified modules for recognition under the project.
 - After approval from PMG, contact identified providers and seek their engagement with the project – ensure that all communication with prospective providers makes all aspects of the project (including links to the ATF and assessment) clear
 - Develop a gap analysis paper for consideration by the Project Management Group which indicates modules to be developed and how this process will be undertaken
 - Establish and manage processes for commissioning additional modules as agreed by the PMG
 - Establish all necessary systems for the recognition of short courses as modules endorsed under the program
2. Implement identified tasks in the Project's Communication Strategy as negotiated with the Project Management Group; including drafting promotional material, articles, correspondence etc.
3. In order to ensure timely delivery of modules and in line with the Communication Strategy, initiate early and ongoing contact with key personnel of each Association in each of the State and Territory (as identified by members of the PMG), with a view to getting at least eight modules delivered as part of Phase 1 of the project
4. Identify key project stakeholders and make recommendations to the Project Management Group about how to work with these stakeholders. Support the process of working with the tertiary sector as required as a part of this process
5. Provide limited support for the PMG regarding establishing the role of and recruitment processes for the Registered Training Organisation (RTO), which will be working on the ongoing delivery of the project.
6. Raise any issues of concern about the project with the PMG quickly and with recommendations for resolution.
7. Provide support to the Project Secretariat and the PMG as requested.

Appendix 3. Program Logic – Hierarchy of Intended Outcomes

	<u>National PD program</u>
Intermediate Outcomes (Mid-term)	<ul style="list-style-type: none"> • Growing number of recognised PD modules, in response to changing needs of educators, resulting in increased numbers of educators taking these and applying the knowledge and skills gained from the PD modules to their education programs and projects. These modules are available nationally and linked to VET and University education for sustainability programs. The modules are owned by the four associations and valued by the sector and its employees. • Increased number of joint PD module delivery by two or more of the four associations and rollout of PD module delivery on a user pays cost recovery basis, overseen by a suitable and recognised RTO. • Through the collaborative efforts of the national level associations, there are increased networking opportunities for EfS professionals, a significant increase in the profile and 'status' of EfS, and increased opportunities for increased revenue from training courses for the four associations, their RTO partner(s) and other key collaborators.
Immediate Outcomes (Short-term)	<ul style="list-style-type: none"> • The four associations, at the national level, successfully work together to produce the foundations of a national system of recognised modules that are valued by members and other EfS stakeholders and which increase the capacity and competence of educators to do their work. • A small number of high-quality and "recognised" PD modules are available with a certificates of completion provided to participants by the RTO on behalf of the four associations. Additional modules are commissioned and recognised to meet immediate unmet training needs. Some of the modules are accepted as Recognition of Prior Learning (RPL) for a VET qualification in education for sustainability programs and transferable between EfS sectors.
Activities	<ul style="list-style-type: none"> • Research to identify existing providers of PD modules and training needs of sustainability educators • Recognition of existing PD modules • Development of new PD modules • Engagement of a RTO to oversee the rollout of the PD modules • Delivery of PD modules to educators for sustainability • Collation of professional development tools that support the delivery of EfS

Appendix 4. Summary of Existing Short Course PD programs

In September, 2009, Martin Richards was engaged by WMAA to review the past professional development courses undertaken by sustainability educators and their needs for future PD. The following gives a summary of the key results of this review.

The two most common employer types — the types of organisation that employs the respondents to do their work as an educator in environmental areas are — a **State government agency** 94 (28.7%) respondents and **Councils (local governments)** 89 (27.2%) respondents. More than half (56%) of the total respondents were employed by either a State government agency or Council (local government).

The two most common sectors in which respondents work are **General Sustainability** and **Water**. It was clearly evident that respondents work in more than one sector. When comparing employer types with sectors in which respondents worked:

- of the respondents employed by a (Council) Local Governments 49.4% indicated that one of the sectors in which they mainly worked was **General Sustainability** and 46% indicated they worked in the **Waste and resource recovery** sector.
- of the respondents employed by a State Government agency 50% indicated that one of the sectors in which they mainly worked was **Water** and 39% indicated they worked in the **Biodiversity** sector.
- of the respondents employed by schools, a university or TAFE a significant number indicated **General Sustainability** as a sector in which they worked.

Within the past 12 months 193 (55.1%) respondents indicated they had undertaken a professional development short course.

The top five responses to the question 'What topics for short course professional development would you attend if available?' were:

Suggested topic	Number of responses
Program design and evaluation	42
Facilitation skills	41
Behaviour change	37
Climate change	29
Community engagement	27

When asked about preferred style of workshop presentation 171 (57.8%) indicated **A mixture of workshop and didactic styles** and 169 (57.1%) indicated a **Workshop style - highly interactive, group work, structured by the facilitator who is progressing content.**

Suggestions to help guide the PMG in considering Professional Development short courses included consider cost, ensure PD is delivered by respected facilitator, include practical examples of delivering effective sustainability education, provide opportunities for networking, ensure the location is accessible, ensure courses are based on research and follow action learning principles resulting in behaviour change, ensure course relevance and follow up, consider learning styles of participants, course recognition is of high importance, consider timing, communication, promotion of course and exploit the use of online/communication technologies delivery.

Source: Richards, M. (2009). *Review of Educators in Environmental Areas Professional Development Short Courses.* (This review can be accessed from the WMAA website.)

Appendix 5. Key Learnings from Review of Educator Professional Development Report

Introduction

This document summarises the learnings from the review undertaken by Martin Richards for the National Professional Development Initiative, September 2009. It will assist to scope the way forward for the design of the project.

Learnings

Market issues

- Almost 45% of the respondents to the survey had not attended a short course in the previous 12 months. When taken across the board, it can be assumed that this is an underestimation, because many educators who had not attended a training module would have chosen not to respond to the survey.

Needs - What modules?

- It would seem that educators need modules in the following generic areas:
 - Facilitation skills
 - Education for behaviour change
 - Promoting sustainability in schools – facilities management and curriculum
 - Design and evaluation of education programs
 - Engaging the community
 - What is sustainability/pedagogy of sustainability
 - Project management and EfS
 - Obtaining funding – grants etc.
- While there is some indication about what content specific modules are required, this is of a general nature and will not assist that much. AWA, WMAA and MESA will need to identify relevant modules for people in their sector of interest.
- This project focuses on skills development, but there is a high demand for content/topic specific PD – something that can be undertaken by each individual association?
- There seem to be a lot of hands-on educators which I think is something that is likely to reflect across all areas and there may be merit in focusing on those modules which provide skills for these educators.
- There seems to be a lot of diversity in training needs – from people who are starting out as educators, to those who are experienced and who are looking to add to their skills and be acknowledged for existing skills.

Delivery issues

- Interactive delivery is highly important – with a splash of didactic presentation as well
- Not too much theory
- Hands on and practical
- Accreditation is important and articulated so it can be a part of a broader program
- Need to consider on-line and evening/weekend delivery
- Cost will be an issue – as little as possible
- Need to consider on-line delivery. BUT does it lend itself to the sort of PD that this project is promoting? I think this could be provided in most cases, but perhaps not as an accredited course if practical elements are not completed??
- Networking opportunities are important
- Tools / manuals need to be provided for participants to use after the course
- Training should include a range of teaching styles to accommodate different learning styles of participants

Matching Needs to Existing Modules

The table following takes the module needs above and identifies providers from the Martin Richards survey. These might be some of the providers approached to put up their modules for recognition of their modules. Note this list may not be comprehensive.

Modules/PD Needed	Providers and Modules
Facilitation Skills	<ul style="list-style-type: none"> • Facilitation training. LGSA [NSW] Learning Solutions • Purposeful Facilitation. Unfolding Futures • Guide Beside Workshop 1: Facilitating Change
Education for Behaviour Change	<ul style="list-style-type: none"> • Enabling Change Les Robinson • Behaviour Change and Collaborative Learning. Guide Beside VAEE - Workshop 1: Facilitating Change • Influencing and Motivating Others – Grahame Collier • Change Management Toolkit – Clear Horizon
Promoting Sustainability in Schools – facilities management and curriculum	<ul style="list-style-type: none"> • AuSSI Sustainability Workshop – Pat Armstrong • Resource Smart AuSSI – Vic Roundtable – What is AuSSI, How does it work – adaptation of existing Introductory Roundtable (Colin H & Pat A). • Tomorrow's Leaders for Sustainability – Pat Armstrong and Jane Stewart
Design and evaluation of education programs	<ul style="list-style-type: none"> • Knowing that it Works TKP – Phil Smith and Grahame Collier • Evaluation Techniques. Evaluation Society of Australasia • Introduction to Monitoring and Evaluation – Clear Horizon (also runs other evaluation and program logic courses) • Guide Beside Workshop 2: Strategic Planning and Guide Beside Workshop 4: Evaluation & Evolution
Engaging the community	<ul style="list-style-type: none"> • Out of the box – Interactive techniques for engaging the community. terra cordis • Changing Climate – Changing Communities. IAP2 • Planning for Effective Public Facilitation. International Association of Public participation • Community engagement. Local Government Association of South Australia • Introduction to Community Engagement Planning – DSE • Advanced Community Engagement – DSE • Guide Beside Workshop 3: Building Capacity & Engaging Stakeholders
What is sustainability/pedagogy of sustainability	<ul style="list-style-type: none"> • Statement of Attainment Module - Learning for Sustainability 8805, that was developed by the Access Curriculum centre in TAFE. This course is a nominal 90 hours duration, but contains core sustainability units that are embedded in other courses. We also have a compulsory 5 hour unit (Apply Sustainability Practices) that is part of the Tertiary Preparation certificate IV. Judy Lee TAFE TAFE NSW - New England Institute Email:judy.m.lee@det.nsw.edu.au

Modules/PD Needed	Providers and Modules
	<ul style="list-style-type: none"> • Sustainability Implementation – Actions and Tools for Change – AWA • Waste and Resource Recovery – WMAA
Project management and EfS	<ul style="list-style-type: none"> • Strategic Planning and Program Management Guide Beside VAEE (Workshop 2.) • Managing Multiple Projects and Deadlines. Skillpath www.skillpath.com.au • Project Management – Aust Institute of Management (already accredited, but provides a really comprehensive course with fundamental skills which are transferable across all industries)
Obtaining funding – grants etc.	<ul style="list-style-type: none"> ○ Winning Grants. ourcommunity.com.au

Appendix 6. Module Recognition and Accreditation

Being developed

Appendix 7. Details of Target Audiences

Primary Targets

Target	Approach	Tools	Contact details	Responsibility
Water Educators	Water Education Network	WEN E-news WEN E-update		Trish
	WaterWatch Australia	Email updates Newsletters	Various State coordinators: www.waterwatch.org.au/contact.html	
	Waterwise Schools Program	Newsletters		
	Victorian Water Educators Taskforce	Email	April Jenkins April.jenkins@vicwater.org.au	Trish
	SUCCESS Network QLD	E-Newsletter	Sharon Marks Sharon.Marks@healthywaterways.org	Trish
Environmental Educators	AAEE	e-monthly	Sandy Eager admin@aaee.org.au	Phil
	Sydney Environmental Educators Network	Email updates Newsletter	www.seen.org.au	
	Environmental Educators Network - WA	Monthly Email	Megan McEwan DECC een@dec.wa.gov.au	
Waste Educators	WMAA Waste Education Division	Monthly E-Newsletter Bi-monthly emails	David D'Arcy-Burke D'Arcy-Burke@rrc.wa.gov.au (Through David all the state waste education working Groups)	Pat
Marine Educators	MESA	Emails E-Newsletter E-Forums	www.mesa.edu.au	Angela
	Marine Teachers Association QLD		www.marineteachers.org.au	
Science and Social Science teachers	Australian Science Teachers Association	Branch emails Branch newsletters	www.ast.edu.au	
	Social Education Association Australia		www.seaa.org.au	
Geography teachers	Australian Geography Teachers Association	Branch emails Branch newsletters		
Sustainability Educators	Sustainable Schools Initiative	Promotion by State Coordinators	ACT – Vanessa Whelan VanessaL.Whelan@act.gov.au NSW – Mark Caddy Mark.Caddey@det.nsw.edu.au NT – Pam Adam pam.adam@nt.gov.au	

Target	Approach	Tools	Contact details	Responsibility
			QLD – Cam Mackenzie cam.mackenzie@deta.qld.gov.au SA – Jonathan Noble Noble.Jonathan@saugov.sa.gov.au TAS – Jenny Dudgeon jenny.dudgeon@education.tas.gov.au VIC – Lisa Benn schools@sustainability.vic.gov.au WA – Howard Flinders Howard.Flinders@det.wa.edu.au	
Climate Change and Energy Educators	ASCENT (The Australian Climate-Change Education Network)	Monthly Bulletins Newsletters	contactascent@gmail.com	
All educators	Catholic Earthcare Australia		green@catholicearthcare.org.au Ph:(02) 4634 1584	
	Bush Ranger Programs			

Secondary Targets

Target	Approach	Tools	Contact details	Responsibility
Local Government & Council Staff	Local Government and Shires Association NSW	LGSA newsletter Events calendar	lgsa@lgsa.org.au	
	Victorian Local Governance Association	VLGA News	www.vlga.org.au/news/	
	Local Government Association of SA	LGA News	Sandy Semmens E&T Program Manager lgas@lga.sa.gov.au	
	Local Government Association of QLD			
	Australian Local Government Association			
	Local Government Association of NT	Newsletter (LGANT)	info@lgant.asn.au	

Target	Approach	Tools	Contact details	Responsibility
	Local Government Association of Tasmania	LGAT News Newsletter	Stephanie Watson, Editor 036233 5119 or Stephanie.watson@lgat.tas.gov.au	
	Western Australian Local Government Association	WALGA Eco-News	Sarah Molloy 08 9213 2049 or smolloy@walga.asn.au	
Water Authorities and Utilities	Education Managers		various	
	Communication/PR Managers			
	Policy Managers			
Training Providers	AWA Branch members	Email updates	AWA Branch Managers	Trish
	WEN members	WEN e-Newsletter Email updates		Trish
	AWA Specialist Networks	Newsletters	Kim Wuyts SN Coordinator kwuyts@awa.asn.au	Trish
	Water Industry Capacity Development	Email or survey to members	Fiona Mackenzie AWA Industry Programs Coordinator fmackenzie@awa.asn.au	Trish
	AWA news subscribers	AWA Water E-News	Lian Turk Marketing Assistant lturk@awa.asn.au	Trish
	Catholic Education Offices		Gary Burrows, CEO Sydney Gary.burrows@ceosyd.catholic.edu.au G Whiley, CEO Melbourne gwhiley@ceomelb.catholic.edu.au Mary Connor, CEO Broken Bay Mary.connor@dbb.catholic.edu.au	
	Independent Education Union		Gloria Taylor Gloria@ieu.asn.au	
Engineers	Engineers without Borders	Newsletters	Lizzie Brown – Education, Training & Research l.brown@ewb.org.au Anh Tran – Education Officer a.tran@ewb.org.au	
	AWA Branch	Email	AWA Branch Managers	Trish

Target	Approach	Tools	Contact details	Responsibility
	members	updates		
	AWA Specialist Networks	Newsletters	Kim Wuyts SN Coordinator kwuyts@awa.asn.au	Trish
	AWA news subscribers	AWA Water E-News	Lian Turk Marketing Assistant lturk@awa.asn.au	Trish
	Young Engineers Australia	E-News	http://www.engineersaustralia.org.au/online-services/suggest-a-news-item/suggest-a-news-item_home.cfm info@eeaust.com.au	
	Engineering Education Australia			
Waste Contractors	WMAA	E-News	Veronica Dullens veronica@wmaa.asn.au	Pat

Appendix 8. Work to Date Undertaken by Hazel Storey, Project Manager

(as at 22/02/10)

- Input to draft strategic plan and document reviews
- Assess Project Management Group (PMG) research to identify and prioritise topics and content that the sector is seeking
- Prioritise topic areas to enable broadest reach for members and advise PMG to recommend specific issue courses through their own associations
- Research and brief PMG on the nationally emerging policy and programs around green skills and sustainability and the context for this project
- Seek advice from Registered Training Authorities (RTOs) so as to advise PMG on broader context of training programs and their regulatory frameworks
- Recommend strategic partnerships that the PMG could pursue
- Advise on strategic direction, challenges and hurdles for the program in short and long term in the context of extensive activity at national level
- Suggest process for development of this Initiative so that it can, in time, provide a pathway to formal national training scheme
- Recommend a process for selecting providers
- Undertake desk top analysis of providers recommended by the members against the PMG program criteria
- Having undertaken the desk-top analysis, make recommendations as to providers that the PMG could approach for the program
- Research RTOs with offerings in a suitable area for the program
- Map relations and suggest responsibilities between and of PMG, providers, RTO, members, based on existing professional development program
- Work with Grahame Collier on an RTO brief and suggest suitable RTOs for invitation
- Advise PMG on governance arrangements that will need to be in place for the management of the program into the future
- Prepare providers EOI, FAQs and cover letter