

Australian Association for Environmental Education Inc

Annual Report 2022-23



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President Report

This has been a challenging year for AAEE members and the planet Earth. The effects of climate change and the biodiversity crisis are being felt around a world as we all continue to recover from the Covid pandemic. 'Alarmist' models of what our planet will look like in the future have now been shown to be under estimations of the size, scope, and pace of climate change. What keeps us afloat? The AAEE network - a place we can talk, share, and be inspired by the work of other environmental educators. All of us are looking forward to the sharing of collective experience, successes, and passions at the AAEE Biennial Conference 2023 in Wollongong. As environmental and sustainability educators we **can** make a difference. We can embed into the hearts, minds, and hands of all ages a love and respect and connection to Country and all that entails. The answer lies not only with us as individuals but with us all working collectively together!

AAEE Executive News

Hugh Kneebone was welcomed as AAEE president in October 2022 when Dr Jennifer Pearson (Immediate Past President) stepped down but remained on the Executive as a mentor. As the manager of South Australia's largest schools' sustainability education team, the Executive team looked forward to new ideas at a national level. Unfortunately, in June 2023, due to work commitments associated with his new job as the manager of the Learning on Country program in the Northern Territory, he resigned. Thank you, Hugh, for your commitment and passion to support environmental education across Australia. With the hands-on experience you will gain in your new job, I think our RAP (Reconciliation Action Plan) team will want to talk to you in the future.

The Vice-President team of Vivienne Pearce, Sarah-Jo Lobwein and Jason Pitman has continued to steer the AAEE committee, ably assisted by Dr Jennifer Pearson. A big thanks also goes to our Treasurer and conference organizer Dr Peter Anderson with Sue Martin from NSW Chapter. We sadly say farewell to long-term Executive members Dr Sue Elliott and Angela Colliver and their much-valued expertise. The support and dedication from the rest of the Executive team Stephen Fuller, Nel Smit and Jodie Green has been critical with a changing leadership. Our Association cannot function without a talented Executive team whose members freely share their time, knowledge, and experience to direct the association activities. Please consider nominating yourself or a colleague for a position in the Executive, you will be working with interesting people who welcome fresh ideas and enthusiasm for environmental education.

Appreciation goes to our Administration Coordinator Robyn Bickell who joined us in May 2022. Having high quality administration support to respond to members, maintain, update and process membership payments and deliver the monthly e-Bulletin is crucial to AAEE's sustainability into the future. Efficient management and growth of our membership base is vital to fulfilling our goals of supporting, advocating and developing the skills of our educators. Robyn's work has measurably reduced the load on our volunteer Executive.

AAEE Activities this year

AJEE, our highly regarded international journal, is forging ahead with Volume 39 published 'open access' which means it is free access for everyone. Note that to access the AJEE archive (all publications prior to and including much of Volume 38), you must be an AAEE member or access via university libraries. Next year, AJEE celebrates 40 years old, see full report in Appendices

A highlight of AAEE work this year has been the drive, passion and hard work of Vice President and SeaWeek Coordinator Sarah-Jo Lobwein. The SeaWeek logo was reimaged and launch this year plus the website was enhanced to provide a platform for this annual event. With SeaWeek, AAEE can provide coordinated support of the capacity of our chapters.

AAEE informative Learning Circles have included Transnational Dialogues in early childhood education for sustainability research in October, the enjoyable and informative SeaWeek webinar with Beach Kinder in March and David Wood (Einstein First Project) from University of Western Australia presented the development of a climate science and sustainable energy futures in June. The Einstein First learning resources were launched at the Academy of Science in Canberra in June and Vivienne Pearce OAM represented AAEE. There remains an open invitation for schools and organisations to become involved in and trial some of the innovative learning resources.

Work on improving the AAEE website has progressed; dedicated SeaWeek and Early Childhood Education for Sustainability Alliance pages help link our educators in these areas. More work is planned in the new financial year with feedback and ideas welcomed. Progress has also been made in governance with a procurement policy.

Our Association has continued to advocate to federal and state Governments about the importance of sustainability education in tertiary institutions, schools and in the community to enable our country to move forward to a more sustainable future. AAEE continues to chair regular meetings of AuSSA (Australian Sustainable Schools Alliance). Its members are made up of representation from all state and territory Environment Departments and include national program providers that support schools in orientating their curriculum to action sustainability. This provides a much-needed national conversation between AAEE and Australia's Sustainable Schools programs.

Unfortunately, the AAEE bid for the 2026 WEEC (World Environmental Education Congress) to be held in W.A was unsuccessful; however, we have been encouraged to submit a bid for 2028 Congress.

A busy year for AAEE - see you at the conference!

Vivienne Pearce OAM
Vice President AAEE

AAEE Financials

The Financial position of the association is sound and the report can be found in the Appendix. There is an operating profit of \$23,979.65 on the 2023 Statement of Income & Expenditure helped by the profit sharing of the 2021 Conference. There was a significant draw down on the budget due to payments of \$16,455.53 for superannuation for Natasha Cameron, previous Administrator, for the period of her contract with AAEE in accordance with ATO requirements, dated from 2016. We have the appropriate superannuation in place for our current Administrator, Robyn Bickell. Our Chapter reimbursements in the 2022/2023 financial year are at the agreed 20% membership, delivered quarterly with updated membership lists sent to Chapter Conveners.



AAEE costs for members to access to online journals through Cambridge University Press \$5,775.00 but there has been no funds received for copyright entitlements in this financial year. The Starfish Foundation donated \$50,000 to AAEE and that money has been deposited into our AAEE National Charities Account to support special projects in the future.

Communication and Engagement

Australian Journal of Environmental Education – Dr Peta White

AJEE, our highly regarded international journal, is forging ahead with Volume 39 published 'open access' which means it is free access for everyone. Note that to access the AJEE archive (all publications prior to and including much of Volume 38), you must be an AAEE member or access via university libraries. Next year, AJEE celebrates 40 years old. AJEE report can be found in the Appendix.

ozEEnews – Dr Jennifer Pearson

The ozEEnews will now be delivered three times a year with the editions being published in March, July and November. This is compiled by a volunteer with support from Tony Parslow for desktop publishing. All members receive a copy of this newsletter via EBulletin and copies can be found in the members section. Chapters provide updates and we have interesting articles supplied by members or sources from organisations if they align with the theme of that particular newsletter. Thank you Jennifer Pearson for providing this service, please contact Admin if you would like to volunteer to edit the ozEEnews for AAEE.

AAEE Reconciliation Action Plan–Dr Jennifer Pearson/Vivienne Pearce OAM

This is an important time for AAEE to show leadership in this area as Australia progresses along the road to reconciliation with Australia's First Nations people. Our nation and our educators are on a steep learning curve to integrate traditional and cultural knowledge from Aboriginal and Torres Strait Islander peoples with Western knowledge systems. The First Nation's concepts of caring and respect for Country link support our work as environmental and sustainability educators.

This year AAEE has:

- Carried out Acknowledgment of Country for all Board meetings, Chapter Check-ins and Learning Circle presentations.
- Included RAP reporting in quarterly Chapter Check-ins to encourage sharing of ideas.
- Showcased Aboriginal and Torres Strait Island articles and resources in the quarterly newsletter ozEEnews.
- Promoted Reconciliation Week through our monthly EBulletin and social media to encourage members to participate in the initiative.
- Promoting NAIDOC through our monthly EBulletin and social media to encourage members to participate in the initiative.
- The AAEE Biennial Conference in Wollongong (25-27th September) includes strong and meaningful connection to Aboriginal and Torres Strait Island knowledge and practices. This will be archived through key speakers, tours, presentations of local stories and groups.
- Anticipated in the coming year are regular meetings of an expanded RAP group. Let us know if you are interested in joining this committee.

SeaWeek - Coordinator Sarah-Jo Lobwein

Email: seaweeek@aeee.org.au

Website: <https://www.aeee.org.au/seaweeek/>

SeaWeek this year was celebrated 4th-12th March and the theme was based on the first Ocean Literacy Principle. The theme was: ***Planet Ocean – The Ocean (and its interconnected systems) is the defining feature of this planet.*** Ocean Literacy events were held by educators, groups, and businesses across the country and from this year these events were able to be logged on our website (as well as shared on our socials).

We are into the third year of the United Nations Decade of Ocean Science for Sustainable Development, and we thought it was time for a logo refresh, update to our website and downloadable educational ocean literacy activities. Logo and posters were developed through the UTS Shopfront Community Program. On this new website section, you will find resources to download and an events page for you to log your events – including those outside the specific SeaWeek dates. Past MESA resources can be found on the “more resources” section as we know many of you still appreciate and utilise that wealth of knowledge.



Next year's theme is yet to be confirmed but will be based on the second Ocean Literacy Principle (The Ocean and life in the ocean shape the features of the Earth). We are working behind the scenes to “shape” resources for teachers to incorporate Ocean Literacy into their classrooms, from Early Learning all the way to Stage 5 – stay tuned for them next SEAWEEK! Keep your eye on the website and socials, log your events and you might like to join our Australian Marine Education Network group on Facebook.

SeaWeek Competition winner

Congratulations to Skylar Fleming aged 10, Comet Bay Primary School

Learning circles

This year, our webinars had a focus on early learning to celebrate developing a life-long appreciation of the wonder of the ocean.

1. Little find, Big ideas:

You might remember that in August 2022 Sarah-Jo attended The Point Preschool (Oyster Bay) award ceremony when they won the Little Scientists NSW Early STEM Award for their “the spectacular find”. The students found an item in their sand pit that led to a



journey of discovery! Their investigation found out it was a coral skeleton all the way from the Great Barrier Reef. It led to the making of a movie and musical! For this year’s SeaWeek (March 2023) the school’s director Catherine and Sarah-Jo presented to Australian Association for Environmental Education members all about this inquiry based, ocean literacy project. This learning circle gave us goosebumps as Catherine detailed the student’s discovery of the coral specimen led to the student-led, hands-on, inquiry-based research and investigation of technology, coding, language, mathematics, English (including letters to scientists and politicians!) first nation language, history and connection, film, music, drama, art, engineering ecology, biology, chemistry, physics (what floats and what does not!) as well as issues and solutions, reflection and meditation and student stewardship and custodianship of land and sea.

We loved all the STEAM activities and how this sparked ocean literacy learning and skills in all other subject areas, and highlighted how we are affected by the ocean (and how we affect the ocean) no matter our proximity to the coast.

Catch up on part of the learning circle via our YouTube:

<https://youtu.be/4sj4lv0JOaU?si=Wyl1EBX9k3aEol3r>

In summary, the children:

- researched and acknowledged the Traditional Custodians of the reef;
- estimated the reef’s length and explored maps;
- made observational drawings and clay sculptures;
- investigated the coral through a microscope;
- photographed the coral;
- listened to sounds of living coral;
- designed the reef with loose parts;
- researched threats to the reef;
- searched for solutions, planned and constructed models of inventions to save the reef;
- engaged in song writing, movie making and performing “The Spectacular Find Saving the Great Barrier Reef – The Musical” to share joy of their discovery.

Read more about the project here: <https://tinyurl.com/2x5xhct4>.

2. Beach kinder: Waang Project

Our second learning circle was by Karen Anderson who showcased the Waang Project – children’s investigations at the beach and connecting to country and culture through artwork, stories, experiences, local indigenous language and repurposing plastics. Karen Andersen is a teacher at Balnarring Preschool, Victoria, that offers a long-standing Beach Kinder program, the children are engaged with their local marine environment including First Nations connections to and stewardship of land and sea. The preschool connects with local rangers and the Dolphin Research Institute. Karen also convenes ECOLN.

<https://balnarringpreschool.org.au/>

<https://earlychildhoodoutdoorlearning.weebly.com/>

Other Ocean Literacy events

Harry Breidahl (member of the IOC-UNESCO Ocean Literacy for All group) and Sarah-Jo Lobwein recorded a video to be screened at the IMPAC5 and the Ocean Dialogues side event in Vancouver, February 2023.

For World Ocean Day, Sarah-Jo attended the Ocean Literacy event at Redlands School (Cremorne, NSW) that included over 200 students and staff from Round Square network schools in Sydney, Canberra, Newcastle, and Coffs Harbour. The group came together to hear from guest speakers Zali Steggall OAM (federal member for Warringah), Sarah-Jo Lobwein, Kal Glanznig and Tim Johnston. Later the students had the opportunity to share their views and ideas in breakout sessions led by Redlands students.



In July this year Sarah-Jo Lobwein, Angela Colliver and Jennifer Pearson attended an information session hosted by the Department of Climate Change, Energy, the Environment and Water, on the Australian Government’s **Sustainable Ocean Plan for Australia 2040** for sustainable ocean management. This part of The Ocean Panel initiative – 17 world leaders including Anthony Albanese are members of the High-Level Panel for a sustainable Ocean Economy.

SeaWeek has helped deliver **AAEE’s RAP** by:

- using acknowledgment of country in meetings and presentations
- creating ocean literacy worksheets that use local First Nations language and knowledge for marine animals and share other resources created by other organisations
- delivering our learning circles featured Early Learning inquiry-based projects that focus on acknowledging, researching, utilising and engaging the local and relevant First Nations knowledge, language and culture. These projects connect with the land, sea, people, communities, culture, past and present.

Environmental Educator of the Year Award

This award is to recognize members in each state and territory with Chapters submitting a nomination that addresses four categories.

1. Outline how the candidate has made a significant contribution to EfS
2. Exhibited leadership or mentorship that has influenced others
3. Led by example and walked the sustainability talk in private life
4. Outline the connections of the applicants work to the United Nations Sustainable Development Goals, select one Major goal and one Minor goal.

The Nominees were:

- ACT Julie Armstrong
- NSW Sarah Jantos
- QLD Mandy Botterell
- TAS Maree Baker
- WA Stephen Crane
- VIC Sasha Koomen

The finalist will be named at the AGM on the 25th September and thank you to Julia Landford, from ACT Chapter, for leading the panel and to Sue Martin (NSW), David Larritt (SA), Ingrid Albion (TAS), Jennifer Pearson (WA) and James Woodhouse (EEV) for their time to review and be part of the selection panel.

Advocacy

The National Executive is engaging with Federal and State governments to advance the resourcing of education sectors to embed sustainability into all learning curriculum and educational sites. This includes early years through to tertiary sector plus community and industry. This is building on the many years that AAEE has engaged in this work for members. To achieve this we have engaged the following initiatives.

EfS Campaign – Stephen Fuller

Advocacy is important to build awareness of and support for Education for Sustainability within the general community and decision makers. The current economic situation, constraints on budgets, labour shortages within our education and training systems etc have made it difficult to gain traction. However, the increasing awareness of the ravages of climate change impacts have made people more receptive to the solutions that EfS has the potential to provide.

AAEE launched an advocacy campaign in 2022 which began with letters to the Federal Minister for the Environment (Tanya Plibersek) and several other ministers with responsibility for education and/or training. While the recipients acknowledged the receipt of our letters, no other responses have been received.

We also began a process of reaching out to our membership and other stakeholders to commence a process of building a broader understanding of the importance of Education for Sustainability. However, this process has proven to be very complex and time intensive. Our attempts to attract funds from grants and philanthropic sources to engage a professional campaign manager have been unsuccessful so far.

We look forward to building on what has been learned so far and resuming our efforts in 2024. Building a strong Advocacy subcommittee reporting to national Executive AAEE, working with members and a growing community of supporters to advance our chief objective - support for EfS in our communities and schools. Advocacy National subcommittee is open to all members, new members are welcomed.

Australian Sustainable Schools Alliance AuSSA – Dr Jennifer Pearson and Sue Martin

Network objectives:

- To link, learn and share across Sustainable Schools programs in Australia
- To foster a closer working relationship between AAEE and the AuSSi programs
- To encourage best practice for Sustainable Schools programs across Australia
- To foster a combined voice when talking to the Australian government to support AuSSi
- Undertake combined activities across the AuSSi network

Network Overview

The AAEE AuSSi network will meet via Zoom quarterly.

Support to form a community of practice amongst AuSSi Network members will be provided by AAEE.

AuSSi programs include:

- Australia <https://sustainabilityinschools.edu.au/school>
- Sustainable Schools NSW www.sustainableschoolsnsw.org.au
- QLD Sustainable Schools [Sustainable schools \(education.qld.gov.au\)](http://www.sustainable.schools.qld.gov.au)
- Sustainable Schools WA
<http://det.wa.edu.au/curriculum-support/sustainable-schools/detcms/portal/>
- Australian Sustainable Schools Initiative – South Australia (AuSSi-SA)
www.education.sa.gov.au/sites-and-facilities/environmental-sustainability-programs/aussi-sa
- [Landscape South Australia - Hills and Fleurieu](http://www.sustainable-schools-south-australia.edu.au)
- ResourceSmart Schools Victoria [https://www.sustainability.vic.gov.au/schools](http://www.sustainability.vic.gov.au/schools)
- Tasmania Sustainability Learning Centre www.education.tas.gov.au/parents-carers/programs-and-initiatives/sustainability-learning-centre/
- ActSmart Sustainable Schools ACT www.actsmart.act.gov.au/what-can-i-do/schools/actsmart-schools

Significant friends to AuSSi working across Australia

Catholic Earthcare Australia

Cool Australia

Great Barrier Reef Marine Park Authority – Reef Guardian Schools program.
Keep Australia Beautiful – Eco Schools.
OzHarvest
Planet Ark National
Stephanie Alexander Kitchen Gardens
Sustainable School Network

In February this year, the Japanese Society for Environmental Education, requested information about informal and non-formal environmental education in Australia. The Japanese Government was seeking information from a range of countries to inform their policy direction for environmental education. AuSSA responded to this request and provided the required update. The scoping showed that Australia does not have a coherent system to capture this information although there are abundant examples of outstanding EE programs nationally.

Australia-Aotearoa Alliance for Early Childhood Education for Sustainability (The Alliance) – Dr Sue Elliott

The Alliance brings together the Early Childhood Education for Sustainability (ECEfS) networks across Australia and Aotearoa as a strong and united voice to build capacity in ECEfS. The overall aim is to consolidate the importance of early childhood education in the transformative change critical for global sustainability and reaffirm the leading role of Australasia in international ECEfS research and practice.

This year has been significant for The Alliance due to the publication of a revised Early Years Learning Framework (EYLFv2) (AGDE, 2022) inclusive of a new sustainability principle. Some 30 years of ECEfS advocacy around Australia has led to this celebratory event and The Alliance well recognises both the opportunities and challenges here for the field. Representatives from each network have connected many times this year and facilitated the following:

- Updates of member network and AAEE websites to include The Alliance as a webpage.
- Regular meetings with the Australian Children’s Education and Care Quality Authority (ACECQA) to offer feedback and facilitate national communication about ECEfS.
- The recording of a series of 30 minute webinars on ECEfS topics for professional learning.
- The planning of quarterly Learning Circles, the first one scheduled for Sept 13 was fully subscribed by 100 attendees within 48 hours and another is now scheduled for October.
- The establishment of connections with the NZ Enviroschools Early Childhood Manager to explore their approaches to resourcing the early childhood sector.

We anticipate ongoing liaison and communication with AAEE as initiatives build across the early childhood sector. Many thanks to all the networks representatives across Australia, particularly Jennifer Pearson for her active role in the Alliance through AAEE and the Little Green Steps WA program and to Stephanie Willey (Convenor of EEEC Vic. Inc.) who is co-ordinating and leading The Alliance work.

AAAE - Jodie Green

In 2022/2023 the AAEE has continued its membership and support of the well-regarded and collaborative education advocacy body the Australian Alliance of Associations in Education <https://aaae.edu.au/>

The AAAE provides its member associations with the opportunity to inform and be informed about their high-level advocacy for high quality and equitable education. This includes enabling members to provide input to the association's 3-year strategic plan and the big national conversations around educational reform, such as the National Teacher Workforce Action Plan, the federal government's Review into a Better and Fairer Education System, and more.

AAAE also connects associations via quarterly forums, where association representatives meet and engage with leading thinkers and commentators in the broader Australian education space. AAAE's online briefings and forum presentations this year have included Associate Professor Nicole Mockler on 'The Rise and Rise of Teacher Quality: Representations of Teachers in the Australian Print Media'; ACARA staff briefing by subject area 'Australian Curriculum Version 9.0 key changes'; Amy Haywood, Deputy Program Director of the Grattan Institute's Education Program on 'Sharing the load: Implementing a whole-school approach to curriculum planning.' Upcoming forums will include a briefing from [Australian Education Research Organisation \(AERO\)](#), as well as a briefing from Professor Shirley Agostinho regarding her ARC Discovery Project Phase 1, exploring how teachers learn as we work, and how this might impact professional teaching associations' professional learning programs.

To participate in this excellent collaborative education alliance, and contribute your expertise as an advocate for nature, environment and sustainability education, simply join the national AAEE executive and indicate your interest to attend.

Grants

Arthur Tyne Reid Foundation – Dr Peter Andersen & Dr Jennifer Pearson

This has been a great initiative, with 80 teacher education students with a passion for environmental education, from across Australia, have taken up the Arthur Thyne Reid scholarship. This provides them with three years' of AAEE membership and up to \$400 towards attendance at an environmental education conference. The Arthur Thyne Reid scholarships will provide the environmental educators of tomorrow with mentorship and support from the AAEE network. AAEE will also benefit from the fresh ideas and perspective that students can provide. We are hoping that many of the students will be able to join us at the Biennial National AAEE conference in Wollongong in September.

Chapter Reports

Australian Capital Territory Chapter – Convenor Vivienne Pearce OAM

As awful as the emerging climate crisis is, or perhaps because of it, it has been wonderful this year to welcome 10 new members to the chapter, including 5 students and new environmental, nature and sustainability educators who are being supported by the generous AAEE Arthur Thyne Reid Foundation's scholarships program.

Meet the team: this year the AAEE's ACT Chapter team included Andrew O'Meara (@Wildbark, Chapter President), Julia Landford (@NatureArt Lab, Chapter Vice President), Jodie Green (Teacher @CIT, Chapter Treasurer), extraordinary 'ordinary' committee members Vivienne Pearce (Education Ranger @ANBG), Glenys Patulny (@Southern Catchment Group/Landcare) and Belinda Wilson (Postdoctoral Research Fellow @ANU), plus the wisdom of experienced co-opted members Tarun Whan (Teacher @EdACT and @ASTA), Karon Campbell (Teacher @EdACT), and Donella Johnston (Teacher @EdACT) and last but not least Angela Crompton (@SustainableSchoolsProgram) for half of this year - her lively input to the executive will be missed. We are also over the moon to be welcoming new member, ANU student Mia Callaway, stepping in to be a trainee-Secretary for the association. Thank you Mia!

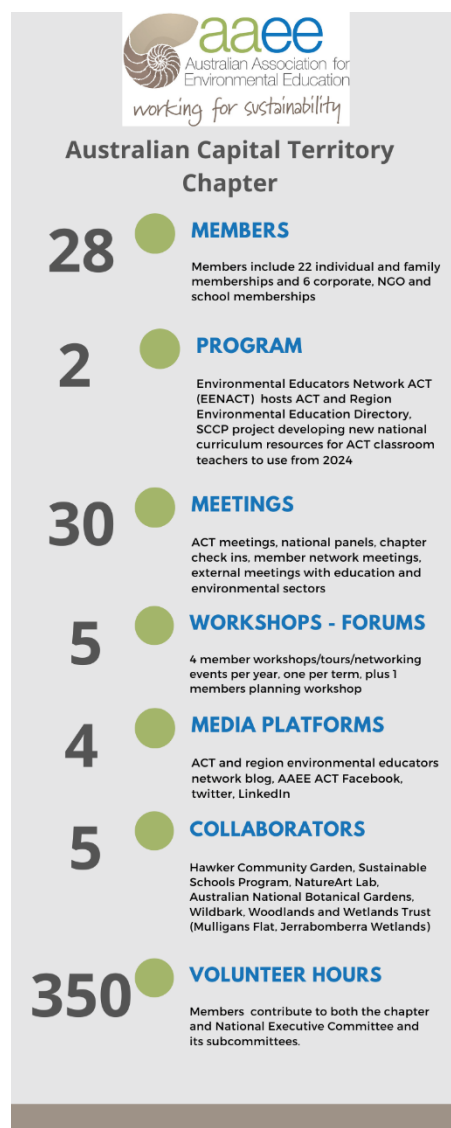
ACT chapter also thanks Executive members who also have volunteered for additional duties nationally include Jodie Green, Julia Landford, Glenys Patulny and Viv Pearce - Jodie is AAEE's executive member and official representative at the Australian Alliance of Associations in Education (AAAE), Julia is the 2022/2023 national awards program coordinator. Viv is one of 3 of the national executive's Vice Presidents, helping with advocacy and busy with the early retirement of our national AAEE President. Glenys Patulny represents the ACT Chapter nationally via the state and territory Chapter Checkin' forums.

ACT's environmental, nature and sustainability educators have been active, check out the blog

<https://enviroedact.blogspot.com/> for more! The highlight of the November 2022 AGM was the celebrating ACT's

Environmental Educators of the Year for 2022 - Vivienne Pearce

OAM and Belinda Wilson (Emerging/Early Career). Congratulations to Julia Landford and the team at Nature Art Lab's for being the 2022 Telstra ACT Best of Business Award winner for the category



2022 ACT Environmental Educator Viv Pearce OAM with Julia Landford at

‘Promoting Sustainability’, as well as being an ACT finalist in three other categories ‘Championing Health’, ‘Building Communities’ and ‘Accelerating Women’ - so well-deserved. Finally, AAEE ACT members Adjunct Professor Keith Skamp and teacher Jodie Green received the ‘Most Valued Paper’ award by the peer-reviewed journal Teaching Science (Australian Science Teachers Association), for their 2022 articles ‘Earth System Science Education and the Australian Curriculum: ‘The way forward to sustainability: Part I – III’. Congratulations Keith and Jodie.



Julia Landford winner of 2022 Telstra Best of Business Award for Promoting Sustainability

More Chapter and Canberra Region Network highlights:

- **Planning:** In March the chapter executive met at Australian National Botanic Gardens for a thought-provoking strategic planning afternoon which was ably facilitated by member Karl-Erik Paasonen, for which the ACT Chapter is grateful. The new Executive has a clear vision of where they might lead our local AAEE Chapter this year and a renewed vigor to grow and expand the chapter and support members in the future.

- **Chapter Tours:** ANBG Education rangers Viv and Maddie Tranter ‘s tour of the Australian Botanic Gardens new education resources and developments in gardens in November; Karon Campbell’s wicking bed tour in collaboration with the Hawker Community Garden; Andrew O’Meara’s train-the-trainer tours and member networking at the Jerrabomberra Wetlands on World Wetlands Day; Julia Landford’s tour and member networking of the NatureArt Lab ‘Nature In Focus’ photography exhibition celebrating World Conservation Day.



AAEEACT President Andrew O’Meara’s train-the-trainer tours at Jerrabomberra Wetlands

- **Chapter collaborations and representations:** In June Tarun and Vivienne attended the launch of new climate and science education trial program *Einstein First* and are collaborating with Prof. Anne Scott ANU, to see if some ACT schools are interested in trialing this innovative program; Julia, Keith, and Vivienne wrote a submission to the ACT Legislative Assembly members on behalf of AAEE chapter championing planning for ecology and climate-informed living infrastructure in all ACT Schools; Glenys, Viv, Jodie and Tarun have prepared initial plans to guide a series of workshops in 2023/4 to collaborate with ACT teachers to develop assessments and lessons supporting 2024 implementation of the new version of the Australian Curriculum’s Sustainability Cross Curriculum Priority.
- **What we’re looking forward to - exciting new territory and regional programs and initiatives:** The Sustainable Schools Program launched their Energise Your School Program and have

adopted the SSP Online tool with schools as partners to meet the ACT's ambitious biodiversity, emissions and waste targets; The Albanese government is supporting 8 young delegates to attend the 2023 climate COP28 as part of the UN's global COP-linked Greening Education Partnership, 2 from ACT. Landcare ACT in 2023 is launching their inaugural ACT Environmental Volunteers Conference and their new annual 'Festival of Nature' starting in Spring 2023; Conservation Council ACT Region's new Endangered ACT species program Bush Buds was launched in March this year, tours of endangered species habitat will continue into 2024, and AAEEACT is collaborating to deliver some of these tours; ACT government's new water naturalization investment, which will be a wonderful resource for nature and local sustainability educators; the ACT Office of the Commissioner for Sustainability and the Environment's State of the Environment report 2023 - we are especially looking forward to member's work being showcased including a feature section on NatureArt Lab's 'Reflections on Nature' community arts project, and to see what is new at the excellent sites:

<https://www.environmentforyouth.com.au/> and <https://www.environmentforkids.com.au/>

AAEEACT Reconciliation Action Plan (RAP)

This year AAEE ACT has:

- Acknowledgment of Country for all meetings and presentations by encouraging different members of the Executive to give a personal acknowledgement.
- Promoted Reconciliation and NAIDOC week through our email banners and social media to encourage members to participate in these initiatives.
- Individual members have had increased contact with First Nations people by attending presentations and tours led by First nation leaders in addition to informal conversations with local Aboriginal and Torres Strait Islander peoples.
- ACT Chapter has decided to support a YES in the coming referendum to increase the say our First Australians have in helping to successfully Close the Gap. A silence on this subject, we believe is a vote for no action in this area and will not move the process of reconciliation forward for our country.
 - We hope in the coming year to have more focused activities to help our educators upskill in this area. Support is needed to help integrate traditional and cultural knowledge from Aboriginal and Torres Strait Islander peoples with Western knowledge systems. The concepts of caring and respect for Country, link and support our work as environmental and sustainability educators.



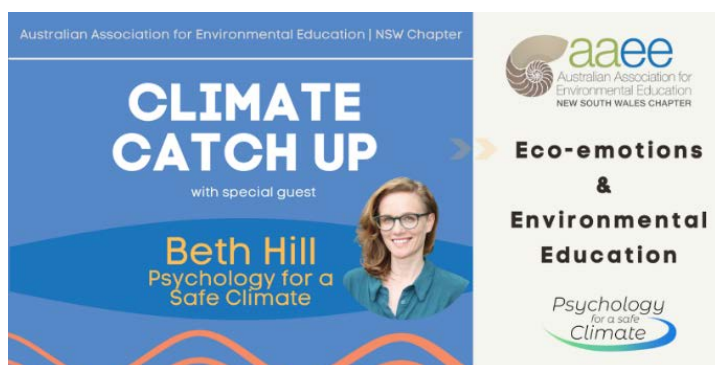
Member networking at the Jerrabomberra Wetlands on World Water Day March 2023

New South Wales Chapter – Convenor Sue Martin

NSW Chapter Update on Strategic Goals:

Goal 1: Lead for an ambitious climate emergency response and advocate for education for sustainability.

- Our Climate Crisis response working group has been continuing to implement our Net Zero Emissions plan and review objectives
- The 'Climate Catch up' free webinar series from July – November 2022 was well-received with approx. 255 attendees (on pause while we assist in delivering the National Conference)



- 4 of our exec or staff now trained as Climate Reality Leaders with the global Climate Reality Leadership Corps and continuing to mentor and find outreach opportunities
- The conference team, across all subcommittees has been working on embedding the climate emergency as a topic of discussion into the program with First Nations leadership and youth perspectives.
- EE NSW has signed on to the EarthDay.org statement urging action on Climate Literacy at the COP28
- SSNSW engagement with AuSSA continues to advocate for EfS nationwide

Goal 2: Empower environmental educators and build their capacity to be the best they can be.

- We are in our second year of our partnership with Return and Earn NSW, delivering projects for schools and community.
- Members of the executive are working with Outdoors NSW to develop a Nature Play program in NSW.
- The NSW Chapter is excited to announce an MOU for new research work through the University of New England, in partnership with Early Years Nature Connections and Kids in Nature Network (Vic) into Nature Play Immersive Programs in NSW. This research is to be led by Dr Fran Hughes, Dr Sue Elliott and Dr Jo Bird.
- Our team, with members of the national executive and Partner & Prosper events management has been putting in a huge number of hours to bring the AAEE Biennial Conference



and Research Symposium to fruition in partnership with the University of Wollongong. We're excited to see that come together shortly.

- EE NSW has assisted by organising the Brian Foreman Scholarship this year for an AAEE member to receive financial assistance to attend the National Conference.
- Our projects Sustainable Schools NSW and Sustainability Connect continue to support teachers (see report below) and sustainability professionals.
- Our NSW Environmental Education Awards in late 2022 celebrated educators across 8 categories with the help of our presenting partner, Return and Earn NSW. In 2023 our awards will celebrate 5 categories including an emerging educator category this year and will be celebrated in person at the North Sydney Coal Loader Centre for Sustainability.



- We continue to strategies and seek funding for the development and support of Regional Sustainability Educators Networks and Green Teachers networks across the state.

Goal 3: Be an ethical and thriving organisation

- As part of our ongoing strategic planning process begun in January of this year, we began the transition of AAEE NSW to the new name, EE NSW - Environmental Education NSW. To this end we have a new, interim logo, changed our public name on our website, newsletter and social media channels but have kept our domain name for legacy linkages to the national AAEE and partner organisations. Our Strategic Plan 2022-2025 will be reviewed and reflected upon in our planning session scheduled for January 2024.
- Another major milestone this year has been the redevelopment of two of our websites: aaeensw.org.au and sustainableschoolsnsw.org.au This has been a large undertaking with a lot of staff hours with content still being added.
- EE NSW has entered into an associate membership with Landcare NSW and we're excited to see this strategic partnership grow and develop in the coming months
- Our executive have ratified their support for the Uluru Statement from the Heart and the Yes campaign for the Voice to Parliament. We will be issuing a public statement to this effect.



Sustainable Schools NSW – update on Strategic Goals:

Promote and amplify school sustainability initiatives

Our new SSNSW **website** came online in June, with a revised structure that reflects our focus on whole school sustainability. We can see plenty of opportunities for our website to expand and we work on this as a labour of love. We continue to curate and share our SSNSW **quarterly e-**

newsletter, a wrap up of all things sustainable schools in NSW, promoting opportunities for educators to learn more about school sustainability initiatives they can get involved in.

Support regional networks of sustainability educators

Thanks to our partner MidWaste we are delivering the **Nambucca & Bellingen Sustainable Schools Network** in mid-north coast NSW. Led by educator Jane Grebert, the network is meeting quarterly, considering a range of waste and sustainability issues and supporting each other as education professionals.

Support the ongoing professional development of school environmental educators

We delivered a range of successful **professional learning webinars** "School Sustainability Stories", sharing practical experiences and reflections from teachers, including: Regenerating Australia (3 November). Working together to reduce waste and Return and Earn in your school (Nov 22), EENSW Award Winners talk school waste, sustainability and student engagement (16 March) and Greening your School canteen (14 June), with thanks to the support of partners Return and Earn and MidWaste.

Build alliances between environmental educators who are delivering school education

Our **Sustainability Connect** database continues to be a tool for schools and education providers to connect and find support for sustainability education projects in schools. SSNSW contributes to the AAEE supported Australian Sustainable Schools Alliance AuSSA. AuSSA is a network of sustainable school program initiatives in each state and territory and key national environmental education program coordinators. The group is advocating for a national Sustainable Schools office and is working with the federal government to bring to life for schools the most recent State of the Environment report.

Research and understand needs and opportunities for school sustainability in NSW.

We have engaged in research with our SSNSW members about their priority areas of interest, progress in their school sustainability journey and engagement with the Return and Earn program. We share university and community research projects about school sustainability. SSNSW has been working closely with Dr Anni Ross and Dr James Ladwig at the UoN to explore how integrated the sustainability cross-curriculum priority is in our NSW schools. This research is at an early stage with conversations occurring with the department who has started a research focus within their sustainability journey.

NT Chapter – Graeme Sawyer and Hugh Kneebone

AAEE (NT) has had a quiet year as our numbers are very low since Covid. We have been focused on our biodiversity work with schools and in particular providing support as shown in the example below. We are also working with Darwin Wildlife Sanctuary and other groups to focus on native vegetation and get schools to plant bushtucker, calendar and medicinal gardens using local indigenous knowledge.

Focusing on Biodiversity

This was part of the vegetation survey and the biodiversity survey as a means of getting schools more aware of the ecological value of their school grounds. *Varanus scalaris*, the Spotted-Tree monitor is living in the school grounds. Some of the Trees are providing critical habitat for these monitors and possibly other species. In times of a Biodiversity crisis this is really good news, and it also has the potential to provide some inspiration for students in their educational endeavours. The photographs below are from the *Eucalyptus tetradonta*, Darwin Stringybark, on the school grounds near the basketball courts.

In total we saw five individuals during this visit to the school. We have also seen *V. scalaris* in other trees on the school grounds but cannot be sure they are different individuals unless we do a mark recapture study like we have done with the Frill-necked Lizards.



There are several significant trees in the school grounds, and we measured these trees to collect some data and I would encourage the school to integrate these sorts of measurement into the school curriculum. The base measurement is referred to as DBH which is the Diameter at Breast Height and is the measurement of the diameter of the tree at 1.2 m above ground level. Firstly, we measure the circumference of the tree at this height. This circumference measurement is then used to

calculate the diameter by dividing by 3.14 (Pi). This number is then divided by 2mm to estimate the age of the tree. Note the research into the tree species shows a growth rate¹, in terms of Diameter, of 1.6 to 1.8 mm per year.



We also estimated the height of the trees. The estimation technique of holding a stick at arms length so the top of the stick lines up with the top of the tree and the point where the stick is held level with the base of the tree. The stick is then rotated so the base is still aligned with the base of the tree and the tip of the stick it used to mark a location on the ground. This distance can then be measured. The Stringybark with the resident Scalaris is estimated to be 159 years old.

This large Eucalyptus Miniata, Darwin WoollyButt, measured at 1850 mm and is estimated to be 280 years old and is 16 metres tall. There are signs that this tree has been snapped in half, possibly by Cyclone Tracy in 1974, and regrown the top section. It also has hollows that are used by the monitors.

Graeme Sawyer, President AAEE (NT) www.aaeent.org.au

Facebook <https://www.facebook.com/groups/1431493630402669>

In the Northern Territory environmental education takes on a whole new meaning when applied to remote Aboriginal communities where a new approach has been emerging. Known collectively as 'Two-way learning' it is the integration of Traditional Knowledges and Customary Practice into a western education approach. A recent review of secondary education captured some of the emerging trends and approaches in remote education. These included the following key elements:

- Aboriginal governance, ownership and authority, ensuring cultural safety and culturally appropriate approaches
- Commitment to good two-way practice, incorporating Aboriginal and western knowledge systems.
- Programs developed collaboratively between local Aboriginal stakeholders and the education system.
- A focus on applied skills that increase readiness for jobs that exist in the community
- Supporting intergenerational transfer of culture and traditional knowledge, which helps to keep culture strong and is a well-established protective factor for the wellbeing of young people.

Another barrier to education for many remote Aboriginal students is that they are culturally required to attend ceremony as part of their traditional responsibilities and cultural practice. This can see

¹ [1] L.Prior, D.Eamus and D.Bowman (2004), Australian Journal of Botany, Tree Growth rates in northern Australia savanna habitats

some students miss extended periods away from school. There is a growing recognition of ceremonial / cultural learning as the first-way education process for remote Aboriginal students and a need to recognise Aboriginal ceremonial attendance and knowledge transfer within the Northern Territory Department of Education curriculum framework. This would see them receive some credit toward their final years studies for ceremonial learning.

Whilst the priorities in the NT for remote schools are around Indigenous education needs rather than sustainability and environmental education, it is really a matter of urgency and priorities. There is great need to tackle environmental issues in the developing north but the risks of losing our unique Indigenous cultures is too pressing. This work is invaluable in the north but it also suggests a way for all of us to understand and to integrate it into our more mainstream teaching practice. See the [NT Indigenous Languages and Cultures](#) resource as an inspiration.

That success is built on involving communities in the design and management of the two-way programs so they get to decide how their traditional education practices are incorporated. They then support this learning as it happens out on the country as it has done for 60,000 years, and then it's brought back to the classroom and incorporated into the mainstream curriculum and supports key educational outcomes around numeracy and literacy. It's working and it highlights what can happen when we give Aboriginal communities a voice. Yes!

Hugh Kneebone AAEE member. Manager - Learning on Country Program



Students from Maningrida College at a Learning on Country program camp this year exploring water from traditional and western science approaches.



Understand the science of how traditional bark poisoning works on the fish by measuring water temperature, conductivity, pH and oxygen levels.

Queensland Chapter – Convenor Natalie Costanzo

Thank you to the Qld Executive, Natalie Costanzo (President and Chapter Liaison Officer), Mandy Botterell (Secretary), Cam Mackenzie (Treasurer), Sienna Harris (Ordinary member), Lisa Ryan (Ordinary Member), Robyn Fox (Ordinary Member) and Hilary Whitehouse (Ordinary member), who have devoted many hours to the running of our Chapter. 4 committee meetings were achieved during the annual period, with an AGM scheduled for 14 November 2023. 2 casual catchup meetings were added to this line up to keep the committee engaged, have fun, share ideas and connect.

We have 57 confirmed members and are continually endeavouring to grow this number. Chapter communication comprises of our chapter newsletter (issued quarterly), regular social media posts on the AAEE Qld Facebook page, and updates through the ozEEnews publication. Close collaborations with the Sunshine Coast Council Kids in Action (KIA) Program, the Darling Downs and South-West Regional STEM Hub, Brisbane City Council, Partner Up Queensland Regional Science and Innovation Network, University of Southern Queensland, and Cairns Regional Council have continued, with new partnerships developed with Logan City Council, Tangalooma Eco Marines, University of the Sunshine Coast and Qld Department of Education and Sea Country Education.

Chapter and Branch achievements during the annual period include:

- Two Professional Development sessions on incorporating the Sustainable Development Goals (SDG) into the classroom/workplace were sponsored by the Queensland Chapter. Participants connected with the goals via the SDGs Game and then workshopped ways to embed them into everyday teaching and learning practices. The first was in **Brisbane** September 2022, and the second on the **Sunshine Coast** July 2023 (co-sponsored by Sunshine Coast Council as part of the Kids in Action Program). These were provided through accredited SDG Game facilitators Delwyn Langdon and Leanne Denby.



Participants from Brisbane City Council Environment Centre's Creek Catchment Assessments Teacher PD.

- Darling Downs Region:** Some of the Toowoomba region's best sustainable living experts shared their knowledge and tips at the Sustainability Showcase hosted by the Amaroo Environmental Education Centre near Highfields on Saturday, 18 March 2023. The event coincided with Sustainable House Day and aimed to show people the benefits of sustainable design and living for their health, comfort, enjoyment and finances. The keynote speaker was Sebastian Crangle, a sustainability consultant specialising in home energy efficiency and management. Other speakers shared advice on a range of topics, such as earth-friendly concrete, sustainable house design, electric vehicles, permaculture and the latest trends in bicycles. A Sustainable Living Roundtable Q & A session was also held with representatives from local environmental groups, including Renew – Toowoomba Branch, Toowoomba 4 Climate Action, Darling Downs Environmental Council, Toowoomba World Environment Day, H.O.P.E. (Householders Options for Protecting the Environment), Toowoomba Region Bike Users Group and Toowoomba Permaculture Club.



Sustainability Showcase hosted by Amaroo Environmental Education Centre, March

- Sunshine Coast Branch** continues to work with Council's Kids in Action Program, which celebrated its 11-year anniversary in June by taking out the Local Government of Queensland Award for Community-Shaping. The program will contribute to the region's recent recognition as a biosphere reserve through its 2023 theme "bioSPHEROES: connecting, caring and co-creating the future". Over 300 students from across the region began their BiospHERO journey at the Environmental Projects Day held at the University of the Sunshine Coast, where they participated in a variety of workshops such as livestream Sound Tours through other Biospheres around the world and celebrating bats as the unsung bioSPHEROES of Eucalypt Forests. They will come together soon for the Kids Teaching Kids Conference to deliver workshops, presentations, short videos and displays that will share their discoveries, learnings and connections with 'heroes' of the Biosphere.



Insect Ecologist Dr Andy Howe and students at the Sunshine Coast Kids in Action Environmental Projects Day.

Upcoming events for the Chapter include:

- On 07 September 2023 the AAEE Qld Branch is sponsoring the live streaming and videoing for the *Inaugural Big Idea Oration*. Dr Ron Tooth will be presenting *on Enchantment: Designing pedagogies for a fractured world* where he will draw on First Nations philosophies to explore alternative pedagogies. Professor Emerita Annette Gough will be presenting on *outdoor and environmental education in a contemporary world*.
- On September 1, 2023, Brisbane City Council and QLD AAEE will be holding a PD session for Primary School teachers entitled Literature Leaps into Nature. In this workshop, teachers will learn how to lead nature-based investigations with confidence. They'll discover techniques to observe animals and habitats on school grounds, along with suggestions for using books and simple resources to enhance their teaching in the outdoors. This workshop will be held again in January 2024.

South Australia – Convenor Deidre Knight

It has been another fruitful year for our Chapter with many events and new partnerships to keep us connected with a range of communities. Committee members Amy Blaylock and Debbie Loke keep members updated via their regular News Bites editions with quarterly newsletter starting shortly. We will use these publications, regular website updates, ongoing events and growing networks to recruit new members. Our current membership is 56.

AAEE SA is proud to partner with a number of organisations such as Western Adelaide Coastal Residents Association (WACRA), Educators SA who update us on relevant events and training opportunities, Green Adelaide's education personnel via fortnightly meetings, Butterfly Conservation SA (BCSA), Ferox Australis, Permaculture SA, Rail Care, a section of the Department for Transport and the Department of Environment and Water (DEW) through shared events. Other partners include the Conservation Council of SA of which our Chapter is a member, Keep South Australia Beautiful (KESAB), Arbury Park Outdoor School and HASS Association are represented on our committee. The Royal Automobile Association (RAA) is funding our outreach to rural and remote SA.

Our Bringing Back the Butterflies (BBB) program continues to grow as we liaise with more schools, communities and residents. Our WACRA colleagues invited the BBB Team to collaborate on the My Tree Project with three schools to grow relevant native tree and understory species for their communities. This hands on event also has an artistic component where students created a piece of art depicting what a tree means to them. Over 2,000 plants were grown and planted. An art exhibition was held in the local council chambers with Uncle Mickey O'Brien welcoming us to country and guest speaker Professor Chris



Daniels applauding students' horticultural and artistic skills. My Tree was nominated for and won the Australia Day Event of the Year for South Australia.



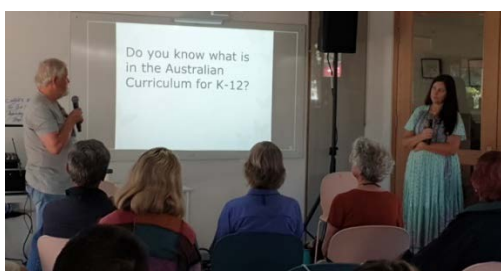
The My Tree Team at Australia Day Ceremony at Government House.



Welcome to Country by Jack Buckskin Brompton Planting Day

Our EfS partnership with Rail Care continues to grow as we support their work with schools and communities by talking about the importance of biodiversity and skill sharing on planting days.

AAEE members Angela Colliver and David Larritt liaised with DEW to host the Action for Ocean event as a prelude to Sea Week. Presenter James Tilley shared new educational materials with teachers. Local marine organisations also showcased their services. They were supported by fellow AAEE members. AAEE members were also invited to our Experiencing Marine Sanctuaries (EMS) Sea Week reef snorkelling event where they identified marine species living in and around the Noarlunga Reef.



BBB team members Dr Debra Bradley and Steve Fuller presented at the National Permaculture Convergence about BBB Curriculum links. Our committee is reaching out to educators in rural and remote SA via BBB via an RAA grant to print BBB signage, the BBB Manual, videos and mentoring via zoom. This will be preceded by our iNaturalist app

workshop event both in person and via zoom in August. In September participants will get a chance to try out their new skills on a guided walk through Morialta Falls followed in October with a propagation workshop to grow their selected endemic species. New member Anderson De Souza shared his 20 year EfS career in Brazil on a range of environmental programs including traveling throughout this vast country in his EE Bus.

AAEE Member Deidre Knight received the Premier's Climate Challenge Award.

Tasmania Chapter – Convenor Ingrid Albion

We have a high achieving group, small in number but big on commitment. The Sustainable Living Festival was a great example of everyone pulling together. We had 2 very successful days with many people attending our stands. The Inspiring Australia/Science Week grant enabled us to host the trip to the beach for migrants, which was highly successful. Our focus for this year is on increasing membership.

We welcomed our new committee with Co-Presidents: Ingrid Albion, Jenni Burdon, Joint Secretaries and Public Officers: Chris Haas/Maree Bakker, Treasurer: Caissey Else, Vice President: Jenny Dudgeon, Liaison Officer: Nel Smit, Comms: Jenni Burdon, General Committee: Bill Albion.

This year 4 meetings were composites of virtual and in person at the Sustainability Learning Centre.

Activity Highlights

Sustainable Living Festival

A weekend of sharing ideas with the public on sustainable education.

Tasmanian Youth Climate Leaders Program

Involved over 300 students (aged 10-18) from three Tas regions coming together at 3 conferences. The program coordinated by young leaders for youth leaders in their schools, engages mentors to plan and take action on climate change. It aims to build a network of young people who are passionate about climate science, climate justice and sustainability and equip them with skills to support on-ground action in their schools and communities.

<https://www.slt.org.au/yclp>

Energised Learning:

With Sustainable Living Tasmania, Todd Houstain and Nel Smit coordinate a project-based learning program inspiring Tasmanian secondary students in 5 schools about careers in renewable energy. Students are engaged in real-world renewable energy projects under the mentorship of renewable energy professionals and tradespeople.

Science Week :

Festival of Bright Ideas 12 -13 August <https://festivalofbrightideas.com.au/>



AAEE Tas participated in Hobart's two day, Festival of Bright Ideas (FOBI) – a celebration of science and innovation. Members Ingrid Albion, Chris Haas, Jenni Dudgeon, Ruth Whelan and Maree Bakker conducted workshops over two days with schools and community presenting information on the environmental impact of clothing manufacture, including water and pesticide use in cotton growing, impacts from dyeing fabric, emissions from transport, then clothes in landfill.

Welcome to Country: Midlands Biodiversity Hot Spot Tour: 12 August 2023

The Midlands Biodiversity Hot Spot is Tasmania's only nationally recognised biodiversity hot spot, declared because of the high numbers of threatened and endangered species. The Midlands Biodiversity Field Day focused on the science of restoration in this fragile landscape, led by Aboriginal a restoration ecologist, researchers, educators, architectural designers, leading farmers and volunteers. The event was facilitated by Nipaluna Nursery, dedicated to ecological restoration and education through growing indigenous plants.



Bioblitz in takayna, 24, 25, 26 th Nov including special events for children and their families.

Western Australia - Convenor Dr Jennifer Pearson

Firstly, we would like to acknowledge Stephen Crane as the EE of the Year for the Chapter in recognition of his outstanding role at Nearer to Nature. Stephen has delivered education programs that highlight the importance of the environment for school students and teachers as part of his role for the DBCA. Stephen gives students and teachers direct experience with data collection of endangered species through field work, in Perth Hills and rural locations. Stephen has been a team member of the DBCA Nearer to Nature program, previously Eco Education, for over 35 years. His deep respect for endangered species in the



Biodiversity Hotspot is to be commended. Stephen has a warm and inclusive manner with groups of students, is knowledgeable and respectful of students questions. Stephen delivers school camps, senior science data collection excursions, assists in research for DBCA and is available to deliver workshops for community groups.

The WA Chapter continues to deliver key programs and events which are listed below.

Key Programs

Little Green Steps WA

We continue with WasteSorted Schools to deliver the waste program to early years educators in Metro and regional areas, including Albany, Pilbara and Bunbury. The trialing of the Cloth Nappies has refined the workshop content and resources. The City of Cockburn partnership continues with a successful submission for a further three years secured recently. This has enabled early years educators in that council to be supported in the ongoing transition to imbed



sustainable practices into their centres. We continue to promote the ecological footprint and social handprint key concepts. The latest development is a workshop to explore the issue of consumption, the built environment and closing the loop with purchases. The LGSWA is now part of the Early Childhood Sustainability Alliance, a national group to promote sustainability practices. Megan Mentz, Program Manager

WasteSorted Schools Program South Metro

This program had a change of education officer and we thank Belinda Bloxsome for her work and welcome Niamh Williams to deliver this important program for the WA Chapter. Up to 15 schools each term are shown how to carry out audits of waste in the school, set goals and develop projects to deal with key issues in the school. This is part of the state government strategy to reduce waste to landfill. Thanks Amy Krupa at SERCUL for providing HR and mentoring.



Western Australian Chapter

42

MEMBERS

Our members come from all levels of formal education, Universities & TAFE, local and state governments, NGO's and families.

8

PROGRAMS & EVENTS

LGSWA, WasteSorted Schools, Turtle Watch, Reconciliation Week, BEES, EDE, CCC, WASEF.

36

MEETINGS

Across the various programs and events

94

WORKSHOPS - FORUMS

Little Green Steps WA (23) WasteSorted schools (45), BEES Day (12) WA Education for Sustainability Forum (1) Rug Weaving (9) CCC (1) WED (1) EDE (2)

7

MEDIA PLATFORMS

WA Chapter & LGSWA Website, EEBulletin, WA Chapter & LGSWA Facebook, LinkedIn LGSWA, LGSWA Newsletter.

11

COLLABORATORS

Sustainable Schools WA, City of Cockburn, One World Centre, SERCUL, Nature Link Perth, Curtin Uni, Millenium Kids, CREEC.

2549

VOLUNTEER HOURS

AAEEWA work without an Executive Officer so volunteers contribute many hours to complete tasks required.

Key Projects

Biological Earth Environmental Science (BEES) Yr. 9 - 11 Forum – Friday 9th September 2022.

Delivered in Partnership with Curtin University for secondary students to come and meet scientists and hear about possible careers. There were 269 students accompanied by 25 teachers. All major universities participated in the lunch session to showcase science study pathways. Co-ordinated by Jennifer Pearson & Tim Keely Curtin, STEM Outreach.

Western Australian Sustainable Education Forum (WASEF) – 2nd December 2022

This annual event offers educators that utilise or deliver programs the opportunity to hear of each other's work, listen to a key presentation about a topical education issue. Co-ordinated by Jennifer Pearson supported by a committee including Kelsie Prabawa Sear, Vanessa Dow, Elaine Lewis, Aline Arrunda and Gun Dolva.

Earth Day Expo – Friday 14th October 2022 & Friday 31st March 2023

Earth Day Expo, co-hosted by the Canning River Eco Education Centre (CREEC) was delivered at the end of 2022, postponed from April due to Covid. The 2023 event was delivered on Friday 31st March. Thanks to Megan Mentz for coordinating this event and all the volunteers. The Expo is a whole day excursion of interactive activities provided by environmental organisations that are passionate about the future of our planet. Students from Year 2 – 6 attended and were rotated through five activities.

In 2022 16 classes (402 children) with positive evaluation. *“Amazing, very informative and hands on learning. Kids thoroughly enjoyed the activities which involved walking around i.e magnifying glasses, binoculars”* In 2023 16 classes (396 children) and more positive evaluation, despite the rain at the start of the day. *“Very educational and engaging, loved the hands-on activities.”* Jennifer Pearson & Megan Mentz

Catchments, Corridors and Coasts – 10th August 2023

The Catchments, Corridors & Coasts (CCC) returns in a new one day format after three years hiatus. The program encourages participants and practitioners to engage in system thinking, recognising that every aspect of life occurs within a catchment. Sometimes in the upper catchment, sometimes in the corridor, sometimes at the coast and sometimes in all three. Committee includes Catherine Baudains, Amy Krupa, Elaine Lewis, Claire Gaskin, Sarah Stevenson, Katherine Gaschk, Cathy Levett, Carina Lancaster, Vicky Hartill, Josh Brown and Michael Burke.

Turtle Watch – September to November Peak Period

This program is working in collaboration with a 'Turtle Trackers' Citizen Science Program. Community are encouraged to participate in turtle watching and report sightings in support of scientific research. Turtle Trackers is part of the Saving our Snake-necked Turtle (SOSNT) program which is run in partnership between Murdoch University, Harry Butler Institute, WA Wildlife (formerly Native ARC), Department of Biodiversity, Conservation and Attractions (DBCA), and the City of Cockburn. Turtle Tracker volunteers track nesting female turtles during peak nesting season (September to November), log information about turtle sightings and behaviour, and help protect nests. Thanks Vicky Hartill

Grants

WasteSorted Community Grants

The WA Chapter secured a grant from the Waste Authority, WasteSorted Community Grants, to create a digital picture book for children aged 2yrs to 7yrs about recycling material in their early years settings. Encourage STEM activities for construction of puppets using waste materials and found objects. Refine and illustrate best practice in recycling food and organic waste in early years and home settings. Provide practical activities for educators and parents to explore the science of materials, management of organic waste and paper based products, linked to EYLF and Curriculum. The book is expected to be launched at a local early year centre at the end of 2023.

Co-ordinated by Jennifer Pearson

National Science Week WA Inspiring Grants

The WA Chapter was successful in securing a National Science Week WA Inspiring grant to create vignettes of practice for early years educators (0-8) that illustrate Indigenous knowledge. The vignettes will be offered to increase the Statewide Service collection outlined on page 8 [Ngaparrtji Ngaparrtji Two-way](#). This resource will also be offered to AAEE national network, our partner One World Centre and the Early Childhood Sustainability Alliance of Australia and New Zealand.

Co-ordinated by Jennifer Pearson

Reconciliation Action Plan

There was a range of planned and connected activities to promote reconciliation over the year.

Two-Way Science (TWS) workshop at Coolbinia PS 25th October, Two-Way Science Conference – 23 & 24th Nov. TWS workshops 24th May, 8th & 13th June @ HLDC. We supplied a letter of support for Coolbinia PS & One World Centre (OWC) NAIDOC Week grant application, it was successful in securing funding for March TWS workshop at OWC.

Reclaim the Void project, weaving rag rugs, were held at CREEC on 15th February, 1st March, 15th March, 29th March, 10th May, 24th May, 7th June, 21st June, 18th August, 1st September. Workshop in Esperance April 14th.



AJ learning how to weave a rag rug



Bec Cox presenting Along the Djarlgarra

Earth Day Expo on the 31st March Bec Cox, Aboriginal educator, presented *Along the Djarlgarra*.

Acknowledgement of Country is now included on AAEEWA letterhead page, the same as website and used to open our meetings.

National Science Week Inspiring Grant successfully achieved to create vignettes of TWS practices, over the next few months.

The Voice campaign was discussed, we shared the survey with members so they can inform themselves.

The committee includes Elaine Lewis, Jennifer Pearson, Aline Arrunda, Catherine Baudains and Katherine Gaschk.

Building & Maintaining Networks

We have a range of organisations that we collaborate with for our programs, projects and activities. They have been named throughout this report and we thank them sincerely. We continue our collaboration with the Canning River Eco Education Centre (CREEC) for Chapter meetings, conducting workshops for the Reclaim the Void, joint Earth Day Expo, National Science Week events, SSWA network meetings and co-hosting the WASEF forum.

Thank you to the WA Chapter Executive for their time and enthusiasm, Jason Pitman as Secretary, Elaine Lewis as Membership, Amy Krupa as Treasurer and Sarah Stevenson for media support.

Environmental Education Victoria – EO Jo Connor

2023 saw an increase in energy in Victoria following the challenges of COVID19, although the ongoing level of disease and recovery from change fatigue and illness continued to challenge teachers, members, students and staff.

Our Committee of Management developed a Fundraising Strategy and we have been building our skills in pitching for funds to help us support our members, and to facilitate long term planning and projects.

We continued to work from home but have also enjoyed coming together at our new Virtual Office and have rented a permanent desk at TOMS in Brunswick.

We continued with streamlining our systems, setting up a new database, surveying our members and refining our membership categories and offers, a new phone system among others. We've made significant updates to our website, including the introduction of three member areas, where members can access resources, and we introduced Member Offers, as we developed partnerships with a range of values-aligned organisations who were happy to support our member teachers.

Our enthusiastic team has been working hard in the delivery of our mission: to educate, empower, and inspire teachers, students, and community to take action on climate change for a sustainable future. We built an amazing VCE Environmental Science database which members can search for curriculum mapped, publicly available resources. We have been building partnership with a range of organisations to collaborate and bring some amazing projects to our members and local schools.



VCE Environmental Science

The VCE Program continued to support students and teachers through:

- VCE Revision Lecture Q&A
- VCE Environmental Science Teacher Conference held as a hybrid event for the first time.
- The BioEd Program for teachers new to VCE Environmental Science. We delivered the database to members with hundreds of online resources mapped to the VCE Environmental Science Curriculum.
- The 5th Edition of the VCE Environmental Science textbook sales continued to be stronger than expected. We are pleased with the increasing popularity of VCE Environmental Science - it's such an important skill and knowledge set for so many careers of the future.



ResourceSmart Schools

ResourceSmart schools had a resurgence in energy, and our team consolidated the relationships they had built in the previous year, to commence some amazing networks and programs.

We were able to attract additional resources to local schools which aligned with the program and identify some tools that we can develop to assist schools with future participation.



Project Highlights

We received funding from Brimbank Council to continue the successful collaboration with RMIT Landscape Architecture Design Studio. This project works intensively with one school to identify design solutions for schools to adapt to climate change and increase biodiversity within grounds. The University students in the Design Studio come up with some amazing ideas! Here's the video from the first project: <https://vimeo.com/736733788/2bbea9d1fc>

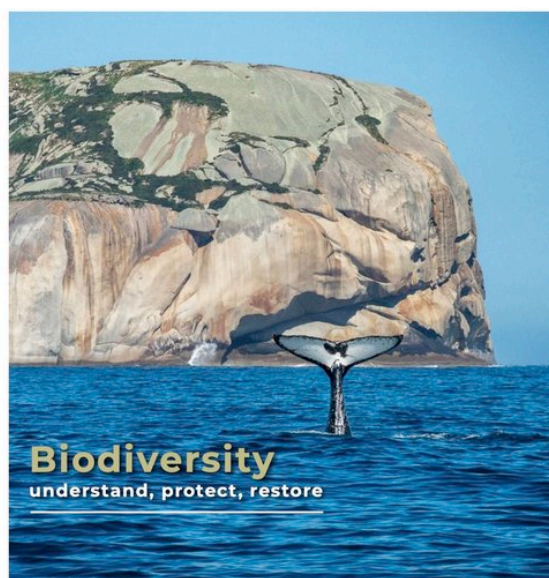
We received funding from DEECA as part of their More Trees for a Cooler Greener West project. The school response has been amazing and there are currently lots of plantings underway in school yards across the western metropolitan area.

We established a network (in conjunction with EASL) for larger private schools who want to work towards carbon neutrality.

We hosted student volunteers from Deakin University's Health degrees and they undertook projects including surveying schools, developing program tools and researching the connections between nature and wellbeing.

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The Journal of Environment Education Victoria



ENVIRONMENT
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Vol. 45, No. 01, May 2023
Cost \$22.00

Appendices

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AAEE Annual Financial Report 2022/23



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COMPILATION REPORT

AUSTRALIAN ASSOCIATION FOR ENVIRONMENTAL EDUCATION INC.,

For the 12 months ended 30 June 2023

We have compiled the accompanying special purpose financial statements of Australian Association for Environmental Education Incorporated (AAEE), which comprise the balance sheet as at 30 June 2023, the profit and loss for the year then ended, a summary of significant accounting policies and other explanatory notes. The specific purpose for which the special purpose financial statements have been prepared is set out in Note 1.

1. Directors' Responsibility

The undersigned directors of AAEE are solely responsible for the information contained in the special purpose financial statements and have determined that the significant accounting policies adopted as set out in Note 1 to the financial statements are appropriate to meet their needs and for the purpose that the financial statements were prepared.

The directors of AAEE have compiled the accompanying special purpose financial statements in accordance with the significant accounting policies adopted as set out in Note 1 to the financial statements.

The directors collect, classify, and summarise the financial information in compiling the financial statements. Our procedures do not include verification or validation procedures.

The special purpose financial statements were compiled by the directors of Australian Association for Environmental Education Incorporated (AAEE). We do not accept responsibility to any other person for the contents of this financial report.

24th August 2023

Signed:

A handwritten signature in black ink that reads "V. Pearce". The signature is written in a cursive, flowing style.

Ms Vivienne Pearce OAM

Vice President: Australian Association for Environmental Education

COMMITTEE'S REPORT

AUSTRALIAN ASSOCIATION FOR ENVIRONMENTAL EDUCATION INC.,

For the 12 months ended 30 June 2023

Under the current governance structure, the board of directors is skills-based and is the association's governing body. The names of committee members throughout the year and at the date of this report are set out below:

Committee Member	Position	Date Started	State	Portfolio
Mr Hugh Kneebone	President	25 th October 2022	SA	Governance
Ms Vivienne Pearce	Vice President	14 th October 2020	ACT	Partnerships
Ms Sarah-Jo Lobwein	Vice President	14 th October 2020	NSW	Sea Week
Mr Jason Pitman	Vice President	25 th October 2022	WA	Professional Learning
Dr. Peter Anderson	Treasurer	14 th October 2020	NSW	Finance
Vacant	Secretary			
Ms Angela Colliver	Committee Member	23 rd October 2018	SA	Membership
Dr Sue Elliot	Committee Member	23 rd October 2018	NSW	Early Childhood
Stephen Fuller	Committee Member	27 th October 2021	SA	Advocacy
Dr Jennifer Pearson	Committee Member	23 rd October 2018	WA	Advocacy
Ms Jodie Green	Committee Member	4 th October 2019	ACT	AAAE
Nel Smit	Committee Member	25 th October 2022	TAS	Membership

Meetings of Committee Members

During the financial year, monthly committee meetings were held on the 3rd Wednesday of each month. There were 10 meetings over the year and 9 meetings had the required quorum of 5 members.

Chapter/Branch Liaison Meetings were held each quarter:

ACT: Glenys Patulny

NSW: Patricia Lee

NT: Jo Scott

QLD: Many Botterell

SA: Debbie Locke

TAS: Nel Smit

WA: Jennifer Pearson

EEV: Jo Connor

Chapter Convenors

ACT: Andrew O'Meara

NSW: Sue Martin

NT: Graeme Sawyer

QLD: Natalie Costanzo

SA: Deidre Knight

TAS: Ingrid Albion

WA: Dr Jennifer Pearson

EEV: Rina Gao

Principal Activity

The principal activity of the Australian Association for Environmental Education is to connect through education to advance understandings and actions in relation to environmental and sustainability issues across all communities and education sectors.

Values

- Fostering of social change on environmental issues;
- Use of sustainability principles;
- Excellence in education using reflective practice;
- Inclusive, democratic, collaborative and empowering approaches;
- Use of holistic, integrated and global perspectives;

- High ethical standards;
- High quality research and evaluation to underpin practice; and
- Productive international, national, interstate and sector based partnerships.

Strategic Priorities for AAEE

- Develop an active communication strategy to improve internal and external communication.
- Define current and investigate future funding stream opportunities.
- Strengthen our identity as a profession to project a shared narrative.
- Investigate and secure ways to add value to Membership Benefits.
- Identify and connect with others to create pathways for a sustainable future.

Significant Changes

Outstanding superannuation payments of \$16,455.53 were made to Natasha Cameron for the period of her contract with AAEE in accordance with ATO requirements, dated from 2016. Simple Solutions Accounting Services have been engaged to set up quarterly superannuation payments for our current Admin Coordinator, Robyn Bickell.

The Starfish Foundation donated \$50,000 to AAEE and that money has been deposited into our AAEE National Charities Account.

Our Chapter reimbursements in the 2022/2023 financial year are at the agreed 20% membership, delivered quarterly with updated membership lists sent to Chapter Conveners.

AAEE costs for members to access to online journals through Cambridge University Press \$5,775.00. No funds received per agreement for copyright entitlements in this financial year.

Operating Result

The surplus/loss after providing for income tax for the financial year amounted to, as per below: There is an operating profit of \$23,978.09 on the 2023 Statement of Income & Expenditure. Compared with previous years:

- 2022 Operation loss of \$1551.91
- 2021 Operating profit of \$33,274.58

Other Items Administrator Coordinator Employment

Robyn Bickell's 12-month contract for 20 hours per week has been renewed. The new contract includes a 6.5% pay rise.

Benefits & Dividends

The constitution of the organisation does not permit the payment of dividends and no directors have received or are entitled to receive any compensation as part of their duty to serve the Board and AAEE, with the exception of reasonable reimbursements for out-of-pocket expenses incurred to attend meetings.

Insurance

During the 2023 financial year, the Australian Association for Environmental Education paid a premium of \$3,330.00 for Association Liability Volunteers and \$1,475.00 for Directors & Officers Liability Insurance. Total: **\$4,805.00**

Previous years Insurance was as follows:

- 2022 Insurance \$4,575.00
- 2021 Insurance \$2,431.81

Going Concern

This financial report has been prepared on an ongoing concern basis which contemplates continuity of normal business activities and the realisation of assets and settlement of liabilities in the ordinary course of business. The ability of the association to continue to operate as a going concern is dependent upon the ability of the association to generate sufficient cash flows from operations to meet its liabilities. The members of the association believe that the going concern assumption is appropriate.

Signed in accordance with a resolution of the Members of the Committee on:



Vivienne Pearce OAM (Vice President)
Date: 24th August 2023



Dr Peter Andersen (Treasurer)
Date: 24th August 2023

Profit and Loss

AUSTRALIAN ASSOCIATION FOR ENVIRONMENTAL EDUCATION INCORPORATED For the year ended 30 June 2023

	2023	2022
Trading Income		
Bank Interest	381.41	-
Concession Membership	1,702.77	1,421.86
Conferences [48600]	-	13,636.36
Copyright Royalties	644.18	11,082.70
Corporate Membership	5,454.49	3,636.32
Donations	50,101.00	1,002.00
EEV Joint Membership	3,156.84	4,277.26
Family Membership	227.28	113.64
Individual Membership	14,740.21	12,122.17
International Membership	109.09	-
Life Membership	1,818.18	1,818.18
Publication Orders	54.55	-
SCCP online sales	10.91	32.73
School / Small NGO Membership	4,254.60	6,854.60
Total Trading Income	82,655.51	55,997.82
Cost of Sales		
ACT Chapter Member Payments	277.00	369.58
NSW Chapter Member Payments	1,669.75	3,223.20
NT Chapter Member Payments	81.60	20.40
QLD Chapter Member Payments	741.90	1,251.48
SA Chapter Member Payments	1,085.10	820.94
TAS Chapter Member Payments	102.60	345.16
WA Chapter Member Payments	842.90	702.94
Total Cost of Sales	4,800.85	6,733.70
Gross Profit	77,854.66	49,264.12
Operating Expenses		
Administration Services	29,640.00	9,180.00
AJEE Production	5,250.00	2,250.00
Audit & Accounting	2,467.10	1,785.58
Bank Fees	484.29	374.87
Charitable Donations	-	10,494.00
Fees	280.00	91.03
Grants [62101]	-	1,000.00
Insurance	4,403.47	4,192.67
Interest Expense	4,594.69	-
Marketing	320.00	837.27
Memberships & Subscriptions	1,525.41	558.98
Merchant Fees (Paypal)	209.02	698.46
refund/reimbursement	397.70	199.36
Scholarships	-	1,400.00
Superannuation	3,049.20	15,288.04
Website	1,255.69	2,465.77
Total Operating Expenses	53,876.57	50,816.03
Net Profit	23,978.09	(1,551.91)

This statement is to be read in conjunction with the Notes to the Financial Statements and the accompanying Compilation Report.

Movements in Equity

AUSTRALIAN ASSOCIATION FOR ENVIRONMENTAL EDUCATION INCORPORATED
For the year ended 30 June 2023

	2023	2022
Equity		
Opening Balance	87,200.38	88,752.29
Current Year Earnings	23,978.09	(1,551.91)
Total Equity	111,178.47	87,200.38

Balance Sheet

AUSTRALIAN ASSOCIATION FOR ENVIRONMENTAL EDUCATION INCORPORATED
As at 30 June 2023

	30 JUN 2023	30 JUN 2022
Assets		
Bank		
BA Charitable Status 12086436	58,824.42	8,269.42
BA Operating Account 12086434	54,050.96	88,206.84
PayPal Account	578.29	505.03
Total Bank	113,453.67	96,981.29
Current Assets		
Accounts Receivable	585.00	7,811.08
Total Current Assets	585.00	7,811.08
Total Assets	114,038.67	104,792.37
Liabilities		
Current Liabilities		
ATO Integrated Client Account	-	1,689.00
GST	2,015.00	3,874.35
Rounding	1.00	1.00
Superannuation Payable	844.20	12,027.64
Total Current Liabilities	2,860.20	17,591.99
Total Liabilities	2,860.20	17,591.99
Net Assets	111,178.47	87,200.38
Equity		
Current Year Earnings	23,978.09	(1,551.91)
Retained Earnings	87,200.38	88,752.29
Total Equity	111,178.47	87,200.38

This statement is to be read in conjunction with the Notes to the Financial Statements and the accompanying Compilation Report.

Notes to the Financial Statements

AUSTRALIAN ASSOCIATION FOR ENVIRONMENTAL EDUCATION INC.,

For the 12 months ended 30 June 2023

1. Statement of Significant Policies

The directors' have prepared the financial statements on the basis that the company is a non-reporting entity because there are no users dependent on general purpose financial reports. This financial report has been prepared in order to meet the needs of members and to satisfy the financial reporting requirements of the Associations Incorporations Act 1991 (ACT).

The financial report has been prepared in accordance with the significant accounting policies disclosed below which the directors have determined as appropriate to meet the needs of members and the needs of the organisation's financial reporting obligation. Such accounting policies are consistent with the previous period unless stated otherwise. The accounting policies that have been adopted in the preparation of this report are as follows:

1.(a) Income Tax

Deductible Gift Recipient (DGR) Status

The association is a non-profit organisation, and is endorsed as a Deductible Gift Recipient (DGR) with ATO for a fund it operates:

- Australian Association for Environmental Education Gift Fund from 26th March 2007
- Gifts to this fund may be deductible
- Confirmation of its current status is available <https://abr.business.gov.au/ABN/View?abn=80047534235>

Generally speaking, most DGRs are endorsed by ATO.

The Australian Taxation Office provides that there are two types of DGR endorsement:

- An entity that has DGR endorsement in its own right
- An entity that is only a DGR in relation to a fund, authority or institution it operates, In this instance, only gifts to the fund, authority or institution are tax deductible.
- To be entitled to ATO endorsement, an organisation must meet several requirements, including falling within one of the general DGR categories described in the tax law. Examples are public hospitals, registered public benevolent institutions and school building funds.
- In the case of AAEE, it is the Australian Association for Environmental Education Gift Fund.

Receiving Gifts

Not all payment donors make to AAEE are gifts.

A payment is a gift if it has all the following characteristics:

- The donor transfers money or property.
- The donor makes the transfer voluntarily.
- The transfer arises by way of benefaction. • The donor does not materially benefit from the gift.

Gift Types

- To be tax deductible, AAEE donor's gift must be covered by a gift type as listed by ATO,
- The most common one being a gift of money of \$2 or more.
- See this link for more information on gift types: <https://www.ato.gov.au/Non-profit/Gifts-and-fundraising/>

Running Fundraising Events

- AAEE runs fundraising events
- AAEE supporters may make contributions that give them a minor benefit. As they get a benefit, they have not made a gift; however, they may claim a portion of their contribution as a tax deduction if the contribution meets certain conditions.
- More information running fundraising events and tax related matters is available: <https://www.ato.gov.au/Non-profit/Gifts-and-fundraising/Fundraising-events/>

Income Tax Exempt Status

- The organisation is not charities, hence can self-assess its income tax status.
- AAEE self-assess its income tax status as income tax exempt. AAEE does not need to be endorsed by ATO or get confirmation of its income tax status from ATO.
- ATO recommends non-profit organisations review their status on an annual basis and when there is a major change in an organisation's structure or operations. The directors have kept documentation for this purpose, e.g. Income tax status review worksheet for self-assessing non-profit organisations.

1.(b) Plant and Equipment

Property, plant and equipment are carried at cost, independent or directors' valuation. All assets are depreciated over their useful lives to the association. The carrying amount of plant and equipment is reviewed annually by directors to ensure it is not in excess of the recoverable amount from these assets. The recoverable amount is assessed on the basis of the expected net cash flows that will be received from the asset's employment and subsequent disposal. The expected net cash flows have not been discounted in determining recoverable amounts.

1.(c) Employee Benefits

The constitution of the organisation does not permit the payment of dividends, no directors have received or are entitled to receive any compensation as part of their duty to serve the Board of AAEE, with the exception of reasonable reimbursements for out-of-pocket expenses incurred to attend meetings.

1.(d) Provisions

Provisions are recognised when the entity has a legal or constructive obligation, as a result of past events, for which it is probable that an outflow of economic benefits will result, and that outflow can be reliably measured.

Provisions recognised represent the best estimate of the amounts required to settle the obligation at reporting date.

1.(e) Cash and Cash Equivalents

Cash and cash equivalents include cash on hand, deposits held at call with banks, other short-term highly liquid investments with original maturities of three months or less, and bank overdrafts

1.(f) Trade Receivables and Other Receivables

Trade receivables and other receivables, including distributions receivable, are recognised at the nominal transaction value without taking into account the time value of money. If required a provision for doubtful has been created.

1.(g) Trade Creditors and Other Payables

Trade creditors and other payables, including bank borrowings and distributions payable, are recognised at the nominal transaction value without taking into account the time value of money.

1.(h) Revenue and Other Income

Revenue is measured at the value of the consideration received or receivable after taking into account any trade discounts and volume rebates allowed. For this purpose, deferred consideration is not discounted to present values when recognising revenue. Interest revenue is recognised using the effective interest rate method, which, for floating rate financial assets, is the rate inherent in the instrument. Dividend revenue is recognised when the right to receive a dividend has been established.

Grant and Donation Income

Grant and donation income is recognised when the entity obtains control over the funds, which is generally at the time of receipt. If conditions are attached to the grant that must be satisfied before the association is eligible to receive the contribution, recognition of the grant will be deferred until those conditions are satisfied. All revenue is stated net of the amount of goods and services tax (GST).

1.(k) Goods and Services Tax

The organisation is Goods and Services Tax (GST) registered from 01 July 2000, through the financial year of 2022/2023 with the ABN 80 047 534 235. Information on its registration is available to the public in general at <https://abr.business.gov.au/ABN/View?abn=80047534235>

Revenues, expenses, and assets are recognised net of the amount of GST, except where the amount of GST incurred is not recoverable from the Tax Office. In these circumstances the GST is recognised as part of the cost of acquisition of the asset or as part of an item of the expense. Receivables and payables in the balance sheet are shown inclusive of GST. In terms GST registration requirement, the thresholds are:

- A business or enterprise has a GST turnover (gross income minus GST) of \$75,000 or more
- A non-profit organisation has a GST turnover of \$150,000 per year

2. Inventories

The association does not hold any inventory.

3. Fixed Assets

No new purchases was made in 2023.

4. Investments

The organisation does not hold any investments other than cash that have already been fully disclosed.

5. Events After Balance Date

There has been no major changes to financial arrangements.

6. Registration & Contact Details

Australian Association for Environmental Education (from September, 2021)

Australian Association for Environmental Education

PO Box 926
Cannington WA
6987

admin@aaee.org.au

ABN 80 047 534 235

Association Number A0130

Independent Auditor's Review Report

Australian Association for Environmental Education Incorporated For the year ended 30 June 2023

I have reviewed the financial report, being a special purpose financial report, of Australian Association for Environmental Education, which comprises the Statement of Assets & Liabilities as at 30 June 2023, the Statement of Income & Expenditure, Statement of Movements in Equity for the year then ended, Notes comprising a summary of significant accounting policies and other explanatory information, and the directors declaration on the annual statements giving true and fair view of the financial position and performance of the association.

1. The Responsibility of the Directors for the Financial Report

The directors are responsible for the preparation and fair presentation of the financial report and have determined that the accounting policies described in Note 1 to the financial statements, which form part of the financial report, are consistent with the financial reporting requirements of the Association Incorporations Act 1991 (ACT) and are appropriate to meet the needs of the members, and the financial reporting obligation of the association. The directors' responsibilities also include establishing and maintaining internal control relevant to enable the preparation and fair presentation of the financial report that is free from material misstatement, whether due to fraud or error; selecting and applying appropriate accounting policies; making accounting estimates that are reasonable in the circumstances.

2. Auditor's Responsibility

My responsibility is to express a conclusion on the financial report based on my review.

I conducted my review in accordance with *Auditing Standard on Review Engagements ASRE 2415 Review of a Financial Report: Company Limited by Guarantee or an Entity Reporting under the ACNC Act or Other Applicable Legislation or Regulation*, in order to state whether, on the basis of the procedures described, I have become aware of any matter that makes me believe that the financial report is not in accordance with the Association Incorporations Act 1991 (ACT), including: giving a true and fair view of the entity's financial position as at 30 June 2023 and its performance for the year ended on that date; and complying with the Australian Accounting Standards

ASRE 2415 requires that I comply with the ethical requirements relevant to the review of the financial report.

A review of a financial report consists of making enquiries, primarily of persons responsible for financial and accounting matters, and applying analytical and other review procedures.

A review is substantially less in scope than an audit conducted in accordance with Australian Auditing Standards and consequently does not enable me to obtain assurance that I would become aware of all significant matters that might be identified in an audit. Accordingly, I do not express an audit opinion.

Basis of Accounting and Restriction on Distribution

The directors are responsible for the preparation and fair presentation of the financial report. The financial report has been prepared, complied by the association in-house for distribution to members for the purpose of fulfilling the directors' financial reporting under the association's constitution, and under the Associations Incorporated Act 1991 (ACT).

Independence

In conducting my review, I have complied with the independence requirements of the Australian professional ethical pronouncements.

3. Conclusion

Based on my review, which is not an audit, I have not become aware of any matters that make me believe that the financial report may not give a true and fair view of the entity's financial position as at 30 June 2023 and its performance for the year ended on that date; and complying with the Australian Accounting Standards.

Independent Auditor's Review Report

2

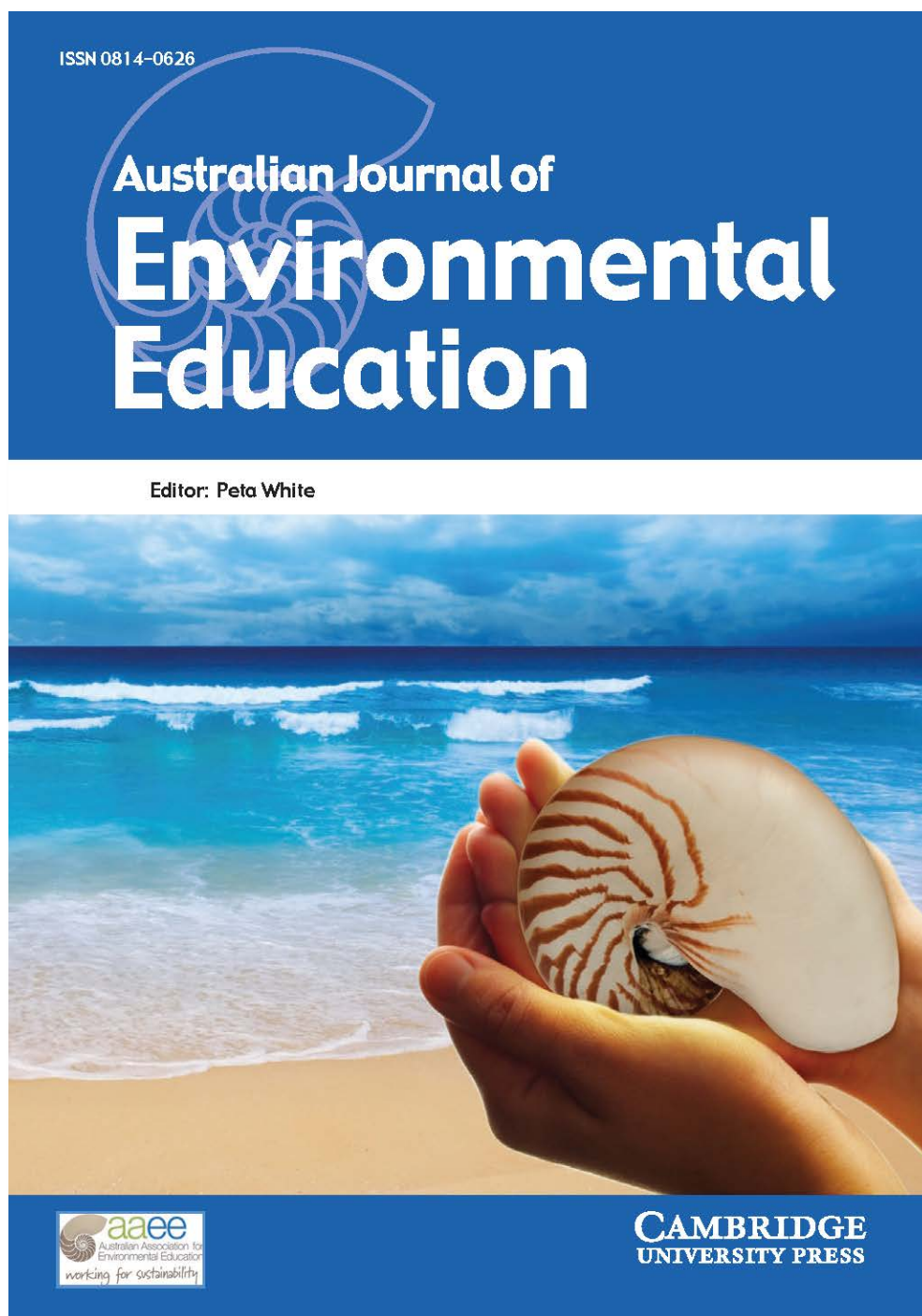


PETER PAUL BRUNO, FCPA
Membership Number: 9480489
28.8.2023
14 Cotswold Pde, Aubin Grove,
WA 6164

Date 28.8.2023

Australian Journal of Environmental Education

Annual Report 2023 (August)



Presented at the Australian Association of Environmental Education (AAEE) AGM, 25th September 2023

Editor-In-Chief Report

Welcome to the Australian Journal of Environmental Education (AJEE) Annual Report 2022 – 2023 (composed in August 2023).

We have had a strong year of manuscript submission, reviewing, production, and publishing. The Editorial Executive is working to ensure AJEE offers author support and quality publications. We are building a community that values environmental education and contributes to the field.

AJEE Editorial Executive

Editor-In-Chief – A/Prof Peta J. White peta.white@deakin.edu.au

Associate Editor - A/Prof Hilary Whitehouse

Associate Editor - Prof Sandra Wooltorton

Associate Editor - Dr Marianne Logan

Associate Editor - Dr David Rousell

Associate and Report/Synopsis Editor - Dr Kathryn Riley

Reviews Editor - Dr Joe Ferguson

Media Editor - Dr Scott Jukes

Editorial Assistant – Amrita Kamath

The publishing house that hosts AJEE is Cambridge University Press (CUP).

Editor (CUP)

Jamie Davidson - Cambridge University Press

AJEE International Editorial Board

1. Professor Julian Agyeman, Tufts University, USA
2. Ms Elisabeth Barratt Hacking, University of Bath, UK
3. Professor Sean Blenkinsop, Simon Fraser University, Canada
4. Professor Tracey Bunda, The University of Queensland, Australia
5. A/Professor Charlotte Clark, Duke Nicholas School of the Environment, USA
6. Professor Amy Cutter-Mackenzie-Knowles, Southern Cross University, Australia
7. Professor Justin Dillon, University of Exeter, UK
8. Dr Chris Eames, University of Waikato, New Zealand
9. Dr Efrat Eilam, Victoria University, Australia
10. Professor Jo-Anne Ferreira, La Trobe University, Australia
11. Professor Annette Gough, RMIT University, Australia
12. Professor David Greenwood, Lakehead University, Canada
13. Professor Paul Hart, University of Regina, Canada
14. Professor Joe Heimlich, Ohio State University, USA
15. Dr Helen Kopnina, The Hague University of Applied Sciences, The Netherlands
16. A/Professor Johnny Lupinacci, Washington State University, USA
17. Professor Rebecca Martusewicz, Eastern Michigan University, USA
18. Professor Marcia McKenzie, University of Melbourne, Australia
19. Professor Timothy Morton, Rice University, USA
20. Professor Karin Murrus, University of Oulu (and Emerita at University of Cape Town), Finland
21. Dr Astrida Neimanis, University of British Columbia, Canada
22. Dr John Rafferty, Charles Sturt University, Australia
23. Professor Pauliina Rautio, University of Oulu, Finland
24. Professor Constance Russell, Lakehead University, Canada
25. A/Professor Joshua Russell, Canisius, USA
26. Professor David Selby, Mount St Vincent University, Canada

27. Adjunct Professor Keith Skamp, Southern Cross University, Australia
28. Professor Nathan Snaza, Richmond School of Arts & Sciences, USA
29. Professor David Sobel, Antioch University, USA
30. Adjunct Professor Bob Stevenson, James Cook University, Australia
31. Dr Helen Widdop Quinton, Victoria University, Australia
32. Professor Dilafruz Williams, Portland State University, USA
33. Dr Tracy Young, Swinburne University of Technology, Australia

In this year we have undertaken the following actions:

- Established a highly knowledgeable, skilled Editorial Executive with 9 members and roles to ensure journal productivity and the development of the AJEE community
- AJEE included in the CAUL Agreement (enabling Open Access publication for most Australian Universities)
- Transitioned to a Gold Open Access journal – supporting all authors to publish in AJEE.
- Reviewed our Diversity, Inclusivity, and Equity policy
- Updated the Author Instructions to provide greater clarity for authors and reviewers
- Moved to 5 issues per year beginning with the 40th Volume (2024)
 - Volume 39 hosted 1 Special Issue and 3 high quality issues
 - Issue 3: Indigenous Philosophy in Environmental Education: Relearning How to Love, Feel, Hear, and Live with Place with Guest Editors: Anne Poelina, Yin Paradies, Sandra Wooltorton, Mindy Blaise, Libby Jackson-Barratt, Laurie Guimond. The launch will be held at the AAEE Research Symposium.
 - A Special Collection was designed for the AAEE Conference
- Planning the 2024 biennial Research Symposium and supporting the 2023 AAEE Conference – Research Symposium
- AJEE Awards for Reviewing and Author (most cited and most downloaded)

In the next year we have the following aspirations

- Continue to generate an inclusive community for environmental education researchers and practitioners
- AJEE Awards for Reviewing and Author (most cited and most downloaded)
- Volume 40 special issues
 - Relational Ontologies and Multispecies Worlds: Transcultural and Transdisciplinary Possibilities for Environmental Education
 - Special Issue Guest Editors: Kathryn Riley, Scott Jukes, and Pauliina Rautio
 - Power and Politics: Rethinking EER Within Critical Environmental Politics
 - Special Issue Guest editors: Paul Hart and Peta White

Our annual report following includes data about the **Australian Journal for Environmental Education (AJEE)** and **Cambridge University Press (CUP)**. CUP are the publishing house that AJEE is managed through. We enjoy a very fruitful, close, supportive relationship with Jamie Davidson our CUP Editor and thank him for his ongoing support of AJEE.

The information that follows details the arrangements the CUP put in place for AJEE to prosper and build our community. Both the CUP Editor – Jamie Davidson and the AJEE Editor-In-Chief Peta White work closely together in all aspects. We meet fortnightly when possible and look forward to ensuring the ongoing development of the AJEE community.

Citation Metrics

Many journal metrics, including the well-known Impact Factor, are highly susceptible to variation due to statistical effects. This is an important consideration when deciding on editorial approaches to bolster performance in this score.

To help provide authors and readers with a richer, more nuanced understanding of journal performance, Cambridge promotes a range of metrics on our website and in individual journal promotional materials, in the spirit of the [San Francisco Declaration on Research Assessment \(DORA\)](#), to which the Press is a signatory.

DORA was developed in 2012 to improve how research outputs are evaluated. Among other things, DORA highlights the need to assess research on its own merits, rather than on the basis of the journal in which the research is published.

We believe that more accurate and appropriate evaluation of research outputs will help to maximise the impact and benefits of research and benefit our authors and communities as a whole.

Web of Science metrics: Impact Factor (IF)

Australian Journal of Environmental Education's Impact Factory history

Despite its limitations as a surrogate for journal quality, the Impact Factor continues to influence the publishing decisions of a sizeable majority of stakeholders. For this reason, the Impact Factor is best viewed as a promotional tool, rather than a benchmark of editorial excellence.

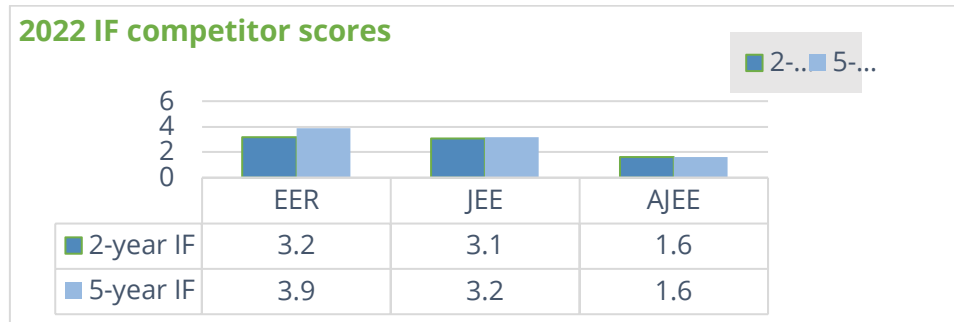
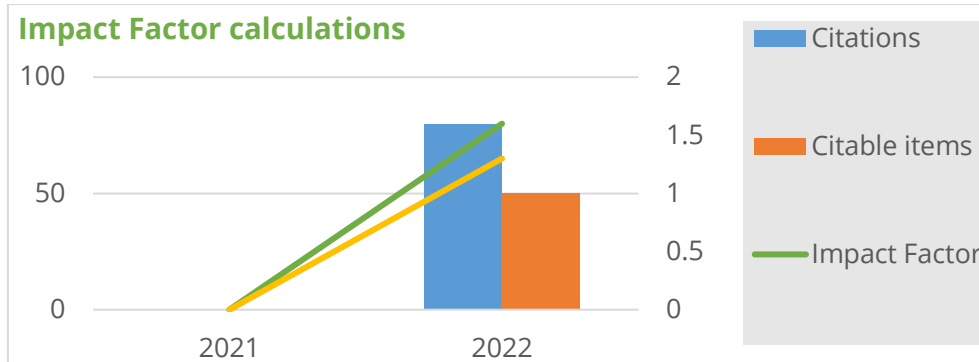
Until now, only journals in the Social Science Citation Index (SSCI) and Science Citation Index Expanded (SCIE) have received Impact Factors. Following an announcement by Clarivate Analytics, from 2023 all journals in the Web of Science Core Collection will now also receive an Impact Factor as part of the annual release of the Journal Citation Reports. This means that journals in Arts and Humanities Citation Index (AHCI) and Emerging Sources Citation Index (ESCI), which previously did not receive this metric now will, but will be ranked separately.

Each Impact Factor (IF) is calculated using the number of citations made in any given year to papers published in the journal within the two consecutive years immediately preceding, divided by the total number of eligible articles published.

From 2023, the Impact Factor will display in Clarivate's annual Journal Citation Reports to a single decimal place.

In the 2022 IF-year, *Australian Journal of Environmental Education's* 2-year Impact Factor was **1.6**. Given this is the first year of IF measurement, we will be monitoring its progress carefully in the future.

Calculations	Description	Citations/ Citable Items	IF
Numerator	Citations received in 2022 (by all papers published in 2020 and 2021)	80	= 1.6
Denominator	Citable items (published in 2020 and 2021)	50	



Citations



Most cited articles Web of Science

Top 10 cited articles contributing to the IF

Article title	Authors	Publication Year	Vol: Issue	Citations	Publication model
Educators' experiences and strategies for responding to ecological distress	Verlie, Blanche; Clark, Emily; Jarrett, Tamara; Supriyono, Emma	2020	37/2	14	Non-OA
School strikers enacting politics for climate justice: Daring to think differently about education	White, Peta J.; Ferguson, Joseph P.; O'Connor Smith, Niamh; O'Shea, Carre, Harriet	2021	38/1	7	Non-OA
From apathy through anxiety to action: emotions as motivators for youth climate strike leaders	Bright, Maria L.; Eames, Chris	2021	38/1	6	Non-OA
A new narrative for sustainability: Exploring biogas plants as 'first movers' in raising energy awareness	Chodkowska-Miszczuk, Justyna	2021	38/2	5	Non-OA
Placing regenerative farming on environmental educators' horizons	Burns, Edgar A.	2020	37/1	4	Non-OA
School strike for climate are leading the way: how their people power strategies are generating distinctive pathways for leadership development	Tattersall, Amanda; Hinchliffe, Jean; Yaiman, Varsha	2021	38/1	3	Non-OA
Towards a theory of critical energy literacy: the Youth Strike for Climate, renewable energy and beyond	Lowan-Trudeau, Gregory; Fowler, Teresa Anne	2021	38/1	3	O.A
Are the sustainability-oriented skills and competencies of business graduates meeting or missing employers' needs? Perspectives of regional employers	McCarthy, Breda; Eagle, Lynne	2021	37/3	2	Non-OA
Factors influencing the use of non-plastic reusable shopping bags: A cognitive-normative-habitual approach	Muposhi, Asphat; Mpinganiira, Mercy; Wait, Marius	2021	37/3	2	Non-OA
Following lines in the landscape: Playing with a posthuman pedagogy in outdoor environmental education	Jukes, Scott; Stewart, Alistair; Morse, Marcus	2021	38/3-4	2	Non-OA

Award for the most citations for 2023: Blanche Verlie, Emily Clark, Tamara Jarrett, and Emma Supriyono

Web of Science metrics: Journal Citation Indicator (JCI)

Journal Citation Indicator

All journals in the Web of Science Core Collection, which includes journals indexed in the Arts & Humanities Citation Index (AHCI) and the Emerging Sources Citation Index (ESCI) as well as the Science and Social Science Citation Indices (SCI and SSCI) received a new metric last year – the Journal Citation Indicator (JCI).

The JCI is a field-normalized metric, representing the average citation impact for papers published in the prior three-year period. A number of factors are taken into account in the normalization process, including subject/field, publication type, and year of publication, which are intended to make it more reasonable to compare journals across disciplines. A value of 1.0 means that, across the journal, published papers received a number of citations equal to the average citation count in that category. However, because citation counts are skewed (i.e. most papers receive a small number of citations, and few gain more than average), most journals will not have an average impact above 1.0.

Other differences from the Impact Factor:

- The calculation includes a wider span of material and citation years than the Impact Factor; for example, the 2021 Journal Citation Indicator includes citations made in 2018-2021 to articles published in 2018-2020.
- Only citations to reviews and research material will count toward calculation of the Journal Citation Indicator. Citations to editorial material will not be taken into account. As with the Impact Factor, editorial material will not be included in the denominator of the calculation prior to normalization.

From 2023 all journals in the Web of Science Core Collection will now also receive an Impact Factor as part of the annual release of the Journal Citation Reports. This means that journals in Arts and Humanities Citation Index (AHCI) and Emerging Sources Citation Index (ESCI), which previously did not receive this metric now will, but will be ranked separately.

Why open access?

We are pursuing open access because of its potential, if delivered sustainably and with sympathy to a broad spectrum of different author needs, to increase the global dissemination and impact of AJEE research. But the global drive for openness, of which cOAlition S/Plan S or the OSTP open access memoranda are just two prominent examples, has enduring force within the journals market because it unites the interests of a broad coalition of stakeholders.

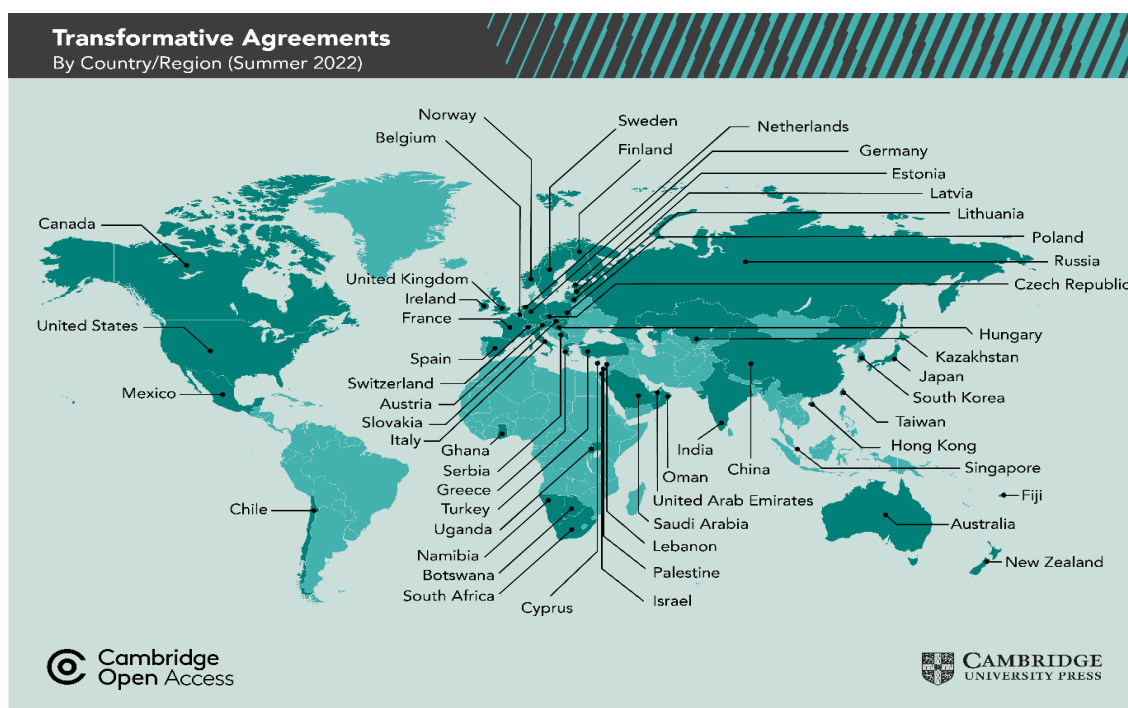
Governments, funders, librarians, research institutions, and, increasingly, researchers themselves are together, if not always for the same reasons, challenging the rationale of the prevailing subscription model.

Transformative Agreements

50% of CUP authors are currently covered by transformative agreements, and we anticipate reaching 70% in 2024. A full and up-to-date list is available [here](#), and you can check any institution [here](#).

Transformative agreements are a critical tool in our transition plan, as they are:

- **Equitable** because each agreement brings all faculty at the institution into open access funding, irrespective of subject area or career stage. Unlike APCs, these agreements can also be priced flexibly to bring in all manner, scale and wealth of institution.
- **Sustainable** because these models rely on existing subscription spend to deliver open access, rather than seeking entirely new funding structures; and because Cambridge is able to take these large collection sales and allocate money not solely according to the scale of publishing output but across the portfolio on the basis of a series of quality and value metrics.



Four things for editors to know about transformative agreements:

Uncapped. Most of our agreements are uncapped.

This means every person producing research within the institution is funded to publish that research open access in Cambridge journals.

A very small number are capped, but we see this only as an interim step.

Corresponding authors. An article's eligibility for TA funding is linked to the stated affiliation of the corresponding author.

The TA institution must be the one acknowledged as the author's affiliation in the paper, and must be the place at which the corresponding author conducted the majority of the research.

Accurate affiliations are now a critical piece of data.

Research only. When signing a TA, institutions commit to funding the open access publication of original research only (includes review articles and reports).

This extends beyond pure, original research articles, but does not cover everything across the broad spectrum of article types we publish.

Clarity at journal level, as to which article types qualify as 'research' is now critical.

Touch-free for authors. We are working to automate the process of determining eligibility; mapping an author's affiliation to our TAs, liaising with institutions to validate eligibility, and flagging eligibility to authors.

This requires significant synchronisation, which in turn requires standardisation: in ScholarOne / Editorial Manager, in author contracting, in presenting affiliation information, and in article type definitions.

Across our journals, we are seeing a continued decline in traditional subscription sales, in part because of budgetary pressure within the market and the increasing fragility of the subscription model, but in part, too, because we are actively transitioning traditional subscriptions into more robust, future-proof Transformative Agreements. With AJEE's move to a Gold OA model in 2023, there will be no more traditional subscriptions.

Transformative agreements are, in contrast, growing rapidly – far exceeding our roadmap projections. While some of our negotiated sales agreements continue to take the form of 'read' subscriptions, the majority now also include a significant open access 'publish' component and we anticipate this rapid shift to continue. In sharp contrast to our competitors, we have seen huge progress in expanding our TA coverage in North America, with over \$1m of business transitioning into TAs in each of the last three years.

Over the coming years, our challenge will be driving publishing in order to sustain TA deals, particularly in Japan, India, Germany and across the USA. Much of this new publishing will come through high profile new launches, but we are eager to support the organic growth of existing titles where quality can be maintained.

OA waivers for low- and middle-income countries

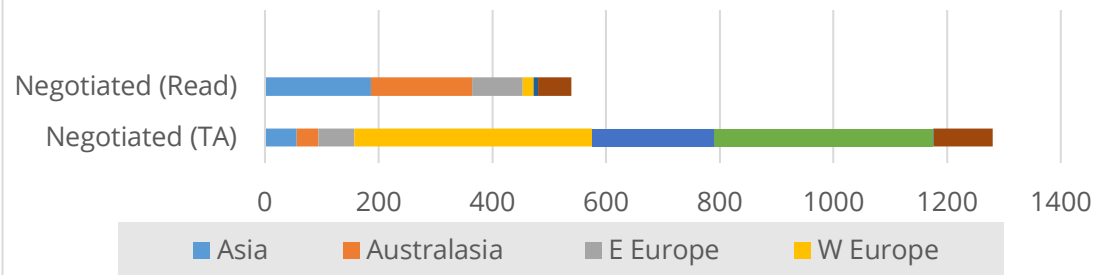
Cambridge has long partnered with [Research4Life](#) to provide free or deeply discounted subscription access to *Australian Journal of Environmental Education*. This arrangement will be extended in summer 2023, as part of the launch of the [Cambridge Open Equity Initiative](#), to grant automatic free

open access publishing to all authors based in Research4Life Group A and Group B low- to middle-income countries. This applies across all of our hybrid and fully OA titles. CUP continue to partner with Research4Life and EIFL to ensure the wide availability of pay-walled content.

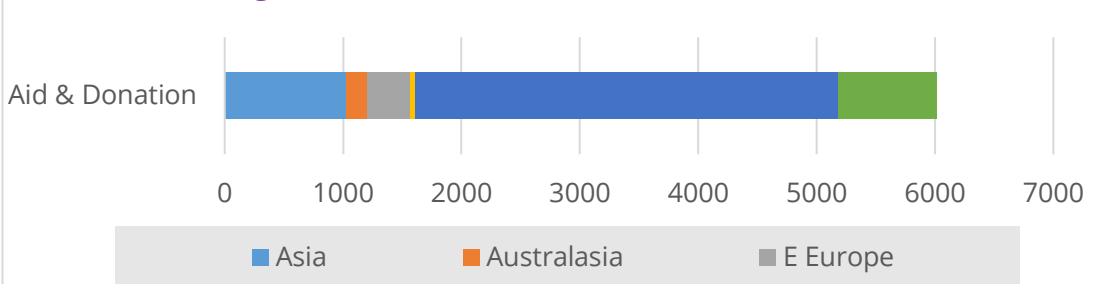
Distribution

Sales stream	2018	2019	2020	2021	2022
Traditional institutional subscriptions	8	6	5	4	3
Negotiated sales & donation agreements	8,174	8,487	8,352	7,511	7,917
Total	8,182	8,493	8,357	7,515	7,920

Negotiated sales breakdown (2022)



Aid & donation agreements (2022)



Turnaround Times

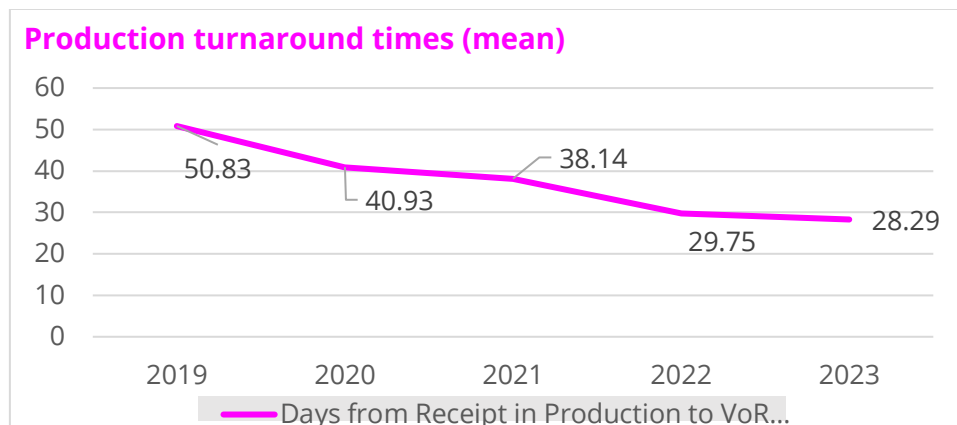
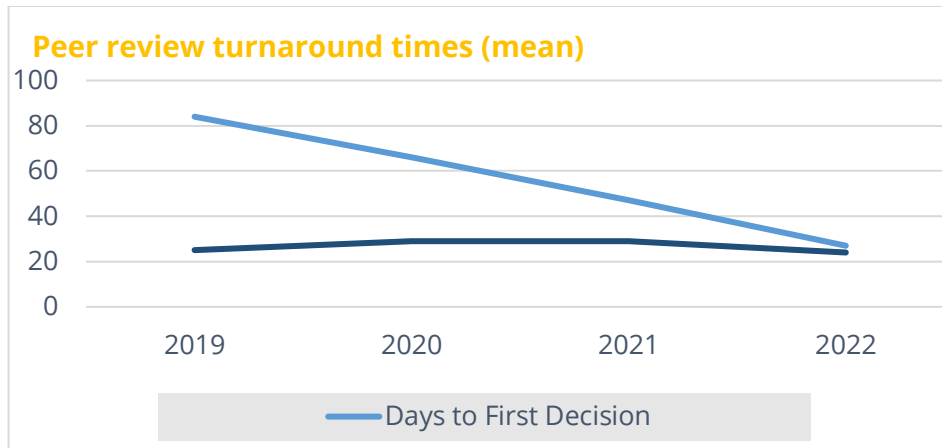
The data on this page provides an overview of peer review and production turnaround times and performance relative to schedule for *Australian Journal of Environmental Education*.

Production schedule

Volume/ Issue	Publication Month	Published Online (scheduled)	Published Online (actual)
38	March	10/02/22	28/03/22
38	June	11/05/22	20/06/22
38	September	10/08/22	25/10/22
39	March	10/02/23	16/03/23
39	June	10/05/23	27/06/23
39	September	10/08/23	N/A
39	December	10/11/23	N/A

FirstView manuscripts – waiting to be included in an issue (but already considered published)

FirstView Backlog (latest)	# FV Articles	# FV Pages	Yearly Page Budget	% Backlog
	20	177	460	38%



These production times are made possible with the support of our Reviewers. The **AJEE 2023 Reviewer Award** goes to **Emeritus Professor Peter Reason**.

Thank you, Peter!

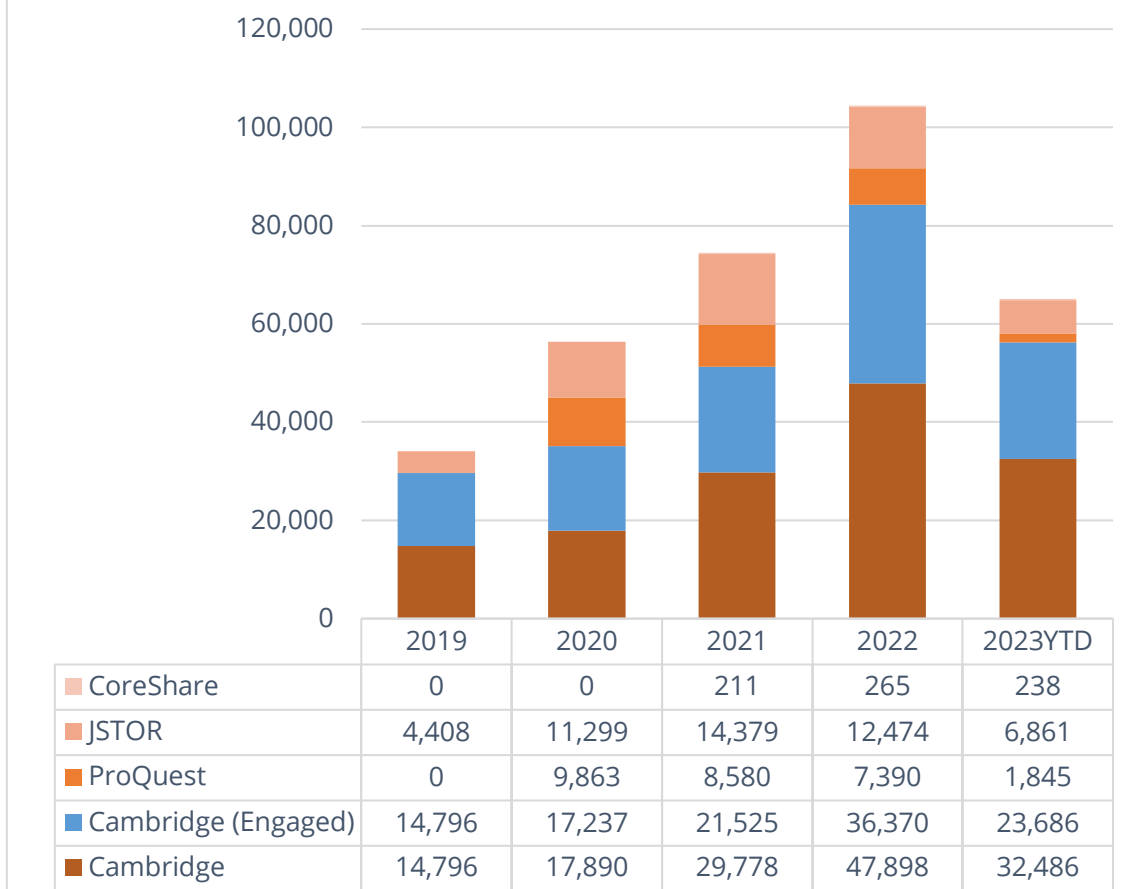
It is Peter's generosity in his reviewing when providing feedback to authors in encouraging ways that we're especially appreciative of. Peter often returns review very quickly, which also support our authors and certainly supports AJEE.

Our reviewers donate their time to read and comment on every manuscript published in AJEE. Many reviewers spend hours, generously providing feedback, insights, comments, and suggestions to assist the author to improve their manuscript. Thank you to all the AJEE reviewers. You are all appreciated.

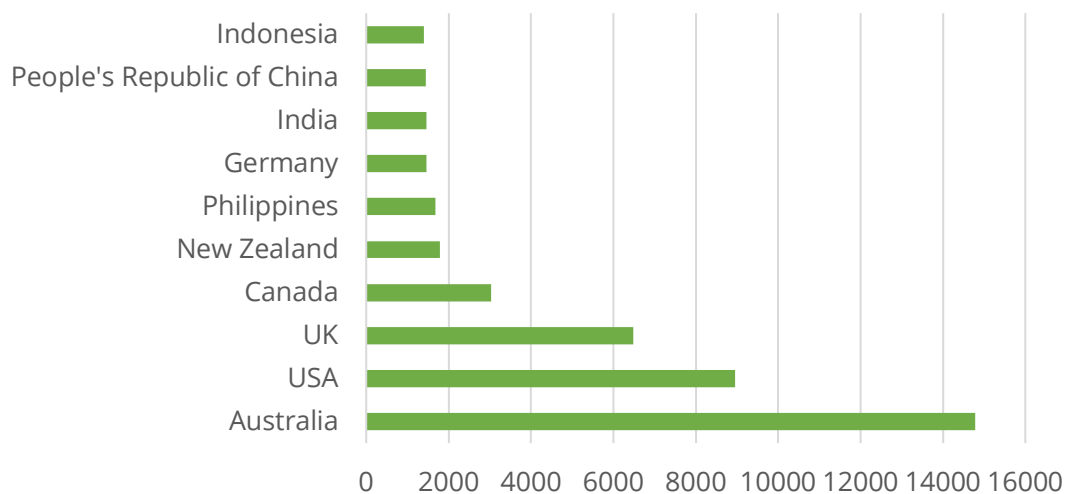
Usage

The data on this page provides an overview of usage by full-text downloads.

Downloads by platform



Full-text downloads by country (2022)



Most downloaded articles

Top 10 downloaded articles on Cambridge Core (last 12 months)

Article title	Authors	Publication Year	Vol:Issue	Publication model	Downloads
School strike for climate: A reckoning for education	Blanche Verlie, Alicia Flynn	2022	38/1: School Strike for Climate	Non-OA	1,954
Regeneration time: ancient wisdom for planetary wellbeing	Anne Poelina, Sandra Wooltorton, Mindy Blaise, Catrina Luz Aniere, Pierre Horwitz, Peta J. White, Stephen Muecke	2022	38/3-4: Post-qualitative inquiry	OA	1,901
From apathy through anxiety to action: emotions as motivators for youth climate strike leaders	Maria L. Bright, Chris Eames	2021	38/1: School Strike for Climate	Non-OA	1,727
Science literacy promotes energy conservation behaviors in Filipino youth via climate change knowledge efficacy: Evidence from PISA 2018	John Jamir Benzon R. Aruta	2022	39 / 1	OA	1,287
Connecting children to nature through the integration of Indigenous Ecological Knowledge into Early Childhood Environmental Education	John Bosco Acharibasam, Janet McVittie	2022	First View	OA	1,011
Towards a theory of critical energy literacy: the Youth Strike for Climate, renewable energy and beyond	Gregory Lowan-Trudeau, Teresa Anne Fowler	2021	38/1: School Strike for Climate	OA	919
Crippling environmental education: rethinking disability, nature, and interdependent futures	Jenne Schmidt	2022	39 / 2	OA	875
Investigation of environmental awareness and attitudes of children attending nature centred private kindergartens and public kindergartens	Kazim Biber, Hülya Cankorur, Rabia Sultan Güler, Ecenur Demir	2022	39 / 1	OA	748
Creative Arts-Based Pedagogies in Early Childhood Education for Sustainability (Efs): Challenges and Possibilities	Kumara S. Ward	2014	29 / 2	Non-OA	706
Aboriginal and Torres Strait Islander Education: An Introduction for the Teaching Profession Kaye Price Melbourne, Cambridge University Press, 2012	Jeddah Teasdale	2018	34 / 1	Non-OA	679

Award for the most downloaded article for 2023: Blanche Verlie, Alicia Flynn

AJEE is proud of our arrangement with CUP.

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Cambridge University Press & Assessment is a world leader in assessment, education, research and academic publishing. We are part of the University of Cambridge and share its mission 'to contribute to society through the pursuit of education, learning and research at the highest international levels of excellence'. This connection gives us an unrivalled depth of experience in research, academic publishing, national education systems, international education and English language learning.

We explore, collaborate, and innovate to find bold new ways to spread knowledge, spark enquiry, and aid understanding. We help people across the world to realise their potential, benefiting society and the planet. Through our products and services, we inform action around some of the world's most pressing challenges, including climate change, and we are committed to reducing our environmental impact.

Our financial success is reinvested in progressing the Cambridge mission, enabling us to expand on the good we do.

Cambridge 2022 Annual Report:
<https://www.cambridge.org/about-us/annual-report>

