

# **Australian Association for Environmental Education**

## **Annual Report 2008/2009**

**“We have a dream.... for education for a sustainable future”**

**AEEE’s Ten Point Vision about Environmental Education for Sustainability in Australia**

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

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

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

**Every** large and medium corporate entity trading in Australia uses a sustainability reporting framework<sup>1</sup> and trains its staff in environmental conservation and practices beyond legislative compliance.

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

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

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

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

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

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

**Every** household, supported by ongoing education, improved public infrastructure and a supportive culture, engages in an increasing range of sustainable behaviours.

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<sup>1</sup> Such as the Global Reporting Initiative

## Preface

The Australian Association for Environmental Education (AAEE) is the premier, national, professional association for those who identify themselves as working in the fields of environment or sustainability education.

The Association and its members are committed to working with others towards a sustainable future.

AAEE represents the broad environmental education community in national discussions and debates.

Through its representative roles on state and national committees, memberships and partnerships and its state-based Chapters, AAEE represents and advocates for the interests of environmental education and educators across Australia.

AAEE provides an important network, supporting its members with up-to-date research and policy information, access to resources, and regular workshops and conferences.

AAEE exists to provide a forum for professionals interested in Environmental Education (EE) to come together, network and share their knowledge and expertise. It also serves to represent the environmental education fraternity in national discussions and debates.

AAEE also includes a number of Special Interest Groups for members: Teacher & Teacher Education; Early Childhood; Transformative Learning and Early Career Researcher & Research Student.

The role of education is a critical tool in the path towards sustainability. Increasingly environmental education is playing a major role in, and across sectors including government, business, industry, the broader community, and in schools. AAEE exists to provide a network for this growing force of environmental educators. It aims to support this network through:

- growing professionally, providing a forum for sharing lessons and experiences;
- providing a common voice to champion our cause in policy arenas and to generate funding; and
- forging partnerships with organisations that have common aims to further build the profile and recognition of EE.

AAEE has professional links with similar associations in North America, New Zealand and India; it is currently developing closer ties with Europe and Africa. The biennial, national conferences have an international perspective and our members represent AAEE at conferences both at home and overseas.

Membership is available in a range of categories with benefits including:

- professional development nationally and regionally via conferences, workshops and seminars;
- member benefits with those organisations with which AAEE partners and/or holds memberships;
- access to the latest Australian research in the Australian Journal of Environmental Education, sent free (full hard copy);
- networking opportunities;
- up-to-date news about environmental education programs and events around the country through monthly e-bulletins and *ozEEnews* - our quarterly e-newsletter;
- discounted registration at our biennial conference and substantial discounts on all AAEE publications;
- participation in Special Interest Group forums;
- participation in State Chapters;
- a voice to State and Federal governments about relevant issues; and
- access to resources in the members' section of our website.

Together, AAEE members provide a strong voice for EE across Australia and the world.



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### Acknowledgements

Completing an Annual Report of this magnitude requires work from a large number of people. All contributions are acknowledged.

Special thanks to all who contributed to the development of this year's annual report.

This report is available at [www.aaee.org.au](http://www.aaee.org.au) or by emailing [admin@aaee.org.au](mailto:admin@aaee.org.au)

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ABN 80 047 534 235  
Association Number A01300



## 1. AEEE Highlights of 2008/2009

Across the country, AEEE has been incredibly active during 2008/2009.

Details of the entire range of activities can be found in the later pages of this report, but below are just a few of the highlights of the achievements of our organisation during 2008/2009:

- Significant (and ongoing) contributions to the discussion on National Education Curriculum;
- Launch of the new AEEE web site and logo;
- Delivery of professional development activities such as *Write It Up* in NSW and Carbon Trading in SA;
- Support for AEEE biennial conference and provision of seed funding for local network conferences, including the 2009 NSW EE Conference at Coffs Harbour;
- Recognition of national and chapter Environmental Educators of the Year for 2008;
- Launch of the first AEEE facebook page by the SA Chapter;
- The development and nurturing of key partners such as the Tasmanian Botanical Gardens and the Energy Challenge Project (WA), and Early Childhood Australia (EC SIG) to deliver quality member services;
- AEEE representation on a range of reference groups, steering committees and councils;
- AEEE representation at National and International Conferences; and
- And of course, frequent and fruitful communications to our members.

## 2. AEEE Position on the National Education Curriculum

22 August 2009

### AEEE position summary

A sustainable future should be the primary goal of all Australian education systems. Therefore, sustainability needs to be the organising logic for learning and curricula in schools.

AEEE<sup>1</sup> sees education as a critical tool for achieving sustainable development, good governance and informed decision-making. Therefore, curriculum plays a central role in student learning and in the organisation of learning. To this end, a reorientation of education toward sustainability is required in the curriculum and in the management of schools and school systems. This must include the development of a strong ecological identity through a sense of place and real connections to the natural world. Similarly, a love of nature is paramount in developing a commitment to sustaining environments.

### AEEE holds that

If Australian society is to become sustainable, systemic change is needed immediately.<sup>2</sup> The environmental crises we face are real and urgent. Learning to live sustainably and adjusting our systems and priorities to facilitate sustainable living are vital for the future of Australian communities. The National Curriculum needs to reflect this.

As a transformative education, education for sustainability needs to challenge current mindsets about our world and be oriented to developing action competence that enables all to contribute to a sustainable, safe, healthy, prosperous and more equitable world. It needs to stimulate critical reflection and innovation so new concepts can be explored and new methods and tools can be developed. Education for sustainability should be responsive to changing circumstances, contexts and student needs. It should connect students to the environment both locally and globally and strengthen their capacity to establish and maintain constructive relationships in their communities.

The Australian Sustainable Schools Initiative (AuSSI)<sup>3</sup> provides a useful framework for integration of sustainability into whole of school organisation, including curriculum. It offers the chance to model active citizenship and enable student participation in decision-making processes. AEEE believes structures and processes in schools, including governance, school organisation, testing, resources and teacher competence, need to help rather than hinder student learning in sustainability.



## The National Curriculum

The Australian Government's *National Action Plan for Education for Sustainability* (DEWHA, April 2009) recognizes that students need to learn the skills, knowledge, values and approaches for transition and reorientation toward sustainability. It is imperative that the National Curriculum support strategy 2 in the NAP that calls for education systems to be re-oriented to sustainability. Those systems include the curricula required to be taught in schools.

### AAEE recommends the following outcomes in the national curriculum

#### Students

- Understand our global environmental and humanitarian<sup>4</sup> interdependence: human existence depends on viable ecosystems, healthy soils, a stable climate, clean air and water: all planetary systems in dynamic interplay. They understand that the intrinsic value and quality of nature needs to be protected and enhanced.
- Are capable of being active citizens<sup>5</sup>. Students are able to articulate and enact a vision of a sustainable and caring Australia, locally and nationally.
- Understand sustainability as an organising logic for learning in schools and living their lives.
- Are able to participate in informed decision-making and environmental action for changing our society towards sustainability.
- Think critically and question assumptions about our world in order to contribute to making our world safer and healthier and with quality of life for all, within the limits set by the environment.
- Develop a strong sense of place and real connections to the natural world. National and international research shows a strong ecological identity and love of nature is paramount in developing a commitment to sustaining environments so this should be built into the curriculum.
- Value cooperation, equality, the environment and mutual respect between peoples, cultures and generations. Students are able to articulate and apply values that express the vision of a sustainable future.

### Rationale: AAEE Position on the National Curriculum

Sustainability issues pose powerful environmental, social, and economic challenges of our time: as the driest inhabited continent on earth, Australia experiences severe drought, fires and water shortages and is significantly vulnerable to the effects of climate change, particularly sea-level rise since over 80% of our population live in coastal zones.

“Australia also has a carbon intensive economy ... The Government believes that meeting this challenge is critical and is committed to the reduction of greenhouse pollution in Australia, as well as actively preparing for an altered climate in the near future... Australia should aspire to be a leader in taking effective action on climate change and water management ... a focus on a healthy Australian ecology, incorporation of environmental considerations into economic assessments and the development of sustainable cities.”<sup>6</sup>

Australia's biodiversity is under threat. “Currently about 40 species of mammals and many hundreds of species of plants are threatened with extinction. These figures are the worst in the world...”<sup>7</sup> The Australian government has called for:

“a national direction for biodiversity conservation over the next decade... (that) asks all Australians to contribute... to ensure our biodiversity is healthy, resilient to climate change and valued for its essential contribution to our existence.”<sup>8</sup>

Sustaining the environment and managing resources underpins national food, water and energy security and is increasingly a consideration in all sectors of society. Social as well as environmental responsibility is being embedded in industry and corporate practice requiring citizens to be literate in acting for sustainability. For example the Australian SAM Sustainability Index (AuSSI) tracks the performance of Australian companies in terms of corporate sustainability.<sup>9</sup>



In recognition of the importance of education to bring about a society that can live sustainably, the UN Agenda 21 (1992) called for reorienting education to sustainable development and for national plans to achieve it. In 2005 the UN declared a Decade of Education for Sustainable Development which is supported by UNESCO. Many OECD countries have also prepared national strategies for education for sustainability.

*Living Sustainably - The Australian Government's National Action Plan for Education for Sustainability* (2009) calls for reorienting education systems to sustainability as Strategy 2. Education, according to the Plan, must equip students with the capacity to make the transition towards a sustainable society. Students must acquire the skills, knowledge, values and approaches for transition and reorientation towards sustainability.

The Australian Sustainable Schools Initiative (AuSSI) provides a framework for integration of sustainability into whole of school organisation, including curriculum. It also models active citizenship and provides opportunities for participating in decision-making processes. Active citizenship<sup>10</sup> is a key to a sustainable and livable future.

### **AAEE vision**

In 2007, AAEE developed its vision statement on the role of education in developing a sustainable future for Australia.

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

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

Every large and medium corporate entity trading in Australia uses a sustainability reporting framework<sup>11</sup> and trains its staff in environmental conservation and practices beyond legislative compliance.

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

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Every household, supported by ongoing education, improved public infrastructure and a supportive culture, engages in an increasing range of sustainable behaviours.

AAEE will review this position paper in mid 2010.

### **End notes**

1 AAEE like UNESCO, UN Decade of Education for Sustainable Development, UNECE and many OECD countries are progressing education for sustainability

2 This includes changes in education systems and institutions, government, transport, industry and production, agriculture, consumption, food choices, workplaces, energy and water use.



3 AuSSI <http://www.environment.gov.au/education/aussi/index.html>

4 For example the interdependent impacts of planetary environmental crises such as Climate Change and the Murray-Darling water shortage; and humanitarian crises such as one billion people living on earth in absolute poverty.

5 The three interdependent aspects of active citizenship are environmental sustainability, social justice and democratic participation.

6 Australia 2020 Summit - Government Response p.59 <http://www.australia2020.gov.au/response/index.cfm>

7 Australian Bureau of Statistics 1990

<http://www.abs.gov.au/Ausstats/abs@.nsf/Previousproducts/1301.0Feature%20Article31990?opendocument&tabname=Summary&prodno=1301.0&issue=1990&num=&view>

See also Kingsford R. Watson, J. Lundquist C. Venter, O, Hughes, L Johnston E. Atherton, J, Gawel M Keith, D, Mackey B Morley, C, Possingham, H, Raynor, B, Recher, H & Wilson, K Major Conservation Policy Issues for Biodiversity in Oceania, Conservation Biology, Volume 23, No. 4, 834–840

“Although our region (Oceania) has an extremely high level of species extinction, there is now sufficient knowledge to implement effective policy, but implementation depends on education, political will, community aspirations, social and economic capacity, and scientific understanding that vary with cultural and political institutions. ....Education and building knowledge within communities about conservation and environmental protection are critical.” ....”and of needs and rights of indigenous communities.” (p839)

8 DEWHA <http://www.environment.gov.au/biodiversity/strategy/draft-strategy.html>

9 Australian SAM index <http://www.aussi.net.au/>

10 The three interdependent aspects of active citizenship are environmental sustainability, social justice and democratic participation.

11 Such as the Global Reporting Initiative <http://www.globalreporting.org/Home>



### 3. Welcome and Introduction: Structure of the Report

Welcome to the 2008/2009 Annual Report of the Australian Association for Environmental Education. AAEE is a vital network driven by dedicated individuals who share a common commitment to sustainability. This is our report to share and celebrate all our achievements for 2008/2009. The primary objective of AAEE is to serve its members, so any feedback on the report from members and stakeholders is most welcome.

This report is brought to you by the National Executive Committee of AAEE. It relies on contributions from all of the elected officers as well as members with special roles to capture the many actions and efforts from across the country. Like most other activities of the Association, this report was produced through the voluntary efforts of members of the Association from across the country.

Executive, Chapter and SIG activities are reported against the 2008-10 Strategic Focus Areas for meeting our Goals. The report attempts to combine our national efforts across States and Territories, strengthening our connections and experiences as an organisation.

Reports from the Editor of *ozEEnews* and the *Australian Journal of Environmental Education* can be found in Sections 10 and 11 respectively.



#### 4. The President's Page

This 2009 Annual Report is being released at the NSW EE Conference in Coffs Harbour at the beginning of October. The title for that conference is *Step Up: taking account, taking responsibility and taking action!* One feature of the conference program is a focus on sustainability leadership: what does it mean to be a leader in a sustainability context?

It is wonderful and appropriate that our 2009 AEEE AGM is being held in this context: over the past 12 months, your Association has stepped up to play a leadership role in advocating for environmental/sustainability education and, importantly, supporting others to step forward as leaders in their respective jurisdictions and areas of strength. The achievements listed in this report are testament to a vibrant, creative and forward-looking association. From regional and national professional development initiatives, to partnership actions with national and international organizations and focused advocacy actions, AEEE is active. And all the while, attending to governance, communication and member services.

It is likely you will not read every word on every page of this Annual Report. I encourage you to pick one area (e.g. the work on one Chapter or SIG that you are not a part of, or one of the Strategic Focus Areas that shape each of the Convenor reports) and read it thoroughly. Or, open a page at random and read the whole lot. This will give you a deeper sense of who we are as a group and what we do. I have no doubt that it will also excite you!

During this year, we have also continued to distribute our Vision statement, *We have a dream.... for education for a sustainable future*, (see p.2). I invite you to do the same.

In this reporting year, the Melbourne Declaration hit the streets and the National Action Plan was released from prison. These two documents will help shape our work into the future. Those of us who have made submissions about the National Curriculum have drawn on these documents. It's important that we, as members of AEEE, be aware of their content. In particular, it's vital that we consider carefully strategy 2 in the NAP: *reorienting education systems to sustainability*. What does this mean for each of us and for the work we do? Worth thinking about.

I would like to thank Sandy Eager, our Administration Coordinator for the exceptional work she continues to do. Farewell and thanks to Carol Bryant for quality of *ozEEnews*. Welcome Kirsten and Alex to the role of editor. I look forward to working with you both. Thanks and farewell also to Jo and Roy for their years of service in managing our Journal and achieving a high standard of published materials. Welcome to Amy Cutter-Mackenzie and Philip Payne who take on the baton for our journal.

To all the SIG and Chapter Convenors, who have hung in there for another year, thank you. Your regional efforts are the backbone of this Association. And to the National Executive – thanks for the time and energy and effort you have put in. Thanks also for your patience at a time when communications and processes and a number of issues have stirred the pot a bit. Jennifer, Wendy, Syd, Sarah, Jo, Sheila and Ruth – we will miss you enormously. Thanks for the offer to stay in touch and lend a hand where needed. To those continuing Gayle, Cam, Jem, Jenny, and Frank, I look forward to working with you again. A weekend is planned to set a course ahead for the next 12 months.

Finally and linked to the leadership theme of the NSW conference. A great deal of attention is being given to sustainability leadership these days, not just in our field of education. I wonder if it's also important to consider sustainability followership. Just as bike riders and pedestrians are mostly all drivers at some stage, we are all leaders and followers at different times. Leadership is contextual. Perhaps followership is also contextual. Sometimes we need to be great followers! If it exists, then, amongst other things, sustainability followership requires

- An understanding of the situation and one's roles and responsibilities in it;
- Recognition of the nature of the leadership that is necessary;
- Support for that leadership;
- The refusal to give up one's critical thinking (we need *critical* followership); and
- Creativity, self-motivation, relationship-building, collaboration.

As critical followers, we also need to be alert to pied leadership – we have been up enough garden paths!



Sometime during the past 2 years, *ozEEnews* published an item on the benefits of being a member. It considered the many ways in which AAEE supported members and the whole field of EE in which members work. I invite you to reflect also on how you as individual members or groups of members can contribute to the Association. Many of you are actively supporting AAEE. This is widely appreciated. If you've not made any significant contributions over this past year, I invite you to step up and take (at least) one action for AAEE in this coming 12 months.

All the best

**Phil Smith**

**AAEE President**



## 5. AEEE Educators of the Year

Each year we recognise the contributions made by individuals to the field of environmental education in Australia. AEEE would like to congratulate again all recipients of state and territory Chapter educator of the year awards.

Recent recipients of the AEEE Australian Educator of the Year Award include:

2007 Winner Frank Fisher (Victoria)

2008 Winner Richard Smith (South Australia)

2009 Winner Jennifer Pearson (Western Australia).

AEEE would like to thank our National Recognition Team, Sue Martin and Greg Hunt, along with all of the state and chapter selection committee representatives.

## 6. AEEE Membership

AEEE Members fell into the following membership categories at 30 June each year:

Category	Number Members		
	2007	2008	2009
Individual	301	273	338
Concession	46	24	26
Family	6	4	5
School/Small NGO	81	106	79
Corporate	43	64	56
Life	28	29	26
Journal Subscription only	71	58	60
<b>TOTAL</b>	<b>576</b>	<b>558</b>	<b>590</b>

The membership breakdown by Chapter for all membership categories, including subscriptions, is:

State	2007	2008	2009
ACT	11	15	28
NSW	150	152	141
NT	16	20	51
Queensland	61	67	76
SA	47	46	44
Tasmania	15	18	12
Victoria	93	119	122
WA	91	53	38
International	21	10	18
<b>TOTAL</b>	<b>505</b>	<b>500</b>	<b>530</b>
Journal	71	58	60
<b>TOTAL inc AJEE subscriptions</b>	<b>576</b>	<b>558</b>	<b>590</b>



## 7. Executive Activity

The following details are provided under the key focus areas as identified in the Strategic Plan 2008-2010 and linked to the organisational objectives identified in our constitution.

### Organisational Objectives

- Object 1: Be a robust professional organisation with an active growing membership in all states and territories, supporting environmental/sustainability educators in rich and diverse ways, promoting professional leading practice and advocating at all levels for better educational and sustainability outcomes.
- Object 2: Take leadership in promoting, advocating for and advancing environmental and sustainability education in Australia.
- Object 3: Serve as a guardian of, and advocate for, professional standards in environmental and sustainability education and facilitate research, practice and policy dialogue on professional practice.
- Object 4: Be a catalyst for and develop, support and contribute to continuing professional development programs to assist educators to work effectively with all sectors of society towards a sustainable Australia.
- Object 5: Build a strong professional body valued by all those delivering Environmental Education and Education for Sustainability through external and internal communication and by providing an attractive and useful range of services to members.
- Object 6: Develop partnerships, affiliations and cooperative projects to advance the work of the Association.
- Object 7: Ensure the operations of the Association adopt environmentally sustainable practices, are financially viable and are undertaken with transparent and effective governance.
- Object 8: Establish and maintain a public fund to be called the Australian Association for Environmental Education Gift Fund for the specific purpose of supporting the environmental education objects and activities of the Association.

To drive progress in these organisational objective areas this National Executive Committee and liaison group are focussing on AAEE communications, partnerships, advocacy and lobbying, member services, professional development and our own governance. Each of these topics has two or more members of the National Executive Committee coordinating the actions. Whilst this reporting period has seen the establishment of this new system, these focus areas are to be reported against quarterly (from July 2008) For more details on why these were selected and how they are scoped, please refer to the strategic plan p9.



## National Executive Committee

Focus Area	Report
Communications	<p>The Communication Working Group of the National Executive Committee is responsible for leading projects and activities which drive the clear, consistent and effective communication of our association. This work supports relevant and effective engagement with AAEE members and other stakeholders, working to raise the profile and reputation of the association.</p> <p>In 2008/2009 the Communications Working Group of the National Executive Committee committed to and accomplished the following projects:</p> <ul style="list-style-type: none"> <li>• Reviewed and refreshed the branding for AAEE. Artwork and branding guidelines will be distributed to all relevant office bearers for the association in October 2009.</li> <li>• Reviewed and updated AAEE website in line with the revised branding. The new website has been designed to improve useability and member access to education resources and AAEE publications.</li> <li>• Reviewed and developed a range of communications and marketing tools inline with the revised branding. These include templates for stationary, business cards, presentations, banners etc. Templates will be distributed to all relevant office bearers for the association in October 2009.</li> <li>• Assessed the need and alternative methods for delivering media training to AAEE Chapters.</li> </ul>
Partnerships	<p>The Partnerships Working Group of the National Executive Committee is responsible for developing and maintaining mutually beneficial partners at a national level.</p> <p>In 2008/2009 the Partnerships Working Group of the National Executive Committee committed to and accomplished the following projects:</p> <ul style="list-style-type: none"> <li>• Identified links with a number of relevant international and local associations and networks and culminating in the progression of a number of key MOU, such as, Teaching Australia.</li> <li>• Progress the development of AAEE Prospectus.</li> </ul>
Advocacy & Lobbying	<p>The Advocacy and Lobbying Working Group of the National Executive Committee is responsible for leading advocacy and lobbying activity for the association a national level.</p> <p>In 2008/2009 the Advocacy and Lobbying Working Group of the National Executive Committee committed to and accomplished the following projects:</p> <ul style="list-style-type: none"> <li>• Establishment of the Darwin Dialogues, communicated through AAEE membership and other relevant bodies.</li> <li>• Submissions on key Federal consultation and public policy including the National Action Plan, National Education Curriculum, National Waste Policy, National Biodiversity Strategy, National Review of WaterWatch Program.</li> <li>• Individual Members' contributions: extensive representations are made on a continuous basis. The convener of this section alone makes dozens to governments and NGOs around the country on a broad range of sustainability matters. While these representations are usually not made in the name of AAEE, they will inevitably uphold the aims of the organisation simply by virtue of the characters of the individuals selected for Executive Committee membership. Furthermore, recipients of the representations will be aware of the committee memberships (here of AAEE) of the advocates.</li> </ul>
Member Services	<p>The Member Services Working Group of the National Executive Committee is responsible for driving the continual improvement of member services for the association. Initiatives are</p>

Focus Area	Report
	<p>delivered direct to members, and are supported via Chapters and SIGs.</p> <p>In 2008/2009 the Member Services Working Group of the National Executive Committee accomplished the following projects:</p> <ul style="list-style-type: none"> <li>• President sends welcome letter to new members. Also a reminder letter to renewing members. Chapter convenors make follow up phone calls to renewing members.</li> <li>• Membership thermometer introduced as a regular feature in <i>ozEEnews</i>.</li> <li>• Most Chapters now have their own banners to use to promote AAEE at workshops, conferences etc.</li> <li>• With the new website, Chapters are encouraged to put events, conferences etc on calendar page.</li> <li>• Currently have quotes for bookmarks to be made to give to members and use as promotional material.</li> <li>• Chapters are offering free/low cost PD for members.</li> </ul>
Professional Development	<p>The Professional Development Working Group of the National Executive Committee is responsible for driving the development of professional development opportunities for our member. Initiatives are delivered direct to members, and are supported via Chapters and SIGs.</p> <p>In 2008/2009 the Professional Development Working Group of the National Executive Committee has begun working on a very significant professional learning initiative. It is in conjunction with the Australian Water Association, Waste Management Association of Australia, and the Marine Educators Society of Australia. This initiative, funded through a grant from DEWHA, is designed to build the capacity of the field. Details will continue to be provided through <i>ozEEnews</i>.</p>
Governance	<p>The Governance Working Group of the National Executive Committee is responsible for leading projects and activities associated with 'good governance' of our association, to help ensure an ethical and sustainable AAEE now and into the future.</p> <p>In 2009/2009 the Governance Working Group of the National Executive Committee committed to and accomplished the following projects:</p> <ul style="list-style-type: none"> <li>• Leading the development of AAEE 2008/2009 Action Plan, in line with AAEE 2008-2010 Strategic Plan.</li> <li>• Provision of support and advice to the 2010 AAEE Conference Convenors.</li> <li>• Evaluation and review of the 2008 AAEE Conference in Darwin.</li> <li>• Further progress made on AAEE Prospectus, working towards our objective for a secretariat.</li> <li>• Maintained currency of AAEE Governance Handbook and Calendar, with support from the Administration Coordinator, Sandy Eager.</li> <li>• Brought together and launched AAEE Advisory Board, with support from Wendy Goldstein.</li> <li>• Undertook a review and implementation of actions to better integrate evaluation and reflection into the way the National Executive Committee leads and governs AAEE.</li> </ul>

## 8. Chapter Activity

State/Territory Chapters report activity against the focus areas and organisational objectives as presented in AAEE Constitution.

### New South Wales: Mark Caddey

Focus Area	Report
Communications	As part of the process to provide improved professional development resources and materials a website improvement process has commenced in order to accommodate the expanding number of case study materials available through the Chapters website <a href="http://www.aaeensw.org.au">www.aaeensw.org.au</a> .
Partnerships	The Department of Environment & Climate Change collated an annual report on the activities of Education for Sustainability in NSW which AAEE was a key contributor.  AAEE has worked closely with the LGSA, DECC and DET reviewing the DECC professional development HUB.
Advocacy & Lobbying	The NSW Council on Environmental Education coordinates environmental education delivery across a number of agencies and departments. The NSW chapter of the Association has a representative on the Council as the peak professional association. Neil Dufty is the representative and Phil Smith as alternative member. Due to issues with the appointment of the Chair the Council the Council has not met during 2008/09.
Member Services	The NSW executive regularly holds meeting and communicates information to state members via emails (Objective 8).
Professional Development	Write it up – Stage 2 of this project was completed in 2008/09. Living Schools was contracted for this stage. This stage delivered a series of 10 workshops for environmental educators across NSW. From the workshops the contractor supported a number of individuals to document their projects and publish these case studies on line.  Enabling Change Workshops – In conjunction with the Sydney Environmental Education Network members were invited to attend a two day workshop facilitated by Les Robinson. The workshop focussed on effective environmental education program implementation competencies.  Organisation of the Biennial NSW Environmental Education Conference which is being hosted by the NSW Association's North Coast regional group in collaboration with the Mid Rivers Group. The NSW chapter has provided seed funding and assisted with sponsorship and the financial services.  The NSW AAEE committee organised and co-funded a professional development workshop looking at community development issues Under Shade Tree with Lourdes who was visiting from India.  The 2008 Environmental Educator of the year was awarded to Syd Smith. His contributions to environmental education through formal and community education as well as his long term to the association were recognised at a dinner in early 2009.
Governance	NSW AAEE produces an annual treasurer's report. Nomination process for the executive was open to all members within NSW.

### Northern Territory: Kate Smith & Birut Zemits

Focus Area	Report
Communications	AAEE 2008 Biennial Conference main focus for 2008 and a survey of members who attended the conference indicated that people were keen to see the chapter continue. The Darwin Declaration was made at the 2008 Conference.
Partnerships	The AGM of AAEE NT Chapter reaffirmed partnerships with Darwin City Council, NT Department of Natural Resources, Environment and the Arts and Sport. AAEE and Department of Natural Resources, Environment and the Arts and Sport Community education Unit produced an Environmental Events Calendar.
Member Services	A post 2008 AAEE Conference survey was conducted by AAEE NT Chapter which revealed that people were keen to see the chapter continue. All members are kept in contact via email and relevant and interesting documents are circulated through this network.
Other Comments	Professional Development opportunities are being explored for 2009.

### Queensland: Melinda Mason, Cam MacKenzie, Ruth Vickery

Focus Area	Report
Communications	Monthly e-news sent to all QLD members outlining QLD environmental education initiatives, case studies and opportunities Maintenance of QLD AAEE members list – contacting non-renewing members
Partnerships	Partnered with Greenfest 2009 to present 'Climate Change Education' workshop PD seminar with Brisbane City Council, led by Miranda Mason (starting a green school group) Working with Green Cross Australia on a state wide pilot project to engage children with environmental education Working with Department of Environment to establish a QLD online hub for schools to share their environmental projects through the Queensland Youth Environment Council
Advocacy & Lobbying	Letters sent to new QLD ministers following State election Met Hon Kate Jones at Greenfest workshop – following this up to further develop outcomes Meeting with Brisbane City Council, led to a PD workshop for teachers run by Miranda Mason.
Member Services	Numbers remain stable Actively encourage new members via AAEE QLD events, emailing to potential new members, cross promotion with like organisations, presence at Education conferences and community events Members kept informed via regular e-news and the opportunity to attend QLD committee meetings.
Professional Development	Providing advice and resources at QLD events Held workshop for general public at Greenfest.
Governance	Regular communication between Executive delegate and Chapter via monthly meetings Regular committee meetings held – all members welcome to attend.



## South Australia: Sheila Brown

Focus Area	Report
Communications	<p>The SA Chapter has maintained an up-to date website throughout the year to inform members on current activities and events.</p> <p>The members email list has been used to promote professional development sessions and encourage ongoing membership. These members also have access to other networks that are useful for promoting AAEE events.</p> <p>A pilot project currently under construction is the development of an SA AAEE Facebook page aimed at attracting young people, in particular young people in tertiary education. This is due to be completed in September 2009.</p>
Partnerships	Partnerships have been developed with NRM Education, a continuing relationship with AuSSI-SA and the Department of Environment and Heritage (DEH) through Urban Forest Biodiversity and the Environmental Education Unit.
Advocacy & Lobbying	SA-AAEE had a presence at the recent Climate Emergency Rally in Adelaide. There have been discussions about the need for and importance of advocacy and lobbying for SA-AAEE, however, further discussion will be included in the agendas for 2009/2010.
Member Services	<p>We have promoted the ozEE news to members and actively followed up unrenewed membership.</p> <p>The main member services have been the Professional Development opportunities (see below)</p>
Professional Development	<p>Three successful professional development opportunities have been offered this year. A visit to the Tatchilla Eco Classroom was a success with approximately 20 people attending. A Carbon Trading PD attracted about 30 participants where there was considerable discussion about the directions Australia needs to take with regard to climate change. The third session is about Sustainable Food and will be held in August 2009. This is proving to be a popular topic.</p> <p>A significant number of SA – AAEE members took part in the Christian Schools Australia – South Australian Biennial Conference in July.</p>
Governance	<p>Currently considering a review of the SA-AAEE role in the context of the many other environmental organisations currently providing services in Adelaide and South Australia.</p> <p>Aiming to network further with younger tertiary students.</p>
Other comments	It has been exciting to welcome many new faces on the committee – many from the partnership organisations. We are initiating discussion about developing a scholarship for environmental education students.

## Tasmania: Jenny Dudgeon

Focus Area	Report
Communications	<p>The latest <i>ozEEnews</i> newsletters include an article from Tasmania to inform a wider AAEE audience about our sector and activities.</p> <p>The members email list has been used to promote professional development sessions and encourage ongoing membership and attendance at AAEE meetings</p> <p>Participation in local newspaper's special sustainability articles.</p>

Focus Area	Report
Partnerships	<p>Partnership with AuSSI Tas through membership of AuSSI Tas steering committee and active participation in AuSSI events</p> <p>Partnership with Royal Tasmanian Botanical Gardens for professional learning for teachers: Seed to Plate Program</p> <p>Parks and Wildlife Division of Department of Primary Industry, Parks, Water and Environment partnership through Discovery Rangers program and schools education programs.</p> <p>Sustainable Living Tasmania assisting and supporting sustainable living community education initiatives</p>
Advocacy & Lobbying	<p>Individual group members and the convenor continue to lobby for EfS at local, state and national levels.</p> <p>Participation in the development of early childhood curriculum framework through the consultation process.</p> <p>Participation in reference group advising the Minister for Education about early childhood education and educating for sustainability embedded across the Tasmanian Curriculum Framework.</p> <p>Membership of Climate Change Office community advisory board.</p> <p>Leadership of the Eat well, Grow well community garden network</p>
Member Services	<p>Members participate in regular meetings which include site visits and presentations from environmental educators</p> <p>Opportunities for professional learning through relationship with partner organisations</p> <p>Regular email updates about environmental news</p>
Professional Development	<p>Sue Elliott EC SIG presented 2 workshops in Tasmania hosted by AuSSI around sustainability in the early years.</p> <p>Pat Armstrong facilitated a workshop for sustainability leaders in AuSSI-Tas schools which members participated in.</p> <p>Amy Cutter McKenzie conducted a sustainable water issues session for early childhood educators.</p> <p>Tasmanian members are presenting a workshop about EfS at the third Australasian Early Childhood EfS Conference October 22-24, 2009 in Melbourne.</p> <p>Participation in the first Tasmanian Firestarter Conference, Tread lightly Festival, Sustainable Living Expo and RuMAD program conducting workshops and highlighting EfS.</p> <p>Move well, Eat Well program has been introduced and supported by AAEE members</p> <p>Eat well, Grow well community garden program conducted a state conference to highlight community and school initiatives around sustainable gardening.</p>
Governance	<p>The member list was updated in June 2009 and group membership is currently 12</p> <p>Reports have been provided verbally at AAEE liaison meetings when possible.</p>
Other Comments	<p>Although Tasmania's membership is small the members are extremely dedicated and active in the education sector. Interest in early childhood education for sustainability continues to grow through the support of ECET and AuSSI-Tas.</p> <p>Community interest in sustainability issues is increasing through community education programs that are supported by funding through increasing opportunities for federal, state</p>

Focus Area	Report
	and local government funding. Thanks to all our members for their continued dedicated contribution, energy and purpose.

### Victoria/VAEE: Gary Shadforth

Focus Area	Report
Communications	<p>VAEE provides a monthly <i>EnviroEvents</i> newsletter which is available to all members for the active promotion of events, seminars, Professional Learning &amp; other resources.</p> <p>VAEE is registered on the Victorian Institute of Teaching PDI Portal, the primary contact point for school &amp; non school educators seeking professional learning.</p> <p>VAEE publishes a quarterly journal, <i>Eingana</i>, which includes a range of resource materials for teachers, academic articles, &amp; community educators as well as including information on changing trends in the environmental education field &amp; community at large. <i>Eingana</i> is a key resource for VAEE members.</p>
Partnerships	<p>Strategic Partnership Program (SPP): VAEE has developed &amp; implemented a PL program for teachers &amp; sustainability facilitators as part of the Department of Education &amp; Early Childhood Development, SPP, linking VAEE with a wide range of organisations with a direct stake in the delivery of Education for Sustainability in Victoria.</p> <p>In partnership with the Sustainable Living Festival VAEE co-ordinated the Education Day for schools, an interactive fun filled day for students from years 4 – 11. Students &amp; their teachers took part in a series of interactive workshops &amp; forums in February 2009.</p> <p>VAEE has been implementing two programs for Sustainability Victoria - the Education for Sustainability Program for Victorian Schools (AuSSI Vic) &amp; the Professional Development for Sustainability Educators.</p> <p>The Professional Development for Sustainability Educators (Guide Beside) project is now in its fifth year. Guide Beside approaches are about bringing collaborative and transformative ways of working into the ways we facilitate learning &amp; change for sustainability. Foundation workshops have been offered in Facilitating Change, Strategic Planning, Evaluation and in Building Partnerships &amp; Support. All are attracting substantial support. Guide Beside approaches are also being incorporated into the VAEE led AuSSI-Vic program and into VAEE associated programs with the Waste Management Association of Australia and the Roadmap for Building EcoLiving Centres project (among others). Guide Beside approaches have been adopted by VAEE Council as an underpinning to the ways we frame learning based change for sustainability. Details are on the VAEE website.</p>
Advocacy & Lobbying	The VAEE is represented at the Sustainability Victoria State Education Steering Committee.
Member Services	<p>VAEE has an online contacts directory which can be accessed from the VAEE website. This directory is updated on an annual basis.</p> <p>VAEE is a member of the Council of Professional Teachers Associations of Victoria, directly serving educators in the Education for Sustainability field. Professional Learning, support &amp; advice is offered to educators &amp; students from Early Childhood to VCE. This support extends to non-school educators linked to NGO's, LGA's, Government Departments &amp; agencies. Support is also provided to many community based organisations.</p> <p>As mentioned above, VAEE has a monthly <i>EnviroEvents</i> newsletter, a journal &amp; a website.</p> <p>VAEE has a range of online networks for members to participate in on a regular basis.</p>

Focus Area	Report
	<p>VAEE held a conference for members in August 2007 on the theme 'One Bite at the Cherry'. 50 members attended a wide range of presentations at the Royal Botanic Gardens in Melbourne.</p> <p>The annual VCE exam revision workshops for students &amp; trial exam papers were well received.</p>
Professional Development	<p>All VAEE members have access to the range of Professional Development workshops &amp; activities delivered as part of the Strategic Partnerships Program. These workshops are developed specifically for teachers &amp; non-school EfS facilitators.</p> <p>All members have the opportunity to participate in the PL program being conducted on behalf of Sustainability Victoria (see above).</p>
Governance	<p>VAEE council &amp; executive hold monthly meetings for either the full council or working groups &amp; sub committees.</p>

### Western Australia: Jennifer Pearson

Focus Area	Report/Comments/Dot Points (link to goals where possible)
Communications	<p>Regularly forward information through network about a range of PD offered from other organisations that is relevant to members.</p> <p>Environmental Educators Network, email once a fortnight managed by DEC on behalf of AAEE WA Chapter, to advertise upcoming events for a range of EE providers across the state.</p>
Partnerships	<p>Perth Zoo, formal MOU developed to support our continued involvement with them for meetings and events was rejected by the CEO of the Perth Zoo as not necessary. Happy to continue relationship as is.</p> <p>For Catchments Corridors and Coasts (CCC) 14<sup>th</sup> – 16<sup>th</sup> January included, Red Hill Waste Management Facility; Wooraloo Brook LCDC; Shire of Mundaring; Perth Hills Forest Centre, Kanyana Rehabilitation, Perth Zoo Greening Australia WA; Millennium Kids; South East Regional Centre for</p> <p>Urban Landcare (SERCUL); Swan River Trust; Phosphorus Action Group; Canning River Eco Education Centre, Ribbons of Blue; Water Corporation Waterwise Schools Program; Aboriginal Heritage Unit; Environmental Technology Centre; The Department of Fisheries' Naturaliste Marine Discovery Centre and the Western Australian Fisheries and Marine</p> <p>Research Laboratories; Padbury SHS Marine Studies; Nearer to Nature, Coast Care; AQWA; Australian Sustainable Schools Initiative.</p> <p>For Geography Earth Environmental Science (GEES) Yr 10 Forum day 27<sup>th</sup> March, included Edith Cowan University, Perth Zoo, Science Teachers Association of Western Australia, Earth Science Western Australia, Curtin University, CSIRO Labs SciTech, UWA, Western Australian Museum, DEC, Air watch, Greening Australia WA, Geography Association of WA.</p> <p>For Earth Day Expo on 2<sup>nd</sup> &amp; 3<sup>rd</sup> April on the ECU campus of Joondalup and Mount Lawley, included Edith Cowan University Environment Office, Phosphorus Action Group, SERCUL, Junk Busters, Ribbons of Blue, Raptors Rehabilitation, Perth Zoo Perth Museum Education, Environment House, Water Corporation (Waterwise), Weather Works, Birds Australia WA, Fisheries Department, ECU Natural Science, ECU Education Faculty, Kanyana Wildlife Sanctuary, Perth Hills Discover Centre, Mount Lawley Bush Ranger Cadets, Kings Park Botanical Gardens.</p> <p>For National Science Week 'A Taste of Science' Community Fair on 16<sup>th</sup> August included National Science Week Committee, City of Canning, Canning Eco Education Centre,</p>



	<p>SERCUL, DEC Indigenous Heritage Section, Canning River Volunteers, Edith Cowan University Student Volunteers, Murdoch University Volunteers, SciTech, Australian National Geographic, Keep Australia Beautiful, Centre for Indigenous Australian Knowledge Kurongkurl Katitjin ECUA, DEC Community Education, Perth Zoo,</p> <p>Represented on AuSSI WA committee.</p>
Advocacy & Lobbying	<p>Meeting with Honourable Donna Faragher, Minister for Environment; Youth, Chief of Staff Simon Taylor 25<sup>th</sup> March.</p> <p>Manned display at Sun Festival on 5<sup>th</sup> April, at University of Western Australia (UWA), handed out brochures and talked with a range of other providers in EE.</p> <p>Support letters for Die Back Group and Conservation Council to source funds for working group.</p>
Member Services	<p>Karakamia Night stalk evening Sunday 19<sup>th</sup> April.</p> <p>Guest Speaker evening Thursday June 18<sup>th</sup>, Post Doctoral Researcher Liam Smith from Monash University.</p> <p>Guest Speaker Thursday August 20<sup>th</sup> Bill Waterer, W.A. spokesperson for Roots and Shoots (Dr Jane Goodall program).</p>
Professional Development	<p>Catchments Corridors Coasts, 14<sup>th</sup> – 16<sup>th</sup> January, three day PD for teachers, pre-service teachers, industry, local and state Gov personal.</p> <p>Media Workshop, 25<sup>th</sup> August, 6 hours of PD delivered by Karen Kerlin, Associate Lecturer, School of Marketing, Curtin Business School to 10 participants.</p> <p>Sustainable House open by Les and Margaret Lyons at Wattle Grove for members to view and learn how to retro fit existing home buildings.</p>
Governance	<p>Conduct regular monthly meetings on the 3<sup>rd</sup> Thursday of each month. Guest speakers on occasions.</p> <p>Website for WA has a team to upgrade the look of the site, Amy Krupa, Catherine Baudains, Ben Murphy will coordinate.</p> <p>Generated a model for national Science Week Event showing the network in the local NRM region of the Canning River, lead by Elaine Lewis.</p>
DESD Activities	<p>Earth Day Expo 2<sup>nd</sup> &amp; 3<sup>rd</sup> April, organised workshops for primary aged children about EE. Held on the Joondalup and Mount Lawley Campus of ECUA with over 850 children participating supported by Mount Lawley SHS Bush Ranger Cadets, preservice teachers and staff from ECUA.</p> <p>Yr 10 Geography Earth Environmental Science Day, 27<sup>th</sup> March, all day event at the Perth Zoo to showcase career options arising from choosing GEES subject areas. Over 400 Yr 10 students attended.</p> <p>National Science Week event, as above.</p> <p>Media Workshop as above.</p>

### Western Australia (South West): Sandra Wooltorton

Focus Area	Report
Communications	AAEESW meets monthly on Sunday evenings for a meeting followed by dinner with wine. Minutes are distributed afterwards.
Partnerships	AAEESW has a number of active partnerships in place, most notably the Energy Challenge



Focus Area	Report
	<p>project which has been operating now for nearly four years. The partnership comprises four schools, a university, AAEE and BHP Billiton/Worsley Alumina. The objective is for participating schools to reduce their energy consumption by 20% over five years. One (big) school has almost met its target. Each school has also agreed to transition towards sustainability. Website: <a href="http://www.energychallenge.org.au">www.energychallenge.org.au</a></p>
<p>Advocacy &amp; Lobbying</p>	<p>Several of our members represent our interests on key local committees such as Bunbury Environment and Sustainability Advisory Committee which is a sub-committee of the Bunbury City Council, AqWest, which is our scheme water supplier (a member is the chairperson); Leschenault Catchment Council (a couple of members are councillors). As such we are constantly advocating for such things as reduced energy consumption, sustainable transport options including bikeways, funds for EE in schools, and a sustainability transition program for Bunbury.</p> <p>The issue of Yarragadee (the aquifer of ancient water beneath the South West which supports the entire SW ecosystem) is once again under threat of being mined so the issue in terms of EE is being convened by a sub-group of AAEE SW.</p>
<p>Member Services</p>	<p>We support members through the Energy Challenge's website, and upon request often with particular projects.</p>
<p>Professional Development</p>	<p>We do much PD:</p> <ul style="list-style-type: none"> <li>a) Through the Energy Challenge project. Sandra leads PD for local teachers, and supports where requested with student projects in schools and other direct support as required. A small research project will be taking place through the Energy Challenge in semester 2, 09.</li> <li>b) We run occasional PD sessions; for example recently we hired a bus to travel to Perth to visit a range of sustainable living sites. It was beautifully organised and very well attended.</li> </ul>
<p>Governance</p>	<p>We have a mail secretary and a meetings secretary, a chairperson and finance officer. 'Elections' are held annually. Meetings are held monthly.</p>
<p>DESD Activities</p>	<p>We are planning an Earth Expo at the university next year, similar to the one held by AAEE Perth but it will be for adults. We are currently applying for funding.</p>
<p>Other Comments</p>	<p>Our on-ground membership is increasing substantially. Membership of AAEE is not compulsory since we have our own fund supply, nonetheless it is regularly promoted. However AAEE SW feel that AAEE membership is too high for people who simply contribute voluntarily and do not need a journal. A fee of half the current price for volunteers is requested. These people take nothing from AAEE and only contribute to it because they feel it is an excellent cause.</p>

## 9. Special Interest Groups Activity

SIGs have been established to help members develop particular interests and share information and resources specific to that topic. SIGs currently in operation are:

- Early Childhood;
- Teachers and Teacher Education;
- Early Career Researcher & Research Students; and
- Transformative Learning.

Much of the dedicated and focussed work comes from the SIGs and they play an important role for the organisation to provide particular advice and as a forum for members.

### Early Childhood SIG: Sue Elliott

Focus Area	Report
Communications	The EC SIG section of AAEE website has been updated again recently and promotion of the association including the EC SIG continues through professional development and informal contacts. Most Ozee newsletters include an article from EC SIG members to inform a wider AAEE audience about our sector and activities.
Partnerships	<p>The partnership with Early Childhood Australia (ECA), the peak national body for early childhood, has continued with sustainability as a main strand at their triennial conference in Canberra October 2008, a number of EC SIG members presented and Rob Gell was a keynote speaker. ECA has also supported publication of the poster 'Water play is Essential Play' written by Tracy Young and Stephanie Ralton.</p> <p>Building on earlier UNESCO work, Dr Julie Davis, QUT and EC SIG member, contributed from Australia to the development of the UNESCO Gothenburg Recommendations for early childhood education for sustainability. These were presented at the UNESCO Conference in April 2009.</p> <p>Sue Vaealiki and Sue Elliott presented within the sustainability strand at the European Early Childhood Education Research Conference, Norway in September 2008 and made contacts with others working in this area, in particular Ingrid Engdahl President of OMEP Sweden. It was evident that active networks, such our EC SIG and the state based groups EEEEC Vic Inc, NSW ECEEN and QECEEN are unique. Looking ahead we will build on emerging European partnerships by participation in the OMEP World conference August 2010 in Sweden where sustainability will be a key strand.</p> <p>The EC SIG responded to the draft North American Association for Environmental Education Guidelines for early childhood environmental education in 2009. As a group we found the proposed guidelines to be not aligned with current international theory and practice in early childhood and education for sustainability.</p> <p>Early in 2009 senior representatives of the Japanese Eco system Conservation Society visited Melbourne to view education for sustainability in early childhood services. Sue Elliott led the tour of behalf of RMIT and the Society is now organising a study tour for Japanese early childhood educators for February 2010.</p>
Advocacy & Lobbying	<p>Individual group members and the convenor continue to lobby for early childhood EfS at local and national levels.</p> <p>The EC SIG has continued to send promotional and advocacy documents to DEWHA. The 2009 DEWHA National Action Plan identifies early childhood as part of lifelong learning and flags a research project in early childhood.</p> <p>Development of the first national early childhood curriculum framework is underway with COAG. Through the consultation process many in the EC sector have promoted the inclusion</p>

	<p>of sustainability in the redrafting, this is gratifying for EC SIG members.</p> <p>Discussion has commenced in Victoria with Sustainability Victoria and DEECD led by Tracy Young and Cara Horner to extend the AuSSi program to early childhood services, interest levels are high, but as yet no clear plan is evident.</p>
Member Services	<p>Members continue to receive emailed newsletters on a quarterly basis, EC SIG news No 21 was sent in July 2009 and on-going update emails of relevant events and information. Also, email contact provides an opportunity for members to seek specific information. Two issues that came to the fore in the last year were misperceptions about the efficacy of using of vinegar as a disinfectant and alcohol based gels as an alternative to water and soap for hand-washing.</p>
Professional Development	<p>The EC SIG does not have direct responsibility for professional development, but a number of members are significantly involved in this area both at in-service and pre-service levels with local government, individual early childhood services and tertiary institutions. For example, in 2009 Julie Gaul and Deb Watson have been funded to conduct training with NSW local governments, Kaarin Wilkinson conducted workshops in South Australia, Karensa Smith established an online Diploma of Sustainability for child care at SW TAFE Victoria, and Sue Elliott presented workshops in Tasmania hosted by AuSSi.</p> <p>A major event for 2009 is the third Australasian Early Childhood EfS October 22-24 in Melbourne. EC SIG members are playing a significant role in this conference through organisation, presentation and participation. Chuck Hopkins UNESCO will be a keynote speaker and there has been international interest in participating. Unfortunately, this conference has not been successful in obtaining DEWHA funding, but some sponsorship from other sources has been possible.</p>
Governance	<p>The member list was updated in June 2009 and group membership is currently 60.</p> <p>Reports have been provided verbally at AAEE liaison meetings when possible.</p> <p>The two-yearly action plan developed for 2007-09 requires review in the latter part of 2009 and a new action plan developed for 2010-2012.</p>
DESD Activities	Nothing specific to report
Other Comments	<p>While a relatively small group the EC SIG has had been busy within the constraints of lack of funding and lack of state and federal government support for early childhood education for sustainability. Interest in early childhood education for sustainability continues to grow locally and it is now internationally on the agenda.</p> <p>Thanks to all the EC SIG members for their on-going contribution and to AAEE Council and administrative staff for their support of the EC SIG.</p>

### Teachers and Teacher Education SIG: Sandra Woollorton

Focus Area	Report
Communications	<p>This is a SIG, which uses a Yahoo website and network list to maintain communications. The character of the communication is that it tends to be irregular in that there will be bursts of contributions to the list when particular issues are being discussed, interspersed with periods of quiet. Regularity tends to follow teacher and academic semesters, so that busy periods for both groups at school and university, tend to be quiet times in communication – so early to mid semesters tend to be busy times for TTE-SIG activity.</p>
Partnerships	<p>A range of smaller informal networks are forming, in response to individuals keen to respond to current National Curriculum activities. For example a range of submissions were written – and some academic papers are in the early stages of being collaboratively developed - with contributions from teachers and academics at various schools and universities across</p>

Focus Area	Report
	Australia. One present collaborative paper (just beginning) involving Phil Smith, Linda Zibell, Sandra Woollorton and Syd Smith has emerged through online discussions and is intended to call in cooperation with the Social Educators Association at their Sustainability Conference in February in Adelaide. That group (among many others) is also very concerned about the direction of National Curriculum development at present.
Advocacy & Lobbying	<p>This year AAEE TSIG, together with members of AAEE Exec, has been very vociferous in relation to the new direction of the National Curriculum. This document has been referred to as 'similar to the curriculum at the turn of the 20<sup>th</sup> century', instead of being the futures-oriented curriculum that the National Curriculum Board (NCB) and the Australian Curriculum Assessment and Reporting Authority (ACARA) claims it to be. In fact this document has actually taken up most of TTE-SIG's discussion, both on-line and in terms of submissions and responses we have provided to them. Sandra and Phil (and almost Amy Cutter-McKenzie who was sick on the day) attended a forum on sustainability in Melbourne to advise the NCB about sustainability however this strong advice (provided by all 20 invited groups) does not appear to have been heeded. This is an issue that needs to involve all Australian educators.</p> <p>The other issue that AAEE-TSIG involved itself in this year was the Teaching Australia (TA) development of Standards in Education, to which AAEE contributed in detail. However it appears that TA has now completed its work on that stage, and ACER has now taken up the further development task. Since Amy Cutter McKenzie, Phil Smith and Barbara Clarke have already completed extensive work on the development of teacher professional standards and competences in EE, on behalf of AAEE that group will now take the issue further in relation to the communication with ACER for development of teacher and principal standards.</p>
Member Services	Services provided to members include advice from other members in relation to queries for assistance where called for, and provision of up to date information about changes in education policy and planning in Australia and links to changed policy. It also provided the opportunity for members to gain a range of perspectives on issues associated with the national curriculum.
Professional Development	In a sense, this is the total occupation of the group in sharing new information and updating ourselves in relation to policies and current political activities in sustainability education.
Governance	The TTE-SIG tends to be participatory, with Sandra Woollorton as the facilitator.
DESD Activities	Not explicitly conducted.
Other Comments	There are currently problems with the website or emails in that some members cannot respond to the list apparently – either through the website or directly. Sandra will look into this ASAP.

### Emerging Researcher SIG: Kate Thompson and Rebecca Miles

Focus Area	Report
Communications	The Emerging Researcher SIG has communicated with its members mainly via the yahoo discussion forum, but also through the Innlab portal provided by CoCo Research Centre at the University of Sydney (Snooker). The portal allows members to use private, online discussion rooms for collaborative writing activities. We have also used the SIG's wiki to communicate asynchronously. We have also started a regular newsletter for members about members' activities.
Advocacy & Lobbying	We have discussed the needs of the SIG with AAEE conference committee members in order to better facilitate the particular needs of this SIG at further conferences.
Member	We have provided online spaces for a writing group, the regular newsletter, and more suitable



Focus Area	Report
Services	facilities at the next national conference.
Professional Development	We have provided training in the use of the online tools - the wiki and Snooker.
Other Comments	We have greatly appreciated the help of members of the SIG in taking the lead on the newsletter (Elaine Lewis) and the writing group (John Lockley).

## 10. *ozEEnews* Report

Focus Area	Report
Communications	Raising awareness and celebrating EE/EfS initiatives in Australia and countries where AAEE has a formal relationship
Advocacy & Lobbying	The "AdvocacEE" column highlights AAEE advocacy activities.
Member Services	Development and distribution of 3 editions.
Professional Development	Advertising PD opportunities in all editions of <i>ozEEews</i> .
Other Comments	HUGE thankyou to all contributors for the three editions.

**Carol Bryant**

***ozEEnews* Editor**

## 11. Australian Journal of Environmental Education (AJEE) Report

The quality of Environmental Education research in Australia is highly regarded and AJEE acts as an important point of dissemination for this research. AJEE is a key service that is provided to members by AAEE. AJEE is published one issue in 2008 and is on-track to publish the 2009 issue in December this year. This is the final issue I will edit so I would like to thank all those in the Association for supporting the Journal as well as the Authors, editorial board, paper and book reviewers who make the Journal possible.

**Jo-Anne Ferreria**

**AJEE Editor**

## 12. Audited Financial Report

Following as attachment.



**AUSTRALIAN ASSOCIATION FOR  
ENVIRONMENTAL EDUCATION**

**FINANCIAL REPORT**

**FOR THE YEAR ENDED**

**30 JUNE 2009**



*Haywards*  
CHARTERED  
ACCOUNTANTS

**1.**

**AUSTRALIAN ASSOCIATION FOR ENVIRONMENTAL EDUCATION**

**COMMITTEE'S REPORT**

Your committee members submit the financial report of the Australian Association for Environmental Education for the financial year ended 30 June 2009.

**Committee Members**

The names of Committee Members throughout the year and at the date of this report are:

P Smith  
S Whittington

R Vickely  
W Goldstein

S Smith

C MacKenzie

**Principle Activities**

Principle activities of the Association during the financial year were to foster Environmental Education for a sustainable future.

**Significant Changes**

No significant change in the nature of these activities occurred during the year.

**Operating Result**

The surplus/(deficit) amounted to (\$16176.69).

Signed in accordance with a resolution of the Members of the Committee.

President \_\_\_\_\_

Treasurer \_\_\_\_\_

Dated this 25<sup>th</sup> day of September 2009.

## 2.

**AUSTRALIAN ASSOCIATION FOR ENVIRONMENTAL EDUCATION**  
**BALANCE SHEET**  
**AS AT 30 JUNE 2009**

	<u>2009</u>	<u>2008</u>
<b><u>CURRENT ASSETS</u></b>		
Cash at Bank (Note 2)	40495.11	47607.30
Accounts Receivable	3456.50	11000.00
GST Control Account	348.00	1417.00
	<u>44299.61</u>	<u>60024.30</u>
<b><u>FIXED ASSETS</u></b> (Note 3)	1060.23	1512.23
	<u>\$45359.84</u>	<u>\$61536.53</u>
<b><u>TOTAL ASSETS</u></b>	<u>\$45359.84</u>	<u>\$61536.53</u>
<b><u>NET ASSETS</u></b>	<u>\$45359.84</u>	<u>\$61536.53</u>
 <b><u>MEMBERS FUNDS</u></b>		
Balance at 1 July 2008	61536.53	99403.79
Net Surplus/(Deficit) for Year	(16176.69)	(37867.26)
	<u>\$45359.84</u>	<u>\$61536.53</u>
<b><u>TOTAL MEMBERS FUNDS</u></b>	<u>\$45359.84</u>	<u>\$61536.53</u>

The accompanying notes form part of these financial statements

**AUSTRALIAN ASSOCIATION FOR ENVIRONMENTAL EDUCATION**  
**INCOME STATEMENT**  
**FOR THE YEAR ENDED 30 JUNE 2009**

	<u>2009</u>	<u>2008</u>
<b><u>INCOME</u></b>		
Grant - Lead Environmental Group NSW	-	10000.00
Memberships	33643.11	44617.78
Publications	3837.40	5759.07
Interest Received	1235.84	2249.82
Sundry Income	250.00	4025.00
Conferences & Workshops	16954.22	-
	<hr/>	<hr/>
	55920.57	66651.67
 <b><u>EXPENSES</u></b>		
Accountancy	-	760.00
Administration Services	21784.00	23679.88
Audit Fees	900.00	1150.00
Bank Fees	871.54	1042.45
Catering	-	149.98
Conference Expenses	13758.11	22.97
Conferences & Workshops	3446.62	2012.40
Depreciation	452.00	1243.85
Insurance	-	777.27
Memberships & Subscriptions	381.82	100.00
Minor Equipment	53.64	300.82
NSW Case Study Project Expenses	-	56500.00
Postage, Printing & Stationery	642.74	1081.96
Publications and Publicity	20943.00	12092.61
Sundry Expenses	1839.78	229.01
Telephone	712.98	295.85
Travel & Accommodation	6311.03	3080.68
	<hr/>	<hr/>
	72097.26	104518.93
 <b><u>NET SURPLUS/(DEFICIT) FOR YEAR</u></b>	 <hr/>	 <hr/>
	\$(16176.69)	\$(37867.26)

The accompanying notes form part of these financial statements.

**AUSTRALIAN ASSOCIATION FOR ENVIRONMENTAL EDUCATION**  
**NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 30 JUNE 2009**

**1. STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES**

This financial report is a special purpose financial report prepared in order to satisfy the financial reporting requirement of the Associations Incorporation Act (ACT). The committee has determined that the association is not a reporting entity.

The financial report has been prepared in accordance with the requirements of the Associations Incorporation Act (ACT) and the following Australian Accounting Standards:

AASB 101	Presentation of Financial Statements
AASB 107	Cash Flow Statements
AASB 108	Accounting Policies, Changes in Accounting Estimates and Errors
AASB 110	Events After Balance Sheet Date
AASB 1031	Materiality
AASB 1048	Interpretation and Application of Standards

No other applicable Accounting Standards, Urgent Issues Group Consensus Views or other authoritative pronouncements of the Australian Accounting Standards Board have been applied.

The report is also prepared on an accruals basis and is based on historical costs and does not take into account changing money values or, except where specifically stated, current valuations of non-current assets.

**(a) Fixed Assets - Depreciation**

Depreciation is charged on all fixed assets and is brought to account over the estimated economic lives of all assets.

**(b) Comparative Figures**

Comparative figures, where necessary, have been reclassified in order to comply with the presentation adopted in the figures reported for the current financial year.

**(c) Income Tax**

The Association is exempted from tax under section 50-10 of the Income Tax Assessment Act 1997.

**2. CASH AT BANK**

	<u>2009</u>	<u>2008</u>
NAB Cheque Account	18949.46	27130.73
ING Term Deposit	21545.65	20476.57
	<u>\$40495.11</u>	<u>\$47607.30</u>

**3. FIXED ASSETS**

Office Furniture & Equipment – At Cost	1807.23	1807.23
Less Accumulated Depreciation	747.00	295.00
	<u>\$1060.23</u>	<u>\$1512.23</u>

**5.**

**AUSTRALIAN ASSOCIATION FOR ENVIRONMENTAL EDUCATION**

**STATEMENT BY MEMBERS OF THE COMMITTEE**

The committee has determined that the association is not a reporting entity and that this special purpose financial report should be prepared in accordance with the accounting policies outlined in Note 1 to the financial statements.

In the opinion of the committee the financial report as set out on pages 2 to 4:

1. Presents a true and fair view of the financial position of Australian Association for Environmental Education as at 30 June 2009 and its performance for the year ended of that date.
2. At the date of this statement, there are reasonable grounds to believe that Australian Association for Environmental Education will be able to pay its debts as and when they fall due.

This statement is made in accordance with a resolution of the Committee and is signed for and on behalf of the Committee by:

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President \_\_\_\_\_

Treasurer \_\_\_\_\_

Dated this 25<sup>th</sup> day of September 2009.

6.

**INDEPENDENT AUDITOR'S REPORT TO THE MEMBERS OF  
AUSTRALIAN ASSOCIATION FOR ENVIRONMENTAL EDUCATION**

**Report on the Financial Report**

We have audited the accompanying financial report, being a special purpose financial report, of Australian Association for Environmental Education which comprises the balance sheet as at 30 June 2009, and the income statement, a summary of significant accounting policies, other explanatory notes and the statement by members of the committee.

*Committee's Responsibility for the Financial Report*

The committee of the association is 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 Associations Incorporation Act (ACT) and are appropriate to meet the needs of the members. The committee's responsibilities also include establishing and maintaining internal control relevant to 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; and making accounting estimates that are reasonable in the circumstances.

*Auditor's Responsibility*

Our responsibility is to express an opinion on the financial report based on our audit. No opinion is expressed as to whether the accounting policies used, as described in Note 1, are appropriate to meet the needs of the members. We conducted our audit in accordance with Australian Auditing Standards. These Auditing Standards require that we comply with relevant ethical requirements relating to audit engagements and plan and perform the audit to obtain reasonable assurance whether the financial report is free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial report. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial report, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial report in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by the committee, as well as evaluating the overall presentation of the financial report.

7.

The financial report has been prepared for distribution to members for the purpose of fulfilling the committee's financial reporting under the Associations Incorporation Act (ACT). We disclaim any assumption of responsibility for any reliance on this report or on the financial report to which it relates to any person other than the members, or for any purpose other than that for which it was prepared.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

*Independence*

In conducting our audit, we have complied with the independence requirements of Australian professional ethical pronouncements.

*Qualification*

As we were first appointed Auditor's of the Corporation during the current financial year we disclaim any opinion on the opening balances.

It is not practical for the Service to maintain an effective system of internal control to determine that all monies received in cash were recorded, until their initial entry into the accounting records. Accordingly, our audit was limited to amounts recorded.

*Qualified Auditor's Opinion*

In our opinion, except for the effects of such adjustments, if any, as might have been determined to be necessary had the limitation discussed in the qualification paragraph not existed, the financial report of Australian Association for Environmental Education presents fairly, in all material respects the financial position of Australian Association for Environmental Education as of 30 June 2009 and of its financial performance for the year then ended in accordance with the accounting policies described in Note 1 to the financial statements.

25 SEPTEMBER 2009  
BRISBANE

  
HAYWARDS CHARTERED ACCOUNTANTS

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PETER GESCH – PARTNER