



West Australian Sustainable Education Forum - Program Friday 7th December 2018

This forum is an opportunity for those in community, schools, industry, tertiary and government groups to share the work they are engaged with to educate about and support sustainability practices. We are showcase a broad field of topics to enhance opportunities to hear, know and network with people and groups operating in WA. The focus for the afternoon session is Reconciliation Action Plan (RAP), how to construct, implement and evaluate your efforts. The afternoon session will include practical knowledge, skills and tools described to enhance opportunities for future projects.

Venue: Canning River Eco Education Centre, Kent St & Queens Park Rd, Wilson WA 6107

Cost: \$55 Non Member; \$33 AAEE member and students (includes refreshments)

Draft Program:

9.00 Registration & cuppa

9.20 - 9.30 Acknowledgement of Country and welcome

9.30 - 10:15 Round Table Session, choose from one of the three below

Providing context and understanding in community engagement for the development of the Town of Victoria Park's Urban Forest strategy. The Urban Forest Strategy Working Group (UFSWG) tasked with engaging the broader community through a variety of modes synthesized feedback into strategy to effectively manage trees as part of a tender awarded by the Town of Victoria Park. The UFSWG comprised members of the community who, as part of an asset based community development approach, volunteered their wide range of strengths and skills to deliver a locally relevant strategy and implementation plan framework. The UFSWG consisted of a team of 40 volunteers whose contributions ranged from one hour to 1700 hours The Town of Victoria Park contributed \$20,000 in funding as well as staff expertise and time to the development of the strategy. Providing context for the broader community represented by 89 workshop and 120 pop-up event participants involved presentations and activities around urban forestry challenges, ecosystem benefits and disservices trees in urban environments bring. Development of several tools as part of this consultation, community engagement and drafting of the strategy, including context setting, participatory planning models developed in collaboration with the Australian Urban Design Research Centre(AUDRC) and surveys as well as rating and mapping activities. Participant engagement and commentary to inform the strategy, which was endorsed on the 11th September 2018, as well as feedback on the activities was gathered through surveys and audio recordings. Anecdotal feedback about the modes as well as the quality of feedback gathered for the strategy provided the team with a high level of confidence in the efficacy of the activities and information presented. **Ms Heather Johnstone**

Bringing environmental education out of the classroom to include the wider community to grow ownership and stewardship of the natural world. A showcase of exciting, inclusive and educational biodiversity projects that bring together diverse groups of people to galvanise those most constructive of human longings to be creative and to work together. Whilst Australians identify strongly with the notion of an outdoor culture they often lack the understanding to recreate in nature without damaging the environment and biota. Educational events that engage the community with conservation can redefine community ownership and stewardship of shared natural resources. Angela Rossen's biodiversity workshops and events bring together Science and Art in field, lab and workshop settings for participants to discover the beauty, complexity and vulnerability of their own environment and associated animal and plant communities. The Art component gives participants another tool to engage with the environment in ways that are neither extractive nor destructive. These projects and workshops bring biodiversity research out of The Academy to engage and inform non-specialists about conservation of biota and whole system ecology and create a forum for discussion about action on climate change. A community that is well informed will be willing and better equipped to assist with conservation and undertake the practicalities of mitigation and adaption in their own lives in cooperative ways. **Ms Angela Rossen**

Are you a Community Waste Warrior? Is your Organisation Focused on Low Waste Outcomes? Evidence of waste initiatives from 10 years of conducting community science expos. Community science expos, held at the Canning River Eco Education Centre (CREEC) since 2009, engaged the public in learning about different aspects of science, within an education for sustainability perspective. The one-day expos aimed to contribute to the national objective of building strong relationships between science and society, by showcasing modern science and Indigenous knowledge in an innovative, holistic manner. This involved fostering partnerships between the community, education & research organisations, government, business and industry. Participants engaged in a wide range of hands-on interactive experiences including: animal encounters; bush crafts; clay creations; traditional Indigenous storytelling and rock art to pass on knowledge; exploration of microscopic biological specimens; and sustainability actions such as planting native reeds by the river and waste reduction. An innovative approach was taken in an effort to adhere to sustainability principles and minimise the environmental impact of the event on the sensitive environmental setting. This included a range of waste minimisation initiatives. The outcomes for hosting the ten annual expos are reviewed. **Ms Katherine Gaschk**

10.15 - 10.45 Morning tea

10.45 - 11.30 Round Table Session, choose from one of the three below

How Ecocentric Are You? We find our ecological ethics challenged almost daily by our own and the values, attitudes and actions of others while working to engage humans with nature. Our biggest challenges are creating longer term behavioural change. And here we move into the realm of understanding ourselves as well as how cultural change and the evolution of cultures (Waring, et al., 2015) occur. The links between understanding, knowledge and actions about things and the transfers of these to others is both an individual as well as collective journey (da Silva, 2014; Waring, et al., 2015). My focus today is therefore on ecocentric values; assessing our own level of ecocentrism and discussion how we can use this awareness (Dunlap, Van Liere, Mertig, & Jones, 2000) to improve delivery of our behavioural change programs. At one end of the scale, anthropocentric values and approaches consider nature a resource to use and manage. And at the other end, ecocentric values and approaches consider humans almost as an incidental part of nature as a whole. Most of us have sustainability-centric values and points of views that consider both anthropocentric and ecocentric concepts and therefore we fall somewhere between these end points (da Silva, 2014). The ecocentric assessment tool we are using today is a compilation of similar tools that have been used to assess the degree of ecocentric values of students (Baltaci, Yirik, Sargin, & Yumusak, 2015; Kopnina & Cocis, 2017) and the public (Casey & Scott, 2006). After completing this we can assess our individual and collective ecocentricity and discuss how this awareness can be used to better understand ourselves, our motivations and the impact these may make on our community. **Ms Gun Dolva**

Chittering Landcare Centre - Boots and All Conservation - we do it with boots and a bit of tech, power points and plants, volunteers and stakeholders, a couple of utes, home cooking and good old-fashioned hard work. In 1998, Tiwest Joint Venture and the Chittering Landcare Group, transformed an old farm house 62kms north of Perth into a community landcare centre. The centre houses NRM staff, contractors, twenty sheep, two frogs, a resource centre, and a meeting place for community. Four community groups feed into the centre and together we recognise the importance of community engagement and education to empower others to care for the environment. Specially designed programs are created to increase skills and capacity of local people to protect and rehabilitate the environment. We are working hard to foster Junior Landcarers with activity days, education programs, volunteer and job opportunities because the future is in their hands. Our new Cultural Connections activities provide opportunities for local people to learn from Yued and Whadjuk Elders, increasing knowledge in the community. The learnings will be captured in a Reconciliation Action Plan that will guide planning to protect and repair the environment. We help landholders to protect the biodiversity on their land and repair damage. Dieback, feral pests and weeds are targeted through our programs to achieve broad scale conservation outcomes. We understand that community, culture and conservation go hand in hand and we aim to engage, educate and empower others to care for the land, protecting our natural and cultural heritage into the future. **Ms Marnie Giroud & Mrs. Louisa Winterbourne**

Sustainability in Schools This is a science based program where I teach life skills through establishing a kitchen/garden, using permaculture and incorporating Aboriginal traditional ecological knowledge. The program is linked to all learning areas of the curriculum. Ideally, the 10 week program would be preferable. This will allow time to grow food from seed and harvest the produce to eat. There are 50 one hour lessons that can be adapted to suit any school's conditions. I have factored in; the seasons, the weather, the size of the school, the availability of land to work with and the accessibility of the site. The outcomes for the students are, they will be learning;

- Good habits

- Interpersonal skills, eg. listening, reading body language.
- Leadership skills – resilience, delegating, assertiveness, working independently
- Mentoring – eg. buddy classes, Year 6 students mentor Year 1 students
- Empowerment
- Problem-solving
- Collaborative skills
- Resilience
- Public speaking – builds confidence
- Virtues – eg. patience, respect, cooperation, creativity, gratitude, honesty, openness.
- Taking responsibility – taking ownership of your own emotions
- Emotional awareness – eg. not taking things personally, not adding meaning
- Budgeting – living frugally, living within your means
- Repairing – using tools, eg. screwdrivers, woodworking tools, hammers, saw, pliers, wrench, pumps, gluing, pencil and rule, T-square, shears, hand drills, secateurs, power tools.

A summary of the program is described as such; planning a garden, building a garden, incorporating animals, diet & exercise, biodiversity & whole of system thinking, ecosystems, water, conservation of natural resources, harvesting of food and food preparation. **Behrooz Eslam**

11.30 - 12.30 Poster Session and Networking and lunch. If you are only able to attend for half the day, this is an opportunity to network and have a nude lunch.

12.30 - 1.00 South West Native Title Settlement (SWNTS) Mr Glenn Shaw, Senior Heritage Project Officer, Aboriginal Heritage will present what the SWNTS opportunities are for your organisation in relation to developing RAP.

1.00 - 1.45 Success Stories: Developing and Implementing a Reconciliation Action Plan, Dr Elaine Lewis

A Reconciliation Action Plan (RAP) is a strategic document that supports the business plan of government departments, non-government organisations (NGOs) and educational institutions, to promote Reconciliation. The creation, implementation and review of RAPs are vital stages in the process of fostering and developing higher levels of knowledge and understanding, respectful relationships and meaningful opportunities for Aboriginal and Torres Strait Islander peoples. In workplaces RAPs may progress through four types of Reconciliation Australia plans - Reflect, Innovate, Stretch and Elevate. In schools and early learning centres a RAP may be developed to support reconciliation, employing Reconciliation Australia's Narragunnawali platform. An alternative RAP approach in Western Australian government schools may be driven by the Department of Education's Aboriginal Cultural Standards Framework. This presentation will elaborate on each of these RAPs from the perspective of three different local organisations. These stories will highlight the varied experiences of two NGOs, the One World Centre and the Western Australian Chapter of the Australian Association for Environmental Education, and a school, Coolbinia Primary. Processes involved in developing a RAP, actions taken to implement the RAP and opportunities into the future will be addressed. Finally, challenges and triumphs will be outlined with the view to providing participants with an informed opportunity to take the initial steps in developing their own RAPs.

1.45 - 2.45 Open discussion – bring your questions about a RAP in your organisation and have them considered by Glenn and Elaine and others to support your work in implementation. All questions are valued in this supportive group.

2.45 - 3.00 Evaluation and wrap-up

Registration is required, see attached sheet for instructions to receive an invoice.