



## West Australian Sustainable Education Forum Breaking through the Barriers! Program - Friday 2<sup>nd</sup> December 2022

Great opportunity for community, schools, industry, tertiary and government groups to share the work they are engaged with to educate about and support **sustainability practices**.

**Venue:** CREEC, crn Kent Street & Queens Park Rd, Wilson WA 6107 [Map here](#)

**Registration:** \$66 Non Member; \$44 AAEE member and students/concession (includes refreshments)  
<https://www.trybooking.com/CDVJM>

**Program:** Available at <https://aaeewa.org.au/west-australian-sustainability-education-forum/>

### 8.40 Registrations & cuppa

### 9.10 Acknowledgement of Country, Welcome and AAEE WA Environmental Educator of the Year Awarded to Megan Mentz.

### 9.20 First Round Tables – Participant choose on the day

- **Two-Way Science Forges Through Barriers** - Dr Elaine Lewis Coolbinia Primary School  
Two-Way Science is a scaffolded approach, a way to learn the connections between the science curriculum and Aboriginal knowledges, as well as build education partnerships. As a Two-Way Science Pilot School, Coolbinia Primary staff will share their learning and teaching experiences with attendees. The session will include a walk on Country to investigate the features of Kamarang and Birak that may be evident, and why these understandings are essential for a Two-Way Science approach. The presentation will also include lesson examples for different year levels and how a whole school Two-Way Science approach has been implemented. This workshop is therefore relevant to teaching staff and to service providers too, who prepare education programs and lesson plans for implementation in schools. Finally, we will discuss how the science curriculum is viewed as the conduit leading to an integrated two-way approach across all learning areas.
- **The BTH Project® (Bottle Top Hill)** - Em Charlton  
Demystifying recycling, elements of sustainability and our eco-responsibilities so they can be incorporated in everyday life – at home, at school and in the workplace. Normalising our social behaviour to embrace the changes necessary to have a positive impact on our environment is fundamental to The BTH Project ®. A 12 month program showcased through “Bottle Top Hill” using the common ‘bottle top’ as its “catch” to help engage – educate – and increase awareness. Launched in April 2021, The BTH Project ® was designed as a template of learning using “the community as the classroom”, but also programmed in such a way that it can be easily adopted to a school setting. The BTH Story is run as a narrative and was introduced at the AAEE Conference 2021, sharing that its first chapter belongs to First Nations – Chapter 1: RESPECT (Respect of Country, respect of each other & respect of our different knowledge base). BTH’s ‘Respect of Country’ (and now ‘Caring for Country Together –sustainability framework’ launched in 2022, DoE) allows everyone in our school and broader community to combine forces and move as a collective body to achieve maximum support and participation, showing unity in the classroom – staffroom/workplace – and at home (with special consideration by BTH to those who have now left the school environment or do not have access to social media). The backbone of the Project is COLLABORATION and actively promotes initiatives and incredible work being undertaken by other individuals and groups.
- **Communities in Nature** - Angela Rossen, Artist and Biodiversity Educator  
This Round Table Discussion aims to brainstorm ways to bring communities out into nature to make a tally of endemic natural treasures in the local environment with a view to growing engagement and action for conservation both personal and throughout all layers of policymaking. After delivering two community biodiversity festivals in Denmark and Esperance this year, Artist and Biodiversity Educator,

Angela Rossen will share insights into how engagement with nature through a program of targeted events brings whole communities together to observe and record nature in their own place. These festivals culminated in survey exhibitions representing the complex layers of environmental system with endemic plants and animals represented. In both festivals over 200 nature studies created by people from all walks of life formed a sparkling survey exhibition. The question is “Where to from here?”

#### **10.05 – 10.15 Break for movement and set up for presenters.**

#### **10.15 Second Round Tables - Participant choose on the day**

- **Take heart with active hope: The International Sustainable Development Goals encouraging global and local sustainable development education and action** - Dr Peter Devereux, The One World Centre and Murdoch University.

Sustainable Development Goal target 4.7 for decent education aims to:

*“by 2030 ensure that all learners acquire the knowledge and skills needed to promote sustainable development including through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non violence, global citizenship and appreciation of cultural diversity, and of cultures contribution to sustainable development”.*

The 2022 IPCC report’s findings are not new but are reflected in our lives and consciousness by recent events like out of control wildfires in Australia and around the globe, massive flooding in Europe, and sea level rise inundating Pacific countries on top of the far reaching impacts of a global pandemic on lives, economies and mental and physical health. Join this session to hear more about the SDGs and how local, national and international groups and institutions, are taking heart from nature and each other to make a difference. Through an interactive activity share what you are doing or hear from others from what they are doing linking the local with the global under the SDGs. Imagine a spiral that starts with being grateful for our precious native environment but recognises our despair, anger and frustration at the state of our world while seeing with fresh eyes and a renewed vision for making change with others. Go away inspired by your own resolve and energy to connect what you do with others to make a difference at home and abroad.

- **Food waste feeds climate change** - Eva Clarey, WA Feast OzHarvest

We believe education is key to achieving our national goal of halving food waste by 2030! OzHarvest’s education program FEAST is the essential ingredient for any school putting the planet first and inspiring the next generation to become future change-makers. Food Education and Sustainability Training (FEAST) is a primary (y5 & 6) and high school (y7 & 8) curriculum-aligned program which explores the issue of food waste and its environmental impact. Launched in 2018, FEAST has delivered lasting, meaningful outcomes and experiences for more than 35,000 primary school students across Australia and trained over 900 teachers. The program runs for 7-10 weeks and is aligned with the Australian Curriculum, including the cross-curriculum priority of sustainability, the Australian Dietary Guidelines and seven UN Sustainable Development Goals (SDGs). FEAST gets kids immersed in hands-on cooking activities in the classroom with our fully equipped kitchen kits (no kitchen required) or at home with our online resources. Students are tasked with exploring and designing their own recipes for their ‘School Cookbook’ to address food waste prevention and healthy eating while educating and engaging their community. To run the program, teachers are encouraged to sign up to teacher training provided by OzHarvest – a professional learning teacher training session or an online training module that is quick and easy to complete. Schools get access to learning resources including 10 detailed lesson plans, student worksheets, videos, recipes books, the FEAST practical cooking guide and ongoing support from the FEAST team.

#### **11.00 Morning tea**

#### **11.25 Third Round Tables - Participant choose on the day**

- **Showcasing the achievements of AAEEWA in waste education, avoidance, and management for its conference waste management plan for the 2021 AAEE Biennial Conference.** - Katherine Gaschk, Waste educator (AAEEWA)

As a finalist in Category 10 (Waste Avoidance (Events)) of the 2022 WasteSorted Awards, this presentation shares the planning and implementation processes of the AAEEWA conference waste management plan (CWMP) for the 2021 AAEE Biennial Conference hosted in Mandurah.

AAEEWA’s commitment to minimising the generation of waste and sustainable waste management when hosting events guided the development and implementation of the CWMP. Sustainable waste management was prioritised within initial phases of conference development, requiring careful planning and critical thinking about the types of waste likely to be generated. A systematic approach was taken to rethink ‘standard practice’ and sustainable waste management was embedded throughout the

conference planning process and implementation of the CWMP. Informed by EfS, the CWMP aimed to achieve AAEEWA's commitment to reducing waste and sustainable waste management through modelling and educating delegates about desired waste behaviours. Key initiatives included: working closely with our conference organisers; partnering with venue staff, local community groups, and local businesses; promoting the conference as a low waste event; and the provision of multiple options for waste separation with clear signage to maximise recovery. Daily waste audits were also conducted to evaluate initiatives. Outcomes of the CWMP showed a total of 17.65Kg of waste was generated by 195 conference participants over three days. Of this 12.95Kg (73%) was recovered and diverted from landfill. Greenhouse gas emissions generated under the CWMP were calculated to be 8.93Kg CO<sub>2</sub>-eq compared with 33.53Kg CO<sub>2</sub>-eq if the total amount of waste generated went to landfill.

- **Sustainable Energy Futures** – Dr David Wood, Einstein First  
In 2021 the WA Parliamentary Inquiry by the Education and Health Standing Committee examined climate change teaching in WA schools. A gap was identified in the curriculum. Einstein First, based at UWA, is addressing this gap through its primary and secondary school Sustainable Energy Futures and Climate Change programs. David Wood, an Einstein First educator, will present on the innovative aspects of these programs. Sustainable Energy Futures provides students with the knowledge and confidence to be able to meet our energy needs by using energy harnessed from the Sun and not relying on carbon-based fuels as in the past. The session focuses on opportunities for students to explore alternative energy futures through several hands-on activities within the scope of the current Year 6 Physical Sciences curriculum: Electrical energy can be transferred and transformed in electrical circuits and can be generated from a range of sources. The Sustainable Energy Futures module will provide opportunities to build onto and re-orient current Year 6 electricity lessons.

**12.10 Lunch and Poster Session** bring a poster of your work to share.

- 1.00 Teaching Climate Science** - Dr David Wood, Einstein First  
This is a follow-up to the morning session and focusses on teaching climate science. At Einstein First, we believe that by the end of Year 10, all students should be able to use their modern physics and chemistry understandings to explain why our climate is changing and how we must work together to address the associated challenges to ensure a sustainable future. This will help all young people to appreciate the role they will play and be empowered to take personal and collective action to address this global challenge. This brief session will introduce participants to the Einstein-Physics approach to modernising the teaching of the physical sciences, starting as early as Year 3, then revisiting the key concepts in Year 5 and presenting examples of the proposed Year 6 Climate Science lessons. Our 'activity first' approach will share how models and analogies, digital models and straight-forward activities using commonly available resources will be used to explain the basics of climate science.

**1.45 Break**

- 1.50 Reducing assistive technology abandonment** - Danika Godfrey-Potter, Project Coordinator  
Inclusive Instructional Design  
According to the WHO, assistive technology (AT) is any device or system that allows individuals to perform tasks they would otherwise be unable to do or increases the ease and safety with which tasks can be performed. The abandonment of AT can have significant physical and psychological impacts on the AT user, as well as resulting in environmental wastage and a loss of potential capacity from the AT users in their communities. This presentation will focus on solutions to this issue, in particular information and advice provided to AT users and their supports which takes into account their specific needs at the start of the process and on-going peer support. It will also consider the challenges faced by teachers in classrooms supporting AT users and sustainable models of AT provision.

**2.35 Evaluation and wrap-up**

If you have any questions please contact Dr Jennifer Pearson on [pearsonjo@iinet.net.au](mailto:pearsonjo@iinet.net.au)