Project Report:

Integrating Education for Sustainability (EfS) into Teacher Education

Margaret Somerville
Kerith Power

March 2015
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Centre for Educational Research
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ACKNOWLEDGMENTS

We would like to thank our Western Sydney University colleagues who supported the project and who generously gave their time and expertise to trial our methodology and propose the implementation of Education for Sustainability across the relevant units within the School of Education’s Teacher Education programs.

We would also like to acknowledge the support of Deputy Dean of Education, Associate Professor Mary Mooney who provided funding for this project with a Western Sydney University Learning and Teaching Enhancement Grant (LTEG).
**Executive Summary**

The School of Education successfully achieved these aims for sustainability in education:

- To develop and evaluate a place-based approach to integrating Education for Sustainability (EfS) across the curriculum of teacher education.
- To map how programs currently integrate EfS into their courses.
- To find out the ways teacher educator participants implemented EfS into their units in Semester 2, 2014.

These aims were achieved in the following ways:

1. Participatory Action Research (PAR) teams were formed in each of three program areas: Primary, Secondary, and Early Childhood Education. Five unit co-ordinators from the Primary program, four from the Secondary program, and one from the Early Childhood program took part in the pilot study.
2. An initial Professional Learning day took place at the Hawkesbury Riverfarm where nine participants were introduced to processes of place-based sustainability learning, including drawing place learning maps and conducting a place-based mini-project. Each participant developed an initial action plan to integrate a place-based approach to sustainability into their Semester 2 units of study. Data collected during this day included the place learning maps, a recorded and transcribed focus group and participant action plans.
3. Throughout the semester, participants documented their teaching initiatives and uploaded this documentation to a shared Dropbox site.
4. PAR team members reconvened at the Riverfarm on November 2014 to share their reflections and student work that was generated by their actions during the teaching semester. This discussion was audio recorded for analysis.

**Findings**

The participants in the study found that the time to learn about the methods of place-based sustainability education in an experiential way was particularly rewarding. They enthusiastically designed activities to incorporate into their teaching and learning activities across a range of units. Most of the participants included these activities in their teaching and learning, and collected student responses. Time constraints were cited as the major impediment to trialing new pedagogical methods and systematically reflecting on the outcomes of these methods.

**Recommendations**

1. Circulate this report to Heads of Academic Program to mention as a resource for unit co-ordinators at a program meeting.
2. Request that program leaders systematically map EfS components of each current program area.
3. The Faculty consider supporting the teaching scholarship group with a small amount of funds to continue this work.
Introduction

Education for Sustainability is a process which engages people in decision-making and action-taking for a more socially just, economically sound and ecologically responsible future (Scott, Tilbury, Sharp & Deane, 2012)\(^1\).

International context


National context

This project took place in the context of implementing the Australian Curriculum across all states and territories of Australia. Sustainability is one of three cross-curriculum priorities in the Australian Curriculum and is therefore intended to be identified and taught across all subject areas, to “address the ongoing capacity of Earth to maintain all life and meet the needs of the present without compromising the needs of future generations” (ACARA, 2013)\(^3\). New South Wales was scheduled to start implementing the curriculum in a staged sequence from 2014.

Institutional context

In 2014, the University of Western Sydney Centre for Educational Research (CER) focussed on creating sustainable communities and equitable futures, and research training structured around the core themes of Sustainability, Equity and Globalisation.

The Sustainability Thematic Program\(^4\) of research investigates questions of sustainability in order to shape educational research and practice for these precarious times. Through multiple theories of place we develop creative methodologies to imagine new ways of living with the planet. The program areas of focus include:

- Integrating sustainability in teacher education and professional learning
- Engaging with children in urban and rural communities
- Redefining sustainability as an emergent practice
- Learning from Indigenous knowledges

The University of Western Sydney has followed this lead in its draft strategic plan, adopting Environmental Sustainability (Climate, Agriculture and Resources) amongst its

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five principal research priorities, recognising that local environments are connected to
global problems such as food security, resource scarcity and climate change. It has
undertaken to embrace and embed sustainability within the University’s culture, to
leverage the standing of University of Western Sydney as one of only four universities
appointed by the United Nations as a Regional Centre of Expertise on Education for
Sustainable Development.

**What was the project about?**
This project, sponsored by a University of Western Sydney School of Education Learning
and Teaching Engagement Grant, asked University of Western Sydney School of
Education unit co-ordinators how they integrated EfS in Semester 2 units taught in 2014.
The project used one full cycle of PAR to plan, implement and document a place-based
initiative in sustainability education.

**What were the aims of the project?**
1. To develop on a small scale, and locally evaluate, a place-based approach to
integrating EfS across the curriculum of teacher education.
2. To map how programs currently integrate EfS into their courses
3. To find out the ways teacher educator participants implemented EfS into their units in
Semester 2, 2014.

**How was the program conducted?**
The project proposal was prepared by Margaret Somerville in early 2014. She invited
CER members from each of the school education programs at the University of Western
Sydney School of Education to be co-researchers in a pilot project (see Appendix I).

1. Participatory action teams were formed in each of three program areas:
   Primary, Secondary, and Early Childhood Education.

2. An initial PD day took place at the Hawkesbury Riverfarm (see Appendix II),
   where nine participants were introduced to processes of place-based sustainability
   learning, such as place learning maps and a place-based mini-project. Each developed an
   initial action plan to integrate a place-based approach to sustainability into their Semester
   2 units of study.

   PAR team leaders as co-investigators were delegated to:
   • Map current EfS components of each program area
   • Document their teaching initiatives and upload this documentation to a shared
     Dropbox site throughout the semester.

3. At a final focus group, participants in the project met to share and reflect on how
   their action plans had influenced students’ learning, and how this might modify
   their future approaches to teaching EfS.

**Ethical considerations**
Participation was voluntary; participants were provided with an information sheet and
signed a form indicating informed consent. A research ethics application was formally
submitted in May 2014 (approval #H10760).

**Professional learning in place-based sustainability education to PAR teams**
On Friday 18th July, place-based PAR was employed for nine participants at the Riverfarm, an iconic local multidisciplinary site for integrating place-based sustainability curriculum across the University (see Appendix II and http://www.uws.edu.au/sustainability/sustainability/community/riverfarm).

This event was led by project leader Prof. Margaret Somerville, and was audio recorded. It involved place learning maps, place-based immersion, presentations of integrated place-based approaches in schools and teacher education, and the beginning of the unit re-design process (see Appendix VI).

**Place learning maps as creative method**

In the first session, Margaret Somerville introduced the idea of place learning maps. Participants created a personal place learning map and used it to introduce themselves to the group.

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**Figure 1: Map 1**

“My partner and I have finally found a place where we both feel fulfilled because I’m a trees-and-mountains person and he’s an ocean person … We see the ocean … at 5:00 pinks and purples … wake me up … I am so grateful to still be in this place. Up in the sky is stars.”

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**Figure 2: Map 2**

“What you see here is the Coogee to Bondi walk. So you’ve got the flora on one side and then you’ve got the rolling waves of the ocean on the other, and my big German shepherd that enjoys it too.”
Figure 3: Map 3
“I’ve got different stages and phases of my life and the development through them, but they’re all significant things … relating to the earth.”

Figure 4: Map 4
“I suppose my place is the place I’ve lived for the last twenty-five years. I do have a love of country and space, and if I was to put other layers I could talk … my background’s Italian and so there could be another place there I could explore. We’ve got a bit of Italy where we live.”

Figure 5: Map 5
“My world doesn’t have any colour in it at the moment … so it’s there in black and white, and hopefully as I continue my journey through life I’ll be able to put some colour back into it. But it’s a series of places, series of satellites, and I move between the satellites.”
Figure 6: Map 6
“I live in the city…the sunroom, particularly this time of the year, is beautiful … it’s all windows and looks out across the Harbour and Fort Denison, and it’s very easy to sit and daydream as you’re watching the ferries and the sailboats go by.”

Figure 7: Map 7
“My happy place is looking out my window of my lounge room or out on my back deck. Actually I am content to be anywhere at home with all the people that I care about the most around me … we have birds that come and visit and nest in the trees on our property … I also spend a lot of my days at that soccer field. In the top corner is a coffee shop where I regularly meet my friend.”.

Figure 8: Map 8
“I always say I’m going to church … that’s how I feel about being in the sea … I’m always in the park … I live in a terrace … we’re all close and joined together … schools are an important place for me … and next to that is the University… . I try to think that I live in the world in a sense. I travel.”
Place-based immersion: PAR mini-project

In the second session of the day, participants directly experienced a group process to design a meaningful research question to investigate the potential of the Riverfarm as a site for learning. During and after the lunch break, they immersed themselves in the place – to investigate the research questions they had generated and collect data to document their learning.

Table 1: Learning places at the Riverfarm

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Sharing learning, developing an action plan
After the groups had shared and observed each others’ learning in a plenary session, each participant was encouraged to develop a rough action plan to integrate a place-based learning component into their teaching in the forthcoming semester.

They were invited to upload their teaching materials, student work samples and reflections on practice throughout the semester to a project Dropbox (see Appendix V).

PAR groups implement their action plans
As shown in the table below, lecturers integrated sustainability into disciplinary areas (HSIE, PDHPE, English and Literacy) and cross-curriculum and pedagogical units (Diversity, Social Justice and Equity, Inclusive Teaching for Effective Learning, ATSI Education and Learning Environments), across three domains: Secondary, Primary and Early Childhood Education.
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<th>Staff Member</th>
<th>Unit Code and Description</th>
<th>Program and Award</th>
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| Jacqueline Humphries and Jane Hunter | **101582  Primary Human Society and its Environment**  
This unit focuses on History, Geography, Civics and Citizenship and three cross-curriculum priority areas: Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia’s engagement with Asia, and Sustainability. As a key learning area in the K-6 curriculum HSIE provides opportunities for students to develop knowledge, understanding and skills in the subject matter, as well as proficiency in teaching inquiry learning approaches. Key concepts of changes in family history, local history and Australia’s history, and understanding Australia as a Nation, are explored. In Geography, priority is given to concepts that develop a sense of curiosity about environments, peoples, cultures and place, in both Australia and the world. In Civics and Citizenship, the focus is on relationships between the individual and the state, and the values, mutual responsibilities, and obligations for civil, political and social participation in Australian society. The unit emphasises pedagogy and unit learning design that integrates the three priority areas and general capabilities in the context of broader HSIE content. It engages diverse groups of learners, develops deep understandings and prepares students to become informed and active citizens who contribute to the quality of Australian society and its environment. | Master of Teaching (Primary) |
| Christina Curry | **101401  Secondary Method 1A PDHPE (Personal Development, Health & Physical Education)**  
This unit explores the content and pedagogies of the secondary PDHPE key learning area. Students explore features of quality teaching and student engagement, to apply in both theory and practical PDHPE lessons. Students explore how they connect and interact with natural, managed and built environments and with people in different social groups, within their social networks and wider communities. They consider how these connections and interactions within systems play an important role in promoting, supporting and sustaining the wellbeing of individuals, the community and the environment as a whole, now and into the future. | Master of Teaching (Primary) |
| Jacqueline D’warte | **101579  Primary English and Literacy 1**  
This unit explores key concepts associated with the teaching of the English Key Learning Area in the K-6 years, set in the broader context of a contemporary new literacies environment. It examines the processes involved in the teaching of reading with a focus on traditional print-based literacies and multiliteracies. Students investigate teaching and learning with a range of factual and literary texts, involving everyday and specialised knowledge for a range of readers/viewers. Students are introduced to the use of children’s literature and authentic texts for the development of students’ reading skills and abilities. Students develop skills in pedagogy and practice within the key area of English, Reading & | Master of Teaching (Primary) |
Responding in particular. This unit is one of many that provide opportunities for students as pre-service teachers to prepare for their future employment as graduate teachers in Primary education.

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<th>Katherine Bates</th>
<th>101586 Primary English and Literacy 2</th>
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<td>This unit is designed to provide a comprehensive account of the teaching of spoken, written and multimodal texts in the primary years of schooling. Students gain an understanding of different theories related to producing texts in a range of modes for different purposes. They investigate a range of textual structures and grammar in written and multimodal genres, and learn to apply these in planning and teaching in mainstream English as an Additional Language or Dialect (EAL/D) and Aboriginal and Torres Strait Islander contexts, thus gaining a critical awareness of varying pedagogic approaches. Students will develop skills in pedagogy and practice, including best practice, within English &amp; Literacy for K-6 students. The knowledge and skills developed in the other units of study in the course can be applied in this unit and Professional Practice units.</td>
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Katherine looked through the socio-semiotic theoretical lens to explore the mandated inclusion of sustainability in regulatory curriculum and syllabus documents to convey that ‘the sustainability approach is a cross-curriculum priority which underpins concepts in subjects across learning areas. The approach is a mandated underpinning for teaching and learning. It’s no longer just a personal thing. It’s what we’re required to do.’

Pre-service teachers were required to address how this cross-curriculum principle would impact on their teaching practice in the first assignment. Linking theory to practice, Katherine focused her second assignment on incorporating the notion of cultural and social sustainability when teaching a Teaching History unit of work through the close study of texts. Some students embraced this concept well, using texts to explore sustainability around culture and language. However she found that some students, rather than working conceptually from ideas of sustainability ‘started to go off on a personal tangent rather than drawing on the syllabus. They sort of just jumped off and went with their personal passion . . . . The result was a more surface exploration of sustainability concepts that was … unexpected.’ In the second assignment, requiring students to design a ten week History unit of work, issues such as the stolen generation and refugees became a common focus. The students seemed to struggle to identify appropriate texts and topics when exploring social issues at the primary school level. Therefore, while the success of implementation differed across the cohort, all pre-service teachers moved forward with their thinking about how to use texts to explore sustainability. In the tutorials, an inquiry approach was taken – participants created an iMovie or PowerPoint presentation.
on a sustainability issue or concept from the University grounds, based on a ‘sustainable space’. Some pre-service teachers identified with social sustainability and chose to photograph social spaces. Others adopted environmental issues such as on campus smoking and water conservation measures. A close study of multimodal texts that tied in with Peace Week was also used for exploring sustainability. With reference to the text *Sadako and the Thousand Paper Cranes*, the students ‘collaboratively made a thousand of them [cranes] and composed a … personal peace contract – how they were going to create peace in the world with each other, themselves, and in the community’

<table>
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<th>Karin Mackay</th>
<th>101641 <em>Diversity, Social Justice and Equity</em></th>
<th>Master of Teaching (Secondary)</th>
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<td>It is crucial for students to recognise how pedagogy, the curriculum, learning and schooling generally are connected to broader cultural, social, economic and political discourses operating in Australian society. Within this context, understanding how equity and inequality are constructed through schooling is essential, including the practices in which individual teachers engage. Knowledge of cultural diversity, how it is represented in schooling and the role identity has on influencing schooling experiences is central. Developing students’ awareness of their own subjectivity in relation to cultural diversity and identity issues is crucial to reflexivity and the development of socially just relationships and practices in schooling. Issues relating to Aboriginal and Non English Speaking Background students are examined in depth.</td>
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<th>Les Vozzo</th>
<th>101500 <em>Community and Primary Schools</em></th>
<th>Bachelor of Education (Primary) ATSIE</th>
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<td>The unit is only offered to students enrolled in the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education program. This unit is designed to build on students’ sociological understandings of primary schooling. The unit builds on experiential, theoretical and curriculum knowledge developed in the course. Primary schools have a long tradition of working with communities at the ‘chalkface’ of social change. Such relationships are complex, evolving, and spatially and temporally different because of a local/global sense of place and the socio-political context. The unit examines how to harness multiple ways of communicating to enhance school-community partnerships and identify specific learning needs of Aboriginal and Torres Strait Islanders students in rural, remote and urban settings. Possibilities for promoting socially just practices for different communities are therefore contingent upon a range of strategies for inclusion. This unit examines theoretical frameworks that can assist in understanding the complexities of these processes.</td>
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<th>Marion Sturges</th>
<th>101286 <em>Inclusive Teaching for Effective Learning</em></th>
<th>Master of Teaching (Primary)</th>
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<td>Effective and inclusive teaching requires knowledge of how students learn, as well as proficiency in applying appropriately tailored teaching strategies to cater to individual needs of all students. This unit provides a foundation of knowledge and practice that facilitates development of appropriate and inclusive</td>
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attitudes and skills for teaching students with additional needs in the regular classroom. It will address professional skills, approaches and relevant legislation in the implementation of the principles of inclusive education practices in primary school settings. In particular, the capacity to structure individualised education and behaviour management programs will be developed, drawing on practical experiences and a broad familiarity with the field.

| Kumara Ward | **102047 Learning Environments**  
This unit engages students in exploring the role of physical environments that support children’s learning in early childhood and community settings. Theoretical perspectives including Indigenous perspectives, socio-cultural influences and place-based pedagogies will be investigated, and relevant policy and regulation documents around risk, play and pedagogy will be examined. Through field visits to early childhood and community settings, students will have the opportunity to plan and design indoor and outdoor learning environments that encourage investigation and discovery using natural and open-ended materials. The overall focus of this unit is for students to develop an understanding and appreciation for learning environments that promote a connection to place and sustainability. | Bachelor of Arts  
(Pathway to Teaching Birth-5/Birth-12) |
Case Studies

101582  Primary Human Society and its Environment
As a PAR participant, Jacqueline Humphries developed a lecture entitled ‘Sustainability and Education’ in unit 101582 (see Appendix V). The lecture began by exploring several different understandings of the term ‘sustainability’ in different contexts. Secondly, Jacqueline made the point that ‘[s]ustainability education faces a challenge of keeping young people optimistic about the future when they are often hearing very negative stories and strongly conflicting opinions’. Thirdly, the debate was placed in the contexts of international concern, national curriculum and NSW departmental policies, and a five-point approach for students to consider the issues was suggested as follows:

- Reflecting on one’s own world view and being open to change; understanding others’ principles, values and beliefs
- Systems thinking to cope with systems, complexity, uncertainty and risk
- Futures and design thinking for influencing the future, designing and creating sustainable communities
- Ecological systems: knowing processes and interactions of the biosphere and physical processes that support life
- Knowledge of human systems and capacity to live sustainability.

This was followed by practical examples and processes to implement sustainable education.

101401  Secondary Method 1A PDHPE (Personal Development, Health & Physical Education)
Christina Curry began the subject 101401 outdoors in the first week, to provide a place for students to reflect. In the second week of semester, she formally surveyed the students’ existing understandings about sustainability and found that although they were confident in their knowledge about sustainability, ‘when we dug deeper into what that actually meant, they had limited knowledge.’ It was difficult ‘trying to get them to think beyond environmental factors, at the end of the activity there was still a large part of the class that had difficulty with the broader concept of sustainability. These student struggled to make the connection.’ Most assumed ‘it’s about the environment predominantly’. Christina attempted to broaden their thinking to encompass relationships and wellbeing with explanations and examples from practice in Forest schools, Steiner schools and a Sport and Recreation camp. ‘I’ve framed sustainability more around that whole wellbeing concept of physical activity, the space that it takes place in, the relationships that we build with people and what we actually contribute to our local communities as far as volunteering’. A class online activity asked students to consider their previous or upcoming professional experience and identify outdoor spaces at their placement schools and design a lesson to suit the spaces.

Students were encouraged to undertake a weekend walk, during which they would stop and take time to reflect, and record a verbal reflection on their iPhone or iPad about what they saw, felt, and the experience in general. ‘Did I think there was an improvement to their understanding when we reflected at the end of the unit? Definitely, however I think a number of our students are still challenged about actually connecting sustainability with learning’.
Primary English and Literacy 1

The unit 101579.2 is ‘predominantly [a] reading and responding kind of unit … theory and practice of reading. … for me, social sustainability seems to be the clearest link in terms of this notion’ (D’warte, J. focus group transcript). Dr D’warte prepared a formal case study (see Appendix VII). A short summary and an image appear below to represent this work. The emphasis on social sustainability was linked to multilingual and multicultural classrooms. Students made a personal place learning and language map, and analysed exemplary children’s books about place and belonging as ways of linking English reading, talking and listening to concepts of social sustainability.

Figure 15: Linking literacy to social sustainability in multilingual/multicultural classrooms

Primary English and Literacy 2

Katherine Bates looked through the theoretical and regulatory documents framing and mandating sustainability as a cross-curriculum priority to convey that ‘this is the underpinning. It’s not just a personal thing. It’s what we’re required to do’. In the first assignment students were required to address how these principles would impact on their teaching practice. Sustainability was embedded into the second assignment by requiring students to design a unit of work within the History Syllabus that conveyed principles of sustainability. Some students embraced this concept well, using texts to explore sustainability around culture and language. However Katherine found that other students, rather than working conceptually from ideas of sustainability, ‘started to not really look at the syllabus. They sort of just jumped off and went with their personal passion … The result was more connotative and surface concepts about sustainability that was … unexpected. It wasn’t a lot but it still came forward’. Therefore, while successful implementation differed across the cohort, all students moved forward with their thinking about how to use texts to explore sustainability. Interestingly, the students came to a greater appreciation of the University as a sense of place; something quite unexpected.

Tutorials started with developing this sense of place, where students found a place on the University campus and developed an Information and Communications Technology (ICT) resource connecting the place with a notion of sustainability. Some students identified with social sustainability, choosing to photograph social spaces. Others adopted environmental issues such as on campus smoking and water conservation measures. A close study of texts that tied in with Peace Week also used multimodal texts for exploring sustainability. With reference to the text Sadako and the Thousand Paper Cranes, the students ‘collaboratively made a thousand of them [cranes] and they made a … peace contract – how they were going to create peace in the world with each other, themselves,
and in the community’. In the second assignment requiring students to design a ten week unit of work, issues such as the stolen generation and refugees became a common focus. The students seemed to struggle to identify appropriate texts and topics when exploring social issues at the primary school level.

Figure 16: A social sustainability and grammar teaching context

Katherine with paper cranes – an authentic context for teaching social sustainability and grammar

101641  Diversity, Social Justice and Equity

Karin Mackay: The focus of the unit is for [students] to understand their sociological biases … . I chose to address the issues through place and I didn’t use the word sustainability … sometimes when you mention sustainability the shutters sort of come down and … people maybe disengage. My whole focus became one of trying to focus on students’ own experiences … because I felt that … we were teaching about, we teach about class and race and ethnicity … and Aboriginality, and trying to ask students to embed these perspectives into the classroom, but we weren’t really giving them examples of how to do that.

First of all Margaret gave a lecture on place-based pedagogies and she showed them lots of different examples of the projects that [she] has done … That gave them a bit of a background … It was an interesting lecture because … for them it posed a lot of questions. I asked students to create a cultural profile map … for their first assessment. They spent inordinate amounts of time on their map.
One of the key things that really surprised me – blew me right out of the water – was their personal reflections. They had to do an 800-word reflection on their own personal story – where they came from, their experience of where they’ve grown up, and so on. And it was absolutely incredible, some of the stories that came out, and I feel I need to do something with them because here we are teaching these students but the knowledge that they have, the struggles that they have, they know about sustainability, like to sustain themselves and what they’ve got to do. One guy, he’s got one kidney. He’s a mature aged man. He grew up in Mount Druitt. He’s got pictures of his house that he used to live in. He’s told the story of how his father left. He’s now giving back to that community because he feels that he wants to. He tried to go and work in an area that was much more sort of privileged, but he’s decided “no I want to give back to this community.” I didn’t expect that – that was completely unanticipated and I feel like I’ve tapped a vein of gold somehow.

Then they had to do a more broad, more theoretical part of the assignment, where it's not just about themselves. They had to place this in the context of what does this mean for students who are Aboriginal? What does this mean for students who are in low socioeconomic class? What does this mean for students who are marginalised due to their ethnicity? … We worked consistently on this map throughout the tutorials, through the theoretical frameworks.

The second assignment that I’ve asked them to do was very appropriate to this project as well. … they had to create a game which addressed a social justice issue. … some of them did games – they used UNO, for example, and they changed it to winning a ticket to get into Australia. … I felt that doing this, connecting them first to their community and place, and getting them into the head space of what these really big social justice issues are on a personal level, … enriched greatly their understanding then of what they needed to do for addressing social justice issues on that bigger level.’

101500 Communities and Primary Schools
Les Vozzo: I’m the unit coordinator for the unit, Communities and Primary Schools. A sessional staff member, Dr Janice Hall, taught the whole unit but I did provide some teaching input. The unit was only taught to Aboriginal undergraduate students studying to become primary school teachers. Because only one of the students was from a rural setting, I suggested to the students that it would be good to run a residential in Bourke and Brewarrina in Western New South Wales so that the urban students could experience teaching in a rural setting. The rural student was from Bourke and was instrumental in establishing the connection with the Bourke community. I had some connection with staff teaching at Brewarrina so it was decided that we would experience one week in each of the two towns. The students were divided into two groups, and I invited two sessional staff (Katrina Sandy and Janice Hall) to be involved in this project. Katrina stayed with four students in Bourke while Janice stayed with three students in Brewarrina. … I travelled across the two towns. I really didn’t have a focus on looking at sustainability in itself, but more on how we could build a partnership between each community and the Aboriginal Rural Education Program (AREP) taught at University of Western Sydney. Some of the students living in urban areas had originally come from a rural area, and wanted to reconnect with community and examine their cultural knowledge as well as their own identity … and what they could learn from experiencing teaching in a rural
setting. The agenda for this unit was looking at social capital and examining how communities address this very important aspect in schools. The first assignment of the unit was to describe the links between place, identity and communities in towns such as Bourke and Brewarrina, and examine the ways in which primary and high schools can engage in capacity building of communities. The students took lots of photos and were immersed in their two schools, met community people and engaged in conversation with them, learning how schools connect with their communities. The second assignment was to produce a multimodal representation of their learning and present it to each community.

Missy, or Margaret Nicholls, who’s the Assistant Principal at Brewarrina Central … has used the river – the fish traps – as a place to establish culture within the school community, … what she called River Rules. … The fish traps site has an incredible history … before Europeans came to this place. … It’s a significant cultural place so it has a lot of history which people living in urban spaces do not know. My students weren’t aware of this cultural history because they were from urban areas and lived in a different part of NSW. The River Rules were adopted by the school, and demonstrated the importance the Barwon River for Aboriginal people living in the Brewarrina region. The river became a focus for staff. It was a great place to take my students to experience at many levels.

The other group, over 100 kilometres away, had quite a different experience in Bourke. Further west of Bourke, the students visited Gundabooka National Park, which contained Aboriginal rock drawings. The students travelled with staff from Bourke Public School and met Uncle Phil who spoke to them. Uncle Phil made the connection between himself and his totem, the yellowfin fish, and also a strong connection between Aboriginal groups between Bourke and Brewarrina along the Darling River and Barwon River, and the importance of the fish traps as significant cultural places.

What the students got out of it – here’s an example in terms of sense of identity:

*It’s just that I feel that because I'm of Aboriginal descent there are a lot of Aboriginal people that need help and a voice and also that this … program is helping me. I believe that it is only fitting that I as a future teacher do what I can, I guess pay back the help that was given to me. Also I believe it is only fitting that because I will become a teacher … I must give back and help the Aboriginal populated schools as not many other Indigenous and non-Indigenous teachers want to do so.*

The Aboriginal Rural Education Program at the University of Western Sydney has supported Aboriginal people to become primary school teachers for over thirty years. Nowadays, there are more urban Aboriginal students in the program, but by taking urban Aboriginal students to rural areas it is keeping the Aboriginal Rural Education concept alive. Of the students that went, all of them want to go back next year and do three weeks of professional experience in the two towns. The students, six weeks later, presented back to the school, via video conference link up with Bourke Public School, and then with Brewarrina Central. At this video conference the students presented an electronic magazine that highlighted their experience in the two communities.
Inclusive Teaching for Effective Learning
Marion Sturges: I teach the inclusion unit, which is the unit which looks at teaching students with disability or diverse needs. So I had to do some deep thinking around how I would take a sustainability or a space/place perspective in that unit, which met unit outcomes but was still based around those themes. I came up with the idea of linking social sustainability with the content of Universal Design for Learning (UDL). UDL considers how to frame pedagogy from a perspective of meeting the needs of children with special needs. Universal Design is a concept with its history in architecture, … looking at how to design to meet the diverse needs of the population. One example of Universal Design is ramps in shopping centres. If we put in a ramp in a shopping centre or
a ramp in a school, it not only helps children with special needs, it might also assist children who might have broken their leg, or mums pushing prams, or elderly who don’t have the capacity to climb stairs. So Universal Design is really built from an architecture background, and then it’s been moving into schools ever so slowly. Universal Design for Learning is a similar concept, and asks educators to consider the diverse needs of all children in their classroom before planning a lesson.

With this project in mind I revisited my lecture around UDL, and added content around the need to plan using the principles of UDL, and linked this to social sustainability and ‘place’. During this lecture I defined social sustainability and then briefly explored [what] the literature said around social sustainability, and then did the same with place and space theories. Drawing on the work of Peter Moss, I particularly looked at how a place like a school is more than just a physical space, but also an interpersonal space and social space.

Following from this lecture, in my single tutorial class we completed an activity where we talked about how we could design a classroom and school space using again the principles of UDL. I broke students into small groups and asked them to wander around the University space for ten minutes and look at the place. I especially encouraged students to think about how Universal Design principles had been used in the buildings. I asked students to informally assess the space in terms of meeting the needs of people with special needs. Once students returned I asked each group to design a classroom, thinking about how Universal Design principles had been used in the buildings. Each group was then asked to present their design to the rest of the class. I have a copy of all their designs and a video of one or two of the presentations. I can't say I was thrilled with the results. There was very little imaginative design.

I think in the future I’d need to strengthen the post activity discussions and provide more detail and examples, but it was a start. I also wonder if the students just don’t have enough experience in classrooms yet. Maybe it would have been better timing to complete the activity after students had been on prac. I feel like this could have been a really useful activity, but unfortunately it didn’t play out that way.

102047 Learning Environments
Kumara Ward: What I’ve done, that I think fits in with this project, is to create a whole new unit this semester called Learning Environments. Some of the main aims of that unit were to talk about the child or human/nature connections, the relevance of place, the impact that the environments have on children’s development and behaviour, the way in which we use environments and sustainability, and the need for a quiet place for reflection. So each tutorial includes these topics with a focus on one of them. We had three overall themes with a number of topics in between, and they were philosophy and theory, policy and legislation, and then pedagogy. These three themes were a progression throughout the semester. We started out with theory and looked at eco-psychology, biophilia, ecofeminism, restoration theory, Indigenous perspectives on place – a whole range of theories related to the human/nature connection. And then we looked at different ways in which you could envisage those and turn them into key features for deliberately planning environments for children. So by the time we got to tut two we were discussing theories of place and connection, highlighting things like deep listening, learning through culture, complex cultural knowledge systems, learning through ecology, learning through reflection on primary experiences in the natural world, learning through expression based
on knowledge and primary experience. We also started to move a little bit into pedagogies there.

All of the lecture content was online, so there were a range of media through which that content was delivered. There were ‘explain everything’ files, there were videos, there were movies, there were quizzes, and I also created an iBook for one of the lectures.

We looked at different videos. We looked at some of David Suzuki’s material with regard to sacred places. We did individual drawings on place; I have about 40 odd drawings here that the students themselves did on place, identifying the things that were really important to them. … They could choose a place that was really relevant to them now, or a place – or sense of place – that had stayed with them from their childhood, and so there’s a mixture there. Some of them talked about places that they went with their parents. Often they were natural places. I remember one student talked about the hidden track up through the forest behind a beach that their parents never knew they took, but that was the part about going to the beach that they loved the most. There are a number of stories like that, where children went further into natural environments, when their parents weren’t aware that’s what they were doing.

We looked at things like sense of belonging, place in pedagogy. So, how do you support children to develop an understanding of place? And of course sustainability was a key element of all of this, because one of the most important things I was trying to get through to everybody was sustainability is a lot more than composting and worm farms – that these are the actions that you take that manifest a connection to place and a caring about the place, because you are simply working with the cycles in a given place based on the resources that you’re using. For most of them, their understanding of sustainability was simply ‘okay you’ve got a garden, you’ve got a worm farm, you’ve got a compost bin, that’s it’, or ‘you’ve got solar panels, you’re doing sustainability’. I was really trying to get them to understand that there was a lot more to it.

I must admit, I found that in assignment one there were a lot of students who still reflected that view of sustainability. They were asked to visit ten spaces and to do a synopsis of those ten spaces and highlight the different aspects of them, and they did one case study of an early childhood centre. There were two big things I noticed were missing – one was the understanding of sustainability, and I’m really hoping that we’ve addressed that since that became strongly evident. The other thing that was missing was an understanding of how [learning] environments work together. So they would highlight the block corner, for example, or they would highlight the sandpit, but they didn’t talk about the overall space and the effect of that overall space on behaviour or on interactions, so they didn’t talk about the affordances. They simplified learning affordances to sensory elements rather than what effect they might have socially on the children – what effect they might have cognitively or even physically – but there was no connection between them. So how do the children get from one environment to the other or between specific areas of the environment? What leads them to want to go to sit in the cubby house where it’s quiet? What’s around there that makes that possible? Why is the area that’s more oriented towards gross physical activity attractive? What else is in that space that makes it so? It was looking at all the different elements both inside and outside; looking at the built environment and the natural environment.
Sense of place was the other thing that we were really trying to home in on, and I'm really hoping that that shows itself in the assignments that are coming up. They're creating a whole portfolio where they're designing a learning environment, both indoor and outdoor, and they're having to use theory. They've created a design brief and they're telling me what theories they're using, and then they annotate the drawings as they go through. They provide example photographs and textures etc, so it's a very textual multifaceted piece of work. I'm really looking forward to seeing those in another weeks’ time.

For feedback there were five questions that I asked: What effect has this unit had on your understanding and sense of connection with the natural world? In what way has the content of the learning environment subject affected your understanding of sustainability? And having completed the subject what does place mean for you, and what significance does it have in your life? And the last one was, having completed this subject to what extent has it helped prepare you to teach about sustainability? Oh, and what feedback can you offer about the iBook? So, so far there have been three responses, and they are all really positive, but hopefully they’ll be some more.

A final two hour audio recorded focus group was facilitated at the Riverfarm by the team leader. This focus group addressed the key questions: What have we observed about the process of curriculum renewal for sustainability? What is our evaluation of the process to this point? What actions do we need to take to improve the process and address any challenges?

**Project Outcomes**

The School of Education successfully achieved these aims for sustainability in education:

- To develop and evaluate a place-based approach to integrating EfS across the curriculum of teacher education.
- To map how programs currently integrate EfS into their courses.
- To find out the ways teacher educator participants implemented EfS into their units in Semester 2, 2014.

These aims were achieved in the following ways:

1. PAR teams were formed in each of three program areas: Primary, Secondary, and Early Childhood Education. Five unit co-ordinators from the Primary program, four from the Secondary program, and one from the Early Childhood program took part in the pilot study.

2. An initial Professional Learning day took place at the Hawkesbury Riverfarm where nine participants were introduced to processes of place-based sustainability learning, including drawing place learning maps and conducting a place-based mini-project. Each participant developed an initial action plan to integrate a place-based approach to sustainability into their Semester 2 units of study. Data collected during this day included the place learning maps, a recorded and transcribed focus group and participant action plans.

3. Throughout the semester, participants documented their teaching initiatives and uploaded this documentation to a shared Dropbox site. This data included: AREP
4. PAR team members reconvened at the Riverfarm on November 2014 to share their reflections and student work that was generated by their actions during the teaching semester. This discussion was audio recorded for analysis.

Preliminary findings: The participants in the study found that the time to learn about the methods of place-based sustainability education in an experiential way was particularly rewarding. They enthusiastically designed activities to incorporate into their teaching and learning activities across a range of units. Most of the participants were able to include these activities in their teaching and learning and collected student responses. Time constraints were cited as the major impediment to trialing new pedagogical methods and systematically reflecting on the outcomes.
APPENDIX I: Project Introduction

Project title: Designing a Distinctive Course Feature: Sustainability in Education Integrating Education for Sustainability (EfS) into teacher education

Education for Sustainability is a process, which engages people in decision-making and action-taking for a more socially just, economically sound and ecologically responsible future (Scott, Tilbury, Sharp & Deane, 2012).

What is the project about?
This project, sponsored by a University of Western Sydney School of Education Learning and Teaching Engagement Grant, asks University of Western Sydney School of Education unit co-ordinators how they integrate EfS in Semester 2 units taught in 2014, using one full cycle of Participatory Action Research (PAR) to plan, implement and document a place-based initiative in sustainability education.

What are the aims of the project?
1. To develop on a small scale and evaluate locally a place-based approach to integrating EfS across the curriculum of teacher education.
2. To map how programs currently integrate EfS into their courses
3. To find out the ways teacher educator participants have implemented EfS into their units in Semester 2, 2014.

How will the program be conducted?
Place-based PAR will be employed at the Riverfarm, an iconic local multidisciplinary site for integrating place-based sustainability curriculum across the University. http://www.uws.edu.au/sustainability/sustainability/community/riverfarm. Teams will also utilise University grounds and local resources at Bankstown and Kingswood.

Program meetings: Each team leader will introduce the place-based approach to education for sustainability to a full program meeting to invite engagement and encourage wide adoption of a curriculum renewal process. Unit co-ordinators will be invited to express their interest in participating, and researchers 2, 3 and 4 will each establish a PAR team.

Professional learning in place-based sustainability education to PAR teams
Team leaders and PAR teams will undertake professional learning at the Riverfarm in the integration of place-based sustainability education. This event will be led by researcher 1, and audio will be recorded. It will involve place-based immersion, presentations of integrated place-based approaches in schools and teacher education, and the beginning of the unit re-design process.

PAR Cycle
The project will extend over one semester and incorporate one participatory action research cycle, consisting of four main steps of planning, acting, observing, and reflecting (Kemmis & McTaggart, 2005). Each participating teacher educator/researcher will record individual observations of the project steps and participate in a final two hour audio recorded focus group facilitated by the team leader. This focus group will address the key questions: What have we observed about the process of curriculum renewal for sustainability? What is our evaluation of the process to this point? What actions do we need to take to improve the process and address any challenges?
**What will you be asked to do?**

1. Participate in a professional learning day at the University of Western Sydney Hawkesbury Riverfarm to experience a place-based approach and initiate thinking about a plan to integrate EfS into your allocated Semester 2, 2014 teacher education units.

2. Design a plan to integrate EfS using a place-based approach into your allocated semester 2 2014 teacher education units.

3. Implement your plan. This would take place within the normal course of your teaching during Semester 2.

4. Participate in an end of semester focus group to reflect on how your plan eventuated.

The time spent participating in the research project will add up to one and a half days: the first (full day) prior to, and the second (half day) after, the end of Semester 2, 2014.

**Who will be implementing the project?**

Project leader: Professor Margaret Somerville  
Chief investigator 2 and Secondary PAR team leader: Associate Professor Tonia Gray  
Chief investigator 3 and Early Childhood PAR team leader: Professor Karen Malone

**Administration team**

Dr Kerith Power, project officer UWSEd OLT pilot  
Ms Lin Brown, research administration officer

For details of timelines, venues and logistics for this particular project, please contact Kerith Power on k.power@uws.edu.au or 0448305502
APPENDIX II: Hawkesbury Riverfarm Location Map
APPENDIX III: Introductory Powerpoint

Project Summary:
This project, sponsored by a UWS Student Learning and Teaching Engagement Grant, asks UWS School of Education unit co-ordinators how they integrate education for sustainability (EIS) in semester 2 units taught in 2014, using one full cycle of participatory action research (PAR) to plan, implement and document a place-based initiative in sustainability education.

Who is conducting this project?

- Overall project leader: Prof. Margaret Somerville
- Chief investigator 1 and secondary participatory action research (PAR) team leader: Associate Prof. Tony Gray
- Chief investigator 3 and early childhood PAR team leader: Prof. Karen McRae
- Chief investigator 4 and primary (PAR) team leader: Dr Jane Hunter

Administrative team:
- Jo Beth Power, project officer
- Pat Lin Breuer, research administration officer

For details ofrewards, remuneration and stipends for this particular project, please contact Jo with: j.power@uws.edu.au

How much of my time will I need to give?
Over a 15 week period. The first prior to and the second after the end of semester 2 2014.

Attend one full professional learning day at the Hawkesbury River farm
Participate in a two day professional learning day at the Hawkesbury River farm 2014
Integrate a major EIS learning week into your unit of work during semester 2 of 2014

What will I be asked to do?

1. Participate in a professional learning day at the UWS Hawkesbury River farm to experience a place-based approach and initiate thinking about a plan to integrate EIS into your allocated semester 2 2014 teacher education units.
2. Design a plan to integrate EIS using a place-based approach into your allocated semester 2 2014 teacher education units.
3. Implement your plan. This would take place within the normal course of your teaching during semester 2.
4. Participate in an end of semester focus group to reflect on how your plan was executed.

Detail of activities

- Participate with the researchers in a one-day professional learning day at the Hawkesbury River farm in late July
teaching/par
- This day will involve place-based research methodologies, presentations of place based approaches to schools and teacher educators, and the beginning of your unit of design process.
- Some of your work generated on the day will contribute to the research.
- Implement your plan for integrating EIS into your allocated semester 2 2014 teacher education units.
- This takes place within your normal teaching allocation and normal teaching times.
- Participate in an end of semester facilitated focus group interview on how your plans were executed. Your discussion will be audio recorded and transcribed for analysis.
### APPENDIX IV: Materials Uploaded to Dropbox

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<tr>
<th>Program</th>
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<tr>
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<td>Resource to share</td>
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<td>Project officer</td>
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<td>Three preliminary action plans</td>
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APPENDIX V: Running Sheet for Place-Based Education for Sustainability for University of Western Sydney Teacher Educators, Hawkesbury Riverfarm, 18th July 2014

Planning, acting, observing, and reflecting (Kemmis & McTaggart, 2005): design and implement a mini-cycle of place-based PAR.

9.30 am: Arrive for morning tea and informal introduction to the Riverfarm
10 am: SESSION 1 (Margaret Somerville).
Place learning maps as creative method
Recorded focus group: introductions using place learning maps.
11 am: Short break
11.15 am: SESSION 2 (Kerith Power)
PLAN – A group process to design a meaningful research question
Pair-share exercise: EKWQ exercise. Experience, Know, Wonder, Question.
Starting with your personal place learning, what is your prior experience of ‘sustainability’?
What do you already know about sustainability?
Looking around you, what do you wonder about how the Riverfarm could teach about sustainability?
What questions about sustainability could you follow up today at the Riverfarm?
Individual Brainstorm using post-it pads:
Write single words or phrases separately on post-it notes and spread them out in front of you.
How many ways could ‘sustainability’ be explored at the Hawkesbury Riverfarm?
In a group of 4-5 people cluster ideas to construct a topic web:
• Take about 20 minutes to make piles of post-it notes in clusters of words or phrases with similar meanings
• Construct a topic web with the word ‘sustainability’ in the centre and place the piles of post-it notes showing their relationship with sustainability as the central theme.
• Devise a research question for each theme that can be investigated by exploring places around the Hawkesbury Riverfarm. Perhaps, as a group, agree on which member will investigate which question(s).
12 pm: Lunch break
12.45 pm: SESSION 3 (Kerith Power)
ACT – Explore places, collect and document data around the Riverfarm to investigate the research questions your group has devised.
Document your learning using a variety of media: e.g. drawing, photography, collect samples of the place itself, make audio or video recordings, diagrams, maps, graphs, models.
2 pm: SESSION 4 (Margaret Somerville)
OBSERVE – Plenary session: sharing and display of learning. Observe the learning that has taken place; both your own and that of the other members of the group.
3 pm: REFLECT – How might you apply the place learning from today to your teaching in Semester 2? Write or draw your response.
How will you investigate and document your students’ learning?
PLAN – With your PAR leader, decide how often and how you will communicate during Semester 2 about the OLT project.
APPENDIX VI: Lecture Page – Jacqueline Humphries

Slide 1

Sustainability and Education

What a wonderful field
of professional application
that can be
informative,
engaging, and
rewarding.

Slide 2

Take 5 minutes and answer these questions then share with the person next to you.

Slide 3

Primary

J. Humphries

Lecture

2/9/2012
APPENDIX VII: Full Case Study – Jacqueline D’warte, Coordinator
Unit, Primary English and Literacy 1, 101579

101579 Unit Overview
This unit explores key concepts associated with the teaching of the English Key Learning
Area in the K-6 years, set in the broader context of a contemporary new literacies
environment. It will examine the processes involved in the teaching of oracy and reading
with a focus on traditional print-based literacies and multiliteracies. Students will
investigate the teaching and learning of oracy and reading of a range of factual and literary
texts, involving everyday and specialised knowledge for a range of readers/viewers.
Students will be introduced to the use of children’s literature and authentic texts for the
development of students’ reading skills and abilities. This unit is one of many that provide
opportunities for students as pre-service teachers to prepare for their future employment as
a graduate teacher in Primary education. Students will develop skills in pedagogy and
practice within the key area of English, Reading & Responding in particular. The
knowledge and skills developed in the other units of study in the course can be applied in
this unit and Professional Experience units.
Primary English & Literacy 1 is a core unit for students in the Master of Teaching
(Primary). This unit is offered on-campus as a lecture/tutorial series.
As professional learners, the students will have engaged with the elements of a graduate
teacher as described by the New South Wales Institute of Teachers – the accrediting
organisation for the Master of Teaching (Primary) course. This course links to the
following NSW Institute’s National Standards for Teachers.
Standard 2: Know the content and how to teach it
Standard 3: Plan for and implement effective teaching and learning
Standard 4: Create and maintain supportive and safe learning environments
Standard 5: Assess, provide feedback and report on student learning

Sustainability (focus on social sustainability) and links to reading, writing, talking,
listening & viewing
What is social sustainability?
Social sustainability is the least understood of the three broad dimensions of sustainable
development and has been geared towards environmental and economic sustainability
(Colantino, 2010; Littig and Griessler, 2005). There is no consensus on what criteria or
perspective should be adopted when defining social sustainability (Colantonio, 2010) as
most definitions address discipline-specific criteria. According to Sachs (1999), however,
a “strong definition of social sustainability must rest on the basic values of equity and
democracy, the latter meant as the effective appropriation of all human rights … by all
people” (p. 27).

Polese and Stren (2000) define social sustainability as “development (and/or growth) that
is compatible with harmonious evolution of civil society, fostering an environment
conducive to the compatible cohabitation of culturally and socially diverse groups
while at the same time encouraging social integration, with improvements in the quality
of life for all segments of the population” (pp. 15-16).

Polese and Stren’s (2000) definition of social sustainability, with a focus on urban
environments, emphasises the economic and social aspects of sustainability while
acknowledging the importance of the physical environment. The social sustainability of a
city must take into account its continuing ability to “function as a long-term, viable setting
for human interaction, communication and cultural development” (Yiftachel & Hedgcock, 1993, p. 140). Others offer up key themes or concerns for social sustainability to address: livelihood, equity (DFID, 1999), social justice, solidarity, participation, security (Thin et al, 2002), basic needs, needs of future generations, social capital, cultural and community diversity (Baines and Morgan, 2004; Sinner et al, cited in Colantonio, 2010).

**Process**

1. Conduct research on social sustainability and links to language and curriculum priorities.

2. Meet with subject tutors to discuss a tutorial linking reading with sustainability
   a. Tutors brainstorm books linked to the sustainability frame
   b. Discuss ideas for supporting students in thinking about this topic
   c. Refer tutors to units on sustainability – HSIE, BOS
   d. Visit sustainability websites

3. Lecture: Sustainability and Language. Ideas and links to Social Sustainability
   a. Three intersecting domains of sustainability: society, environment and economy
   b. Themes and links to language and maintenance of home languages, in particular, discussion of language loss
   c. Language is important to humans’ socialisation and adaptation to the environment
   d. Issues of power, equity and justice exist in relation to particular forms of language and literacies
   e. Marginalised and culturally and linguistically diverse student populations experience negative assumptions about their linguistic and academic abilities

4. Tutorial: Books/process – 10 tutorials x 25-30 students

**Social Sustainability and Reading**

The tutorial addressed language as a form of social sustainability, involving discussion on the importance of talking/listening and the recognition of languages/dialects as a link to identity and learning/recognition and belonging

- Students created a map/visual representation of their important places, and then were asked to reflect on how they communicated and used language in these different places (language used/ register: slang, formal, religious etc)
- In pairs students compared and contrasted maps with each other.
- Students were given a range of books addressing sustainability and place (Belonging, Going Bush, One Small Island, The Arrival, Mirror) then asked to consider how sustainability is featured in these books and how, if at all, language was included in these texts
- Students were asked to consider and identify links between the larger theme of social sustainability and reading, writing, talking, listening viewing, thinking and acting offered in this activity and the books provided.
- In groups students brainstormed ideas on how they could include the notion of sustainability with R/W/T/L/V/T/A into their future teaching (ideas most
often heard: family history projects, interviews with families and locals about place, mapping the neighbourhood on foot

**Outcomes**

- Students produced place maps that detailed their own understandings
- Students discussed how the theme of sustainability (with emphasis on language, identity and place) could be linked to reading, writing, talking, listening viewing, thinking and acting
- Students discussed texts and identified how sustainability was featured in these texts. What links could be made to language, identity and belonging?
- Groups brainstormed ideas for incorporating social sustainability (language/identity/place) into their in class reading and across other curriculum content areas
  - Mapping the community in a small walk in the neighbourhood (grids, interviews, etc)
  - Researching local histories and important places in the community (historical society/digital archive)
  - Interviewing family members about language (spoken, learned, lost) and its importance
  - Creating family histories (interviewing, digital story maps, audio visual presentations, family trees, family biographies, photo diaries, audio histories)
  - Creating family and community language trees/language surveys (historical record of language used by the family)
  - Writing in class books about language and place/identity with the students in our classrooms
  - Including/creating bilingual books
  - Researching linguistic histories of place

**Reflections**

- Difficult for students to see the links between place, identity and language - needs much more thinking and development
- More time required for students to focus on these ideas, and to consider identity, language and place individually, before considering how to include these ideas in teaching
- Make a language tree/conduct a language survey with students
- More time/thinking required for students to see how this might be a key focus that links to reading and literacy in classrooms
- Resource more books linked to sustainability themes
- Have students create a mini lesson focused on language/identity/belonging
- Find and collect bilingual books. Ask students to bring in bilingual books they own/found
- Will repeat in English 1 next semester, and will include the following readings in course content:

**References**


Report References


