



EDITORIAL

Editorial

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(Received 12 February 2024; accepted 12 February 2024)

A significant milestone for AJEE

Congratulations to the Australian Journal of Environmental Education (AJEE) – we are now presenting Volume 40. AJEE is hosted by the Australian Association for Environmental Education (AAEE) (<https://www.aee.org.au/>) and published by Cambridge University Press (CUP) (<https://www.cambridge.org/core/journals/australian-journal-of-environmental-education>). Features of Volume 40 include: Gold Open Access; five issues per volume including two special issues; and we are introducing several new initiatives across this volume. Each issue contributes contemporary, high-quality environmental education research to our field. Read on for an outline of further initiatives that continue to develop our communities, but first a recap on the long and rich history for AJEE.

A long and rich history for AJEE

The journal has come a long way in the 40 years of production. The first volume was published in July 1984 with R.W. (Bill) Carter as the Editor (he edited two issues in volume 1 and volume 2 in 1986). AJEE was completely managed by the Editor who also managed the production, printing, and mailing of the journal to all Australian Association for Environmental Education members.

AJEE was supported by the following editors:

- Ian Robottom – 1987–1995 (Vols 3–11)
- Richard Smith – 1996–1998 (Vols 12–14)
- Annette Gough and Noel Gough – 1999–2002 (Vols 15–18)
- Roy Ballantyne and Jo-Anne Ferreira – 2003–2004 (Vols 19–20)
- Jo-Anne Ferreira and Roy Ballantyne – 2005–2007 (Vols 21–23)
- Jo-Anne Ferreira – 2008–2009 (Vols 24–25)
- Amy Cutter-Mackenzie-Knowles and Phillip Payne (2010)

In 2011, with Amy Cutter-Mackenzie-Knowles as Editor-in-Chief, the journal moved to two issues per year and was published by the Australian Academic Press. In 2012, AJEE moved to Cambridge University Press and increased to three issues per year. To read more about the AJEE history, please see <https://www.cambridge.org/core/journals/australian-journal-of-environmental-education/information/about-this-journal>.

The editors since then include:

- Amy Cutter-Mackenzie-Knowles (2010–2018) (Vols 26–34/3)
- Amy Cutter-Mackenzie-Knowles and Karen Malone (2019–2020) (Vol 35/1–36/1)
- Amy Cutter-Mackenzie-Knowles (2020–2021) (Vols 36/2–37/2)
- Peta J. White (2021-) (Vols 37/3 -)

New initiatives and innovations for Volume 40

AJEE is pleased to announce several new innovations that showcase research in our field in various ways. We will continue with the Special Issue and have two coming in Volume 40: Issue 2 – Relational Ontologies and Multispecies Worlds: Transdisciplinary Possibilities for Environmental Education with Guest Editors Kathryn Riley, Scott Jukes, and Pauliina Rautio; and Issue 4 – Power and Politics: Re-engaging Environmental Education Research Within Critical Environmental Politics with Guest Editors Parl Hart and Peta J. White. We now introduce the Special Focus, Spotlight Manuscripts, Researcher Impact Manuscripts, and curated Collections. AJEE is eager to build our researcher and practitioner community and facilitates active engagement by hosting an online Research Symposium (likely to be held in October 2024). This event will launch a special issue and engage researchers from across the world.

Publishing gold open access

AJEE has been publishing Gold Open Access since volume 39. This means that all readers can freely access our publications online. This increase in reader access will result in increases in citations, which is important to all authors. Being Gold Open Access also means that all manuscripts incur an article processing charge (APC). The APC is expected to be paid if the research was funded (many funding bodies require open-access publications). However, if the corresponding author is employed at a university that has a transformative agreement in place (use this link to check <https://www.cambridge.org/core/services/open-access-policies/waivers-discounts>) then the APC is waived. Similarly, any author who is not part of a university with a transformative agreement and does not have funding may request a waiver to the APC (this is managed during manuscript acceptance and by CUP).

The AJEE publishers, Cambridge University Press (CUP), are a not-for-profit organisation and have made the commitment that all accepted authors/manuscripts will be able to publish and they will offer a waiver for the APC. CUP manage the waiver process once the manuscript is accepted and in production. If you have further questions, please be in touch with the Editor-In-Chief to discuss your situation.

Special focus – reviews

A new initiative that AJEE is introducing is the **Special Focus** where a selection of manuscripts provide a particular focus on a research area or practice. In Volume 40 Issue 1, AJEE acknowledges that contribution made by publishing quality short reviews that attend to a range of research outputs, including: books, film, and children's literature. We present eight reviews for consideration in this issue.

We encourage anyone who has a book or film that they would like reviewed (it could be your own book or film! Or one that you particularly enjoyed) to communicate directly to our Associate Editor – Reviews, Dr Joseph Ferguson joe.ferguson@deakin.edu.au. Similarly, if you would like to craft a review for AJEE please be in touch. You may like to suggest the item you would like to review or we can suggest one for you.

Spotlight manuscripts

These invited manuscripts are designed to expand and enrich the field of environmental education. Spotlight manuscripts commission researchers to contribute via AJEE about a specific research project, idea, or feature topic. The Editorial team are actively inviting colleagues to participate in this exciting new initiative. If you are interested in writing one please contact the Editor-In-Chief.

Researcher impact manuscripts

These invited manuscripts are designed to showcase key researchers from within the field of environmental education. The intention is to invite a variety of researchers from our field to write about their research trajectory, impact, and or key contributions highlighting key research and showcasing research narratives focussing on research impact and the outcomes of research projects/findings will be a key feature. Each researcher will be encouraged to highlight how their research is engages diverse audiences. Our Editorial team is commissioning manuscripts. If you are interested in writing one please contact the Editor-In-Chief.

Collections

AJEE now hosts a range of collections that curate manuscripts around a particular issue. Our recent Special Issues form natural collections and in addition we have collections for: Marine Environmental Education and another that curates manuscripts with strong Practitioner Focus. We are open to suggestions for new collections and will continue to build our curated collections. If you are interested in curating one please contact the Editor-In-Chief.

Research symposium

In October AJEE will host a Research Symposium (details will be available soon on the website <https://www.cambridge.org/core/journals/australian-journal-of-environmental-education>). This free, online event is held biennially. In the year AJEE doesn't host an event we support the Australian Association for Environmental Education to host their Research Symposium. At this event we look forward to hearing from authors and engaging in discussion about research interests and projects relevant to our field.

Volume 40, Issue 1

Issue 1 includes three articles, three communication manuscripts, and the Special Focus with eight reviews. The following editorial introduces each of the manuscripts. Three articles provide an Australian focus on early years environmental learning from: bush kinders; to playgroups; to caregivers influence on children. Two communication manuscripts (shorter research position regarding an important topic) showcase African research: from Botswana and Ghana. The third communication manuscript requests educators to stay vigilant in how we communicate climate success, clarifying that results require deeper examination. Eight reviews provide insight to resources that will deepen our practices through research presented as film and books.

Article 1: Bush Kinders: Building Young Children's Relationships with the Environment by Christopher Speldewinde and Coral Campbell

Providing an Australian context to nature-based early years education, this manuscript ethnographically explores four vignettes of children's play-based learning. Each vignette provides an example of a young person's exploration in nature where teacher guidance deepens awareness

and sensitivity to the environment. This manuscript provides an application of the EPA America definition of environmental education to a bush kinder context.

Article 2: The Effectiveness of a Community-Based Playgroup in Inspiring Positive Changes in the Environmental Attitudes and Behaviours of Children and their Parents: A Qualitative Case Study by Zoe Mintoff, Peter Andersen, Jane Warren, Sue Elliott, Carolan Nicholson, Helen Byfield-Fleming and Fiona Barber

Introducing another manuscript focussing on the early years in Australia where playgroups are considered as an early environmental learning site for children and parents. Semi-structured interviews provided insights from three playgroup facilitators and 20 parents related to one site, Little Explorers Playgroup. The results illustrate parents and children's environmental attitude and behavioural transformations alongside the adoption of more environmentally responsible attitudes and behaviours. The findings demonstrate that playgroups may be an untapped opportunity for facilitating community change towards sustainable living.

Article 3: The influence of caregivers and environmental education during childhood on adult pro-environmental motivation and behaviour by Sarah Ferguson and Tristan Snell

The third in our series of early years education considerations in Australia is this manuscript that describes how caregivers influence children regarding anthropogenic climate change belief and behaviour. 230 participants gave their thoughts via survey. Analysis suggests ways of interpreting caregiver influence on children and considerations for educational programming to ensure maximum influence.

Communication 1: Imagining advancement of wilding educational policy: Reflections and possibilities in Botswana by Yaone Matsaggopane

Presented as a communication this manuscript examines wilding pedagogy as practiced in Botswana and suggests potential to enhance education practice and policy. Wilding pedagogies emerged as a response to a shift in perspectives among educators who began questioning humanity's relationship with the natural world and promoting student centred, active, and transformative learning experiences.

Communication 2: Climate Change Education, Globalisation and the Nation State: A Critical Commentary on Ghana's Science Curriculum by Christian Asante, Edward Valley, Gideon Amissah

Presented as a communication this manuscript offers commentary on the science curriculum of Ghana which has mandated climate change education. The authors call for a climate change curriculum that integrates culture, language and histories, and tackles the complexities of globalisation.

Communication 3: Regarding the Montreal Protocol communication after the Kigali Amendment by Júlio J. Conde and Pablo Á. Meira-Carrea

Presented as a communication this manuscript shares important clarifications regarding the need to carefully frame communications about ozone layer depletion. As stated, success has been enjoyed internationally, but we must remain alert of additional climate challenges before celebrating success and moving toward climate optimism. It is not time to reduce vigilance or efforts yet.

Special focus – reviews

Reviews in this issue include a rich range of topics concerning early childhood, primary, secondary, and tertiary education, as explored in seven books and one film from across the globe: cross-cultural education as a way to engage meaningfully with nature; nature-based solutions to address climate crises; entanglement of climate change education with issues of equity and justice; learning and being with/through the weather; community-based approaches to minimising plastic waste; symbiotic relationships between cityscapes and their human inhabitants; young people playing in embodied, material, cognitive, and emotional ways to come to terms with the Anthropocene; and tensions and harmonies between farming practices and the health of these agricultural landscapes. Those undertaking these reviews are highly valued members of our environmental education community from Indonesia, Australia, and Finland.

Review 1: Science Education and International Cross-cultural Reciprocal Learning Perspective from the Nature Notes Program edited by G. Zhou, Y. Li, & J. Luo and reviewed by Amsal Alhayat, Risti Dwi Lestari, and Maurra Syifah Wijaya

Amsal, Risti, and Maurra present a comprehensive overview of the book that they recommend as important reading for anyone interested in cross-cultural education and its intersections with environmental education. They enthusiastically endorse this book as essential reading for facilitating new understandings and perspectives on the organisation and integration of nature concepts into education.

Review 2: Enhancing Environmental Education Through Nature-based Solutions edited by C. Vasconcelos, & C. S. Calheiros and reviewed by Ahbi Mahdianing Rum, Amsal Alhayat, and Alfin Anwar

The challenges and opportunities afforded by nature-based approaches to young people realising solutions to issues of sustainability are carefully explored in this book as made evident by Ahbi, Amsal, and Alfin. Through their attentive reading of the book and reflection on its contents, they are able to invite others in the environmental education community to consider the potential importance of education for sustainability as a key component of education in these times of crisis.

Review 3: Justice and Equity in Climate Change Education: Exploring Social and Ethical Dimensions of Environmental Education by Elizabeth M. Walsh and reviewed by Diajeng Retno Kinanti Putri, Arni Nur Laila, and Nur Asiah

Climate change education ought to be education for equity and justice, which is exactly what this book is all about as seen through the eyes of Diajeng, Arni, and Nur. The unjust and inequitable nature of the Anthropocene is no doubt confronting, but through education that embraces all ways of knowing – scientific, social, cultural etc. – then we can make a difference and reading this book is a good start.

Review 4: Rethinking Environmental Education in a Climate Change Era: Weather Learning in Early Childhood by Tonya Rooney and Mindy Blaise and reviewed by Yoga Adi Pratama, Laksmi Dewi, and Juwintar Febriani Anwar

Sometimes we are so overwhelmed by the climatic nature of our current situation that we lose touch of the weather that we individually and collectively experience from moment-to-moment and day-to-day. In sharing their insightful thoughts on this book, Yoga, Laksmi, and Juwintar make a convincing argument that we all need to read this book as we work alongside children and young people in intimate connection with the weather to enact climate change education in meaningful ways.

Review 5: *Ending Plastic Waste – Community Actions Around the World* edited by B.D. Hardesty, K. Willis, J. Barrett, & C. Wilcox and reviewed by Bruna Iotti Amaral

Bruna Iotti recommends this book not only for humanities and business educators who are likely to get much value out of the exploration of the entrepreneurial aspects of overhauling the waste sector, but it is also of relevance to environmental educators. Not in terms of simply taking on board the messages about changing the ways we make and use plastic but critiquing the very process of continuing to embrace plastic in this way. If you want young people to reduce plastic and not just recycle and reuse it, then read this book with them.

Review 6: *The Symbiotic City* edited by M. Stuiver and reviewed by Marco Amati

As Marco points out in his expert reading of this book, the use of “symbiosis” and/or “symbiotic” as metaphors to represent the relationship between our cities and ourselves is full of potential to contribute to environmental education to make a practical difference to our lives. However, such metaphors are only useful if they reflect the complexity of such relationships while at the same time retaining a simplicity that enables putting them into practice. As we know metaphors are how we live, which means this book is a must read but, as Marco argues, only as signalling a direction rather than constituting an arrival.

Review 7: *Posthuman Research Playspaces: Climate Child Imaginaries* by David Rousell and Amy Cutter-Mckenzie-Knowles and reviewed by Riika Hohti

Riika in her loving engagement with this book is able to invite us all to value this reading opportunity, as we strive to prioritise the importance of working alongside children and young people through embracing their play in all its imaginative forms. In responding to the Anthropocene as environmental educators, we must savour the posthuman, but it is no easy task to break free from our anthropocentric ways, hence the importance of books like these.

Review 8: *Rachel’s Farm* by Rachel Ward and Ljudan Michaelis-Thorpe and reviewed by Robyn Fox

Robyn continues the new direction of our reviews with her personal and poetic reflections on this environmental film. The power of film to communicate stories of transformation – in this case embracing regenerative farming practices – which are central to any and all environmental education is laid bare. Robyn’s message is clear; cinema ought to be valued more by our community.

Congratulations to the AJEE for 40 years of publishing quality environmental education. Enjoy this issue and look out for the next four issues in volume 40.