

CAMBRIDGE

JOURNALS

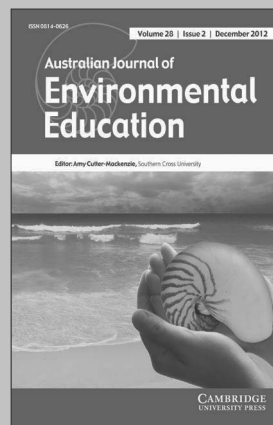
# Australian Journal of Environmental Education

Published in association with the Australian Association for Environmental Education

**Editor**

Amy Cutter-Mackenzie, *Southern Cross University, Australia*

The journal of the *Australian Association for Environmental Education* is an internationally refereed journal which publishes papers and reports on all aspects of environmental education. It presents information and argument which stimulates debate about educational strategies that enhance the kinds of awareness, understanding and actions which will promote environmental and social justice.

**Australian Journal of Environmental Education**

is available online at:  
<http://journals.cambridge.org/ae>

**To subscribe contact  
Customer Services****Americas:**

Phone +1 (845) 353 7500

Fax +1 (845) 353 4141

Email

[subscriptions\\_newyork@cambridge.org](mailto:subscriptions_newyork@cambridge.org)

**Rest of world:**

Phone +44 (0)1223 326070

Fax +44 (0)1223 325150

Email [journals@cambridge.org](mailto:journals@cambridge.org)

**Free email alerts**

Keep up-to-date with new material – sign up at

[journals.cambridge.org/ae-alert](http://journals.cambridge.org/ae-alert)

For free online content visit:  
<http://journals.cambridge.org/ae>



**CAMBRIDGE**  
UNIVERSITY PRESS

CAMBRIDGE

JOURNALS

# Environmental Conservation

International Journal of Interdisciplinary Environmental Science

Published for the Foundation for Environmental Conservation

## Editor

Nicholas V. C. Polunin, University of Newcastle, UK

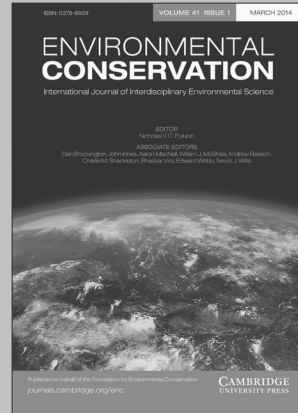
*Environmental Conservation* is one of the longest-standing, most highly-cited of the interdisciplinary environmental science journals. It includes research papers, reports, comments, subject reviews, and book reviews addressing environmental policy, practice, and natural and social science of environmental concern at the global level, informed by rigorous local level case studies. The journal's scope is very broad, including issues in human institutions, ecosystem change, resource utilisation, terrestrial biomes, aquatic systems, and coastal and land use management. *Environmental Conservation* is essential reading for all environmentalists, managers, consultants, agency workers and scientists wishing to keep abreast of current developments in environmental science. Selected papers are made freely available online as part of **EC Perspectives**.

## Price information

is available at: <http://journals.cambridge.org/enc>

## Free email alerts

Keep up-to-date with new material – sign up at <http://journals.cambridge.org/enc-alerts>



*Environmental Conservation* is available online at: <http://journals.cambridge.org/enc>

## To subscribe contact Customer Services

### in Cambridge:

Phone +44 (0)1223 326070  
Fax +44 (0)1223 325150  
Email [journals@cambridge.org](mailto:journals@cambridge.org)

### in New York:

Phone +1 (845) 353 7500  
Fax +1 (845) 353 4141  
Email [subscriptions\\_newyork@cambridge.org](mailto:subscriptions_newyork@cambridge.org)

For free online content visit:  
<http://journals.cambridge.org/enc>



CAMBRIDGE  
UNIVERSITY PRESS

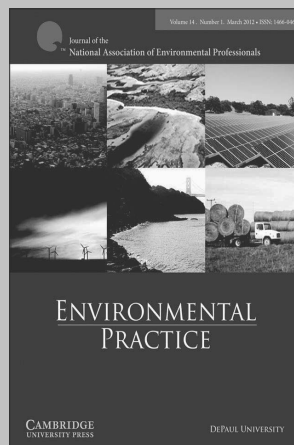
# Environmental Practice

Published for the National Association of Environmental Professionals

## Editor

Tim Stretton, *Saint Mary's University, Canada*

*Environmental Practice* provides a multidisciplinary forum for authoritative discussion and analysis of issues of wide interest to the international community of environmental professionals, with the intent of developing innovative solutions to environmental problems for public policy implementation, professional practice, or both. Peer-reviewed original research papers, environmental reviews, and commentaries, along with news articles and points of view, link findings in science and technology with issues of public policy, health, environmental quality, law, political economy, management, and the appropriate standards for expertise.



## *Environmental Practice*

is available online at:  
<http://journals.cambridge.org/enp>

## To subscribe contact Customer Services

### in Cambridge:

Phone +44 (0)1223 326070  
Fax +44 (0)1223 325150  
Email [journals@cambridge.org](mailto:journals@cambridge.org)

### in New York:

Phone +1 (845) 353 7500  
Fax +1 (845) 353 4141  
Email  
[subscriptions\\_newyork@cambridge.org](mailto:subscriptions_newyork@cambridge.org)

## Free email alerts

Keep up-to-date with new material – sign up at

[journals.cambridge.org/register](http://journals.cambridge.org/register)

For free online content visit:  
<http://journals.cambridge.org/enp>



**CAMBRIDGE**  
UNIVERSITY PRESS

# Cambridge Core

Access  
leading  
journals in  
your subject

Explore today at [cambridge.org/core](https://www.cambridge.org/core)

Cambridge **Core**



**CAMBRIDGE**  
UNIVERSITY PRESS

# Instructions for Contributors

Further information at [www.journals.cambridge.org/ae](http://www.journals.cambridge.org/ae)

The *Australian Journal of Environmental Education (AJEE)* provides a forum for the publication and dissemination of articles intended to further the research and practice of environmental education in all areas of formal and non-formal education. It seeks balanced and integrative accounts of practice, theory and research presented in written or graphic forms appropriate to the matters considered, the wide range of the journal's readership and the journal's intentions.

There are two broad categories of papers that will be considered for publication in *AJEE*:

1. The first category focuses on academic/research articles which should be 5,000 words in length (including references, tables etc). Where additional word length is warranted and clearly justified, extended papers will also be considered (up to 10,000 words). Contributions in this category may take the form of research or project reports, program evaluations or case studies of practice, critical essays relating to philosophical or policy issues, critiques of previously published articles, and literature reviews that are of relevance to environmental education. Theoretical essays or research reports should include a description of the practical application(s) of the ideas raised or tested, while reports of practice should contain an explanation of the theoretical foundation underlying the practice in question.
2. The second category is for shorter scholarly opinion/discussion/story/review pieces and abstracts of completed PhD, Masters and Honours theses in environmental education. These articles may be up to 3,000 words in length (including references, tables etc) and abstracts of theses should be no longer than 750 words. Shorter book reviews will also be considered (up to 1,000 words). The editor is also actively encouraging special sections/issues working with guest editors. Please contact the editor with ideas and/or proposals.

Contributions presented in a variety of written or graphic forms are welcomed. Material in written form other than prose, or in graphic forms such as illustrations or photographic essays, should be accompanied by text clearly setting out its philosophical or practical origins and implications. All material should be clearly referenced to its sources.

All manuscripts will be reviewed by at least two members of the editorial board or invited referees with expertise in the relevant field. Selection of articles for inclusion in the journal will be based on these reviews.

Manuscripts are accepted for publication on the understanding that they have been submitted only to the *Australian Journal of Environmental Education* and that they have not previously been published. Authors are responsible for the factual accuracy of their papers and for obtaining permission to reproduce text or illustrations from other publications. Authors are also responsible for ensuring that the research reported on has been ethically conducted. Documentary evidence of this permission may be required.

## Specifications for contributions

To be reviewed for possible publication in this journal all authors must follow the style and Online submission instructions.

A short title of not more than thirty-four letters must be submitted with each manuscript. An abstract is also to be provided, no longer than 200 words. Authors should supply a minimum of five key words for referencing of papers.

Tables should be created in Word and included at the end of the manuscript Word document after the references. Figures, graphs, illustrations and photographs (but NOT Tables) should be prepared to the correct size and each one supplied as an individual file, separate to the manuscript Word file. Their approximate positions should be indicated in the text by the words, "Insert Table/Figure X here".

Footnotes should be avoided.

References should be listed alphabetically at the end of a contribution. Contributors should follow the specifications of APA (*Publication Manual of the American Psychological Association*, 2010, 6th edition). The following examples illustrate the recommended form for publications:

Australian Government Department of the Environment Water Heritage and the Arts. (2009). *Living sustainably: The Australian Government's National Action Plan for Education for Sustainability*. Canberra: Commonwealth of Australia.

Cutter-Mackenzie, A. (2009). Multicultural school gardens: Creating engaging garden spaces in learning about language, culture, and environment (special issue guest edited by D. Greenwood and M. McKenzie). *Canadian Journal of Environmental Education*, 14(1), 122–135.

Hart, P. (2003). *Teachers' thinking in environmental education: Consciousness and responsibility*. New York: Peter Lang.

Hillocoat, J. (1999). *Beyond the commodity: Meaning-making, sustainability and the self*. Unpublished PhD thesis, Queensland University of Technology, Brisbane, Australia.

Jickling, B., & Spork, H. (1998). Education for the environment: A critique. *Environmental Education Research*, 4(3), 309–327.

Selby, D. (2009) The firm and shaky ground of education for sustainable development. In B. Chalkley, M. Haigh & D. Higgitt (Eds.). (2009). *Education for sustainable development: Paper in honour of the United Nations Decade of Education for Sustainable Development (2005–2014)* (pp. 199–213). New York: Routledge.

When references are cited in the text, details of author(s) and year of publication should appear, for example (Cutter-Mackenzie, 2009; Jickling & Spork, 1998). Direct quotes should include author, year and page number, for example (Hart, 2003, p. 65).

Spelling should conform to *The Macquarie Dictionary*.

Non-sexist language should be used at all times, for example, humankind or people, chair or chairperson.

## Online submission of papers

Manuscripts, book reviews and editorial communications should be submitted via ScholarOne: <https://mc.manuscriptcentral.com/ajee>

## Feature Articles

Hopes and Prospects for the Sustainability  
Cross-Curriculum Priority: Provocations From a  
State-Wide Case Study  
Allen Hill & Janet E. Dymont **225**

Valuing Indigenous Knowledge in the Highlands  
of Papua New Guinea: A Model for Agricultural  
and Environmental Education  
Chris Radcliffe,, Cesidio Parissi &  
Anantanarayanan Raman **243**

Pathway to 'Knowing Places' — and Ecojustice —  
Three Teacher Educators' Experiences  
Kathryn Paige, David Lloyd & Richard Smith **260**

The Maui's Dolphin Challenge: Lessons From a  
School-Based Litter Reduction Project  
Carly S. Townrow, Nick Laurence, Charlotte Blythe,  
Jenny Long & Niki Harré **288**

## Book Reviews

Young Children and the Environment — Early  
Education for Sustainability  
Reviewed by Anna Jarrett **309**

The Invention of Nature: The Adventures of  
Alexander von Humboldt, the Lost Hero of Science  
Reviewed by Ian Thomas **311**

Motives in Children's Development:  
Cultural-Historical Approaches  
Reviewed by John Cripps Clark **314**

Savoring Alternative Food: School Gardens,  
Healthy Eating and Visceral Difference  
Reviewed by Kylie Yule Moses **317**

*Become a member of Australia's largest Environmental and Sustainability Educator Association!*

*Benefits include:*

- *Three editions per year of the AJEE journal*
- *Regular updates on what is happening in our field through ozEEnews (a practice-based quarterly publication) and monthly e-bulletins*
- *Access to members only resources via AEE website*
- *Special rates for national and state conferences and AEE publications*
- *Extensive networking opportunities through special interest groups and state/territory chapters*

### Cambridge Journals Online

For further information about this journal  
please go to the journal website at:  
[journals.cambridge.org/ae](http://journals.cambridge.org/ae)

ISSN 0814-0626

**CAMBRIDGE**  
UNIVERSITY PRESS