SOCIAL SCIENCE HREC
MINIMAL RISK APPLICATION

Important: Please send an electronic copy of this application (may be unsigned) and all attachments by email to Katherine.Shaw@utas.edu.au. All electronic copies should be submitted as Microsoft Word documents. A signed hard copy must also be sent to: Katherine Shaw, Private Bag 1, Hobart, 7001

If you have any questions, please call: 6226 2763

1. Title of proposed investigation

Investigating the Implementation of the Sustainability Cross-Curricular Priority in Tasmanian Schools K-12

2. Expected commencement date: Expected completion date of project

May 2013

December 2015

3. Investigators:

A. Chief Investigator (Note: This is the researcher with ultimate responsibility for the project. The CI may not be a student)

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<th>Given Name</th>
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<tbody>
<tr>
<td>Allen</td>
<td>Hill</td>
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<tr>
<th>Staff Position:</th>
<th>Lecturer</th>
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<tbody>
<tr>
<td>Qualifications:</td>
<td>BPhEd, Dip Tchg, PGDip OE, PhD</td>
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<td>Staff ID:</td>
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School & Division: Education

Contact Address: Faculty of Education
Locked Bag 1307, Newnham, 7248

Telephone: 3277
Email: Allen.hill@utas.edu.au
B. Co-Investigator

i) Given Name  Surname
Janet  Dyment

<table>
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<tr>
<th>Staff Position:</th>
<th>Qualifications:</th>
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<tr>
<td>Senior Lecturer</td>
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<tr>
<th>Contact Address:</th>
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<tr>
<td>Faculty of Education</td>
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<td>Locked Bag 66, Hobart</td>
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<td><a href="mailto:jdyment@utas.edu.au">jdyment@utas.edu.au</a></td>
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4. Purpose

What is the main purpose of this project?
- Research for Publication  
- Teaching  
- Research for Thesis  
- Quality Assurance/Audit

5. Brief Outline of Proposal

Aims:

This project seeks to make a substantial contribution to the education sector in Tasmania and beyond through encouraging school principals and curriculum leaders to reflect on the place of sustainability in their curriculum. The purpose of this project is to gain a broad snap-shot view into the preparedness and receptivity of Tasmanian schools to integrate sustainability into their teaching and learning as guided by the new Australian Curriculum. In doing so, this project aims to investigate principals’ and curriculum leaders’ existing conceptualisations and provisions of sustainability, along with their perceived receptivity, capabilities, and professional learning needs in this area. This timely and important study is guided by the following research questions:

1. How receptive are Tasmanian principals and curriculum leaders to integrating sustainability CCP into their learning areas?
2. How is sustainability conceptualized and currently integrated across learning areas?
3. What existing capabilities and future professional learning needs are identified to enable implementation of sustainability as a CCP?

Justification:

Australian policy documents at national and state levels have recognized and emphasised the importance of Education for Sustainability (EfS) (Nolet, 2009). Within the education sector, the 2008 Melbourne Declaration on Educational Goals for Young Australians recognised the complex environmental, social and economic pressures facing Australia and the World, and the important role of education in addressing these issues. As a consequence, the Australian Curriculum, Assessment, and Reporting Authority (ACARA) have designated sustainability as one of three Cross-Curriculum Priorities (CCP) in the new Australian National Curriculum. Implementation of the new curriculum is to occur in phases from 2012 as directed by different States. In Tasmania, full implementation of phase 1 learning areas (English, Mathematics, Science, and History) has occurred in 2012 for Catholic and Government Schools and will occur in 2013 for Independent schools. Cross-
Curriculum Priorities are to be integrated into learning areas as they are implemented.

While the prospect of sustainability as a CCP is seen to be timely and exciting within education and environmental sectors, existing research reveals that many school principals and teachers lack understanding, confidence and competence to embed EfS across the curriculum (Dyment & Reid, 2005; Skamp, 2010; Sterling, 2005). In a previous review of education for sustainability integration in New South Wales, Skamp (2010) found that while there are positive stories of schools moving towards sustainability, “the extent to which these are integrated into formal curricula remains unclear” (p.10). In another study in Canada and the UK, Dyment and Reid (2005) identified numerous challenges that schools face when trying to incorporate EfS across the curriculum. In order that education systems do not continue “sustaining unsustainability”, Sterling (2005) identified that it is important to ensure that sustainability is not just added onto an already overcrowded curriculum, but is a “gateway to a different view of curriculum, of pedagogy, of organizational change, of policy, and particularly, of ethos” (p. 233).

A national review of EfS undertaken by Tilbury, Coleman and Garlick (2005) highlighted many shortcomings in the teaching of EfS at both the primary and secondary levels in schools. The notion of interconnectedness that underpins EfS is often lost – in both school contexts (Littledyke, Taylor & Eames, 2009). Moreover, pre-service primary teachers in Australia, although generally keen to use environmental teaching in their future careers, feel under prepared and lacking in confidence to do so (Kennelly, Taylor, & Serow, 2012; Miles, Harrison, & Cutter-Mackenzie, 2006).

It is into this context of curriculum change and existing research that this project seeks to make a substantial contribution to the education sector in Tasmania.

### 6. Review of Ethical Considerations

Research is only considered to be Minimal Risk if you answer “No” to all the following questions. If you answer “Yes”, you must complete a full application using the Social Sciences Full Application Form.

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<thead>
<tr>
<th>Question</th>
<th>Yes</th>
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<td>Does your research involve the collection of human tissue samples?</td>
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<td>Human tissue samples include blood and other bodily fluids.</td>
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<td>Does your research involve the deception of participants, including</td>
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<td>concealing the purposes of research, covert observation and/or audio or</td>
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<td>visual recording without consent?</td>
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<td>treatments or methods of learning from which they may benefit?</td>
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<td>participants can be identified or linked to their records in some way?</td>
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Does your research involve the use of ionising radiation?  
Yes [ ] No [ ]

Does your research involve the use of personal data obtained from a Commonwealth or State Government Department/Agency without the consent of the participants e.g. getting a list of addresses from the Australian Electoral Commission?  
Yes [ ] No [ ]

Does your research specifically target any of the following groups of people; (specifically target means they are the central group of participants, as opposed to potentially being incidentally recruited as part of the general population)

- Women who are pregnant and the human foetus
- Children and young people
- Those highly dependent on medical care who are unable to give consent
- People with a cognitive impairment, intellectual disability or mental illness
- People who may be involved in illegal activities or residents of custodial institutions
- Aboriginal and Torres Strait Islander Peoples
- People in other countries
- People who are unable to give informed consent because of difficulties in understanding an information sheet (i.e. non English speakers etc)

Does your research pose any risks for participants under medical care beyond those of their routine care? (Risks include not only physical risks but also psychological, spiritual and social harm or distress eg stigmatisation or discrimination)  
Yes [ ] No [ ]

Does your research involve the in depth discussion of any of the following topics whether by interview or as part of a questionnaire or survey;

- Parenting practices,
- Sensitive personal issues,
- Sensitive cultural issues,
- Grief death or serious traumatic loss,
- Depression mood states or anxiety,
- Gambling,
- Eating disorders,
- Illicit drug taking or substance abuse,
- Psychological disorders,
- Suicide,
- Gender identity and/or sexuality,
- Race and/or ethnic identity,
- Fertility and/or termination of pregnancy

Does your research involve the potential disclosure of illegal activities or criminal behaviour?

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Are there any specific risks to the researcher (e.g., will the research involve the use of hazardous materials or be undertaken in a politically unstable area)?

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If your research will take place in an overseas setting do any of the following apply: is the research to be undertaken in a politically unstable area? Does it involve sensitive cultural issues? And/or: will the research take place in a country in which criticism of the government and institutions might put participants and/or researchers at risk?

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Does your research explore potentially confidential business practices or seek to elicit potentially confidential commercial information from participants?

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Does your research explore potentially divergent political views or involve the collection of politically sensitive information?

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### 7. FUNDING

Under the National Statement (2.2.6) a researcher must disclose:

- the amount and sources or potential sources of funding for the research; and
- financial or other relevant declarations of interest of researchers, sponsors or institutions

Is this research being funded?  

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If yes, please detail amount and source of funds (NS 5.2.7)

- $13,800 Research Enhancement Grant Scheme

If this application relates to Grant(s) and/or Consultancies, please indicate the Title and Grant Number relating to it

- REGS (no grant number assigned until ethical clearance secured)

If no external funding has been obtained, please indicate how any costs of research will be met:

Do the investigators have any financial interest in this project?

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If yes, please provide details
8. Participants

Selection of Participants

SELECTION OF SCHOOLS
The target population for this study is all K-12 Tasmanian government (n=213), Catholic (n=37), and Independent schools (n=29).

SELECTION OF PRINCIPALS and CURRICULUM LEADERS
At each school, school principals and one or two curriculum leaders (depending on the size of the school), particularly those with responsibility for sustainability, will be invited to participate in this study.

Note: The term ‘Curriculum Leader’ refers to someone who oversees a range curriculum learning areas (e.g., Mathematics and English and Science and Geography, etc.). In our meetings with our stakeholders, we have been advised that this is, in most instances, the correct term. Other possible ‘terms’ include ‘Assistant Principal Teaching and Learning’ or ‘Curriculum Coordinator’. However, for the purposes of this application and recruitment, we have been advised that Curriculum Leader is the best term that will be understood by the large majority of schools. Hence it is used exclusively here.
Recruitment of Participants

RECRUITMENT OF SCHOOLS
On February 13 and 14, 2013 meetings were held will be held with the administrative leaders of the Department of Education, Catholic School board and Independent School Board. The purpose of these meetings were to establish collaborative and reciprocal relationships with our stakeholders with a view to maximizing the beneficence of our research project. At these meetings, we discussed the purpose of our study and solicited input related to issues of recruitment, access, and distribution. We realized during these meetings that recruitment would differ across the three sectors.

RECRUITMENT OF PRINCIPALS AND CURRICULUM LEADERS FOR SURVEY
Please refer to Table 1 for details of recruitment for each of the stakeholders.

RECRUITMENT OF PRINCIPALS AND CURRICULUM LEADERS FOR FOLLOW UP INTERVIEWS
With a view to performing follow-up data collection, at the end of the survey, all participants will be invited express their willingness to participate in a follow-up interview.

This will happen in two ways (depending if paper or Qualtrics survey)

Qualtrics Survey: Participants will be provided a link to a second survey form where they can include their details.

Paper Survey: A second min-survey sheet will be included in the hard-copy questionnaires.

This will still give the research team all the contact details we need, without the requirement to link the two survey forms together, thus ensuring anonymity for all respondents. Participants who agree to participate in the follow up interviews will be contacted via e-mail to confirm their interest in still participating in an interview and to establish an appropriate time to complete their interview. Given the time lapse between the completion of the online survey and the interview (it is expected these interviews would not occur until 2014), another copy of the information letter (Appendix 3) and a new consent form (Appendix 4) will be provided prior to the interview being completed.
<table>
<thead>
<tr>
<th></th>
<th>Department of Education (DOE)</th>
<th>Catholic Education Services (CES)</th>
<th>Independent Schools Tasmania (IST)</th>
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<tbody>
<tr>
<td><strong>Promotion of Study by Stakeholder in advance of study</strong></td>
<td>None</td>
<td>Announced at Regional Meetings where all principals and curriculum leaders will be in attendance</td>
<td>Announced at Regional Meetings where all principals will be in attendance</td>
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<tr>
<td><strong>Electronic or paper distribution</strong></td>
<td><strong>Electronic (e-mail)</strong></td>
<td><strong>Electronic (e-mail)</strong></td>
<td><strong>Electronic (e-mail)</strong></td>
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| **Access to distribution lists of principals and/or curriculum leaders (CL)** | Principal’s e-mail addresses are provided from DOE General Managers  
Curriculum leaders are identified by principals who are asked to forward invitational e-mail and accompanying attachments (see below) to CL. ** | Mailing addresses for schools are found on DOE website. 
Mail directed to the principal. 
Principals will be asked to distribute surveys/information sheets/return envelopes to appropriate CL’s in their school | Principals and Curriculum Leaders’ e-mails are provided by CES 
Curriculum leaders are identified by principals who are asked to forward invitational e-mail and accompanying attachments (see below) to CL. ** |
| **Invitation Letter to Participate from Stakeholder and/or UTAS Research Team (Appendix 1 or Appendix 2)** | The research team’s invitational letter is distributed by e-mail to principals from one of 3 General Managers | Invitation letter sent as an e-mail to principals and curriculum leaders from CES that invites them to participate in study and an acknowledgment that this study aligns with broader strategic goals of CES  
Immediately below this stakeholder’s e-mail, the research team’s invitational letter will appear | Invitation letter sent as an e-mail to principals from IST that invites them to participate in study and an acknowledgment that this study aligns with broader strategic goals of CES  
Immediately below this stakeholder’s e-mail, the research team’s invitational e-mail will appear |
| How respondents access information sheet | A full information sheet will be attached to the invitational e-mail as a PDF and a briefer information sheet will appear on the front of the electronic survey | A full information sheet will be stapled to the cover of each hard copy survey. A briefer information sheet will appear on the opening pages of the hard copy survey | As per DOE (electronic distribution) | As per DOE (electronic distribution) |
| Partial information sheet appearing on front of survey (Appendix 7) | Respondents will have to click that they ‘agree’ to complete the survey and in doing so, their consent will be implied. If they agree, they will be directed to complete the survey electronically. If they click ‘decline’ then they will be thanked for their time and redirected out of the survey. | Respondents will be made aware on the information sheet that their consent is implied if they complete and return the survey. | As per DOE (electronic distribution) | As per DOE (electronic distribution) |
| How respondents provide implied consent for participation | At the bottom of the research team’s invitational e-mail, a live link/URL will be provided. When respondents click on the link, they will be redirected to the Qualtrics survey. For participants who wish to complete a paper copy of the survey, a PDF of the survey will be attached to the original e-mail. Paper copies of the survey will be in the envelope that is mailed to principals. | | As per DOE (electronic distribution) | As per DOE (electronic distribution) |
| Access to Survey (Appendix 7) | | | | |
### Returning Survey

| Invitational e-mail. | Electronic surveys will be sent back to the research team through Qualtrics. Hard copies of the survey will be mailed back to the research team (address provided on back of survey; respondents required to provide their own mailing envelope) | Reply paid envelopes that return the survey to the research team at UTAS will be provided in the original package that is mailed out. | As per DOE (electronic distribution) | As per DOE (electronic distribution) |

### Reminders (Appendix 5 and Appendix 6)

| Two reminder e-mails will be sent to principals from research team 14 and 28 days after the survey was originally distributed. Principals will be asked to forward these reminder e-mails to CL's involved in study. | Nil | As per DOE (electronic distribution) |
| Reminder phone calls will be made 21 days after survey originally distributed to schools who have not returned surveys (this has been approved and encouraged by CES) | Reminder phone calls as per CES |

### Timing of Survey

| The electronic survey will be available for 5 weeks. Dates to be confirmed upon approval of HREC and DOE ethical clearance. | As per DOE (electronic distribution) | As per DOE (electronic distribution) |
9. Data Identifiability

Which of the following best describes the identifiability of the data (including tissues) collected?

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
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<tbody>
<tr>
<td>a)</td>
<td><strong>Non-identifiable data</strong> is data which have never been labelled with individual identifiers or from which identifiers have been permanently removed, and by means of which no specific individual can be identified. A subset of non-identifiable data are those that can be linked with other data so it can be know that they are about the same data subject, but the person’s identity remains unknown.</td>
</tr>
<tr>
<td>b)</td>
<td><strong>Re-Identifiable data</strong> is data from which identifiers have been removed and replaced by a code, but it remains possible to re-identify a specific individual by, for example, using the code or linking different data sets</td>
</tr>
<tr>
<td>c)</td>
<td><strong>Identifiable data</strong> is data where the identity of a specific individual can reasonable be ascertained. Examples of identifiers include the individuals name, image, date of birth or address, positions in some companies.</td>
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</tbody>
</table>
Non-identifiable data:
All study participants who complete the survey will be non-identifiable.

If participants agree to participate in the follow up survey, they will provide their details via a second qualtrics survey (electronic survey) or a second piece of paper in the paper survey. In the latter instance, the research assistant will separate the paper with identifying information from the survey (therefore, not linkable).

Re-identifiable data:
One possible identifying form of information will be asked for on the survey (but this is optional):

1. NAME OF SCHOOL: Participants will be invited to provide the name of their school. We are interested in having this information with a view to knowing how many schools, exactly, have participated in the study. We also wish to match up and compare the surveys from the same schools (e.g., principal and curriculum leader responses).

Study participants who provide information related to the name of their school stand to be re-identifiable (i.e., it is plausible that one could find the name of the principal of a school). However, this data will only be used to link surveys from the same school and the research assistant will assign research codes to ensure the confidentiality of respondents.

Participants who also participate in the interviews will also be re-identifiable. However, the researchers will assign pseudonyms and/or research codes to data from both the surveys and the interviews to ensure the confidentiality and anonymity of individual participants/schools in the publication or dissemination of any findings from this research.
10. Relevant Literature References

Australian Curriculum Assessment and Reporting Authority (ACARA). (2012). The Australian Curriculum: Cross-curriculum priorities – Sustainability


Sterling, S. (2010) Learning for resilience, or the resilient learner? Towards a necessary reconciliation in a paradigm of sustainable education, Environmental Education Research, 16:5-6, 511-528


### 11. Procedures

a) **Survey**

The study will invite principals and curriculum leaders to respond to complete an online Qualtrics survey (Appendix 7). The survey has been adapted from a survey instrument developed by the University of New England in 2009, the results of which were published in Steele (2010) and a ‘Receptivity to Curriculum Change’ Instrument (Lee, 2000). The survey includes a series of open and closed questions and involves the use of likert scales and rankings.

The survey has six sections:

A. Background information/demographics  
B. Personal understandings about EFS  
C. Sustainability initiatives  
D. Integration across learning areas  
E. Receptivity  
F. Staff capabilities and professional learning needs

The survey will be available for three weeks (dates will be determined and finalized with support of stakeholders and may differ among them). It is expected the survey will take about 30 minutes to complete.

b) **Interviews**

At the conclusion of the Qualtrics survey participants will be invited to participate in a follow-up interview by either completing a second Qualtrics survey or completing a second paper survey (see above for more details). These interviews will be an opportunity for the researchers to gain a more in depth perspective of EFS in Tasmanian schools. If participants consent to a follow-up interview, they will be contacted to confirm their interest in being interviewed. If agreeable, a copy of an interview schedule (Appendix 8) with semi-structured interview questions will be emailed prior to the interview. An additional consent form will be issued prior to their participation in any interview. The interviews will last approximately 30 minutes, will be recorded on a handheld recorder and will later be transcribed. Participants will have the opportunity to review and correct the interview transcript if they do agree to be interviewed. The interviews will be conducted in early 2014.
Where is this project to be conducted?
Within the UTAS Faculty of Education. The chief investigator is based at the Newnham Campus (Launceston), the co-investigator at Hobart Campus.
The questionnaire will be conducted at a location of the principal/curriculum leaders’ choosing, such as an office, computer lab at their school or other location (e.g., home).

Researchers should attach a letter of agreement/support to participate from any organisation or department whose resources will be accessed as part of this project.

E-Mail agreement/permission from DOE (pending DOE ethics approval), CES (Appendix 9) and IST (Appendix 10).

12. Monitoring

What mechanisms do you intend to implement to monitor the conduct and progress of the research project? (NS 5.5)

The researchers will communicate monthly via telephone or Skype, and conduct and progress will always be an item on the agenda for these discussions. The researchers will meet in person on five occasions throughout the project (funding provided to support 5 visits across campuses).

We will complete the required HREC annual and progress reports.

In compliance with section 5.5 of the National Statement, the investigators will report to HREC any adverse events arising from this study upon becoming aware of them.

13. Data Storage

All raw data (including blood and/or tissue) must be held by the responsible institution (i.e. UTAS, DHHS, AMC) for a period of at least five (5) years from the date of the first publication (this includes publication of the thesis). The data may be kept for longer than five (5) years but must eventually be destroyed, unless explicit consent is obtained from the participants to archive their data.
Where will the data be kept?
Questionnaire responses will be stored within electronic files accessed via a password-protected computer within the School of Education at the University of Tasmania. Paper copies used for the qualitative analysis will be kept in a locked filing cabinet accessible only to the researchers. All data will be accessed only by the researchers.

How will the data be kept secure?
As indicated above, paper documents will be stored within a locked filing cabinet in a locked office within the School of Education and available only to the researchers. Electronic files will be accessed only via a password-protected computer.

How and when will the data be destroyed?
Electronic files will be deleted from computer hard-drives and servers, and electronic “rubbish bins” emptied and paper documents will be securely shredded. All files will be held securely for a minimum of 5 years following the publication of reports or articles resulting from data generation and then securely destroyed.

Will any personal information be collected from sources other than the subjects themselves (Please refer to Privacy Legislation Section 95A - National Privacy Principles)?

No ☒ Yes ☐

If yes, please detail including a declaration of the sources of the Information i.e. medical records, databases, registries, lists of members from Associations, clubs etc:
Will data on individual subjects be obtained from any Commonwealth Government agency without seeking the consent of the individuals?

No ☒ Yes ☐

If yes, please detail including a declaration concerning which agency and what information is being sought. If you wish to obtain data containing personal information from any Commonwealth Government agency state the names of these agencies, describe the nature of this data and explain the justification for obtaining this information. At the Commonwealth level the collection, storage, use and disclosure of personal information by Commonwealth agencies is regulated by the Privacy Act 1988. The NHMRC requires the HREC to provide information on the cases in which it has approved access to, and use of, data held by Commonwealth Government agencies.

14. Information Sheet

With few exceptions, it is essential that subjects are provided with an information sheet about the study in which they are being asked to participate. The Chair of the HREC will pay close attention to the information that is given.

A copy of the proposed information sheet must be attached to your application form.

(Information Sheet Pro forma is available on our website at:
http://www.research.utas.edu.au/human_ethics/social_science_forms.htm)

Is your proposed Information sheet attached to this application?

Yes ☒ No ☐ (please provide an explanation as to why)

15. Consent Form

Written evidence of consent is usually required for research involving human subjects. If written consent is to be obtained a copy of the actual consent form that you propose to use. In certain circumstances, the HREC may give approval for consent to be waived (see Chapter 2.3 of the National Statement). While written consent is the norm, there are various kinds of studies for which other procedures for obtaining consent are more appropriate (See Chapter 2.2 of National Statement).

If you consider that written consent is inappropriate for this project please state your reasons clearly referring to the appropriate sections of the National Statement.

(Consent Form Pro forma is available on our website at:
http://www.research.utas.edu.au/human_ethics/social_science_forms.htm)

Is a proposed consent form attached to this application?

Yes ☒ No ☐
If no, please explain.

16. Approvals from other Departments / Institutions

Does this project need the approval of any institution other than the University of Tasmania and/or the Department of Health and Human Services (e.g., Department of Education, particular wards in hospitals, prisons, government institutions, or businesses)?

No ☐ Yes ☒

If yes, Please indicate below the Institutions involved and the status of the Approval.

Name of Other Institution(s): Department of Education (Tasmania) (APPLICATION WILL BE SUBMITTED ONCE HREC APPROVAL GRANTED), Catholic School Board (Appendix 9), Tasmanian Independent School Association (Appendix 10)

Does this project need the approval of any other HREC?

No ☒ Yes ☐ (please detail):

Other HREC(s):

Status:

17. Declarations

The Head of School or the Head of Department is required to sign the following statement of scientific merit:

“This proposal has been considered and is sound with regard to its merit and methodology.”

The Head of School or Head of Department’s signature on the application form indicates that he/she has read the application and confirms that it is sound with regard to:

(i) educational and/or scientific merit and
(ii) research design and methodology.

This does not preclude the Committee from questioning the research merit or methodology of any proposed project.

If the Head of School/Department is one of the investigators, this statement must be signed by an appropriate person. This may be the Head of School/Department in a related area or the Dean. The certification of scientific merit may not be given by an investigator on the project.

Name: A/Prof Karen Swabey
Position: Head of School of Education
Signature:
### Conformity with NHMRC Guidelines

The Chief Investigator is required to sign the following statement:

I have read and understood the *National Statement on Ethical Conduct in Human Research 2007 and the Australian Code of Conduct for Responsible Research 2007*. I accept that I, as Chief Investigator, am responsible for ensuring that the investigation proposed in this form is conducted fully within the conditions laid down in the *National Statement* and any other conditions specified by the HREC.

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<thead>
<tr>
<th>Name of chief investigator</th>
<th>Dr. Allen Hill</th>
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<td>Signature</td>
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#### Signatures of Other Investigators

I acknowledge my involvement in the project and I accept the role of the above researcher as chief investigator of this study.

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<tr>
<td>Janet Dyment</td>
<td></td>
<td>20/09/2012</td>
</tr>
<tr>
<td>(Name)</td>
<td>(Signature)</td>
<td>(Date)</td>
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### CHECKLIST

Please ensure that the following documents are included with your application:

- Information sheet/s (if not attached ensure you have explained why in Section 14) - X
- Consent form/s (if not attached ensure you have explained why in Section 15) - X
- Questionnaires (if applicable) - X
- Interview schedules (if applicable) - X
- A copy of any permissions obtained i.e. Other HREC, Other Institutions (if applicable) - ☐
- All documents relevant to the study, including all information provided to subjects. - ☑
- Telephone Preambles (if applicable) - ☐
**Recruitment Advertisements (if applicable)**

| ☐ |

| Email Contents (if applicable) | ☒ |

---

**TO SUBMIT THIS APPLICATION:**

1. You must email an electronic copy of this application form (may be unsigned) and all study documents to Katherine.Shaw@utas.edu.au (please submit all forms as Microsoft Word documents).

2. You must also send a signed hard copy of this application form and all study documents to Katherine Shaw, Private Bag 1, Hobart, 7001

   - **Has the Head of School/Department signed the form?** ☐
   - **Have all investigators signed the form?** ☒
Appendix 1

Recruitment e-mail to PRINCIPALS (DOE and IST)

Dear <name of Principal>

As most of you are probably aware, Education for Sustainability is one of three cross-curricular priorities in the new Australian Curriculum. As such, it may be considered important for Tasmanian schools to enhance educational opportunities for our students in this area. As sustainability is an emerging area in education the researchers in this project believe it is important to gain an initial snap-shot view into the provision of education for sustainability (EfS) in Tasmanian schools. We hope you can assist us in this important work.

As such, you are invited to take part in an online survey and interview into the preparedness and receptivity of Tasmanian schools to integrate the sustainability cross-curriculum priority (CCP) into teaching and learning as guided by the new Australian Curriculum. Your involvement is voluntary, although as with all research of this type, we are hoping for a high response rate. Your confidentiality and anonymity are ensured. Even if you have no interest in, knowledge of, or teaching experience with sustainability we would value your participation and responses.

In addition to inviting you to participate in the study, we are also asking you to invite two curriculum leaders in your school with a focus on sustainability or environmental education to also participate. To that end, we’d be ever so grateful if you could forward this letter and the attached information sheet to them. Please be advised that whilst you can invite curriculum leaders’ participation, we do not want you to put any pressure on them to complete it. Their involvement is entirely voluntary and their confidentiality and anonymity will be ensured.

You can find a fuller rationale for the project in the attached information sheet (See Appendix 3). We would be very grateful if you could take up to 25 minutes to complete this survey by clicking on this link: [Qualtrics url]

At the end of the Qualtrics survey there will be an opportunity for you and your curriculum leaders to indicate your willingness to participate in a follow-up interview. These interviews will be an opportunity for us to gain a more in depth perspective of EfS in Tasmanian schools. If you or your curriculum leaders consent to a follow-up interview, a copy of an interview schedule with semi-structured interview questions will be emailed prior to the interview. It is expected these interviews would take place in early 2014.

Anyone will be able to withdraw from this research project at any stage without providing an explanation.

If you are interested we will provide feedback on findings from this study in an appropriate and timely manner.
Yours sincerely

Allen Hill and Janet Dyment
Appendix 2: Recruitment E-mail to PRINCIPALS AND CURRICULUM LEADERS (CES)

Dear <name of Principal or curriculum leader>

As most of you are probably aware, Education for Sustainability is one of three cross-curricular priorities in the new Australian Curriculum. As such, it may be considered important for Tasmanian schools to enhance educational opportunities for our students in this area. As sustainability is an emerging area in education the researchers in this project believe it is important to gain an initial snap-shot view into the provision of education for sustainability (EfS) in Tasmanian schools. We hope you can assist us in this important work.

As such, you are invited to take part in an online survey and interview into the preparedness and receptivity of Tasmanian schools to integrate the sustainability cross-curriculum priority (CCP) into teaching and learning as guided by the new Australian Curriculum. Your involvement is voluntary, although as with all research of this type, we are hoping for a high response rate. Your confidentiality and anonymity are ensured. Even if you have no interest in, knowledge of, or teaching experience with sustainability we would value your participation and responses.

You can find a fuller rationale for the project in the attached information sheet (See Appendix 3). We would be very grateful if you could take up to 25 minutes to complete this survey by clicking on this link: [Qualtrics url]

At the end of the Qualtrics survey there will be an opportunity for you and your curriculum leaders to indicate your willingness to participate in a follow-up interview. These interviews will be an opportunity for us to gain a more in depth perspective of EfS in Tasmanian schools. If you or your curriculum leaders consent to a follow-up interview, a copy of an interview schedule with semi-structured interview questions will be emailed prior to the interview. It is expected these interviews would take place in early 2014.

Anyone will be able to withdraw from this research project at any stage without providing an explanation.

If you are interested we will provide feedback on findings from this study in an appropriate and timely manner.

Yours sincerely

Allen Hill and Janet Dyment
Appendix 3: INFORMATION SHEET (FOR PRINCIPALS and CURRICULUM LEADERS)

Investigating the Implementation of the Sustainability Cross-Curricular Priority in Tasmanian Schools K-12

This information sheet is for principals and curriculum leaders in Tasmanian schools.

1. Invitation
You are invited to take part in a study that is exploring the preparedness and receptivity of Tasmanian schools to integrate the sustainability cross-curriculum priority (CCP) into teaching and learning as guided by the new Australian Curriculum.

The Chief Investigator for this study is Dr. Allen Hill, a Lecturer in Education based at the Newham Campus. The co-investigator is Dr. Janet Dyment, a Lecturer in Education based at the Hobart.

2. What is the purpose of this study?
This project seeks to make a substantial contribution to the education sector in Tasmania and beyond through encouraging school principals and curriculum leaders to reflect on the place of sustainability in their curriculum. The purpose of this project is to gain a broad snap-shot view into the preparedness and receptivity of Tasmanian schools to integrate sustainability into their teaching and learning as guided by the new Australian Curriculum. In doing so, this project aims to investigate principals’ and curriculum leaders’ existing conceptualisations and provisions of sustainability, along with their perceived receptivity, capabilities, and professional learning needs in this area. This timely and important study is guided by the following research questions:

1. How receptive are Tasmanian principals and curriculum leaders to integrating sustainability CCP into their learning areas?
2. How is sustainability conceptualized and currently integrated across learning areas?
3. What existing capabilities and future professional learning needs are identified to enable implementation of sustainability as a CCP?

3. Why have I been invited to participate?
You have been identified to participate because you are either a principal or a curriculum leader in a Tasmanian school. As this project focuses on the preparedness and receptivity of EfS in the Tasmanian schools, the researchers consider your perspectives to be of considerable value to this research.

All principals and curriculum leaders at Tasmanian schools have been invited to participate in this study. In some cases, where contacts for curriculum leaders weren’t know, principals have
been asked to invite two curriculum leaders at their school to also participate in this study. In such cases, while principals will invite curriculum leaders to participate in the study, there will be no pressure for them to participate. Principals will never know if curriculum leaders have chosen to complete the survey as all data will become de-identified, thus ensuring anonymity and confidentiality.

Your involvement is voluntary. There are no consequences if you decide not to participate. Having said this, we are hoping for as high a response rate as possible to enable a full picture to be secured of the Tasmanian’s schools receptivity and preparedness to embed EfS across the curriculum.

4. What will I be asked to do?

This research project has two aspects, a survey and follow-up interview. You may elect to participate in both the survey and interview, just the survey, or decline participation. The survey and interviews are explained in more detail below.

Survey: The study invites a principal and two curriculum leaders at each Tasmanian school to respond to an online survey questionnaire. The survey seeks to gather baseline data on principals’ and curriculum leaders’ existing conceptualisations and provisions of sustainability, along with their perceived receptivity, capabilities, and professional learning needs in this area.

The survey will be available for three weeks (insert dates). It will take approximately 30 minutes to complete. Survey data will be summarised descriptively using the analysis functions of Qualtrics.

Interviews: At the conclusion of the Qualtrics survey participants will be invited to participate in a follow-up interview. Participants who agree to participate will be directed to a second Qualtrics survey or second paper survey which will collect contact details. By completing the information on the second survey, anonymity of the survey is ensured. These interviews will be an opportunity for the researchers to gain a more in depth perspective of EfS in Tasmanian schools. If you consent to a follow-up interview, a copy of an interview schedule with semi-structured interview questions will be emailed prior to the interview. An additional consent form will be issued prior to your participation in any interview. The interviews will last approximately 30 minutes, will be recorded on a handheld recorded and will later be transcribed. You will have the opportunity to review and correct the interview transcript if you do agree to be interviewed. The interviews will be conducted in early 2014.

5. Are there any possible benefits from participation in this study?

The study seeks to explore the preparedness and receptivity of Tasmanian schools to integrate the sustainability cross-curriculum priority (CCP) into teaching and learning as guided by the new Australian Curriculum. As such, it is anticipated this research will identify possibilities and potential for a more integrative paradigm for sustainability education in Tasmanian schools.
and a more progressive approach to its treatment. A holistic approach to teaching and learning in this area is recommended in the research literature – indeed it is seen as ‘vital and urgent’ (Sterling, 2010). The wider aim of the study is to contribute towards the building of a “culture of critical commitment” in relation to EfS within Tasmanian schools (Gray-Donald & Sterling, 2007). An enhanced status for EfS in Tasmanian schools could act as a stimulus for its further development in other states, supporting its emergence as a cross-curricular priority, and result in more innovative curriculum practices (Fien & Tilbury, 1996).

6. **Are there any possible risks from participation in this study?**

We do not foresee any risks from participation in this study but please let us know if you have any concerns.

7. **What if I change my mind during or after the study?**

You are free to withdraw your consent to participate at any time, and can do so without providing an explanation.

It may not be possible to remove your data from the survey if you choose to provide it anonymously. Otherwise, if you choose to withdraw (for example after being interviewed) relevant data will be destroyed. For example, files will be deleted from computer hard-drives and servers, and electronic “rubbish bins” emptied and paper documents will be securely shredded.

You can choose to withdraw from this study until date. After this point, it is expected that analysis and publications will have been prepared which would make it no longer feasible to isolate and remove your data.

8. **When this study is over?**

All raw data must be held by the responsible institution (i.e. UTAS) for a period of at least five (5) years from the date of the research. The data may be kept for longer than five (5) years but must eventually be destroyed, unless explicit consent is obtained from participants to archive their data.

Survey responses will be stored within electronic files accessed via a password-protected computer within the School of Education at the University of Tasmania. Paper copies used for the qualitative analysis of interviews will be kept in a locked filing cabinet accessible only to the researchers. All data will be accessed only by the researchers.

The data will be treated in a confidential manner.

9. **How will the results of the study be published?**
We will share findings from the study with the Tasmanian Department of Education, the Catholic Board of Education and the Independent Schools Tasmania. We expect the study to generate at least one peer-reviewed Journal article and one conference presentation.

10. **How will my confidentiality and anonymity be maintained?**

Your survey is entirely anonymous. Even if you agree to provide your details for the interview, this will be done through a second Qualtrics or paper survey that will not ever be linked to your completed survey.

If you provide the name of your school, it is possible you might be identifiable (i.e., it is plausible that one could find the name of the principal of a school). However, this data will only be used to link surveys from the same school and the research assistant will assign research codes to ensure the confidentiality of respondents. The researchers will never know the real names of the school, hence ensuring your anonymity and confidentiality.

Interviewees will be immediately assigned pseudonyms and/or research codes to your name to ensure the confidentiality and anonymity of you and your school in the publication or dissemination of any findings from this research.

10. **What if I have questions about this study?**

Our contact details are:

Allen Hill allen.hill@utas.edu.au Tel. 6324 3277 (Launceston office)
Janet Dyment janet.dyment@utas.edu.au Tel. 6226 2573 (Hobart office)

“This study has been approved by the Tasmanian Social Sciences Human Research Ethics Committee. If you have concerns or complaints about the conduct of this study, please contact the Executive Officer of the HREC (Tasmania) Network on (03) 6226 7479 or email human.ethics@utas.edu.au. The Executive Officer is the person nominated to receive complaints from research participants. Please quote ethics reference number [Hxxxxx].”

This information sheet is for you to keep.

You will need to provide your consent to be involved.
Appendix 4: Consent form for interviews (FOR PRINCIPALS and CURRICULUM LEADERS)

Investigating the Implementation of the Sustainability Cross-Curricular Priority in Tasmanian Schools K-12

Interviews

Consent form for Principals and Curriculum Leaders

1. I agree to take part in the research study named above.
2. I have read and understood the Information Sheet for this study.
3. The nature and possible effects of the study have been explained to me.
4. I understand that the study involves participation in a follow up interview. I am aware that a copy of the interview schedule with semi-structured interview questions will be emailed prior to the interview. I am aware that the interviews will last approximately 30 minutes, will be recorded on a handheld recorded and will later be transcribed. I understand that I will have the opportunity to review and correct the interview transcript if I do agree to be interviewed. The interviews will be conducted in early 2014.
5. I understand that participation involves no foreseeable risk(s).
6. I understand that all research data will be securely stored at the School of Education, University of Tasmania for five years from the publication of the study results, and will then be destroyed unless I give permission for my data to be archived.

I agree to have my study data archived.

Yes ☐ No ☐

7. Any questions that I have asked have been answered to my satisfaction.
8. I understand that the researcher(s) will maintain confidentiality and that any information I supply to the researcher(s) will be used only for the purposes of the research.
9. I understand that the results of the study will be published so that I cannot be identified as a participant.
10. I understand that my participation is voluntary and that I may withdraw at any time without any effect.

If I so wish, I may request that any data I have supplied be withdrawn from the research until [date].

Participant’s name: ______________________________________________________
Participant’s signature: ____________________________________________________

Date: ________________

**Statement by Investigator**

☐ I have explained the project and the implications of participation in it to this volunteer and I believe that the consent is informed and that he/she understands the implications of participation.

If the Investigator has not had an opportunity to talk to participants prior to them participating, the following must be ticked.

☐ The participant has received the Information Sheet where my details have been provided so participants have had the opportunity to contact me prior to consenting to participate in this project.

Investigator’s name: Dr. Allen Hill and Dr. Janet Dyment

Investigator’s signature: ____________________________________________________

Date: ________________
Appendix 5 Follow-up Recruitment e-mail – PRINCIPALS (DOE/IST)

Dear <principal>

As you will be aware from our previous e-mail dated date (cc’d below), we are conducting a study exploring Tasmanian school principal and curriculum leaders’ preparedness and receptivity of Tasmanian schools to integrate the sustainability cross-curriculum priority (CCP) into teaching and learning as guided by the new Australian Curriculum.

In our previous e-mail we invited you to:

1. Complete an online survey [Qualtrics url] and express your willingness to participate in a follow up interview. If you have already completed the survey, we thank you for your time. If you have not done so, we again invite you to complete the survey.

2. Invite two curriculum leaders (preferably with a focus on sustainability) at your school to participate in the study. If you have already done this, we are grateful and we’d ask you to kindly forward this reminder e-mail to them. If you have not invited two of your colleagues, we would again like to ask you to invite their participation in our study by forwarding them the original e-mail (see below for paper trail) which explains the study and provides the link to the survey.

Education for Sustainability is one of three cross-curricular priorities in the new Australian Curriculum. As such, it may be considered important for Tasmanian schools to enhance educational opportunities for students in this area. As sustainability is an emerging area in education the researchers in this project believe it is important to gain an initial snap-shot view into the provision of education for sustainability (EfS) in Tasmanian schools. We hope you can assist us in this important work.

Yours sincerely,

Allen and Janet

Insert original invitation here so it can be forwarded to curriculum leaders
Appendix 6 Follow-up Recruitment e-mail – PRINCIPALS and CURRICULUM LEADERS (CES)

Dear <principal / curriculum leader>

As you will be aware from our previous e-mail dated (cc’d below), we are conducting a study exploring Tasmanian school principal and curriculum leaders’ preparedness and receptivity of Tasmanian schools to integrate the sustainability cross-curriculum priority (CCP) into teaching and learning as guided by the new Australian Curriculum.

In our previous e-mail we invited you to:

1. Complete an online survey [Qualtrics url] and express your willingness to participate in a follow up interview. If you have already completed the survey, we thank you for your time. If you have not done so, we again invite you to complete the survey.

Education for Sustainability is one of three cross-curricular priorities in the new Australian Curriculum. As such, it may be considered important for Tasmanian schools to enhance educational opportunities for students in this area. As sustainability is an emerging area in education the researchers in this project believe it is important to gain an initial snap-shot view into the provision of education for sustainability (EfS) in Tasmanian schools. We hope you can assist us in this important work.

Yours sincerely,

Allen and Janet
Appendix 7 : Proposed Survey

Investigating the Implementation of the Sustainability Cross-Curricular Priority in Tasmanian Schools K-12

Snap-Shot/Baseline Survey (Hill & Dyment, 2013)

Introduction

This project seeks to make a substantial contribution to the education sector in Tasmania and beyond through encouraging school principals and curriculum leaders to reflect on the place of sustainability in their curriculum. The purpose of this project is to gain a broad snap-shot view into the preparedness and receptivity of Tasmanian schools to integrate the Sustainability Cross-curriculum Priority (CCP) into their teaching and learning as guided by the new Australian Curriculum. In doing so, this project aims to investigate principals’ and curriculum leaders’ existing conceptualisations and provisions of sustainability, along with their perceived receptivity, capabilities, and professional learning needs in this area.

This survey instrument has a combination of open-ended and Likert scale questions. It has been developed through the adaption of a previous survey instrument developed by the University of New England in 2009, the results of which were published in Steele (2010) and a ‘Receptivity to Curriculum Change’ Instrument (Lee, 2000).

Your participation involves no foreseeable risk and should take up to 30 minutes. Each survey response will be assigned a research code so your identity will remain anonymous. If you choose to provide your contact email for a potential follow up interview at the end, we will ensure that this information remains confidential.

In the publication or dissemination of any findings from the study the confidentiality and anonymity of individual participants will be ensured through the use of either pseudonyms and/or research codes.

This study has been approved by the Tasmanian Social Sciences Human Research Ethics Committee. If you have concerns or complaints about the conduct of this study, please contact the Executive Officer of the HREC (Tasmania) Network on (03) 6226 7479 or email human.ethics@utas.edu.au. The Executive Officer is the person nominated to receive complaints from research participants. Please quote ethics reference number [xxxxxx].

By clicking on the green consent button below your consent to participate in this survey is implied. If you do not wish to participate please click the red button and you will be automatically led out of the survey.

I consent – please take me to the survey

I do not consent to the survey

[Paper copy]

[Through returning a completed survey in the accompanying pre-paid envelope your consent to participate in this survey is implied.]
PART A: Background Information/Demographics

1.1 What is the name of your school?

(Note: All school names will be converted to alphanumeric code to ensure anonymity)

1.2 What is your role in the school in which you work?

☐ Principal / Head Teacher
☐ Curriculum Leader (e.g. AP Teaching & Learning, Curriculum Coordinator)
☐ Teacher Responsible for Sustainability
☐ Other (Please state):

1.3 Select the type of your school from the options below

☐ Government
☐ Catholic
☐ Independent

1.4 What grades does your school include.

☐ Primary (K-6)
☐ Secondary (7-10)
☐ College (11-12)
☐ Combined Primary & Secondary (K-10/12)
☐ Other (Please state):

1.5 What is your school’s Index of Community Socio-Educational Advantage (ICSEA) value?

1.6 Select the size of your school (FTE student enrolments) from the options below

☐ 0 – 100
☐ 100 – 200
☐ 200 – 400
☐ 400 – 600
☐ 600 – 800
☐ 800+
PART B: Your Personal Understanding about Sustainability / Education for Sustainability (EfS)

2.1 List five words you think of when you consider sustainability.

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2.2 I rate my understanding of sustainability issues as:

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<td>Very Poor</td>
<td>Poor</td>
<td>Limited</td>
<td>Moderate</td>
<td>Good</td>
<td>Very good</td>
<td>Excellent</td>
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2.3 I rate my understanding of education for sustainability as:

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<tr>
<td>Very Poor</td>
<td>Poor</td>
<td>Limited</td>
<td>Moderate</td>
<td>Good</td>
<td>Very good</td>
<td>Excellent</td>
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2.4 I rate my general understanding of the Sustainability Cross-curriculum Priority (CCP) in the Australian Curriculum as:

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<tr>
<td>Very Poor</td>
<td>Poor</td>
<td>Limited</td>
<td>Moderate</td>
<td>Good</td>
<td>Very good</td>
<td>Excellent</td>
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2.5 I rate my understanding of the 9 organising ideas of the Sustainability CCP provided by ACARA as:

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<td>Very Poor</td>
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<td>Limited</td>
<td>Moderate</td>
<td>Good</td>
<td>Very good</td>
<td>Excellent</td>
</tr>
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PART C: Sustainability Integration in Learning Areas

The following questions relate to how you are integrating the Sustainability Cross-curriculum Priority (CCP) explicitly into learning areas in your school.

### 3.1 I think the importance of integrating sustainability into schooling is:

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<th>6</th>
<th>7</th>
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<tr>
<td></td>
<td>Not at all important</td>
<td>Low importance</td>
<td>Slightly important</td>
<td>Neutral</td>
<td>Moderately important</td>
<td>Very important</td>
<td>Extremely important</td>
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</table>

### 3.2 Was your school part of the Australian Sustainable Schools Initiative (AuSSI- Tas).

- [ ] Yes
- [ ] No
- [ ] Not sure

### 3.3 Prior to the new Australian Curriculum and the Sustainability Cross-curriculum Priority (CCP), rate how well sustainability was integrated into teaching and learning in your school and provide examples where applicable.

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<th>Level of Sustainability Integration Rating</th>
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<td>3</td>
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<tr>
<td>4</td>
</tr>
<tr>
<td>X</td>
</tr>
</tbody>
</table>

Examples (Please provide explicit examples of integration)

### 3.4 In general I would rate our school’s success in implementing the sustainability CCP as:

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<thead>
<tr>
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<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Very Poor</td>
<td>Poor</td>
<td>Limited</td>
<td>Moderate</td>
<td>Good</td>
<td>Very good</td>
<td>Excellent</td>
</tr>
</tbody>
</table>

### 3.5 For each of the learning areas below, rate how well the Sustainability CCP is integrated into teaching and learning in your school and provide examples where applicable.

<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Level of Sustainability CCP Integration Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Arts</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Not at all Integrated</td>
</tr>
</tbody>
</table>

Examples (Please provide explicit examples of integration)

<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Level of Sustainability CCP Integration Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Not at all Integrated</td>
</tr>
<tr>
<td>Component</td>
<td>1</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---</td>
</tr>
<tr>
<td><strong>Health and Physical Education</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Languages</strong></td>
<td></td>
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<tr>
<td><strong>Mathematics</strong></td>
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<tr>
<td><strong>Science</strong></td>
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<tr>
<td><strong>Technologies</strong></td>
<td></td>
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<tr>
<td><strong>Humanities and Social Sciences</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Civics and Citizenship</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Economics and Business</strong></td>
<td></td>
</tr>
</tbody>
</table>

Examples (Please provide explicit examples of integration)
### Examples (Please provide explicit examples of integration)

<table>
<thead>
<tr>
<th>Geography</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>x</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Not at all integrated</td>
<td>Slightly Integrated</td>
<td>Moderately Integrated</td>
<td>Extensively Integrated</td>
</tr>
</tbody>
</table>

### Examples (Please provide explicit examples of integration)

<table>
<thead>
<tr>
<th>History</th>
<th>1</th>
<th>2</th>
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<th>4</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Not at all integrated</td>
<td>Slightly Integrated</td>
<td>Moderately Integrated</td>
<td>Extensively Integrated</td>
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</tbody>
</table>

### Examples (Please provide explicit examples of integration)

<table>
<thead>
<tr>
<th>Religious Education</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Not at all integrated</td>
<td>Slightly Integrated</td>
<td>Moderately Integrated</td>
<td>Extensively Integrated</td>
</tr>
</tbody>
</table>
PART D: Receptivity to Implementing the Sustainability CCP

The following questions relate to the receptivity of your school community to implement/ integrate the Sustainability Cross-curriculum Priority (CCP) across learning areas and school systems.
[This section has been adapted from a ‘Receptivity to Curriculum Change’ Instrument (Lee, 2000)]

Section I: Issues of concern associated with implementing the Sustainability CCP. (IV 1)

4.1.1 I am concerned that implementation of Sustainability cross-curriculum priority (CCP) may be compromised by focus on Numeracy and Literacy.

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<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree Strongly</td>
<td>Disagree Strongly</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
<td>Agree Strongly</td>
<td>Agree Very Strongly</td>
</tr>
</tbody>
</table>

4.1.2 I am concerned that implementation of Sustainability CCP may be compromised by standardised testing (i.e. NAPLAN).

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Disagree Strongly</td>
<td>Disagree Strongly</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
<td>Agree Strongly</td>
<td>Agree Very Strongly</td>
</tr>
</tbody>
</table>

4.1.3 I am concerned that the introduction of the Sustainability CCP will lead to less time being available for the teaching of key learning areas in the curriculum.

<table>
<thead>
<tr>
<th>1</th>
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<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree Strongly</td>
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<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
<td>Agree Strongly</td>
<td>Agree Very Strongly</td>
</tr>
</tbody>
</table>

4.1.4 I am concerned that most teachers in this school lack the knowledge and skills to implement the Sustainability CCP.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Disagree Strongly</td>
<td>Disagree Strongly</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
<td>Agree Strongly</td>
<td>Agree Very Strongly</td>
</tr>
</tbody>
</table>

Section II: Perceived school support for implementing the Sustainability Cross-curriculum Priority (CCP). (IV 2)

4.2.1 There are regular meetings in this school at which I can discuss the implementation of the Sustainability CCP.

<table>
<thead>
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<th>1</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Disagree Strongly</td>
<td>Disagree Strongly</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
<td>Agree Strongly</td>
<td>Agree Very Strongly</td>
</tr>
</tbody>
</table>

4.2.2 There is a knowledgeable senior teacher in this school who can offer advice regarding the implementation of the Sustainability CCP.
4.2.3 There is good support in the form of books, equipment, IT, and other teaching resources to implement the Sustainability CCP.

<table>
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<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree very Strongly</td>
<td>Disagree Strongly</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
<td>Agree Strongly</td>
<td>Agree Very Strongly</td>
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</tbody>
</table>

4.2.4 There are regular school-based professional learning opportunities for staff to learn more about integrating the Sustainability CCP into their teaching.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Disagree very Strongly</td>
<td>Disagree Strongly</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
<td>Agree Strongly</td>
<td>Agree Very Strongly</td>
</tr>
</tbody>
</table>

4.2.5 In my opinion the majority of teachers in this school support the integration and teaching of the Sustainability CCP.

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<tbody>
<tr>
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<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
<td>Agree Strongly</td>
<td>Agree Very Strongly</td>
</tr>
</tbody>
</table>

4.2.6 In my opinion the principal in this school supports the integration and teaching of the Sustainability CCP.

<table>
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<tr>
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<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
<td>Agree Strongly</td>
<td>Agree Very Strongly</td>
</tr>
</tbody>
</table>

4.2.7 The goals of the Sustainability CCP align with the educational philosophy of this school

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<tr>
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<td>Disagree Strongly</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
<td>Agree Strongly</td>
<td>Agree Very Strongly</td>
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</tbody>
</table>

4.2.8 The whole of organisation approach to sustainability in this school (e.g. systems, policies and practices) supports the implementation of the Sustainability CCP into teaching and learning.

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<tr>
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<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
<td>Agree Strongly</td>
<td>Agree Very Strongly</td>
</tr>
</tbody>
</table>

Section III: Perceived Other Support for Implementing the Sustainability Cross-curriculum Priority (CCP). (IV 3)

4.3.1 The 9 organising ideas of the Sustainability CCP, provided by ACARA, provide good guidance as to the essential knowledge, understandings, and skills of the CCP.
4.3.2 The guidance provided by ACARA on how sustainability CCP is embedded into the content descriptions of each learning area is useful.

<table>
<thead>
<tr>
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<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>Very Strongly</td>
<td>Disagree</td>
<td>Strongly</td>
<td>Neutral</td>
<td>Agree</td>
<td>Agree Very Strongly</td>
</tr>
</tbody>
</table>

4.3.3 In my opinion Education governing bodies (e.g. Tasmanian Department of Education, Catholic Education Service, Independent schools Tasmania, Tasmania Qual Authority) provide sufficient suggestions and assistance to help teachers acquire the skills and knowledge to implement the Sustainability CCP in this school.

<table>
<thead>
<tr>
<th>1</th>
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</thead>
<tbody>
<tr>
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<td>Very Strongly</td>
<td>Disagree</td>
<td>Strongly</td>
<td>Neutral</td>
<td>Agree</td>
<td>Agree Very Strongly</td>
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</tbody>
</table>

4.3.4 In my opinion other sustainability focused organisations in Tasmania provide adequate support for promoting Sustainability education in this school.

<table>
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<tr>
<th>1</th>
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<td>Strongly</td>
<td>Neutral</td>
<td>Agree</td>
<td>Agree Very Strongly</td>
</tr>
</tbody>
</table>

4.3.5 In my opinion the majority of parents in this school support the implementation and teaching of the Sustainability CCP.

<table>
<thead>
<tr>
<th>1</th>
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<th>3</th>
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<tbody>
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<td>Disagree</td>
<td>Strongly</td>
<td>Neutral</td>
<td>Agree</td>
<td>Agree Very Strongly</td>
</tr>
</tbody>
</table>
PART E: Staff Capability and Professional Learning Needs

The following questions relate to the capabilities and professional learning needs of staff in your school specifically related to the implementation / integration of the Sustainability Cross-curriculum Priority (CCP).

5.1 In general, I would rate the capability of staff across this school in relation to the implementation/integration of the Sustainability Cross-curriculum Priority (CCP) as:

<p>| | | | | | | |</p>
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<tr>
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<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Very Poor</td>
<td>Poor</td>
<td>Limited</td>
<td>Moderate</td>
<td>Good</td>
<td>Very good</td>
<td>Excellent</td>
</tr>
</tbody>
</table>

5.2 What are your biggest concerns related to the capability of staff across this school to implement/integrate the Sustainability CCP as?


5.3 What are the capability strengths of staff across this school in regard to implementing/integrating the Sustainability CCP?


5.4 In general, I would rate professional learning opportunities in relation to the implementation/integration of the Sustainability CCP as:

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
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<td>2</td>
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<td>Limited</td>
<td>Moderate</td>
<td>Good</td>
<td>Very good</td>
<td>Excellent</td>
</tr>
</tbody>
</table>

5.5 In which was do you develop your understanding of teaching learning related to sustainability? (please tick all that apply)

- [ ] Academic journals
- [ ] Books
- [ ] Conferences
- [ ] General Magazines
- [ ] Newspaper
- [ ] Professional practice publications

A PARTNERSHIP PROGRAM BETWEEN THE DEPARTMENT OF HEALTH AND HUMAN SERVICES AND THE UNIVERSITY OF TASMANIA

Version Feb 09
5.6 Please provide specific examples of useful professional learning opportunities related to the Sustainability CCP that you or a teacher from your school has participated in.

5.7 What professional learning would be helpful for you to more effectively implement the Sustainability CCP in your school?

PART G: Other Comments
If you have any other comments in relation to the implementation of the Sustainability CCP in this school please write them in the box below.

Thank you for taking the time to complete this survey. We greatly value and appreciate your participation. In order for the researchers to gain a more in depth perspectives into the implementation of the Sustainability Cross-curriculum Priority (CCP) in Tasmania we may wish to conduct a short (20min) semi-structured follow-up interview with principals and curriculum leaders.

If you are happy to participate in such an interview please check the appropriate box below

I consent to participate in a follow up interview [ ] YES or NO [ ]
If participants indicate YES, they will be directed to a second Qualtrics survey where contact details will be collected.
If they indicate NO, they will be directed out of Qualtrics and kindly thanked for their time and contribution to the study.

Email:
Appendix 8: Proposed Follow up Interview Schedule

The following interview schedule provides guidance for the secondary research phase in this project – qualitative interviews. It is expected that exact interview questions will emerge and evolve as the project progresses and the data from the phase one surveys is analysed. Any significant changes to this schedule will be notified by an ethics amendment.

Interview schedule

Theme One - School context
Tell us a bit about your school?

Theme Two – Personal perception / understanding of sustainability
Can you explain your understanding of sustainability more broadly?
Can you explain your understanding of education for sustainability?
What things have influenced your perceptions / understandings?
Can you explain your understanding of the sustainability CCP as it relates to your school?

Theme Three - Sustainability Integration in Learning Areas
How well do you think sustainability is embedded / integrated into learning areas in your school?
Please provide examples of where it is most strongly embedded.

Theme Four – Barriers and enablers to sustainability CCP integration
What do you perceive to be the most significant enablers to integrating the sustainability CCP?
What do you perceive to be the most significant barriers to integrating the sustainability CCP?

Theme Five – Capabilities and Professional learning needs
How do you perceive the capability of staff in your school to implementing / integrating the sustainability CCP into teaching and learning?
What professional learning needs to you identify in you school in relation to implementing / integrating the the sustainability CCP in your school?
Appendix 9: Letter of endorsement from CES

28 February 2013

Dr Janet Dyment
Janet.dyment@utas.edu.au

Dear Janet and Allen

Thank you very much for the opportunity to meet with you both on February 13 2013 to discuss your research entitled “Investigating the Implementation of the Sustainability Cross-Curricular Priority in Tasmanian Schools K-12”.

We are pleased to support your research and look forward to working with you.

Yours sincerely

[Signature]

Dr Trish Hindmarsh
Director
Appendix 10  Letter of endorsement from IST

E-mail correspondence, Sent 24/02/2013 08:44

Dear Janet and Allen,
Thank you very much for the opportunity to meet with you both on February 13 to discuss your research entitled “Investigating the Implementation of the Sustainability Cross-Curricular Priority in Tasmanian Schools K-12.” We are pleased to support your research and look forward to working with you.
Kindest regards

Terese

Terese Phillips
Manager Education Services
Independent Schools Tasmania

(PO Box 616 Sandy Bay 7006 Tas)
Ph: (03) 6224 0125 Fax: (03) 6224 0174
Mobile: 0408 921 746