

Index

- action research project, 311–13
- active citizenship, 78
- Adams, S., 149
- adults
 - and children playing in nature, 46–7
 - See also* parents
- affective knowing, 47
- agency, sense of, 43, 48
- Ahmed, Sara, 129
- animal welfare groups, 155
- animation software, 152
- Apology to Australia’s Indigenous Peoples, 128
- Ärlemalm-Hagsér, E., 48, 257
- artefacts (organisational), 66, 67
- artists
 - exposure to, 221
- arts, 210
 - and sustainability, 210–13, 215–16
 - and sustainability in practice, 216–22
 - and teacher education, 213–16
- assumptions (organisational), 67
- Attention Restorative Theory, 42
- Australia, ecological footprint, 13
- Australian Association for Environmental Education (AAEE), 101
- Australian Childhood Foundation, 165
- Australian Curriculum Corporation, 147
- Australian Early Development Index, 165
- Australian Koala Foundation, 155
- Australian Psychological Society (APS), 304
- Australian Research Alliance for Children and Youth, 163
- Australian Science Teachers Association, 101
- Australian Seabird Rescue Association, 155
- Ava’s bird project, 218–22
- Banksy, 210
- Barrera, I., 117
- Bartlett, S., 15
- Beck, U., 35
- Bell, A. C., 178
- Bell, S., 291
- Belonging, Being and Becoming: The Early Years Learning Framework for Australia*, 21, 138, 139, 148
- Berger, Melvin, 82
- Bethel, Ellie, 232
- Beyond the Kindy Gates, 83–5
- biocentric worldview, 38
- biodiversity, 12
- bird project, 218–22
- blogs, 157
- Bonnett, M., 16, 47
- books
 - creating class, 89–90, 239, 240, 284
 - use of, 218, 220, 230, 235
- Borradaile, L., 43
- Bowers, C. A., 135
- Bredeson, P. V., 60
- Bronfenbrenner, U., 167

Index

- Brown, Lester, 9
- Brundtland Report, 9, 17
- Bryan, V. C., 127
- Buchanan, J., 296
- Burnett, B., 130
- bush excursions, 46
- cameras, digital, 153
- Campus Kindergarten, 77
 - Board of Management, 58, 59
 - career planning, 71
 - description of, 57–8
 - education philosophy, 58
 - and families’ involvement, 58, 60
 - Gibson, Megan at, 56, 58, 59, 63, 71
 - as learning organisations, 65
 - lifeworld, 69
 - litterless lunch program, 62
 - organisational change, 73
 - organisational culture, 66, 68, 72
 - professional development, 70
 - staff at, 59, 63, 68, 77
 - staff retreats, 59–60
 - succession planning, 71
 - Sustainable Planet Project, 55, 60–2, 68, 72, 310
 - waste management, 82–3
- capacity building, 310
- career planning, 70, 71
- carers
 - teachers as, 107
- caring, 107–8
- Carr, Jan, 197
- Carson, Rachel, 46
- change
 - cultural change, 306–9
 - educational, 305–6
 - as engineering model, 305
 - envisioning, 19
 - mainstreaming approach, 304
 - organisational, 72–3, 306
 - resistance to, 305
 - scaling-up approach, 304
 - system-based approach, 305, 307, 309, 311
- Chard, S., 227
- Chawla, L., 37, 46, 47, 48, 221, 240
- chemical use
 - whole-centre practices, 87
- Cheongju City Hall, 281
- child development
 - and environment, 163
 - importance of early years, 167–8
 - integrated systems, 179–80
 - and nature, 175–80
 - sensory, 43
 - socio-ecological model, 167–8
 - and working partnerships, 169
- Child Friendly City (CFC), 180–1
- childcare centres
 - in Korea, 277–7
- childhood
 - changing ecology of, 163–6
- children
 - of developed nations, 14
 - drawings by, 211, 212, 218, 238
 - erosion of connections with nature, 38, 42
 - erosion of playtime, 39
 - and food learning, 195–6
 - health of, 164, 167–8
 - and ICT use, 40, 146–8
 - impact of global warming, 15
 - learning, 23
 - malnutrition among, 15
 - mental health, 165–6
 - and nature, 270
 - and participation, 110
 - playing in nature, 44–8
 - rights of, 25, 58, 110

Index

- and risk in play, 40
- and sustainability, 14–16
- and technology, 40
- in urban settings, 14
- voices of, 109
- vulnerability of, 164
- children in detention
 - drawings by, 211
- Children and Nature Network, 38, 101
- Children’s University of Manchester, 156
- cities, child-friendly, 180–1
- cleaning
 - websites, 101
 - whole-centre practices, 87
- Clements, R., 39
- climate change, 8
 - and developing countries, 11
 - and health, 164–5
 - and urbanisation, 15
- Clough, P., 290, 293
- co-constructing working theories, 115–16
- codes of ethics, 104
- cognitive knowing, 47
- collaborative ICT resources, 151, 157–8
- collage technique, 218, 219
- communication, 117, 290
- community
 - excursions into, 46
 - gardens in schools, 177–8
 - participation in, 118–20
 - teaching and learning possibilities, 88–92
- composting, 62, 82–3
- computers. *See* information and communication technologies (ICT)
- concept maps, 153
- Conley, E., 127
- connect with nature/community
 - teaching and learning possibilities, 88–92
 - whole-centre practices, 93
- Contribution of Early Childhood Education for a Sustainable Society*, 21
- Convention on the Rights of the Child, 25, 26, 110, 254
- Cooke, Sue, 162, 304
- cooling, 86
- Corso, R., 117
- Coulter, J., 36
- Council for Aboriginal Reconciliation, 134
- creative thinking, 78
- creek excursions
 - parent guidelines, 100
 - risk–benefit analysis, 98
 - risk management, 84
- critical reflection, 19, 78
- critical thinking, 19
- cubby houses, 43
- culture
 - and leadership, 65–6
 - See also* Indigenous cultures
- Cummins, M., 149
- curriculum
 - health-promoting early childhood settings (HPEC), 171–5
 - incorporating Indigenous cultures, 132–4, 137–9
 - integrated, 78
 - negotiated and emergent, 78
 - New Zealand, 116
 - online projects, 158
 - Sweden, 252, 254–5
 - United Kingdom, 290
 - and working partnerships, 169
- cycles-of-food. *See* sustainable cycles-of-food framework
- cycles of growth, 293

Index

- Dahlbeck, J., 256
- Dahlberg, G., 105
- Davis, Julie M., 24, 25, 80, 126, 216, 293, 301, 303
- decision making, 109, 178
 - participation in, 19
- democracy, 78
- Department of the Environment, 101
- Derman-Sparks, L., 132
- Derr, V., 37, 47
- Dewey, John, 225
- dialogue, 117
- differences, 117, 127
- Dighe, J., 47
- digital cameras, 153
- Discovering Wildlife at Kenmore West*
 - Kindy* book, 89–90
- distributive leadership, 64
- drawings, 214
 - by children, 211, 212, 218, 238
- Drayson, R., 291
- Duhn, I., 292
- Dyment, J. E., 178
- Early Childhood Australia, 101
- early childhood education
 - creating change within, 302–3
 - dimensions of rights for, 25–6
 - in Japan, 265
 - in Korea, 277–7
 - nature-based activities, 267–8
 - and play in nature, 44
 - and sustainability, 126
 - in United Kingdom, 289–95, 296
- early childhood education and care (ECEC) centres
 - Campus Kindergarten, 57
 - leadership in, 65
 - and neighbours, 118
 - professional development, 70
 - promoting health in, 171–5
 - relationships within, 65
 - whole-centre organisation and management possibilities, 94–5
 - whole-centre practices, 86–8, 93
 - See also* nursery centres in Japan; preschools in Sweden
- early childhood education for sustainability (ECEfS)
 - and arts, 217
 - and Australian policy, 21–1
 - curriculum/program, 80
 - elements of, 79–80
 - and essentialism, 132–4
 - ethical principles, 104, 106–12
 - importance of, 22–3
 - as international movement, 8
 - and Kenmore West Kindergarten (KWK), 79–80
 - model of, 79
 - pedagogical approaches, 104
 - pedagogies for, 113–20
 - philosophy/culture, 80
 - physical environment, 79
 - in practice, 135–7
 - professional organisations that support, 101
 - and reconciliation, 125, 129, 130, 131–9
 - research, 21, 302–3
 - research strategies, 303–4
 - role for, 20–1
 - scope and potential, 126–8
 - in Sweden, 256, 261
 - as transformative education, 23–5
 - in United Kingdom, 292, 294, 295
 - what is it?, 22
 - whole-centre organisation and management possibilities, 94–5
 - whole-centre practices, 86–8, 93

Index

- early childhood education for
 - sustainability (ECEfS) programs
 - Ava’s bird project, 218–22
 - creek excursions, 83–5
 - Discovering Wildlife at Kenmore West*
 - Kindy* book, 89–90
 - egg project, 257–61
 - Indigenous art projects, 90–2
 - litterless lunch program, 62
 - Sustainable Planet Project, 55, 60–2, 68, 72, 310
 - Where Does All the Garbage Go?* book, 82–3
 - whole-centre practices, 86–8, 93
 - See also* teaching
- early childhood education policy
 - and sustainability, 137–9
- early childhood educators. *See* teachers
- Early Childhood Environmental Education Network (NSW), 101
- Early Sustainability Network (Queensland), 101
- Early Years Foundation Stage (EYFS), 290
- Early Years Learning Framework, 41
- Earth
 - history of, 35
 - life on, 9
- Earth Charter, 11
 - pillars of sustainability, 11
 - principles of, 78
- Earth Charter Initiative, 101
- Earth Day* (game), 234
- ECEfS. *See* early childhood education for sustainability (ECEfS)
- Eckersley, R., 163
- ECO SMART tool, 191
- eco-justice framework, 135
- ecological footprint, 13
 - Australia, 13
 - measure, 13–14
- Ecological Footprint Calculators (EFCs), 215–16
- ecological worldview, 268
- ecology of childhood
 - changing, 163–6
- ecosystems, 35
- education
 - about the environment, 18, 24
 - for the environment, 18, 24
 - in the environment, 24
 - and ICT use, 150–1
 - shifts in, 16
- education for sustainability (EfS)
 - and access to early education, 8
 - and ICT, 151–8, 159
 - case study, 257–61
 - characteristics of, 19
 - and children in nature, 47–8
 - collaborative ICT resources, 151, 157–8
 - evolution of, 18
 - and health promotion, 179–80
 - implementing, 72–3
 - passive ICT resources, 151, 154–7
 - research, 256–7
 - socially transformative approach, 18–19
 - in Sweden, 255–7
 - teacher-facilitator approach, 244
 - term discussed, 118
 - unconnected ICT resources, 151, 152–4
 - what is it?, 16–17
- education for sustainable development (ESD)
 - in Korea, 277–9, 285–6
 - in United Kingdom, 289–95, 296
- educational change
 - models of, 305–6
- educators. *See* teachers
- EfS. *See* education for sustainability (EfS)

Index

- egg project, 257–61
- Elliott, Sue, 32, 177, 305
- Emotion Coaching, 295–5
- emotional health, 176–7
- empowerment, 23
- energy conservation
 - websites, 101
 - whole-centre practices, 86
- environment
 - and health, 163, 164–5, 175–80
 - physical, 79
- environment project
 - after the project, 241, 242–4
 - culminating phase, 238–41
 - introductory phase, 227–32
 - synthesising phase, 232–8
- environmental education (EE), 17
 - history of, 18
 - in Japan, 265–6, 269–73
- Environmental Education in Early Childhood (Victoria), 101
- environmental groups, 155, 156
- environmental reconciliation, 130–1
- environmental stress, 165
- envisioning, 19
- Erlich, Paul, 36
- essentialism, 132–4
- ethical principles, 104, 106, 112, 120
 - caring, 107–8
 - hope, 111–12
 - listening, 108–9
 - participation, 110–11
- ethics
 - of teaching, 104–6
- evolution, 36, 37
- excursions, 46
 - creek, 83–5, 100
- families
 - and food learning, 204
 - involvement with Campus Kindergarten, 58, 60
- Farrell, J., 306
- Felderman, C. B., 149
- Fell, L., 37
- Ferreira, Jo-Anne, 301
- Fien, J., 118
- Fjortoft, I., 43
- flags, 114
- Flanders Cushing, D., 240
- Flickr, 155
- food
 - as context, 188
 - food as, 192–3
 - food is, 190–2
 - partaking of, 202–3
 - preparing, 202–2
 - processing, 201, 203–4
 - producing, 200
 - purchasing, 201
 - sources of, 33
- food first, 188, 189
- food learning, 189, 191
 - collaboration with children, 195–6
 - engagement by teachers, 194–5
 - and families, 204
 - foundations, 204
 - in, about, for and more, 189, 193–4, 205
 - in Japan, 270–3
 - prep-a-food-a-day approach, 196–7
 - Redcliffe Children’s Centre, 293
 - routines, 196, 202
 - six P steps, 195–6, 198, 200–4
 - sustainability model, 195–6
 - See also* sustainable cycles-of-food framework
- food-cycle learning experiences, 197

Index

- foodways, 188, 191, 192
- footprints. *See* ecological footprint
- Forest Kindergarten Network, 274
- Fritze, J., 112
- Fullan, M., 59, 65, 72, 305, 310
- games, 156, 234
- garbage, 82–3
- gardens, 46, 176, 177–8
 - producing foods, 200
- Gardner, H., 87
- generational amnesia, 35
- Gibson, Megan, 55
 - at Campus Kindergarten, 56, 58, 59, 63, 71
- Gill, Tom, 40, 78, 84
- global financial crisis, 9
- global footprint, 13
- global warming, 8
 - impact on urban children, 15
- Goldsworthy, Andy, 213
- Google Earth, 154
- Gore, Al, 159
- Gothenburg Recommendations on Education for Sustainable Development*, 21
- Graham, M., 127
- graphing software, 153
- green cleaning
 - websites, 101
 - whole-centre practices, 87
- green growth education, 278–9
- Green, Jen, 232
- greened schools (United States), 177
- guardianship, 108
- Guided Learning Approach, 219
- Hägglund, S., 256
- Hallet Cove Preschool (South Australia), 153
- Hanson-Young, Sarah, 211
- Hargreaves, A., 305
- Harris Helm, J., 226, 236, 237, 239
- Hart, R., 110
- Hayward, B., 198
- health
 - and climate change, 164–5
 - and environment, 163, 164–5
 - holistic view, 170
 - importance of early years, 167–8
 - and natural environments, 175–80
 - social and emotional, 176–8
 - spiritual, 178
 - See also* mental health
- health-promoting early childhood (HPEC)
 - settings, 171–5, 179
- health-promoting schools (HPS), 171–5, 179
- health promotion, 170
 - and Efs, 179–80
- heating, 86
- Herrwagen, J. H., 43
- Hofferth, S. L., 39
- holistic approach, 19
- Holmgren, David, 195
- Homerton Children’s Centre, 150
- hope, 111–12
- Hopkins, Rob, 181
- Howard Government, 134
- hubs (systems theory), 310–11
- Huggins, J., 135
- human rights, 134
- humans
 - relationships with nature, 35–8
- images
 - child-appropriate, 155
- imagination, 221
- Indigenous art, 210
- Indigenous art projects, 90–2

Index

- Indigenous Australians
 - connection with the land, 37
 - connections with, 79
 - dispossession of, 128
 - history of, 134
 - and local history, 137
 - Rudd Government’s Apology to, 128
- Indigenous cultures
 - incorporating into curriculum, 132–4, 137–9
 - and non-Indigenous educators, 133–4, 136
- industrialisation, 15
- information and communication
 - technologies (ICT), 146, 148
 - changes in, 148–9
 - child-appropriate, 149, 155
 - child-friendly, 149–51
 - children’s use of, 40, 146–8
 - collaborative EfS resources, 151, 157–8
 - educational uses, 150–1
 - and EfS, 151–8, 159
 - passive EfS resources, 151, 154–7
 - unconnected EfS resources, 151, 152–4
 - use of, 146–8
- information overload, 291
- Inoue, Michiko, 304
- interdisciplinary learning, 113–14
- Intergovernmental Conference on Environmental Education, 17
- Intergovernmental Panel on Climate Change (IPCC), 8
- Japan
 - early childhood education, 265
 - environmental education (EE), 265–6, 269–73
 - food learning in, 270–3
 - nature education, 267–8
 - playspaces in, 267, 269–71, 274
 - teachers, 265
- Jenkins, K., 244
- Johansson, E., 256
- Johnson, L., 149
- Jordan, Chris, 212
- journal writing, 150
- Kahn, P. H. J., 35, 40
- kaitiakitanga*, 107–8
- Kaplan, K., 42
- Kaplan, S., 42
- Katz, L., 226, 236, 237, 239
- Kellert, S. R., 35, 38
- Kenmore West Kindergarten (KWK), 77
 - Beyond the Kindy Gates, 83–5
 - creek excursions, 83–5
 - culture of, 79
 - Discovering Wildlife at Kenmore West Kindy* book, 89–90
 - and early childhood education for sustainability (ECEfS), 79–80
 - Indigenous art project, 90–2
 - Maran Gaarrimay, 90–2
 - Where Does All the Garbage Go?* book, 82–3
- Kent, G., 190
- KidsMatter Early Childhood mental health program, 174
- Kindergarten Union, 87
- kindergartens
 - in Korea, 277–7
- KinderKids website (by Maria Knee), 157–8
- Kingsolver, B., 34
- Kinsella, R., 87
- Kirkby, M., 43
- kitchen gardens. *See* gardens
- Knee, Maria
 - KinderKids website, 157–8

Index

- Korea
 - early childhood education, 277
 - education for sustainable development (ESD), 277–9, 285–6
- Kotter, J., 312
- Krogh, E., 39
- Kwansei-Gakuin Seiwa Kindergarten, 269–71
- Kwaymullina, B., 37
- land
 - Aboriginal connection with, 37
- Lang, J., 18
- Lawes, H., 147
- leadership, 63, 65, 73
 - and culture, 65–6
 - in learning organisations, 64–5
 - staff as leaders, 65
 - and staff relationships, 65
 - for sustainability, 63–4
 - types of, 64
- learning
 - interdisciplinary, 113–14
- learning objects and simulations, 153
- learning organisations, 64–5
- Lekies, K. S., 46
- Lester and Clyde*, 232, 234
- lifeworld, 69
- listening, 108–9
- litterless lunch program, 62
- Little Green Steps, 101
- Lloyd, Margaret, 145
- local history
 - and Indigenous Australians, 137
- localvores*, 199
- Logan, H., 146
- Louv, R., 38
- Mackey, G., 119
- MacNaughton, G., 23, 244
- Maebong Park Project, 279–80
 - beginning stage, 280–1
 - problems repaired, 282
 - reporting problems, 281
 - respect for, 282–4
- Malaguzzi, L., 65
- Maller, C. J., 178
- malnutrition, 190
 - among children, 15
- Maori
 - and caring, 107–8
- Maran Gaarrimay, 90–2
- marginalisation, 125
- Marrinan, Amanda, 158
- Marsh, J., 153
- Maturana, H., 37
- McArdle, F. A., 130, 212
- McCrea, Nadine, 187
- McKibben, B., 36, 40
- McMichael, T., 14
- mental health, 165–6, 177–8
 - nurturing resilience, 166
 - and wellbeing, 42
- Metzger, Steve, 230
- Mia, T., 37
- Miller, Melinda, 124, 304
- MindMatters, 172
- Montessori, M., 44
- Moore, D., 43
- Morgan, S., 37
- Moss, P., 27, 105, 113
- Mulcahy, Peter, 90
- Munoz, S., 37
- Museum of Science, Boston, 156
- NASA, Welcome to the Planets (website), 154
- National Curriculum for the Preschool (Sweden), 253, 255
- National Healthy Schools Standard (NHSS), 174

Index

- National Quality Framework (NQF), 137
- National Quality Standard (NQS),
 - 21, 191
- natural disasters, 156
- natural elements, 34, 45
- natural materials, 44, 45
- natural physical world, 34
- nature
 - and children, 270
 - and children’s health, wellbeing,
 - 175–80
 - children playing in, 44–8
 - erosion of children’s connections with,
 - 38, 42
 - as human construct, 34–5
 - outdoors, 43
 - relationships with humans, 35–8
 - and stress reduction, 177
 - teaching and learning possibilities,
 - 88–92
 - what is it?, 34–5
- Nature Action Collaboration for Children,
 - 101
- nature diary, 33, 218
- nature education
 - in Japan, 267–8
- nature hunts, 230
- neighbours, 118
- Nesse, R. M., 36
- New South Wales Early Childhood
 - Environmental Education
 - Network, 101
 - ECO SMART tool, 191
- New Zealand
 - early childhood curriculum, 116
- non-Indigenous educators
 - and Indigenous cultures, 133–4, 136
- non-Indigenous people
 - and essentialism, 132
- Nordström, H. K., 130
- nursery centres in Japan, 270–3
- Nutbrown, C., 290, 293
- nutrition, 176, 191
- O’Gorman, Lyndal, 209, 216
- O’Shaughnessy, A., 296
- Odegaard, E., 196
- Okjong Ji, 279
- Oliver, Narelle, 218, 220
- online curriculum projects, 158
- open-ended software, 152
- Organisation for Economic Co-operation
 - and Development (OECD), 265
- organisational change, 72–3
 - Campus Kindergarten, 73
- organisational culture, 66–8
 - Campus Kindergarten, 66, 68, 72
 - elements of, 67
 - and leadership, 65–6
 - and lifeworld, 69
 - and staff motivation, 68
- organisations
 - artefacts, 66, 67
 - basis assumptions, 67
 - learning, 64–5
 - values of, 66, 67, 73
 - websites, 101
- Orians, G. H., 43
- Ornstein, Robert, 36
- Orr, David, 18
- Ottawa Charter for Health
 - Promotion, 170
- Papua New Guinea (PNG), 8
- parent guidelines
 - creek excursions, 100
- parents
 - and child development, 169
 - and playgrounds, 231
 - See also* adults

Index

- parks
 - reporting problems in, 281–2
 - respect for, 282–4
- participation, 110–11, 290
- partnerships
 - building, 19
- passive ICT resources, 151, 154–7
- Patches of Green*, 125
- pedagogical approaches, 104
 - building respectful relationships, 116–18
 - co-constructing working theories, 115–16
 - communities of action, 118–20
 - interdisciplinary learning, 113–14
 - and play in nature, 44–7
- pedagogy, 112–13
- peer mentoring project, 295
- penguins, 116
- permaculture, 195
- Petrie, P., 113
- Phillips, J., 131
- physical activity, 176
- Picasso, Pablo
 - Guernica*, 210
- pigs, 272–3
- place
 - sense of, 43, 48
- Planet Ark, 101
- planners
 - garden to table, 200
- planning sessions, 70
- play
 - erosion of outdoor, 38, 39, 42
 - and health, 176–7
 - with/in nature, 44–5
 - opportunities for, 43
 - outdoors, 43
 - risk in, 40
- playspaces, 176–7
 - access to, 39
 - in Japan, 267, 269–71, 274
 - misperceptions about, 41–2
 - natural, 42, 43, 45–6, 89
 - and reclaimed materials, 291
 - redesigning, 230–1
 - role of adults, 46–7
- playtime
 - erosion of, 39
- policy
 - and education for sustainability (EfS), 21–1
- Pollan, Michael, 190, 193
- poverty, 12–13, 16
- practice study (Jissen Kenkyu), 272
- Pramling Samuelsson, I., 256, 288
- Pratt, Robert, 12, 63, 76
 - philosophy, 77–80
- prayer flags, 114
- preschools in Sweden, 252–3
 - access to, 253
 - characteristics of, 254
 - child-oriented approach, 255
 - view of the child, 254
- professional development, 69–70
 - centre-based, 70
- Project Approach, 226–7
 - culminating phase, 227
 - introductory phase, 227
 - synthesising phase, 227
 - Transformative, 242–6
 - See also* environment project
- public health, 10
- QR codes, 280, 281, 282, 284
- Queensland Early Sustainability Network, 101

Index

- rainforests, 236–8
- rainwater
 - collecting, 119
- Rathgeber, H., 312
- real-work projects, 45
- reciprocity, 117
- reclaimed materials, 291
- reconciliation, 126
 - and ECEfS, 125, 129, 130, 131–9
 - in environmental framework, 130–1, 134
 - practical, 134–5, 138
 - in practice, 135–7
 - processes of, 128–30
 - and sustainability, 128–31
- recycling, 82–3, 102, 232–6
- Redcliffe Children’s Centre, 293
- refuse reduction, 62
- Reggio Emilia, Italy, 65
- Reid, A., 303
- relationships
 - with adults, 46
 - building respectful, 116–18, 290
 - and early childhood education for sustainability (ECEfS), 118
 - human and nature, 35–8
 - leadership and staff, 65
 - nurturing, 294
- research
 - practical strategies, 303–4
 - role of, 302–3
 - in Sweden, 256–7
- resource management
 - teaching and learning possibilities, 81–5
 - whole-centre practices, 86–8
- resources
 - collaborative ICT resources, 151, 157–8
 - passive ICT resources, 151, 154–7
 - reclaimed, 291
 - teacher-developed, 153
 - unconnected ICT resources, 151, 152–4
- responsiveness, 117
- restorative places, 42
- rights of the child, 25, 58, 110
- Rinaldi, C., 109, 115
- risk
 - in play, 40
 - reducing, 168
- risk–benefit analysis, 84, 98
- risk management, 84
- Rivkin, M., 37, 39
- routines, 196, 202
- RSPCA, 155
- rubbish, 84, 283
- Rudd Government, Apology to Australia’s Indigenous Peoples, 128
- Russell, D., 37
- safety
 - in play, 40
- Sandberg, A., 257
- Sandberg, J. F., 39
- Scandinavia, 176
- Schein, E., 65, 66
- Schön, D. A., 129
- schools
 - community gardens, 177–8
 - promoting health in, 171–5
- Scott, W., 303
- Selby, C., 139
- Senge, P. M., 64
- sensory development, 43
- Sergiovanni, T. J., 66, 69, 72
- shared leadership, 64
- Sharpe, S., 15
- Shirley, D., 305
- Shiva, Vanada, 13
- Short, D., 128

Index

- Simonstein Fuentes, S., 107
- Sims, M., 190
- Siraj-Blatchford, J., 111, 288
- six P steps, 195–6, 198
 - partaking of food, 202–3
 - preparing food, 202
 - processing food, 201
 - processing food waste, 203–4
 - producing food, 200
 - purchasing food, 201
- Skar, M., 39
- Skerman, P., 137
- skills, 48
- Smith, K., 288
- Sobel, D., 43
- Social and Emotional Early Development Strategy (SEEDS), 173
- social and emotional health, 176–8
- software, 149
- solastalgia, 166
- Southall Early Years Education Centre, 150
- spreadsheets software, 153
- Spina, N., 212
- spiritual health, 178
- staff, 73
 - at Campus Kindergarten, 59, 63, 68, 77
 - as leaders, 65
 - motivation of, 68
 - relationships and leadership, 65
- staff meetings, 70
- staff retreats, 59–60, 70
- Stanley, Fiona, 15
- Statement on Sustainability for All Queensland Schools*, 10
- Stern, Nicholas, 10
- Student Teacher Charter for Education for Sustainability, 313
- Stuhmcke, Sharon, 225
 - reflections, 242–4
 - sub-systems, 307
- succession planning, 71
- Surim Kindergarten, 279
- sustainability
 - and the arts, 210–13, 215–16
 - and arts in practice, 216–22
 - and children, 14–16
 - culture of, 79
 - and early childhood education, 126
 - and early childhood education policy, 137–9
 - frame of mind, 48
 - leadership for, 63–4
 - and reconciliation, 128–31
 - and teachers, 127
 - term discussed, 10–12
 - what is it?, 9–14
 - See also* education for sustainability (Efs)
- Sustainability and Environmental Education (SEEd), 292
- sustainable cycles-of-food framework, 195–6
 - partaking of food, 202–3
 - practical activities, 199–200
 - preparing food, 202
 - processing food, 201
 - processing food waste, 203–4
 - producing food, 200
 - purchasing food, 201
 - rationale and values, 197–9
- sustainable development, 10
 - four dimensions of, 10
- sustainable economies, 13
- sustainable living, 10
- Sustainable Planet Project (SPP), 55, 310
 - establishment of, 60–2
 - and organisational change, 72
 - and organisational culture, 68
- Sustainable Schools Programme, 292

Index

- Sweden
 - curriculum, 252
 - early childhood education for
 - sustainability (ECEfS), 256, 261
 - education for sustainability (EfS), 255–7
 - national curriculum, 254–5
 - preschools in, 252–5
 - research, 256–7
 - view of the child, 254
- system-based approach to change, 305, 307, 309, 311
- systemic thinking, 19
- systems, 307–9
 - hierarchical levels, 307, 309–10
 - hubs, 310–11
 - interactions among elements, 309
 - in practice, 311–13
- systems mapping, 310
- systems theory, 304, 305
- Tallberg Broman, I., 256
- taste, 191
- Tbilisi Declaration, 17
- teacher education, 311–13
 - and the arts, 213–16
- teachers
 - as carers, 107
 - confidence of, 214
 - and food learning, 194–5
 - and Indigenous cultures, 133–4
 - in Japan, 265
 - and sustainability, 127
 - in United Kingdom, 290
- teaching
 - connect with nature/community, 88–92
 - ethics of, 104–6
 - and learning possibilities, 80–5, 88–92
 - resource management, 81–5
 - roles and strategies, 114, 115–16, 117–18, 119–20
- team building, 59
- technology. *See* information and communication technologies (ICT) and children, 40
- Temple, Lannis, 211
- Thelning, K., 147
- Thomas, L., 16
- Tilbury, D., 19, 118
- Timberlake, L., 16
- time scales, 36
- Tomioka-nishi Nursery Centre, 270–3
- transactional leadership, 64
- transdisciplinary approach, 17
- transformation
 - achieving, 19
- transformational leadership, 64
- transformative education, 18–19
 - early childhood education for
 - sustainability (ECEfS) as, 23–5
- Transformative Project Approach, 242–6
- Transition Town (TT) movement, 181
- Tranter, P., 15
- unconnected ICT resources, 151, 152–4
- UNESCO, 101, 147
 - Education for Sustainable Development
 - initiative, 287, 288
 - four dimensions of sustainable development, 125
- United Kingdom
 - early childhood education, 289–95, 296
 - early childhood education for
 - sustainability (ECEfS) in, 292, 294, 295
 - education for sustainable development (ESD), 289–95, 296
- United Nations, 180, 191
 - Child Friendly Cities Initiative, 180
 - Convention on the Rights of the Child, 25, 26, 110, 254

Index

- Global Sustainable Development Report*, 12–13
- United Nations Children’s Fund (UNICEF), 163
- Children in an Urban World*, 14
- United Nations Decade of Education for Sustainable Development (UNDESD), 19
 - beyond, 19–20
- United Nations Earth Summit
 - Agenda 21 Report, 105
- United States
 - greened schools, 177
- universities, 313
- University of Queensland, Brisbane, 57
- urbanisation, 14–15
- Vaealiki, Sue, 119
- values
 - organisational, 66, 67, 73
- Vasquez, V. M., 149
- video productions, 153
- virtual tours, 156
- visual journals, 218
- voices of children, 109
- VoiceThread, 149
- Walker, K., 112
- Warming, H., 109
- waste management, 62
 - processing food, 203–4
 - Where Does All the Garbage Go?* book, 82–3
- water conservation
 - collecting rain, 119
 - websites, 102
 - whole-centre practices, 86
- water pollution, 232–6
- water quality, 12
- waterfall model, 232, 235
- Web 2.0 learning, 157–8
- websites, 101
 - organisations, 101
 - passive ICT resources, 154–7
 - professional organisations, 101
 - selection of, 155
- Welcome to the Planets (website), 154
- wellbeing, 165–6
 - and mental health, 42
- Wells, M. N., 46
- Western standpoint on development, 127–8
- whales, 38
- Where Does All the Garbage Go?* book, 82–3
- whole-centre practices
 - connect with nature/community, 93
 - resource management, 86–8
- wilderness, 34
- Williams, G., 23, 36, 244
- Wilson, E. O., 37
- Woodhead, M., 107
- working partnerships, 169
- World Commission on Environment and Development, 9
- World Health Organization (WHO), 170
- World Organisation for Early Childhood Education, 101
- World Wide Fund for Nature, 155
- Wortman, D., 19
- Wright, S., 219, 231
- Zevenbergen, R., 146