



Curious and Curiouser Questions

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Cheshire Cat: Oh, by the way, if you'd really like to know, he went that way.

Alice: Who did?

Cheshire Cat: The White Rabbit.

Alice: He did?

Cheshire Cat: He did what?

Alice: Went that way.

Cheshire Cat: Who did?

Alice: The White Rabbit.

Cheshire Cat: What rabbit?

Alice: But didn't you just say — I mean — Oh, dear.

Cheshire Cat: Can you stand on your head?

Alice: Oh!

(Carroll, 1865, *Alice's Adventures in Wonderland*)

The second issue of the *Australian Journal of Environmental Education* (for 2011) raises curious and curiouser questions and issues pertaining to teacher education, environmental ethics, the Australian national curriculum, secondary education, tourism, place, small business, climate change, Indigenous Australians, Greg Bateson, Monsanto and economic growth. While highly relevant to environmental education and its research, this issue draws attention to the transdisciplinary breadth of the field/s and the ever-evolving questions, problems and enquires impending (which sometimes speak to each other and sometimes not).

Preston's article (page 1) opens this issue by bringing to the fore challenging issues about the 'wash-out effect' of teacher education that habitually occurs once beginning teachers become immersed into schools. She does so by drawing on interviews with graduates from an Outdoor and Environmental Education course to explore the ways in which their environmental ethics changed since leaving university. Her article is framed within two alternative readings of graduates' experiences. In the first reading Preston identifies a 'plateauing' of graduates' engagement with environmental practices and in a second reading (framed by Foucault's theory of power and ethics) she discerns acts of 'tactical' resistance.

Kennelly, Taylor and Serow (page 11) follow with a timely article about the developing Australian curriculum and its interpretation and representation of sustainability. They aptly identify that 'sustainability' is unconvincingly represented in the curriculum and is not visible in the associated standards. They warn that a potential side effect of this omission could result in a further faux pas of sustainability in teacher education and qualification at all levels. In gauging what is happening at the coalface, the authors share the experiences of five novice primary teachers in teaching/learning Education for Sustainability (EfS) in light of current curriculum and policy developments.

Prabawa-Sear and Baudains (page 21) shift the discussion to secondary students' experiences. They present the findings of a small-scale study focused on Year 11 and 12 practical geography students' opinions on the relationship between their environmental attitudes and behaviours, and potential barriers and motivators to environmentally responsible behaviours. A combined-methods approach was applied incorporating a survey and focus groups. Conclusions are drawn regarding significant barriers to specific environmental behaviours for high school students and how environmental education programs could be designed and delivered more effectively in secondary schools.

North and Garrett (page 31) move the conversation in quite a different direction with a focus on tourism and its environmental impacts in Aotearoa/New Zealand. In doing so, they focus on place-based approaches in combating social and environmental myopia. Drawing on the 'Leave No Trace' program/campaign, the authors discuss tensions and expansions associated with place-based and cosmopolitan approaches. In turn, the authors propose a bifocal local/global approach to enhance the effectiveness of environmental education.

Redmond and Walker (page 40) shift the discussion again to small business and environmental education. As the authors identify, little is known about the environmental activities of small business owner-managers and related environmental education needs. The authors asked pertinent research questions concerning small business owner-managers' environmental planning and its impact on environmental behaviour (within their respective businesses). The results revealed that the overall level of

environmental activity and associated planning in small business was low. The authors suggest a two-pronged approach in improving practice in this sector through further education and policy development/engagement in environmental management practice (for small businesses).

Following the feature articles of this issue, five scholarly book reviews (by Skamp, Whitehouse, Lupinacci, McClymont and Hope) are presented covering topics from climate change, how Aborigines made Australia, the ideas of Gregory Bateson, Monsanto and finally to our common future. Indeed, environmental education and its research is becoming 'curiouser and curiouser!' (Carroll, 1865).

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References

Carroll, L. (1865). *Alice's Adventures in Wonderland*. United Kingdom: Macmillan.