

*Supplemental Materials for Enhancing Education Programs at
the Port Phillip EcoCentre*

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Sponsor: The Port Phillip EcoCentre

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This report represents the work of one or more WPI undergraduate students submitted to the faculty as evidence of completion of a degree requirement. WPI routinely publishes these reports on the web without editorial or peer review.

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A. EcoCentre Blank Online Evaluation Forms

Feedback: Tomorrow's Leaders for Sustainability

Please help us to continue to improve programs by providing feedback. Your feedback is anonymous. Thank you for participating!

* Indicates required question

Please rate your overall experience of the EcoCentre program out of 10 (10 being * highest)

1 2 3 4 5 6 7 8 9 10

What did you enjoy or find most valuable about the program? *

Your answer _____

What did your EcoCentre teacher do well?

Your answer _____

What is something you learned about sustainability, the local environment or the topic of waste?

Your answer _____

What is an action you can take to protect our environment? *

Your answer _____

What would you like to see changed, improved or added to the program? *

Your answer _____

Any other comments or feedback?

Your answer _____

Submit [Clear form](#)

Feedback for TEN: Connecting to Plants and Place

We'd love to hear back from you about how you found this session so that we can continue to improve these professional learning opportunities.

* Indicates required question

Rate your experience of the session (10 being best) *

1 2 3 4 5 6 7 8 9 10

Why did you decide to participate in this session? *

Your answer _____

What did our session or staff do best? *

Your answer _____

How could the session have been improved? *

Your answer _____

Did you learn something new about the local environment or topic? *

Yes
 No

Do you now feel more connection with the local environment? *

Yes
 No

Do you plan to take any new sustainability action at school or at home as a result of this session?

School
 At home
 Both
 Neither

Did the session provide you with ideas, inspiration and learning activities to implement back in the classroom? *

Yes
 No
 Unsure

Did the TEN session meet your professional learning needs? *

Yes
 No

What else could have been included to address your professional learning needs more fully? Is there a subject you'd like to see covered in future sessions? *

Your answer _____

Any other comments?

Your answer _____

Submit

Clear form

EcoCentre Activity Feedback - 3 minute survey

Thank you! Your feedback will help us design future programs.

* Indicates required question

I am... *

a program participant

EcoCentre staff

Next Clear form

Participant Feedback

Name of activity *

Your answer _____

Back Next Clear form

Untitled section

Activity date

Date

mm/dd/yyyy

Why did you decide to participate?

Your answer _____

What did our activity or staff do best?

Your answer _____

How could the activity be improved?

Your answer _____

Did you (or your group) learn something new about the local environment? *

Yes

No

Do you (or your group) now feel more connection with the local environment? *

Yes

No

Did you (or your group) connect to new people or hear about new groups through this activity? *

Yes

No

Do you (or your group) gain skills or increase your confidence today? *

Yes

No

Do you (or your group) plan to take any new climate or environmental action? Tick all that apply:

Plant native plants & trees

Cut waste (e.g. plastic free, compost, repair)

Switch to Green Power (all power companies offer it)

Improve energy efficiency / insulation

Green my travel (e.g. carshare, bike, PT, fly less)

Eat less meat and dairy

Take water-saving actions

Divest my banks/super/investments

Volunteer more

Write to Councillors and MPs

Other

Tell us briefly about your planned new sustainability action(s) here:

Your answer _____

Rate your program experience (10 being best) *

1 2 3 4 5 6 7 8 9 10

Your stories inspire us! We would like to contact some of our participants next year and check in with a 5 minute survey. Please write your email here if it is okay for us to contact you.

Your answer _____

Your postcode *

Your answer _____

Any other comments?

Your answer _____

Back **Submit** Clear form

B. TEN Focus Group Run Sheet, Script, and Activity Details

Run Sheet

Time	Activity	Details
5:15 PM	Introduction	<ul style="list-style-type: none"> • Read the Introduction Script
5:16 PM	Ice Breaker/Brief Discussion	<ul style="list-style-type: none"> • Why have you chosen to participate in TEN? • Give people the opportunity to share their whys and whats
5:22 PM	Index Card Activity	<ul style="list-style-type: none"> • Read the Index Card Instructions
5:30 PM	Index Discussion	<ul style="list-style-type: none"> • Hold a discussion about the most common interests of the index cards and the cards written by the educators
5:40 PM	Sticky Notes Activity	<ul style="list-style-type: none"> • Read the Sticky Note Instructions
5:45 PM	Sticky Note Discussion	<ul style="list-style-type: none"> • Hold a discussion about the skills teachers want to expand on
5:55 PM	Exit Survey	<ul style="list-style-type: none"> • TEN Exit Survey
6:00 PM	Thank You	<ul style="list-style-type: none"> • Open up for questions

Introduction Script

We would like to acknowledge the Boon Wurrung People of the Kulin Nations as the original custodians of the lands on which we are meeting today. We recognize that this land was never ceded and pay our respects to the Elders past, present, and emerging.

You have been invited to participate in this focus group about your experience with the Port Phillip EcoCentre and your suggestions about the development of their programs. This study is being conducted by the Port Phillip EcoCentre in collaboration with Worcester Polytechnic Institute.

Your participation in this study is entirely voluntary. You do not have to answer any questions you do not wish to and you are welcome to leave the focus group at any time. This focus group will be audio-recorded, and we alone will have access to the recordings. You are welcome to request that the recording be paused at any time during the session. Written notes will also be taken during this meeting.

Our report, which will be published online by Worcester Polytechnic Institute and shared with the EcoCentre, will not share your names. You will be identified simply as an educator.

If you have any questions or comments about this focus group and your involvement please let us know.

Index Card Instructions

On the table in front of you are index cards with various topics in environmental education. To begin our first activity, you will each be given a marker. We would like you to each checkmark 6 topics that the EcoCentre could hold sessions on that you are interested in learning. If there is a topic in environmental education that you find useful that is missing from this set, grab a blank index card, write the topic name, and place it in the center of the table.

Ethical Consumption	Marine Ecosystems	Energy
Biodiversity	Waste	Water
Habitat Gardens	Climate Action	Australia's First Peoples
Microplastics	Green Procurement	Food

School Food Gardens	Composting	Indigenous Plants
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Sticky Note Instructions:

Write down on the sticky notes ways you would like further support from TEN sessions such as skills and resources. Examples are shown on the screen. Please put one item per sticky note.

C. TLfS Focus Group Run Sheet, Script, and Activity Details

Run Sheet

Time	Activity	Details
4:00 PM	Introduction	<ul style="list-style-type: none"> ● Read the Introduction Script
4:04 PM	Brief Discussion	<ul style="list-style-type: none"> ● Why did you get involved with TLfS? ● Give people the opportunity to share their whys and whats
4:10 PM	Student Impacts Questions	<ul style="list-style-type: none"> ● Have you seen lasting impacts on your students after TLfS participation? ● Have students demonstrated increased leadership at school or in the community? ● Are there any other impacts you've seen?
4:25 PM	Sticky Note Activity	<ul style="list-style-type: none"> ● Read the Sticky Note Instructions
4:30 PM	Sticky Note Discussion	<ul style="list-style-type: none"> ● Hold a discussion about the skills teachers want their students to expand on
4:40 PM	Format and Logistics	<ul style="list-style-type: none"> ● TLfS has 8-10 sessions + an excursion, do you find that this program structure works? <ul style="list-style-type: none"> ○ Is it a useful format? ○ How do you feel about the session frequency? ○ How do you feel about the session length? ○ Do you have any suggestions for other formats (mixing age groups, longer sessions, sharing between schools,,) ● What are your thoughts about the communication that took place prior to the program start date? <hr/> <ul style="list-style-type: none"> ● Were there any standout learning activities? ● Were there any learning activities that were less effective?

		<hr/> <ul style="list-style-type: none"> • Did any resources stand out?
5:00 PM	Thank You	<ul style="list-style-type: none"> • Show the slide

Introduction Script

Thank you for coming to participate in our focus group today!

We would like to acknowledge the Boon Wurrung People of the Kulin Nations as the original custodians of the lands on which we are meeting today. We recognize that this land was never ceded and pay our respects to the Elders past, present, and emerging.

You have been invited to participate in this focus group about your experience with the Port Phillip EcoCentre and your suggestions about the development of their programs. This study is being conducted by the Port Phillip EcoCentre in collaboration with Worcester Polytechnic Institute.

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Our report, which will be published online by Worcester Polytechnic Institute and shared with the EcoCentre, will not share your names. You will be identified simply as an educator.

If you have any questions or comments about this focus group and your involvement please let us know.

Sticky Note Instructions

Write down on the sticky notes skills you would like TLfS to help teach your students. Examples are shown on the screen. Please put one item per sticky note.

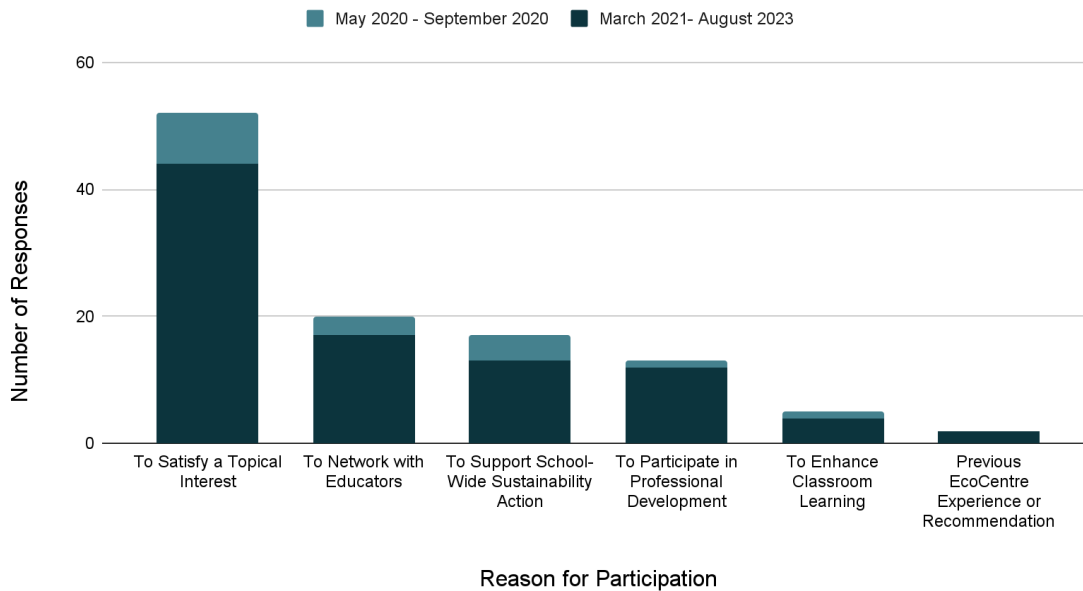
D. TEN Evaluation form Coding Categories and Charts

Why did you decide to participate:

Category	Codes	Meaning	Example
To Enhance Classroom Learning	CURR STD	Program supported classroom curriculum or project	"I'm interested in how I could educate students for sustainable future."
To Support School-Wide Sustainability Action	SCH SUPP STD	Program supported students in carrying out school-wide sustainability actions or education initiatives	"Wanted to learn... how to implement environmentally friendly strategies within my school community."
To Satisfy a Topical Interest	PRG INSP INT	Had interest in the session topic or skill to be taught	"I am interested in waste reduction strategies."
To Participate in Professional Develop	PD INT	Wanted to engage in professional development opportunity facilitated by the session	"A free professional learning opportunity on sustainability could not be passed up."
To Network with Educators	CON OS	To meet other like-minded educators and exchange ideas on sustainability education	"I'm working on a kids book... and I wanted to get a sense of what teachers and schools were open to in terms of sustainability/enviro."
			"Interested in networking with like minded professionals and increasing my own knowledge."
Previous EcoCentre Experience	REC ATT	Attended an EcoCentre session	"Have taken part in TEN meetings for a

		before or received a recommendation	number of years”
N/A		Not applicable	N/A

Teachers' Environment Network, n=84, 4 N/A responses omitted



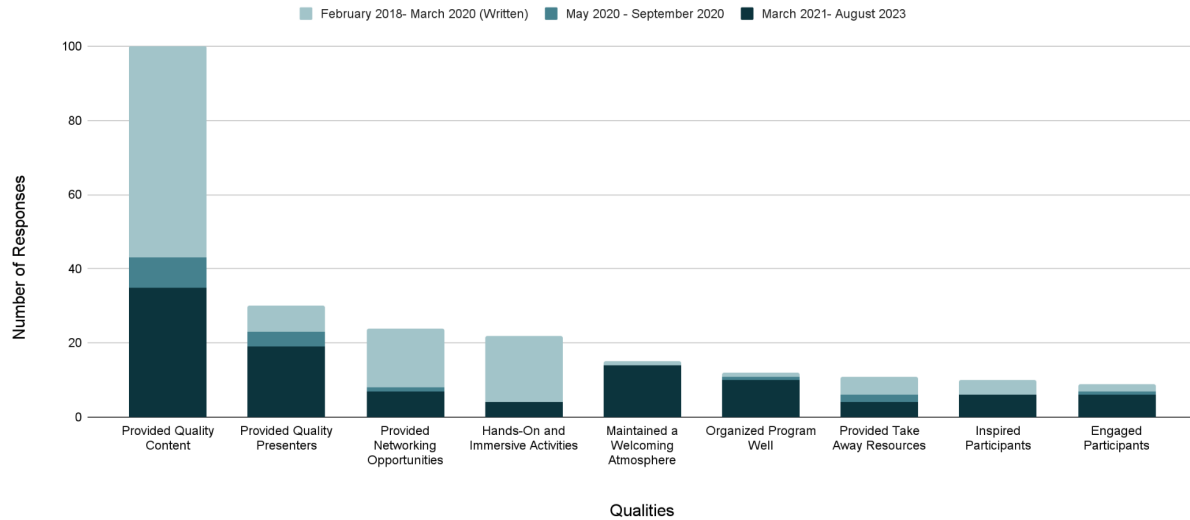
What did our session or staff do best?

Category	Code	Coding Subcategories	Example
Provided Quality Content	CONT	INF	“Provided me with heaps of examples of waste management solutions being used at different schools”
		FAC	“The presentations were great and Alex, your introduction and commentary were very good”
Provided Quality Presenters	GS	SPK	“Source incredible relevant and articulate presenters”
		FAC	“Cecile's wonderful delivery. She was great.”
Provided	NET	CON	“Talking - forum with other like-minded

Networking Opportunities			individuals”
		DISC	“Chatting and getting ideas from others”
Hands-On and Immersive Activities	HO	HO	“Hands-on activities that can be used in the classroom”
		NAT	“The outside demonstration in paradise area was very interesting”
Maintained a Welcoming Atmosphere	ATM	ATM	“Created a warm friendly environment”
		FAC	“They created a comfortable learning environment”
Organized Program Well	ORG	ORG	“Adjust the session for numbers and still finish on time”
		FAC	“A great intro to TEN, appreciated making rules clear at start, and good facilitation.”
Provided Take Away Resources	RES	RES	“Give resources to follow up with”
Inspired Participants	INSP	INSP	“Inspired by all the various things people are doing”
Engaged Participants	ENG	ENG	“Engagement for the teachers”
Non Response	NR	NR	“NR”
Not Applicable	N/A	N/A	“Everything”

What did our session or staff do best?

Teachers' Environment Network, n=178, 5 N/A responses and 7 non responses omitted



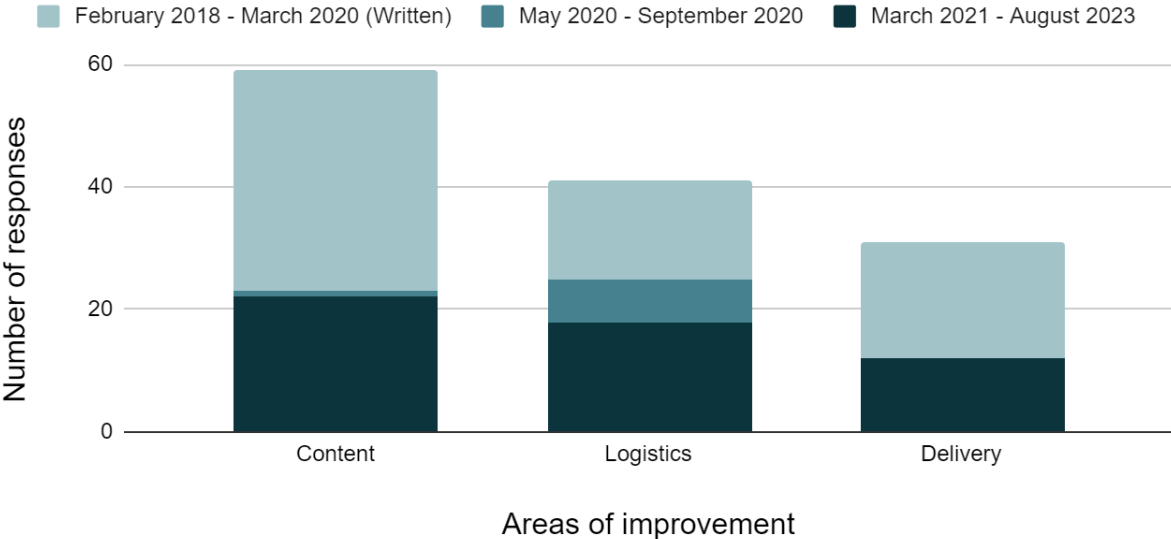
How could this program be improved? and Please describe how the workshop could be improved

Category	Codes	Meaning	Example
Change the Delivery of the Program	D	Improve the clarity and accessibility of the sessions, along with the activities and equipment offered	“More involvement. Hard to listen to a lot of info at end of day!”
			“When we were walking, the whole group weren’t able to hear the facilitator speaking, at times”
Change Session Logistics	L	Change internal session logistics, such as the organization, structure, and length of the program	“Perhaps more time for some of the activities”
			“longer, more opportunity to connect further”
Add New Content to the Program	C	Add more content, resources, and curriculum connections into the program	“For me, as I am an Early Childhood teacher, I would like to attend workshops like this for Early Childhood Educators and activities tailored for the younger age.”

			“A stronger focus on implementation in a school setting could have been applied.”
Non Response	NR	NR	“NR”
Not Applicable	N/A	N/A	“It fulfilled my requirements”

How could the session be improved and address your professional learning needs?

Teachers' Environment Network: n= 178, 66 N/A responses and 109 non responses omitted



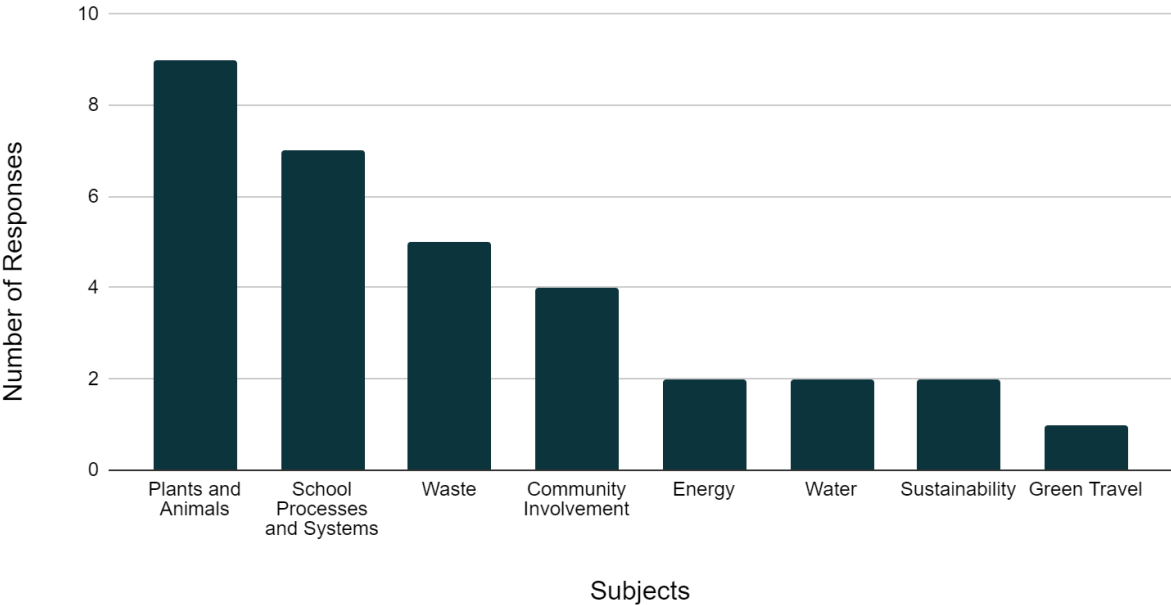
Is there a subject you'd like to see covered in future sessions?

Category	Codes	Meaning	Example
Plants and Animals	NAT	Topics in nature, such as indigenous plants and native animals	“Curious to learn about building habitat boxes for gliders, birds and other native animals”
School Processes and Systems	SCH	Topics school-wide sustainability actions and teaching methods	“Resilience Plans for Schools”
			“Getting my school on Green Power”
Waste	W	Topics in waste	“I always have a lot of trouble

		management and education	getting my compost to break down”
Community Involvement	CIN	Topics in local community engagement and knowledge	“How to engage the wider community in your sustainability journey”
Energy	NRG	Topics in renewable energy and relevant skill sets	“Switching to 100% green energy / how to get off gas”
Water	WTR	Water	“Water module”
Sustainability	SUS	Topics in sustainability education and implementation	“I’m interested in [how] to implement sustainability”
Green Travel	GMT	Topics in sustainable transport	“Maybe ‘Active Transport’”

Is there a subject you'd like to see covered in future sessions?

TEN: n=24; March 2021 - August 2023

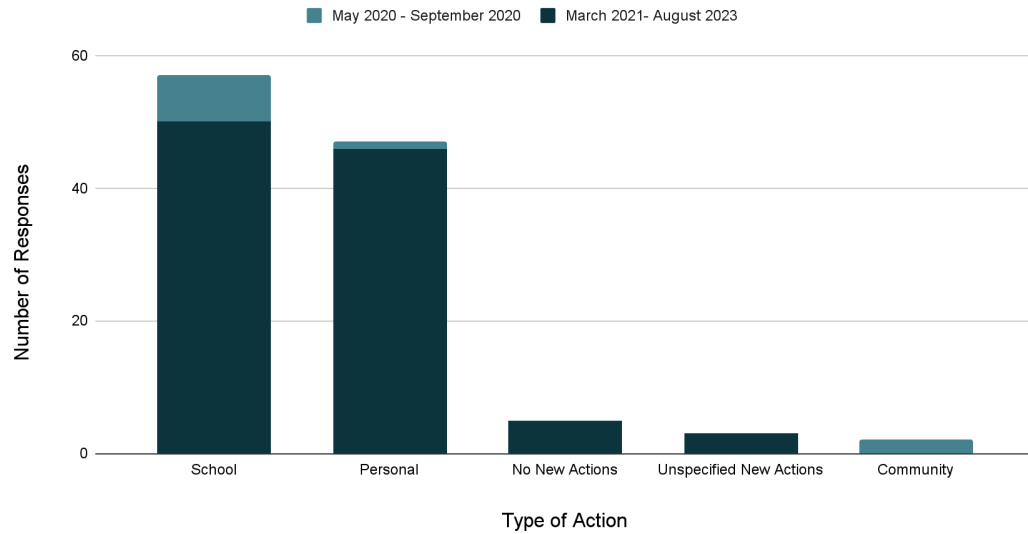


Tell us briefly about your planned sustainability action

Category	Number of Responses	Example
School	57	“Yes, would like to reinvigorate sustainability actions and look at recreating green team or environmental groups at our school.”
Personal	47	“Keep up to date with new opportunities to learn”
No New Actions	5	“Neither”
Unspecified New Actions	3	“Yes”
Community	2	“Yes - I would like to involve the parents”
No response	2	

Do you (or your group) plan to take any new sustainability action?

Teachers' Environment Network: n=82, 2 non responses omitted



E.TEN Results Overview

TEACHERS' ENVIRONMENT NETWORK

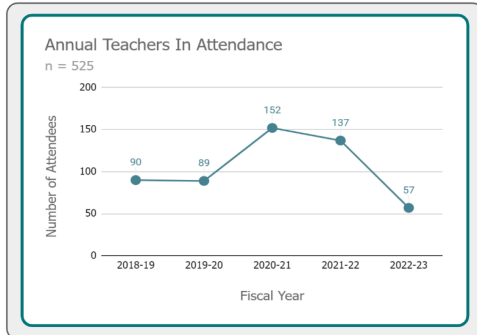
Aim:
To build a network of connected and knowledgeable educators who can deliver strong sustainability and environmental education in their schools.

Objectives

- 1 To provide **high-quality** professional learning experiences that reflect expertise and innovation in sustainability and environmental education.
- 2 To foster a supportive, positive and collaborative **network** where teachers share knowledge, ideas and resources.
- 3 To tailor professional development sessions to teachers' specific **interests** and desired areas of **growth** in environmental and sustainability education.
- 4 To provide high quality **resources** to support teachers to implement sustainability in their programs at school.

Outcomes

- 1 Teachers are **implementing** high-impact sustainability and environmental **activities** and programs in their schools.
- 2 Teachers feel **supported** and **inspired** by the sessions and peers in the TEN network.
- 3 Teachers **share** successes, challenges, lessons and resources with **peers** in the Teachers' Environment Network.
- 4 Teachers **attend** TEN sessions on a **regular basis** and the network has a high retention rate.



Feedback Forms and Focus Group Results:

“ I want to make my Primary School into the greenest school possible. ”
~ Educator (Feedback Form)

“ Networking with like minded professionals and increasing my own knowledge. ”
~ Educator (Feedback Form)

“ It's not so much the information, but it's the connecting with others and learning about...what they're doing in their schools. ”
~ Educator 3 (Focus Group)

62% of 84 evaluation form respondents participate because of topical interests.

56% of 178 evaluation form respondents said the quality of the content was a highlight.

24% of 84 evaluation form respondents participate in TEN to network.

20% of 84 evaluation form respondents participate in TEN to support school wide sustainability action.

Key Findings from TEN Feedback Forms and Focus Group:
(February 2018 - November 2023)

Objective 1 is being met: TEN sessions are providing teachers with professional learning experiences.

Objective 2 is being met: Teachers recognize TEN as a collaborative network.

Objective 3 is being met: Teachers join TEN sessions due their interests in the session topics.

Objective 4 is not fully being met: Teachers are struggling to implement the resources from TEN into their classrooms.

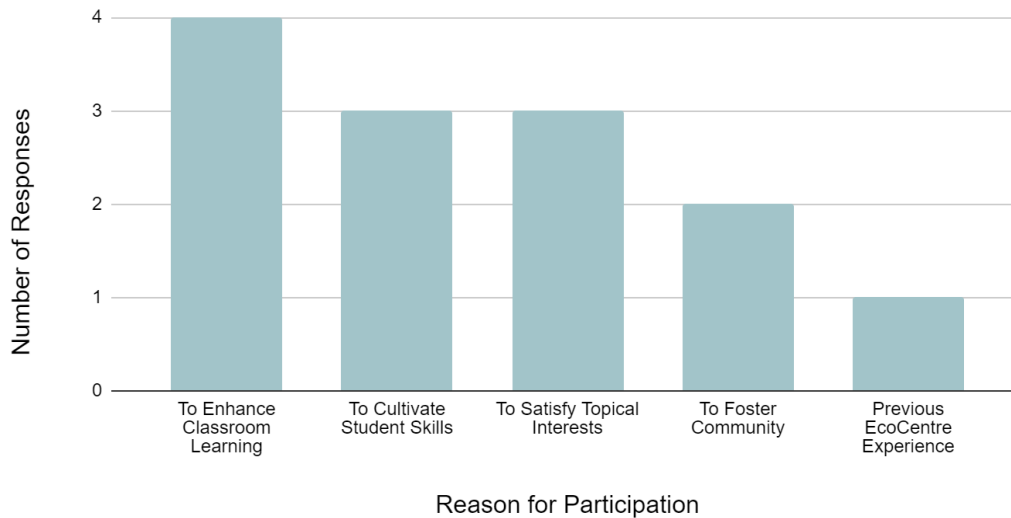
F. TLfS Evaluation form Coding Categories and Charts

Why did you choose to participate?

Category	Code	Meaning	Example
To Enhance Classroom Curriculum or Provide Supplemental Learning Opportunities	CURR	Curriculum Connection	"This was incorporated into our sustainability focus for Year 3 and year 4"
	PRJ	Relationship to School Project	"...give the students the capability to lead projects around the school."
	SUP	Supplemental Opportunity to School Curriculum	"Opportunity for the whole Team Green from Prep - 6 to... learn sustainability together"
To Satisfy Topical Interests in Sustainability and Environmental Science	ENV	Met interests in environmental science	"I want to learn more about the environment and sustainability"
To Foster Student Connections and Stewardship within their Community	COM	Connection with Community	"To empower students to take action in their local community."
	CON	Connection (with others)	"Opportunity for the whole Team Green from Prep - 6 to come together as a group"
Previous Experience with the EcoCentre	LDS	Leadership Development	"...give the students the capability to lead projects around the school."
To Empower Students and Cultivate their Skills	INSP	Inspire Others	"To inspire and empower students"
	REC	Recommended by a friend	"Heard positive things about the program."

Why did you decide to participate?

Tomorrow's Leaders for Sustainability, n=7



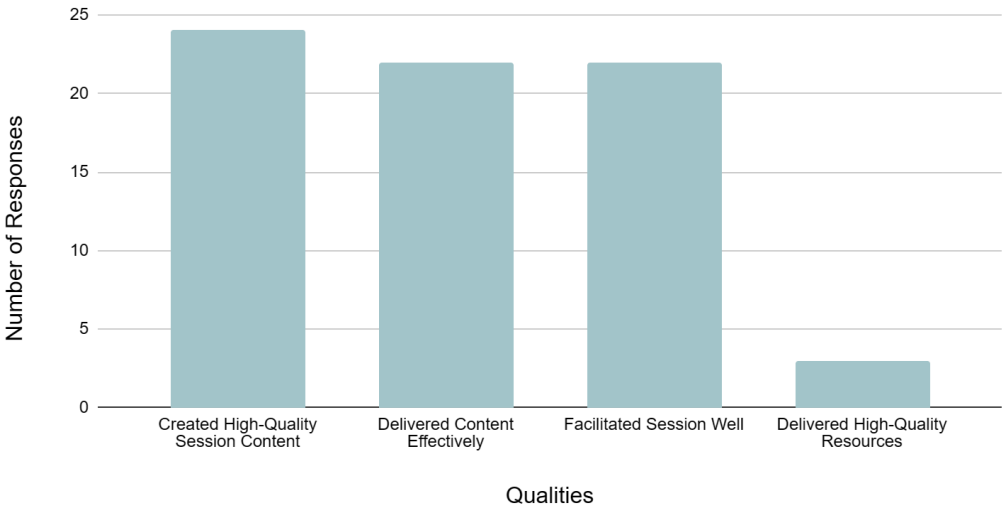
What did our activity or staff do best?

Category	Code	Meaning	Example
Created High-Quality Session Content	ACT	Quality of hands-on or interactive activities	“I enjoyed when we did the quizzes about earth and rubbish”
	INF	Quality content and expertise	“I liked the variety of information sources and sub-topics that were discussed. I particularly like that it was solutions-based, not just talking about the problems.”
	PRJ	Quality of Student-led project	“I liked the slideshows and completing our inquiry projects”
Delivered High-Quality Resources	RES	High quality of resources delivered before/after program	“The resources shown and videos which widen my understanding of the climate crisis”
Delivered Content Effectively	ENG	Participants were well-engaged	“The teacher made it fun to do the tasks that usually would be boring.”
	EXP	Concepts were explained well and student questions were answered. Strong content delivery	“Patiently explain, clarify and listen to the children's ideas”

Facilitated Session Well	FAC	Facilitator was kind, knowledgeable, and understanding, and fostered a welcoming atmosphere	“My Ecocentre teacher always included everyone”
	ATM		“[Provided] a calm space for students to contribute their thoughts, feelings and ask questions”
No Response	NR	No Response	

What did our activity or staff do best?

Tomorrow's Leaders for Sustainability, n=53



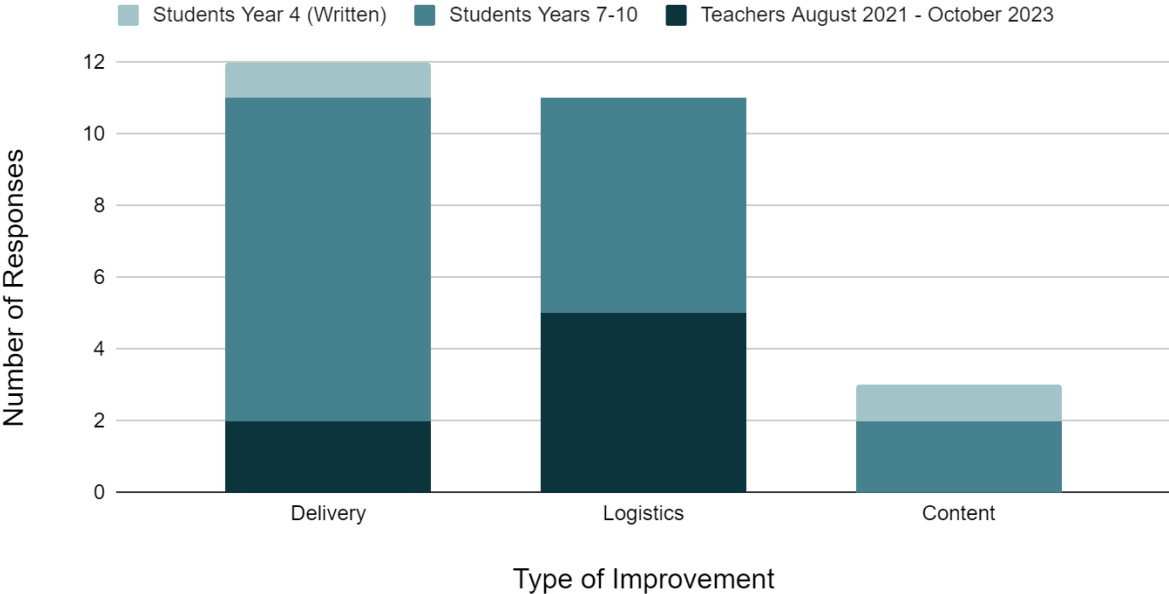
How could the activity be improved?

Category	Code	Meaning	Example
Change the Delivery of the Program	ACT	Improve the delivery of the activities during the session	“More getting involved rather than just listening”
			“Maybe the team should do activities with other teams from different schools.”
			“More outdoor activities (weather permitting)”
Change Session Logistics	FRQ	Session frequency	“Not being able to attend more of the sessions”

	LEN	Length of program	“We often ran out of time to answer all questions or complete all activities”
Add New Content to the Program	C	Add more content, resources, and curriculum connections into the program	“Show us more biodiverse ecosystems”
N/A	N/A	Not applicable	N/A
No Response	NR	Question was left blank	

How could the activity be improved?

Tomorrow's Leaders for Sustainability, n=42, 17 N/A responses, and 1 non response omitted



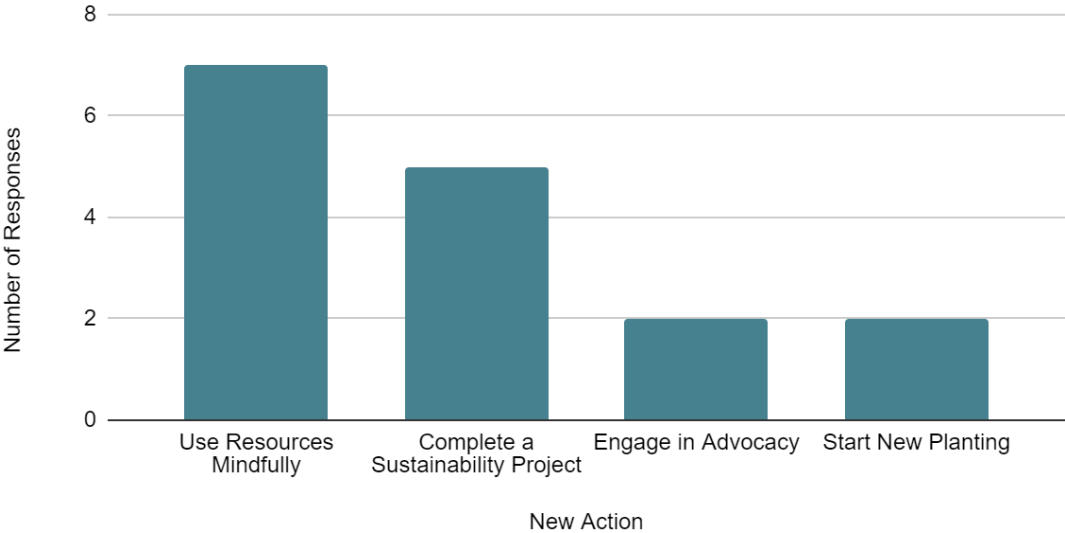
Tell us briefly about your planned new sustainability action(s)

Category	Coding	Meaning	Example
Use Resources Mindfully	RES RCYC CUT NRG	Being mindful of their consumption of resources	“Working with our local cafe to change the teachers and parents habits of using disposable cups.”
			“We plan to reduce waste, in particular paper and laminating”
Complete a	PRJ	Taking on a	“This term we will be working on finishing the

Long-Term Sustainability Project	SCH	sustainability or art project	John Ash Sustainability garden space [project]”
			“The students are very interested... using our buddy program to help clean up our playground”
Start New Planting	PLT	Plant a garden or other indigenous plants	“We also have a planting plan for our garden”
Environmental Advocacy	ADV	Engage in Environmental Advocacy Activities	Write to Councillors and MPs Volunteer more

Tell us briefly about your planned new sustainability action(s)

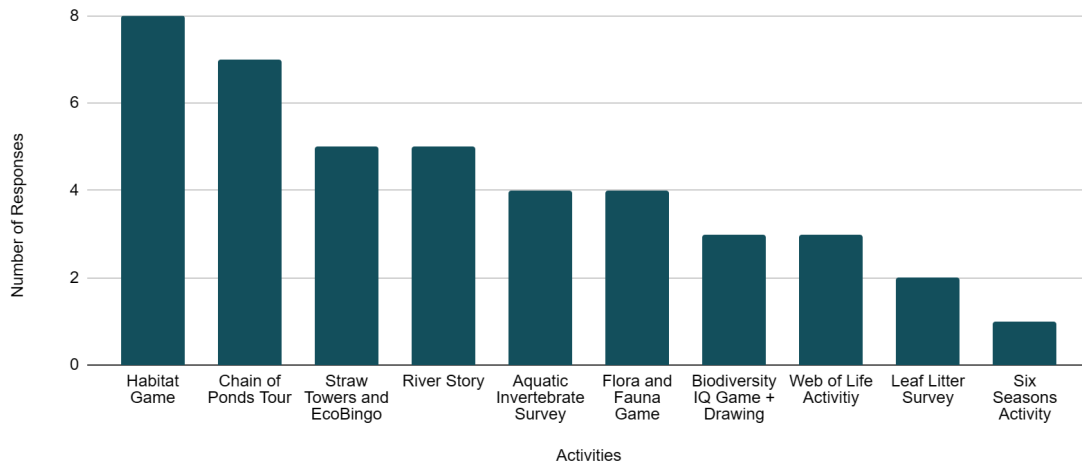
Tomorrow's Leaders for Sustainability, n=7



What were your favorite activities or sessions this term? (Student responses)

What were your favourite activities or sessions this term?

Tomorrow's Leaders for Sustainability, n=12



G. TLfS Results Overview

TOMORROW'S LEADERS FOR SUSTAINABILITY

Aim:
To foster student **environmental stewardship** by deepening their **knowledge** and **connection** with the environment and **empowering** them to take action.

1

To foster student **connection** to their local environment and the natural world through meaningful and experiential **learning**.

2

To deliver a **high-quality, tailored program** that is **student-directed** as well as **aligned** with the school's curriculum and learning objectives.

3

To foster student **leadership** and **teamwork** skills.

4

To provide a **meaningful opportunity** for students to **take action** in their local community in response to a **real-world issue**.

Objectives

Outcomes

- 1 Students feel **increased connection** to the natural world and continue to **engage** and learn about their local environment.
- 2 Students feel **empowered as leaders** in their local schools and/or community and continue to **act to protect** our environment.
- 3 Schools build increased **knowledge** and **systems** that help reduce resource use and increase biodiversity.

Key Findings from TLfS Feedback Forms and Focus Groups:

(August 2021 - November 2023)

Objective 1 is being met: TLfS is increasing student connection to the local environment.

Objective 2 is being met: Teachers participate in TLfS for the program that aligns with the school curriculum.

Objective 3 is being met: Students are demonstrating increased leadership and collaboration skills from participating in TLfS.

Objective 4 is being met: TLfS is providing students with the opportunity to take actions within their schools or communities.

Annual Students, Teachers and Schools in Attendance

n = 1215

Fiscal Year	Students	Teachers	Schools
2018-19	219	10	10
2019-20	227	8	8
2020-21	272	9	8
2021-22	177	7	7
2022-23	230	11	11

Feedback Forms and Focus Groups Results:

“ To inspire and empower students to take action in their local community. ”

- Educator (Feedback Form)

“ Sustainability is the future, it is great to give kids an awareness of what we're doing to the planet and how we can improve. ”

- Educator (Feedback Form)

“ The program has helped kids kind of take ownership and accountability for what they can actually realistically run and promote at school. ”

- Educator (Focus Group)

45%

of teacher and student evaluation form respondents (n=53) said that the quality of program content was TLfS's greatest strength.

5/7

of focus group participants reported that TLfS grows student leadership.

5/7

of form respondents indicated plans to start another school sustainability project.

8/14

of evaluation form and focus group participants enrolled in TLfS for its connection to curriculum.

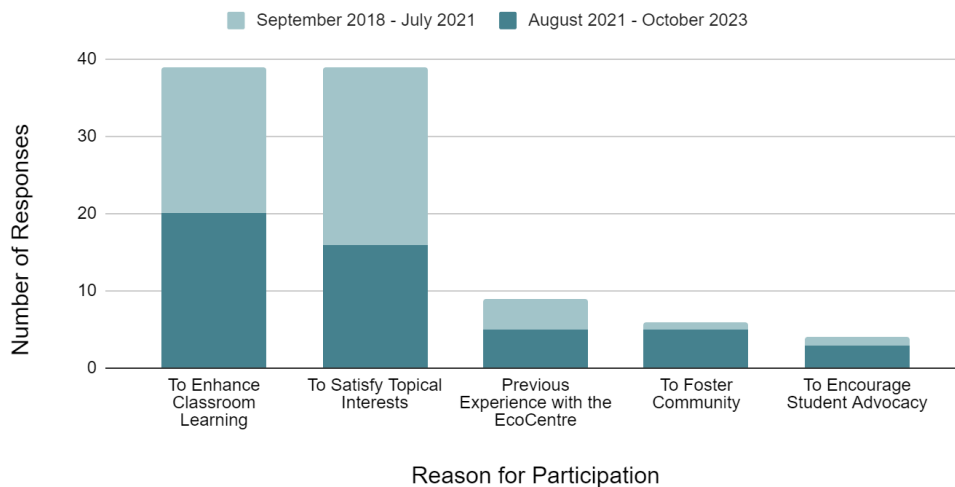
H. Excursions Evaluation form Coding Categories and Charts

Why did you choose to participate?

Category	Code	Meaning	Example
To Enhance Classroom Learning	CURR	Direct Curriculum Connection	“Great information to complement inquiry and religion topic”
	PRJ	Supplemental to School Project	“We are doing a project on sustainability and thought it would be beneficial”
	SUP	Supplemental to School Curriculum	“For our students to be involved in the range of interesting learning activities”
To Satisfy Topical Interests	ENV	Met interests in environmental science	“To gain more understanding of native and edible plants”
	OPP	Personal opportunities and new experiences	“I decided to participate for a new experience and see a new place”
To Foster Community	COM	Deepen Relationship to Community	“Provide information about local area for... new migrants and part of their settlement to Melbourne is learning as much as possible about their local area”
	CON	Connection (with others)	“Department activity - team bonding”
To Cultivate Student Skills	LDS	Leadership Development	“Provocation for our students”
	ADV	Encourage Environmental Advocacy	“[to] encourage our children to be Eco-Warriors”
	INSP	Inspire Others	To inspire and empower students to take action in their local community.
Previous Experience with the EcoCentre	ATT	Attended before	“We have experienced this excellent incursion before”
	REC	Recommendation	“My co-teacher booked in”
No Response	N/A	Not applicable	N/A

Why did you decide to participate?

Excursions, n=66, 1 N/A response omitted on the chart



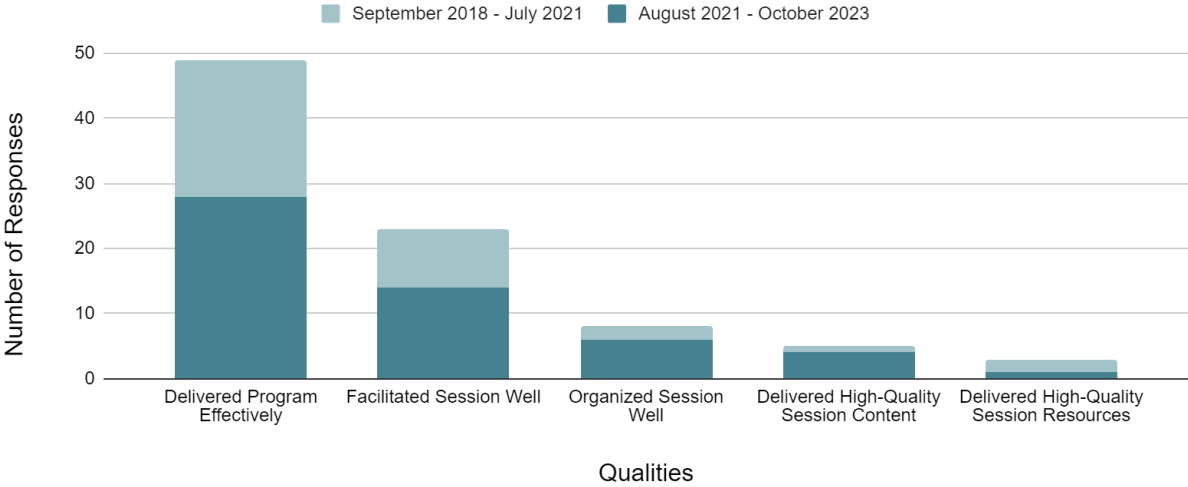
What did the activity/staff do best?

Category	Code	Meaning	Example
Delivered High-Quality Session Content	INF	Quality session content	“Good knowledge [that] made links to our inquiry questions”
Organized Session Well	PRC	Strong session procedure	“We really appreciated how well organised the excursion was”
Delivered Program Effectively	ENG	Participants were well-engaged	“Engaging and year level appropriate hands-on experiences”
	EXP	Concepts were explained well and student questions were answered.	“Explaining each of the activities and purposes with clear enthusiasm”
	ACT	Quality of hands-on or interactive activities	“The students most enjoyed the worm activity and measuring the energy activity”
Facilitated Session Well	FAC	Positive facilitator feedback	“[Our facilitator] was a fantastic host, she was kind and patient with the girls”
	ATM	Positive, respectful	“Warmth and friendly

		atmosphere	atmosphere”
Delivered High-Quality Session Resources	RES	High quality of resources delivered before/after program	“The information pack that came before the excursion answered a lot of questions we had”
No Response	N-R	Nonresponse	N/A

What did our activity or staff do best?

Excursions, n=66, 6 N/A responses omitted on the chart



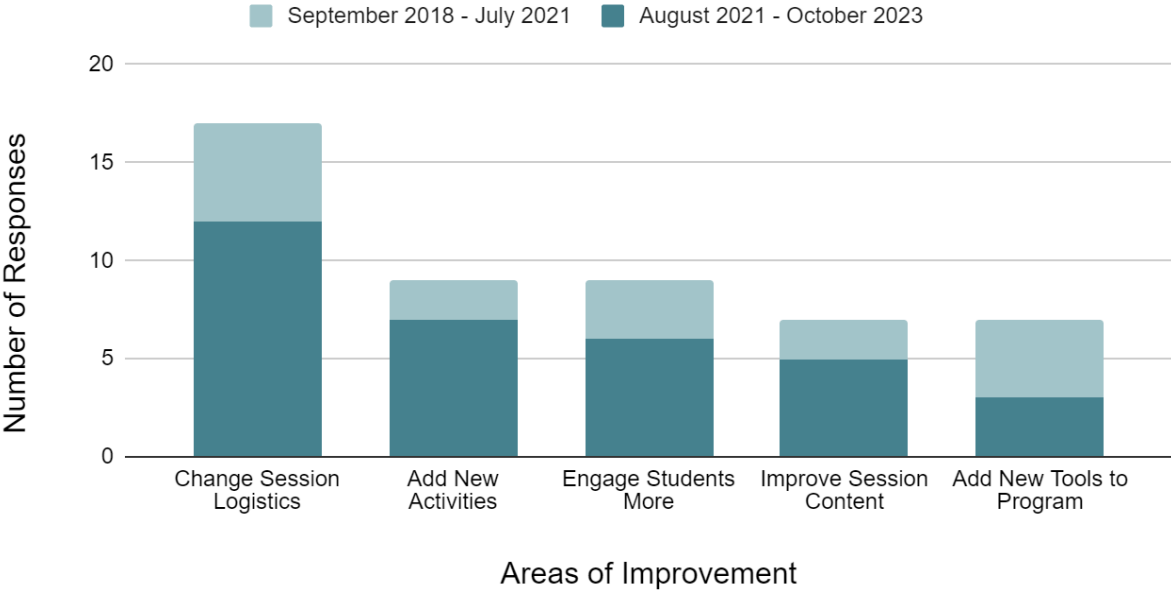
How could the activity be improved?

Category	Code	Meaning	Example
Add New Activities	ACT	Add new interactive, hands-on elements to the session	“Have a [plant] identification activity”
Add New Tools to Program	EQP	Equipment Needs	“Maybe having some Aeroguard on hand would be good.”
	RES	Resource Addition	“A series of 60 second videos on each aspect of your work so that students can access this back at school”
Improve Session Content	CL	Clarity of session content	“Little bit off track at times or over the children's heads.”

	MISS	Missing content	“[Introduce] more spices”
Engage Students More	ENG	Engagement	“If a group does not seem to be responding the Presenter needs to engage them with knowledge...”
Change Session Logistics	PRC	Program Procedure	“Perhaps explore a wider part of the St. Kilda community.”
No Response	N-R	No response	N/A
Other	OTH	Other	“Maybe some music?”

How could the activity be improved?

Excursions: n=66, 13 N/A responses and 19 non responses omitted on the chart



Tell us about your planned new sustainability action

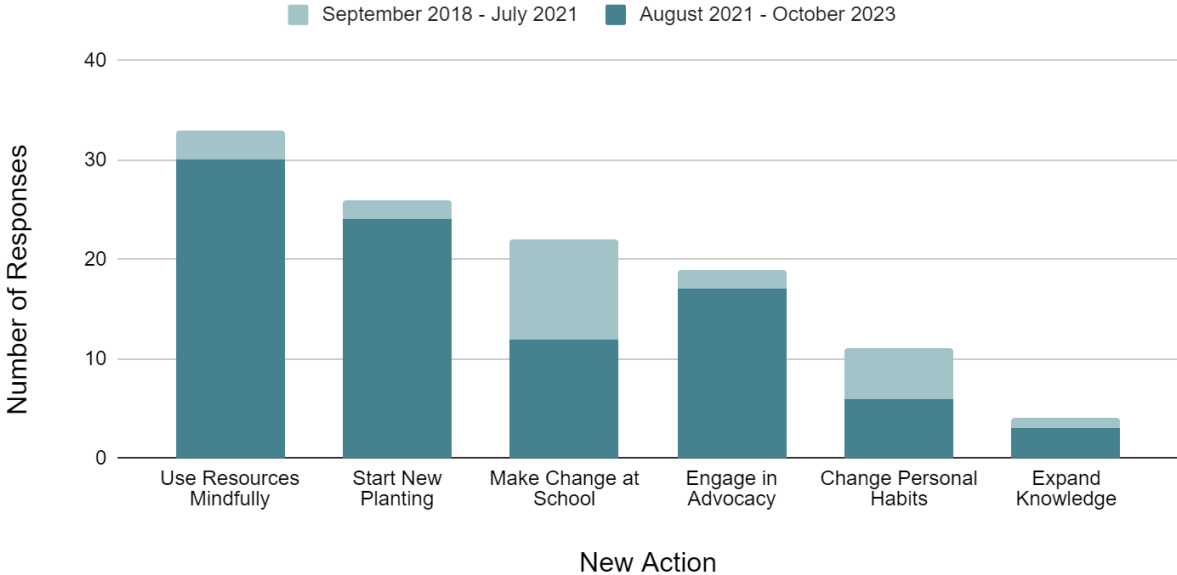
Category	Code	Meaning	Example
Engage in Environmental Local Advocacy	CNCL*	Contact council	I am going to reach out to my councilors about rising sea levels
	VOL*	Volunteer More	“Volunteer more to clean up local

			creek”
	INF	Share information with others and encourage them to take action	“Yes- encourage other people to think about it by talking to them about what we've done and what I've learnt”
Use Resources Mindfully	EAT*	Eating less meat and dairy	“Reduce the processed food”
	NRG*	Conserving energy	“Incorporate an art-energy functional project”
	PWR*	Switching to green power	“Sustainable school - solar lights”
	WTR*	Conserving Water	“Encourage water saving in my shared household”
	CUT*	Cutting overall waste or recycling	“Reuse cloth for arts projects and cleaning purposes”
Start New Planting	PLT*	Planting	“Looking into planting native herbs and flowers, use of hollows”
Change Personal Habits	HOME	Making changes at home	“Encourage composting in my shared household”
	TRANS	Mindful transport usage	“Will use my bike more”
	TIME	Spending more time in nature	“Regular visits to our parks”
Make Change at School	SCH	Making changes to school culture or implementing new classroom initiatives	“Institute a pick up litter culture at the school”
	PRJ	Taking on a long-term sustainability project	“The year level is currently working on projects to increase biodiversity”
Expanding Knowledge	INCL	Making conscious efforts towards inclusivity in the classroom and learning from marginalized perspectives	“Inclusion of Indigenous perspectives in subsequent learning experiences.”
	FOL	Book a Follow-Up Session	“Follow up with another excursion including identification of (native) plants”

No Response	N-R	No Response	
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Tell us about your planned new sustainability action

Excursions, n=66, 1 N/A , 2 non responses, 4 yes, 1 no, and 6 unsure responses omitted on the chart



I. Excursions Results Overview

EXCURSIONS

Key Findings from Excursions Feedback Forms
(September 2018 - October 2023)

Participants choose Excursions for their **high-quality** sustainability education **content**, but leave satisfied with the delivery and facilitation

Excursions **inspire** teachers to consider new sustainability **actions**

Participating in Excursions **increases knowledge** and **connection** with the local environment

Feedback Form Results:

- 97% of form respondents felt a deeper connection to the environment after participating
- 86% expressed intent to complete a new sustainability action after an Excursion
- 59% of teachers stated one reason for participation was to satisfy topical interests
- 59% of teachers stated one reason for participation was to enhance classroom learning
- 17% indicated plans to make sustainable changes to their daily habits

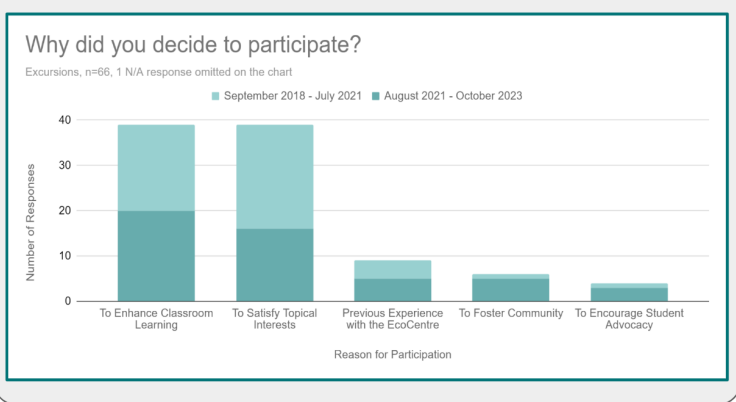
Feedback Form Quotes:

“ We are always encouraging the children to be Eco warriors and care for our environment. ”
~ Educator

“ It provides hands-on fieldwork for the unit of inquiry. ”
~ Educator

“ Engaging and year level appropriate hands-on experiences and resources. ”
~ Educator

“ Allowed children to use their sense to feel, touch, taste and see the plants. ”
~ Educator



J. TEN Suggested Revisions for Evaluation Forms

Original Question	New Question	Explanation	Objective and Outcome Mapping
Rate your experience of the session (10 being best)	No Change	This question provides a nice “icebreaker” for reflection and a good general idea of program satisfaction	N/A
Why did you decide to participate in this session?	No Change	This question provides insight as to why teachers engage in a particular session, which has the potential to map onto most of the Objectives	Objective 1, 2, 3 Outcome 1
What did our session or staff do best?	No Change	This question lets the EcoCentre pinpoint their greatest strengths.	Objective 1
How could this session have been improved?	No Change	In its current state, this question is well-written. However, this question is redundant when paired with <i>What else could've been included to address your learning needs more fully? Is there a subject you'd like to see in future TEN sessions?</i>	N/A
Did you learn something new about the local environment or topic? - Yes - No	Did this program’s sustainability content meet your expectations? - Yes - No - Unsure	This question now more directly addresses Objective 1, which discusses program content quality. We already know that the EcoCentre is sharing new information on environmental science and sustainability	Objective 1
Do you now feel more connection with the local environment? - Yes - No	Do you now feel more connection with the local environment? - Yes - No - Unsure	Although this question does not address the aims, objectives, or outcomes of TEN. It was removed in favor of more information on the TEN networking.	N/A
Do you plan to take any new sustainability action at home or at school as a result of	No Change	While this question maps onto Outcome 1, it does not address the actual sustainability actions enacted and only an intent to complete them.	N/A

<p>this session?</p> <ul style="list-style-type: none"> - At home - School - Both - Neither 		<p>An alternative might be to ask this question long after participation to track completed sustainability actions.</p>	
<p>Did the session provide you with ideas, inspiration, and learning activities to implement back in the classroom?</p> <ul style="list-style-type: none"> - Yes - No - Unsure 	<p>Are you going to implement any of the resources from today's session in the classroom?</p> <ul style="list-style-type: none"> - Yes - No - Unsure 	<p>This question now asks teachers to name the particular resources they are going to implement in the classroom. With these changes, this question both still satisfies Objective 4 and Outcome 1 while also specifying an identified point of improvement for the program.</p>	<p>Objective 4 Outcome 1</p>
<p>Did the TEN Session meet your professional learning needs?</p> <ul style="list-style-type: none"> - Yes - No 	<p>How could the delivery of the program be improved?</p>	<p>Currently, this question is unclear as to what professional learning needs are. Changing this question to specify delivery would more directly address a learning need.</p>	<p>N/A</p>
<p>What else could've been included to address your learning needs more fully? Is there a subject you'd like to see in future TEN sessions?</p>	<p>Is there a subject you'd like to see in future TEN sessions?</p>	<p>This question is currently double-barrelled, meaning respondents are likely to ignore one half in favor of the other. Isolating the latter half of this question would make it better equipped to address Objective 3.</p>	<p>Objective 3</p>

K. TLfS Suggested Revisions for Evaluation Forms

Table 21: Potential changes to the TLfS Evaluation Form

Original Question	New Question	Explanation	Objective and Outcome Mapping
Please rate your overall experience of the EcoCentre program out of 10	No Change	Much like in the TEN form, this question functions as a great indicator of general satisfaction with the program. It also functions as a good “icebreaker” for the rest of the evaluation form	N/A
What did you enjoy or find most valuable about the program?	What did you find most valuable about this program?	This question could be considered double-barreled, as the most valuable content might not align with what’s considered the most “fun” or “enjoyable”.	Objective 2
What did your EcoCentre teacher do well?	What did your EcoCentre program facilitator do well?	“Teacher” was changed to “program facilitator” to align with the terminology in other education programs	N/A
What is something you learned about sustainability, the local environment, or the topic of waste?	What is a sustainability challenge your local environment or community faces?	This question now prompts students to take accountability for and think more critically about their local environment, better meeting Objective 4	Objective 4
What is an action you could take to protect our environment?	<p>Do you plan to take any new climate or environmental action on your own after this program? Tick all that apply.</p> <ul style="list-style-type: none"> - Cut Waste - Take Water Saving Actions - Switch to Green Power - Improve Energy Efficiency 	Currently, this question asks students for hypothetical environmental actions. While this encourages students to think about sustainability in general, it does not ask them about their actual intentions in the environment. This revised question asks students to reflect on the actions they feel empowered to take, better assessing Outcome 2.	Outcome 2

	<ul style="list-style-type: none"> - Plant Native Plants and Trees - Volunteer More - Eat Less Meat and Dairy - Write to Councillors and MPs - I do not plan take new action - Unsure - Other (Write-in) 		
What would you like to see changed, improved, or added to the program?	How could this program be improved?	Minor changes for clarity	N/A

L. Excursions Suggested Revisions for Evaluation Forms

Original Question	New Question	Explanation	Objective and Outcome Mapping
Why did you decide to participate?	No Change	This question provides useful insight as to why educators choose to enroll in this program. No change is needed.	Science Understanding, Science Inquiry Skills, and Geographical Knowledge
What did our activity/staff do best?	What was the best part of today's program?	<p>In its current state, this program is double-barrelled, resulting in less-specific answers or participants only answering one half of the question. Splitting this question will get participants to answer both halves of the question.</p> <p>We also changed the first portion of the question to remove references to the word "activity". The Excursions homepage uses "activity" to refer to the individual activity stations in each Excursion, while this question uses activity to refer to the Excursion's full programming. The first portion of this question was changed for consistency.</p>	N/A, cover program satisfaction
	What did our staff do best?		
How could this program or activity be improved?	What did you think of the overall structure of this Excursion?	<p>This question is once again double-barrelled, asking participants how the overall program and activities could be improved.</p> <p>To compensate, this question was changed to better address the most commonly suggested improvements from our Results, so that the EcoCentre can better m</p>	N/A, cover program satisfaction and future improvements
	Are there any ways in which the activities could be improved?		
Did you (or your	Did you learn something	This question now gives respondents	VCSSU073

<p>group) learn something new about the environment today?</p> <ul style="list-style-type: none"> - Yes - No 	<p>new about the environment today and if so, what? (Write-in)</p>	<p>space to share their learning from the session, allowing this survey to become an instrument in improving scientific communication.</p>	
<p>Do you (or your group) now feel more connection to your local environment?</p> <ul style="list-style-type: none"> - Yes - No 	<p>Do you now feel a greater sense of accountability and stewardship towards your local environment?</p> <ul style="list-style-type: none"> - Yes - No - Unsure 	<p>Minor changes were made to the phrasing of this question to better represent concepts of environmental citizenship. An “Unsure” option was also added.</p>	VCSSU056
<p>Did you (or your group) connect to more people or hear about new groups through this activity?</p> <ul style="list-style-type: none"> - Yes - No 	<p>Did this session inspire you to reflect on the environmental issues in your community?</p> <ul style="list-style-type: none"> - Yes - No - Unsure 	<p>The previous question about connecting to new people or groups does not align with the Learning Outcomes on the EcoCentre’s website (Port Phillip EcoCentre, n.d.e). This question was changed to better reflect the critical thinking and problem-solving skills that the Excursions wish to teach. This question also added an “Unsure” option.</p>	VCSSU073
<p>Do you (or your group) gain skills or increase your confidence today?</p> <ul style="list-style-type: none"> - Yes - No 	<p>Did you gain or increase your confidence on any of these skills today?</p> <ul style="list-style-type: none"> - Problem-solving - Decision-making - Critical thinking - Collaboration - Other (Write-in) - No - Unsure 	<p>This question now prompts respondents with the skills directly mentioned in the Excursions’ Learning Outcomes. This question also adds an “Unsure” option.</p>	VCSSU073 VCSSU056
<p>Do you (or your group) plan to take any new climate or environmental action? Tick all that apply.</p> <ul style="list-style-type: none"> - Cut Waste - Take Water Saving Actions 	<p>Do you (or your group) plan to take any new climate or environmental action? Tick all that apply.</p> <ul style="list-style-type: none"> - Cut Waste - Take Water Saving Actions - Switch to Green Energy 	<p>As shown in the results, participants were more likely to plan a sustainability action when prompted with ideas. Resultantly, the checkbox format of the original question was maintained in the revised form.</p> <p>However, the original question did not give participants space to report as to if they were unsure of their future</p>	VICSSU073

<ul style="list-style-type: none"> - Switch to Green Energy - Plant Native Plants and Trees - Improve Energy Efficiency - Volunteer More - Eat Less Meat and Dairy - Write to Councillors and MPs - Other 	<ul style="list-style-type: none"> - Plant Native Plants and Trees - Improve Energy Efficiency - Volunteer More - Eat Less Meat and Dairy - Write to Councillors and MPs - I do not plan take new action - Unsure - Other (Write-in) 	<p>sustainability actions or if they did not intend to take future actions. Therefore, two new options were added to the question.</p> <p>In addition, the current rendition of the form includes an option for “Other”, but does not make this option editable. Instead, participants must list their options in a separate question. For clarity, the “Other” option is now editable and the following question has been removed.</p>	
<p>Tell us more about your planned new sustainability action?</p>	<p>Remove Question</p>	<p>Making the “Other” option on the previous question removes the need for this question. Additionally, some respondents misunderstood this question and used it to reiterate their answers to the previous question.</p>	<p>N/A</p>

M. TLfS Proposed Follow-Up Form

Tomorrow's Leaders for Sustainability: 6-Month Follow-Up Form

New Question	Explanation	Objective and Outcome Mapping
<p>Have you taken any new climate or environmental action on your own after this program? Tick all that apply.</p> <ul style="list-style-type: none"> - Cut Waste - Take Water Saving Actions - Switch to Green Power - Improve Energy Efficiency - Plant Native Plants and Trees - Volunteer More - Eat Less Meat and Dairy - Write to Councillors and MPs - I do not plan take new action - Unsure - Other (Write-in) 	<p>This question is a follow-up on the question changes made to the initial forms. It both gives data on the habitual changes made as a result of participation and reminds participants of the sustainability actions they pledged to carry out at the end of the program</p>	<p>Outcome 2, 4</p>
<p>Have you taken any sustainability action in your school since your TLfS participation?</p> <ul style="list-style-type: none"> - Yes - No - Unsure 	<p>This asks about the positive sustainability actions made in schools, aligning with Outcome 3.</p>	<p>Objective 4 Outcome 3</p>
<p>If yes, what kind of actions have you taken?</p>	<p>This question expands on the previous question, giving the EcoCentre a better idea of the scholastic sustainability actions TLfS inspires.</p>	<p>Objective 4, Outcome 3</p>
<p>Has your school incorporated more sustainability or environmental education since your TLfS participation?</p> <ul style="list-style-type: none"> - Yes - No - Unsure 	<p>This question also expands on Outcome 3 by asking participants to reflect on the potential growth of their school's knowledge base.</p>	<p>Outcome 3</p>

If yes, how has TLfS shaped sustainability education at your school?	This question expands on the previous one, giving the EcoCentre a better idea of the knowledge base TLfS instructs.	Outcome 3
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