

Foreword by Minister Rod Welford

In the 21st Century we need citizens who can innovate and creatively address impending social, economic and environmental challenges. Schools play a crucial role in developing these strengths in students, who can then move into careers designing and delivering sustainable solutions for society. Moreover, our students are calling for schools to do so. Student delegates to the 2006 'International Earth Dialogues Summit' described sustainability as ensuring that there will be *'enough for all, forever'*, urging society to acknowledge the precious state of our water, air, land and energy sources. More than 9,000 students from 70 schools across Queensland collaborated to present the Summit with a *Student Blueprint for Environmental Sustainability*,¹ which included goals such as reducing water consumption, improving air quality, and significantly reducing our dependence on fossil fuels over the next 30 years.

Over the last decade, Education Queensland has become increasingly aware of the need to urgently embed sustainability within our school curriculum. In 2005, the Queensland Environmentally Sustainable Schools Initiative (QESSI) was formalised as a leading network of schools, regional hubs and outdoor and environmental education centres promoting education for sustainable development in schools.² As QESSI advocates, *'education is the key, providing both awareness of the problem and, more importantly, the capacity to find solutions'*. This is a key message in our subsequent *Statement on Sustainability for All Queensland Schools*,³ which brings together a set of values, principles and approaches to support sustainable practices.

In 2006, the team from The Natural Edge Project approached our department for guidance on which year levels would be most suitable for developing a supporting resource on emerging sustainable solutions. I am pleased and excited by the focus on upper-secondary school education. In particular, Grade 10 is an important level in students' learning journey, as the senior foundation year and the last occasion for formal classroom learning for some students. Together with the senior phase of Learning in years 11 and 12, these 3 years are critical in helping students realise the potential for contributing to climate change and sustainable development solutions within their career aspirations.

This set of Learning-by-Notes materials for Grade 10 – 12 provides a flexible tool for teachers to thread sustainability content into the final years of student learning, systematically building on earlier years of education. The straight-forward and flexible structure of the resource will allow integration with existing curriculum that is sensitive to the diversity of school and classroom needs. I am personally inspired by the range of exciting ideas presented in the resource, which can help to provide our students with hope and enthusiasm for a sustainable future.

I congratulate the national Sustainable Living Challenge, the Port of Brisbane Corporation and Griffith University for supporting the development of capacity building materials for our future leaders, and I commend this resource authored by The Natural Edge Project to all senior secondary school teachers in Queensland and across Australia.



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¹ <http://education.qld.gov.au/curriculum/learning/docs/earth-dialogues-blueprint.pdf>.

² <http://education.qld.gov.au/schools/environment/outdoor/qessi.html>.

³ <http://education.qld.gov.au/publication/production/reports/pdfs/statement-on-sustainability-all-qld-schools-enough-for-all-forever.pdf>.