



A Developmental Framework For Adolescent Leaders For Sustainability

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ABSTRACT

Adult leadership has been a research focus for some time and, more recently, some researchers have turned their attention to adult leadership as it relates to sustainability. However, there has been far less research in the field of child and adolescent leadership, with only a few researchers addressing adolescent leadership for sustainability. In addition, while there are a number of development frameworks for adult leaders, there are none in the field of adolescent leadership for sustainability. This paper helps to address the gap in the knowledge base in this field and, in particular, proposes a framework with five different levels of adolescent leadership for sustainability, as well as strategies to help motivate adolescents to progress through these different levels of leadership. This framework will have practical implications for educators and teachers who are developing and conducting education programs with adolescent leaders by providing a number of unique instruments and tools.



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BACKGROUND

This study emerged from our concern that the understandings and theories of leadership (Bass & Bass, 2008; Northouse, 2015) and leadership for sustainability (Taylor, 2010), leadership development programs and developmental frameworks (Department of Education Victoria, 2007; Victorian Public Service Commission, 2015) available for adults may not be relevant to adolescents. A research study in adolescent leadership (Roach et al., 1999) concluded that youth leadership was different from that of adults, and this made us wonder if this may also be true of adolescent leaders of sustainability. The study thus investigated what adolescents really understood by leadership for sustainability, capabilities and attributes of leaders and how other students could be motivated to become leaders.

Several studies of adult leadership stressed the importance of influence and relationships (Northouse, 2015; Sinclair, 2007; Taylor, 2008). Taylor, for example, defined leadership as “a process of influence that occurs within the context of relationships between leaders and their collaborators, and involves establishing direction, aligning resources, generating motivation and providing inspiration to achieve mutual interests” (2008, p. 2), acknowledging that this definition is applicable for both individual leadership and shared leadership, as in teams. Some studies into adolescent leadership have proposed definitions that seem to emphasise individual leadership (Corriero, 2006; van Linden & Fertman, 1998). However, Roach et al (1999) concluded that adolescents are more interested in leading collaboratively in a group, rather than as individuals, i.e. about “doing” leadership instead of “being” a leader.

Human motivation has been researched by psychiatrists and psychologists since the 1940s (Maslow, 1943; McClelland, 1987). In recent times, researchers from other fields have investigated how to motivate people to take actions for the environment. Arnold, Cohen and Warner (2009), for example, found from a study of a small group of young leaders, that these leaders were motivated most by “influential people” and “influential experiences”, but less by negative experiences, books or the media, as had been found in earlier studies with adults (Chawla, 1999). A retrospective study of adult leaders in the United States showed that two of the seven key factors recommended for adolescent leadership development were mentors and “significant life experiences” (Cox, 1988).

Common tools in adult leadership include levels of leadership (Charan, Drotter, & Noel, 2011) and developmental frameworks (Department of Education Victoria, 2007), while van Linden and Fertman (1998) proposed that adolescent leaders go through three stages of development with five dimensions for each stage.

RESEARCH DESIGN

This paper reports on part of a larger, 3-4 year longitudinal study, conducted in Melbourne Australia. It investigated adolescents’ understandings of leadership and leadership for sustainability, the qualities and skills of leaders and the factors that impacted on their motivation, emergence and development as young leaders. There were a total of 91 participants in the study. 20 adolescents (aged 15-16 years at the start of the study) and 10 principals and teachers from five schools were interviewed (using semi-structured interviews) three times as part of the



longitudinal study, while we also conducted two focus groups and a number of additional interviews. The study used Grounded Theory methodology, following a social constructivist approach (Charmaz, 2014).

FINDINGS

A major finding of this study was that adolescents in the study viewed leadership for sustainability in a number of different ways. They described it in terms of capabilities, attributes, purposes or relationships or sometimes as a combination of the four ways. Participants' understandings of leadership for sustainability changed as they matured; when younger, they more commonly described it as teaching or changing others, but when older, more commonly described it as a group effort for a sustainable future.

Another key finding was that adolescent leadership for sustainability was not uniform, but occurred on a spectrum, according to the individual's opportunities for leadership and personal circumstances. We propose that there are five levels of adolescent leadership for sustainability, based on increasing levels of responsibility in a school or a community group. We have named these five levels: Eco-citizen, Initiator, Apprentice, Change Agent and Connector. We observed that this was not necessarily a linear or uniform pathway, but differed according each student's opportunities and personal situation.

The developmental framework grew out of the analysis of the interviews and focus groups. Figure 1 gives an overview of this framework. In summary, adolescent leadership in a school or the community does not occur in isolation, but within the context and structures of each student's home, school and community life and experiences. We propose a framework with several instruments: a developmental matrix (Table 2); a capabilities map, (mapping leadership capabilities against the Australian curriculum, Table 1); and examples of expanded descriptors for capabilities and attributes, Tables 4 and 5. For the developmental matrix, we used a combination of analyses of interview questions and recursive processes (Birks & Mills, 2011) to develop descriptors for each of the five levels of leadership for seven elements – focus, description, examples of actions, practices, understandings, capabilities and attributes. The framework also includes a number of other tools: principles of adolescent leadership for sustainability (Armstrong, 2013, 2013-2014), leadership definition (page 2 of the framework), leadership styles, strategies for motivating adolescent leaders for sustainability (Table 3) and assessment tools that could be used by teachers to assess students, and for students to assess themselves, at various stages in their development. (The leadership styles and assessment tools are not included in the framework that follows, but will be described in future papers. Contact the authors for further details.)

The strategies for motivating adolescent leaders (Table 3) arose from the key groups of factors that motivated leaders identified in the study. These were, in order of importance: **influence of people; personal motivation and capitalising on opportunities; school/community influences; and self learning/experiences.**



DISCUSSION, CONCLUSIONS, LIMITATIONS AND FUTURE RESEARCH

A key finding of the study was that the participants understood leadership for sustainability as being much the same as leadership in general, but with an emphasis on sustainability. When younger, the participants understood leadership as educating others, but when older, described it more commonly as working together for a sustainable future. This concept of leadership in a group is consistent with the findings of Roach et al (1999).

The finding that two of the key motivating factors for adolescent leaders for sustainability were influential people and influential experiences are consistent with the earlier work of Arnold, Cohen and Warner (2009). However, this study identified extra factors: personal motivation; school and community influences; and self learning/experiences.

The developmental framework is a major contribution to our knowledge of how adolescent leaders for sustainability understand leadership, capabilities and attributes of leaders and how adolescents develop their leadership potential across a spectrum of leadership levels, depending on their age, opportunities for leadership and personal circumstances. It also provides a number of strategies that could be used by teachers or adolescents to motivate adolescents to further develop their leadership through mentoring, training, the curriculum and co-curriculum and their own personal development. This framework has major implications for educators and teachers who work with adolescent leaders, by providing them with a range of practical tools and instruments.

There were some limitations to this study (small population size, narrow age range and limited to five schools in Melbourne, Australia), however the longitudinal research design has resulted in rich data and a comprehensive understanding of how adolescents develop as leaders in sustainability. Future studies could look at how this framework fits with children and younger and older adolescents and how it may differ with gender and culture.

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ADOLESCENT LEADERSHIP FOR SUSTAINABILITY DEVELOPMENTAL FRAMEWORK

Why we need a framework

Many schools are involved in sustainability education programs across Australia through initiatives such as the Australian Sustainable Schools Initiative (AuSSI). Many are doing great work to achieve more sustainable practices and cultures. In addition, a number of schools encourage student leadership by either sending their students to leadership training programs, events or camps or running their own training programs, clubs or committees. However, up till now, there has been no research-based developmental framework, unlike that for teachers (Department of Education, Victoria, 2007), upon which to best guide these adolescent leaders for sustainability.

Who the framework is for

The Framework will be useful for secondary students to map their personal development, and for teachers and leadership training providers to develop leadership for sustainability training programs for adolescents.

The framework in a nutshell

The Framework provides a developmental matrix for five key levels (or categories) of adolescent leadership for sustainability (Eco-citizen, Initiator, Apprentice, Change Agent, Connector) for seven elements (Focus, Description, Examples of actions, Practices, Understandings, Capabilities and Attributes). The capabilities in the Framework are mapped to those in the Australian Curriculum. It also provides additional instruments and tools: (expanded descriptors for capabilities and attributes; principles, definitions of adolescent leaders; and strategies to motivate adolescent leaders in the areas of mentoring and supporting, personal development and curriculum and co-curriculum.

How the Framework can be used

The Framework can be used by teachers and adolescent leadership providers to develop leadership programs and to motivate adolescents to become more effective leaders. It can also be used by adolescents to self-assess their capabilities and attributes and to work with a teacher, parent or adolescent leader to develop a personal leadership development plan.

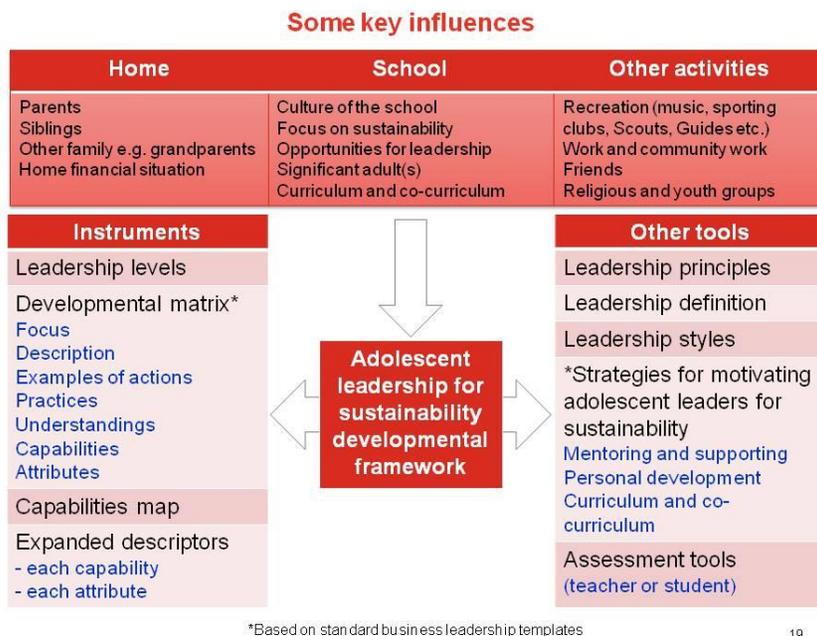
Principles of adolescent leadership for sustainability

1. Theories, models and styles of adult leadership are not necessarily applicable to adolescents.
2. Adolescents seem to be more interested in developing leadership through involvement in groups, rather than as individuals.
3. Leadership for sustainability is about working towards positive environmental and/or social change.
4. All adolescents have the potential to be leaders for sustainability (if they want to).
5. Many leadership skills can be learnt.
6. Adolescents can be motivated to take environmental actions through positive people and experiences.



7. The essential elements for promoting adolescent leadership are based on empowering them.
8. Adolescent leadership is best developed through challenging and meaningful projects.
9. Encouraging adolescents to undertake environmental and social actions can help them to feel more connected to their school.
10. Training for leadership should start when a person is young and continue throughout life.

Figure 1 Overview of the developmental framework



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How this framework was developed

This Framework was developed from research conducted by one of the authors (PA) as part of a PhD research project at RMIT University, which investigated *Adolescent leadership for sustainability: understandings and factors that impact on adolescents’ identity, emergence, development and sustainability as leaders.*

The research was conducted from 2011 to 2018 as a longitudinal study of 20 students in five Melbourne (Victoria, Australia) metropolitan schools.

Definition

Adolescent leadership for sustainability is the ability to work either individually or within a group to create ideas, take initiatives, influence, educate and motivate others and to undertake actions that will bring about change for a more sustainable future.



Levels of leadership

Five levels of leadership were identified from the research. These should not be confused with leadership styles (the way that they lead), which are discussed later. Levels of leadership are simply recognisable categories of adolescent leaders at a point in time. With some adolescents, it may be that they move sequentially through these five levels, but it is not necessarily the case for all adolescents. Some adolescents will never progress beyond the first level of *Eco-citizen*, while others will progress through one or a few of the other levels. Others will move backwards for a while before moving forward. For example, an adolescent may enter at the *Initiator* level for a project, then revert to the *Eco-citizen* level before joining an environment team and advancing to the *Apprentice* level. An adolescent can be a leader if they want to and they can learn and improve their leadership capabilities. It is also likely that progression through the levels is a matter of maturity, as an adolescent's cognitive and social capacity develops.

Eco-citizen: Moderately committed to sustainability, will take actions to model sustainability at home, youth groups and at school, but may have limited understanding of sustainability and practical opportunities for leadership.

Or Takes actions, has a very good understanding of sustainability and leadership, but for either personal reasons or lack of opportunity is unable to lead at a higher level

Initiator: Highly committed to a particular sustainability issue and shows great tenacity in conducting a particular project about that issue. Is developing capabilities, attributes, understandings and practice through the project.

Apprentice: Interested in sustainability and belonging to a sustainability group, club or committee. Motivated to develop understandings and learn from others.

Change Agent: Growing passion for sustainability and ability to hold leadership positions within a sustainability group, club or committee. Works collaboratively with others. Takes on increasing responsibilities and initiatives.

Or Unable to join or form a sustainability group (for personal reasons or through lack of opportunity) but leads by coaching others.

Connector: Exceptional leader, passionate about sustainability, has had extensive practice in leading sustainability and has a deep understanding about leadership and sustainability. Demonstrates high levels of capabilities and attributes to lead significant sustainability initiatives.



Table 1: Leadership for sustainability capabilities mapped to the general capabilities in the Australian curriculum

Adolescent leadership for sustainability development framework	Australian Curriculum		
Leadership Capability	General Capability	Organising Element	Sub-Element
Analytical (logical thinking and problem solving)	Critical and creative thinking	Analysing, synthesising and evaluating reasoning and procedures	Apply logic and reasoning Draw conclusions and design a course of action
Communicate effectively (writing and speaking persuasively, giving presentations, public speaking)	Literacy Personal and social capability	Composing texts through speaking, writing and creating Social management	Compose spoken, written, visual and multimodal learning area texts Use language to interact with others Deliver presentations Communicate effectively
Inter-personal (active listening, empathy)	Personal and social capability	Social awareness	Appreciate diverse perspectives Understand relationships
Managing teams and groups (delegating, teaching others, fairness, involving others, inspiring, others, negotiating)	Personal and social capability	Social management	Make decisions Negotiate and resolve conflict Work collaboratively
Modelling sustainability behaviours	Personal and social capability	Social awareness	Contribute to civil society
Networking and collaborating	Personal and social capability	Social management	Make decisions Negotiate and resolve conflict Work collaboratively
Planning (for the short and long term)	Critical and creative thinking	Generating ideas, possibilities and actions	Imagine possibilities and connect ideas Consider alternatives
Project and time management (organisational)	Personal and social capability	Self-management	Develop self-discipline and set goals
Research and self-education (about sustainability and leadership)	Personal and social capability	Self-management	Work independently and show initiative
Resilience	Personal and social capability	Self-management	Become confident, resilient and adaptable
Social	Personal and social capability	Social awareness	Understand relationships



Table 2: Developmental matrix

<i>Level</i>	Eco-citizen	Initiator	Apprentice	Change Agent	Connector
In essence	“Doing the right thing most of the time!”	“If I don’t do it, who will?”	“People feeding off each other, makes it easier”	“Fighting the big issues and are less concerned about themselves”	“Serving the environment”
Focus	Self leadership	Leadership through projects	Leadership within a group	Leadership through school or community influence	Leadership through a group of schools or community groups
Description	Committed to sustainability, will take actions to model sustainability at home, in youth groups and at school. Shows personal responsibility and self leadership. Or Passionate about sustainability, takes personal sustainability actions, has a deep understanding of sustainability and has demonstrated leadership through team or environment group projects, but for either personal reasons or lack of opportunity is unable to lead at a higher level.	Highly committed to and knowledgeable about a particular sustainability issue and shows great tenacity in conducting a project about that issue. Is developing capabilities, attributes, understandings and confidence through the project.	Very interested in sustainability and belonging to an environment/ sustainability group, club or committee. Motivated to learn from others.	Growing passion for sustainability and ability to hold leadership positions within a sustainability group, club or committee. Works collaboratively with others. Takes on increasing responsibilities and initiatives. Or Unable to join or form a sustainability group (for personal reasons or through lack of opportunity), but leads by coaching others.	Exceptional leader, passionate about sustainability and has had extensive experience in working with others and leading sustainability projects. Displays advanced capabilities in many areas, especially in communicating, planning, interpersonal and networking.
Examples of actions	<ul style="list-style-type: none"> – Uses refillable lunch boxes and drink bottles – Rides a bike or walks to school – Puts litter in bin – Turns off lights 	<ul style="list-style-type: none"> – Sets up a project to collect unwanted mobile phones for charity – Works with a team to build a 	<ul style="list-style-type: none"> – Joins the school environment team – Assists in the organisation of a project to clean up the local 	<ul style="list-style-type: none"> – Leads an activity at a sustainability conference – Organises activities for the whole school on World Environment Day 	<ul style="list-style-type: none"> – Organises an interschool conference for students in sustainability – Participates on a regional student



Level	Eco-citizen	Initiator	Apprentice	Change Agent	Connector
	<ul style="list-style-type: none"> when leaving a room – Participates in school energy awareness day 	<ul style="list-style-type: none"> vegetable garden at the local primary school 	<ul style="list-style-type: none"> creek 		<ul style="list-style-type: none"> sustainability committee
Practices (How they contribute/wh at they do)	<ul style="list-style-type: none"> – Takes sustainability actions at home, school and possibly the community – Participates in school sustainability projects and events – Communicates about sustainability to friends and family 	<ul style="list-style-type: none"> – Initiates and completes projects either alone or with a small team – Communicates to classes or groups about their projects – Builds relationships within the project group 	<ul style="list-style-type: none"> – Participates in a sustainability club or committee outside of the curriculum – May co-facilitate activities/events in school or out of school – Helps to organise school environment/ sustainability events – Gives presentations to classes or groups about projects of the club or committee – Communicates with people outside the school about school sustainability projects – Builds relationships in sustainability groups 	<ul style="list-style-type: none"> – Leads teams and committees – Initiates new school sustainability projects and events – Gives presentations to a year level or the whole school – Builds partnerships with school council committees (e.g. finance or grounds) – May work with people outside the school on sustainability projects (e.g. clean up the local creek) – Coaches other students with their sustainability projects – Mentors other student leaders – Supports the sustainability activities of others 	<ul style="list-style-type: none"> – Organises inter-school sustainability events – Gives presentations at inter-school sustainability events – Builds partnerships and networks with people and groups within and outside the school



Level	Eco-citizen	Initiator	Apprentice	Change Agent	Connector
Understandings (for leading sustainability actions, projects and events)	<ul style="list-style-type: none"> - At least, a basic understanding about sustainability issues and personal sustainability actions - The rules of their class/year level/school - How to lead when situations arise (to step up) - Who to ask for the additional information about sustainability 	<ul style="list-style-type: none"> - An in-depth understanding of at least one sustainability issue - How to work in teams - How to manage projects - Who to ask for support with a project 	<ul style="list-style-type: none"> - At least, a good understanding of several sustainability issues - How school co-curriculum committees operate - How to lead and manage activities - Who to ask for advice for group activities 	<ul style="list-style-type: none"> - At least, a good understanding of a wide range of sustainability issues - How to lead school clubs/committees - How school decisions are made - Who to ask for advice for leading groups and setting up projects and events 	<ul style="list-style-type: none"> - A deep understanding of a wide range of sustainability issues - How to lead groups drawn from several schools - Sustainability/environment organisations outside the school and the relationships between them - Who to ask for advice for leading major events
Key capabilities (Earliest level where relevant)	<ul style="list-style-type: none"> - Communicate effectively - Modelling sustainability behaviours 	<ul style="list-style-type: none"> - Analytical - Inter-personal - Project and time management - Resilience - Social - Planning 	<ul style="list-style-type: none"> - Research and self-education 	<ul style="list-style-type: none"> - Managing teams and groups - Networking and collaborating 	
Key attributes (Earliest level where relevant)	<ul style="list-style-type: none"> - Passionate about sustainability 	<ul style="list-style-type: none"> - Determined - Innovative & entrepreneurial - Persistent - Positive 	<ul style="list-style-type: none"> - Confident - Trustworthy - Open-minded 	<ul style="list-style-type: none"> - Caring 	



Table 3: Strategies for motivating adolescent leaders for sustainability

These strategies will help students to progress through the levels of leadership.

Level	Eco-citizen	Initiator	Apprentice	Change agent	Connector
Mentoring, leadership structures and training (Teachers initiate at school)	<ul style="list-style-type: none"> – Provide recognition for adolescent leaders (badges, certificates) 	<ul style="list-style-type: none"> – Set up a sequential student mentorship program in a school, with students mentoring other students 2-3 years younger – Invite community leaders and university students to mentor students – Arrange for students to attend camps with challenging outdoor activities 	<ul style="list-style-type: none"> – Ensure that there is a significant adult/older student in the school to role model sustainability and to mentor students – Create a teacher position of responsibility for student leadership, with a succession plan – Provide leadership training for interested students – Support students in running sustainability clubs or committees – Give students opportunities and training, wherever possible, to lead aspects of school events, with only minimal support from teachers 	<ul style="list-style-type: none"> – Give one on one mentoring to student leaders – Provide students with further opportunities to lead within a safe environment – Set up opportunities to recognise student leaders – positions of responsibility – Provide advanced leadership training for these student leaders – Encourage these leaders to train Levels 2 and 3 leaders 	<ul style="list-style-type: none"> – Coach students in how to organise interschool events (e.g. giving presentations and resolving conflicts) – Encourage students to find balance in their school work, personal lives and sustainability
Curriculum and co-curriculum (Teachers or principals)	<ul style="list-style-type: none"> – Include units of work on the environment/social justice at each year level, so that students 	<ul style="list-style-type: none"> – Create opportunities for students to complete a community 	<ul style="list-style-type: none"> – Coordinate a school environment or sustainability club, team or committee 	<ul style="list-style-type: none"> – Encourage a school sustainability collective to drive 	<ul style="list-style-type: none"> – Support students to organise sustainability conferences and events at the



Level	Eco-citizen	Initiator	Apprentice	Change agent	Connector
initiate)	<ul style="list-style-type: none"> develop knowledge and understandings about sustainability – allow them to form their own opinions – Give incentives or rewards for environmental/social justice actions – Create a school culture that makes living sustainably the norm – making it a habit – Develop a school sustainability policy, in collaboration with students and other members of the school community – Approach sustainability in a positive way – Work with students to organise school sustainability activity days 	<ul style="list-style-type: none"> project of their choice – Arrange for community leaders to mentor students in their projects – Invite guest speakers who can also work with the students on projects – Offer electives on the environment or sustainability topics, e.g. marine biology 	<ul style="list-style-type: none"> – Give guidance to a club, team or committee – structures, time resources – Allow friendship groups to join the group – Work with students to make these groups fun – provide food, give recognition, make it appealing – Create a sense that positive environmental/social justice actions are worth doing and are important – Celebrate successes – Create opportunities for students to complete a sustainability project of their choice 	<ul style="list-style-type: none"> sustainability in the school – with representatives from the school, parents and local community – Encourage students to take initiatives and lead events 	school
Personal development outside school (Teachers encourage students)	<ul style="list-style-type: none"> – Arrange camps or visits to natural places – Encourage students to attend student sustainability events organised by outside groups (e.g. councils and community) 	<ul style="list-style-type: none"> – Encourage students to join groups outside school (community, youth and work) – Provide opportunities for 	<ul style="list-style-type: none"> – Encourage students to take leadership roles in groups outside school (community, youth and work) – Encourage 	<ul style="list-style-type: none"> – Support students to attend and deliver workshops at sustainability conferences and events – Encourage 	<ul style="list-style-type: none"> – Support students to attend and give presentations at sustainability conferences and events – Support student



Level	Eco-citizen	Initiator	Apprentice	Change agent	Connector
	groups) – Encourage students to apply for scholarships or places in leadership training courses, environmental research or work projects	students to work with other people who are involved in “real” sustainability leadership – work experience, seminars, meet with experts – Organise student work parties for sustainability projects either in the community or in developing countries	students to assist and learn from more experienced leaders in community, youth and work groups – Investigate external youth sustainability organisations and encourage students to participate in these organisations where appropriate	students to take leadership roles in community or youth sustainability organisations	initiatives and leadership in community or youth sustainability organisations



Table 4. Expanded descriptors of capabilities (Example)

“In the Australian Curriculum ‘capability’ encompasses knowledge, skills, behaviours and dispositions.” (ACARA, 2013, p. 5)

Resilience

Expanded descriptor for each level

Capability	Eco-citizen	Initiator	Apprentice	Change Agent	Connector
Resilience	Is able to accept personal set-backs (failures, mistakes and criticism) and to learn from them	Is able to handle team set-backs (failures, mistakes and criticism) and to learn from them	Is able to deal with small club or committee set-backs (failures, mistakes and criticism) and to learn from them	Is able to deal with significant set-backs (failures, mistakes and criticism) and to learn from them	Is able to handle major set-backs (failures, mistakes and criticism) and to learn from them

Example for each level

Capability	Eco-citizen	Initiator	Apprentice	Change Agent	Connector
Resilience	A group of students raise vegetables in a school garden, but the vegetables all die one weekend during a heatwave. The students decide to replant the garden, but to also install a drip watering system.	A student starts a project to install a water tank in the school. The Principal tells him that the school does not have the funding, so the boy organises a raffle to raise sufficient funds.	A team of students are invited to build a school in a developing country. The challenge is to raise \$50,000 for the cost of the school, plus the cost of their own airfares. One girl, whose family does not have much money, works three jobs after school for the whole year to raise the money for her travel costs.	A school has a student environment team, mentored by a senior teacher. However, the teacher retires and no one is appointed to take her place. The students, who recognise that they need assistance from a teacher, approach another teacher to assist them. The teacher agrees and mentors them to undertake several successful projects.	A student leads a team that organises a student conference at their school. The conference is to be opened by a well known speaker on sustainability. On the morning of the conference, the speaker rings to say that she cannot attend. The student, who had arranged for a teacher as a backup presenter, thanks the speaker and arranges for the teacher to speak.



Table 5. Expanded descriptors of attributes (Example)

An attribute is “a quality or feature regarded as a characteristic or inherent part of someone or something”¹.

Confidence

Expanded descriptors

Attribute	Eco-citizen	Initiator	Apprentice	Change Agent	Connector
Confidence	Takes environmentally friendly actions in a confident and safe manner, without concerns about negative reactions from others	Speaks up in class and in group projects with confidence and takes the initiative where appropriate	Shows a willingness to learn and participate in school environmental projects and to take on responsibility and tasks when asked	Shows confidence in leading teams, running meetings, planning projects and events, speaking in public, negotiating and networking	Deals comfortably with all aspects of leadership both within and outside the school

Example

Attribute	Eco-citizen	Initiator	Apprentice	Change Agent	Connector
Confidence	A student rides a bicycle to school when all his friends are driven to school by their parents	A student decides to collect aluminium cans to earn some extra cash for a holiday and asks her friends at basketball to give her all their empty cans.	Four students, who are all members of an environment club, learn a student leadership program and agree to deliver this program to a class at a local primary school.	The environment club runs an activity at a student energy conference. Two students organise the activity and speak before a large group.	A student is a member of a local government student leadership advisory group. He regularly speaks up at the meetings on environmental issues.

¹ <https://www.google.com.au/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF-8#q=attributes%20synonym>