

ACEE Strategic Plan, 2011-2014

The ACEE Board approved this strategic plan on 15 May 2011.

About the Alberta Council for Environmental Education (ACEE)

ACEE is a non-profit organization with charitable status, incorporated in Alberta in 2005. Our Charitable Number is 83043 5079 RR0001. The ACEE Board represents a broad cross-section of different environmental education stakeholders.

Links between this Strategic Plan and ACEE's other planning documents

The ACEE Board annually revisits this strategic plan to ensure that the organization is best positioned to deliver on its mission. Board approval of this multi-year plan is subsequently followed by Board approval of a 'Program Plan' and accompanying budget that details the Board's wishes for which elements of the Strategic Plan should take place during the upcoming calendar year. Please contact the ACEE Executive Director for more information on this process or these plans.

Vision of ACEE

Alberta is a leader in environmental education, with citizens that are informed and motivated to live more sustainably, be responsible stewards of the environment, and help ensure future generations' quality of life.

Mission of ACEE

To work collaboratively to advance environmental education in Alberta.

Core Values

These core values guide ACEE as it works to accomplish its vision and mission. ACEE will be...

- **Strategic.** ACEE will consult and engage practitioners in activities that support and complement efforts of other environmental education organizations in Alberta, and will develop strategic initiatives based on the community's needs.
- **Transparent.** ACEE will be transparent and inclusive in its dealings with the EE community, making relevant policies, budgets, and other documents available to all.
- **Inclusive.** ACEE's activities will be inclusive of all stakeholders and includes formal, non-formal, and informal education. ACEE board members will have a wide range of relevant competencies, and will be drawn from a diversity of groups within the environmental education community.
- **Respectful.** ACEE will work in a collegial manner to add value to the efforts of the environmental education community. ACEE will NOT duplicate, compete with, or attempt to represent others in the community.

Roles

The following roles reflect the implementation of the ACEE vision, mission and core values.

- **Champion environmental education (EE).** ACEE will be a voice for the advancement of environmental education, speaking in support of the need for EE and its role in a changing society.
- **Convene stakeholders.** ACEE will convene the EE community, encouraging a variety of strategic conversations, liaisons, networking, actions, and synergistic collaborations between EE groups.
- **Facilitate leadership.** ACEE will help create, clarify, and coordinate leadership within the environmental education community.
- **Build networks.** ACEE will develop, encourage and support networks that facilitate the exchange of information and provide opportunities for collaboration within the Albertan EE community.
- **Increase capacity.** ACEE will develop partnerships and mechanisms to build capacity for, and help ensure, the continual improvement of environmental education groups.
- **Connect the community.** ACEE will work with all interested EE providers to promote EE resources, services, and events to the widest possible audience of Albertan educators; and connect Albertan environmental education efforts to relevant national and international networks, resources, and activities.

Impact #1: Society increasingly values, supports, and implements environmental education.			
INPUTS <i>resources we need</i>	ACTIVITIES <i>what we do to create change</i>	OUTPUTS <i>deliverables that create the potential for change</i>	OUTCOMES <i>changes that occur as a result of this initiative</i>
ACEE Board and staff time, meeting venues, EE groups' donation of time and expertise, partnership with Alberta Education, research intern, and communications expert, funding	<p>1. Advance FORMAL environmental education and environmental citizenship, by taking a lead role in working with Alberta Education to create policy.</p> <ul style="list-style-type: none"> Widely distribute discussion paper of how excellent EE contributes to government goals and initiatives (i.e. Inspiring Education); identify lines of evidence (polling data, conclusions of Framework, etc.) Identify, explore, and deliver on emerging opportunities to advance EE Work with stakeholders to suggest changes to new curriculum, assessment and accountability policies Create network of formal and non-formal education partners (EE groups, ATA, etc.) Support a cross-Ministry network of provincial employees engaged in environmental education Engage and facilitate Alberta Education and EE stakeholders (ATA, EE groups, etc) in relevant discussions and consultations Facilitate EE stakeholders in development of learning resources relevant to EE Create support and demand for EE by working with school districts, promoting best practices (e.g. CBE) and policies 	<ul style="list-style-type: none"> Discussion paper Meeting notes and action items from meetings Recommendations for policy changes new curriculum, assessment and accountability policies contain significant content relevant to EE EE learning resources developed in lockstep with new elementary science curricula Letters from school boards supporting EE 	<p>EE considered at all levels of decision making within educational organizations. ACEE is viewed as a champion of EE in Alberta. Political support for EE increases.</p> <p>Knowledge, value, and skill concepts relevant to environmental stewardship are covered in new curricula and assessment.</p> <p>School districts implement more environmental education, and students are more environmentally literate and practice environmental citizenship.</p>

	<p>2. Advance NON-FORMAL environmental education and environmental citizenship, by taking a supporting role in working with partners to create policy.</p> <ul style="list-style-type: none"> • Identify target audiences and potential partners (e.g. ARPA, Parks Canada, Child Nature Alliance, etc.) • Prepare and deliver target-specific communications • Convene and galvanize relevant conversations • Help identify opportunities to revise policy, and support activities to create these policy changes 	<ul style="list-style-type: none"> • List of relevant audiences and potential partners • Meeting notes and action items from meetings • Identification of opportunities to revise policy and provide support that advances EE in Alberta • Presentations and communications material 	<p>ACEE is viewed as a champion of EE in Alberta. Political support for Non-formal EE increases.</p>
	<p>3. Communicate about ACEE and EE</p> <ul style="list-style-type: none"> • regular updates to website (new jobs, development opportunities, etc.) from the sector • regular distribution of this info in e-newsletter (e.g. EENews), blog, etc. • work with media to create series of articles highlighting EE best practices and potential of EE to advance education • Communicate the case for changes to public policy. • Leverage our polling of Albertan adults and youth 	<ul style="list-style-type: none"> • Communication vehicles: robust and current website, regular e-newsletters, blog, op eds, articles, etc. Discrete communications plan for each major ACEE initiative, showing how ACEE moves stakeholders up an 'engagement ladder' 	<p>ACEE becomes a key go-to group vis-à-vis EE in Alberta. It is understood to be a group that leads – and also showcases the success of other groups. Stakeholders' work is highlighted and broadly distributed; ACEE successfully engages EE audiences (teachers, general public, etc.) who more deeply understand and embrace EE.</p>

Impact #2: Environmental educators more effectively mobilize learners to practice environmental stewardship.

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ACEE Board and staff time, partner organizations, training resources, on-line survey tools, funds	1. Annual leadership clinic for teams from EE organizations (e.g. agencies, corporations, schools). <ul style="list-style-type: none"> Conduct a needs assessment of EE groups planning, using leadership clinic model delivery of training, and follow-up support 	<ul style="list-style-type: none"> Online needs assessment summary of findings Multi-day team-based trainings for high-potential EE groups 	EE groups learn about best practices and document increased capacity and effectiveness; and learners report greater readiness to practice stewardship.
	2. Annual workshop series. <ul style="list-style-type: none"> annual needs assessment Solicit content area specialists Design workshops, to be delivered ‘face-to-face’ to encourage networking, and virtually using relevant technology to engage different regions of Alberta Obtain hosts and sponsoring organizations 	<ul style="list-style-type: none"> Series of workshops throughout Alberta for both established and beginning EE groups Evaluation of short-term and long-term benefits Evaluation of efficacy of virtual workshops 	
	3. Enhance Teacher Professional Learning in EE <ul style="list-style-type: none"> Create partnerships with organizations that support professional learning If necessary, build committee capacity through advice/services Help connect EE groups to teachers: promote EE groups to ATA PD Network; promote workshop proposal process to EE groups; push relevant resources to EE groups for their use (polling data, case for EE, etc.); identify and work with key ‘connector’ individuals and organizations 	<ul style="list-style-type: none"> EE streams (workshops, speakers, etc.) at conferences Annual outreach to key nodes of the ATA’s PD network, promoting relevant services of EE groups More EE groups presenting at conferences and conventions EE Resource Centre that highlights EE groups’ resources, PD Network coordinates, and on-line resources 	Teachers learn about and practice more EE; EE groups and speakers gain greater exposure to, and more interest from, teachers.
	4. Support Alberta pre-service teachers. <ul style="list-style-type: none"> Engage and work with relevant universities, using a White Paper and a series of Dialogues to seed discussion Provide EE training to those who prepare teachers; encourage communication and collaboration between these groups Encourage communication between EE groups and pre-service teachers 	<ul style="list-style-type: none"> Network of those who prepare teachers Series of presentations to those teachers Partner organizations develop more pre-service professional development offerings, focusing on EE 	Alberta pre-service teachers receive more quality professional development in EE, and integrate EE into their teaching throughout their teaching careers

Impact #3: A coordinated network of engaged stakeholders collaborate to advance environmental education in Alberta.			
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ACEE Board and staff time, support and advice from EE groups, specialists (e.g. database specialists), participating teachers, meeting venues, funds.	1. Create and support high-potential EE networks. <ul style="list-style-type: none"> Create and support regional and/ or topical networks that strategically advance EE to both formal and non-formal audiences Attend meetings and prepare information for meeting participants Needs assessment of participants 	<ul style="list-style-type: none"> Series of meetings created by or supported by ACEE Networks created, hosted on ACEE website Distribution of information about ACEE and its initiatives; and needs assessment of participants Documentation of ACEE's role 	Coordinated networks of stakeholders collaborate to advance EE and share their learnings. Involved groups feel networked and linked to others and to ACEE, and are more involved in collaborative work.
	2. Develop, maintain, and promote the use of the EE Resource Centre. <ul style="list-style-type: none"> Promote this to EE groups Support EE groups' efforts to list their services on-line Engage volunteers to improve content advertise to teachers through the ATA professional development system identify and advertise to key non-formal audiences 	<ul style="list-style-type: none"> A highly functional database/ website platform contains current information from over 100 EE organizations communications plan for ATA representatives communications plan for key non-formal audiences 	Educators and other groups learn more about the services offered by EE groups, and use more of these services. Website becomes the go-to 'hub' for EE resources in Alberta.
	3. Support 'Framework to Advance EE in Alberta.' <ul style="list-style-type: none"> Support a Multi-Stakeholder Steering Committee to steer this initiative Engage with, collaborate with, and provide relevant support to EE stakeholders to ensure the implementation of the Framework, including Web 2.0 techniques create on-line mechanisms of support, engagement, and documentation/celebration of progress 	<ul style="list-style-type: none"> Key findings from symposia and relevant discussion On-line presence List of Multi-Stakeholder Steering Committee and engaged EE stakeholders annual progress reports to EE stakeholders 	Multi-Stakeholder Steering Committee revises the Framework. EE is advanced as groups work collaboratively to deliver on specific Framework outcomes.