**APPENDIX Diii**

**Interview Guide for Administrators and Managers**

*Before the discussion begins, I will review the ethical issues and participants’ rights and ask each participant to give and record their verbal Consent. I will only turn on the recorder if they explicitly agree to this.*

*The following are sample questions for the interviews. The questions I use will be based on issues I identify in the theoretical framework, the review of the literature and my own professional practice. I will ask non-leading probes as appropriate to gain a deeper understanding of the faculty’s responses. All participants will be asked to select a pseudonym of their choice.*

**Questions:**

EfS (Education for Sustainability) or ESD (Education for Sustainable Development) – see below definitions.

1. Please briefly describe your role at this college and your involvement with sustainability initiatives at this college. (Introduction)
2. How familiar are you with the college's policies and principles related to education for sustainability (EfS)? How are they developed and communicated to faculty and students? (Policies and Principles)
3. How do you ensure that these policies are integrated into the curriculum and classroom activities? (Policies and Principles)
4. In your opinion, how effective are the current EfS initiatives in achieving sustainability goals? Explain. (Efficacy and Effectiveness)
5. What indicators or outcomes do you use to measure the success of EfS at the college? (Efficacy and Effectiveness)
6. What challenges or barriers have you encountered in implementing EfS activities at the college level? (Challenges and Barriers)
7. How do you address these challenges, and what additional support do you need? (Challenges and Barriers)
8. What facilitators or supports have been most helpful in advancing EfS initiative at the college? (Facilitators and Support)
9. How can the college further support administrators and faculty in integrating EfS into their operations and teaching? (Facilitators and Support)
10. What improvements or changes would you recommend to enhance the effectiveness of EfS at the college? (Improvement and Future Directions)
11. How do you envision the future of EfS in higher education, particularly at this institution? (Improvement and Future Directions)
12. How do you engage with faculty, students and external stakeholders to support EfS initiatives? (Stakeholder Engagement)
13. What role do you think each group (faculty, students, administrators) plays in advancing sustainability at the college? (Stakeholder Engagement)
14. Please share with me anything else you would like to add about your experience with EfS or suggestions for improving sustainability education at the college.(Closing)

**Note:**

**Definition of EfS or ESD:**

## Sustainability Education is often referred to as Education for Sustainable Development (ESD), which has been defined as:

UNESCO, 2014:

"Education for Sustainable Development allows every human being to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future.

Education for Sustainable Development means including key sustainable development issues into teaching and learning; for example, climate change, disaster risk reduction, biodiversity, poverty reduction, and sustainable consumption.

It also requires participatory teaching and learning methods that motivate and empower learners to change their behaviour and take action for sustainable development. Education for Sustainable Development consequently promotes competencies like critical thinking, imagining future scenarios and making decisions in a collaborative way.

Education for Sustainable Development requires far-reaching changes in the way education is often practiced today."

“**Education for sustainability** develops the knowledge, skills, values and world-views necessary for people to act in ways that contribute to more sustainable patterns of living. It enables individuals and communities to reflect on ways of interpreting and engaging with the world.  Sustainability education is futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through informed action. Actions that support more sustainable patterns of living require consideration of environmental, social, cultural and economic systems and their interdependence."

*Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), viewed on the Australian Curriculum website on 21/10/2015.*