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The *Australian Journal of Environmental Education (AJEE)* provides a forum for the publication and dissemination of articles intended to further the research and practice of environmental education in all areas of formal and non-formal education. It seeks balanced and integrative accounts of practice, theory and research presented in written or graphic forms appropriate to the matters considered, the wide range of the journal's readership and the journal's intentions.

There are two broad categories of papers that will be considered for publication in *AJEE*:

1. The first category focuses on academic/research articles which should be 5,000 words in length (including references, tables etc). Where additional word length is warranted and clearly justified, extended papers will also be considered (up to 10,000 words). Contributions in this category may take the form of research or project reports, program evaluations or case studies of practice, critical essays relating to philosophical or policy issues, critiques of previously published articles, and literature reviews that are of relevance to environmental education. Theoretical essays or research reports should include a description of the practical application(s) of the ideas raised or tested, while reports of practice should contain an explanation of the theoretical foundation underlying the practice in question.
2. The second category is for shorter scholarly opinion/discussion/story/review pieces and abstracts of completed PhD, Masters and Honours theses in environmental education. These articles may be up to 3,000 words in length (including references, tables etc) and abstracts of theses should be no longer than 750 words. Shorter book reviews will also be considered (up to 1,000 words). The editor is also actively encouraging special sections/issues working with guest editors. Please contact the editor with ideas and/or proposals.

Contributions presented in a variety of written or graphic forms are welcomed. Material in written form other than prose, or in graphic forms such as illustrations or photographic essays, should be accompanied by text clearly setting out its philosophical or practical origins and implications. All material should be clearly referenced to its sources.

All manuscripts will be reviewed by at least two members of the editorial board or invited referees with expertise in the relevant field. Selection of articles for inclusion in the journal will be based on these reviews.

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Specifications for contributions

To be reviewed for possible publication in this journal all authors must follow the style and Online submission instructions.

A short title of not more than thirty-four letters must be submitted with each manuscript. An abstract is also to be provided, no longer than 200 words. Authors should supply a minimum of five key words for referencing of papers.

Tables should be created in Word and included at the end of the manuscript Word document after the references. Figures, graphs, illustrations and photographs (but NOT Tables) should be prepared to the correct size and each one supplied as an individual file, separate to the manuscript Word file. Their approximate positions should be indicated in the text by the words, "Insert Table/Figure X here".

Footnotes should be avoided.

References should be listed alphabetically at the end of a contribution. Contributors should follow the specifications of APA (*Publication Manual of the American Psychological Association*, 2010, 6th edition). The following examples illustrate the recommended form for publications:

Australian Government Department of the Environment Water Heritage and the Arts. (2009). *Living sustainably: The Australian Government's National Action Plan for Education for Sustainability*. Canberra: Commonwealth of Australia.

Cutter-Mackenzie, A. (2009). Multicultural school gardens: Creating engaging garden spaces in learning about language, culture, and environment (special issue guest edited by D. Greenwood and M. McKenzie). *Canadian Journal of Environmental Education*, 14(1), 122–135.

Hart, P. (2003). *Teachers' thinking in environmental education: Consciousness and responsibility*. New York: Peter Lang.

Hillcoat, J. (1999). *Beyond the commodity: Meaning-making, sustainability and the self*. Unpublished PhD thesis, Queensland University of Technology, Brisbane, Australia.

Jickling, B., & Spork, H. (1998). Education for the environment: A critique. *Environmental Education Research*, 4(3), 309–327.

Selby, D. (2009) The firm and shaky ground of education for sustainable development. In B. Chalkley, M. Haigh & D. Higgitt (Eds.). (2009). *Education for sustainable development: Paper in honour of the United Nations Decade of Education for Sustainable Development (2005–2014)* (pp. 199–213). New York: Routledge.

When references are cited in the text, details of author(s) and year of publication should appear, for example (Cutter-Mackenzie, 2009; Jickling & Spork, 1998). Direct quotes should include author, year and page number, for example (Hart, 2003, p. 65).

Spelling should conform to *The Macquarie Dictionary*.

Non-sexist language should be used at all times, for example, humankind or people, chair or chairperson.

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