



Environmental Sustainability Policy

Aim

Environmental sustainability is considered a fundamental element of our preschool.

As such, we aim to:

Embed - Sustainable practices within the daily practice and routines of the preschool day.

Educate - Learn with one another and from one another. As a setting that believes that we all need to keep learning over time we aim to educate ourselves both as a setting and as individuals and to continue to learn more about, and to stay up to date with current practice in being sustainable.

Enjoy - Our engagement with our natural and man-made environments through sustainable practices.

Explanation

Bronfenbrenner's ecological model explains how all the different aspects of a person's life interact and affect one another. Sustainable practices are one area where it is very evident how much one practice can impact on other parts of our lives, and it is our aim to provide positive influences on the environment around us!

Implementation

Strategies embedded into our preschool program include:

- * Caring for the gardens/veggie patch (children recognising the importance)
- * Worm farm/compost bin (embedding this practise)
- * Understanding the importance of Refuse, Reduce, Reuse, Repurpose and Recycle
- * Nude lunches (minimising on soft plastic)
- * Water tank
- * Water saving practises (turn off tap while rubbing hands at sink), using water from water tank, limiting water at the sandpit/dirtpit.
- * Minimising on bin liners. Single bagging unless double bagging is indicated as a WHS issue



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- * Children using personal face washers or hand towels to minimise on paper toweling when drying hands. These are washed daily to ensure hygienic practice.
- * Switching off lights when rooms are not in use
- * Switch off air conditioning when rooms are not in use
- * Cold water wash when using washing machine
- * Encouraging children to use the correct toilet flush
- * Turning off taps
- * Collecting plastic bottles for recycling purposes and also fund raising
- * Loose parts - recycled items
- * Craft/collage - recycled items. Limiting the purchase of unrecyclable, one use art supplies. Eg paper and paint - yes, plastic items to paste etc - no.
- * Paper for painting - recycled paper e.g. donations
- * Printer cartridge recycling
- * Battery recycling
- * Looking for ways to reuse materials and items rather than buy new

Educators and children work together on sustainable practices throughout the preschool day and educators use these experiences to explain and teach the children about the world around them.

Links with the NQS

QA3	Physical Environment	
	3.2	Use The service environment is inclusive, promotes competence and supports exploration and play-based learning
	3.2.3	Environmentally Responsible The service cares for the environment and supports children to become environmentally responsible
	What Element 3.1.1 aims to achieve	



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Well-designed indoor and outdoor spaces are environmentally sustainable.

3.2

How Standard 3.2 contributes to quality education and care

Exploration of the natural environment helps to build children’s competence and play-based learning. It also encourages children to develop an appreciation of the natural world, an awareness of the impact of human activity on the environment, and ways in which they can contribute to a sustainable future.

Questions to guide reflection on practice for Standard 3.2

Promoting competence, supporting exploration and play-based learning

- How can we access additional information, ideas and strategies to support children to take an active role in caring for the environment and contribute to a sustainable future?

3.2.3

Environmentally Responsible

The service cares for the environment and supports children to become environmentally responsible.

What Element 3.2.3 aims to achieve

Education and care settings are places where children learn about self, others and the world, including environmental responsibility. Services play a role in helping children develop an understanding and respect for the natural environment and the interdependence between people, plants, animals and the land (Early Years Learning Framework, p. 13; Framework for School Age Care, p. 15). Children develop positive attitudes and values by engaging in sustainable practices, watching adults around them model sustainable practices, and working together with educators to show care and appreciation for the natural environment (Hughes, 2007).

This element aligns sustainable operations within the service and children’s learning about environmental responsibility.

Exceeding theme 1: Practice is embedded in service operations

Assessors may consider the following indicators when assessing whether service quality for Standard 3.2 Exceeds the NQS:

- The service’s approach to creating inclusive learning environments, **engaging in sustainable practice** and **supporting environmental responsibility reflects the service’s philosophy.**

Exceeding theme 3: Practice is shaped by meaningful engagement with families and/or the community

Assessors may consider the following indicators when assessing whether service quality for Standard 3.2 Exceeds the NQS:

- The service’s approach to environmentally sustainable practice and support of environmental responsibility:
- The service collaborates with family and/or community partners to:
 - » engage in sustainable practices within the service and support environmental awareness and responsibility across the service community
- Educators supporting families to develop understanding and engage in environmentally responsible and sustainable practices.



Links to the EYLF

Practice: Learning environments

“Environments and resources can also highlight our responsibilities for a sustainable future and promote children’s understanding about their responsibility to care for the environment.

They can foster hope, wonder and knowledge about the natural world”(DEEWR, 2009, p16).

OUTCOME 2: CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD

Children become socially responsible and show respect for the environment

Educators promote this learning, for example, when they:

- share information and provide children with access to resources about the environment and the impact of human activities on environments
- embed sustainability in daily routines and practices
- look for examples of interdependence in the environment and discuss the ways the life and health of living things are interconnected

Source

Education and Care Services National Regulations

Other sustainability resources can be found in our Libib library record.

Compliance evidence

Education and Care Services National Regulations (2018)

National Quality Standard 3.2.3, 6.1.1, 6.2.3

Document Control

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