

Sustainable Living Policy

National Quality Standard (NQS)

QA3	3.2.3	Environmentally responsible - The service cares for the environment and supports children to become environmentally responsible.
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QA6	6.1.1	Engagement with the service - Families are supported from enrolment to be involved in the service and contribute to service decisions.
	6.2.3	Community engagement - The service builds relationships and engages with its local community.

Early Years Learning Framework (EYLF)

LO2	Children are connected with and contribute to their world
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Related Policies

Cultural Awareness and Inclusion

Curriculum, Healthy Eating and Physical Activity

Aim

To implement the Centre's commitment to helping children, educators, staff and families acquire knowledge, skills and attitudes to enable them to be environmentally and culturally responsible by forming sound judgements about sustainable lifestyles and participating in environmental decision making as part of a global community, fostering respect and care for the living and non-living environment.

Rationale

Waite Campus Childrens Centre considers it important that children, educators, staff and families understand the importance of caring for the environment and minimise their impact on it in order to secure a better quality of life for present and future generations. We take a holistic approach to Education for Sustainability (EfS) integrating this into all aspects of our service. Environmental education opportunities should be provided for children on a daily basis fostering children's

emerging sense of wonder and joy of discovery. Positive interactions with the natural environment are an important part of children's healthy development, encouraging an understanding of the intrinsic nature of the inter-relationship between all living and non-living things.

Implementation

Children develop positive attitudes and values about sustainable practices by engaging in learning experiences, joining in discussions that explore solutions to environmental issues, and watching adults model sustainable practices. Children learn to live interdependently with the environment.

- The Centre will develop and implement a Site Environment Management Plan (SEMP) in consultation with all stakeholders.
- To support the implementation of the SEMP, 1% of all fee income will be directed to projects outlined in the plan.
- The Centre's criteria for equipment purchases and disposal will emphasise recyclable, reusable, natural and environmentally friendly resources. Food miles will be considered with respect to all food purchases within the economies of the Centre budget. Home grown produce from families and the Centre gardens will be encouraged.

Environmental Sustainability and our Curriculum

- Our educators will promote a holistic, open ended curriculum which explores ideas and practices for education for sustainability and helps children understand the interdependence between people and the environment.
 - Children's inherent connection to the natural world and the outdoor environment will be encouraged and celebrated.
 - Positive outdoor experiences will be provided on a daily basis.
 - The Centre will adopt an experiential approach to EfS providing opportunities for child-initiated experiences that support children to learn through discovery.
 - Children will be introduced to environmentally sustainable practices through one to one and small group discussions and by involving them actively in the Centre's recycling, water and energy saving, and planting and garden programs.
 - Children's environmental knowledge and sustainable activities will be celebrated.
 - Children will engage in learning about the food cycle by growing, harvesting, and cooking food for our kitchen.
 - The Education for Sustainability teacher and educators will enlist the help of groups with expertise in environmental issues to deliver elements of our Education for Sustainability program
 - The Centre will acknowledge and celebrate environmental awareness events like Clean Up Australia Day and Walk to School Day.

The Role of Educators

- Our educators will model sustainable practices by embedding sustainability into all aspects of the daily running of our service operations.
 - Positive attitudes towards sustainable environmental values, practices and educational programs will be promoted.
 - With consideration for the current setting and facilities, the Centre will aim to include a variety of flora and fauna both indoors and outdoors and provide opportunities for children to connect with the natural world through growing plants and seeds and participating in nature walks around the Campus.
 - Educators and staff will be provided with in-service training on EfS to enhance their own interest in and enjoyment of the natural world and to provide them with the knowledge and skills for implementing EfS.
 - Educators, staff and other adults will model care and respect for the natural environment.

Partnerships with Families and the Community

- The Centre community will collectively agree on guiding principles for sustainability and these principles will guide programs and actions outlined in the SEMP.
- Centre programs will aim to support and strengthen children's connections to both the local and global community and acknowledge the uniqueness and value of Australia's Aboriginal heritage.
- The Centre will establish a resource library for children, families and educators which will include current information about environmental issues and environmental education. The Centre will support regular communication with families on sustainability and environmental issues and related activities at the Centre via the monthly parent newsletter.
- Whenever practical and age appropriate for children, the Centre will participate in advocacy projects in relation to local environmental and social issues to support children to develop as active participants of a global society.

Source

Early Years Learning Framework (EYLF)

National Quality Standard (NQS)

NSW Early Childhood Environmental Education Network

Review

The policy will be reviewed regularly by:

- Management/Staff
- Employees including EfS Teacher
- Families

Version History

Version	Date	Policy approval	Description of changes	Effective date	Review date
1.0	16/06/2022				06/2023